

Dalhousie University
Institutional Equity, Diversity, Inclusion Action Plan
Canada Research Chairs
Revised December 2018

Equity, diversity and inclusion (EDI) are firmly implanted within Dalhousie's strategic priorities. The university has introduced a wide-reaching [Diversity & Inclusiveness Strategy](#), which includes initiatives focused on employment equity. The [Research and Innovation Enterprise](#) at Dalhousie will propel research and innovation excellence across all disciplines, fully aligned with the university's EDI goals.

1) Equity, Diversity and Inclusion Objectives and Measurement Strategies

1.1 Equity, Diversity and Inclusion Objectives: Dalhousie University will make impactful equity, diversity and inclusion objectives, indicators, and actions that will enable swift progress towards:

- Addressing disadvantages currently experienced by individuals of the four designated groups (FDGs):

To address disadvantages currently experienced by individuals of the four designated groups (FDGs; women, persons with disabilities, Aboriginal Peoples, and visible minorities), Dalhousie University recently introduced a new wide-reaching Diversity & Inclusiveness Strategy, which includes initiatives focused on employment equity. Within this strategy, Academic Staff Relations is currently developing a mentorship program focused on members of the FDGs to address disadvantages junior faculty members may experience. The university is also working to improve data collection about the presence of and challenges faced by members of the FDGs. This complements recruitment efforts detailed in the EDI Measurement Strategies (below). The complete Diversity and Inclusiveness Strategy includes goals and corresponding objectives under four thematic areas. Of greatest relevance to the Canada Research Chairs (CRC) Program, Goal 4 focuses on Institutional Viability and Vitality. Dalhousie will build institutional capacity for diversity and inclusiveness through:

A. **Recruiting and retaining a diverse workforce with emphasis on historically under-represented groups.** Dalhousie will develop and implement a comprehensive recruitment and retention plan to support the success of a diverse workforce with emphasis on historically under-represented groups. Specific objectives include:

- a. Increase the diversity of faculty and staff at all levels, including CRC positions, through deliberate actions to achieve percentages aligned with appropriate market availability.
- b. Increase diversity and representation in leadership and management positions.
- c. Align Human Resources (HR) practices and policies (hiring, recruitment, promotion, performance management, succession planning) with diversity and inclusiveness goals.
- d. Initiate learning events and activities to engage various community groups with the university's recruitment and retention efforts for faculty and staff.

- B. Integrating diversity, inclusiveness and equity goals into systems, structures, policies and practices.** Dalhousie will develop a shared understanding of diversity and inclusiveness infusing related goals into its systems, structures, and policies. Specific objectives include:
- a. Develop and establish training and professional development opportunities on diversity and inclusiveness for senior leadership, governance bodies, all faculty, staff and students.
 - b. Assist senior leaders and managers to establish, implement and review metrics associated with professional development participation within their units and ensure a cycle of reporting.
 - c. Improve both proactive accessibility initiatives and responsiveness to accommodations requests influencing education, employment, and environment.
 - d. Actively acknowledge individuals and efforts from a variety of backgrounds who meaningfully influence the integration of diversity and inclusiveness within Dalhousie's systems, structures and policies.
- C. Regularly monitoring, assessing and reporting diversity and inclusiveness performance metrics.** Dalhousie will monitor and assess effectiveness of diversity efforts and publish regular reports for the purpose of institutionalizing a culture of diversity and inclusiveness planning and continuous assessment. Specific objectives include:
- a. Improve data collection methods to enhance accuracy of demographic statistics to better identify and address diversity gaps in recruitment and retention of faculty, staff and students.
 - b. Develop a set of key diversity performance indicators and monitor progress on a regular basis to assess the effectiveness of diversity efforts.
 - c. Improve data collection methods to enhance efficacy of complaint response and follow-up as well as accuracy of reporting.
 - d. Regularly share progress and publish reports on various diversity/inclusiveness initiatives and outcomes.

