



TABLE OF CONTENTS

You may complete sections individually by selecting them from the table of contents. At the end of each section, you will be redirected to this table of content to select another section to complete or to review. Alternatively, you may complete the full report, without going back to this table of content between each section, by selecting the option "Complete Full Report".

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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 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. Ensure that you remove all numbers less than 5 from both the plan and the report prior to posting on your website in cases where your report includes the representation of individuals from underrepresented groups among your chairholders, as well as any other identifying information. This is a requirement of the Privacy Act.

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:

[REDACTED]

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 to the 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 and gender minorities, persons with disabilities, Indigenous Peoples and racialized individuals, 2SLGBTQIA++ 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, 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) the main actions were undertaken (up to six) and how they have progressed; 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. If your institution has not yet prepared or received a formal evaluation of its CRCP EDI action plan (institutions having fewer than five Chairs) then section A is optional.

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 and Dal's Inclusive Excellence Framework.

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 be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	1. Target CRC job advertisements to candidates towards members of historically underrepresented groups on campus, including the four designated groups (FDGs).	Completed
Corresponding action 2	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.	Completed
Corresponding action 3	3. Prioritize allocation of available Chairs for the recruitment of diversity candidates	Completed
Corresponding action 4	4. Require Faculties to propose strategies to ensure a diverse applicant pool when recruiting for CRC positions with recognition for non-traditional career paths .	Completed
Corresponding action 5	5. Promote cluster hires to support the recruitment of diversity candidates within similar research areas.	In progress
Corresponding action 6	N/A	Not yet started

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 – █%. During the 2021-22 reporting period, one outstanding existing researcher at Dalhousie from an equity deserving group (EDG) was 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. This will continue to be maintained as a practice at Dalhousie. Cluster hiring was implemented to support the recruitment of researchers from EDGs, including the FDGs, in the area of Collaborative Health Solutions. These four researchers span the faculties of Medicine, Health, and Computer Science. Chairholders took up their positions at Dalhousie in Summer 2021. As of December 2022, with the implementation of the specific actions outlined above, representation for the FDGs amongst CRCs was as follows: Overall: Women and gender minorities – 45.4%, Racialized individuals – 33.9%, Persons with disabilities – 7.1%; Indigenous peoples – 8.9%. Tier 1: Women and gender minorities – 45.4%, Racialized individuals – █%, Persons with disabilities – █% Indigenous peoples – █%. Tier 2: Women and gender minorities – 46.3%, Racialized individuals – 41.4%, Persons with disabilities – █% Indigenous peoples – █%. Dalhousie's actions to support equity-deserving CRCs in recruitment and retention have resulted in increases in representation across underrepresented groups at both the Tier 1 and Tier 2 levels. By December 2022, Dalhousie met █ interim targets for Tier 2 CRCs and █ targets for Tier 1 CRCs. Due to the lack of available Chairs for recruitment, Dalhousie did retain gaps in representation at the Tier 1 level in racialized individuals and women and gender minorities. These gaps are being addressed through active recruitments targeted at applicants who self-identify as racialized individuals and women and gender minorities. Since the 2021-2022 reporting period, Dalhousie has increased overall representation of FDGs in the CRC Program at Dalhousie in the areas of women and gender minorities, racialized individuals, and persons with disabilities.

