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Complete Full Report

Important Note

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

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

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

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

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

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

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

Contact information

Please complete the fields below.

Name of Institution:

Ryerson University carrying on business as Toronto Metropolitan University

Contact Name:

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

Yes

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

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

12/17/2018

Rating given action plan in most recent review process:

Fully satisfies

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

Dr. Steven N. Liss (VPRI) and Dr. Denise O'Neil Green (VPECI)

In developing their action plans, institutions were required to conduct: 1) an employment systems review; 2) a comparative review; and 3) an environmental scan (see program requirements [here](#)). These assessments were required in order to identify the specific systemic barriers and/or challenges that are faced by individuals from underrepresented groups (e.g. women, persons with disabilities, Indigenous Peoples and racialized minorities, LGBTQ2+ individuals) at the respective institution; institutions were then required to develop key S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objectives and actions to address them.

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

Key Objective 1

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

Provide a structure to embed EDI into research leadership and plan, establish accountability mechanisms and broaden the scope of research topics and questions within the university's research priorities.

Systemic barriers -

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

Evidence suggests that research interests, methods and community interactions of scholars from underrepresented equity deserving groups are less valued and often seen as biased if they involve communities they are part of. There is a staunch unwillingness and resistance at the administrative and managerial levels in post-secondary institutions in Canada to acknowledge the racialized dynamics of power relations in academia across time and space. Research shows that racism in the Canadian academy operates through recruitment and retention decisions such as tenure vs contract hiring, equity, inclusion, and diversity policies, as well as university culture.

Corresponding actions undertaken to address the barriers:

Using an intersectional lens to understand and address specific barriers faced by marginalized and underrepresented faculty, the CRC Recruitment to Retention (R2R) Professional Development Series, funded by the 2020 EDI Stipend grant, provided faculty hiring committees with an opportunity to examine their processes and to develop a new process that will begin to see movement to address systemic barriers - a step to changing faculty representation. During this time, the Office of the Vice President, Equity and Community Inclusion (OVPECI) also carried out regular Department Hiring Committee (DHC) training and coverage of EDI principles and processes to offer input and insight into the EDI-related matters in recruitment, retention and maintenance. The VPECI continues to sit as a voting member on the Executive Committee for CRC Planning. She brings an EDI lens to committee decisions, such as assessing EDI criteria in proposals from Faculties for internal CRC allocations, as well as voting on whether a prospective candidate will be nominated for a CRC. Additionally, the Committee continues to utilize accountability mechanisms in the CRC hiring process, requiring DHCs to report on: 1) the steps taken to create an inclusive ad and engage in meaningful outreach; 2) The diversity within the applicant pool, including Applicant Diversity Self-ID response rate and representation of the five equity-deserving groups within the pool, the longlist and the preferred candidate list and whether the candidate being recommended has self-identified as a member of an equity group; 3) Ways in which the screening and assessment of candidates occurred from an EDI lens, taking into account systemic barriers, biases inherent in the process and the countermeasures that can be taken; 4) The assessment of the candidate's EDI competencies and how they will assist in furthering TMU's EDI priorities; 5) Any special provisions, such as an Acting Assistant appointment, mentorship, etc. that the Committee believes would be of assistance to the candidate's success; and 6) Any disagreements within the Committee relative to EDI considerations and an explanation of the different opinions [and votes if taken] without names of Committee members specified.

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

In October 2021, the Applicant Diversity Self-ID was added as part of the job application process in the recruitment portal; previously, the Self-ID was a separate link added to the job posting or emailed to applicants separately. Candidates are invited to complete TMU's Diversity Self-ID survey at the same time as they complete their applications. A candidate's decision not to self-identify is respected and no assumption is made about one's identity. Each DHC is able to access data on the representation of the five equity-deserving groups within its existing employee base and student population through the Diversity Self-ID program. The equity advocate (s) elected within each DHC is given access to this information, which is used to discuss: i) gaps in current faculty complement and student demographics; ii) appropriate equity goals for the search; iii) a diversity outreach strategy for the search; and iv) ways to remove barriers to candidates in the recruitment process.

