UCalgary Inclusive Excellence

Cluster Hiring Initiative

FAQs

UNIVERSITY OF
CALGARY

Inclusive Excellence Cluster Hiring
FAQ – Frequently Asked Questions

Prepared by
Office of the Vice Provost and AVP Research (EDI)

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The University of Calgary (UCalgary), located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations) as well as the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Wesley First Nations). The university recognizes that the City of Calgary is also home to Region III of the Métis Nation of Alberta.

About the University of Calgary

The University of Calgary is Canada's leading next-generation university – a living, growing and youthful institution that embraces change and opportunity with a can-do attitude. Located in the nation's most enterprising city, the university is making tremendous progress on its *Eyes High* journey to be recognized as one of Canada's top five research universities, grounded in innovative learning and teaching and fully integrated with the community it both serves and leads. The University of Calgary inspires and supports discovery, creativity and innovation across all disciplines. For more information, visit **ucalgary.ca**.

As an equitable and inclusive employer, the University of Calgary recognizes that diverse staff/faculty benefits and enriches the work, learning and research experiences of the entire campus and greater community. We are committed to removing barriers that have been historically encountered by some people in our society. We strive to recruit individuals who will further enhance our diversity and will support their academic and professional success while they are here. In particular, we encourage members of the designated groups (women, Indigenous peoples, persons with disabilities, members of visible/racialized minorities, and diverse sexual orientation and gender identities) to apply. To ensure a fair and equitable assessment, we offer accommodation at any stage during the recruitment process to applicants with disabilities. Questions regarding diversity at UCalgary can be sent to the **Office of Equity, Diversity and Inclusion (equity@ucalgary.ca)**, and requests for accommodations can be sent to Human Resources **(hrhire@ucalgary.ca).**

The University of Calgary has launched an institution-wide **Indigenous Strategy, *ii' taa'poh'to'p,*** in line with the foundational goals of ***Eyes High***, committing to creating a rich, vibrant and culturally competent campus that welcomes and supports Indigenous Peoples, encourages Indigenous community partnerships, is inclusive of Indigenous perspectives in all that we do.

We encourage all qualified applicants to apply, however preference will be given to Canadian citizens and permanent residents of Canada.

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FAQ - UCalgary Inclusive Excellence Cluster Hiring Initiative

1. What is cluster hiring, or cohort hiring?

Cluster hiring is the promising practice of recruiting and hiring professors in groups or cohorts, rather than individually. These clusters may be hired within departments, across faculties, and/or strategic research and teaching priority areas. Cluster and cohort hiring has been pursued at UCalgary and across the Canadian post-secondary education sector for a variety of reasons including, but not limited to: attracting and retaining research teams in strategic research areas; enhancing the student experience by broadening and enriching excellence in research and teaching areas; and, in more recent years, expanding the diversity of researchers, teachers, academic mentors and role models at all levels of the university.

2. Why is UCalgary launching this cluster/cohort hiring initiative?

The UCalgary cluster hiring initiative advances and embeds the institution's commitment to equity, diversity and inclusion; Indigenous engagement; and inclusive excellence. UCalgary is engaged in a number of steps to advance a more equitable, diverse, inclusive and accessible campus. It responds to demands for change by students, staff, faculty and alumni who want to see the institution, and the professoriate, reflect the diversity of the student body and the broader community (see: EDI Data Hub). The Inclusive Excellence Cluster Hiring Initiative is one key step to ameliorate the under-representation of members of federally designated groups (FDGs)/equity-deserving groups (EDGs) at the university, and to improve epistemic pluralism, the creation of new knowledges, and broaden the culture of inclusivity and engagement.

This proactive measure aims to ameliorate disadvantage by closing equity gaps in the professoriate and creating a critical mass of scholars to prevent isolation, support retention, and increase mentors and role models. It will enable the expansion of curriculum innovations; incorporate Indigenous ways of knowing; build transdisciplinary teaching, research and scholarship; and enhance our commitment to city-building and community engagement.

3. Will these positions undermine UCalgary's commitment to excellence, quality or merit?

Equity, diversity, inclusion and accessibility are indispensable to the pursuit of excellence, quality and merit in universities. There is no necessary conflict, tension or trade-off between increasing the diversity of people and the pursuit and achievement of excellence in research and scholarship, teaching and learning, and community engagement. Excellence is enabled by diversity and is not limited to a single demographic group. However, the pursuit and achievement of excellence may be impeded by deficit thinking, historical and

contemporary stereotypes, attitudes, procedures, and practices that limit access, equity, inclusion and diversity. The complementarity of equity and excellence is highlighted in the June 2022 Deans Council-approved **"University of Calgary Plan for Equity, Diversity and Inclusion in Research and Teaching Awards."** The preponderance of research, scholarship and experience highlight how diversity of people, ideas, perspectives and heuristics make us smarter, improve critical thinking, enable the cultivation of a wider range of knowledges and skills, enhance intercultural insights and capacity, improve problem-solving and decision-making, and fuel creativity and innovation. To advance inclusive excellence, we must proactively identify biases and myth that rest on historical discrimination and contemporary stereotypes that imply that an increase in diversity somehow leads to the undermining of excellence.

Excellence at post-secondary institutions is enabled by our openness to — and proactive efforts to create — an equitable, diverse, inclusive and accessible institutional environment in which talented people from all backgrounds — including those who contribute to a diversity of ideas, perspectives, methodologies, pedagogic practices and ways of knowing — can flourish in an enabling environment. It is a myth that there is a trade-off between equity and excellence, or that a diversity of people undermines the pursuit and achievement of excellence. Such myths reinforce biases and discriminatory behaviour that EDI research aims to ameliorate.

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4. *What is meant by the concept "Inclusive Excellence"?*

An institutional definition of Inclusive Excellence was adopted by Dean's Council when it approved the **EDI plan in Research and Teaching Awards** in June 2022. We believe that, "The individual and institutional pursuit of excellence, quality or merit is best achieved in equitable, diverse, inclusive, accessible and decolonial conditions in which everyone can thrive. While the human pursuit of excellence is an inclusive one, and not limited to a specific demographic group, how it is socially and institutionally defined, operationalized and recognized historically often has 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."

UCalgary is a member institution of Universities Canada, which adopted seven "**Inclusive Excellence Principles**" in October 2017. These principles complemented the 13 **Principles on Indigenous Education** that were adopted by Universities Canada in June 2019 that focused on curricula, intercultural competency and Indigenous education leadership, among other things.

Three Universities Canada's Inclusive Excellence principles are especially relevant to our initiative: the first stresses the importance of leadership commitment and action. Principle 1 states that, "universities are enriched by diversity and inclusion. As leaders of universities that aspire to be diverse, fair and open, we will make our personal commitment to diversity and inclusion evident." The importance of proactive ameliorative measures is highlighted in Principle 3 in which universities, "commit to taking action to provide equity of access and opportunity. To do so, we will identify and address barriers to, and provide supports for, the recruitment and retention of senior university leaders, university Board and Senate members, faculty, staff, and students, particularly from under-represented groups." In Principle 5, university leaders committed their institutions to finding, "ways to integrate

inclusive excellence throughout our university's teaching, research, community engagement and governance. In doing so, we will engage with students, faculty, staff, our boards of governors, senates and alumni to raise awareness and encourage all efforts." See: **Universities Canada. Inclusive Excellence Principles**

Inclusive Excellence is one of four principles — along with Black flourishing, mutuality and accountability — in the **Scarborough Charter on Anti-Black Racism and Black Inclusion**. For UCalgary, like other signatories of the Charter, "inclusive excellence embodies the recognition that not only is post-secondary education enriched by equity, diversity and inclusion; equitable inclusion is critical to excellence. Excellence encompasses the ability of universities and colleges to educate and to innovate; to be alive to complexity and proactive in the face of crisis; to foster fundamental questioning through rigorous, respectful engagements across difference; and to enable societal transformation." See: **Scarborough Charter**.

