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CRCP Institutional EDI Action Plan - Key Objective(s) 

Important Note

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

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

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

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

Institutions are required to post the most up to date version of their EDI action plan on their [public accountability web pages](#). Ensure to remove all numbers less than 5 prior to posting on your website in cases where your report includes the representation of individuals from underrepresented groups among your chairholders. This is a requirement of the *Privacy Act*.

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

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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 individuals from underrepresented groups (e.g. women, persons with disabilities, Indigenous Peoples and racialized minorities, LGBTQ2+ individuals) at the respective institution; institutions were then required to develop key S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objectives and actions to address them.

Indicate what your institution's key EDI objectives are (up to six) as outlined in the most recent version of your action plan (either the one approved by TIPS or the one currently 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 recognizes 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 four designated groups (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 non-traditional 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 December 2019, Dalhousie successfully met the CRCP's targets for the FDGs, as follows: Women – 46%, Racialized minorities – 22%, Persons with disabilities – █%, Indigenous peoples – █%. As of December 2021, with the implementation of the specific actions outlined above, representation for the FDGs amongst CRCs was as follows: Overall: Women – 42.6%, Racialized minorities – 29.6%, Persons with disabilities – █%, Indigenous peoples – █%. Tier 1: Women – █%, Racialized minorities – █%, Persons with disabilities – █%, Indigenous peoples – █%. Tier 2: Women – 52.8%, Racialized minorities – 38.8%, Persons with disabilities – █%, Indigenous peoples – █%. During the 2021-22 reporting period, █ outstanding existing researcher at Dalhousie from an equity deserving group (EDG) has been retained through internal CRC recruitment strategies. When an internal candidate is nominated for a CRC, Faculties backfill the 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. Chairholders took up their positions at Dalhousie in Summer 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 FDGs. By December 2019, Dalhousie was successful in meeting and exceeding the CRC targets for the four designated groups. As we move towards meeting population-based targets for the FDGs by December 2029, Dalhousie remains committed to increasing diversity amongst its Canada Research Chairholders. 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. When a specific gap is identified, the CRC Committee will take the additional step of further restricting nomination of candidates to those who self-identify with the FDG(s) where the gap exists. 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. Dalhousie has experienced a significant increase in applications for CRC positions from candidates from equity deserving groups over the past three years. More broadly, last year (FY2021-22) 72% of faculty searches and 58% of staff services resulted in hiring an equity deserving candidate.

Challenges encountered during the reporting period:

With the shift towards population-based targets, separate for Tier 1 and Tier 2, Dalhousie recognizes that gaps in representation amongst its CRC Chairholders exist, particularly amongst Tier 1s. While Dalhousie is confident in meeting the December 2029 population-based targets for each of the FDGs, challenges exist in being able to meet interim targets due to lack of available Chairs for recruitment. As Tier 1 CRCs have a longer-term length and there are fewer Chairs overall, there must be careful consideration of the current and future gaps to ensure they are addressed. The CRC Committee is closely monitoring the gaps in representation and is taking a long-term approach to ensure that all targets will be met by targeting job ads to specific equity deserving groups. As part of the data collection during the recruitment process, 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. CRCP's recent communications of aggregate self-identification data has been very much appreciated in helping to minimize this challenge.

Next Steps (indicate specific dates/timelines):

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 and gaps in targets for racialized minorities and women still exist. Upcoming CRC recruitments are aimed at addressing current gaps in representation amongst Tier 1 CRCs and will be restricted to candidates that self-identify as women or gender minorities and racially visible persons. Upcoming Tier 2 CRC recruitments will be restricted to candidates who self-identify as persons with disabilities. Recruitments for █ Tier 1 CRCs and █ Tier 2 CRC will begin in mid-2022, with nominations expected to be submitted by October 2023 and April 2024, respectively. It is anticipated that these measures will close remaining gaps in representation across all four FDGs for both Tier 1s and Tier 2s by the December 2025 interim target. 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), and is used to help guide recruitment and retention. To date, over 90% of faculty and staff and over 80% of students have provided self-identification data. 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

Next Steps (indicate specific dates/timelines):

The Office of the Vice-Provost Equity & Inclusion will explore various funding mechanisms to determine whether an Institutional Membership to the NCFDD might be continued. Given the large interest by the student population, it might be an initiative to expand with the Faculty of Graduate Studies (January 2023). By 2025, the faculty mentorship program will be expanded from currently only tenure-stream faculty to also include Instructors and limited-faculty, maintaining the focus on members of equity-deserving groups.