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. Faculties have the option to identify potential internal candidates when responding to a call for allocation of an available Chair. When a specific gap is identified, the CRC Committee will further restrict the 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. In 2022, Dalhousie recruited an additional member of the Executive Recruitment unit to support CRC searches and Search Committees. This allows for a more proactive and targeted approach for outreach and provides additional supports for search committees and potential candidates to discuss questions or considerations related to the position. Dalhousie has experienced a significant increase in applications for CRC positions from candidates from equity deserving groups over the past three years. More broadly, 70.9% of all faculty searches in FY 2021-22 and 48.6% of all staff postings in FY 22-23 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 designating 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 and gender minorities. Dalhousie recognizes that the current level of diversity amongst Tier 1 CRCs is low and gaps in targets for racialized minorities and women and gender minorities 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 or Indigenous peoples. All Chair recruitments will be available to Indigenous candidates, regardless of targeted demographic area in the job advertisement as part of Dalhousie's commitment to the Truth and Reconciliation Commission Calls to Action and Dalhousie's Indigenous Strategy. 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 CRCs are underway, with nominations expected to be submitted by April 2024 and April 2025. 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. Dalhousie has instituted the practice of disaggregating the "racially visible" self-identification data to include those who identify as Black and/or African Nova Scotians, and further focuses the "Indigenous" data to include those who identify as Mi'kmaq. Dalhousie also includes the opportunity for individuals to self-identify as members of the 2SLGBTQ+ community. Internal recruitments for CRCs will be backfilled by candidates from equity-deserving groups. By 2025, it is expected that new equity-deserving researchers will be hired in the Faculties of Arts and Social Sciences, Computer Science, Engineering, and Science. The next CRC cluster hires planned are contingent on the outcome of large-scale funding opportunities, with Dalhousie's internal process for allocation and recruitment planned to begin in 2023-2025 (CFREF and CERCs). These cluster hires will be designated for specific areas targeted by these large-scale funding opportunities, if successful, and will be restricted to equity-deserving candidates to support recruitment and retention of CRCs at Dalhousie. Targeted FDG recruitment is an ongoing requirement for CRC proposals from Faculties and is evaluated by the CRC Committee to support decision-making for allocation of Chairs to Faculties. The efficacy of this action will be evaluated in 2023-2024. Dalhousie has also initiated recruitment of a cluster of Black scholars in 2023. While not specifically targeted to CRCs, this project supports Dal's effort to move the needle on the inclusion of Black people on campus by increasing the number of faculty members from this group in different areas of research and expertise at the university. These areas include opportunities in the Faculties of Arts and Sciences, Management, Science, and the Schulich School of Law.

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 diverse 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 be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	1. CRC Search Committees must be diverse and include members from historically underrepresented groups, including the FDGs.	Completed
Corresponding action 2	2. Participation of an Equity representative for CRC Search Committees.	Completed
Corresponding action 3	3. Human Resources provides EDI and unconscious bias training to CRC Search Committee members.	Completed
Corresponding action 4	4. CRC job advertisements must be posted internationally and in targeted publications to encourage a more diverse applicant pool.	Completed
Corresponding action 5	5. Review by Human Resources of all offers to faculty members, giving consideration for equity regarding all terms of employment.	Completed
Corresponding action 6	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.	In progress

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

With the support of the CRC EDI stipend in 2020-21, Dalhousie hired an Equity, Diversity and Inclusion Research Assistant (EDI RA) to interview 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, and as discussed in the 2019-20 Progress Report, the EDI RA identified mentorship and retention mechanisms as important areas of focus. Specific steps, including the development of a formal mentorship program and awards and prizes for faculty members from underrepresented groups have been implemented. Ongoing 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 equity deserving groups.

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 can be included in search committees. Human Resources provides EDI and unconscious bias training to all CRC search committees as an ongoing requirement. Human Resources has updated the job application form to include a question that asks how the candidate heard about the position. This information could be compiled into a report for tracking and monitoring purposes, and to refine internal recruitment strategies to increase applications and subsequent nominations from scholars from equity-deserving groups. 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) in February 2021. 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 ongoing restrictions related to COVID-19. The NCFDD training was made available to all Dalhousie faculty members, although it was primarily targeted to CRCs and Dalhousie researchers from EDGs. Over 62 faculty, staff and students participated in the training opportunities and courses available through the NCFDD. In addition to the institutional membership, Dalhousie was able to support [REDACTED] in participating in a 12-week Faculty Success Program in Summer 2021. 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 continues its focus on Canada Research Chairs as well as other faculty who self-identify with one or more equity-deserving group (the FDGs and 2SLGBTQ+ individuals). Feedback from the program has been very positive. The program has plans to expand but will remain focused on members of the EDGs (see Next Steps). With support from the CRC EDI Stipend, the Vice-Provost, Equity and Inclusion developed the Belong Seminar Series – Breaking Barriers to invite and promote researchers from equity deserving groups to present their research at Dalhousie. This Seminar Series served 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. Eleven seminars were held in summer and fall 2021.

Challenges encountered during the reporting period:

Changes in culture due to COVID-19 resulted in a shift of most events (including meetings, awards ceremonies and seminar series) from in person to virtual. While virtual events do often support greater accommodation for participation, this may have also limited networking possibilities. As we move forward into a post-COVID-19 era, events are moving to a hybrid format. This may continue to affect participation, networking, and impact of events.