Dalhousie has established a CRC Committee, led by the Vice-President Research & Innovation and the Provost and Vice-President Academic, to manage the CRC allocations. Specific to the CRC EDI Action Plan, a CRC EDI Advisory Group will be formed that includes a Senior Administrator from Research, representatives from Human Resources, Research Services and the Human Rights and Equity Services Office, and two Chairholders from equity-seeking groups. This group will advise the CRC Committee on EDI practices as they relate to the CRC program and allocation of chairs. Additionally, the group will identify institutional activities and discuss how they should be applied in relation to CRCs and/or any actions needed to ensure they are specific and relevant to the CRCP. The group will support revisions to the CRC EDI Action Plan, as needed, and the development of progress reports.

- Meeting Dalhousie's CRC equity targets and goals:

Dalhousie will strive to meet the institution's CRC equity target and goals. In order to address gaps in equity targets, Dalhousie will take the following proactive steps:

- i. Utilize CRC's Corridor of Flexibility: A more diverse applicant pool may be available at an earlier career stage and/or in a particular research area (CIHR, NSERC, SSHRC). If needed to address gaps in the equity targets, Dalhousie will make use of CRC's Corridor of Flexibility to change the tier or the research area within the allocation of chairs.
- ii. Targeted Hires and Retention Opportunities: To meet equity targets, CRC positions will be targeted towards members of the FDGs. Deans will be encouraged to identify potential chair holders who are members of the FDGs within or external to the University. This may include possible retention opportunities for existing faculty members within one of the FDGs who meet the criteria for Tier 1 or Tier 2 CRCs as world-leading, or the potential to become world-leading, researchers.
- iii. Including Diversity in the Mandate of Search Committees: Search Committees will be diverse, including members of the FDGs. Members of the Search Committees are required to undertake equity and diversity training. Job advertisements will be posted internationally to encourage a more diverse applicant pool.
- iv. Review Self-Identification Questionnaire and Dalhousie Census Responses: Self-identification with one of the FDGs may occur after the chairholder has accepted and begun their position at the University. On an annual basis, Dalhousie performs a census. We will review the information collected to determine whether existing chairholders might self-identify with one of the FDGs.

1.2 Equity, Diversity and Inclusion Measurement Strategies: Dalhousie will use S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objectives, and include a measurement strategy for monitoring, reporting on progress, and course correcting if necessary, based on:

- An employment systems review:

An employment systems review was conducted in the spring of 2016.

Group and individual meetings were arranged to hear from staff and faculty from equity seeking groups on barriers and gaps related to recruitment, hiring, career progression, training and development, retention and accommodation. Discussion groups and individual consultations were held for both faculty and staff, in Halifax and Truro, for the groups: women, Aboriginal/Indigenous, racially visible, differently abled and persons of minority sexual orientation/gender identity. A Senate working group discussion on barriers for academics was also facilitated. Dalhousie staff reviewed all policies and practices for barriers and gaps related to this full Dalhousie employment experience. In addition, we reviewed barrier identification arising from earlier Dalhousie reports including 100 Days of Listening and arising Strategic Priorities, consultations on the sub-priority 5.2 BELONG: Supporting an inclusive and diverse university, Restorative Justice and Taskforce reports and Truth and Reconciliation Calls to Action.

This employment systems review resulted in a shortlist of barriers that appeared most egregious, most wide-spread or, if changed, could affect the most progress in achieving equitable employment where Dalhousie has significant workforce gaps. This employment systems review for barriers and development of responsive measures is part of our work supporting employment equity goals and Federal Contractor's Program (FCP) compliance for 2016-2019.

Barriers identified that relate to faculty and CRC positions include:

1. For hiring committees, need to review the role of equity/diversity representation and the role or need for an equity/diversity advocate. Currently, CRC search committees are required to include an equity and diversity officer, and all committee members must undergo mandatory EDI and unconscious bias training.
2. Need for recognizing institutional contributions related to equity representation. Faculty members, and CRCs in particular, who self-identify with the FDGs, may experience an increase in invitations to participate in institutional committees, groups and advisory panels. This can result in overburdening and increased administrative responsibilities.
3. Need for university-wide Human Resources and strategic workforce planning, incorporating the employment equity goals and measures. Equity gaps will be considered in the allocation of CRCs, in addition to aligning with the university's Research and Innovation Strategic Direction.
4. Need for increased managerial and supervisory skills and knowledge in accommodation in both hiring and employment. This includes Deans and Department heads supervising CRCs, as well as CRCs who supervise trainees and students.
5. Need for university-wide coordination and updating of accessibility and mobility needs on campus, including access to buildings, offices and meeting spaces. This barrier is responsive to the experience of differently abled faculty and staff.
6. Need for acknowledgment, inclusion and valuing of strengths brought to the Dalhousie community by the recruitment and hiring of a diversity of applicants, for example, valuing staff and faculty who have diversity work experience, speak multiple languages.
7. Need for academic postings and hiring processes to include, value and assess community experience, service, accountabilities and research methodologies.
8. Need for standardization of hiring practices across the university to allow for diversity and equity accountabilities and monitoring results.
9. Need 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.