5. ***What EDI data supports the priorities established by the Inclusive Excellence Cluster Hiring Initiative?***

Despite prior efforts to advance and embed EDI at the UCalgary, the university has more work to do. Our analyses of available EDI data show persistent equity gaps and the under-representation of members of federally designated groups (FDGs), women, Indigenous peoples, racialized/visible minority persons, persons with disabilities as well as members of LGBTQ2S+ communities. The UCalgary has an expressed commitment to EDI data transparency, as it announced with the launch of the **EDI Dashboard** on March 30, 2021. Our EDI data is publicly available at the **EDI Data Hub**. The institutional-level aggregated data show a persistent pattern of disparity for members of equity-deserving groups overall, and/or by rank. The first-time available disaggregated institutional and faculty-level data show persistent equity gaps.

6. ***What EDI data are required by the Federal Contractors Program to establish an equity gap?***

The final report of the **Royal Commission on Equality in Employment** (a.k.a. *Abella Report*) **(**1984) and, subsequently, the ***Employment Equity Act*** (1985) and **Federal Contractors Program**, required institutional or overall workforce analysis of employee groups, rather than equity gaps by institutional sub-units like administrative units or faculties and departments. The *Abella Report* found, "that four factors are statistical indicators of possible systemic discrimination: participation rates, unemployment rates, income levels, and occupational segregation". It further states that, "success of an employment equity program is measured by results: expansion of the employment opportunities to qualified individuals in designated groups. *Measurement of results require data*" (*emphasis added*). Further, the report called for the collection of self-identification survey and workforce representational-diversity data for the four FDGs by occupational category. It called for the analysis of representational data "in hiring, promotions, terminations, lay-offs, part-time

work, contract work, internal task forces or committees, and training and educational leave opportunities." (See: R.S. Abella, "General Summary," *Royal Commission on Equality in Employment*, 1984).)

Although the EDI data landscape in Canada is changing, including at UCalgary (see **NextGen EDI Data Symposium**), few post-secondary institutions have been collecting, analyzing and disseminating this kind of comprehensive data as first called for in the *Abella Report* of 1984. The current capacity to present disaggregated data at the level of faculties and disciplines; the distribution of equity gaps for each equity-deserving group, and among equity-deserving groups; and faculty-level data strengthens efforts at the meso-level.

UCalgary's **Office of Equity, Diversity and Inclusion** and the **Office of Institutional Analysis**, in collaboration with Human Resources and other institutional partners, conducted the EDI data gap analysis for this initiative. It provides EDI data at the institutional level, faculty level and by professorial rank. It includes a mix of available administrative data for women, and self-identification data from the UCalgary **2021 Employment Equity Census** with the aim of assessing equity gaps. In 2021, the Census included, for the first time, disaggregated data on the FDGs as well as self-identification data on sexual orientation, gender diversity, religion and language. The trends analysis does not provide EDI data at the level of departments, disciplines or fields of inquiry because they currently do not exist or, to protect privacy and confidentiality, they require the suppression of representations that are less than five persons for each equity-deserving group. This is especially pertinent to EDGs that are constituted by multiple subgroups; for example, racialized/visible minority persons including Arab, Black, Chinese, Filipino, Japanese, Korean, Latin American, South Asian, Southeast Asian, West Asian and multiple racialized (or mixed-race); and the LGBTQ2S+ community that includes lesbian, gay, bisexual, transgender, queer, Two-Spirit and others. Our commitment to data transparency and conducting regular EDI data trends analyses also informs our commitment to develop measures, policies and strategies to ameliorate inequities.

7. ***Where can I find more information about the 2021 disaggregated data of under-representation and hiring gaps for members of Federally Designated Groups (FDGs)/Equity-Deserving Groups at UCalgary?***

UCalgary's commitment to EDI data transparency is reflected in our **EDI Dashboard** and the data available at our **EDI Data Hub.** Our institutional *EDI Trends Report, 2016-2020* shows a pattern of hiring disparity for members of FDGs at UCalgary. Our preliminary analysis of the 2021 **Expanded Employment Equity Census** data shows the persistence of a pattern of under-representation. The preliminary 2021 disaggregated data analysis is publicly available on the **Inclusive Excellence Cluster Hiring** webpage.

