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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 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:

Acadia University

##### Contact Name:

Suzie Currie (as of 1 Dec 2023)

##### Position Title:

Associate Vice-President Research, Innovation and Graduate Studies

##### Institutional Email:

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##### Institutional Telephone Number:

902-585-1787

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

<https://www2.acadiau.ca/research/canada-research-chairs.html>

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):

06/05/2021

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

Satisfied

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

Kate Ashley

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 an EDI Action Coordinating Committee to Oversee Institutional EDI Actions

#### 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 institutional EDI coordination and oversight were identified in the environmental scan in preparation for the 2021 CRCP EDI Action Plan. The scan identified that EDI initiatives were being conducted without a coordinated campus-wide approach which limited both effective communication and reduced synergies in EDI efforts by various groups. Acadia had not yet conducted an institution-wide EDI "audit" that would aid planning to enhance EDI efforts within Acadia. EDI goals were also not sufficiently articulated in institution-wide plans like the Strategic Research Plan (2015-2020), although they are included in the more recent Acadia 2025 Strategic Plan. The Acadia website lacked sufficient communication of EDI activity and promotion which can be a barrier to attracting diverse faculty (including CRCs), staff and students. The environmental scan showed low representation by the four designation diversity groups (FDGs) among both faculty and students and few EDI related courses or graduate programs that would serve to attract greater diversity in faculty and students.

## 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 EDIAR Council was established in mid-2022 to be a decision-making and coordinating body for overseeing campus-wide EDI initiatives, policies and practices, initiating activities of approved EDI Plans (CRC, Anti-Racism, other), and monitoring their progress and success.	Completed
Corresponding action 2	Develop an EDI Audit Framework and commence work towards an Acadia-wide EDI Audit	In progress
Corresponding action 3	Develop EDI goals for Acadia's next Strategic Research Plan and for Acadia's Academic Plan	Completed
Corresponding action 4	Develop Acadia's website content to clearly demonstrate EDI commitments and to highlight EDI supports, resources, events and successes	In progress
Corresponding action 5	Identify and grow opportunities for including elements of EDI in new courses and graduate programs.	In progress
Corresponding action 6	N/A	Not yet started

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

The environmental scan and work conducted for the EDI Audit Framework involved review of existing structures, programs and courses, policies and documents, and surveys of faculty, staff, and students and well as focus group sessions and research on other equity audit frameworks that could serve as a guide to conducting a university EDI audit. Diverse Interns were employed to assist with the scans conducted, including reviews of websites and structures at other institutions in Canada and the USA.

## Outcomes and Impacts made during the reporting period:

Acadia's EDIAR Council was established following the development of the Terms of Reference. Membership is highly diverse and includes two community members with lived experience. The 1st meeting of the Council was held in the Fall of 2022. Co-chairing the Council are the Provost/VP Academic and the inaugural Vice-Provost Equity, Diversity and Inclusion. The EDIAR Council will serve as a coordinating body for EDI initiatives and activities across the campus. The Council has received the Senate's Equity Audit Framework document and will consider how to prioritize and resource the various components of an Institutional Equity Audit. The themes were: Representation, Recruitment and Retention, and Academic Climate. The aim is to generate actionable recommendations for amending/modifying university policies, strategies, culture, and climate. Institutional EDI goals have been a focus of attention for both the Academic Plan and the next iteration of the Strategic Research Plan. The faculty at Acadia have indicated that EDI is one of the most important areas for change and development at Acadia. New members of the Board of Governors have increased Board diversity and there is an active EDI Committee of the Board, signaling much institutional commitment to EDI initiatives. EDI has been demonstrated by messaging on Acadia's website, which features EDI related commitments from the President, EDI related research and outreach of diverse scholars and students, special events (Black History month and Truth and Reconciliation activities), and much more. There has also been an increase in academic programming and new courses that introduce EDI content. These courses have high enrollment and participation, and are very popular with students who are becoming more engaged with EDI related events on campus and in the community. The provincial government has signaled its desire for diversity among faculty by awarding Acadia \$1.47 M for growth that will see new and diverse faculty appointments and associated supports in Acadia's Jodrey School of Computer Science.