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

Commitment to principles of EDI is a required category in the TMU two-phase CRC Internal Notice of Intent Topic Allocation Process. This criteria makes up 20% of the overall application scoring. As the final step in the process prior to an offer from the University, the Executive Committee for CRC Planning reviews and approve the recommendation; in some cases, additional information/ further clarification has been requested from the departmental hiring committees regarding the steps that were followed to identify excellent diverse candidates from underrepresented equity deserving groups. The Indigenous Digital Humanities CRC was submitted for CRC review in September 2021 (awarded in February 2022). The Economic Inclusion, Employment and Entrepreneurship of Canada's Immigrants CRC started her term in 2021. In addition, the Executive Committee for CRC Planning had allocated a SSHRC Tier 2 position to the Migration and Democracy in a Settler-Colonial Context; unfortunately, the candidate did not accept the offer, leading to a re-posting of the job in 2022, with minor changes to expand the candidates' subject matter. As a result of the university's increased success with Tri-Council funding, TMU was awarded two net new CRC Tier 2 Chairs: one in NSERC and one in SSHRC (February 2021).

Challenges encountered during the reporting period:

One of the challenges was the lack of an embedded Diversity Self-ID in the job postings, and thus accessing Self-ID data, which was not yet integrated into the portal; the data was conveyed by OVPECI staff to DHC members. Now, Equity Advocates can access anonymized applicant self-ID data directly through the portal. Another challenge was the lack of discussion on unconscious bias in DHCs, from the formation of the committee and through to the development of the job ad. In meetings with OVPRI, OVPECI and OVPFA, DHCs were reminded to advertise widely, including in outlets targeting underrepresented researchers, in order to reach a more diverse audience. DHCs can access OVPRI resources listing where to advertise to attract under-represented applicants.

Next Steps (indicate specific dates/timelines):

The OVPFA has made concrete efforts to increase both the accountability and the support available in the recruitment process relative to EDI. This includes instituting the role of an equity advocate on all hiring and evaluation committees, achieving language in the Collective Agreement to recognize Indigenous scholarly, research and creative activities (SRC), streamlining the availability of existing data on representation among employees and students, implementing the Applicant Diversity Self-ID to facilitate the collection of new data during the search process, and a more robust training made available to all equity advocates and interested committee members.

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:

TMU's aspirational goal is to have diverse, excellent CRCs who reflect the diversity of our students and our community.

Systemic barriers -

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

Barriers in the hiring process for scholars and faculty were identified by gathering evidence in the literature that document a range of issues, illustrating the lack of intentional action resulting in hiring the same types of scholars, and excluding excellent diverse scholars from underrepresented groups.

Corresponding actions undertaken to address the barriers:

The OVPRI, OVPECI, OVPFA and Human Resources (HR) reviewed the CRC hiring process to identify opportunities to intentionally infuse EDI into the process, with the goal of finding excellence in different forms, bringing diverse perspectives, knowledges and experiences to research, and who will help to build the pipeline of talent for future hiring. The OVPFA has historically led the training of all hiring committees, which has included some attention to equity, diversity and inclusion. Committee members have had access to guidance from the OVPECI and the Indigenous HR Lead. OVPECI has produced helpful material to aid in the search process, such as the Guide to Hiring Diverse Faculty. Two key roadblocks faced by the hiring committees in the past have been the absence of a deeper understanding of how members of the equity groups are impacted through systemic barriers and how to recognize potential and diverse excellence and access to data during the search process on the diversity of their applicant pools. As a result, the OVPFA negotiated in the most recent round of bargaining between the employer and the Ryerson Faculty Association (RFA) for a provision creating an equity advocate role on each hiring and evaluation committee. Each Hiring Committee will select an equity advocate and they are expected to attend mandatory training on inclusive hiring practices offered by the OVPFA in partnership with experienced faculty members and OVPECI. The role of the equity advocate is to actively promote EDI during the search process and provide guidance to their colleagues on the committee. The training on inclusive hiring covers the impact of systemic barriers, the existence of implicit biases and strategies for achieving inclusive ads, rubrics, interview questions, outreach, etc. that the committees should undertake. The OVPFA also launched the Applicant Diversity Self-ID, which now enables hiring committees to assess the diversity of their applicant pool. Further enhancements to the recruitment system are anticipated in the 2022-23 year that will allow for aggregate reports. Increased accountability is also achieved through requiring hiring committees to provide more information in their recommendation letter/form on how EDI was embedded into their process. TMU is currently exceeding its 2019 CRC Equity Targets for equity deserving groups.