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. With the support of the CRC EDI stipend, in 2023 the EDI RA will interview non-Chairholders regarding their experiences at Dalhousie with respect to the CRC Program and other awards and prizes to use as a comparator to the Chairholder interviews conducted in 2020-21. This will focus on recruitment, retention, and mentorship and will be used to ascertain the different experiences of Chairholders and non-Chairholders at Dalhousie for the purposes of refining recruitment and retention strategies for equity-deserving CRCs at Dalhousie. Moving forward, Dalhousie will shift focus to the recruitment and retention of Indigenous researchers including CRCs. The Office of Research Services and the Office of the Vice-Provost Equity and Inclusion are working to support ongoing recommendations and actions from Indigenous community feedback, both internal and external to the University, with specific attention to recruitment and retention strategies. This work is anticipated to be completed by Spring 2024.

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 be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	1. Standardize hiring practices for CRC positions across the university to allow for diversity and equity accountabilities and monitoring results.	In progress
Corresponding action 2	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.	Completed
Corresponding action 3	3. Develop a CRC Committee to manage and oversee CRC allocations.	Completed
Corresponding action 4	4. Improve monitoring practices for institutional commitments, including salary and benefits, research stipends, research and office space, mentoring, administrative support, and infrastructure support.	In progress
Corresponding action 5	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.	In progress
Corresponding action 6	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.	In progress

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?"

Outcomes and Impacts made during the reporting period:

Action item 1: Human Resources has hired an additional Recruitment Advisor specializing in candidate outreach to support the Executive Recruitment unit. Executive Recruitment is engaged in all CRC searchers, and the additional specialization in candidate outreach supports proactive and personalized outreach to equity-deserving candidates. This includes outreach to professional networks, organizations, and associations with a focus on equity-deserving groups, and other non-traditional avenues of circulating the job posting. Action item 2 was incorporated into the Dalhousie Faculty Association Collective Agreement in 2018. 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 2023. This will align with the launch of several new recruitments for CRC positions. As this is a specific action also included in the Employment Equity Plan 2022-2026, it is anticipated that extra resourcing will become available to support implementation and monitoring of this action. Please see Next Steps and Part D for further information on implementation of the Employment Equity Plan. 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. The first "Educational Resources" working group developed a list of existing resources provided by Faculties and units across the university to determine availability and cross-reference for duplication. The second "Impact Assessment" working group is exploring options to determine the effectiveness of existing EDIA educational resources, with a proposal for immediate and 3-month follow up with attendees to determine whether the education has had an impact on implementation of specific actions to enhance EDIA. 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). With support from the 2022-2023 CRC EDI stipend, the Vice-Provost, Equity and Inclusion, with support from the Office of Research Services, performed an environmental scan on EDI resources and policies at other universities across Canada and the US. This environmental scan laid the groundwork and provided appropriate background for the development of an EDIA in Research policy (see Next Steps). The 2022-2023 CRC EDI Stipend also supported the collection of resources that will assist faculty members to embed EDIA in their research. Notably, an overview of Tri-Agency funding programs that require EDIA in research design and team composition was created.

Challenges encountered during the reporting period:

None to report.

Next Steps (indicate specific dates/timelines):

With the launch of the Employment Equity Plan 2022-2026, Employment Equity Implementation Leads will be identified and an Implementation Leads Committee will be struck. The Committee will consist of Dalhousie employees responsible for implementing and monitoring the Employment Equity (EE) Plan within their respective faculties, units, and/or divisions. Actions in the Plan will be prioritized, implemented, and monitored to ensure the fulfillment of the Plan's actions. Leads will be identified in Spring 2023, with the first meeting anticipated for May 2023. Human Resources is planning to explore how non-traditional scholarship is recognized within Faculties. Human Resources is working to develop a guidance document that supports hiring managers and search committees in integrating lived experience into the recruitment and hiring process (expected Fall 2023). The Vice-Provost Equity and Inclusion, with support from the 2022-2023 EDI Stipend and the Office of Research Services, 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 (2024).

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:

50000

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

These funds supported the Equity, Diversity and Inclusion Research Assistant (EDI RA) located in the Office of the Vice-Provost, Equity and Inclusion (VPEI), as well as salary for an administrator in the Office of Research Services. The EDI RA conducted an environmental scan of Canadian institutions that include EDI in their policies and procedures and created a summary document of the findings. An overview of the Tri-Agency granting opportunities that require EDIA as an assessment criterion was similarly created. These were presented to the VPEI and Office of Research Services and will be used to support the development of an EDIA in Research Policy. Dalhousie's institutional reports, strategies and commitments were reviewed to identify actions within that might be included in the CRC IEDIAP, with particular attention to Research & Innovation and Recruitment & Retention. These were compared to other U15 CRC EDI Action Plans to identify potential new areas of commitment or course correction at Dalhousie.