## Challenges encountered during the reporting period:

The establishment of the first meeting of the EDIAR Council and appointment of the inaugural Vice Provost EDI were delayed due to a Faculty Association strike during the entire month of February, followed by further negotiations and arbitration. The 16th Collective Agreement was ratified in late October 2022. Many activities that would normally occur during Feb-October were impacted and the strike impacted morale on campus. In addition, COVID continued to restrict activities and contributed to illness/ absences and overall fatigue for many employees and students across the campus.

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

The EDIAR Council will undertake planning exercises towards coordinating various campus-wide initiatives, and will provide oversight and guidance. A climate survey is anticipated in 2023. EDIAR educational opportunities, both academic and general, will continue to be developed and promoted. Based on the outcomes of the Collective Agreement negotiations with AUSA (Faculty), and the Cluster Hire approach for addressing the need to diversify faculty hires, new searches for Indigenous (3) and Black Canadian (3) scholars will commence asap. Significant efforts towards the appointment of these 6 new and diverse scholars are expected to commence in 2023. The School of Computer Science will also conduct searches to fill 4 new faculty positions (at least 3 as diversity hire opportunities), with funding support from the province of Nova Scotia.

## 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:

Increase campus-wide EDI awareness, education and training in EDI best practices

### Systemic barriers -

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

The environmental scans conducted during 2019-2021 identified the importance of access to EDI educational and training materials. Identified barriers were conscious and unconscious bias in relation to the FDGs and other marginalized groups, noting that such biases create uncomfortable and/or unsafe work environments and reduce opportunities for members of these groups and for Acadia generally. Lack of awareness by faculty can lead to long-term, low diversity in faculty representation (FDGs) and career advancement. Updates to the equity training workshops were needed. Faculty review meetings (with academic unit leads) and career development letters need to better address any identified EDI barriers for both regular faculty hires (and new Cluster hires) and CRCs. Members of the FDGs may experience that their research activities, especially if non-traditional, are undervalued by faculty peers, academic leaders, and students. Indigenous research conducted by faculty and students at Acadia would also benefit from education and training in Indigenous governance, culture, and research ethics, noting that all research involving collective Mi'kmaw knowledge, culture, arts, spirituality, or traditions, or having the potential to impact treaty or Aboriginal rights must be reviewed by the Mi'kmaw Ethics Watch (MEW).

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	Further develop EDI awareness and education toolkit of resources for online access.	Completed
Corresponding action 2	Add dedicated sessions on unconscious and conscious bias and anti-racism training within the mandatory equity workshops for faculty and academic administrators.	Completed
Corresponding action 3	Provide EDI training and tools that consider the evaluation of non-traditional CVs, research, and education to all members who serve on faculty search committees and committees for tenure and promotion.	Completed
Corresponding action 4	Educate CRC search committees and their academic units on the CRCP expectations, EDI goals and requirements, best practices in recruitment and retention processes, and EDI progress reporting.	Completed
Corresponding action 5	Develop a 1st person voice seminar series that brings in scholars from under-represented groups and who conduct research in diverse ways.	In progress
Corresponding action 6	Engage Mi'kmaw Ethics Watch on understanding research ethics protocols and proposal reviews, and organize a webinar on Indigenous research ethics and methodology.	Not yet started

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

The environmental scan and work conducted for the EDI Action Plan and EDI Audit Framework involved review of existing structures, programs and courses, policies and documents, and surveys of faculty, staff, and students and well as focus group sessions. Interns were employed to assist with the scan and a review of websites and structures at other institutions in Canada and the USA. A review of Acadia's EEC training workshops and the availability of new equity training materials developed elsewhere in the region was also conducted. The Research Ethics Board identified understanding of Indigenous research methodology and Indigenous research ethics by faculty and research students as another area for attention.