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

Applicant diversity data; each applicant is asked to complete a Diversity Self-ID survey at the time of their application. This information is available to the equity advocate on the hiring committee and is summarized as part of the report that the hiring committee provides to the Executive Committee for CRC Planning. The EDI stipend funded the CRC R2R series, which provided a session for stakeholders currently involved in the departmental hiring process - the hiring committees for the Departments of Sociology and Psychology and the Associate Dean for the Faculty of Arts. Results from a pre-program participation survey undertaken with the Stakeholders reported an overall understanding of EDI as an intersectional approach to recruitment that spans the population of equity-deserving groups, and that an EDI recruitment campaign requires the adoption of culturally relevant attitudes and practices within research teams. These teams must have principles of equity-focused research methods embedded, such as Participant Action Research (PAR). The Stakeholders also reported experiencing some challenges related to culturally existing notions or mindsets that are considered barriers to EDI in research - for instance, not acknowledging some of the barriers women might face in some fields like science and engineering, or the notion in some STEM fields that EDI considerations are marginal, since the focus is on building tools and delivering products. Other concerns identified in the survey results showed that there is a perceived compromise that occurs when embedding EDI into scientific research and scientific knowledge building. Incorporating additional sources of knowledge (indigenous, non-Western, or other sources) diversifies the body of knowledge scholars can obtain. Lastly, even if their research doesn't include human subjects, all researchers work with people, such as their HQP, EDI must be a consideration from initial planning stages of the research to be undertaken, to execution and evaluation to building teams, labs and engaging with colleagues, and through to the management of the data produced.

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

A more representative population of CRCs have been hired, reflecting the five equity deserving groups: women (including in STEM), racialized people, Indigenous peoples, persons with disabilities and 2SLGBTQ+ people. Mandatory EDI content has been included in Tier 1 and 2 job posting templates, including the language that indicates the university is looking for scholars to contribute to advancing EDI at TMU. Optional language is also provided in templates to indicate a preference for hiring a CRC who brings lived experiences, perspectives, knowledges and working with specific communities connected to an equity deserving group.

Challenges encountered during the reporting period:

Not all DHCs embedded EDI in their hiring processes. When recommendation letters with missing substantive information on EDI considerations during the hiring process are submitted to the Executive Committee for CRC Planning for review prior to a decision regarding the candidate is made a request will be made to the DHC to provide further information regarding additional EDI information.

Next Steps (indicate specific dates/timelines):

The OVPRI will continue to emphasize the importance of EDI resources already available at the University to CRC DHCs, and ensure EDI is reflected in Chair allocation processes to Faculties and CRC recommendation reviews.

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:

TMU CRCs will be included in four EDI-related sessions designed to address EDI in the recruitment process and to establish a critical dialogue about EDI focusing on the removal of barriers which impact the ability of TMU CRC faculty from equity deserving groups to advance their research agendas.

Systemic barriers -

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

Scholars from equity deserving groups often encounter barriers to advancing their research, such as barriers to funding, publication and stereotypes and biases, and they may be isolated and excluded within their department/school and/or Faculty. Barriers to entry into the academy from equity deserving groups are documented in the literature. These barriers were identified several years ago at TMU in discussions with the Ryerson Faculty Association, HR and the OVPPFA, who we worked with to conduct a literature review to provide evidence in support of what faculty members were sharing about their experiences.

Corresponding actions undertaken to address the barriers:

The R2R program, delivered to CRC DHCs in the process of hiring (Sociology and Psychology), their Faculty Dean, and to chairholders, was successful in increasing self awareness regarding biases and increasing EDI knowledge. While only one session was delivered to DHC members and Deans, the pre-participation survey identified a strong commitment to EDI in hiring practices from the hiring committees, and ongoing work on the members' behalf in expanding their understanding of different axes of discrimination and exclusion in the academy. There was also ongoing consultation with the OVPECI around practice and procedures. The four sessions delivered to the CRCs were successful in engaging Chairholders from a broad range of academic backgrounds, research themes and levels of engagement in conversations about EDI in the academy. Chairs unable to attend the live sessions received recordings of the sessions; all Chairholders received take-home materials about EDI. In the post-participation survey, Chairholders reported an increased understanding of EDI and an increased interest in its incorporation into research and research environments; most CRCs stated that the program helped them to visualize adopting some EDI strategies and practices in their research. Some CRCs felt that there needed to be more engagement opportunities with one another. Stakeholders who had attended the R2R professional development session identified some challenges in terms of applying EDI in hiring candidates from equity-deserving groups. They spoke about the importance of adopting an EDI lens in all the administrative and academic functions they perform at the university, and identified several learning needs, such as sharing best practices in recruitment and retention and championing methods that have been successful in hiring from equity-deserving groups e.g. unconventional outreach strategies. To conclude the R2R program, CRCs were invited to attend an R2R talk by Dr. Frances Henry (Professor Emerita, York University, and the co-author of *The Equity Myth: Racialization and Indigeneity at Canadian Universities*). The Equity Myth discusses barriers in academia faced by racialized and Indigenous faculty, including racism, unconscious or implicit biases such as curriculum vitae (CV) and accent bias, bias in letters of reference, citation and self-promotion, affinity bias and precarious work, white normativity, tokenism, ineffective equity policies, wage gaps and increased workloads (referred to as "the equity tax").

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

The R2R program organizers distributed a pre-participation and a post-participation survey to assess Chairholders' current understanding of EDI and identifying learning needs of the group for the future. In the future, we may offer workshops commensurate with Chairholders' experience with EDI - some Chairholders' work is directly engaged with equity issues while others' needs are in relation to EDI in HQP hiring.

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

R2R brought chairholders together in four professional development sessions that focused on aspects of EDI pertinent to CRC, and provided an opportunity for peer-to-peer mentoring, with more seasoned CRCs sharing with newly appointed CRCs. The first session was an overview of the R2R program and a literature review exploring the history of the CRC Program and the timeline of the Program's equity, diversity and inclusion journey. The second session had Chairholders discuss the literature review and engage with the only diagram in the literature that looks at the perceptions and experiences of CRCs in the academy. (Grant and Drakich, 2010, p.37-38) The chairholders reconceptualized the diagram to reflect how they view themselves and their work fits within TMU's values. Session three included a discussion on the five global approaches to EDI, along with the Global diversity and inclusion benchmarks and the five benchmarking levels. The session also focused on impediments to EDI implementations, such as unconscious bias and microaggressions and offered ways to counter microaggressions, in addition to feasible practices to include EDI in the research ecosystem. One Chairholder presented the Code of Conduct they have co-developed together with their research group to ensure everyone's engagement. Session four focused on formulating an effective EDI statement, along with approaches to avoid when writing one, as well as the value of having an EDI statement. In the post-participation survey, the chairholders rated the program as successful, as the sessions provided relevant and well organized subject-matter content knowledge and provided an opportunity for them to connect with other CRCs (prior to these sessions the CRCs had almost never engaged with others outside of their Faculties), and engage in dialogue regarding EDI in research and academic practices. The program helped the chairholders to visualize adopting some EDI strategies and practices in their research, and the Chairholders demonstrated interest in ongoing discussions with each other around EDI and to meet quarterly in-person upon return to campus. Overall, R2R provided professional development opportunities between CRCs to enhance participants' subject-matter content knowledge and practices in embedding EDI in their CRC initiatives.

Challenges encountered during the reporting period:

Challenges due to COVID-19 continued to be experienced in all aspects of SRC at the university. The Dimensions Program opened a survey in 2020 for all full-time faculty regarding the impact of Covid 19 on faculty SRC capacity. The response rate was 25% of full-time faculty, with a 95% confidence that, within a 6% error rate, the results can be generalized to the full-time faculty population; respondents reflected representation by rank and Faculty, as well as by most equity groups. Asked to compare the periods before and after the campus move to remote work (March 16, 2020), women respondents reported a 35% decrease in the time they could give to SRC (19% for respondents who did not identify as women). The question: "Has the impact of the COVID-19 pandemic caused or worsened any of the following?" 83% of women respondents selected "burn out or exhaustion," compared to 74% of all respondents. Half of respondents indicated that their caregiving responsibilities have "increased a lot" since the start of the pandemic (61% women; 54% racialized; 50% 2SLGBTQ+; 44% persons with disabilities). The findings of the 2-year Dimensions Pilot are currently being organized and analyzed by the Dimensions Director and his team for the Dimensions recognition application. Those findings, the critical self-assessment, and the targeted 5-year action plan, will be important contributions to updating EDI planning with CRCs.