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 be undertaken to address the barriers:

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

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. Other options of engagement were also made available including one on one meetings, or filling and submitting forms anonymously.

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 launched in October 2022. In addition to informing institution-wide policies and initiatives, the Employment Systems Review will support and enhance initiatives related to the CRC IEDIAP. The Employment Equity Plan 2022-2026 has created a framework that supports and resources many of the actions noted above. Specifically, the plan has set priority areas in communication and awareness, representation, recruitment, benefits and supports, development and advancement, education, and recognition. Many of the priority areas mirror the actions as specified in Dalhousie’s CRC EDI Action Plan, and synergies are expected to develop in the coming years. The Manager, Employment Equity was hired (May 2022) and implementation of the Employment Equity Plan has begun (December 2022). The Plan contains 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. Faculty- and Unit- or Departmental Leads will support prioritization, strategy, implementation, and monitoring of actions in the Plan. Quarterly implementation meetings and reports will share progress towards implementation and provide opportunities for suggestions, feedback, and course correction if needed. A review of the CRC IEDIAP in response to the results of the Your Voice Survey and the Employment Systems Review was completed. Systemic barriers and action items have been identified, with a forward-looking view towards refining the CRC IEDIAP (2023-24). More broadly across the institution, employment equity gaps continue to decrease: Representation of persons with disabilities increased substantially, which translated to a decrease in the gaps related to persons with disabilities across nearly half of our employee groups. The CRC EDI Advisory Group, consisting of representation from the Office of Equity and Inclusion and the Office of Research Services, meets monthly. This group is engaged in the annual review of progress towards the EDIA action items, with a view towards future actions and avenues for exploration.

Challenges encountered during the reporting period:

None.

Next Steps (indicate specific dates/timelines):

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 2021 Report (released August 2022) 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 correct 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 include examining 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 (2023-25). As the Employment Equity Plan has been published and implementation has begun, there are potential implementation actions that reflect and support CRC IEDIAP priorities. Human Resources and the CRC EDI Advisory group will collaborate on initiatives that support both these important Dalhousie-wide Plans (2023). Specifically, the Plan calls to continue to target Canada Research Chair opportunities to members of equity deserving groups and implement the actions outlined in the CRC Institutional Equity, Diversity, Inclusion Action Plan. The Employment Equity Plan also recommends the implementation of professional development related to antiracism, anti-colonialism and non-Western approaches to research and partnership development as an action. The Office of Research Services will support this action by offering "Lunch and Learn" sessions for the research community targeted towards incorporating EDIA and Indigenous Research (May-June 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**Corresponding actions undertaken/to be undertaken to address the barriers:**

If you have no action to report, please type
'N/A' in the answer field.

Progress to date

Corresponding action 1	Not yet started
Corresponding action 2	Not yet started
Corresponding action 3	Not yet started
Corresponding action 4	Not yet started
Corresponding action 5	Not yet started
Corresponding action 6	Not yet started

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**Corresponding actions undertaken/to be undertaken to address the barriers:**

If you have no action to report, please type
'N/A' in the answer field.

Progress to date

Corresponding action 1	Not yet started
Corresponding action 2	Not yet started
Corresponding action 3	Not yet started
Corresponding action 4	Not yet started
Corresponding action 5	Not yet started
Corresponding action 6	Not yet started

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.

PART B: Challenges and Opportunities

Challenges

Other than what has been outlined in the section above, outline any challenges regarding the implementation of the EDI action plan. 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? (limit: 5100 characters):

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.

Opportunities

Other than what has been outlined in the section above, outline any opportunities or successes regarding the implementation of the EDI action plan, as well as best practices that have been discovered to date. (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.

PART C: 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.
- If you did not receive an EDI stipend during the reporting year, please leave this section blank.

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

Do you have other objectives to add?