Aggregated data for 2016 to 2020 have been available on UCalgary's EDI Dashboard since March 2021, and also in various infographics on the EDI Data Hub. Although the disaggregated EDI data for 2021 is not yet available in the EDI Dashboard, we have

completed a preliminary analysis and have made the findings publicly available online in the UCalgary **Inclusive Excellence Cluster Hiring Initiative Data Report, 2022,** which has been prepared by the Office of Equity, Diversity and Inclusion (OEDI) and the Office of Institutional Analysis (OIA), with the support of Human Resources. The report includes:

(i)   2021 UCalgary EDI Census data on representation of each equity-deserving group (women, Indigenous peoples. racialized/visible minority persons, persons with disabilities and LGBTQ2S+).

(ii)   2021 UCalgary disaggregated EDI data for members of each equity-deserving group by faculty.

(iii) 2016-2021 UCalgary EDI gap analysis for members of each equity-deserving group.

8. ***What are the institutional policies that support UCalgary's pursuit of the Inclusive Excellence Cluster Hiring Initiative?***

Despite more than three decades of policies to advance EDI and accessibility, the university's EDI data shows these efforts of not achieved the desired results. UCalgary's approach to employment equity dates to the late-1980s when it adopted an **Employment Equity Policy (1989)** in which it committed, "to achieve and maintain a fair and representative workforce through the design and implementation of an employment equity plan, which meets the requirements of the *Employment Equity Act* and the Federal Contractor's Program (FCP). The FCP requires that organizations who do business with the Government of Canada and meet two criteria implement employment equity in their workplace. The two criteria are: first, they have a workforce of over 100 permanent full-time and/or part-time employees; and, second, they have bid on and received federal government funds valued at $1 million dollars or more. An organization must:

- Collect and maintain workforce information, including representation of the four (4) designated groups identified in the *Employment Equity Act;*
- Conduct a workforce analysis and complete an achievement report;
- Establish short-term, medium-term, and long-term numerical goals and begin actions that will identify and remove employment barriers;
- Make reasonable efforts towards having a workforce that is representative of the four (4) designated groups."

UCalgary reaffirmed its commitment in the ***GFC Academic Staff Criteria & Processes Handbook*** approved by General Faculties Council in June 2021. The *Handbook* includes the institutional approval processes for expedited hires (Section 5) and for equitable and inclusive hiring (Section 6) at UCalgary. The Inclusive Excellence Cluster Hiring Initiative falls under Section 6 as follows (excerpted from the *Handbook*):

Section 6. Equitable and Inclusive Hiring Initiatives

6.1. The university is committed to equitable and inclusive hiring practices consistent with the principles of EDI and Indigenous Strategies in order to achieve diverse representation in its academic staff. From time to time, the university may wish to engage in an Equitable & Inclusive Hiring Initiative in accordance with *AHRA [Alberta Human Rights Act]*.

6.2. An Equitable & Inclusive Hiring Initiative (see also Part A.1.2.viii.) means any job competition that gives preference to, or is only open to, one or more equity-deserving groups with the objective of amelioration, in accordance with the *AHRA*. In the case of a bona fide occupational requirement, the same procedures will apply.

6.3. The Deputy Provost, a Vice-Provost, or a Dean may propose an Equitable & Inclusive Hiring Initiative which requires approval by the Provost and Vice-President (Academic).

