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Important Note

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

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

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

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

Each year, institutions must also publicly post a copy of this report to their public accountability web pages within 7 working days after the deadline for submitting the report to TIPS. TIPS will review the report each year; in addition, the annual report(s) will be provided to the external EDI Review Committee, when it is convened every few years, to evaluate the progress made in bolstering EDI at the respective institution and to provide context for future iterations of the EDI action plan.

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

Contact information

Please complete the fields below.

Name of Institution:

Dalhousie University

Contact Name:

Alice Aiken

Position Title:

Vice President, Research & Innovation

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902-494-6513

The link for the EDI progress report and EDI Stipend report:

<https://ca1se.voxco.com/SE/?st=jeuW6suXm8k3Ct0XM1n9bz3j3Dx9FJ0rkNWw8GseWw%3D>

Does your institution have an EDI Action Plan for the CRCP?

Yes

PART A: EDI Action Plan - Reporting on Key Objectives Analyses, Systemic Barriers, Objectives and Indicators

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

09/18/2019

Rating given action plan in most recent review process:

Satisfies

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

Alice Aiken

In developing their action plans, institutions were required to conduct: 1) an employment systems review; 2) a comparative review; and 3) an environmental scan (see program requirements [here](#)). These assessments were required in order to identify the specific systemic barriers and/or challenges that are faced by underrepresented groups (e.g. women, persons with disabilities, Indigenous peoples and racialized minorities at the respective institution; institutions were then required to develop key S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objectives and actions to address them.

Indicate what your institution's key EDI objectives are (up to six) as outlined in the most recent version of your action plan (either the one approved by TIPS or the one current under review by TIPS), as well as the systemic barriers/challenges identified that these objectives must address. Please note that objectives should be S.M.A.R.T. and include a measurement strategy. List the corresponding actions and indicators (as indicated in your institutional EDI action plan) for each objective, and outline: a) what progress has been made during the reporting period; b) what actions were undertaken; c) the data gathered; and d) indicators used to assess the outcomes and impacts of the actions. Please note that indicators can be both quantitative and qualitative and should be specific. Outline next steps and use the contextual information box to provide any additional information (e.g. course correction, obstacles, lessons learned, etc.) for each objective.

Key Objective 1

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

Recruiting and Retaining a Diverse Workforce with Emphasis on Historically Under-Represented Groups – Increase the diversity of Faculty and staff at all levels through deliberate actions, including CRC positions, to achieve percentages aligned with population-based targets for the equity deserving groups. Dalhousie recognises that diversity amongst its faculty members, including its Canada Research Chairs, is essential for enhancing the quality of research at the university.

Systemic barriers -

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

The following systemic barrier was identified through an employment systems review (2016), comparative review of institutional supports for Canada Research Chairholders (2019), an environmental scan (2017), and a working climate survey for CRCs (2019). These initiatives were undertaken to identify barriers and gaps related to recruitment, hiring, career progression, training and development, retention and accommodation. 1. A need was identified for university-wide Human Resources and strategic workforce planning, incorporating the employment equity goals and measures.

Corresponding actions undertaken to address the barriers:

1. Target CRC job advertisements to candidates towards members of historically underrepresented groups on campus, including the FDGs. 2. As potential retention opportunities, identify existing faculty members from the underrepresented groups, including the FDGs, who meet CRC criteria. Vacated positions will be backfilled by candidates from underrepresented groups, including the FDGs. 3. Prioritize allocation of available Chairs for the recruitment of diversity candidates. 4. Require faculties to propose strategies to ensure a diverse applicant pool when recruiting for CRC positions with recognition for nontraditional career paths. 5. Promote cluster hires to support the recruitment of diversity candidates within similar research areas.

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

In September 2019, Dalhousie was facing gaps in representation amongst CRCs from racialized minorities and persons with disabilities, with representation for the four designated groups (FDGs) as follows: Women – 41%, Racialized minorities – 13%, Persons with disabilities - █%, Indigenous peoples - █%. As of May 2021, with the implementation of the specific actions outlined above, representation for the FDGs amongst CRCs is as follows: Women – 46%, Racialized minorities – 32%, Persons with disabilities - █%, Indigenous peoples - █%. █% outstanding existing researchers at Dalhousie from equity deserving groups (EDGs) have been retained through internal CRC recruitment strategies, and Faculties are backfilling vacancies by recruiting researchers from EDGs to further increase diversity. Cluster hiring was implemented to support the recruitment of researchers from EDGs, including the FDGs, in the area of Collaborative Health Solutions. These researchers span the faculties of Medicine, Health, and Computer Science. Nominations have been submitted to CRC, with results anticipated in June 2021.

Progress and/or Outcomes and Impacts made during the reporting period:

In Spring 2018, Dalhousie made a strategic decision to restrict recruitments for all Canada Research Chair positions to candidates who self-identified with one or more equity deserving group, including the four designated groups (FDGs). By December 2019, Dalhousie was successful in meeting and exceeding the CRC targets for the four designated groups. Dalhousie remains committed to increasing diversity amongst its Canada Research Chairholders, and all recruitments (both internal and external) for CRC positions continue to be restricted to candidates who self-identify with one or more equity deserving group, including the FDGs. Dalhousie hired an Executive Recruiter who is supporting CRC Search Committees to attract a diverse applicant pool. This allows for a more proactive and targeted approach for outreach. In response to four recent external CRC searches, Dalhousie has received 113 applications from candidates from equity deserving groups. This represents a significant increase in applications from candidates from equity deserving groups over the past three years.