- A comparative review of institutional support for current chairholders:

A comparative review of the level of institutional support provided to all current chairholders was performed. The types of support examined in the review included protected time for research, the provision of salary and benefits, research stipends, office and research space (as applicable), mentoring (particularly for Tier 2 Chairs), administrative support and infrastructure support (equipment and/or renovations). Information was compared across all chairholders, within research areas and within Tier 1 and Tier 2 chairholders.

The review identified that current chairholders within the same research area are receiving similar levels of institutional support across all categories examined. Chairholders who self-identified as members of the FDGs are receiving similar levels of institutional support as chairholders who do not self-identify with the FDGs, across all categories examined, within the same research area. The level of mentoring provided to chairholders differed between Tier 1 and Tier 2 chairholders, with Tier 1 chairholders indicated receiving mentoring primarily if they are new to Canada, while all Tier 2 chairholders indicated receiving mentoring.

The University will continue to monitor institutional commitments provided to chairholders at the time of nomination for new applicants, and through review of annual reports, to ensure that no inequities arise.

- An environmental scan to gauge the health of the institution's current workplace environment:

The University conducted its latest workplace survey in the spring of 2017. This was the fifth workplace survey the university has done since 2009. Further information about Dalhousie's Quality of Work Life (QWL) Survey is available here: <https://www.dal.ca/news/2017/06/22/connected--healthy-employees-and-workplaces-achieving-success-to.html>

Measures taken to address issues raised: The QWL survey process provides results across three levels of the organization—individual, departmental and institutional. Individuals received a confidential personal report with recommendations for individual action and suggested resources for further learning. Senior leaders received results so they can better understand what employees want to see continue or change in their workplace and will work with Human Resources to develop action plans specific to their areas of focus.

In 2016, Dalhousie Human Resources introduced the university's first 'Work Well' strategy with a goal of improving employees' overall health. This strategy will be tailored in response to the QWL survey results to give the most impact.

- The institution's unique challenges in meeting equity targets:

Dalhousie recognizes that our geographic location may represent a challenge in terms of meeting equity targets. Designated group members looking for research-intensive positions may be attracted to cities that are larger, more centrally located, and more diverse. However, Dalhousie is focused on increasing diversity within the university, which will, in time, contribute to increasing diversity in the

region more widely. One specific strategy to help increase diversity among faculty members is the development of [Dalhousie's Diversity Faculty Awards](#) (DDFA). The DDFA program is a recruitment initiative designed to increase the number of faculty members who come from historically under-represented groups. The program was introduced in 2011 in partnership with the Dalhousie Faculty Association and augmented through collective bargaining. To date, Dalhousie has awarded eleven DDFAs.

1.3 Annual Review: Dalhousie will provide yearly reports on the program and provide updates on the progress made in meeting their objectives to the CRC Program. Additionally, Dalhousie develops annual reports on progress related to the Diversity & Inclusion Strategy.

2) Management of Canada Research Chair Allocations

2.1 Allocation of Canada Research Chairs: Dalhousie's Guidelines for Allocation of Canada Research Chairs is posted online: <https://www.dal.ca/dept/research-services/resources/guidelines-and-policies/allocation-crc.html>

These guidelines outline how Dalhousie manages its allocation of chairs, the decision-making process for determining in which faculty, department, research area to allocate its chair positions, who is involved in these decisions and who approves these decisions.

Dalhousie's [Academic Recruitment Guidelines](#)^{*}, which apply to all academic searches including those for CRCs, instruct committees to keep clear records of deliberations, applications and all communications related to searches, which can be examined if necessary. All Canada Research Chair positions are normally posted externally and internally.

(*public link to the Academic Recruitment Guidelines is forthcoming. A copy is available upon request to Dalhousie Academic Staff Relations: hr@dal.ca)

2.2 Corridor of Flexibility: Decisions regarding the use of Dalhousie's [corridor of flexibility](#) in managing its allocation of chairs is discussed by the Vice-President Research and Innovation and Provost & Vice-President Academic, with a recommendation made to the President for final decision. The following criteria are taken into consideration when deciding to use a flex move:

- Alignment with an area of strategic importance to the institution
- Potential to grow expertise in an area of strategic importance to the institution
- Potential to address EDI targets

2.3 Renewal of Tier 1 and Tier 2 Chairholders: The decision-making process and criteria for determining whether Tier 1 and Tier 2 Chairholders will be submitted for renewal is outlined in the [Dalhousie Canada Research Chair Renewal Process](#).

2.4 Advancement of Tier 2 Chairs to Tier 1: Advancement of Tier 2 Chairs to Tier 1 would be discussed by the Vice-President Research and Innovation and Provost & Vice-President Academic and a recommendation would be made to the President for final decision. This would only take place under exceptional circumstances or only if the decision resulted in addressing a gap in EDI targets.

In order to advance a Tier 2 Chair to a Tier 1, the Tier 2 Chairholder would be required to apply for an available Tier 1 CRC job posting open to internal applicants. The applicant would be required to be assessed by a Search Committee and evaluated as being an outstanding researcher, acknowledged as a world leader in the field, in accordance with the requirements for a Tier 1 CRC. This process would occur in an open and transparent manner, in accordance with [CRC's recruitment and nomination requirements](#).

2.5 Phasing out Chairs: Decisions regarding whether to phase-out chairholders in the event where the institution loses a chair due to the [re-allocation process](#) would be discussed by the Vice-President Research and Innovation and Provost & Vice-President Academic. A recommendation would be made to the President for final decision.

Criteria to determine which chairs would be phased out include:

- Chairs in their second term, nearing their end-date and without the possibility of renewal
- Chairs in their first term, nearing their end-date

If the above options are not possible, and a Chair must be phased out early, the institution would consider the following in making the decision:

- Alignment with Dalhousie's Research and Innovation Strategic Direction
- Chairholders' existing and potential research contributions
- CRC EDI targets

2.6 Level of Support Provided to Chairholders: The Dean and/or Department Chair negotiate the employment package with the applicant and include the support to be provided in the final letter of offer. At Dalhousie, it is expected that CRCs teach half of a normal teaching load. CRCs are usually offered an opportunity to apply to the Canada Foundation for Innovation John R. Evans Leaders Fund (JELF) Program for research infrastructure, although this is at the discretion of the Dean, as the Faculty manages its own JELF allocation.

2.7 Safeguards in Negotiations: Academic Staff Relations reviews all offers to faculty members, giving due consideration for equity regarding all terms of employment. This serves to protect individuals from the FDGs from being disadvantaged in negotiations related to the level of institutional support provided to them (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.).

2.8 Measures to Ensure Individuals are not Disadvantaged Due to Career Gaps: Dalhousie's Academic Recruitment Guidelines, as well as the mandatory EDI and unconscious bias training that all search committees receive during the search process, stress that candidates must not be disadvantaged by career gaps due to parental or health related leaves or for the care and nurturing of family members. All advertisements for CRC chairs include text recognizing the diversity of career paths and encouraging applicants to explain the impact of any career interruptions. Dalhousie includes the following statement in all advertisements for CRC chairs: "Dalhousie recognizes that career paths can be diverse and that career interruptions may occur. Applicants are encouraged to include, in their cover letter, an explanation of the impact that any career interruptions may have had on their record of employment and/or research achievement." These measures are monitored by the HR Advisor, who reviews shortlists and applicant evaluations carefully to ensure that applicants with career gaps are not being disadvantaged.