6.4. The following information must accompany a request for the Provost's approval of an Equitable & Inclusive Hiring Initiative:

i.   An outline of the proposed initiative and its objective (e.g., decreasing under-representation, supporting community-engaged scholarship, developing certain areas of research).
ii.   A summary of evidence supporting the need for the initiative (e.g., university EDI data and/or local, provincial, and/or national data relevant to the proposed initiative).
iii.   Any proposed adjustments to the Position Posting and Academic Appointments Selection Committee,
iv.   Confirmation of consultations with Human Resources, Labour Relations, and the Faculty Association, as well as the Vice-Provost (Indigenous Engagement) and/or Vice-Provost (EDI), and a brief summary of those consultations.
v.   The proposed Position Posting that clearly articulates the range of candidates to whom the position is open.
vi.   Any other information that the Provost & Vice-President (Academic) deems necessary to evaluate the proposed initiative.

6.5. Once an Equitable & Inclusive Hiring Initiative has been approved, the Academic Appointment Selection Committee will be selected as described in Part C.3.1. Once the Academic Appointment Selection Committee is in place, the procedures outlined above in Part C. 3.2 to C. 3.9 shall be followed. The language of the proposed Position Posting listed in Part C. 6.4.v. above, may, however, be revisited by the Committee before being released for publication.

The ***Eyes High Strategic Plan***, ***2017-2022*** and ***2011-2016***, which is currently under renewal, stresses that, "Great people are our most valuable assets. We *will continue to attract*, encourage and recognize talented students, faculty and post-doctoral scholars who conduct globally recognized research. We will also *nurture, develop and celebrate the staff* who skillfully and passionately support them" (*emphasis added*). (April 2017).

UCalgary's ***Academic Plan, 2018-2023*** prioritizes people: "We must work to continually prioritize our people by *creating a safe, inclusive and respectful culture of excellence and engagement* where people feel valued for the contributions they are making; *where diversity of views, thought and culture exists in a respectful and collaborative work environment*; where leadership from all is encouraged; and where all are empowered and enabled" (*emphasis added).*

UCalgary's ***Research Plan, 2018-2023*** prioritized three goals that included *increasing research capacity, matching strength and opportunities, and driving innovation*: "We will demonstrate through discovery, creativity and innovation the impact a research-intensive university can have on societal goals and aspirations, and we will create a student experience that will produce the next generation of leaders."

UCalgary's ***Indigenous Strategy, ii' taa'poh'to'p,*** *"Together in a Good Way: A Journey of Transformation and Renewal,"* recognizes that, "creating and maintaining shared, ethical space inclusive of Indigenous peoples' representation within the student body, staff, faculty, leadership and governing structures."

As one of the signatories to the ***Scarborough Charter on Anti-Black Racism and Black inclusion in Canadian Higher Education*** on Nov. 18, 2021, UCalgary acknowledged that, "By signing this historic document, UCalgary will be operating based on the four principles of the Charter [Black flourishing, inclusive excellence, mutuality and accountability] in order to *create equitable and inclusive pathways for Black faculty, staff and students*" (*emphasis added*).

9. ***What are the legal and human rights policies that create the enabling environment to pursue the Inclusive Excellence Cluster Hiring Initiative?***

This initiative draws on provincial and federal human rights and equality rights law that enable "ameliorative measures" that reasonably can be expected to change conditions of inequity and disadvantage. The *GFC Handbook* (2021) is grounded in the **Alberta Human Rights Act**, Section 10.1:

The Alberta Human Rights Act (Revised Statutes of Alberta 2000, Chapter A-25-5 (Dec. 8, 2021)

Section 10 - "Ameliorative policies, programs and activities"

10.1. It is not a contravention of this *Act* to plan, advertise, adopt or implement a policy, program or activity that

(a) has as its objective the amelioration of the conditions of disadvantaged persons or classes of disadvantaged persons, including those who are disadvantaged because of their race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation, and

(b) achieves or is reasonably likely to achieve that objective.

The ***Canadian Charter of Rights and Freedoms***, Section 15(2), the "Equality Rights" section, says (excerpt):

> **Sections 15, Equality Rights**
>
> 15. (1) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.
>
> 15. (2) Subsection (1) *does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged* individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability (*emphasis added*).