Challenges encountered during the reporting period:

Some recruitment timelines were delayed due to COVID-19. Travel restrictions resulted in a shift from in-person to virtual interview processes, including virtual tours of available lab space and facilities. This created some challenges in recruiting researchers new to Dalhousie. Dalhousie requests that all candidates complete a self-identification questionnaire. This confidential data is collected and held by Human Resources. Differences exist between the data collected by Dalhousie and the data collected by the CRC Program, which can create a challenge in determining whether a target has been met.

Next Steps (indicate specific dates/timelines):

Through the annual "Be Counted" census, Dalhousie collects self-identification data from staff and faculty. This data allows the university to actively monitor and address gaps in representation from equity deserving groups within the university at all levels (faculty, administration, staff, students). As Chairs become available in 2023-24, Dalhousie will continue to focus recruitment on attracting researchers from equity deserving groups, including the FDGs, to further increase diversity to meet and exceed interim and December 2029 targets for Indigenous peoples, persons with disabilities, racialized minorities and women. Dalhousie recognizes that the current level of diversity amongst Tier 1 CRCs is low. While ongoing efforts have assisted to increase diversity, gaps in targets for racialized minorities and women still exist. As Tier 1 CRCs become available for recruitment in 2024, eligibility will be limited to racialized women to help address these gaps. Internal recruitments for CRCs will be backfilled by diversity candidates. By 2025, it is expected that new researchers will be hired in the Faculties of Arts and Social Sciences, Computer Science, Engineering, and Science.

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

No

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

Do you have other key objectives to add?

Yes

Key Objective 2**Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 2:**

Recruiting and Retaining a Diverse Workforce with Emphasis on Historically Under-Represented Groups – Align Human Resources (HR) practices and policies for CRCs (hiring, recruitment, promotion, performance management, succession planning) with diversity and inclusiveness goals.

Systemic barriers -

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

The following systemic barriers and needs were identified through an employment systems review (2016), comparative review of institutional supports for Canada Research Chairholders (2019), an environmental scan (2017), and a working climate survey for CRCs (2019). These initiatives were undertaken to identify barriers and gaps related to recruitment, hiring, career progression, training and development, retention and accommodation. 1. Hiring Committees need to review the role of equity/diversity representation and the role or need for an equity/diversity advocate. 2. A need was identified to recognize institutional contributions by historically underrepresented faculty members, and CRCs in particular, who may experience increased administrative responsibilities and feel overburdened. 3. A need was identified to better acknowledge inclusion and the value of strengths brought to the Dalhousie community by the recruitment and hiring of a diversity of applicants, for example, valuing staff and faculty who have diversity work experience, speak multiple languages, etc. 4. A need was identified for academic postings and hiring processes to include, value and assess community experience, services, accountabilities and research methodologies. 5. A need was identified for standardization of hiring practices across the university to allow for diversity and equity accountabilities and monitoring results. 6. Formal mentorship was identified as necessary for both Tier 1 and Tier 2 CRCs, particularly for those new to Dalhousie. 7. The level of institutional supports, in particular administrative support and mentorship, differ across chairholders. The follow-through on institutional commitments made in the nomination has not always been realised. Enhanced monitoring of institutional supports is needed.

Corresponding actions undertaken to address the barriers:

1. CRC Search Committees must be diverse and include members from historically underrepresented groups, including the FDGs. 2. Participation of an Equity representative for CRC Search Committees. 3. Human Resources provides EDI and unconscious bias training to CRC Search Committee members. 4. CRC job advertisements must be posted internationally and in targeted publications to encourage a more diverse applicant pool. 5. Review by Human Resources of all offers to faculty members, giving consideration for equity regarding all terms of employment. 6. Development of a formal mentorship program focused on individuals who self-identify with underrepresented groups, including the FDGs. 7. Monitor, review and discuss with Deans retention strategies offered to faculty members from underrepresented groups, including the FDGs. 8. Development of awards, training programs and a lecture series to support the recognition of non-traditional career paths and research.

