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1. Engagement with individuals from underrepresented groups 

### 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 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:**

Toronto Metropolitan University

**Contact Name:**

Dayle Levine

**Position Title:**

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416-979-5000 ext. 552468

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):

12/15/2017

Rating given to the action plan in most recent review process:

Fully Satisfies

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

Drs. Steven Liss (OVPRI) and Drs. Toni De Mello (OVPECI)

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:

Establish assessment processes that value what diverse approaches to creating and disseminating knowledge bring to the university

**Systemic barriers -**

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

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 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	The Executive Committee for CRC Planning is provided with the new Hiring Recommendation Form as part of the recommendation package for a CRC nomination.	In progress
Corresponding action 2	The Executive Committee for CRC Planning is provided with the internal and external targets for CRC recruitment as part of the CRC allocation process.	In progress
Corresponding action 3	Tools for considering diverse excellence are built into the CRC hiring process.	In progress
Corresponding action 4	Tools for considering diverse excellence are shared with CRC DHCs.	In progress
Corresponding action 5	N/A	Not yet started
Corresponding action 6	N/A	Not yet started

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

Indicator 1: The new Hiring Recommendation Form provides information on how equity was incorporated into the applicant search, and on the proposed applicant's self-identification with one or more equity-deserving groups. Indicator 2: The Executive Committee considers internal and external CRC equity-based targets when determining priority areas for new CRCs (if applicable) or reviewing applications for new CRC allocations from Faculties. Indicator 3: Resources shared with CRC DHCs include but are not limited to: (1) Canada Research Chair Applicant Assessment Rubrics (2) Recommended Interview Questions; (3) Guidelines for creating an inclusive space for faculty in the academy; (4) Types of Unconscious biases and How to Counteract them, the (5) Hiring Diverse Faculty Recruitment Checklist, which includes multiple tools, such as useful networks for sharing the job posting and recommendations to reach out to HR consultant and the Indigenous Human Resources Lead to find candidates from equity-deserving groups, and (6) Avoiding Unintended Gender Bias Letters Recommendation file. Indicator 4: More diverse nominees are being put forward for the CRCs.

Outcomes and Impacts made during the reporting period:

Outcome 1: The Executive Committee considers how equitably the search was carried out, and the equity components of the candidate's work and profile. Outcome 2: The Executive Committee puts forward CRC nominations that will support CRC equity-based targets. Outcome 3: DHCs have access and tools to implement diverse metrics of excellence into their searches. Outcome 4: Two CRC nominations have been submitted in the reporting period. Both applicants self-identified with an equity-deserving group, and one applicant conducts research on sex, gender and diversity in health.

Challenges encountered during the reporting period:

Challenges with multiple interpretations of excellence in candidates.

Next Steps (indicate specific dates/timelines):

The Executive Committee will continue to incorporate CRC equity targets into how they set priorities for the remaining CRC allocations and how they review new and renewing CRC nominations. DHCs will continue to receive support from OVPRI and VPFA with questions relating to equity in the search and hiring processes.

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?

No

## Key Objective 2

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 2:

Hire for excellence through diversity

**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 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	The VPFA has added features to the applicant Self-ID form to show intersectionalities and graphs on representation from the five different equity groups that TMU recognizes (women, racialized people, Indigenous Peoples, persons with disabilities and 2SLGBTQ+ people).	Completed
Corresponding action 2	OVPECI provides ongoing information about student and staff self-identified representation to DHCs.	In progress
Corresponding action 3	An updated Hiring Recommendation Form includes a mandatory section on EDI reporting.	Completed
Corresponding action 4	An Advisory Group developed and delivered a 4-part training series on Equity, Diversity, Inclusion and Accessibility (EDIA) in the Faculty Recruitment, Retention and Promotion process in 2021 and 2022.	Completed
Corresponding action 5	The VPFA have created the Inclusive Excellence in Academic Life at TMU webpage.	Completed
Corresponding action 6	N/A	Not yet started