The **Employment Equity Act** (S.C. 1995, c. 44. Assented to 1995-12-15) and the **Federal Contractors Program (FCP)** both have their origins in the **Royal Commission on Equality** (1984), which was chaired by then-Judge Rosalie Silberman Abella. Employment Equity is a federal government program created in 1986. The purpose of the *Act* was "to achieve equality in workplace" and "to correct the conditions of disadvantage in employment" for members of four federally designated groups (FDGs) — women, Indigenous peoples, racialized/visible minority persons and persons with disabilities. The Employment Equity program is administered by Economic and Social Development Canada. While the *Act* applies to federally regulated organizations, the FCP extends it to provincial contractors.

Ameliorative measures are enabled both by the federal **Employment Equity Act** (or Legislative Employment Equity Program) and the FCP.

The Employment Equity Act (excerpts):

Purpose of the Act

2.   The purpose of this 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, in the fulfillment of that goal, *to correct the conditions of disadvantage* in employment experienced by women, Aboriginal peoples, persons with disabilities and members of visible minorities by giving effect to the principles that *employment equity means more than treating persons in the same way but also requires special measures and the accommodation of differences.* 1995, c. 44, 2.2; 2017, c. 26, s. 19(E). (*emphasis added*)

Employer Obligations

Employer's duty

4.(1) Every employer shall implement employment equity by

(a)   Identifying and eliminating employment barriers against persons in designated groups that result from the employer's employment systems, policies and practices that are not authorized by law; and

(b)   Instituting such positive policies and practices and making such reasonable accommodations as will ensure that persons in designated groups achieve a degree of representation in each occupational group in the employer's workforce that reflects their representation in
(i)   The Canadian workforce, or
(ii)   Those segments of the Canadian workforce that are identifiable by qualification, eligibility or geography and from which the employer may reasonably be expected to draw employees.

Analysis and review

9.(1) For the purposes of implementing employment equity, every employer shall

(a)   collect information and conduct an analysis of the employer's workforce, in accordance with the regulations, in order to determine the degree of the underrepresentation of persons in designated groups in each occupational group in that workforce; and

(b) conduct a review of the employer's employment systems, policies and practices, in accordance with the regulations, in order to identify employment barriers against persons in designated groups that result from those systems, policies and practices.

Employment equity plan

10. (1) The employer shall prepare an employment equity plan that

(a) specifies the positive policies and practices that are to be instituted by the employer in the short term for the hiring, training, promotion and retention of persons in designated groups and for the making of reasonable accommodations for those persons, to correct the underrepresentation of those persons identified by the analysis under paragraph 9(1)(a);
(b) specifies the measures to be taken by the employer in the short term for the elimination of any employment barriers identified by the review under paragraph 9(1)(b);
(c) establishes a timetable for the implementation of the matters referred to in paragraphs (a) and (b)
(d) where underrepresentation has been identified by the analysis, establishes short term numerical goals for the hiring and promotion of persons in designated groups in order to increase their representation in each occupational group in the workforce in which underrepresentation has been identified and sets our measures to be taken in each year to meet those goals;
(e) sets out the employer's longer-term goals for increasing the representation of persons in designated groups in the employer's workforce and the employer's strategy for achieving these goals; and
(f) provides for any other matter that may be prescribed.

Establishment of numerical goals

(2) In establishing the short-term numerical goals referred to in paragraph (1)(d), every employer shall consider

(a) the degree of underrepresentation of persons in each designated group in each occupational group within the employer's workforce;
(b) the availability of qualified persons in designated groups within the employer's workforce and in the Canadian workforce;
(c) the anticipated growth or reduction of the employer's workforce during the period in respect of which the numerical goals apply;
(d) (d) the anticipated turnover of employees within the employer's workforce during the period in respect of which the numerical goals apply; and
(e) Any other factor that may be prescribed.