2.9 Training and Development Activities Related to Unconscious Bias, Equity, Diversity and Inclusion:

Academic Staff Relations provides mandatory training during the search process to CRC search committees on how to recognize and avoid a multitude of unconscious cognitive biases. Particular attention is given to those biases that most affect applicants from the FDGs. The same training is offered annually to academic leaders.

3) Collection of Equity and Diversity Data

3.1 Dalhousie's Processes and Strategies for Collecting and Protecting Data on the FDGs (both applicants to chair positions and successful candidates), and Dalhousie's Strategies for Encouraging Individuals to Self-Identify as a Member of the FDGs:

At Dalhousie, all application and award documents are considered confidential and not circulated without the consent of the applicant or chairholder. FDG data would not be circulated.

Advertisements for all positions, including CRCs, require that applications include a completed Self-Identification Questionnaire (SIQ), and include a link to the SIQ. Candidates who do not include the SIQ are reminded to do so in the email acknowledging receipt of their application. The Questionnaire repeats the wording of Dalhousie Strategic Priority 5.2, To foster a collegial culture grounded in diversity and inclusiveness, and explains that the purpose of collecting this information is to inform Dalhousie's *Employment Equity Policy*. It is twice stated explicitly on the Questionnaire that all responses are confidential.

Following completion of the Dalhousie Be Counted Census, to further enhance self-identification rates amongst CRC Chairholders, the VPRI sends a reminder directly to Chairholders to complete or update their self-identification information.

An example of Dalhousie's Self-Identification Questionnaire is included in Appendix A.

4) Retention and Inclusivity

4.1 Dalhousie Provides a Supportive and Inclusive Workplace: Dalhousie is committed to providing a supportive and inclusive workplace for all chairholders (including individuals from the FDGs). Academic Staff Relations is currently developing onboarding and mentorship programs that are focused on faculty members in the FDGs. Consultation with faculty groups to inform the details of these programs has already taken place, with a tentative launch date of July 2019. While informal mentorship already exists in many units within Dalhousie, this will ensure that FDGs university-wide are included in all types of support.

More broadly, work to provide a supportive and inclusive workplace is occurring as part of Dalhousie's *Diversity and Inclusiveness Strategy*: <https://www.dal.ca/cultureofrespect/diversity-strategy.html>

Monitoring Strategies: Academic Staff Relations will monitor and keep records of all chairholders who decide to leave the university, and will perform exit interviews and/or questionnaires to discern their reasons for leaving (within the requirement for privacy). Any departures from the university that concern a chairholder's status as the member of an FDG will be subject to review by Academic Staff Relations. In an effort to retain chairholders at the institution, Deans will consult with Human Resources to determine whether there are additional measures that can be taken (i.e. salary stipend) in order to retain the researcher at the university.

4.2 Procedures, Policies and Supports in Place that Enable the Retention of Individuals from the FDGs:

In addition to developing mentorship for the FDG members, Dalhousie also institutes pay equity analysis to ensure that individuals from the FDGs continue to receive competitive and fair salaries. Dalhousie's benefits to all of our faculty help members of the FDGs, such as parental leave and telework options. Dalhousie is proud to have a robust accommodation policy for all employees to eliminate or reduce discrimination. Dalhousie continues to incorporate thinking on diversity and inclusiveness into all areas of the university. The University has an Employment Equity Council that works with Human Rights and Equity Services and Human Resources to ensure the Employment Equity policy is relevant and current. Other policies are also regularly reviewed and improved to better serve members of underrepresented groups.

The collective agreement between the board of governors of Dalhousie University and the Dalhousie Faculty Association 2017 – 2020 “that governs most faculty appointments has been modified to specifically recognize non-traditional scholarship and traditional ways of knowing. Tenure and promotion committees at Dalhousie may now include representation from the Mi’kmaq and African Nova Scotian communities when a faculty member belonging to one of these groups applies for tenure or promotion. Dalhousie has begun training committees in the recognition of non-traditional career paths and research, so that they can more fairly assess a variety of dossiers from faculty in the FDGs. Dal is currently hosting a lecture series with speakers addressing how to assess non-traditional research and community work, and related topics.”