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

In 2022, progress in EDI education and awareness was demonstrated at all levels of the university. The Board of Governors and senior administrators at Acadia held an EDI retreat in June with several EDI sessions, including a Blanket Exercise. The Blanket Exercise is based on Indigenous methodologies and the goal is to build understanding about our shared history as Indigenous and non-Indigenous peoples in Canada by walking through pre-contact, treaty-making, colonization and resistance. This was a very impactful event for all who attended. New EDI related materials have been sourced or developed and are available from the Equity Office and/or posted within the course information management system that all students and faculty have access to. The Vaughan Library staff also created information displays on various EDI topics and these were housed on the main floor and highly visible. Virtual learning modules were created to explore Indigenous history. The modules were made available with Acadia login credentials through the course management system (ACORN/Moodle). The first module, Juksutui ("listen to me" in Mi'kmaw), provides information about the impacts of colonialism that persist in Canada. More than 200 campus community members rose to the challenge and took the course. The second module, Nesutmalesewu'ti ("do you understand" in Mi'kmaw), explores Indigenous Peoples' teaching and experiences more deeply. Acadia held a Martin Luther King Day event to celebrate activism and change-making and it featured the work of Acadia's current and recently graduated Black students. It was well attended. The Equity Office organized a demonstration of the "Bystander Intervention in the Workplace Training", hosted by Right to Be (formerly Hollaback!). The goal of this training is to reduce instances of workplace harassment online and in person by giving employees the tools they need to disrupt those perpetrating the harassment. An Accessibility Workshop: The New Future NS Requirements was held for faculty and featured document accessibility, labelling of objects and graphics, contrast ratios, rules on audio and video presentation. A popular Book Club at Acadia, led by the Equity Office, focused on EDI topics and included the following book titles: "Inclusive Teaching: Strategies for Promoting Equity in the College Classroom"; "Moving Beyond the Binary"; "Trans Like Me, Conversations for All of Us", and "me and white supremacy". These readings and the discussions about them during Book Club meetings are effective in extending EDI awareness, understanding, and participation in EDI activities at Acadia more broadly. The Maple League of Universities received a Global Skills Opportunity grant of \$800,000 in 2021 to develop and launch a program for Indigenous students to participate in an international experience together called "Nation to Nation: Building Indigenous Knowledge Across International Borders". Three cohorts of students from Acadia, Bishop's, Mount Allison, and St. Francis Xavier University came together for a short-term study abroad experience in Belize through Galen University in the spring 2022. Additional study abroad experiences for Acadia Indigenous students be take place in 2023 and 2024, and will involve sharing their Indigenous experience and learning about other Indigenous cultures abroad. This grant covers all expenses in an effort to reduce barriers for Indigenous students who would like to have an education abroad experience. A very successful, 2-Day workshop on Course Design and Teaching included sessions on Indigeneity and the Academy; Accessibility and the Duty to accommodate; and Equity, Diversity and Inclusion. In 2022, the Employment Equity Committee worked on integrating the new Transforming Practice: Learning Equity, Learning Excellence modules into the equity training of faculty and academic administrators. When the Collective Agreement was signed, the EEC created the equity panel and rolled out the new faculty equity workshops that included the modules. The new training and implementation of the equity panel received immediate attention from other institutions (through ANSUT and CAUT) who reached out and consulted with us to model their own practices. As these initiatives are tied to EDI policies and MOUs, progress is further discussed under Objective 3.

**Challenges encountered during the reporting period:**

The main challenges relate to Covid impacts (direct and indirect) and delays in commencing activities due to the faculty strike in early 2022 and an extended arbitration process.

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

Connect with staff of Mi'kmaw Ethics Watch (MEW) for advice on their Indigenous research ethics approval process. Discussions will be initiated with the MEW coordinator, with a request for a MEW webinar. The adoption of new Equity training materials and the EEC delivery of them in workshops for faculty and academic administrators. The Equity Office, Library, EDIAR Council, faculty and other groups will continue to develop and post EDI educational material and assist with various EDI initiatives on campus.