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

No

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

Key Objective 3

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

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?"

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

Action items 5-7: Led by Human Resources, a faculty recruitment training video, including significant focus on EDI and unconscious bias, is currently in development. The slides and script are prepared, and consultations are ongoing with stakeholders, including underrepresented groups and the Dalhousie Faculty Association (the union representing faculty members at Dalhousie). It is anticipated that the faculty recruitment training video will be recorded and available for use by the fall of 2022. This will align with the launch of several new recruitments for CRC positions. Additionally, 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. Two working groups have arisen to address the following: 1. Assemble available education and training programs related to EDI from across the institution to standardize information and prevent duplication. 2. Assess the impact of EDI education on the institution's faculty, administration, staff and students. Action item 8: As reported in 2021, Dalhousie's Facilities Management completed the initial Built Environment Accessibility Audit in December 2020. The purpose of the audit was to identify architectural and physical barriers as it relates to 17 standard categories. A Built Environment Working Group was formed as one of 6 Working Groups to inform the Dalhousie University Accessibility Advisory Committee. Each Working Group developed a sub-plan that supported the University Institutional Accessibility Plan (discussed in greater detail in Part E).

Next Steps (indicate specific dates/timelines):

Building on support from the previous CRC EDI stipend, the Vice-Provost, Equity and Inclusion, with support from the Office of Research Services, will perform an environmental scan on EDI resources and policies at other universities across Canada and the US (March 2023). This will support the development of a Policy on EDI in Research, to 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?

No

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

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

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 [REDACTED] 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:

An Employment Systems Review for all Dalhousie faculty and staff began in 2020 and completed in fall 2021. 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.

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

Using the insights, solutions and shared vision provided by the Employment Systems Review, a university-wide Employment Equity Plan was drafted. In addition to informing institution-wide policies and initiatives, the Employment Systems Review will support and enhance initiatives related to the CRC Institutional EDI Action Plan. The position of Manager, Employment Equity was created and approved in spring 2021 and advertised in October 2021. This leadership role was created to steward the implementation of the Employment Equity Plan. The Manager will work alongside the community to enhance EDIA at Dalhousie. More broadly across the institution, employment equity gaps continue to decrease: 12 of 23 gaps identified were reduced or closed in 2021, with more than half of these in representation of persons with disabilities.

Challenges encountered during the reporting period:

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):

The Manager, Employment Equity was hired (May 2022) and will finalize the revisions of the Employment Equity Plan, for submission for final approval. Implementation will begin in summer and fall 2022. The Plan will contain specific actions and recommendations that will help ensure Dalhousie continues to attract a diverse pool of researchers and further strengthen the recruitment and selection processes used to identify CRCs at the University. The Dalhousie Census is part of the university's Strategic Plan (2021-2026), Third Century Promise, Inclusive Excellence pillar that focuses on aspiring to be an accessible destination employer and the national leader in championing equity, diversity, inclusion and accessibility. The 2020 Report (released August 2021) included details on Enrolment Diversity Trends for undergraduate and graduate students, as well as community representation for undergraduate, graduate, postgraduate students, degrees awarded, faculty, staff, postdoctoral fellows, CRCs and Senate. Dalhousie is committed to employment equity and wishes to institute active measures to eliminate discrimination and to reverse the historic under-representation of Indigenous peoples (especially Mi'kmaq), Black/African descent (especially historic African Nova Scotians), and other members of racialized groups, persons with disabilities, women and persons identifying as members of the 2SLGBTQIA+ community within its workforce. 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) 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. (March 2023)