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

With the support of the CRC EDI stipend, Dalhousie hired an Equity, Diversity and Inclusion Research Assistant (EDI RA) to support the Vice-Provost, Equity and Inclusion and the Office of Research Services. As a follow up to the CRC Workplace Climate Survey, the EDI RA interviewed 26 Chairholders to gain a more in-depth understanding of their experiences in working at Dalhousie, with a particular focus on recruitment, retention, and mentorship. Through the interviews with Chairholders, the EDI RA identified that the majority of Chairholders interviewed had a very good recruitment experience. However, 31% indicated that they experienced struggles, which included difficulties understanding the process (deadlines, timelines, guidelines, etc.) and there was limited onboarding. Retention mechanisms identified included recognition through awards, publicizing achievements, and regular consultations. Mentorship was identified as important, but sometimes either non-existent or not enforced. It was also identified that mentorship may need to take different forms to meet the various needs of the Chairholders. Recommendations from the interviews included focusing on targeted hiring to limit CRC positions to candidates who self-identified with one or more of the equity deserving groups. Other suggestions included accessing EDI networks to communicate job advertisements, improving institutional supports, and providing scholarships to educate students from equity deserving groups. While the majority of Chairholders felt that Dalhousie promoted EDI, it was also noted that there was room for improvement. Some gaps in representation have been addressed, while others still needed attention. Additionally, while many felt that EDI was treated as a serious issue by most, one Chairholder noted "There is still a lot of homogeneity, because many people are disadvantaged at the recruitment stage. And Dal needs to take a strong stance on promoting EDI issues." Recommendations include a regular review of the impact of EDI initiatives, building awareness through training, prioritizing EDI hiring, support new hires with mentorship and training students from underrepresented groups.

Progress and/or Outcomes and Impacts made during the reporting period:

Action items 1-5 are ongoing and have full compliance with all CRC searches. Academic Recruitment (Human Resources) monitors and assures that each Search Committee is compliant with these action items. Records are maintained on file to support these actions. Faculties now all have Equity, Diversity, Inclusion and Accessibility (EDIA) Committees, and representatives from these committees will play a role on future search committees. With support from the CRC EDI stipend, and in recognition of the need for additional training and mentorship, Dalhousie purchased an institutional membership to the National Center for Faculty Development and Diversity (NCFDD). The NCFDD offers a wide range of courses and training to support career development, and in particular writing and research productivity. The courses are available virtually and on-demand, which was important to offer flexibility to meet the needs of faculty members, particularly in consideration of the current restrictions related to COVID-19. The NCFDD training is available to all Dalhousie faculty members, although it was primarily targeted to CRCs and Dalhousie researchers from EDGs. In addition to the institutional membership, Dalhousie was able to support one EDG researcher in participating in a 12-week Faculty Success Program. Dalhousie implemented a formal mentorship program in Fall 2019 and a pilot program invited 22 Tier 2 CRCs from EDGs to participate. Junior faculty in the program are matched with mentors from outside their department based on the aspects of work in which they most seek guidance and their areas of research and teaching. If they prefer, junior faculty in the program are matched with mentors who belong to the same equity-deserving group whenever possible. The mentorship program currently focuses on two groups: Canada Research Chairs and other tenure-stream faculty who belong to equity-deserving groups (the FDGs and LGBTQ2S+ individuals). Feedback from the program has been very positive, and plans are to expand this program (see Next Steps). Dalhousie has implemented several mechanisms to support the recognition of faculty from EDGs and leadership in EDI: In keeping with Dalhousie's strategic plan and commitment to increasing diversity and gender equity, and to support and enhance research excellence across the institution, the Offices of the Provost & Vice-President Academic and the Vice-President Research & Innovation launched the Dalhousie Belong Research Fellowship Awards. The goal of the fellowship awards is to provide pre-tenure, tenure-track faculty members from equity-seeking groups with support to further research in their respective fields. Since its launch in 2018, 14 researchers have received a Belong Research Fellowship Award. The President's Award for Advancing EDI was established to recognize the outstanding efforts of faculty and staff in advancing equity, diversity and inclusiveness at Dalhousie. Awards are given to an individual or groups that have demonstrated exceptional or creative achievement in advancing EDI and linked to one or more of the Four Pillars of Dalhousie's Diversity and Inclusiveness Strategy. Since its launch in 2019, 3 awards have been given out. Additionally, with support from the CRC EDI Stipend, the Vice-Provost, Equity and Inclusion has implemented the Belong Seminar Series – Breaking Barriers to invite and promote researchers from EDGs to present their research at Dalhousie. This will serve to both introduce researchers and form new collaborations, as well as introduce them to the Dalhousie research environment, thus providing a new potential pool of future candidates to recruit to enhance research excellence at the university. To date, eleven seminars have been planned.

Challenges encountered during the reporting period:

Restrictions due to COVID-19 has resulted in a shift of events (including meetings, awards ceremonies and seminar series) from in person to virtual. This may have limited networking possibilities. It is anticipated that with the easing of restrictions that this impact will be reduced.

Next Steps (indicate specific dates/timelines):

Through metrics provided by the NCFDD, Dalhousie will evaluate the uptake in the training and development opportunities provided and survey researchers who participated to determine the impact of these programs (January 2022). By 2025, the faculty mentorship program will be expanded to more faculty, maintaining the focus on members of equity-deserving groups.

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

Yes

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

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective:

48000

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

The funds were used to provide salary support for an EDI RA, to pay for an institutional membership to the National Center for Faculty Development and Diversity, and to support the participation of researchers from EDGs in the Belong Seminar Series - Breaking Barriers.

EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this key objective:

Major impact (the EDI Stipend had a major impact on achieving progress)

Indicate in the table below any leveraged cash or in-kind contributions provided by the institution

Leveraged cash or in-kind contributions from your institution (if applicable):

	Amount \$	Source / Type (cash or in-kind)
1	0	N/A
2	0	N/A

Key Objective 3

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 3:

Integrating Diversity, Inclusiveness and Equity Goals into Systems, Structures, Policies and Practices.

Systemic barriers -

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

The following systemic barriers and needs were identified through an employment systems review (2016), comparative review of institutional supports for Canada Research Chairholders (2019), an environmental scan (2017), and a working climate survey for CRCs (2019). These initiatives were undertaken to identify barriers and gaps related to recruitment, hiring, career progression, training and development, retention and accommodation. 1. A need was identified for increased managerial and supervisory skills and knowledge in accommodation in both hiring and employment 2. A need was identified for university-wide coordination and updating of accessibility and mobility needs on campus, including access to buildings, offices and meeting spaces. 3. A need was identified for standardization of hiring practices across the university to allow for diversity and equity accountabilities and monitoring results. 4. A need was identified for broadening the definition of qualifications to include non-traditional scholarship and traditional ways of knowing in job postings and similarly in the hiring process. This barrier affects faculty, including CRCs, related to career progression, recruitment and hiring in all designated groups. 5. Oversight of ongoing CRC recruitments requires a higher-level focus to provide a second look at job advertisements, short-listed candidates, and job offers.

Corresponding actions undertaken to address the barriers:

1. Standardize hiring practices for CRC positions across the university to allow for diversity and equity accountabilities and monitoring results. 2. Introduction to the Dalhousie Faculty Association collective agreement recognition of non-traditional scholarship and traditional ways of knowing in the consideration of tenure or promotion. 3. Develop a CRC Committee to manage and oversee CRC allocations. 4. Improve monitoring practices for institutional commitments, including salary and benefits, research stipends, research and office space, mentoring, administrative support, and infrastructure support. 5. Enhance the current EDI and unconscious bias training provided to search committees through development of a workshop series and the development of video training. 6. Development of educational materials to support faculty and staff with the integration of EDI principles and practices. 7. Develop and implement an institution-wide EDI training program with accountability for training at all levels from Senior Administration through individual faculty and staff employees. 8. Perform a campus-wide accessibility audit.

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

Action items 1, 3 and 4 are ongoing. The CRC Committee continues to meet monthly to discuss CRC allocations and review the status of recruitments. The Executive Recruiter and Academic Relations Advisor work closely with CRC Search Committees to provide support and course correction immediately if needed. The level of institutional support provided to CRCs is monitored by the CRC Committee at the time of allocation of a CRC to a Faculty, by the Academic Relations Advisor during development of the letter of offer, and by the Office of Research Services during development of the nomination. For new nominations, faculties are required to attest to the following question: "Is the level of institutional support comparable to other chairholders in the Faculty/at the institution?" To enhance accessibility at the university, Dalhousie's Facilities Management completed the initial Built Environment Accessibility Audit in December 2020. The Audit assessed a total of 5.6 million square feet (96%) of space across Halifax and Agriculture Campuses. A total 260,000 square feet (4%) is outstanding. The outstanding square footage is due to a lack of national accessibility standards for barns and farming facilities, buildings that are deemed for demolition, and buildings unable to be accessed due to safety or security reasons. The Dalhousie University Accessibility Advisory Committee has been formed and has created 6 Working Groups all with a different focus on accessibility. The data from the Built Environment Accessibility Audit is being used to identify priorities for barrier removal across Dal's campuses.

Progress and/or Outcomes and Impacts made during the reporting period:

In August 2019, Dalhousie hired Dr. Theresa Rajack-Talley as the university's first Vice-Provost, Equity and Inclusion. Key Objective 3 is directly aligned with the objectives of the Office of the Vice-Provost, Equity and Inclusion, which builds upon the Dalhousie's Strategic Objective 5.2 Diversity and Inclusiveness. The Institutional Diversity, Equity, Inclusion and Accessibility (IDEIA) Education Collective has been formed and will be guided by and report to the Office of the Vice-Provost, Equity and Inclusion. The Collective includes representatives from the Office of the Vice-Provost, Equity and Inclusion, Human Resources, the Student Accessibility Centre, the Office of Research Services and the Centre for Learning and Teaching. One of the early focuses of the Collective is to assemble available training programs related to EDI from across the institution to standardize information and prevent duplication. To enhance education on EDI, the Office of Research Services, with the assistance of the EDI RA (hired with the support of the CRC EDI stipend), developed an EDI Research Resources webpage. The resources listed on this page include information available from the federal granting agencies, including CRC, links to initiatives ongoing at Dalhousie, and resources available more broadly. The EDI RA also prepared an environmental scan of existing institutional EDIA research policies, which will serve as the basis to proceed with the development of Dalhousie's EDI Research and Innovation Policy.

Next Steps (indicate specific dates/timelines):

The Vice-Provost, Equity and Inclusion, with support from the Office of Research Services, will develop an EDI Research and Innovation Policy (March 2022). This will provide researchers with guidance on considering EDI within the context of the research team and the research environment, as well as incorporating EDI within the research design. This will also support a greater understanding of EDI principles amongst faculty, staff and students, which is essential for providing an inclusive working environment.