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

Indicator 1: VPFA and OVPECI provide a demographic analysis of applicants belonging to equity-deserving groups through the updated Self-ID form. Indicator 2: DHCs access anonymized data on student and faculty self-ID along multiple axes of identity in their Departments and Faculties prior to commencing hiring searches. Indicator 3: The updated Hiring Recommendation Form requires a more in-depth analysis of the hiring pool (including whether the selected candidate has self-identified as a First Nations, Métis and Inuit peoples, Indigenous person of North America; a racialized person; a person with disabilities, a 2SLGBTQ+ person, or none of the above; this is in addition to the Applicant Self-ID available through VPFA), and requires a close accounting of the search process as it relates to equity concerns. Indicator 4: DHC Equity Advocates are required to, and any other interested parties are welcome to, take part in EDIA training. Indicator 5: The increased focus on equity in hiring and retention has created increasing interest in the development of a dedicated Inclusive Excellence webpage, as well as increased update from TMU faculty members.

## Outcomes and Impacts made during the reporting period:

Outcome 1: DHC Equity Advocates and Chairs can access applicant Self-ID information directly instead of through VPFA or OVPECI, and through a platform that is more user friendly, functional, and of value, thus making it easier to integrate the information into their search. Outcome 2: DHCs consider recruitment and retention on a broader scale, and consider the representation needs of their student population, as well as the diverse communities the university is based in. The student Self-ID data, for example, includes categories of representation not represented in applicant self-ID, such as South Asian, Black and Chinese identities, and provides a Diversity Score for every Department and Faculty. Faculty Self-ID data allows for diversity tracking across six categories of women, racialized people, Indigenous people, people with disabilities, 2SLGBTQ+ people, and black people, and their hire rate, exit rate, and representation at Assistant, Associate and Full Professor levels across the institution. Only the DHC Chair and the Equity Advocate have access to confidential data of how applicants have self-identified. As this is highly personal information, the DHC Chair, Equity Advocate and the rest of the DHC must abide by the Confidentiality: Rights and Obligations of Toronto Metropolitan University (TMU) Committee Members form, which is distributed by the Chair at the first meeting and includes the Terms of Reference for the DHC in engaging in the search, including the need for confidentiality and discretion when undertaking the hiring process. Outcome 3: The DHC Chair or the Equity Advocate must address a number of questions related to equity in the hiring process, including but not limited to: (1) What steps the DHC took to enhance its EDI awareness; (2) What the DHC's equity goals were and what information they were based on; (3) What advertising and outreach efforts the DHC made to engage in and how did they serve the DHC's equity goals?; (4) How the DHC used the Applicant Diversity Self-ID info?, and (5) What steps the DHC took to minimize bias during screening and assessment of candidates. The Dean of the Faculty must approve the DHC Recommendation, including the EDI sections, before forwarding the recommendation to the pan-university Executive Committee for CRC Planning (Executive Committee), which reviews and makes the recommendation to proceed for all CRC nominations and renewals. The updated DHC Hiring Recommendation Form has been helpful to the DHCs in incorporating multiple equity requirements into the search process, has increased the importance DHCs place on EDIA when undertake the search, and requires the DHC to provide a full picture of how they undertook an equitable search. Outcome 4: An Advisory Group consisting of the Dimensions Faculty Chairs (including Faculty of Science Canada Research Chair in Sustainable Energy Modelling and Simulation Dr. Seth Dworkin), Dimensions Director (Dr. Art Blake), and Imogen Coe (Professor, Diversity and Inclusion in SRC, NSERC Scholar in Residence) was formed by the Office of the Vice-Provost, Faculty Affairs (VPFA). The group was mandated to design and deliver the 4-part series on Equity, Diversity, Inclusion and Accessibility (EDIA) in the Faculty Recruitment, Retention and Promotion process in 2021 and 2022. The EDIA series' goals are to: (i) operate with a deeper understanding of the historical and persistent barriers faced by members of equity groups and to use the diversity data to work effectively towards priorities; (ii) Follow best practices that allow members of equity groups to be recognized for their diverse excellence and contributions, and (iii) Incorporate EDIA considerations into their deliberations and their recommendation letters. This training is delivered to all Equity Advocates on every DHC, and by de facto includes searches for new CRCs. It includes a review of systemic barriers, ways of recognizing diverse excellence, a discussion of recognizing one's own privilege, the importance of creating Departments whose demographics are reflective of the communities they serve and in which they are located, questions to consider in developing hiring criteria (in addition to the hiring criteria templates the VPFA provides), methods of outreach to reach under-represented scholars and ways of asking candidates to demonstrate their EDIA competencies. The mandatory EDIA sessions for DHC Equity Advocates and any other interested faculty highlight diverse metrics of excellence. For example, instead of focusing on traditional measures of success such as citations, grant funding and a traditional journey from student to faculty member, Equity Advocates and other members of DHCs are invited to utilize the inclusive lens of research impact. This lens recognizes community activism, science communication, pedagogy, mentoring and other activities a researcher undertakes as part of their application portfolio. The training highlights that traditional, countable achievements of citation numbers don't consider the variety and complexity of an applicant's portfolio, and the possibility of bias in how that portfolio is presented. Teaching assessments, for example, have a huge gender bias. Another major flaw is that research, teaching, and service are often considered individually instead of as a whole; a lot of "service" done by some colleagues is not on committees or via a designated "position." Equity Advocates are asked to take the lead in understanding, buying-in, explaining, and engaging the HC in meaningful dialogue, and to proactively seek advice and available tools and resources for creating a more equitable hiring process. Equity Advocates are required to take the training before the hiring process starts, while other committee members are invited to, but are not required to participate. The training is also available to all faculty members and staff through D2L, the online TMU learning platform. The EDIA sessions call for hiring committees to consider their biases in approaching applications, and to be mindful of microaggressions in communicating with applicants, faculty and students from equity-deserving groups. The EDIA training participants from the first training cohort have created a jamboard in the training session of potential ways of assessing diverse excellence, which has been made subsequently available to all trainees in the program. Suggestions include giving consideration to non-mainstream funding, taking into account barriers the applicant may have experienced in attaining rubric criteria, and reading applicants' records to recognize engagement beyond classic "service" metrics. Outcome 5: All DHCs, including CRC DHCs, have access to regularly updated content about EDI in various aspects as it relates to the academy, such as guides and articles to internal and external resources, on integrating EDI into research, biases and microaggressions, and other relevant topics for DHCs and faculty.