**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:**

18050

**If an amount was entered in the previous question, indicate specifically what the funds were spent on.**

Consultants (VANSDA, other) for annual EDI Training of the EEC members and Equity Panel members Coop student to work with the new Vice Provost Equity, Diversity and Inclusion

**EDI Stipend Impact Rating**

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

Major impact (the EDI Stipend had a major 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:

Improve existing policies, practices, data collection and reporting related to the recruitment, retention and advancement of CRCs & faculty who are members of the FDGs

**Systemic barriers -**

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

Some of Acadia's policies and forms need updating in relation to EDI language and best practices. The diversity of qualified applicants for CRC and faculty positions is often low, potentially due to limited reach with advertisements. In addition, position descriptions in ads do not always attract a diverse pool of candidates. There has been limited support for on-site interviewees, especially persons with disabilities (visible and invisible) and candidates with newborns/young children. This may result in low interest from these groups. Relevant policy on accessibility for faculty and staff is lacking. CRCs and others who are members of the FDG need a clear mechanism for reporting on EDI-related issues and needs. HR exit interviews (CRCs and regular faculty) do not specifically seek feedback on EDI experiences of faculty (and staff).

## 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	Consult with members of the FDGs, the Equity Officer and the EEC for advice on venues to increase the reach for CRC and faculty positions; Create ads that encourage interest from diverse applicants.	Completed
Corresponding action 2	Offer accommodations, as needed, and advertise the availability of these accommodations when placing ads for positions and when inviting applicants to an on-campus interview.	Completed
Corresponding action 3	Revise the self-ID form and preamble and invite CRC (and faculty) applicants to self-ID via a more welcoming e-invitation; examine the possibility of making the form mandatory but with an option to decline self-ID within the form itself.	Completed
Corresponding action 4	Develop institutional plans for faculty/staff disability accommodations and accessibility services. Build on the existing policy for students.	Completed
Corresponding action 5	Review and revise relevant policies (Harassment & Discrimination; CRC, Post-doc, Confidentiality Agreement, and other forms)	In progress
Corresponding action 6	Implement exit interviews that include a discussion of any systemic barriers to EDI to help inform future practice.	In progress

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

Review of sites where CRC and faculty ads are placed. Review of self-ID form and supports offered to applicants/ interviewees. Data on % of applicants that self-ID. Tracking of the number of applicants from under-represented groups is needed for both regular faculty and CRC hires. Progress with the Acadia Accessibility Plan and the work of the Accessibility Advisory Committee. Track progress with updating and creating new policies, especially in relation to EDI.

## Outcomes and Impacts made during the reporting period:

During Faculty negotiations, significant changes were made to the Employment Equity sections of the last Collective Agreement (CA). The 16th CA features new text to address the need for accommodations of employees with a physical or mental disability, in compliance with Nova Scotia's Human Rights Act. The list of designated equity groups was extended and updated. The EEC will compile and maintain a catalogue of advertising venues to better reach applicants from underrepresented groups. Training of Selection Committee chairs (Heads, Directors) and up to 25 Equity Panel members (new) will require training annually. A member of the Equity Panel is to be appointed to each Selection Committee convened to serve as a non-voting Equity Representative and shall be from an Academic Unit other than the one(s) in which the position to be filled is authorized. The role of the Equity Representative is to ensure that there are discussions and considerations of equity issues by the Selection Committee at all stages in the process. The new Faculty Collective Agreement also featured 2 new MOUs - one on the process for Cluster Hires (any discipline) of Black (3) and Indigenous (3) scholars, and an MOA on Advancing Reconciliation and Indigenization via the establishment of a joint Indigenous, Association, and Board Council (IABC). Selection Committees and ads for the Cluster hires were developed after ratification of the CA in October 2022. Interviews of shortlisted candidates followed in 2023. In the case of the Indigenous cluster hire, the two representatives of the Mi'kmaq community in consultation with the joint Indigenous, Association, and Board Council (IABC) shall confirm that all applicants are Indigenous. Candidates who identify as Indigenous may elect to have an Indigenous non-voting representative on their departmental review committee (DRC) for tenure and promotion. The representative shall be chosen jointly by the candidate and the DRC, in consultation with the IABC. The role of the representative is to provide advice to the Committee on any aspect of the candidate's application that may be a reflection of the candidate's heritage and/or identity. All Indigenous representatives on a DRC shall receive an appropriate honorarium as determined by the IABC. Discussions were held about supporting faculty and others with treaty and governance education courses like OCAP training. Note that OCAP training was delayed until 2023 while the program underwent content revision. Acadia's Accessibility Plan was submitted to the government to meet the April 1st, 2022 deadline. The built environment committee has been meeting regularly and planning to form education and employment sub groups in connection to the path the province has taken. An Accessibility Advisory Committee (AUAAC) was established in 2022. At least one half of the AUAAC must be persons with disabilities or representatives from organizations representing persons with disabilities. The Library's EDI Committee was formed to address equity, diversity, inclusion, and accessibility (EDIA) needs and take on proactive projects to improve EDIA within the library. In 2022, the committee gathered data about accessibility needs and areas of improvement within physical library spaces and worked to improve EDIA content on the library website. Long-term, the committee will develop a shared glossary of terms and definitions with the end goal of creating an EDIA statement for the Library. Acadia announced the adoption of a Gender Diversity Workplace Inclusion Policy. It was associated with a workshop to better understand the new policy and its important role in fostering an Acadia community where gender diversity is welcomed and celebrated.