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

Yes

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

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective:

2000

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

The funds were used to support the salary of the EDI RA, who researched relevant resources related to equity, diversity and inclusion. The EDI RA wrote a brief summary of the resources for the development of a webpage "EDI Research Resources." This webpage was designed to support researchers seeking information on EDI. The EDI RA also prepared an environmental scan of existing institutional EDIA research policies, which will serve as the basis to proceed with the development of Dalhousie's EDI Research and Innovation Policy.

EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this key objective:

Major impact (the EDI Stipend had a major impact on achieving progress)

Key Objective 4

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

Regular Monitoring, Assessing and Reporting Diversity and Inclusiveness Performance. Dalhousie monitors and assesses effectiveness of diversity efforts and publishes regular reports for the purpose of institutionalizing a culture of diversity and inclusiveness planning and continuous assessment.

Systemic barriers -

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

The following systemic barriers and needs were identified through an employment systems review (2016), comparative review of institutional supports for Canada Research Chairholders (2019), an environmental scan (2017), and a working climate survey for CRCs (2019). These initiatives were undertaken to identify barriers and gaps related to recruitment, hiring, career progression, training and development, retention and accommodation. 1. Differences were noted within the Quality of Work Life survey for underrepresented groups, including the four designated groups. Consultation with underrepresented groups and development of a strategy that responds to these differences is needed. 2. Institutional EDI surveys and initiatives could be tailored such that results may be applied with a CRC lens and focus.

Corresponding actions undertaken to address the barriers:

1. Hold discussions and workshops with faculty, and in particular with underrepresented faculty, including the FDGs, and CRC Chairholders. 2. Perform a Campus Climate Survey tailored to Key Performance Indicators developed under the Diversity and Inclusiveness Strategy. 3. Require that applicants for CRC job postings include a completed Self-Identification Questionnaire. 4. Promotion of Dalhousie's census "Be Counted", including specific outreach to CRC Chairholders by the VPRI. 5. Continued monitoring of representation of historically underrepresented groups including the FDGs at the undergraduate, graduate and post-graduate levels across research disciplines. 6. Development of CRC EDI Advisory Group, consisting of representation from the Offices of the VPRI, Research Services, Human Resources, and two CRC chairholders from equity-seeking groups. 7. Annual review of progress towards EDI action items.

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

Dalhousie has an annual "Be Counted" campaign to encourage faculty, staff and students to complete a self-identification questionnaire. In 2019, several questions on the Dalhousie Census form were updated with the choices for self-identifying within the equity deserving groups expanded and changed to provide more complete and inclusive options for individuals to self-identify. Over 90% of faculty and staff and over 80% of students have provided self-identification information. In 2019, Dalhousie conducted the "Your Voice" workplace survey, followed by a Pulse Check in July 2020 to ask specific questions related to the COVID-19 pandemic. This survey provided the opportunity for faculty and staff to give feedback on their experience with Dalhousie as a workplace. Participation in the workplace survey was almost doubled as compared to the previous survey, which allowed for greater confidence in the conclusions drawn from the data. The Your Voice report outlines the conclusions from the survey, with the following listed as examples: (i) Over 70% of faculty look forward to coming to work, however there was room to improve with providing a sense of belonging, with only 45% of faculty members feeling a sense of belonging at Dalhousie; (ii) 59% of Faculty feel respected at Dalhousie, and 65% of faculty feel that Dalhousie values diversity. Of note, 31% of faculty feel they are treated differently because of their identity; (iii) over 70% of faculty feel they have the opportunity to learn and grow, and feel well informed about activities at Dalhousie. An Employment Systems Review for all Dalhousie faculty and staff began in fall of 2020 and will conclude in May 2021, with the results to inform Dalhousie's next Employment Equity Plan and inclusion initiatives over the next few years. The review focused on members of groups that have been marginalized or historically underrepresented at the university, including members of the FDGs. These groups were engaged through open consultation forums held for members of particular groups, e.g. faculty with disabilities, racialized faculty, etc., where they spoke about their experiences working at Dalhousie. In addition to informing institution-wide policies and initiatives, the Employment Systems Review will support and enhance initiatives related to the CRC IEDIAP.

Progress and/or Outcomes and Impacts made during the reporting period:

In 2019, Dalhousie released its first Community Equity Data Report, which identified areas where representation from equity deserving groups has improved over time, as well as areas of focus for additional improvements. The report also explored intersectionality between women and other historically underrepresented groups. Across the university for faculty positions, representation of women was higher than labour market availability and the gap in Indigenous faculty members was closed. Representation of LGBTQ2S+ faculty was higher than the general population of Canada, and representation of racialized faculty was comparable with other Canadian universities. It was recognized that additional work is needed to increase representation of Mi'kmaq and African Nova Scotian faculty as well as faculty members with disabilities. The report also examined the makeup of faculty members across faculties and by diversity and rank. Full professors remain the least diversified group, with the majority being white and male. The report notes that the targeted hiring of candidates from historically underrepresented groups for the CRC program will help to close this gap more quickly. The results from the census are used to inform the application of Dalhousie's Employment Equity Policy towards individual searches, and are presented to search committees during EDI training.