Originally created in 1986, the **Federal Contractors Program** was revised by Human Resources and Skills Development Canada in June 2013. It calls upon universities to:

- **Collect workforce data** through a self-identification questionnaire, which enables employees to identify as a member of one or more of the federally designated groups: women, Indigenous peoples, visible/racialized minority persons, persons with disabilities. Although LGBTQ2S+ is not technically an FDG, members of the community are included as a fifth EDG by many Canadian universities, including the University of Calgary. The UCalgary 2021 Expanded Employment Equity Census and Student Equity Census both enable the campus community to self-identify as a member of the LGBTQ2S+ community. As well, one of the mandates of the **Employment Equity Act Review Task Force** is to incorporate LGBTQ2S+ into the *Act.*

- **Analyze workforce data** to assess the degree of under-representation of members of the FDGs within each of the university's occupational groups. This existing representation is compared to workforce availability data and representation in the broader community to determine the degree of under-representativeness (an equity gap analysis). The gap analysis between workforce representation and labour force availability is what universities are required to create in order to analyze, explain and develop an action plan to close the gaps.

- **Review employment systems**: FCP requires universities to review their employment systems with the aim of identifying and ameliorating obstacles, barriers and biases that may block access to, and opportunities within, the university for members of each FDG.

- **Create goals to close equity gaps**: Based on the data analysis, universities are required to create short-, medium- and long-term goals to close the representation gaps and ameliorate inequities identified through the employment systems and other reviews.

- **Adopt ameliorative measures:** The FCP enables universities to adopt positive or ameliorative measures to remove barriers that discriminate, cause harm, and impede access and opportunity for members of FDGs.

- **Pursue ameliorative measures**: Pursue ameliorative measures to eliminate the equity gaps in representation.

- **Develop procedures to monitor results:** Establish accountability measures to keep track of whether ameliorative measures are having an impact on removing barriers and closing the representational gaps.

- **Demonstrate reasonable progress**: The university must show "reasonable efforts" to make progress in closing the equity gaps and to ameliorate inequities in systems, policies and processes.

10. What is the timeframe for this cluster hiring initiative?

The Inclusive Excellence Cluster Hiring Initiative is a short- to medium-term initiative that will begin in the 2022-2023 academic year and continue into the 2023-2024 and 2024-2025 academic years. Each year, the university will analyze the EDI data from the Expanded Employment Equity Census at the university overall, and within each faculty, to evaluate representational equity gaps and determine what measures it needs to continue to take to close them.

11. What type of positions will be included in the cluster hires?

Decision-making on the cluster hires at the faculty level will be based on need, including as shaped by gap analysis of equity-deserving groups (see accompanying **Inclusive Excellence Cluster Hiring EDI Data Report, 2022**) and faculty-level hiring goals. The Initiative aims to recruit tenure-track and tenured professors at all ranks, including assistant, associate and full professors. UCalgary's proactive recruitment of professors will cover wide-ranging areas of research, scholarship and ways of knowing, as determined at the faculty-level. Decision-making on the cluster hires at the faculty level will be based on need, including as shaped by gap analysis of equity-deserving groups and faculty-level needs-assessment.

12. Will the cluster hires focus on specific areas of teaching, research and scholarship?

The cluster hiring initiative is open to professors whose research, scholarship and community engagement are outlined in UCalgary's **_Research Plan, 2018-2023_**, the Board of Governors-approved **_Framework for Growth_**, as well as open up new areas of research and scholarship. The new faculty will build upon and expand existing research and teaching strengths, as well as contribute to the building of a more diverse and inclusive curriculum, pedagogy, methodology and ways of knowing in the academy. Needs-based decision-making on priorities will be a mix of institutional and faculty needs. The cluster hiring initiative does not assume a necessary correlation between identity-diversity and areas of teaching, research, scholarship and community engagement. This initiative is inclusive of members of equity-deserving groups whose areas of teaching, research and scholarship, and community engagement vary.

13. When will these positions be advertised?

The overall initiative will be launched in late summer 2022. The number and timing of faculty-level recruitment may vary throughout 2022, 2023-2024 and 2024-2025. These

positions will be advertised consistent with better and promising practices outlined in the _**GFC Handbook**_, Part C, Sections 1-5 and Section 6