## Challenges encountered during the reporting period:

Employee fatigue/illness caused by Covid. Much attention needed to be diverted to pandemic planning/actions and to faculty negotiations, noting the faculty strike during the full month of February, followed by arbitration. The Research Office planned to hire an EDI coordinator with Acadia's EDI Stipend but the selected individual was offered a 9 month full-time teaching position at Acadia and was thus unavailable. No other suitable candidate was identified at that time. There was a request for unused EDI stipend funds from 2022-23 to be used in the following year.

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

Continue on the path to revising and developing EDI policies and guidelines at Acadia, using EDI Best Practices, and establishing educational initiatives in relation to Indigenous Research Ethics.

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:

Enhance the mentoring and networking of CRCs and the promotion and research celebration of members of the FDGs more broadly

**Systemic barriers -**

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

Acadia's CRCs have expertise in very different disciplines and tend to be housed in separate buildings on the campus. This creates physical isolation which is likely to be of greater concern for members of the FDG. In these cases, mentoring support is particularly important, especially in the first term of a CRC appointment. Teaching and service loads are reduced to aid research activity and productivity but can have the effect of decreasing interactions between CRCs from their faculty colleagues. Interviews of current and past CRCs at Acadia were conducted in preparation for the CRC EDIAP. CRCs who were not collaborating in research with other faculty at Acadia reported isolation effects. Incoming CRCs (not initially at Acadia) are likely to require additional assistance with meeting others within and outside of Acadia, with university systems and processes, and with both regional and national research grant programs and related opportunities. Some CRCs will also require CFI funding and additional supports from the Research Office / University to successfully undertake an intensive program of research.

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

		Progress to date
Corresponding action 1	Provide sufficient onboarding and direct assistance with the various grant programs and navigating in the research environment locally, regionally, and nationally.	In progress
Corresponding action 2	Connect new CRCs with internal academic mentors who can advise on research program development, time management, networking, working in a small university/town, etc.	Completed
Corresponding action 3	Meet with CRCs at least twice yearly to discuss matters of importance and to establish strong connections among CRC peers on campus.	In progress
Corresponding action 4	Promote, support, and celebrate CRCs and diverse approaches and methods used in conducting and disseminating research.	In progress
Corresponding action 5	Provide research office supports for funding and infrastructure, and professional development training, as needed.	In progress
Corresponding action 6	N/A	Not yet started

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

Qualitative data was gathered from CRC meetings with the Research Office and from a search consultant who was hired to conduct interviews with Acadia's current and past CRCs.