Next Steps (indicate specific dates/timelines):

The R2R program identified further professional development topics Chairholders were interested in, such as EDI in recruitment, hiring and mentorship and EDI in research study design for those recruiting human participants.

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

No

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

Key Objective 4

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

Key Objective 4:

Establish TMU as a leader in advancing EDI in the research ecosystem, to identify and share strategies and actions to remove barriers impacting the advancement of scholars from under-represented equity deserving groups and to amplify the voices of scholars from those groups.

Systemic barriers -

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

Barriers to EDI in research at TMU impact the pipelines and the potential for research partnerships that include scholars and students from underrepresented equity groups. Up until recently, little attention was given to both EDI and the identification of systemic barriers in the grant world both from the writing of applications and in the composition of peer reviewers.

Corresponding actions undertaken to address the barriers:

TMU was selected to be part of the Dimensions Pilot. In alignment with the Dimensions Charter, the pilot program aims to assess systemic barriers in post-secondary SRC activity environments, particularly those experienced by members of underrepresented or marginalized groups. Ryerson has appointed a Dimensions Director, who has worked with the OVPECI before as Ryerson's ECI Faculty Chair. The Director's position is part-time. The Director reports to the VPECI and VPRI. The Director has organized the Pilot across the university, based on a "localized knowledges" structure which involves 8 "Dimensions Faculty Chairs" (DFCs), one in each Faculty plus the Library and the School of Graduate Studies. Each DFC hires their team from among the Faculty's students – one undergraduate, one graduate, and in some cases also a postdoctoral fellow.

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

The Dimensions Director and Dimensions Faculty Chairs have written and administered 2 university-wide surveys of graduate students and postdoctoral fellows, asking detailed questions about barriers (e.g. racism, sexism, ableism, homophobia, sexual harassment) they have experienced or witnessed while engaged in research at Ryerson. In the 2020-2021 academic year, the Director and DFCs have hosted 13 town hall events addressing EDI & barriers in research for faculty, undergraduates, graduate students and postdocs, and visited almost every department, school and program to discuss the Dimensions program and to ask for feedback from faculty. A team of one postdoc, one grad student and one undergrad student have just completed reports on the specific research-EDI barriers faced by Indigenous faculty and grad students and by disabled faculty and grad students in Canada. Those reports will be shared with Indigenous and disabled faculty who have stated they are willing to review the draft reports and add to them any TMU-specific experiences and issues they want to include. The Dimensions Director requested these reports because Indigenous and disabled researchers are the two most underrepresented groups at TMU. During the academic year 2021-2022, the 8 Dimensions Faculty Chairs have held additional town halls and have also conducted individual interviews with faculty colleagues. The Dimensions Director, with advice from the DFCs, composed a survey for all faculty members and librarians, distributed via email in the Winter term, with the logistical assistance of the VPFA's office. The survey asked respondents to answer questions about their SRC experiences regarding barriers they have experienced. The form also offered respondents the opportunity to request a personal interview with their DFC or with any member of the Dimensions team if they wished to do so. The Dimensions Director has spoken about EDI and research at the Canadian Science Policy conference and at a UK Athena SWAN workshop on forming effective teams and networks in EDI work in higher education.

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

As a result of TMU's current participation in the Dimensions pilot, TMU is contacted by many organizations to learn from our work to infuse EDI into the research ecosystem. Internally, as a result of funding agencies requiring specific EDI information and plans in grant proposals, faculty connect with the OVPECI office and the DFCs to develop actions they can use to infuse EDI into their research and teams.

Challenges encountered during the reporting period:

Plans for a Fall 2020 Dimensions roundtable event were put on hold due to pandemic restrictions.

Next Steps (indicate specific dates/timelines):

Dimensions Pilot Program work has continued (year 2 of the Pilot) in the 2021-2022 academic year: conducting qualitative research into EDI barriers in research through focus groups, "town hall" events, grant funding-related workshops, individual interviews, and a survey directed to all faculty and librarians asking them for feedback on their SRC experiences in relation to barriers they experience. During the summer of 2022, the Dimensions team (the 8 DFCs plus students and a postdoc elected from among their Dimensions team peers) will review all data gathered by the Dimensions Pilot teams to complete the Dimensions application for recognition. The application requires a critical self-assessment and 5-year targeted action plan. The targeted action plan must be published publicly on the university's website.

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**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 6**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.

Challenges and Opportunities

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

All SRC on TMU campus was paused as of March 20, 2020, which had a significant impact on faculty, student and administrative work on campus. TMU pivoted to working remotely, offering courses virtually, with as many on campus activities as provincial and public health guidelines permit, along with an array of online extra-curricular programming and academic supports.

Reporting on EDI Stipend objectives not accounted for in Part A

Instructions:

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

Objectives associated with your institution's EDI Stipend application

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

EDI Stipend Objective 1

Do you have other objectives to add?

No

Additional Objectives (if applicable)

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

EDI Stipend Objective 2

EDI Stipend Objective 3

EDI Stipend Objective 4

EDI Stipend Objective 5

EDI Stipend Objective 6

Part D: Engagement with individuals from underrepresented groups

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

The institution has engaged with underrepresented groups through the Dimensions program, including through 2 university-wide surveys of barriers (e.g. racism, sexism, ableism, homophobia, sexual harassment) that graduate students and postdoctoral fellows have experienced, as well as a separate survey of faculty members and librarians and the barriers they have experienced. The Dimensions staff have also hosted town halls and interviews to discuss EDI & barriers in research experienced by faculty, undergraduates, graduate students and postdocs, and visited almost every department, school and program to discuss the Dimensions program and to ask for feedback from faculty. Dimensions Director has requested reports on research-EDI barriers faced by Indigenous faculty and grad students and by disabled faculty and grad students in Canada, as the two most underrepresented groups at TMU. The reports are currently under review by Indigenous and disabled faculty who volunteered to review them.

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)

<https://www.torontomu.ca/dimensions/>
<https://www.torontomu.ca/faculty-affairs/faculty-resources/recruitment/dhc-processes-resources/Recruiting-and-hiring-diverse-faculty/>
https://www.torontomu.ca/content/dam/next-chapter/Report/SSTF-report-and-recommendations-Aug_24_FINAL.pdf

A number of wider efforts are underway at TMU to address systemic barriers and foster EDI. The OVPRI guide for Recruiting and Hiring Diverse Faculty imbues EDI into all stages of hiring, and provides actionable insights for DHCs to find and hire from a diverse pool of candidates; The Dimensions Pilot Program, started at TMU in February 2020, collects and analyzes quantitative and qualitative data to produce a reflective assessment of the university's SRC systems, practices and cultures. Each Faculty has a Dimensions team led by a Dimensions Faculty Chair, which gathers data and personal feedback regarding EDI in their respective SRC areas. This assessment will lead to the development of a university action plan with goals based on the identified gaps, barriers and trends. DFCs carry out annual programming for students, faculty and staff, and publish reports summarizing key findings, accomplishments and challenges unique to each Faculty and Department. Building on research conducted on Egerton Ryerson's role in Ontario's public education system began in 2010 by Ryerson's Aboriginal Education Council, and following the publication of the 2015 Truth and Reconciliation Commission Report on the history and legacy of Canada's residential school system for Aboriginal children, President Lachemi struck the Mash Koh Wee Kah Pooh Win (Standing Strong) Task Force in November 2020. The Standing Strong Task delivered the Force Report and Recommendations: Acknowledging the past, learning from the present in August 2021. The recommendations included: renaming the university, providing students with mandatory learning opportunities about Indigenous history, and providing information about Egerton Ryerson's legacy and his role in the development of residential schools. In recognition of barriers experienced by Black and Indigenous students and faculty, the Report further recommended the establishment of academic units for Black Studies and Indigenous Studies, to strengthen efforts to recruit and retain Black and Indigenous faculty, and to provide sustainable funding for Black and Indigenous undergraduate and graduate students and postdoctoral fellows. In the same month, the University's Board of Governors committed to the implementation of all recommendations from the Standing Strong Task Force to address the legacy of Egerton Ryerson and establish principles to guide commemoration across campus.

<https://www.torontomu.ca/dimensions/>

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