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

No

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

Key Objective 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 continued to disproportionately affect researchers who are from historically underrepresented groups as well as early career researchers. The availability and ability of researchers to participate in additional initiatives was sometimes challenging, as it represented an additional request of their time. 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**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: 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) in winter 2021. 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. 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. Based on feedback from the community, a list of prospective speakers from equity deserving groups was developed. Seminars took place in Spring-Summer 2021. In addition to providing a networking opportunity to enhance collaborations, the seminar series was 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. Employment Systems Review: In fall 2021, Dalhousie completed an employment systems review 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 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 was offered, which provided 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, have helped shape the development of an Employment Equity Plan at Dalhousie and form the basis for specific action items that will be undertaken over the coming years. The Employment Equity Plan will be formalized in 2022, with implementation planned for fall 2022. Accountability on Institutional Reports: Dalhousie University has developed several reports examining systemic barriers and providing recommendations in addressing these barriers. These include: "Breaking Barriers: Report of the Task Force on Access for Black and Native People" (1989), "A Report from the Committee on Aboriginal and Black/African Canadian Student Access and Retention: A Focus on Financial Support" (2015), "Report and Recommendations of the Committee for Dalhousie's Strategic Initiatives on Diversity and Inclusiveness (Charter 5.2), "Diversity and Inclusiveness Strategy Progress Report" (2019), "Report on Lord Dalhousie's History on Slavery and Race" (2020), "Toward an African Nova Scotian Strategy for Dalhousie University", and the "Dalhousie Indigenous Strategy". To support implementation and accountability, the Office of the Vice-Provost of Equity and Inclusion, has begun an initiative to develop pan-university committees that will be responsible for monitoring the progress and implementation of recommendations outlined in the aforementioned reports. Six pan-university committees will be formed, and they will be responsible for monitoring six dimensions within EDI: 1. Campus Climate, 2. Curriculum, Teaching, and Learning, 3. Research and Innovation, 4. Recruitment, Retention, & Promotion of Faculty, Staff & Administrators, 5. Student Access & Success, and 6. Community Engagement. Committees are being organized (June 2022) with representation from across the university. Faculty and staff caucuses for underrepresented groups have been approached to request interest in participating on the pan-university committees. Committees will meet quarterly, and reports will be provided to the Office of the Vice-Provost, Equity and Inclusion. Dalhousie will continue to engage and work with networks that represent EDIA groups, including those on campus (faculty and staff caucuses, African Nova Scotian and Indigenous Advisory Councils, etc.) as well as off-campus (i.e. Canadian Black Scientist Network).

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

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

The Office of the Vice-Provost, Equity and Inclusion, Human Rights and Equity Services, established the Speak Truth to Power series. Initially started as a forum on Anti-Black Racism to allow attendees to hold space, provide avenues of learning and growth, and urge action, this forum has since led to a robust Speaker Series. Powerful changemakers have provided engaging sessions on a variety of topics, including systemic racism, residential schools, gender-based violence, and Indigenous women's stewardship. The Speak Truth to Power series is offered in a virtual setting to support broad participation with the Dalhousie community. The events are recorded and available online to promote visibility and engagement. The Office of Research Services hired an Indigenous Research Facilitator (IRF, hired December 2021, start date: May 2022). This position was developed in response to a need identified through consultation with Indigenous researchers to improve supports for the Indigenous research community at Dalhousie. The IRF will connect with the Indigenous research community at Dalhousie and will provide support for all aspects of research application development. Additionally, the IRF will support in the development of research ethics submissions. This is of particular importance, given the new guidance in the Tri-Council Policy Statement (TCPS) on Ethical Conduct for Research Involving Humans; this prioritizes ethical and responsible conduct of Indigenous research and highlights the need for dedicated support and expertise in this area. This position will bring Dalhousie into line with the practice of other research-intensive U15 institutions, in providing resources to actively support the TCPS revisions. The initial focus for the Indigenous Research Facilitator will be to connect with the Indigenous research community at Dalhousie, perform an environmental scan of Indigenous research services supports across Canadian universities to help identify areas where others have determined needed supports, develop a library of Indigenous research support documents and identify funding opportunities related to Indigenous research (December 2022). 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 a Dalhousie Accessibility Plan. The decision-making teams were mostly comprised of members of the Dalhousie community who live with disability and leaders responsible for accessibility work. Six working groups were developed to address the following focus areas: Built Environment; Teaching, Learning and Research; Goods and Services; Information and Communication; Transportation; Employment. Each working group developed sub-plans, submitted in July 2021. These sub-plans were reviewed, analyzed and integrated into a single cohesive roadmap of priorities and initiatives, expected outcomes and anticipated timelines. This roadmap will be accompanied by an implementation plan with accountabilities identified across the university. Consultations with people with disabilities and campus groups and communities representing people with disabilities were done, as well as focus groups, surveys, and meetings with various stakeholders. Consistent and regular updates and communications were provided to the Dalhousie community throughout the process. The Dalhousie University Accessibility Plan Recommendations are available online and the full plan will be available soon.

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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CRCP Institutional EDI Action Plan - Additional Key Objectives (if applicable)



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

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