Outcomes and Impacts made during the reporting period:

2022 was another Covid year and so in-person meetings were limited. Most meetings with the Research Office were conducted remotely. Two new CRCs commenced (Jan and July) and were put in touch with the 2 ongoing CRCs for advice. They were invited to the 2022 Maple League Research Network meeting which included CRCs at the 3 other sister institutions (StFX, Mt Alison and Bishops). A success indicator for the CRCs at Acadia is retention. During the last 15+ years, no CRC has left Acadia except via retirement. Strong research collaborations (internally and externally), success in competitive external research funding competitions, and knowledge mobilization are hallmarks of CRC success at Acadia.

Challenges encountered during the reporting period:

Covid reduced some in-person onboarding of the new CRCs. However, both CRCs seemed to be comfortable with their new positions and the home departments were very welcoming and supportive.

Next Steps (indicate specific dates/timelines):

Continue to find ways to promote and celebrate the CRCs at Acadia, and increase both mentoring and professional development supports.

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**

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 5:

N/A

Systemic barriers -

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

N/A

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	N/A	Not yet started
Corresponding action 2	N/A	Not yet started
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:

N/A

Outcomes and Impacts made during the reporting period:

N/A

Challenges encountered during the reporting period:

NA

Next Steps (indicate specific dates/timelines):

NA

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**



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):

The EDIAR Council had its first meeting in the Fall of 2022, soon after the appointment of a Vice Provost, Equity, Diversity and Inclusion to co-chair it. It will take time for the EDIAR Council to set up structures for the coordination and implementation of the various institution-wide plans, which include the CRCP EDI Action Plan and the PART Recommendations, among others. The Faculty strike in February and prolonged arbitration process that followed impacted participation of faculty in some EDI related activities, and also impacted morale, as is common with strike action, but is a temporary effect. Covid created a necessary redistribution of efforts of employees and resources to deal with the pandemic's effects on the core business of the university. Covid also impacted the health and wellness of both students and employees, and most experienced COVID fatigue in 2022. Regardless, progress continued in large part due to technological advances and effective communication platforms (e.g. Teams) that assist in working remotely. Like other institutions, we adapted. And the commitment to progress in meeting institutional EDI goals remains strong.

### 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):

Best practices in Equity training were identified and adopted by the joint Employment Equity Committee and the response to the late 2022 use of these modules was very positive. This joint committee (Faculty Association and Administration) has effectively focused on adopting and implementing best practices. The Equity Office has been active and innovative in sourcing/preparing EDI materials and promoting EDI awareness on the campus. The effectiveness of this office has been key to increasing campus-wide EDI awareness. Given the workload associated with role of the Equity, Diversity and Inclusion Officer, additional human resources are recommended. There will be no opportunities to nominate a new CRC for at least 2-3 years. Our CRC pool is small. All CRCs at Acadia appear to be thriving and feeling supported in their roles. It is time to consider updating the EDI Action Plan as most actions have been achieved or are planned/underway.

## 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

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:

The stipend application focused on the hiring of an EDI Coordinator (fulltime, 10 months) to support the needs of the CRC EDIAP and the Year 1 activities of an EDI and Anti-Racism Council (EDIAR), chaired by the Provost and VP Academic. This Council is being formed in response to the need for an EDI coordinating body at Acadia, as per Objective 1 of Acadia's CRC EDI Action Plan, and is critical to advancements in addressing systemic EDI barriers in hires at Acadia. The EDI Coordinator will assist the Council Chair and members with conducting an EDI review/audit, initiating activities as described in the CRC EDI Action Plan, tracking progress, developing and delivering educational materials, coordinating EDI training (see Initiative 2 below), contributing to the development and support of an EDI Communications Plan, including internal and external EDI reporting, and promotion and celebration of the research of diverse CRCs/faculty and their trainees.

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

It was anticipated that the appointed EDI Coordinator would work closely with the Research Office, the EDIAR Council and other groups to initiate activities in line with the CRC EDI Action Plan – promotion and celebration of the research of diverse faculty and students, EDI communication plan, new website, progress tracking, EDI training, surveys/audit, webinars, workshops, reporting, etc. In addition to working with relevant internal groups (listed below), the EDI Coordinator will liaise with our sister institutions in the Maple League of Universities (members are Acadia, StFX, Mt Allison and Bishops). Collaboration will involve the Maple League committees for both EDI and Research and the recently formed Maple League CRC Network. Benefits include greater sharing of EDI practices and tools (e.g., self-ID forms) and synergies in EDI actions that benefit all four small, primarily liberal arts institutions.