Challenges encountered during the reporting period:

Institutional initiatives such as the Your Voice workplace survey and the employment systems review provide an exceptional opportunity to look across the university to determine systemic barriers. These initiatives collect information in a confidential manner, and identification of data provided by Chairholders is difficult, if not at times impossible. However, the conclusions drawn from the institutional initiatives are used as a comparator for the CRC-specific initiatives (such as the CRC Workplace Climate Survey in 2019 and the follow up interviews in 2021) to identify additional action items that might need to be undertaken to specifically support CRCs who self-identify with one or more of the equity deserving groups. One challenge with the Employment Systems Review was low attendance at sessions for faculty and staff. There were a few factors that influenced low attendance, including survey fatigue and lack of conviction that participation would lead to real change; the COVID-19 pandemic; and the difficulty of raising awareness of the process. The pandemic made the process more difficult in general.

Next Steps (indicate specific dates/timelines):

As an extension to Dalhousie's Be Counted census data, additional efforts are ongoing to examine disaggregated data to include a breakdown of racialized minorities to Black, African Nova Scotian, and of Indigenous to Mi'kma'ki. Greater data analysis and reporting of intersectionality is planned. (December 2022) The employment systems review is now moving towards the development of an Employment Equity Plan that will summarize findings of the review and lay out action items to enhance EDI at Dalhousie. (December 2021) A review of the CRC IEDIAP in response to the results of the Your Voice Survey and the Employment Systems Review will be completed. Systemic barriers and action items will be identified, and the plan will be updated accordingly. (September 2022)

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

No

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

Key Objective 5

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

Key Objective 6

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

Challenges and Opportunities

Other than what has been outlined in the section above, outline any challenges and opportunities or successes regarding the implementation of the EDI action plan, as well as best practices that have been discovered to date. If COVID-19 has had an impact on the implementation of the institution's action plan, please outline how below. How has or will the institution address these challenges and opportunities? (limit: 5100 characters):

As a large institution that is committed to equity, diversity, and inclusion, Dalhousie is fortunate to have many ongoing initiatives related to examining and improving EDI. This includes the ongoing yearly census, historical reports on racism and how it influences the current climate and culture, workplace climate surveys and the employment systems review. This work helps to shape and inform the CRC Institutional EDI Action Plan and allows for the action items developed within to potentially have a broader impact to faculty members beyond only those who are Chairholders. The CRC Institutional EDI Action Plan has served as a resource for faculty and staff who are looking for guidance in the development of their understanding of EDI and the ongoing initiatives at Dalhousie. This document brings together many of the positive steps that the institution has taken towards addressing systemic barriers and needs identified by underrepresented groups, including the FDGs. The CRC IEDIAP has served as a launching point for developing additional resources to support education around EDI in research, including guidance documents specific to support the development of EDI sections for grant applications as well as a web page for accessing additional resources available within Dalhousie, from the government funding agencies, and beyond. The COVID-19 pandemic resulted in challenges that have disproportionately affected researchers who are from historically underrepresented groups as well as early career researchers. The availability and ability of researchers to participate in additional initiatives related to EDI was sometimes challenging, as it represented an additional request of their time. Participation was always voluntary, but, for example, the response rate to the request for interviews was less than half of the number of active Chairholders. A balance is needed to ensure that the initiatives designed to support and enhance EDI effectively seek out feedback without creating undo burden on researchers' time.

Reporting on EDI Stipend objectives not accounted for in Part A**Instructions:**

- Institutions with EDI Action Plans, use this section to report on EDI Stipend objectives that are not accounted for in Section A.
- Institutions without EDI Action Plans, use this section to report on EDI Stipend objectives.

Objectives associated with your institution's EDI Stipend application

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

EDI Stipend Objective 1

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

Not applicable - everything was reported on and accounted for in Part A.

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

Not applicable - everything was reported on and accounted for in Part A.

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

Not applicable - everything was reported on and accounted for in Part A.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective: 0
 Institutional commitment (if applicable): 0
 Total funds spent:

Indicate in the table below any leveraged cash or in-kind contributions provided by your institution:

	Amount \$	Source / Type (cash or in-kind)
1	0	N/A
2	0	N/A

Table C2. EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this objective as identified in your application, for the reporting period:

Don't know

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

Not applicable - everything was reported on and accounted for in Part A.

Do you have other objectives to add?