4.3 Process by which Dalhousie Manages Complaints from its Chairholders/Faculty Related to Equity:

Dalhousie's Human Rights and Equity Services has oversight of the following policies (which include procedural instructions):

- [Statement on Prohibited Discrimination](#)
- [Employment Equity Policy](#)
- [Sexualized Violence Policy](#)
- [Personal Harassment Policy](#)

Human Rights and Equity Services monitors and addresses concerns and complaints and reports to senior management regarding the above-mentioned policies.

Equity concerns or complaints regarding the management of the institution's chair allocations may be directed to:

Lisa DeLong
Director, Human Rights and Case Management
Human Rights and Equity Services
Tel: 902-494-6672
Email: lisa.delong@dal.ca

Alice Aiken, PhD
Vice-President Research and Innovation
Tel: 902-494-6513
Email: alice.aiken@dal.ca

Appendix A. Dalhousie's Self-Identification Questionnaire

DALHOUSIE SELF-IDENTIFICATION QUESTIONNAIRE

Thank you for your interest in joining the Dalhousie University community. Dalhousie is committed to fostering a collegial culture grounded in diversity and inclusiveness. The university encourages applications from Aboriginal people, persons with a disability, racially visible persons, women, persons of minority sexual orientations and gender identities, and all candidates who would contribute to the diversity of our community.

Please complete the questionnaire below and return it as soon as possible. All responses are confidential. The information in Section 1 will be used to ensure compliance with federal government requirements pertaining to the recruitment of foreign nationals. The information in Section 2 will be used to inform Dalhousie's Employment Equity Through Affirmative Action Policy where applicable (i.e. questions 1 through 4), and will help Dalhousie to set equity, diversity, and inclusion goals and measure our progress.

Name: _____

Date: _____

Title of Position applied for:

Department/School/Administrative Unit:

SECTION 1: Statement of Canadian status (REQUIRED INFORMATION)

Are you a Canadian citizen or Permanent Resident of Canada?

Yes No

Signature: _____

SECTION 2: Diversity Self-Identification (VOLUNTARY INFORMATION)

Instructions: You may self-identify in more than one category. You may decline to answer any or all of the questions in this section.

1. ABORIGINAL PERSONS

For the purposes of this survey, aboriginal persons are people who identify as First Nations (Status, non-Status, Treaty), Métis, Inuit or North American Indian.

Do you consider yourself to be an aboriginal person? Yes No I prefer not to respond

Do you consider yourself to be Mi'kmaq? Yes No I prefer not to respond

2. RACIALLY VISIBLE PERSONS

For the purposes of this survey, racially visible persons are people (other than Aboriginal persons) who are non-white in colour and non-Caucasian in race, regardless of their place of birth or citizenship.

Do you consider yourself to be a racially visible person? Yes No I prefer not to respond

If YES, please indicate the group(s) below which best applies to you.

Historically/indigenous Black Nova Scotian? Yes No I prefer not to respond

Person of African (Black) heritage? Yes No I prefer not to respond

East Asian (Chinese, Japanese, Korean, etc.)? Yes No I prefer not to respond

South Asian (Indian, Pakistani, Bangladeshi, etc.)? Yes No I prefer not to respond

South East Asian (Cambodian, Filipino, Thai, Vietnamese, etc.)? Yes No I prefer not to respond

West Asian or Arab (Iranian, Lebanese, Afghan, etc.)? Yes No I prefer not to respond

Latin, South or Central American? Yes No I prefer not to respond

3. PERSONS WITH A DISABILITY

For the purposes of this survey, persons with a disability are people who have a long term or recurring physical, sensory, mental, psychiatric or learning impairment and includes people whose functional limitations due to their impairment have been accommodated in their current job or workplace (e.g., by the use of technical aids, changes to equipment or other working arrangements)

Do you consider yourself a person with a disability? Yes No I prefer not to respond

4. GENDER

Do you self-identify as a woman? Yes No I prefer not to respond

5. SEXUAL ORIENTATION, GENDER IDENTITY AND EXPRESSION

Do you consider yourself to be a person who is lesbian, gay, bisexual, queer, two-spirited or a similar term? Yes No I prefer not to respond

Do you consider yourself to be a person who is trans, transgender, transsexual, gender queer or a similar term? Yes No I prefer not to respond

All information is strictly confidential.