No

PART C: Reporting on EDI Stipend objectives not accounted for in Part A

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 individuals, Indigenous Peoples, persons with disabilities, women, 2SLGBTQIA+ 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: Employment Equity Plan: Dalhousie recently introduced (Fall 2022) an Employment Equity Plan (2022-2026) that focuses on 7 key priorities that cover the life cycle of employment at Dalhousie and over 50 actions to help promote a more representative and inclusive workforce. This Employment Equity Plan is the result of comprehensive and far-reaching consultations which began with the 2021 Employment Systems Review (ESR). The review comprised more than 22 open consultation forums; a confidential comment form for online submissions; many personal meetings and communications; discussions with employee group and bargaining unit representatives; and a review of internal and external literature. The findings of the ESR framed the backbone of the first draft of the Plan. After the Plan was initially drafted, it was brought forward for further consultations and review with leaders, staff, and faculty across the university. The Employment Equity Plan (2022-2026) will help attract and retain more diverse talent and deliver on Dalhousie's pivotal role in the economic and social well-being and development of our communities and our commitment to the Inclusive Excellence pillar as part of Dalhousie's Strategic Plan (2021-2026), Third Century Promise. The Employment Equity Plan provides Dalhousie with a set of overarching priorities and concrete actions that will help us enhance the access, opportunity, and success of equity-deserving groups across the institution. Employment Equity Leads have been designated in each Faculty/School, Unit/Department, and division to support the implementation of the actions in the Plan. The Leads will: identify the top priorities and actions within the Plan for their division and map out strategies (in collaboration with division leaders) to ensure their implementation; monitor the implementation of these priorities and actions and provide support, suggestions, and feedback related to implementation; serve as liaison(s) between HR/ Employment Equity and their divisions; contribute to quarterly reports on the implementation of the Plan. The Leads are responsible for ensuring that the Plan's priorities and actions are fulfilled within the timelines as described in the Plan. 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 began 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 have been 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 include representation from across the university. Faculty and staff caucuses for underrepresented groups are 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. Committees have identified top priorities and working groups have been formed to identify the ongoing efforts at the institution to address recommendations on the above-listed reports. 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 established the Speak Truth to Power series. Initially started as a forum on Anti-Black Racism to allow attendees to hold space, encourage learning and growth, and urge action, this forum has since led to a robust Speaker Series. Powerful changemakers have provided engaging sessions on topics including systemic racism, residential schools, gender-based violence, and Indigenous women's stewardship. The series is offered in a virtual setting to support broad participation with the Dalhousie community and are recorded and available online to promote visibility and engagement. In June 2022, Dalhousie Libraries opened the Ko'jua Okuom, located in the Downie Wenjack Legacy Space on the first floor of the Killam Library. This is a welcoming gathering place for Indigenous students, staff, and faculty to host and attend Indigenous ceremonies and events. Dalhousie has aligned its wellness programs with ongoing EDIA efforts. Work Well: Creating Space for Well-being, Dalhousie's workplace wellness strategy, launched in 2021, has undertaken initiatives in support of EDIA: A Career Development Consultant role has been created, with an emphasis on assisting equity-deserving employees with their careers at Dalhousie; the first Accessibility Week was held in November 2022, with the "What's it like?" campaign to hear directly from employees with a disability; the university signed on to the Okanagan Charter of health promoting universities and colleges that focuses on "embedding health into all aspects of campus culture, across the administration, operations and academic mandates." Dalhousie's Fountain School of Performing Arts appointed an EDIA Advisor, to support finding ways to provide opportunities and open doors for underrepresented people in the performing arts. The Office of Research Services hired an Indigenous Research Facilitator (IRF, May 2022). This position was developed in response to consultation with Indigenous researchers to improve supports for the Indigenous research community at Dalhousie. The IRF connects with the Indigenous research community at Dalhousie and provides support for all aspects of research application development. Additionally, the IRF supports Indigenous research and researchers in the development of research ethics submissions. Given the guidance in the TCPS2, this prioritizes ethical and responsible conduct of Indigenous research and highlights the need for dedicated support and expertise in this area. This position brings Dalhousie into line with the practice of other U15 institutions. The IRF has connected with the Indigenous research community at Dalhousie, performed an environmental scan of Indigenous research services supports across Canadian universities and identified areas where others have determined needed supports, developed a library of Indigenous research support documents and identified funding opportunities related to Indigenous research (December 2022). The IRF has led multiple education sessions focused on best practices in conducting research with Indigenous communities, as well as created a web-based information hub that includes Indigenous Research Resources. The "Supporting Indigenous Research Proposal Development" document outlines questions to ask, basics of community engagement, and facets to consider (data management, sharing of resources, letters of support, etc.) when preparing a grant application with an Indigenous community. The Dalhousie University Accessibility Committee was established to develop a Dalhousie Accessibility Plan. The decision-making teams were mostly comprised of Dalhousie community members who live with disability and leaders responsible for accessibility work. Consultations with people with disabilities, campus groups and communities representing people with disabilities were done, as well as focus groups, surveys, and meetings with stakeholders. The Plan is available and outlines Dalhousie's commitment to accessibility and inclusive spaces.

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.

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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