## Challenges encountered during the reporting period:

Only Equity Advocates are required to take the 4-part EDIA training series. Despite the new DHC Recommendation Form requirement, the Equity Advocate's input into the search process can still be limited.

## Next Steps (indicate specific dates/timelines):

The DHCs will continue to access the EDIA training series. OVPRI will continue to stress the importance of incorporating EDI into the search process using the available tools.

## 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.

\$40,000 on the EDIA training series development and delivery, including seconding VPFA staff time. \$10,000 was spent on hiring an external consultant to update the applicant Self-ID website to make it accessible and more user-friendly to Equity Advocates and Chairs on DHCs.

## EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this key objective:

Extensive impact (the EDI Stipend had an extensive impact on achieving progress)

### Key Objective 3

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

Expand outreach to scholars who reflect a broad diversity of thought in their work;

#### 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 TMU Faculty Association, HR and the OVPFA, 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 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	Internal resources on the Recruiting & Hiring Diverse Faculty Guidelines website are intentionally shared by the OVPRI staff responsible for the CRC portfolio with CRC DHCs. Through the Recruiting & Hiring Diverse Faculty Guidelines website, CRC DHC Chairs and Equity Advocates are provided with networks for sharing the job postings with equity-deserving groups in the academy, as well as internal resources (HR consultant, Indigenous Human Resources Lead, Community Networks) to seek recommendations of groups, networks, listservs, etc., where equity-deserving candidates can be reached.	In progress
Corresponding action 2	VPFA provides tools on carrying out a more equitable search through the mandatory EDIA training sessions. The tools include but are not limited to: (i) advertising early and for an extended period and engage in multiple iterations of outreach and circulation of the ads over the extended period; (ii) advertising widely, including internationally, to professional, discipline-specific and industry-specific associations, at conferences of underrepresented groups, (iii) establishing and cultivating an ongoing relationship with local and national organizations representing diversity groups, (iv) asking previous hiring committee members about potentially promising candidates they came across in prior searches; (v) considering tapping into non-academic environments for potential candidates, etc.	In progress
Corresponding action 3	N/A	Not yet started
Corresponding action 4	N/A	Not yet started
Corresponding action 5	N/A	Not yet started
Corresponding action 6	N/A	Not yet started

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

Indicator 1: DHCs start searches with a comprehensive list of networks for equity-deserving groups in the academy. Indicator 2: DHCs utilize tools received through the EDIA training to expand their search network.