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

The planned hiring of an EDI Coordinator (\$40k) did not happen as the selected individual was offered a contractual teaching position at Acadia (~1 year) and was thus not available. No other suitable candidate was identified.

**Outline the total expenditures below:**

Total funds of EDI stipend spent on the objective:	0
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	0	
2	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:

Don't know

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

Only part of stipend was used in 2022 and this was for EDI training with expert consultants and EDI awareness activities conducted with the hiring of a student intern to work with the newly appointed Vice Provost EDI.

**Do you have other objectives to add?**

No

**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)

Engagement during 2022 was lower than usual due to the effects of the faculty strike and ongoing Covid pandemic. It is early in our work on institutional EDI initiatives and no major course corrections were identified. The EDIAR Council membership is highly diverse and representatives of the various diversity groups are bringing EDI matters of importance to that table for discussion and action. The EDIAR Council will develop a Climate Survey questionnaire for release in 2023 to engage broadly with the campus community on identifying EDI successes, gaps, best practices and opportunities.

## 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://www2.acadiiau.ca/files/files/Files%20~%20Student%20Life/Accessible%20Learning/Acadia%20Accessibility%20Plan%202030.p](https://www2.acadiiau.ca/files/files/Files%20~%20Student%20Life/Accessible%20Learning/Acadia%20Accessibility%20Plan%202030.pdf)  
<https://www2.acadiiau.ca/files/files/President%27s%20Office/2021-12-23-2%20PART%20Recommendations.pdf>  
[https://www2.acadiiau.ca/files/files/Files%20~%20Research/AU\\_AUFA\\_16th\\_Collective\\_Agreement.pdf](https://www2.acadiiau.ca/files/files/Files%20~%20Research/AU_AUFA_16th_Collective_Agreement.pdf)  
<https://caul-cbua.pressbooks.pub/transformingpractice/front-matter/139/>  
<https://www2.acadiiau.ca/student-life/equity-judicial/equity.html>  
<https://www2.acadiiau.ca/student-life/equity-judicial/equity/equity-news-reader/scarborough-national-charter-on-anti-black-racism-and-black-inclusion-in-canadian-higher-education.html>

Prior sections of this report have described the listed initiatives below 1. Acadia Accessibility 2030 Plan 2. Presidents Anti-Racism Task Force Report on Recommendations 3. Acadia Faculty 16th Collective Agreement; see Article 3 and MOU on pages 205-207 4. New EDIAR Training Tools: Transforming Practice: Learning Equity, Learning Excellence 5. Various Equity Office initiatives 6. Commitment to the Scarborough National Charter on Anti-Black Racism and Black Inclusion in Higher Education

### Hyperlink 1:

<https://www2.acadiiau.ca/files/files/Files%20~%20Student%20Life/Accessible%20Learning/Acadia%20Accessibility%20Plan%202030.pdf>

### Hyperlink 2:

<https://www2.acadiiau.ca/files/files/President%27s%20Office/2021-12-23-2%20PART%20Recommendations.pdf>

### Hyperlink 3:

[https://www2.acadiiau.ca/files/files/Files%20~%20Research/AU\\_AUFA\\_16th\\_Collective\\_Agreement.pdf](https://www2.acadiiau.ca/files/files/Files%20~%20Research/AU_AUFA_16th_Collective_Agreement.pdf)

### Hyperlink 4:

<https://caul-cbua.pressbooks.pub/transformingpractice/front-matter/139/>

### Hyperlink 5:

<https://www2.acadiiau.ca/student-life/equity-judicial/equity.html>

### Hyperlink 6:

<https://www2.acadiiau.ca/student-life/equity-judicial/equity/equity-news-reader/scarborough-national-charter-on-anti-black-racism-and-black-inclusion-in-canadian-higher-education.html>

**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.**

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