No

Additional Objectives (if applicable)

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

EDI Stipend Objective 2

EDI Stipend Objective 3

EDI Stipend Objective 4

EDI Stipend Objective 5

EDI Stipend Objective 6

Part D: Engagement with individuals from underrepresented groups

Outline how the institution has engaged with underrepresented groups: e.g. racialized minorities, Indigenous peoples, persons with disabilities, women, LGBTQ2+ individuals, during the implementation of the action plan (during the reporting period), including how they have been involved in identifying and implementing any course corrections/adjustments, if applicable. For example, how was feedback gathered on whether the measures being implemented are resulting in a more inclusive research environment for chairholders of underrepresented groups? How has intersectionality been considered in developing and implementing the plan (if applicable)? Have new gaps been identified? How will members of underrepresented groups continue to be engaged? (limit: 10 200 characters)

Underrepresented groups have been engaged throughout the reporting period during the implementation of the action plan, with specific examples provided below: Development of the application for the CRC EDI stipend was undertaken by the Vice Provost, Equity and Inclusion (VPEI). The Office of the VPEI consulted with faculty caucuses to establish the most immediate needs for underrepresented faculty at Dalhousie. Through these discussions, it was determined that a focus on retention was most critical. The CRC EDI stipend was therefore used for the following key initiatives: 1. Hiring an EDI Research Assistant (RA). The EDI RA worked with the Vice Provost, Equity and Inclusion to extend the findings of the CRC Workplace Climate Survey performed in 2019, and detailed in Dalhousie's CRC IEDIAP. As recommended through earlier consultations with faculty from underrepresented groups, the interview focused on recruitment, retention and mentorship, as well as mechanisms to enhance EDI within each of these areas. Prior to reaching out to Chairholders to request interviews, the CRC EDI Advisory Group was consulted for feedback. This group consists of CRCs from underrepresented groups as well as representatives from the Office of the Vice President, Research and Innovation, the Office of the Vice Provost, Equity and Inclusion, and the Office of Research Services, Human Resources. CRC representatives in this Advisory Group also participated in pilot interview sessions, and their feedback on the experience helped to shape the interview questions. The EDI RA reached out to each active Chairholder and requested a one-on-one interview to discuss their experiences at Dalhousie with respect to their recruitment, retention and any mentorship they might have received. Chairholders were invited also to provide comments and suggestions for how the university could better support CRCs and enhance EDI initiatives. The EDI RA interviewed 26 CRCs, with over 60% of participants self-identifying with one or more underrepresented group. Please note - Chairholders were not asked to self-identify as part of this exercise, nor did Human Resources disclose personal or confidential data about self-identification. However, based on information from Human Resources, it was possible to perform a high-level grouping of CRCs from underrepresented groups vs CRCs who were not from underrepresented groups. Further breakdown into the four designated groups for analysis purposes was not possible, as the numbers were small and may result in identification of responses. During the interviews, Chairholders were asked to provide their input specifically on EDI as it relates to recruitment. Recommendations were to target CRC hires for candidates who self-identify with one or more equity deserving groups. This is in direct alignment with Objective 1, Action item 1 of the CRC IEDIAP. Recommendations related to retention included enhancing training opportunities related to EDI across the institution. Updated and new resources are in progress, through Objective 3, Action Items 5-7. Mentorship was identified as an important aspect for career development, however, the recommendation on a preferred format (formal vs. informal) was mixed. Objective 2, Action Item 6 is focused on the development of a formal mentorship program for early career researchers from underrepresented groups. While this program has received early positive feedback, based on the results from the interviews, it may be necessary to build flexibility into the types of mentorship available. 2. Institutional membership for the National Center for Faculty Development and Diversity. As mentioned above, the Vice Provost, Equity and Inclusion consulted with faculty members from equity deserving groups to determine how the institution could better support retention, and in particular for early career researchers. It is well established that researchers from equity deserving groups are frequently asked to take on additional administrative duties and can often feel stretched with their time. Following these consultations, training programs that focused on grant and publication writing, time management skills, and faculty success programs were identified as a top priority. Based on these consultations and following a recommendation from researchers who had participated in past programs, Dalhousie purchased an institutional membership to the National Center for Faculty Development and Diversity (NCFDD). This organization offers virtual, on-demand training programs across a variety of areas, including those listed above (writing, time management, early career faculty success, etc.). The opportunity to participate in the NCFDD programs was targeted primarily at Tier 2 CRCs and faculty members from equity deserving groups. However, the institutional membership allows all faculty and staff to participate in the training opportunities offered. 3. Belong Seminar Series – Breaking Barriers The third activity supported through the CRC EDI stipend was in support of the Belong Seminar Series – Breaking Barriers. Through consultation with faculties as well as with researchers from equity deserving groups, the Vice Provost, Equity and Inclusion developed the concept for the seminar series, and also reached out to build a list of prospective speakers from equity deserving groups who could be invited to Dalhousie to present their research. The invitation to Dalhousie serves as a networking opportunity to enhance collaborations. Additionally, the seminar series is seen as a unique opportunity to build connections and relationships with leading researchers from equity deserving groups, which could potentially serve as a starting point for future recruitments (for both CRC positions as they come available and regular tenure track positions). The institutional membership to the NCFDD and the Belong Seminar Series – Breaking Barriers directly support Objective 2, Action Item 8, for the development of awards, training programs and a lecture series to support the recognition of non-traditional career paths and research. Belong Research Fellowship Awards: As part of the implementation of Dalhousie's Strategy 5.2, Diversity and Inclusiveness, the Belong Report was developed in consultation with over 60 outreach sessions with faculty, staff and students from diverse communities. Led by the Offices of the Vice-President Research & Innovation and the Provost and Vice-President Academic, the Belong Research Fellowship Awards (described above in Key Objective 2) was developed in response to recommendation 10C to provide modest seed funding for grant applications. These funds provide support to early career researchers from EDGs to aid in securing their first externally funded grant. More broadly, Dalhousie is currently undertaking an employment systems review that is focused on inclusion and equity in employment. Faculty and staff were invited to give input on experiences and observations about working at Dalhousie through virtual open consultation forums. The review is focused on members of groups that have been marginalized or historically underrepresented at the university, including members of the FDGs. These groups were engaged through open consultation forums held for members of equity deserving groups, e.g. faculty with disabilities, racialized faculty, LGBTQ2S+ faculty, Indigenous faculty, women, where participants were invited to share about their experiences working at Dalhousie. Opportunities to provide confidential comments is also being offered, which provides flexibility if timing of particular sessions were not convenient. The results from the employment systems review, and the feedback from faculty from equity deserving groups, will help shape the Employment Equity Policy at Dalhousie and form the basis for specific action items that will be undertaken over the coming years.

PART E: Efforts to Address Systemic Barriers More Broadly within the Institution

Briefly outline other EDI initiatives underway at the institution (that are broader than those tied to the CRCP) that are expected to address systemic barriers and foster an equitable, diverse and inclusive research environment. For example, are there projects underway that underscore the importance of EDI to research excellence? Is there additional training being offered to the faculty at large? Are there initiatives to improve the campus climate? Please provide hyperlinks where possible. Note that collecting this information from institutions is a requirement of the 2019 Addendum to the 2006 Canadian Human Rights Settlement Agreement and provides context for the work the institution is doing in addressing barriers for the CRCP. (limit: 4080 characters)

In 2016, the Lord Dalhousie Scholarly Panel on Slavery and Race was established to examine the university's history regarding slavery and race and recommend actions Dalhousie could take in response. In 2019, the Report on Lord Dalhousie's History on Slavery was published, making recommendations in four key categories: regret and responsibility; recognition; repair; and implementation. In response to the report, the university issued a public apology for its namesake's views and actions on race and slavery and established a scholarship honouring contributions to the community made by individuals of African descent. Work is ongoing to extend the results of the Lord Dalhousie Panel. This includes the establishment of three 4-year Sankofa scholarships to provide financial support, mentorship and more to incoming undergraduate students of Black and African descent. Additionally, there is work ongoing to establish a Black Studies Research Institute and to develop a major in Black and African Diaspora Studies. The Office of the Vice-Provost, Equity and Inclusion, established in August 2019, includes three units, briefly described below: 1. The Equity, Diversity, Inclusion and Accessibility (EDIA) unit coordinates, collaborates, enhances and expands upon Dalhousie's EDIA initiatives, programs, structures and policies. 2. Human Rights and Equity Services (HRES) oversees and reports on the sexual harassment and discrimination/personal harassment policies. HRES also engages in developing and delivering diversity workshops. 3. Community Engagement is led by two newly recruited directors (biographies below) to support engagements with the African Nova Scotian community and Indigenous communities. In September 2020, Jalana Lewis became Dalhousie's first Director of African Nova Scotian Community Engagement, a role that grew out of an early recommendation from Dalhousie's African Nova Scotian Strategy Working Group. Ms. Lewis provides institutional leadership in the implementation of the African Nova Scotian strategy at the university, and supports the access and success of African Nova Scotian students, staff and faculty, while helping to build stronger relationships between the university and community. In April 2020, Cathy Martin took on the position as Dalhousie's first Director of Indigenous Community Engagement. This position was established in response to a recommendation by the university's Indigenous Strategy Committee. Ms. Martin supports the facilitation of communications with people in Mi'kma'ki, fosters partnerships with M'kmaw leaders, offers cultural sensitization to Dalhousie as well as works with others at Dalhousie to ensure Indigenous faculty, staff and students feel welcomed and supported at the university. Additionally, Dalhousie's Office of Research Services is currently seeking to hire an Indigenous Research Facilitator, a position that will provide support for Dalhousie's Indigenous research community in the areas of grant application development and administration as well as in the development of research ethics submissions. To enable Dalhousie to meet its requirements under the Nova Scotia Accessibility Act, the Dalhousie University Accessibility Committee was established to bring together stakeholders from across the university to develop an institutional approach. The Committee is working to develop and finalize a Dalhousie University Accessibility Plan that is multi-dimensional, recognizing the various components of accessibility. The plan will be informed by the built environment accessibility audit, with consultation with people with disabilities and campus groups and committees representing people with disabilities. Six working groups have been developed to focus on the six areas identified in the provincial framework: built environment; teaching, learning and research; goods and services; information and communication; transportation; and employment.

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

I have reviewed my responses and I am ready to submit my report.

A reminder that institutions are required to post a copy of this report (as submitted) on their public accountability and transparency web pages within 7 working days of the deadline for submitting the report to TIPS.

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Complete Full Report

This information will be sent to the Tri-agency Institutional Programs Secretariat when you click 'Submit.'

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