**Outcomes and Impacts made during the reporting period:**

Outcome 1 and 2: DHCs can reach a wider pool of diverse candidates.

**Challenges encountered during the reporting period:**

Challenges with delivering the training in an online format due to the COVID-19 pandemic, as well as challenges with delivering training to fit the different start dates of hiring committees.

**Next Steps (indicate specific dates/timelines):**

Training will continue to be offered. OVPECI, VPFA and OVPRI will continue to expand the outreach list.

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

	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 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):

OVPECI staff turnover and availability was a challenge in the delivery of the EDI action plan.

### 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):

Due to a realignment of portfolios between OVPECI and VPFA, VPFA delivered a new digital tool (applicant Self-ID) and a new training series for all DHCs.

## 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

## 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)

The Presidential Implementation Committee to Confront Anti-Black Racism has been working towards the implementation of 14 recommendations that came out of Toronto Metropolitan University's Anti-Black Racism Campus Climate Review Report (OVPECI), which include but are not limited to designing and/or enhancing programs for recruiting Black faculty members across all its programs; and giving support and resources to deepen, expand and experiment with new and innovative curriculum in Black studies in their departments, programs and fields. A result-based management and evaluation framework is being used to monitor implementation of all recommendations, assess their outcomes and report on progress. OVPECI began preliminary discussions about updating and expanding internal CRC targets with more Faculty-specific and community representation-specific goals. The discussions are in early stages, but are reflective of the wealth of data that the Self-ID demographic information that OVPECI collects and provides, and demographic-level data available about the wider communities around the University, with the goal of creating a university that is more representative of the multiple identities and communities living and working at TMU and in Toronto. The new methodology will be recommended by OVPECI to the Executive Committee for CRC Planning and reviewed by Faculty Affairs as needed, to be recommended for inclusion in the updated TMU CRC EDI Action Plan (EDIAP). Updated targets will be instrumentalized through the Executive Committee for CRC Planning as part of developing Calls for Proposals priority areas for new CRC allocations, and again as part of the approval process for CRC nominations (Executive Committee for CRC Planning approval is required before any CRC nomination proceeds to the nomination to the program). The updated targets will also shared with new Departmental Hiring Committees at the beginning of their CRC search process by OVPRI staff.

**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/Reports/faculty-teams/2021-2022/>  
<https://www.torontomu.ca/dimensions/Reports/faculty-teams/2022-2023/>  
<https://www.torontomu.ca/black-student-network/black-studies-minor/>

A number of wider efforts are underway at TMU to address systemic barriers and foster EDI. 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 resulted in the development of a university action plan with goals based on the identified gaps, barriers and trends, which is currently being implemented on the Faculty level. 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. Dimensions Faculty teams provided reporting for 2021-22 and 2022-23 (linked below), and the Dimensions Program submitted the final report to the federal program. Recommendations from Faculty Dimensions Chairs and their teams will continue to be delivered on the Faculty level. In 2021, The Mash Koh Wee Kah Pooh Win (Standing Strong) Task Force 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 recognition of barriers experienced by Black and Indigenous students and faculty. In recognition of this, a cross-departmental committee consisting of Drs. Mélanie Knight, Anne-Marie Lee-Loy and Cheryl Thompson, set out to establish the Black Studies Minor, based in the Faculty of Arts but offering courses from 13 departments and schools within the Faculty of Arts, The Creative School and the Ted Rogers School of Management. The Minor provides students with an interdisciplinary approach to exploring the histories and cultures of Black diasporas, ideologies of anti-Black racism, themes of Black resistance to oppression and exploitation, and the range of political strategies and community-based mobilization tactics Black activists have employed to counter systemic and institutionalized oppressions and fight for social justice.

**Hyperlink 1:**

<https://www.torontomu.ca/dimensions/Reports/faculty-teams/2021-2022/>

**Hyperlink 2:**

<https://www.torontomu.ca/dimensions/Reports/faculty-teams/2022-2023/>

**Hyperlink 3:**

<https://www.torontomu.ca/black-student-network/black-studies-minor/>

**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.**

Jointly administered by:

