INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION ACTION PLAN: PROGRESS REPORT

Institution: Acadia University

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Instructions

Filling out all four sections of this report is mandatory. Institutions must email a PDF of this completed report and, if applicable, a revised copy of the institution's equity, diversity and inclusion action plan by December 15, 2018, to edi-edi@chairs-chaires.gc.ca. If an institution chooses to revise its action plan in anticipation of the assessment process, it must post an updated version of the plan on its public accountability web page.

Equity, Diversity and Inclusion Recognition

Each year, the Tri-agency Institutional Programs Secretariat recognizes an institution with exemplary recruitment, nomination and/or appointment practices that promote equity and diversity. Indicate below whether your institution would like to be considered for the program's recognition. The evaluation process for the recognition will be based on the committee's assessment of this progress report and the institution's corresponding action plan.

Yes:_____ No:___x_____

PART A: Equity and Diversity Targets and Gaps
A.1) Provide the current targets and gaps for your institution in the table below (using the target-setting tool).

Designated group	Target (percentage)	Target (actual number)	Representation (actual number)	Gap (actual number)
Women	29%	1	Withheld	Withheld
Indigenous peoples	1%	0	Withheld	Withheld
Persons with disabilities	4%	0	Withheld	Withheld
Visible minorities	15%	0	Withheld	Withheld

Number of currently active chairs:_____3_____

Number of empty chairs:_____2_____

Number of chairs currently under peer review:_____2_____

A.2) Provide any contextual details, such as empty chairs for which recruitment processes have started (limit 200 words):

A campus-wide call for CRC theme areas to fill vacant chairs was made in late 2017. Three themes were selected.

For 1 vacant Tier 2 chair, the position with the theme "History of the Atlantic World" was advertised and both internal and external candidates were interviewed. The internal candidate was subsequently nominated. This candidate is both a woman and a visible minority; her nomination application was submitted to the CRC program for consideration in October 2018. If awarded, her chairship is expected to begin in July 2019.

One current Tier 2 chair at Acadia has been nominated (with strong justification) for a Tier 1 chairship (Coastal Ecosystem Resilience and Connectivity) following an internal/external search. The nomination application was submitted in October 2018.

The theme "Food Health & Social Justice" was also selected for a Tier 2 position and will be advertised in January 2019. The Selection Committee has been constituted and has met once.

Internal calls for themes for other chair positions (1 set to expire in January 2020, 1 set to expire in September 2019) will be issued in early 2019.

Currently, Acadia is meeting its Equity and Diversity Targets. It is anticipated that all 5 of Acadia's chair positions will be filled no later than January 2021 and will meet or exceed the CRC EDI targets.

PART B: Results of the institution's Employment Systems Review, Comparative Review and Environmental Scan

In developing their action plans, institutions were required to develop objectives that were S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely), and include a measurement strategy for monitoring, reporting on progress, and course correcting if necessary, based on: 1) an employment systems review; 2) a comparative review; and 3) an environmental scan (see Appendix A for the requirements that the program stipulated to develop the action plans).

B.1) Outline the key findings of the employment systems review that was undertaken when drafting the action plan limit 250 words:

Policies relating to employment of faculty follow the Collective Agreement between the Board of Governors of Acadia University and the Acadia University Faculty Association. They are open and transparent. Within the Collective Agreement, policies are in place for the CRCs, the allocations of which are managed by the VP Academic and four Deans. When Chair vacancies occur, the CRC Management Committee issues a university-wide call for CRC themes which are then evaluated in relation to Acadia's Strategic Research Plan, institutional priorities (including EDI), and planning in the academic sector.

Acadia's Employment Equity Committee (EEC) has a mandate to identify discriminatory barriers to employment equity. EEC prepared an Employment Equity Plan, developed a confidential Employment Equity Self-Identification Form, developed and conducted a Workforce Survey, undertook an Employment Systems Review of current policies and practices to determine whether they pose barriers to employment equity, and recommended corrective measures to address inequities.

All faculty search committees are purposefully diverse and members must undertake equity training (offered annually), at least every 3 years.

The 2017 report of the President's Advisory Council on Decolonization (PAC) included recommendations for immediate, intermediate-, and long-term action, covering a range of issues, including those relating to hiring and employment. This included developing an institutional plan for the recruitment and retention of Faculty members who are Indigenous, along with examining the University's hiring practices, standard qualifications for faculty positions, career support systems, and its community environment to assure that qualified candidates may be recruited, fairly evaluated, and retained. The Office of the University President accepted, either completely or the intent and direction of, all of the recommendations.

B.2) Outline the key findings of the comparative review that was undertaken when drafting the action plan (limit 250 words):

The Research and Innovation Coordinator and other staff in the Division of Research & Graduate Studies (RGS) provide support for all CRCs (SSHRC and NSERC), including their initial nominations and the renewal process, external research applications, and other research related needs.

A comparative review in 2017 examined the level of institutional support provided to all current chairholders (Tier 2 positions - 2 male, 1 female). The review confirmed that all had salaries and benefits in keeping with faculty hiring policies, and that they received the same annual CRC salary stipend and the same annual CRC research funding support from the University. CRCs also had equal access to other internal funding opportunities, and access to office and research space/labs, as requested/needed.

In keeping with the Collective Agreement between the University Board of Governors and the Faculty Association, Canada Research Chairs are not required to teach more than one three (3) credit hour undergraduate course during each academic year. CRCs may participate in additional teaching (e.g., a multi-Professor course, graduate course) and thesis supervision if they elect to do so.

All CRCs at Acadia undertake some service activities at the University, including membership on research-related committees of Senate that are chaired by the Dean of RGS. There has been no disproportionate pull on the time of underrepresented CRCs for conducting committee work or other duties.

B.3) Outline the key findings of the environmental scan that was undertaken when drafting the action plan (limit 250 words):

Chairholders provide annual reports to the CRC Secretariat and these are viewed (but not vetted) by designated RGS support staff. There have been no reported issues or challenges for any CRCs from a member of an underrepresented group. If issues or challenges are identified, the Dean of RGS will follow-up. We are aware that CRCs in some fields may feel at times isolated on a small campus in a rural community. We are thus establishing a CRC Leadership Group which will meet regularly with other leading SSHRC/NSERC scholars and Directors of Research Centres/Institutes.

Since commencement of the CRC program, two Tier 1 chairs have retired and one CRC Tier 2 left Acadia part way through the first term (pre-2008). All other Tier 2 chairs have been retained, with many former CRCs now integrated into the regular faculty complement.

Prior to the drafting of the 2017 action plan, there were no known reports of concerns from the broader university community concerning CRC appointments and related policies.

Acadia's CRC EDI Action Pan was developed while the University was undertaking comprehensive, institution-wide reviews of equity, diversity and inclusivity issues. For example, Acadia's Senate struck an Ad Hoc Diversity and Inclusion Committee in 2016 to review and make recommendations to Senate on issues of equity, diversity, accessibility and inclusivity. The Acadia Employment Equity Committee is a joint committee of University administration and the faculty association mandated to review employment equity policies and practices. These two committees, while not focused on CRCs, enhanced the campus-wide discussion and awareness of the importance of adopting EDI principles more broadly.

B.4) Provide an overview of who was consulted in the drafting of the action plan. What form did the consultation/engagement with members of the four designated groups (i.e. women, persons with disabilities, Indigenous peoples and visible minorities) and other underrepresented faculty take? What equity diversity and inclusion (EDI) experts were consulted? Note: Do not to disclose any third party personal information (limit 250 words):

Acadia's initial action plan (December 2017) was created by the Research and Innovation Coordinator, in close consultation with the newly appointed Dean of Research and Graduate Studies and the Vice-President Academic, and with input from other staff in the Division of Research and Graduate Studies. More extensive consultation was put on hold pending initial feedback on the action plan submitted.

PART C: Objectives, Indicators and Actions

Indicate what your institution's top six key EDI objectives are, as well as the corresponding indicators and actions (as indicated in the action plan). For each objective, outline what progress has been made, with reference to the indicators. Use the contextual information box to communicate any progress made to date for each objective.

Key Objective 1:
Improved monitoring of chairholder satisfaction with workplace supports and environment
Corresponding actions:
Creation and circulation of a chairholder survey regarding workplace supports and environment (Aug 2018); creation of an exit interview script for chairholders who leave positions (Nov 2018); check-in email to chairholders re. issues, concerns and/or suggestions re. their institutional experiences (Jan 2019).
Indicator(s):
Creation and circulation of survey; creation and use of interview script; follow-up email check-in.
Progress:
CRC survey and exit interview script are in the planning stages, and their development will be conducted by a new Research & Innovation Coordinator in early 2019. E-mail check-in was conducted by the Dean in December; no issues were reported or otherwise identified.
Next steps:
A workplace supports and environment survey will be created and circulated to all chairholders. An exit-interview script will also be developed in early 2019.
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):
Acadia has recently undergone a staffing change to the position of Research and Innovation Coordinator. Consequently, the creation and circulation of the chairholder survey regarding workplace supports and environment has been delayed until early 2019.

Key Objective 2:
Improved institutional supports for chairholders, including those from the FDGs (Four Designated Groups)
Corresponding actions:
Create CRC Leadership Group with regular meetings (Fall 2018); create information sheet re. equity and inclusion resources on campus (Dec 2018); establish process for existing CRCs to identify as members of FDGs (Feb 2019).
Indicator(s):
Establishment of Leadership Group and occurrence of meetings; drafting, review, completion and

dissemination of equity and inclusion resources information sheet; development and implementation of process to identify current CRCs as members of FDGs.

Progress:
CRCs currently meet individually with the Dean, Research & Graduate Studies. There are plans to formalize the Leadership Group in early 2019. As there are currently only 3 CRCs in place, the meetings of the Leadership Group will include Directors of Research Centres/Institutes and other leading SSHRC and NSERC scholars.

Next steps:
Formalizing the CRC Leadership Group; creation of resource information sheet; development and implementation of self-identification process for current CRCs. All actions will take place in early 2019.

Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):
Acadia has recently undergone a staffing change (Fall 2018) with respect to the position of Research and Innovation Coordinator; consequently, the creation and dissemination of the information sheet has been delayed until early 2019. This will occur when the CRC Leadership Group is formalized.

Key Objective 3:
Improved management of CRC allocations

Corresponding actions:
Create CRC selection committee guidelines with information regarding EDI best practices and requirements for recruitment and selection (Jan 2018).

Indicator(s):
Creation and dissemination of the guidelines, with posting on the Division of Research and Graduate Studies website.

Progress:
Draft guidelines have been developed and have been used in the recent CRC searches.

Next steps:
Draft guidelines to be reviewed in context of the 15th Collective Agreement between the Board of Governors of Acadia University and the Acadia University Faculty Association, finalized, and posted on the Division of Research and Graduate Studies website.

Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):
Acadia has met its target for female CRCs and is seeking to exceed this target. The hiring of a recently selected female nominee would result in 2/5 CRCs being female and located in 2 different Faculties, and 1/5 being from another FDG. Acadia has a strong record of CRC management to date.

Key Objective 4:
Increased number of female CRCs
Corresponding actions:
While following the policies that govern appointment procedures, prioritize advancement of qualified female candidates for upcoming CRC appointments.
Indicator(s):
Number of women holding CRCs at Acadia, and percentage of chairholders who are women.
Progress:
Female candidate nominated in October 2018 for upcoming CRC appointment.
Next steps:
Explore and implement measures to ensure equitable access to CRC appointments and satisfaction with workplace supports and environment.
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):
This objective is additional to the 3 Objectives in the initial Action Plan. Articles 3 and 10 of the Collective Agreement address "No Discrimination and Employment Equity" and "Professorial Appointments" (including CRCs), respectively – see https://hr.acadiau.ca/tl_files/sites/hr/Collective%20Agreements/15th_AUFA_Collective_Agreement.pdf

Key Objective 5:
Increased number of CRCs who are members of visible minority groups
Corresponding actions:
While following the policies that govern appointment procedures, prioritize CRC nominations of qualified candidates who are members of a visible minority group.
Indicator(s):
Number (and percentage) of CRCs who are members of visible minority groups.
Progress:
A candidate who is a member of a visible minority group has been nominated (October 2018) for an upcoming CRC Tier 2 appointment.
Next steps:
Explore and implement measures necessary to ensure equitable access to CRC appointments moving forward and ensure satisfaction with workplace supports and environment.
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):

This objective is additional to the 3 Objectives in the initial Action Plan. Articles 3 and 10 of the 15th Collective Agreement address "No Discrimination and Employment Equity" and "Professorial Appointments" (including CRCs), respectively – see
https://hr.acadiau.ca/tl_files/sites/hr/Collective%20Agreements/15th_AUFA_Collective_Agreement.pdf

Key Objective 6:
Recognition and celebration of the activities and research outcomes of CRCs from underrepresented groups
Corresponding actions:
Highlight activities of CRCs through various celebratory activities and communications
Indicator(s):
Instances of public communications re. CRC work and activities
Progress:
All CRCs have public websites and online profiles, and our current female CRC was recently profiled in an Acadia University Research Spotlight.
Next steps:
The Dean of Research & Graduate Studies to promote CRC research outcomes in the annual RGS Newsletter, website, etc. In discussion with the CRC Leadership Group (early 2019), seek opportunities to raise the profile of CRCs at the university and in the community.
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):
This objective is additional to the 3 Objectives in the initial Action Plan. Example of spotlighting a female CRC: https://research.acadiau.ca/research-news-reader/research-spotlight-dr-brenda-trofanenko.html

PART D: Challenges and Opportunities

Other than what has been outlined in the section above, outline any challenges and opportunities/successes, as well as best practices that have been discovered to date in developing and implementing the institutional equity, diversity and inclusion action plan (limit: 500 words):

Acadia University is keenly aware of the importance of achieving both equity in employment and a diverse workplace, and we have been successful over the past number of years in identifying mechanisms to help overcome the barriers to an equitable workplace. Acadia's CRC EDI Action Plan was developed as part of a broad series of EDI-related initiatives undertaken at the University during recent years, including a review by the University Senate's Ad Hoc Diversity and Inclusion Committee; a review by the Presidential Advisory Council on Decolonization; faculty workshops on

Unconscious Bias, and a tri-annual (2015, 2018) review by the Joint Employment Equity Committee, which included a revision of the University's Equity Training Workshops.

Every member of a CRC selection committee must have attended an Equity Training Workshop at least once in the previous 3 years. Equity Training Workshops cover a number of EDI-related topics, including:
- Common Myths about Employment Equity
- Our Legal and Contractual Responsibilities
- Ensuring Equity in Hiring at Acadia
- Equity and the 15th Collective Agreement: Principles
- Equity in Hiring and the 15th Collective Agreement: Procedures
- Reading and Writing Reference Letters
- Considering Accommodation
- Ensuring Equity in Renewal/Tenure/Promotion at Acadia

Our main challenge has been associated with a change in personnel for the CRC file, resulting in a delay in fulfilling some objectives in year one. This will be remedied in 2019, as we rehire for the full-time position of Research and Innovation Coordinator. With respect to opportunities, we are in a period of CRC term completions – this, coupled with a Tier I retirement, is proving to be timely in terms of review of policies and practices associated with our overall CRC portfolio, and a re-commitment to our EDI activities.

With an allocation of 5 CRCs, Acadia is currently meeting its CRC EDI targets. Moving forward, Acadia does not anticipate any challenges in attracting and retaining CRCs from minority groups to meet or possibly exceed the EDI targets: by mid-2019, we anticipate that 50% of our CRC holders will be women, with one also being an individual who can be designated a member of a visible minority group.

We would like to note that the development of Acadia's EDI Action Plan has also served to catalyze discussions of EDI principles at meetings of regional and national associations (i.e. ACCRU, Atlantic VPRs). This has generated many face-to-face and email conversations re. EDI and has stimulated sharing of ideas and approaches to implementing EDI best practices in universities across Canada.

Appendix A - Institutional Equity, Diversity, Inclusion Action Plan Requirements

To remain eligible for the program, all institutions with five or more chair allocations must develop and implement an equity, diversity and inclusion action plan. This plan must guide their efforts for sustaining the participation of and/or addressing the underrepresentation of individuals (based on the institution's equity gaps) from the four designated groups (FDGs)— women, Indigenous peoples, persons with disabilities and visible minorities—among their chair allocations. Institutions are expected to develop the plan in collaboration with individuals from each of the FDGs, chairholders, faculty and administrators responsible for implementing the program at the institution.

It is important to note that institutions can only address their gaps once chair positions become available (i.e., when their current chairholders' terms end). However, it is expected that institutions will manage their chair allocations carefully in order to meet their equity and diversity targets, which includes choosing not to renew Tier 2 or Tier 1 chairholders as necessary. Institutions must have action plans posted on their websites as of December 15, 2017. They must also email a copy of their action plan by email to the program at edi-edi@chairs-chaires.gc.ca. If an institution fails to meet these requirements by the deadlines stipulated, **the program will withhold peer review and payments for nominations submitted to the fall 2017 intake cycle, and to future cycles as necessary, until the requirements are fulfilled**.

Institutions must inform the Tri-agency Institutional Programs Secretariat when they revise or update their action plans by emailing edi-edi@chairs-chaires.gc.ca.

On December 15, 2018, institutions will be required to report to the program using the Equity, Diversity and Inclusion Progress Report, and publicly on their public accountability and transparency web pages, on the progress made in implementing their action plans and meeting their objectives.

The action plan must include, at a minimum, the following components:

1) Equity, Diversity and Inclusion Objectives and Measurement Strategies

- impactful equity, diversity and inclusion objectives, indicators, and actions that will enable swift progress towards:
    - addressing disadvantages currently experienced by individuals of the FDGs; and
    - meeting the institution's equity targets and goals by December 2019—aggressive objectives must be set using this timeline based on the number of chair allocations that are (or will become) available in the institution within the next 18to 24 months (the 18 months starts as of December 15, 2017, when the action plan is implemented).
- objectives should be S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely), and include a measurement strategy for monitoring, reporting on progress, and course correcting if necessary, based on:
    - an employment systems review to identify the extent to which the institution's current recruitment practices are open and transparent; barriers or practices that could be having an adverse effect on the employment of individuals from the FDGs; and corrective measures that will be taken to address systematic inequities (an example of corrective measures that could be taken by institutions in Ontario is provided on the Ontario Human Rights Commission website);

- a comparative review—by gender, designated group, and field of research—of the level of institutional support (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.) provided to all current chairholders, including measures to address systemic inequities;
- an environmental scan to gauge the health of the institution's current workplace environment and the impact that this may be having (either positive or negative)on the institution's ability to meet its equity, diversity, and inclusion objectives, and measures that will be taken to address any issues raised; and
- the institution's unique challenges based on its characteristics (e.g., size, language requirements, geographic location, etc.) in meeting its equity targets, and how these will be managed and mitigated.
- institutions will be required to report to the program and publicly on the progress made in meeting their objectives on a yearly basis.

2) Management of Canada Research Chair Allocations

Provide a description of:

- the institution's policies and processes for recruiting Canada Research chairholders, and all safeguards that are in place to ensure that these practices are open and transparent;
- how the institution manages its allocation of chairs and who is involved in these decisions (e.g., committee(s), vice-president level administrators, deans / department heads);
- the institution's decision-making process for determining in which faculty, department, research area to allocate its chair positions, and who approves these decisions;
- the decision-making process for how the institution chooses to use the corridor of flexibility in managing its allocation of chairs, and who approves these decisions;
- the decision-making process and criteria for determining whether Tier 2 and Tier 1chairholders will be submitted for renewal and who is involved in these decisions;
- the process and criteria for deciding whether to advance individuals from a Tier 2 chair to a Tier 1 chair, and who is involved in these decisions;
- the process and criteria for deciding which chairholder(s) will be phased-out in the case where the institution loses a chair due to the re-allocation process, and who is involved in these decisions;
- the decision-making process for determining what level of support is provided to chairholders (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.), and who within the institution is involved in these decisions;
- safeguards taken to ensure that individuals from the FDGs are not disadvantaged in negotiations related to the level of institutional support provided to them (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.);
- measures to ensure that individuals from the FDGs are not disadvantaged when applying to a chair position in cases where they have career gaps due to parental or health related leaves or for the care and nurturing of family members; and
- training and development activities related to unconscious bias, equity, diversity and inclusion for administrators and faculty involved in the recruitment and nomination processes for chair positions (acknowledging that research has shown unconscious bias

can have adverse, unintended and negative impacts on the overall success/career of individuals, especially those from the FDGs).

3) Collection of Equity and Diversity Data

Provide a description of:

- the institution's processes and strategies for collecting and protecting data on the FDGs(both applicants to chair positions and successful candidates);
- the institution's strategies for encouraging individuals to self-identify as a member of the FDGs; and
- an example of the institution's self-identification form as an appendix.

4) Retention and Inclusivity

Provide a description of:

- how the institution provides a supportive and inclusive workplace for all chairholders(including those from the FDGs) and how this is monitored (e.g., survey of chairholders, monitoring why chairholders leave the institution);
- the procedures, policies and supports in place that enable the retention of individuals from the FDGs;
- the process by which the institution manages complaints from its chairholders/faculty related to equity within the program;
- the contact information of an individual or individuals at the institution responsible for addressing any equity concerns/complaints regarding the management of the institution's chair allocations; and
- a mechanism for how concerns/complaints are monitored and addressed, and reported to senior management.