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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](#).

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:

Cape Breton University

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

<https://www.cbu.ca/canada-research-chairs/>

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

No

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

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

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

Key Objective 1

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 2

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

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

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

Key Objective 5

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

Key Objective 6

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

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

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

Objectives associated with your institution's EDI Stipend application

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

EDI Stipend Objective 1

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

Objective: Creation and Implementation of a CRC Management System. By end of February 2022 (adjusted from 2021), CBU's Senior Leadership Team will have adopted a CRC management system that 1) is informed by first person experience of chairholders and CRC committee members through an environmental scan, 2) identifies and responds to inequities in resource-allocations to chairholders, and 3) is fully supported by best practices to ensure that candidates from the four designated groups (FDGs) are not disadvantaged during any of step of the selection of research focus areas, recruitment, nomination, allocation and renewal process.

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

Success of this initiative will be achieved with the adoption and implementation of a CRC management system that addresses the disadvantages currently experienced by individuals from the FDGs in accessing and benefiting from the program. Long-term success will be measured by assessing the program and reflecting on the following questions: 1) has the CRC management system been fully adhered to? 2) has CBU been successful in meeting CRC EDI targets? 3) are supports and compensation disbursed equitably?, and 4) are the CRC management systems transparent and understood?. To assess these aspects, CBU's Office of Research and Graduate Studies will conduct a follow-up environmental scan in 2023 (adjusted from 2022).

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

Work is underway and on-schedule to present CBU's CRC Management Plan by end of 2021, with the expectation that it will be fully adopted by the university's Senior Leadership Team by February 2022. To date, we have achieved 80% participation rate from CRC Chairholders, and expect to achieve 100% in the coming weeks. Interviews with chairholders have provided important insight into current practices, and will inform the new management plan. We have reviewed existing procedures and have identified policy gaps which will be included in the CRC management plan.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	50000
Institutional commitment (if applicable):	0
Total funds spent:	

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

	Amount \$	Source / Type (cash or in-kind)
1	5000	CBU in-kind
2	0	0

Table C2. EDI Stipend Impact Rating

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

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

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

The stipend was used to extend the term position of CBU's Project Manager, EDI Capacity Building, specifically to carry out the work as outlined in the stipend application. The work remains underway with the expectation that the CRC Management System will be ready for implementation by December 2021.

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)

CBU is in the stages of creating its CRC Action Plan. Those tasked with leading the action plan process do so with the understanding that CBU has much to learn by engaging with, and listening to, individuals from underrepresented groups. We also acknowledge that the process of engagement can be challenging for many individuals. As such, employee confidentiality is an integral part in each step of the engagement process. Key Engagement Activities: Throughout the workplace scan there were three key engagement activities: 1) a Diversity Census and Inclusion Survey that asked questions pertaining to various diversity dimensions and question about individual experiences and perceptions of inclusivity in the workplace, 2) confidential and anonymous online focus groups 3) interviews with researchers and key stakeholders. The focus groups were arranged with employees of different demographic identities to develop a deeper understanding of how inclusion may be experienced differently by diverse group of employees at CBU. Six focus groups included 1) Indigenous peoples; 2) LGBTQ2SIA+; 3) members of visible minorities; 4) persons with mental or physical disabilities; 5) women and 6) heterosexual white men without a disability. During each session, an experienced facilitator asked questions through polls and open-ended questions. Employees could respond to each question using the poll anonymously, and provide more information about personal experiences through written comments. Only the facilitator could read those answers to ensure confidentiality. Intersectionality: All data gathered from the workplace scan activities noted above have been analyzed and correlated using an intersectionality lens. Through this process we have identified gaps and areas that require improvement and have become focus areas for the action plan. Continued Engagement: The Action Plan is not yet complete, and further engagement with underrepresented groups is a priority. We are in the process of creating a new Advisory Committee to oversee implementation of the Action Plan and will ensure that representation is sought from the underrepresented groups, and offices that support underrepresented groups at CBU and within the community.

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

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

In September 2019, CBU launched its Better Together initiative, an institution-wide commitment to EDI capacity-building which is in part funding by the NSERC "EDI Capacity Building Grant". The Better Together initiative lays the important foundation for CBU's institution-wide EDI journey, which has included the creation and implementation of the "Learning About the L'nu Way" learning experience for all employees, an EDI environmental scan, and support for training and education. The following offers some additional information about some of the EDI initiatives underway at CBU: • CBU's Learning About the L'nu Way recently was awarded a CCAE (Canadian Council for Advancement of Education) Gold award in the Best Indigenous Relations Initiative. • CBU conducted its first Employee Census and Diversity Survey in October 2020. The participation rate exceeded expectations with 64.1 percent of all employees completing the survey. This was followed by confidential employee focus groups (November 2020) which aimed to learn more about personal experiences in the work environment. These focus groups (six in total) were led by the Canadian Centre for Diversity and Inclusion. • In consultation with the Canadian Centre for Diversity and Inclusion, CBU has reviewed internal policies specifically through an EDI lens to ensure language • In May 2021, CBU created a new Chair in Healthy L'nu Communities which aims contribute to improved health outcomes of Nova Scotia Mi'kmaw achieved through culturally safe health programs and community-based and community-led research and practice initiatives. • CBU's Centre for Teaching and Learning has produced resources specifically designed to promote the creation of inclusive and accessible environments in online courses. • CBU signed a memorandum of understanding with a local group, Community United for Black Education (CUBE). The primary goal of the MOU between CBU and CUBE is to facilitate collaboration on mutually beneficial projects that will see more students of African descent, specifically African Nova Scotian descent, study and work at CBU, and to also broaden the knowledge of African Nova Scotian activities to the CBU and broader community. • CBU's Jennifer Keeping Centre created resources for faculty to guide their efforts in supporting students with disabilities. • The CBU 2020-2025 Strategic Research Plan highlights a number of EDI-related objectives, including the expansion of research initiatives that include data collection and analysis relevant to EDI. • In January 2021, CBU launched six Collaborative Research Networks initiative which aims to provide structure and momentum to encourage and enable faculty across Schools and disciplines to connect on research questions and projects. These Networks are primed to address urgent research questions, apply for grants across agencies, respond to community research needs, and make significant contributions to their fields. These networks are anchored by the experience and expertise by named Chairs, past Chair holders, and scholars who have made significant publication or leadership roles in their fields.

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

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

Jointly administered by:

