

Canada Research Chairs Program (CRCP)

Acadia’s CRC Equity, Diversity, and Inclusion Action Plan (EDIAP) 2019-2022

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ACKNOWLEDGEMENT

Acadia University is located in Kespukwitk, one of the seven districts of Mi’kma’ki, homeland of the Mi’kmaq people. We acknowledge the Treaties of Peace and Friendship and we thank the Mi’kmaq people for their generosity in sharing their homeland with us.

BACKGROUND/CONTEXT

In 2016, the Government of Canada’s Canada Research Chairs Program (CRCP) called on Universities who participated in the program to make concerted efforts to address the under-representation in Canada Research Chair position nominations from four designated groups: women, Aboriginal Peoples, persons with disabilities and visible minorities. The CRCP launched an Equity, Diversity and Inclusion Action Plan (EDIAP) in 2017 which mandated Institutions with five or more chair allocations to identify and address systemic barriers to equity, diversity and inclusion through the development of their own CRC EDIAP and to report yearly on their progress.

Acadia University has been allocated **five** Canada Research Chairs from the CRC Program. Acadia’s first EDIAP, submitted in December 2017, was informed by a broad series of EDI-related initiatives recently undertaken by the University. This included a review by the University Senate’s Ad Hoc Diversity and Inclusion Committee, the Presidential Advisory Council on Decolonization ([2017 Report to the President](#)) and Employment Equity Committee Employment Systems Reviews (2013 and 2018). This more recent EDIAP (2019) is based on a broader Environmental Scan, initial findings from the 2019 Employment System Review questionnaire to faculty, interviews and consultation, and an internal CRC

Comparative Review. These activities helped to identify some unvoiced and systemic EDI barriers at Acadia, upon which this Action Plan has been developed. Where appropriate, data used to inform the Action Plan are shared in the main body of text and appendices.

EDI COMMITMENT

Acadia University, founded in 1838, has a long and proud history built upon the tenets of equity and access. Acadia was one of the first universities in Canada to educate and graduate women, and to create opportunities for people to study freely regardless of religious affiliation. We welcome, value and support diversity in our teaching, learning and work environments, and seek inclusive excellence in our institutional culture. Acadia is in the process of signing the *Dimensions Charter*, and in doing so, we publicly show our academic community’s commitment to further embedding equity, diversity and inclusion principles in our policies, processes and practices.

In support of the goals of the CRCP, Acadia University is highly committed to promoting equity, diversity and inclusion within its research enterprise, including the stages of recruiting, hiring, renewing, promoting and retaining Canada Research Chairs. This includes the “removal of systemic barriers and biases, and the practice of inclusivity, so that all individuals have equal access to and benefit from the CRC program”.

Acadia University recognizes that the promotion of equity and diversity necessitates coordinated efforts to ensure the inclusion of under-represented groups, including scholars from the CRCP’s four designated groups (FDGs): women, visible minorities, persons with disabilities, and Indigenous Peoples.

ACADIA UNIVERSITY EQUITY TARGETS

The Government of Canada’s CRCP requires Institutions’ equity targets and goals to be met by December 2019. Acadia’s CRCP equity targets, calculated using the CRCP target setting tool, are indicated in the table below. Because there are only **five** Chair positions allocated to Acadia, current gap numbers cannot be communicated and are withheld to protect the privacy of our current CRCs (two CRCs with one nomination going forward in October 2019).

Designated Group	Acadia Targets
Women	29%
Visible Minorities	15%
People with Disabilities	4%
Indigenous Peoples	1%

DEVELOPMENT OF THE EDI ACTION PLAN

This updated EDI Action Plan, and the objectives, barriers, actions and progress indicators therein, was developed with the knowledge, experience and support of Acadia's CRC Equity, Diversity and Inclusion Action Plan (EDIAP) Working Group. The Working Group includes Acadia faculty representation from each of the four designated groups, the Dean of Research and Graduate Studies (Chair), the Acadia University Faculty Association President, Acadia's Equity Officer, the Chair of the Senate Ad Hoc Diversity and Inclusion Committee, and Research Office project staff. In the development of this Action Plan, the working group examined information collected from an Environmental Scan, Employment Systems Review, and a CRC Comparative Review.

EDI Action Plan (EDIAP) Working Group

The EDIAP Working Group includes seven members who met in person five times for EDI discussions and development of the updated CRC EDI Action Plan. The draft prepared was then reviewed by Acadia's three Faculty Deans and the Provost and VP Academic. Members include:

1. Dr. Anna Redden (Chair), Dean of Research and Graduate Studies. Related activities: CRC program support and management; active in Women in Science & Engineering initiatives.
2. Dr. Cynthia Bruce, President, Acadia University Faculty Association and representing one of the FDGS. Related experience includes: Chair, Senate Committee on Disability Policy; Faculty Advisor (co-lead) on Axxess Acadia (Inclusive Post-Secondary Education for Diverse Learners); Vice-Chair, Education Standards Development Committee; Nova Scotia Accessibility Advisory Board member; Acadia Employment Equity Committee member; Acadia Equity Workshop facilitator.
3. Dr. Amitabh Jha, faculty member representing one of the FDGs.
4. Dr. Bobby Ellis, faculty member representing one of the FDGs.
5. Maggie Neilson, Librarian and faculty member representing one of the FDGS. Related experience includes: Equity, Diversity and Inclusion Coordinator for the Vaughan Memorial Library; Member of the CARL (Canadian Association of Research Libraries) Equity, Diversity and Inclusion Committee; Chair, Senate Ad-Hoc Diversity and Inclusion Committee; Member of the Novanet Indigenous Subject Headings Working Group; APLA (Atlantic Provinces Library Association) representative on the CFLA (Canadian Federation of Library Associations) Indigenous Matters Committee.
6. Meghan Swanburg, P. Eng, Project Manager, Research & Graduate Studies. Related activities: Member, Acadia Accessibility 2030 Built Environment Working Group, trained in the Rick Hansen Foundation Accessibility Certification™ (RHFAC) Assessor program, and active in Women in Science & Engineering initiatives.

7. Gola Taraschi-Carr, Acadia University Equity Advisor and Consultant. Related activities: Director of Atlantic Restorative Company (ARC), Conflict, Inclusion and Community Building Specialist; Co-Lead, Acadia Sexual Health Policy and Procedures Working Group; Advisor, Public Safety Office, Halifax Regional Municipality; External Trainer for the Nova Scotia Human Rights Commission; Master Trainer and Consultant for the International Institute for Restorative Practice (iirp.org).

The Working Group membership was diverse and with significant experience and knowledge of EDI issues and related challenges and barriers in academia. The updated Action Plan benefited from sharing of experiences in EDI research and the considerable EDI service work of most working group members. Importantly, participation included a member of Acadia’s Employment Equity Committee and the Chair of the Senate Ad Hoc Diversity and Inclusion Committee (see report in Appendix 4), as well as representatives of each of the FDGs.

The CRC EDIAP Working Group intends to stay intact for at least the coming year to help inform the delivery of the Action Plan. The working group anticipates much interaction with the recently established (Spring 2019) Senate Committee on Equity, Diversity and Inclusion (see Terms of Reference in Appendix 5), to which we will submit this Action Plan. Some overlap in membership between the EDIAP Working Group and the Senate Committee on EDI will be maintained.

Environmental Scan

The Environmental Scan included a review of the 2011 and 2019 Workforce Survey reports on diversity of full-time faculty at Acadia. The latest survey was conducted in January 2019 by the Employment Equity Committee. A higher response rate is shown for 2019 compared to 2011, with apparent improvements in representation across all under-represented groups, except for women which remained the same at ~43% (vs. target of 50%). Regardless, the 2019 survey results revealed that full-time faculty at Acadia are under-represented in all FDGs. For part-time faculty (data not shown), under-representation was indicated for all FDGs except women.

Designated Group	Workforce Survey data 2011	Workforce Survey data 2019	Benchmark Data 2019	Under-Representation 2019
Indigenous People	1.5%	3.4%	4.9%	Y
Persons with Disabilities	2.2%	7.7%	22.0%	Y
Visible Minorities	8.0%	10.7%	19.1%	Y
Women	43.5%	43.6%	50.4%	Y
African Nova Scotians	0.7%	2.6%	2.4%	N
Persons of any Minority Sexual Orientation or Gender Identity	5.8%	7.3%	3.0%	N
Faculty response rate	42.2%	70.0%	-	-

To address under representation of designated groups, faculty and administrators at Acadia have become increasingly more attentive to the need for EDI awareness and training. Acadia's Employment Equity Committee is tasked with ongoing development of curriculum for Equity Workshops (mandatory), reviewing and updating templates for job advertisements to encourage applications from designated groups, and developing workforce surveys and employment system reviews to determine whether they pose barriers to employment equity.

Our Environmental Scan included CRC and faculty interviews conducted by the Working Group Chair, the Dean of Research and Graduate Studies. Interviews were conducted with all CRCs who held chairs in 2019 and the 2 most recent CRC nominees, both of whom are members of CRCP designated groups. Interviews were structured and included a series of questions that span experiences related to the CRC application and self-ID stage through to CRC renewal, tenure and promotion. The interviews with the CRC and two nominees from the under-represented groups were more extensive and included an open-ended discussion of a broad range of EDI related issues and challenges, largely in relation to service workloads, support services and research collaboration opportunities at small universities. Each interview was on average an hour in duration. The Dean also held discussions with other faculty members and academic administrators at Acadia (Deans, VP Academic) who have personal experience with EDI challenges, including accessibility for persons with disabilities, and/or who administer faculty hiring, renewal, tenure and promotion at Acadia. The location of the university in a rural setting, the university's size (~3500 students), feelings of isolation, and service workload by members of under-represented groups, were common discussion themes and concerns. Specific barriers identified during the environmental scan, and actions to address them, are outlined under the Action Plan objectives and associated tables below.

Employment Systems Review

Acadia's Employment Equity Committee (EEC) is a joint committee of the Board of Governors of Acadia University and the Acadia Faculty Association. The purpose of the EEC is to identify discriminatory barriers to employment equity and develop an Employment Equity Plan. The EEC conducted their most recent Employment Systems Review in May 2019. The questions asked in this review can be found in Appendix 3. The objective was to gain an understanding of how faculty, and especially equity-seeking faculty, experience the various processes related to hiring, renewal, tenure, and promotion. The review also explored experiences of faculty in accessing research supports and funding, and the provision and availability of institutional support for under-represented faculty who request accommodations in the workplace. The full analysis of the latest employment systems review is due in January 2020 and the results will inform a revision to the [2013 Employment Equity Plan](#), as appropriate. Members who are leading the analysis and review of data gathered were consulted for initial findings on systemic and perceived barriers to inform Acadia's 2019 CRC EDIAP. One of these members is a member of the EDIAP Working Group.

Initial findings are as follows: Faculty respondents remarked that Acadia has effective equity language in the collective agreement (selected articles in Appendix 1) that balances personal privacy with effective mechanisms for including responses from the voluntary self-identification form in hiring decisions. Participants also stated that the mandatory employment equity workshop for full-time faculty can usefully support the integration of equity principles during key points of hiring. The questionnaire did make visible some gaps related to the more widespread

integration of equity principles in all stages of hiring and during the review and evaluation of diverse career trajectories and scholarly activities. Some respondents said that equity is a central consideration for all academic staff in some departments, but there is sometimes a lack of commitment to equity in other units. Therefore, some faculty called for more robust training for both faculty and administrators so that equity is more integrally embedded in all hiring and renewal, tenure and promotion processes. There was also a call for the introduction of mechanisms and/or processes to support on-going campus conversations and education concerning equity, diversity and inclusion. Many respondents said that while the mandated workshops are informative, they are not enough to change cultures, and that for that, opportunities are needed to have these kinds of discussions more frequently.

Other committees of the Faculty Association and related to EDI are the Women's Committee, which engages in activism and promotes awareness around women's issues and gender equity; the Child Care Committee; and the Working Conditions Committee, which is responsible for drafting proposals for the Collective Agreement concerning workload and general working conditions, grievance, arbitration, existing practices, discrimination, academic freedom and management rights.

CRC Comparative Review

A comparative review of CRC chairholders was conducted by the Dean of Research and Graduate studies through analyses of salary, course load, service load, and supervision of students. All faculty, including CRCs, are placed at salary ranks and grid steps are determined via a formula, as outlined in the 15th Collective Agreement (Article 10.63), and thus effectively reduces bias in salary at time of appointment. Only in exceptional circumstances would Initial grid placement increase. The Faculty Association (AUFA) provides all short-listed faculty and CRCs with a letter at the time of their interview which refers to important articles of the Collective Agreement and what can be negotiated (e.g. credit towards sabbatical) with the VP Academic when offered a position.

All CRCs receive a fixed salary stipend (top-up) and there is consistency across all CRCs within each Tier level. The same applies for the CRC Research Support Fund. All CRCs have the same opportunity to apply to grant programs offered at the university. They also have the same access to research staff supports and university services in general.

As per the 15th Collective Agreement, the annual course load of CRCs at Acadia is low - one undergraduate course (3 credit) compared to the full five course annual load of regularly appointed faculty members. Most CRCs also lead or co-teach a graduate level course, with small numbers of research students, mostly in their field of research. It is expected that CRCs supervise and mentor both senior undergraduate and graduate level research students. While Acadia does not have PhD programs, except in Education, current CRCs and other faculty can, and do, co-supervise PhD students enrolled at other universities, and supervise post-doctoral fellows located at Acadia.

On campus service duties of CRCs, and faculty in general, are not assigned. Such service is voluntary and often occurs via election of nominees who self-nominate or agree to have their name put forward. It is expected that the service commitments of CRCs are manageable so that there is ample time to focus on research productivity.

While the teaching and service commitments of CRCs varied in the early years of the CRC Program, in large part due to the needs of small departments, there is now much greater consistency in workload experienced among the CRCs and across disciplines.

See later section on Management of CRCs and Appendix 1 (Selected Collective Agreement Articles) for more details.

No systemic EDI barriers were identified in the Comparative Review.

EQUITY, DIVERSITY AND INCLUSION OBJECTIVES, ACTIONS AND PROGRESS INDICATORS

Due to the small number (5) of chairholders allocated to Acadia, the application of a disaggregate and intersectional lens to current CRC chairholders (3 in 2019) and recent CRC nominees (2), while also respecting privacy, is difficult. In the development of Acadia's Action Plan, an EDI lens was applied to faculty as a whole to help identify systemic and perceived barriers that would impact the attraction, selection and retention of CRCs from the FDGs and other under-represented groups.

The first two EDI Objectives take an institutional approach with actions related to EDI awareness and education (Objective 1), and to Acadia's hiring procedures and practices that impact faculty, including CRC nominees and chairholders (Objective 2). The third objective applies specifically to CRC chairholders and candidates, albeit the actions described cultivate supports that can be expanded to other members of the Acadia faculty community.

Objective 1: Improve awareness of and training in equity, diversity and inclusion best practices

Contextual information

Knowledge and practice of EDI principles in universities needs to be everyone's responsibility and being aware and willing to understand individual bias (conscious and unconscious) is a key part of the process. Article 3.66 in the newly ratified 15th Collective Agreement (Appendix 1) requires all full-time employees to attend an Employment Equity Workshop at least once every three years, and in advance of participation in any faculty Search Committee. Currently, 87% of faculty have received recent training, with more training sessions being offered in the coming months. Although unconscious bias training exercises are readily available online, and there have been some on-campus unconscious

bias workshops in recent years, this training is not currently mandatory. Training of Heads/Directors in EDI best practices is critical for both faculty/CRC searches and career development meetings / reporting.

When there is lack of EDI awareness, there is often undervaluing of diverse research methodologies and dissemination practices conducted by equity-seeking individuals from under-represented groups. Greater exposure to EDI principles and best practices should include use of http://www.chairs-chaire.gc.ca/program-programme/equity-equite/best_practices-pratiques_exemplaires-eng.aspx, and other resources.

Participation in workshops and seminars led by 1st person voice scholars would be highly beneficial to expanding EDI awareness at the university. First voice perspectives generally refer to the knowledge generated by under-represented and marginalized scholars that emerges from lived experience, community connections, knowledge traditions, and scholarly activities that are typically under-valued by the academy.

The support required to enable EDI awareness and education will require modest and dedicated annual funding, and the establishment of a centralized online library of EDI best practices and related materials. The following actions address identified barriers related to EDI awareness, understanding, and practice.

Barriers, Actions and Progress Indicators (regarding EDI Awareness and Training)

	Barriers	Actions & Initiatives	Progress Indicator / Outcome	Lead(s)	Timeline
1.1	Conscious and unconscious bias in relation to the FDGs and other marginalized groups create uncomfortable and/or unsafe work environments and thus reduces opportunities for members of these groups and for Acadia generally.	Add a dedicated session on unconscious and implicit bias training within the mandatory equity workshops for faculty and academic administrators, with participation in workshops at least every 3 years.	Integration of unconscious and implicit bias training in mandatory equity workshops.	Employment Equity Cttee (EEC)	Early 2020
1.2	Equity training workshops every 3 years is insufficient to develop sufficient EDI awareness and understanding of EDI challenges and best practices to address them.	Provide additional workshop and training activities to faculty, Heads/Directors and Deans. These activities serve to reduce bias against the FDGs and other under-represented groups.	# of EDI training events / year; # participants; event evaluation and feedback to the EEC.	EEC	Initiate in spring 2020; ongoing

1.3	Heads and Directors currently receive too little training in EDI considerations for Faculty Searches and annual Career Development Meetings with faculty and CRCs.	Ensure Heads/Directors understand and implement EDI best practices in their duties related to Search Committees, Career Development Meetings, and overall unit support of faculty, including CRCs.	Add an EDI best practices component to the workshop training for Heads and Directors re: hiring procedures, career development meetings, and faculty support within units.	EEC & VPA training of Heads and Directors	Early 2020
1.4	Potential for Search Committee member bias in faculty hires, including CRC positions.	Include peer review bias discussions in meetings of faculty search committees, and document EDI considerations for review by the relevant Dean(s).	Search Cttee EDI discussion reports submitted to Faculty Dean; RGS Dean to receive EDI reports for all CRC searches.	Faculty Dean & RGS Dean	Fall 2019 and ongoing
1.5	High risk of undervaluing by peers of faculty/CRCs with diverse approaches to both research methods and knowledge dissemination.	Develop a 1st person voice seminar series (3-4 per year) that brings in scholars from under-represented groups and who conduct research in diverse ways.	Campus-wide seminar series with 1 st person voice speakers; record attendance levels; collect feedback from events.	Deans and Senate EDI Cttee	Initiate in 2020
1.6	Lack of dedicated funds to support EDI workshops and seminars that would serve to educate and increase campus-wide awareness of EDI challenges and best practices.	Develop an EDI Awareness Fund to support workshops, seminars and other initiatives related to EDI education.	Establishment of the EDI Awareness Fund and application guidelines.	VPA	Spring 2020
1.7	EDI information and materials are not centralized for quick and easy online access.	Develop an EDI awareness and education toolkit of resources for online access.	Dedicated webpage populated with EDI resources; updated regularly.	Library	2020 and ongoing

Objective 2: Improve policies, processes and practices to attract and retain diverse faculty, including CRCs

Contextual information

Historical data on the identity of applicants applying for faculty positions, including CRCs, is lacking or incomplete in many cases. Up until 2017, such records were not collected and stored in a single office on campus. One of the changes made with the 15th Collective Agreement (2017-2021) was the development of a self-ID form for all faculty applicants (Appendix 2), which invites potential candidates to indicate whether they belong to one of six designated groups. It is available at the time of application and during the hiring process. However, the survey has a low uptake rate relative to the number of applicants from the under-represented groups, including CRC applicants and CRC nominees. Applicants for tenure and promotion are also unlikely to self-ID during the review process, especially if asked in the presence of Review Committee members. A thoughtful process needs to be put in place to create safe spaces for individuals from designated groups to self-identify. This includes appropriate communications to ensure candidates from the FDGs feel welcomed and supported when exploring opportunities at Acadia.

The current equity language in faculty job postings is overly technical and refers to articles in the Collective Agreement. This text could be restructured to be less technical and more welcoming to equity-seeking candidates. Job advertisements also need to specify what supports and accommodations are available for both the interview stage and for faculty working at Acadia.

While Acadia has facilities and capacity for scholarly work in the field of equity, diversity and inclusion, calls for CRC Research Theme areas have not included EDI as a research area of study (either directly or indirectly). Acadia is likely to attract members of the FDGs, as CRC applicants, if there was greater consideration of EDI connectedness within selected CRC Theme proposals.

The Working Group felt that Acadia's CRC themes should be grown from Acadia's areas of strategic research strength but not so narrow as to deter external and diverse candidates from applying. Careful thought needs to be given to how CRC themes are selected, how searches are conducted, and how Acadia will support nominees from the FDGs (especially persons with disabilities, immigrants and Indigenous people) for early to long-term success.

Barriers, Actions and Progress Indicators (regarding Policies and Processes)

	Barriers	Actions & Initiatives	Progress Indicator / Outcome	Lead(s)	Timeline
2.1	To date, calls for CRC research theme areas have not included EDI considerations or the theme of EDI as a research area of study (either directly or indirectly).	Revise language in CRC theme calls to indicate that theme selection criteria will include consideration of how EDI opportunities are addressed in the proposal.	CRC theme submissions which address EDI principles and research opportunities / greater opportunities for under-represented groups.	VPA/Deans	Next CRC theme call
2.2	EDI language in current faculty position ads is overly technical (references to CA articles) and thus unwelcoming.	Update the AUFA CA language related to EDI in the next bargaining round (Spring/ Summer 2021) to be more welcoming to members of the FDGs.	Revise CA language in job ads / attract a broader pool of applicants from the FDGs. May require MOU with Faculty Assoc	VPA	Initiate in Fall 2019
2.3	The diversity of qualified candidates for positions is often low, potentially due to limited reach with faculty/CRC advertisements.	Consult with members of the FDGs and the EEC for advice on increasing the reach CRC position ad placements.	Ads with greater reach / increased number of applicants from under-represented groups.	Deans; EEC	Next ad
2.4	Limited support for on-site interviewees. Applies especially to persons with disabilities and women with newborns/young children; may result in limited interest from these groups.	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.	Suitable text prepared for position ads; provision of accommodations, where needed, to interviewees.	EEC	Fall 2019
2.5	Members of the FDGs and other under-represented groups do not always self-ID when applying for advertised positions at Acadia.	Revise the self-ID form preamble and invite applicants to self-ID via a welcoming e-invitation from HR or the Chair of Search Committee (SC); examine the possibility of making the	Welcoming self-ID preamble and more effective communication to applicants / greater response rate from members of under-represented groups.	EEC to revise text; HR or Chair of SC to invite use of self-ID form	Fall 2019

		form mandatory but with an option to decline self-ID within the form itself.			
2.6	No requirement for a report on EDI experiences and lessons learned from CRC Search Committees	Require CRC Search Committees (SC) to report on the EDI practices undertaken and to identify any EDI issues (policies or practices) that require attention.	EDI considerations and recommendations included in the CRC SC report to the Deans and VPA.	SC /Faculty Dean and RGS Dean	Next search
2.7	Limited campus preparedness for CRCs and other persons with disabilities.	Develop institutional plans for disability accommodations and accessibility services. Build on existing policy for students.	Develop accessibility plans and implement accommodations for persons with disabilities.	Senior Admin	2020 for plan; 2021 to start implementation

Objective 3: Provide mentoring, collaboration opportunities, and promotion of diversity in research programs of CRCs

Contextual information

Faculty (including CRC appointees) from under-represented groups can feel isolated at a small university where there may be no other faculty member or CRC identifying from the same designated group. The strategy at large universities, of appointing clusters of faculty/CRCs from the same designated group, is not an option at Acadia and most other (if not all) small universities in Canada. Finding mentors from the FDGs can thus be a challenge for small universities, especially those located in rural areas. Acadia compensates for this to some degree by establishing close ties to other universities in Nova Scotia and is also a member of the Maple League of Universities, which comprises four small, primarily undergraduate institutions which share a common vision and set of values, and which can serve as a resource for locating mentors and supporting new CRCs from highly under-represented groups (e.g. Indigenous People, visible minorities).

The Working Group considered the challenges for visible minorities that come from other countries, as they are unlikely to be familiar with research funding programs and other supports in Canada. Information is available for those seeking it, but it can be a steep learning curve. Mentoring of visual minorities, especially those who are recent immigrants, is needed to accelerate their understanding of processes in Canadian universities and with research funding organizations and expectations.

CRC research areas need to grow from Acadia’s areas of strength but not so narrow as to deter external and diverse candidates from applying. And what is clear from the history of CRCs at Acadia is that partnerships and collaboration, internally and externally, is key to success. To foster

success, barriers to collaboration need to be overcome in the early years of a CRC appointment. This Action Plan addresses ways in which the university can support CRCs by developing collaborative research teams in the CRC's area of study.

Service commitments can be high at small universities like Acadia. Members of the FDGs, especially women, are often in high demand for university committee work given the need for representation in the membership of Acadia's numerous committees, especially Search Committees. This matter was raised by many who were consulted, especially women, with concerns expressed about service expectations and the impact of excessive service on research productivity and family life responsibilities.

The way in which knowledge generation and dissemination is commonly recognized and valued can limit recognition of those who use diverse methods in how they study and how they share new knowledge. Research-related activities and sharing of outcomes (e.g. outreach events) that fall outside the current norm need to be better promoted and celebrated within the university. Effective communications of such research to the external community are also needed. Opportunities to highlight diversity in research methods and outcomes are numerous and shall be explored.

Barriers, Actions and Progress Indicators (regarding Mentoring, Collaboration and Research Promotion)

	Barriers	Actions & Initiatives	Progress Indicator / Outcome	Lead	Timeline
3.1	Visible minorities / immigrants from other countries require assistance with university systems and both regional and national research funding programs.	Provide staff assistance for each new CRC arriving from another country, including supports in grant writing and navigating in the research environment locally, regionally and nationally.	Directed assistance offered to new CRCs (and other faculty) within months of appointment, leading to early research grant success. Maintain assistance, as needed.	RGS Dean	Start in 2020 with next CRC
3.2	Lack of a research mentoring program for CRCs. Mentoring support is particularly important for the FDGs and other under-represented groups in the first few years of their CRC appointment.	Connect new CRC holders from under-represented groups with academic mentors at Acadia (and possibly other Maple League Universities), who can help advise on research program development and articulation of scholarly impact, etc.	Establishment of mentors for CRCs from under-represented groups. Mentors and CRCs to report to Dean of RGS on mentoring activities, benefits and related research outcomes.	RGS Dean	Start in 2020 with next CRC

3.3	Members of the FDGs can feel isolated and lacking in collaborators at a small, rural institution, which then reduces research opportunities and productivity, and may create retention issues.	Facilitate opportunities for CRCs to network and collaborate; may involve supporting the development of a research team or Centre in the CRC's area of study.	Establishment of collaborative research teams in the CRC's research area, and where strategic, support the formation of a Research Centre.	RGS Dean	Start in 2020 with next CRC
3.4	Some members of the FDGs are likely to experience excessive service requests and commitments that reduce time for research productivity. This is an issue often expressed by female faculty and female CRC applicants and nominees.	Mentor CRCs and Heads & Directors on the importance of safeguarding CRC time and managing service expectations of CRCs.	Further develop CRC guidelines to address service expectations and safeguarding time for research.	RGS Dean, Faculty Deans	Spring 2020
3.5	Undervaluing by academic peers of diverse approaches to both research methods and dissemination of research outcomes by members of under-represented groups.	Promote, support and celebrate diverse methods of both conducting and disseminating research of CRCs.	Recognition of diversity in CRC research activities via research symposia, social media, research newsletter highlights; nomination for research and other awards.	RGS Dean, Faculty Deans	Start in 2020 with next CRC
3.6	Chairholders who feel uncomfortable about expressing concerns they have with their Head / Director or others need to be able to communicate any concerns with more senior administrators in a timely fashion.	Conduct chairholder surveys regarding workplace supports and environment, including with regards to equity and inclusion. The Dean of RGS will ensure there is an open invitation for one-on-one CRC updates and discussion throughout the year.	Survey distributed twice annually and followed up with an in-person meeting with the Dean, RGS. Any issues, concerns or suggestions from chairholders will be discussed with senior administrators for consideration and possible action, as appropriate.	RGS Dean	Surveys in June and Dec of each year; open-door opportunities to meet with Dean are ongoing.

MANAGEMENT OF CANADA RESEARCH CHAIRS AT ACADIA

A committee consisting of the Provost & Vice-President Academic, the Dean of Research and Graduate Studies, and the Deans of the three faculties (Arts, Pure and Applied Science, and Professional Studies) is responsible for managing the CRC allocations (5 Chairs) for Acadia University.

Allocation

When Chair vacancies occur, the committee described above issues a university-wide call for CRC themes. Faculty are invited to submit proposals (up to 5 pages) for Chair positions in specific theme areas and research disciplines. The committee reviews and evaluates these submissions based on their fit with the [Acadia University Strategic Research Plan](#), institutional priorities, and planning in the academic sector. Based on these principles, the committee also decides on how best to use the corridor of flexibility in managing the institution's chair allocations.

Recruitment

To initiate recruitment for a CRC position in a selected theme area, a formal request to recruit to fill a CRC chair is presented to the President by the Vice-President Academic. With approval, the office of the Vice-President Academic generates a position number, thereby making the CRC position a new appointment and subject to the standards of Article 3.0 except for the correction of inequalities in the 15th Collective Agreement.

A selection committee is then struck according to Article 10.22 and 10.53 (Appendix 1) in the 15th Collective Agreement and additional members may be added to the Selection Committee in order to comply with the Canada Research Chairs Program's accountability and transparency requirements and recruitment guidelines. Depending on which Department(s)/School(s) the position will be tied to, the committee is asked to seek nominations from the appropriate unit(s) to hold an election to form a selection committee. In addition to the Chair, selection committees should consist of a minimum of three faculty members. All CRC selection committees are purposely diverse, based on Acadia's commitment to an equitable and inclusive recruitment process. A representative from the Research Office (Dean and/or staff) sits on all CRC selection committees in a non-voting capacity, acting as a resource regarding CRC program requirements, process, and advising on principles of equity, diversity and inclusion best practices.

Faculty members elected to serve on Selection Committees may only carry out their duties after completing an equity workshop within the last three (3) academic years. These workshops are offered by representatives from the University Administration and the Acadia University Faculty Association, the Employment Equity Committee, five or more times a year. Equity workshops cover the principles, objectives, recent history, best practices, and institutional expectations with respect to employment equity.

Once a selection committee is elected according to the terms of the Collective Agreement, the job advertisement is advertised through the office of the Provost and Vice-President Academic with advice from the Selection Committee and the Deans on the appropriate national and international venues, including those that might be targeted to reach candidates from the FDG. The selection committee is encouraged to consult with the Employment Equity Committee to identify additional avenues to reach and identify a diverse pool of potential applicants. All CRC positions must be the

subject of open advertising. The approved job posting must include a statement of commitment to equity in the nomination and appointment process and encourage designated groups to apply. Job postings must also encourage individuals from the FDG to indicate any career gaps due to parental or health-related leaves, or for the care and nurturing of family members.

Prior to evaluating submissions, the selection committee must develop clear selection criteria and communicate those criteria to potential applicants. The process for evaluating candidates must be fair and objective. Any career interruptions need to be taken into consideration when assessing productivity and research output. The Research Office representative is responsible for encouraging selection committee members to be mindful that the best-qualified candidates may not have the most years of experience, greatest number of publications, or largest number of academic accomplishments. As well, Research Office Staff are responsible for emphasizing that scholarship or research that is diverse or unconventional should be not undervalued.

A shortlist is approved by the Vice-President Academic and candidates are invited to campus for 2 days of visits and presentations. All candidates selected for the interview shall be asked whether they require accommodation to ensure equal access to the interview process; no reasonable request should be denied. Once the interview process has been completed, a recommendation to the President is made by the Selection Committee through the Office of the Provost and Vice-President Academic, who sends a letter to formalize an offer of Nomination and associated supports to the CRC candidate of choice.

Once a CRC candidate accepts, Research Office staff will establish a timeline for submission of the nomination application, and work with the candidate to prepare the application to the CRC Secretariat.

When a successful nomination has been confirmed by the Secretariat (approximately 6 months from time of nomination), an official Recommendation for Appointment will be made in accordance with the Collective Agreement.

Renewal

Renewal of CRCs is not guaranteed. CRCs are expected to demonstrate progress towards a record of research excellence consistent with the expectations of the CRC program with a greater degree of external recognition than expected of Professors who do not hold a Research Chair.

A mid-term review process for Acadia University chairholders was developed in 2013. At least six months prior to the renewal deadline, the chairholder must provide the Dean of Research & Graduate Studies with the following:

- Current CV
- Up to 4-page report on research accomplishments during the first term of tenure
- Up to 2-page proposal for research focus for a second term if renewed

This documentation is made available to the chairholder's home department or school and faculty members in the unit are invited to review these documents and provide feedback on the chairholder's renewal in a timely fashion. These comments are made available for the chairholder to review. The chairholder may choose to write a letter responding to any comments. The comments and the chairholder's response are sent to the Dean of Research & Graduate Studies. All documentation is forwarded to a CRC Renewal Committee, comprised of the Vice-President Academic (Chair), the Dean of

Research & Graduate Studies, the Dean of the chairholder's faculty, the chair or director of the chairholder's home department or school, and the staff member from the Research Office who provides CRC program support (non-voting). The CRC Renewal Committee provides a recommendation to the President. If recommended for renewal, the candidate meets with Research Office staff to establish a timeline and event horizons for the preparation of draft renewal documentation. Acadia has never not recommended a CRC for renewal. Further development of the management guidelines will be undertaken to address the scenario for a non-renewal of a CRC.

Advancement

The decision to advance a chairholder from Tier 2 to Tier 1 status is made by a committee consisting of the Vice-President Academic, the Dean of Research and Graduate Studies, and the Deans of the three faculties. An advancement decision is based on institutional need, and in some cases, strategies for retention of exceptional Tier II CRCs. New Tier 1 chairs are externally advertised, and in all cases equity targets are considered when making advancement decisions.

Phase-Out

In the case where Acadia loses a chair position due to the re-allocation process, a phase-out process is initiated. Decisions related to phase-out are the responsibility of the Vice-President Academic, the Dean of Research and Graduate Studies, and the Deans of the three faculties. Phase-out decisions are made based on strategic planning and priorities within the academic sector, including consideration of a balance of NSERC and SSHRC CRCs. Further, length of term remaining in a chairholder appointment may also be considered, with those nearing the end of their appointment phased-out first.

Institutional Supports for Chairholders

Chairholders' base salaries are supplemented in association with Employees' rank and step with a stipend on an annual basis ranging from \$5,000 to \$15,000 for Tier II Chairs or from \$10,000 to \$30,000 for Tier I Chairs (Article 21.09, Appendix 1). For at least the last 10 years, Acadia's CRCs have received the maximum salary stipend, in addition to annual research funding support of \$20,000 for Tier II CRCs and \$40,000 for Tier I CRCs.

COLLECTION OF EQUITY AND DIVERSITY DATA

At the time of application to a CRC position at Acadia University, applicants are encouraged to complete an Employment Equity Self-Identification Form). To ensure all applicants from the FDGs are aware of this form, the following statement is included in all Acadia University faculty and CRC job advertisements:

"The University invites applications from all qualified individuals. Acadia University is committed to employment equity and diversity in the workplace and welcomes applications from Indigenous people, African Nova Scotians, persons with disabilities, visible minorities, women, and persons of any minority sexual orientation or gender identity."

All applicants shall be invited to submit a voluntary online self-identification form (Article 3.61(c)(i); Appendix 2). Information provided on these forms may only be used for employment equity purposes. Only candidates who have submitted a self-identification form can be considered as members of designated groups as described in Article 3.20.

Completed online forms are submitted to the office of Human Resources (HR). The self-identification data contained in these forms are considered private. HR is responsible for protecting the confidentiality of these forms.

RETENTION AND INCLUSIVITY

Acadia University provides a supportive and inclusive workplace for all chairholders. Due to the small size of our institution, chairholders exist as part of a close-knit community, which includes frequent interaction with both research and institutional administrators. Research administrators from the Division of Research and Graduate Studies function as a resource for chairholders, assisting with funding applications, connecting chairholders with academic, industry and community partners, and promoting various scholarly opportunities that may be of interest to chairholders.

Governed by the terms of the Collective Agreement, all chairholders also take part in annual Career Development sessions with their department head or school director. These meetings are an opportunity for chairholders, including those individuals from the FDG, to express any concerns or issues that may inhibit retention and to foster discussion of short- and long-term career goals. Further, the Division of Research and Graduate Studies exists as an informal touchpoint for chairholders to express any issues or concerns.

Chairholders are also supported by Acadia's equity officer, who is a resource for all Acadia students, staff and faculty. The fundamental objective of the equity officer is to prevent discrimination, sexual harassment, and personal harassment from occurring at Acadia University. If chairholders have complaints related to equity and the CRC program they can contact their department head or their faculty dean, who will attempt to resolve the complaint. If the complaint cannot be resolved, it will be passed on to the Provost and Vice-President Academic. Chairholders can also directly contact the Provost and Vice-President Academic with any complaints related to equity, diversity and inclusion. If the complaint falls under the domains of discrimination, sexual harassment, and personal harassment, the chairholder may take the complaint to the University Equity Office under the process identified in Acadia's [Policy Against Harassment and Discrimination](#).

EDIAP PROGRESS REPORTING

Progress on this EDI Action Plan and any new or related developments will be reported to the CRCP in December 2019 and annually thereafter. It is understood that the EDI Action Plan is a living document and that it will be updated, as needed, at regular intervals into the future. The current updated plan was developed for a three-year period, in keeping with the duration of the 15th Collective Agreement and expected timing of ratification of the next Collective Agreement.

Respectively submitted by

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Appendix 1: Excerpts from Acadia's 15th Collective Agreement between the Board of Governors and the Acadia Faculty Association

Full agreement available online:

https://hr.acadiau.ca/tl_files/sites/hr/Collective%20Agreements/15th_AUFA_Collective_Agreement.pdf

Article 3.00 No Discrimination and Employment Equity

- 3.10 The Parties agree that there shall be no discrimination (except as may be necessary for correction of inequities by the implementation of employment equity programs as may be agreed between the Parties and provided for in the Collective Agreement), restriction, harassment (as defined in the current University's Policy Against Harassment and Discrimination), or coercion of any person in the employ of the Board in respect of salary, employment benefits provided by this Agreement, pension, appointment, reappointment, rank, promotion, tenure, dismissal, sabbatical or other leave, because of age, race, creed, national or ethnic origin, political or religious affiliation or belief, gender, sexual orientation, marital status, family status, physical handicap, kinship to any person in the employ of the Board, place of residence or by reason of membership or activity or non-membership or non- activity in the Association or in any other lawful organization.
- 3.20 The Parties agree to the principle of employment equity for the following designated groups: Aboriginal peoples, African Nova Scotians, persons with disabilities, visible minorities, women, persons of any minority sexual orientation or gender identity, and such other groups as may be specified by federal or provincial employment equity legislation. This principle ensures opportunities in hiring, renewal, tenure, promotion, and appointment to Head and Director positions, for members of the above groups, and ensures that no systemic barriers exist to the full participation of these groups in the workplace of Acadia University.
- 3.30 Consistent with the principle of employment equity, the Parties:
- (a) agree that the primary criterion for appointment to positions to the University is academic and professional excellence;
 - (b) agree that no candidate shall be recommended who does not meet the criteria for the appointment in question;
 - (c) shall act to eliminate or modify those policies, practices, and systems, whether formal or informal, shown to have an unfavourable effect on the hiring, retention, and promotion of members of designated groups; and
 - (d) agree that in the assessment and evaluation of candidates for appointment, renewal, tenure and promotion, and appointment to Head and Director positions, the criteria adopted shall not systemically discriminate against members of designated groups and shall be reviewed periodically.
- 3.51 Responsibilities of Human Resources
- To help the Parties maintain their commitment to promoting the goal of employment equity, Human Resources shall be responsible for collecting, monitoring, and compiling employment equity data. Employment equity data includes the Workforce Survey described in Article 3.56(a), the Employment Equity Self-Identification Forms described in Article 3.61(c)(i), and the Employee database statistics. Data for all designated groups described in Article 3.20 shall be compiled at both the Academic Unit level and the University level for use in Article 3.56.

- (a) Data on women shall be compiled based on the Employee database statistics.
- (b) Data on all other designated groups shall be compiled based on the Workforce Survey described in Article 3.56(a).

3.56

- (a) Workforce Survey

By 15 March 2018, and every two (2) years subsequent, Human Resources shall conduct a confidential and mandatory Workforce Survey to gather information for employment equity purposes.

- (b) Equity Workshop Training

By 1 May of each year, Human Resources shall forward to the Head of each Academic Unit a list of Employees in that Academic Unit with the dates their equity training expires.

- (c) University Workforce Survey Report

By 1 July each year, Human Resources shall prepare an annual report based on the data obtained under Article 3.51 that identifies which of the designated groups in Article 3.20 are under-represented at the University using the benchmark data provided by the Employment Equity Committee. The report shall provide separate data on full-time and part-time Employees. A copy of the report shall be sent to the President of the Association.

- (d) Confidential Workforce Survey Report

By 1 July each year, Human Resources shall prepare a second, internal confidential annual report based on the data obtained under ~~in~~ Article 3.51 that identifies which designated groups as described in Article 3.20 are most under-represented in each Academic Unit, using the benchmark data provided by the Employment Equity Committee. The report shall provide separate data on full-time and part-time Employees.

- (e) Procedures for Ranking Candidates

Upon request from a Chair of a Selection Committee, Human Resources shall determine which candidates have self-identified as a member of a designated group. If only one (1) candidate has self-identified as a member of a designated group that is under-represented in either the Academic Unit, the University, or both according to the University Workforce Survey Report or the Confidential Workforce Survey Report, Human Resources shall rank this candidate only and inform the Chair.

If more than one (1) candidate has self-identified, Human Resources shall rank the candidates as follows:

- (i) Human Resources shall compare the levels of under-representation of the designated groups of each candidate at both the University level and the Academic Unit Level using the full-time Employee data in the University Workforce Survey Report and the Confidential Workforce Survey Report. The candidate who is a member of the most under-represented group shall be ranked highest.
- (ii) Where two (2) or more candidates are members of the most under-represented group, the candidate who is also a member of the next most under-represented group shall be ranked highest. If Human Resources cannot distinguish between the candidates, then the candidates shall be ranked equally.

If no candidate belongs to an under-represented group, Human Resources cannot establish a ranking, and they shall inform the Chair of the Selection Committee.

3.60 Employment Equity Committee

The Parties agree to maintain an Employment Equity Committee (EEC) to identify discriminatory barriers to employment equity, which shall be constituted of two (2) representatives of the Employer and two (2) representatives of the Association. A representative of the Employer and a representative of the Association shall jointly chair the Committee.

3.61 The EEC shall

- (a) by 15 September 2017, receive training from a consultant, agreed to by the parties, on employment equity;
- (b) by 15 October 2017, develop curriculum for Employment Equity Workshops based on a curriculum agreed to by the Parties, and
 - (i) by 30 November 2017, review and if necessary, revise the confidential Employment Equity Self- Identification Form which encourages potential candidates for positions at Acadia University to indicate whether they belong to one of the designated groups identified in Article 3.20. Applicants for positions at Acadia University shall be encouraged to complete and submit this form as part of the hiring process.
 - (ii) by 30 November 2017, develop template(s) for job advertisements to encourage applications from members of designated groups. If changes are required to the statement in Article 10.52(b) such changes shall be implemented by the Joint Committee forthwith.
 - (iii) by 30 November 2017, develop template(s) for Workforce Survey reports described in Article 3.56 (c) and (d), and establish the benchmark data using the diversity of the populations of Canada. For African Nova Scotians, the EEC shall use publicly available provincial data for the benchmark.
- (c) by 1 January 2018, review the Workforce Survey to be used in the employment systems review and hiring processes.
- (d) by 30 June 2019, undertake an employment system review of current policies and practices to determine whether they pose barriers to employment equity. The EEC shall determine its own employment systems review methods.
- (e) by 1 January 2020, monitor and revise as appropriate the Employment Equity Plan that aims to reduce the barriers that restrict the hiring and promotion of designated groups, taking into account the results of the workforce survey and the employment systems review;
- (f) undertake other activities and make recommendations to alleviate barriers to employment equity in the University as appropriate; and
- (g) deliver the Employment Equity Workshop and provide Human Resources with the names of all Employees who have completed the Employment Equity Workshop and the date of said workshop.

3.62 Employment Equity Plan

In reviewing and revising the Employment Equity Plan, the EEC shall:

- (a) revise as appropriate employment equity goals for hiring, training and promotion;
- (b) monitor and revise as appropriate the work plan to achieve employment equity goals;
- (c) adopt special measures to ensure achievement of goals; and
- (d) develop, implement and monitor procedures to review progress and results.

3.63 The Employment Equity Plan shall be implemented forthwith by the Employer to the extent that doing so does not interfere with the Collective Agreement or other legal rights.

3.64 Should the Employment Equity Plan require changes to the Collective Agreement, the Parties shall meet within twenty (20) days to discuss the possibility of such changes. Any such changes to the Collective Agreement shall require the approval of both Parties and shall be subject to such ratification procedures as required.

3.66 Employees

- (a) All full-time Employees shall be required to complete an Employment Equity Workshop at least once every three (3) years.
- (b) All Employees shall be required to complete the Workforce Survey on a biennial basis.

Article 10.00 Professorial Appointments

10.22 Canada Research Chairs

- (a) If an Academic Unit has authorization to appoint an internal or external candidate to a Canada Research Chair the procedures described in 10.53 shall apply. Notwithstanding the provisions of 10.53, additional members may be added to the Selection Committee in order to comply with the Canada Research Chairs Program’s accountability and transparency requirements and recruitment guidelines.
- (b) If the Canada Research Chair is allocated to a Faculty or to a group of Academic Units, any eligible members of the Faculty or the group of Academic Units may nominate any other eligible member to serve on the selection committee; members of the committee shall be chosen by election. In this instance, the selection committee shall normally be chaired by a Dean. Otherwise the procedures described in 10.53 shall apply. Notwithstanding the provisions of 10.53, additional members may be added to the Selection Committee in order to comply with the Canada Research Chairs Program’s accountability and transparency requirements and recruitment guidelines.
- (c) Any internal appointees to a Canada Research Chair shall retain all rights and seniority towards tenure, promotion or sabbatical leave provided under this Agreement. Professors appointed to a Canada Research Chair shall retain their salary levels and grid placements on completion of their terms in these chairs.
- (d) Any external appointee to a Canada Research Chair may be appointed with tenure. The Selection Committee shall recommend an appropriate home Academic Unit, in consultation with the candidate.

10.53 Procedures within the Academic Unit

- (a) Each Academic Unit shall have a Selection Committee elected by the Academic Unit from within the Academic Unit, or where this is not possible, from cognate Academic

Units as determined by the members of the Academic Unit in which the vacant position exists. For the purposes of this Article, when a member of a cognate Academic Unit is required for the Selection Committee, the decision of the Selection Committee goes directly to the Dean without being considered by the Academic Unit under 10.53 (d). The Head of the Academic Unit shall normally be the Chair of the Selection Committee which shall consist of at least three (3) persons in making appointments described in 10.03(a)-(d). No Selection Committee is required for appointments described in 10.03(e)-(f).

In the case of interdisciplinary appointments, the Selection Committee shall consist of at least five (5) members: the Head of the home Academic Unit, who shall normally be Chair; two eligible members elected by the home Academic Unit from within the home Academic Unit, or where this is not possible, from cognate Academic Unit(s) as determined by the members of the home Academic Unit; and two eligible members elected by the other Academic Unit(s) from within the Academic Unit(s), or where this is not possible, from cognate Academic Units as determined by the members of the Academic Unit(s). In the case where an Interdisciplinary Program is one of the Academic Units, the Program Coordinator shall be one of the two members from that Academic Unit on the Selection Committee, with the other elected by the members of that Academic Unit as defined in Article 1.20.3.

Instructors shall have input into hiring procedures. The Academic Unit may choose to add an Instructor to the Selection Committee.

Faculty Members who have a CLT position shall have input into hiring procedures where possible.

Students shall have input into hiring procedures where possible.

A quorum shall be fifty per cent (50%) plus one (1) of the eligible faculty members on the Selection Committee.

The Chair of the Selection Committee shall verify that faculty members elected to serve on the Selection Committee have completed the Employment Equity Workshop described in Article 3.66(a). Faculty members whose equity training has expired shall not be eligible to serve on Selection Committees.

- (b) The Selection Committee shall approve by majority vote the draft advertisement for the authorized position. With reference to the factors in Article 10.61 and 10.62, the Selection Committee shall establish a short list of candidates. Candidates who are demonstrably better qualified for the position as described in the advertisement and according to Articles 10.61 and 10.62 shall be shortlisted. In keeping with the principles of employment equity, when two or more candidates are similarly qualified for the position as described in the advertisement and according to Articles 10.61 and 10.62, the Chair shall send Human Resources a list of these candidates, and Human Resources shall assign a numerical rank to the candidates following the procedure in Article 3.56(e). Human Resources shall not disclose any information that identifies to which designated group a candidate belongs. The Selection Committee shall use the ranked list to fill any remaining spaces on the shortlist. If Human Resources cannot establish a ranking, then the Selection Committee shall shortlist the candidate(s) best qualified for the position as described in the advertisement and according to Articles 10.61 and 10.62.

The short list shall be made available to members of the Academic Unit(s). Members of the Academic Unit(s) who wish to comment on the short list drawn up by the Committee shall have two (2) working days from the time of the distribution of the list to make their views known to the Committee. The Committee shall then finalize the short list which shall be redistributed to the members of the Academic Unit(s) and copies thereof provided to the Dean(s), Vice-President (Academic) and President.

- (c) The Chair shall arrange for interviews of a minimum of two (2) and no more than three (3) candidates in the first instance, unless only one (1) qualified candidate has been found; further candidates may be interviewed on the approval of the Vice-President (Academic). All candidates selected for an interview shall be asked whether they require accommodation to ensure equal access to the interview process. No reasonable request for accommodation shall be denied. Interviews shall be conducted by the Selection Committee. Each candidate shall meet the Dean(s) or her/his delegate, either the President or the Vice-President (Academic), and a representative of the Association designated by the Association Executive. Whenever possible, all members of the Academic Unit(s) shall have an opportunity to meet with the candidates, each of whom shall, whenever possible, deliver a lecture or participate in a seminar involving students.

In the case of appointments of one (1) year or less, on-site interviews, or travel by Professors for the purpose of interviewing, shall be authorized only with the approval of the Vice-President (Academic) upon recommendation of the Selection Committee.

In cases where on-site interviews for a CLT appointment of less than 12 months have not been authorized by the Vice-President (Academic), or in cases where a local candidate is available for an on-site interview and a non-local candidate is not, all interviews shall be conducted in the same manner (video or voice only).

The short-listed candidates shall receive a copy of the Collective Agreement from the President or Vice- President Academic during their visit.

- (d) (i) Following the interview process, the Selection Committee shall rank the acceptable candidate(s) based on the advertisement and according to Articles 10.61 and 10.62. When two (2) or more candidates are similarly qualified, they shall be given the same rank. The Selection Committee shall recommend the ranked list to the Academic Unit(s), with a rationale based on the advertisement and according to Articles 10.61 and 10.62.

The Academic Unit(s) shall conduct a majority vote by secret ballot on the recommendation of the Selection Committee. The Academic Unit(s) shall only reject the recommendation if members of the Academic Unit(s) determine that the recommendation is fundamentally flawed based on a failure to follow the processes in Articles 10.50, 10.52, and 10.53, or to consider the terms of the advertisement, or to apply Article 10.61 and 10.62.

If the recommended ranking of the Selection Committee is rejected, the eligible members of the Academic Unit(s) as defined in Articles 10.50 and 10.53(a) shall constitute themselves as the Selection Committee and re-rank the acceptable candidates with rationale based on the advertisement and according to Articles 10.61 and 10.62. The quorum requirements for this Selection Committee shall be fifty per cent (50%) plus one (1) of the faculty members on the committee.

Following majority approval of the ranking by the Academic Unit(s), if only one (1) candidate has been ranked first, the procedures of Article 10.53(d)(iv) shall apply. If more than one (1) candidate has been ranked first, the procedures of Article 10.53(d)(ii) shall apply.

- (ii) In keeping with the principle of employment equity in Article 3.20, whenever two (2) or more candidates have been assigned the same ranking by the Selection Committee in accordance with Article 10.53(d)(i), the Chair shall send Human Resources the list of these candidates, and Human Resources shall assign them a numerical rank following the procedure in Article 3.56 (e). Human Resources shall not disclose any information that identifies to which designated group a candidate belongs.

If Human Resources cannot establish a ranking, then the Academic Unit(s) shall determine which candidate is best qualified for the position as described in the advertisement and according to Articles 10.61 and 10.62.

- (iii) The Selection Committee shall ensure that it has advertised in Canadian publications. Wherever possible, the Committee shall ensure that the offer is made to a suitable candidate who is a Canadian citizen or landed immigrant. If a suitable candidate cannot be found in the above category, the search may be widened and an offer made to a non-Canadian.
- (iv) The Selection Committee shall discuss with the recommended candidate any special conditions of appointment such as, but not limited to, start-up funds, seniority towards tenure, and credit toward sabbatical leave. Candidates shall be informed that they may submit a budget justifying any request for start-up funds beyond the minimum amount stipulated in Article 25.40. Following this discussion, the Selection Committee shall make a recommendation to the Dean that this candidate be appointed, with a rationale of the candidate's suitability in relation to other candidates, including any information related to the application of Articles 10.53(b) and 10.53(d) (i), (ii), and (iii). The recommendations shall include any special conditions of appointment such as, but not limited to, start-up funds, seniority towards tenure, and credit towards sabbatical leave. The Committee shall recommend an appropriate rank and suggest a salary in accordance with Article 10.63. The remaining candidates on the short list who are deemed acceptable by the Academic Unit shall be listed in order of priority. All votes on appointment recommendations within Academic Units shall be by secret ballot of those eligible to vote.

Article 12.00 Renewal, Tenure and Promotion

- 12.85 The assessment of Professors shall take due account of performance in the specified spheres of teaching and non- teaching activities, giving such performance the same relative emphasis as indicated by their order in Article 12.83 unless stated otherwise in the candidate's letter of appointment or as indicated by the candidate's current responsibilities.

For candidates holding a Canada Research Chair (CRC), the applicant shall demonstrate progress towards a record of research excellence consistent with the expectations of the CRC program with a greater degree of external recognition and research funding than expected of Professors who do not hold a Research Chair. Evaluation of teaching shall be adjusted in terms of quantity but not quality in respect to CRC's reduced participation in teaching.

Article 17.00 Academic Responsibilities and Working Conditions

- 17.37 Canada Research Chairs shall not be required to teach more than one three (3) credit hour undergraduate course during each academic year. They may participate in additional teaching (e.g., a multi-Professor IDST course, graduate course) and thesis supervision. They shall normally participate in an annual symposium organized by the Office of Research and Graduate Studies.

Article 21.00 Remuneration of Employees

- 21.09 For Canada Research Chairs, the Board shall supplement the base salary associated with an Employee's rank and step with a stipend on an annual basis ranging from \$5,000 to \$15,000 for Tier 2 Chairs or from \$10,000 to \$30,000 for Tier 1 Chairs, pro-rated for partial years or months of service in the position. The stipend is in effect only for the period during which an Employee holds The Chair as funded by the Canada Research Chairs program.

Appendix 2: Employment Equity Voluntary Self-Identification Form (online form)

Preamble

Acadia University is committed to the principle of employment equity for Aboriginal peoples, African Nova Scotians, persons with disabilities, visible minorities, women, persons of any minority sexual orientation or gender identity, and such other groups as may be designated by any federal or provincial employment equity legislation. Our goal is to be a diverse workforce that is representative, at all job levels, of the communities we serve.

The definitions and categories of designated groups used here are consistent with those used by Census Canada, the *Employment Equity Act*, (1995) c.44, the Federal Contractors Program, and African Nova Scotian Affairs.

Completion of the form is voluntary. All information provided will be held in strict confidence by Human Resources and processed in accordance with the relevant articles of the *15th Collective Agreement* between the faculty association and the university administration.

NEXT

Self-Identification

If you identify as a member of any of the following designated groups, please select yes for all that apply to you. (**NOTE:** You may self-identify in more than one category below, if applicable.)

Please tell us your name This question is mandatory)

Women

For the purposes of employment equity, women are a designated group.

Do you identify as a woman? Yes/ No

African Nova Scotian

African Nova Scotians make up the largest racially visible group in Nova Scotia. Individuals who identify as African Nova Scotian include individuals who were born in Nova Scotia (80.7 percent), individuals who were born elsewhere in Canada (6.7 percent), and new Canadians coming primarily from Africa, the Caribbean, and the United States (10 percent).

Do you identify as African Nova Scotian? Yes/ No

Visible Minority

A member of a visible minority/racialized group in Canada is someone (other than an Aboriginal person as defined in Part C below) who self-identifies as non-white in colour or non-Caucasian in racial origin, regardless of birthplace or citizenship. Members of ethnic or national groups (such as Portuguese, Italian, Greek, etc.) are not considered to be racially visible unless they also meet the criteria above. Visible minority/racialized group members in Canada include, but are not limited to, those individuals who identify as non-white in colour or non-Caucasian in racial origin, and belong to one of the following: Black (e.g., African, American, Canadian, Caribbean); Chinese; Filipino; Japanese; Korean; Indigenous persons from outside North America; South Asian/East Indian (e.g., Bangladeshi, Pakistani,

Indian from India, East Indian from Guyana, Trinidadian, Sri Lankan, East African); South East Asian (e.g., Burmese, Cambodian/Kampuchean, Laotian, Malaysian, Thai, Indonesian, Vietnamese); non-white West Asian (e.g., Iranian, Lebanese, Afghan); non-white North African (e.g., Egyptian, Libyan); Arab; non-white Latin American (including indigenous persons from Central and South America); persons of mixed ancestry (with at least one parent in one of the visible minority groups listed above).

Do you consider yourself a member of a visible minority/racialised group in Canada? Yes/ No

Person with a disability

A person with a disability has a long-term or recurring physical, mental, sensory, psychiatric and/or learning disability and considers their self to be disadvantaged in employment by reason of that disability, or believes that an employer or potential employer is likely to consider them to be disadvantaged in employment by reason of that disability. A person with a disability may also be someone whose functional limitations owing to their disability have been accommodated in their current job or workplace. Disabilities can include: deaf, deafened, and/or hard of hearing; blind and/or low vision; speech disability (e.g., stuttering); physical, functional and/or mobility disability (e.g., arthritis, paraplegia, cerebral palsy, muscular dystrophy, spinal cord injuries, spina bifida); chronic medical condition (e.g., diabetes, chronic pain, HIV/AIDS, chronic fatigue syndrome, kidney disease, seizure disorders); learning disability (e.g. dyslexia); developmental disability (e.g., Asperger Syndrome, Autism, fetal alcohol effect); psychiatric disability and/or mental health disability (e.g., bipolar disorder, obsessive compulsive disorder).

Do you consider yourself to be a person with a disability? Yes/ No

Aboriginal Person

An Aboriginal person is a North American Indian, Métis or Inuit, or a member of a North American First Nation. An Aboriginal person may be a treaty, status or a non-status, registered or non-registered Indian.

Do you consider yourself an Aboriginal Person? Yes/ No

Sexual Orientation

Sexual Orientation is a personal characteristic that covers the range of human sexuality from gay and lesbian to bisexual and heterosexual orientations. Sexual orientation is different from gender identity. It can include emotional attachment, sexual attraction, sexual behaviors, and often identification with a particular culture (e.g., lesbian, gay, bisexual, transsexual, queer, two-spirited, or heterosexual culture).

Do you self-identify as a person whose sexual orientation is other than heterosexual? Yes/ No

Gender Identity

Gender Identity refers to the self-image or understanding of one's gender as being female, male, androgynous, or something else (e.g., third, fourth gender). Gender identity may differ from assigned sex and, if so, the individual may be considered to be trans. Gender identity differs from sexual orientation, and trans people may be heterosexual, lesbian, gay, or bisexual.

Do you identify as a person whose gender is other than that assigned to you at birth? Yes/ No

SUBMIT

Appendix 3: Employment Systems Review Questionnaire (May 2019)

1. How, in your experience, do current hiring procedures support the principles of employment equity and diversity within and across academic units?
2. How, in your experience, do these procedures work against principles of equity and the promotion of a diverse faculty complement?
3. How, in your experience, does precedence support equity in hiring?
4. How, in your experience, does precedence work against equity in hiring?
5. How, in your experience, do existing procedures support equitable adjudication of dossiers and granting of renewal, tenure, or promotion to equity-seeking faculty?
6. How, in your experience, do existing procedures work against equitable adjudication of dossiers and granting of renewal, tenure, or promotion to equity-seeking faculty?
7. How, in your experience, does the adjudication and awarding of research funds support a diversity of scholars, academic disciplines and topics, and different methodological and knowledge traditions?
8. How, in your experience, does the adjudication and awarding of research funds perpetuate the marginalization of a diversity of scholars, academic disciplines and topics, and different methodological and knowledge traditions?
9. How, in your experience, have equity principles been considered in the granting of requested leave?
10. How, in your experience, could equity principles be more effectively taken into account in the granting of requested leave?
11. In what ways has the Acadia community become more accessible to and welcoming of a diversity of scholars and scholarly traditions?
12. In what areas does the Acadia community need to improve in order to become more accessible to and welcoming of a diversity of scholars and scholarly traditions?
13. How, in your experience, have these initiatives improved our attentiveness to equity issues as regards the systems addressed in this questionnaire?
14. Where, in your experience, do we require greater attention to equity issues across campus?

Appendix 4: Ad-Hoc Diversity and Inclusion Committee: Final Report (3 Oct 2018)

The report can be accessed via Acadia University Senate Minutes from October 3, 2018 (page 62): https://senate.acadiu.ca/tl_files/sites/senate/Minutes/2018-2019/Senate%20Minutes%20October%203%202018.pdf

Committee Membership:

Chair: Maggie Neilson, Pure and Applied Science Representative
Dean Representative: Ann Vibert, Faculty of Professional Studies
Professional Studies Representative: Stephen MacLean
Arts Representative: Coplen Rose
Student Representative: Dena Williams

Mandate:

- Propose a response to the recommendations of the Truth and Reconciliation Commission.
- Consider specific strategies of how we can foster a more inclusive institution.
- Engage with key people and groups on campus (Equity Officer, Wong International Centre, Indigenous Student Society at Acadia, Welkaqnik Aboriginal Gathering Space at Acadia, Acadia Pride, WGS, AUFA-W, Enrollment Services, etc.)

Preamble:

Individual members of the Ad Hoc Diversity and Inclusion Committee held informal consultations with a number of groups, programs, departments, committees, and individuals across the campus, each with a unique stake in the diversity and inclusiveness of the Acadia University community. Committee members have held 18 consultations, initiating the conversations by asking the participants to describe their vision for a diverse and inclusive campus in relation to the individuals and communities for whom they work with and advocate for. Those who participated include: WGST Planning Committee, Acadia Pride, ASU President, ASU Equity Officer, Outreach and Promotions and Student Experience Librarians, Student Services, Wong International Centre, Indigenous Affairs Coordinator, Black Student Association, African Society of Acadia, Caribbean Society of Acadia, Accessible Learning, EAP Bridging Program Coordinator, School of Education faculty members, Student Counselling Centre, and Student Health Services. Although the Ad Hoc Diversity and Inclusion Committee was working within an academic scope, participants were encouraged to share any ideas they had about the campus as a whole. As a result, in addition to recommendations surrounding curriculum and teaching, the committee also recorded ideas surrounding space, communication, services and resources.

Recommendations:

1. **Acadia University Senate forms a standing Diversity and Inclusion Committee.**
2. **The Standing Diversity and Inclusion Committee treats these recommendations as a living document that is updated and reviewed for progress annually.**

Given the breadth and depth of the recommendations gathered from stakeholders across campus, the core recommendation made by the Ad Hoc Diversity and Inclusion Committee is the formation of a standing committee. The size and complexity of many of the below recommendations will require ongoing oversight to ensure they are properly coordinated and carried out.

As such, the below points are being put forth as projects for a standing committee, not necessarily formal recommendations presented to Senate at this time. The formation of a standing committee would allow for the prioritization, organization, and coordination of these recommendations, and each can be brought forth for approval individually. It must be noted that these recommendations are not fully fleshed out; they are starting points for the work of a standing committee. Recommendations from campus community are:

Curriculum and Teaching:

- 1. Provide a first-year course to students centered around “the peoples of Nova Scotia”.** The course would focus on the history surrounding Mi’kmaq, immigrants, Acadians, and African Nova Scotians. Groups who have been historically marginalized and play a vital role in Nova Scotia history would be the focus of this course.
Suggested coordination partners: The Department of History and Classics, Advisor and Coordinator of Indigenous Affairs (position currently vacant), and experts in local First Nations communities (to be liaised with through the Advisor and Coordinator of Indigenous Affairs or representatives on the Acadia University Senate). *Please note adherence to the Working with Indigenous Peoples at Acadia University Handbook and Protocols is essential.*
- 2. Provide a first-year course to students centered around Indigenous peoples of Canada.** This course could be modelled from the University of Winnipeg’s *Introduction to Indigenous Studies (IS-1015)*, which covers topics including the historical and contemporary relationship between Indigenous and non-Indigenous peoples, and Indigenization as it is understood in social, political, educational and personal contexts.
Suggested coordination partners: the Department of History and Classics, the Department of Politics, the School of Education, the Department of Sociology, the Department of Psychology, the Department of Community Development, the Advisor and Coordinator of Indigenous Affairs (position currently vacant), and experts in First Nations communities (to be liaised with through the Advisor and Coordinator of Indigenous Affairs or representatives on the Acadia University Senate). *Please note adherence to the Working with Indigenous Peoples at Acadia University Handbook and Protocols is essential.*
- 3. Develop a liaison program where a faculty member in each department/school/program is a designated contact for Accessible Learning and ensures fellow faculty members are kept abreast of accessibility best practices in learning and teaching.** Responsibilities would include fielding questions from colleagues surrounding accessibility of course materials and classroom instruction, raise awareness of accessibility issues in the classroom, and maintain contact with Accessible Learning for consultation and collaboration.
Suggested coordination partners: Accessible Learning, all departments/schools/programs.
- 4. Develop a first-year interdisciplinary program that bridges various knowledge systems and research strategies, with a specific focus on cultural studies, diversity and inclusion.** This program would be team-taught by faculty within the Faculty of Arts, the Faculty of Pure and Applied Science, and the Faculty of Professional Studies. A multi- and inter-disciplinary approach would be integral to the exploration of diversity and inclusion research.
Suggested coordination partners: there is the potential for all departments/schools/programs to participate in the development and delivery of this program.

Training and Education:

- 5. Cultural training and LGBTQIAT2S+ education made available annually to faculty and students that are in teaching or leadership roles such as Teaching Assistants/Lab Assistants/Research Assistants, Resident Assistants and ASU Executive members.**
Suggested coordination partners: Women and Gender Studies Program, the Department of Sociology, the Department of Psychology, the School of Education, the Acadia Student Union, Residence Life, and external organizations to the university (*Immigrant Services of Nova Scotia Workplace Culture Program, Nova Scotia Rainbow Project Gender and Sexuality Training, Valley Youth Project, Government of Nova Scotia Aboriginal Affairs’ Aboriginal Perceptions Training, etc.*). *If local First Nations community members are asked to participate, please note adherence to the Working with Indigenous Peoples at Acadia University Handbook and Protocols is essential.*

6. Annual workshops available for faculty about class design considerations for student technological and physical accessibility and the implementation of best practices policies surrounding accessibility of learning materials and the classroom environment. Both workshops and policy could include, but not be limited to:

- a. Described images in lecture PowerPoint slides and other materials shared with students;
- b. Application of OCR (Optical Character Recognition) to scanned text or images containing text;
- c. Working closely with both Accessible Learning and the Library to provide accessible copies of texts to students in need (eBook or audio), or, where possible, selecting texts that are available in a variety of formats;
- d. Ensuring classroom videos or assigned videos have described video features and closed captioning;
- e. Seeking physically accessible spaces for teaching on campus;
- f. And examining workflows of student class participation (in-class and online) to identify and alleviate barriers to access and meaningful participation.

Suggested coordination partners: The School of Education, Accessible Learning, the Vaughan Memorial Library, Learning Technologies and Instructional Design (LTID), external organizations to the university (*The Neil Squire Society, the Rick Hansen Foundation, the Government of Nova Scotia Accessibility Directorate, etc.*)

7. Sex education opportunities offered regularly on campus that address LGBTQIAT2S+ sexuality, healthy sexual relationships, consent, STIs and any number of relevant topics. This responsibility shouldn't fall entirely on student coordinators; any number of faculty and staff could participate in the planning and delivery of these sessions.

Suggested coordination partners: the Acadia Student Union, Acadia Pride, the ASU Women's Centre, the Women and Gender Studies Program, the School of Education, the Department of Psychology, Student Health Services, Counselling Services, Residence Life, and external organizations to the university (*Nova Scotia Rainbow Project Gender and Sexuality Training, Valley Youth Project, Venus Envy Toys and Books, etc.*).

8. Equip student leaders with materials and documentation to support their roles (peer support, suicide interventions, managing crises, etc.).

Suggested coordination partners: the Acadia Student Union, Acadia Pride, the ASU Women's Centre, the Women and Gender Studies Program, the School of Education, the Department of Psychology, Student Health Services, Residence Life, and Counselling Services.

9. Require all staff and faculty to participate in relevant workshops and training detailed above (Accessibility, cultural training, and LGBTQIA2S+ education) every three years.

Suggested coordination partners: Acadia University administrative body, in consultation with AUFA, SEIU, and AUPAT.

Policy Development:

10. Complete revision of the Harassment and Discrimination Policy.

Suggested coordination partners: all departments, school, programs, and administrative departments have a stake in the creation of a more robust and comprehensive harassment and discrimination policy. This recommendation might be of particular interest to the Acadia Student Union, with consultation with the Acadia University Faculty Association (AUFA), SEIU, and AUPAT.

11. Development of a conflict of interest policy. This policy could be used in conjunction with a revised harassment and discrimination policy as well as other policies on campus that would require consultation with a conflict of interest policy.

Suggested coordination partners: This recommendation might be of particular interest to the Acadia Student Union, with consultation with the Acadia University Faculty Association (AUFA), SEIU, and AUPAT.

12. Development of a mechanism or procedure through which students can report harassment or discrimination in the classroom. Follow-up could consist of a series of steps involving documentation and reporting, immediate investigation of the complaints, and if need be, monitoring of the classroom to protect students and the classroom environment. Such a mechanism could be built into a revised harassment and discrimination policy.

Suggested coordination partners: this recommendation might be of particular interest to the Acadia Student Union, with consultation with the Acadia University Faculty Association (AUFA) and the administrative body of the university.

13. Integration of policies to accommodate and provide greater flexibility to students with children. Policies could address class attendance, deadlines, test/exam taking and any number of known barriers to student parent engagement in their courses/programs.

Suggested coordination partners: The School of Education, the Women and Gender Studies Program, the Acadia Student Union, and the ASU Women's Centre.

14. Development of policies surrounding more diverse and inclusive images, events, etc. displayed on the Acadia University website and in marketing/recruitment materials.

Suggested coordination partners: The Office of Student Recruitment, the Registrar's Office, Technology Services, the Communications Office.

15. Review health care coverage for international students and recommend improvements to broaden coverage during periods where students are vulnerable.

Suggested coordination partners: Wong International Centre, Student Health Services, and the Acadia Student Union.

16. Integration of policies that address the mental health needs of students. This would include (but not be limited to) not requiring a doctor's note for class absence and midterm/exam rescheduling for depressive episodes or emotionally traumatic events.

Suggested coordination partners: the Acadia Student Union, Student Health Services, and the Student Counselling Centre.

17. Provide opportunity for students to self-identify as parents on admission forms.

Suggested coordination partners: The Registrar's Office, the Office of Student Recruitment, the Women and Gender Studies program, the Acadia Student Union, and the ASU Women's Centre.

Employment/Hiring:

All employment recommendations include mandatory consultation with the communities and students for whom these positions would represent and liaise on behalf of.

18. Hire a full-time Black Student Recruitment and Support Worker.

19. Hire a full-time Acadia Equity Officer.

20. Hire a student-parent advisor/navigator to assist with practical and academic supports, liaison with campus and community resources, and provide peer support.

21. **Hire Indigenous faculty members.** Acadia University, in order to commit to the Truth and Reconciliation Commission's 94 Calls to Action, must actively hire Indigenous faculty members to not only teach materials related to indigeneity, but to be present in all three Faculties and teaching and researching in a variety of disciplines.

22. **Hire a full-time Advisor and Coordinator of Indigenous Affairs.**

Resources and Support:

23. **Increased funds to the library for collections specifically dedicated to mental health, sexual health, and overall student well-being.** Further, funds for special collections of materials surrounding Mi'kmaq and African Nova Scotia culture and heritage.

Suggested coordination partners: Vaughan Memorial Library.

24. **Increased resources for Accessible Learning, including more funding to purchase innovative technologies to help students (e.g. Screen reading software, including software for dyslexia, note-taking pens, audio recorders, etc.).**

Suggested coordination partners: Accessible Learning, Technology Services, the Library.

25. **Closed captioning services provided to ASU and all in-house video content.**

Suggested coordination partners: the Acadia Student Union, Accessible Learning, Learning Technologies and Instructional Design (LTID), and Technology Services.

26. **Provide resources to support non-alcohol-based activities on campus** (e.g. funds for programming, a ping pong table/pool table, space for activities. etc.). Further, hiring a student to be responsible for this initiative.

Suggested coordination partners: the Acadia Student Union, Student Services, Residence Life, and the Department of Community Development.

27. **Create an interactive campus map that allows users to locate gender neutral bathrooms, mental health services, Safety and Security, etc.** In addition, create an alternative option for those with visual impairments.

Suggested coordination partners: the Acadia Student Union, Acadia Pride, the ASU Women's Centre, Accessible Learning, Student Health Services, Counselling Services, the Women and Gender Studies Program, the Department of Community Development, Technology Services, and the Communications Office.

Infrastructure and Space

28. **Designated quiet spaces across campus for prayer, meditation, or students that require quiet, safe places (like students who fall on the Autism spectrum, for example).**

Suggested coordination partners: Accessible Learning, Wong International Centre, the Department of Psychology, Counselling Services, Manning Memorial Chapel, the Indigenous Affairs Coordinator (position currently vacant), Safety and Security, Physical Plant, and the Acadia Student Union.

29. **Signs outside of each building on campus indicating which building it is, as well as directional signs at key junctures across campus.** This recommendation also includes the creation of multilingual signage around campus, with an emphasis on Mi'kmaq. Any Mi'kmaq signage project should include consultation with community members and adherence to the *Working with Indigenous Peoples at Acadia University Handbook and Protocols*.

Suggested coordination partners: The Advisor and Coordinator of Indigenous Affairs (position currently vacant), Wong International Centre, Physical Plant, the Department of Community Development, and the Acadia Student Union.

30. Childcare and student parent related recommendations:

- a. On-campus childcare including afterschool care, in-service day care, and evening/summer services;
- b. Child-friendly spaces such as on the first floor of the library;
- c. Change tables and breast-feeding friendly policies and spaces developed for students and faculty/staff.

Suggested coordination partners: The Women and Gender Studies program, the ASU Women's Centre, the Acadia Student Union, the Department of Community Development, Student Health Services, Human Resources, Physical Plant, and the Library.

31. Develop space for Accessible Learning that is more accessible for people with mobility concerns and combat negative stigma by placing Accessible Learning with other student support networks that can share resources.

Suggested coordination partners: Accessible Learning.

32. Needle disposal units in designated bathrooms on campus, with signage to indicate their locations.

Suggested coordination partners: The Department of Community Development, the Acadia Student Union, Student Health Services, and Physical Plant.

Programming and Collaboration:

33. Coordinate an annual event where groups/associations/individuals on campus involved in diversity and inclusion come together to report on their year's activities and celebrate the accomplishments and hard work of their peers.

34. Create a "Federation of Associations" active on campus and provide web space to list and describe these groups/associations and facilitate collaboration and coordination through a shared calendar.

35. Increased support of, promotion of, and participation in the EAP Bridging Program.

Above recommendations would be the work of the Senate Diversity and Inclusion Committee. Although some of these recommendations might fall outside the purview of Senate, they are still included in this final report as points of consideration for Senators. With a stable body such as a standing Diversity and Inclusion Committee, the Acadia community will gain a multitude of collaborative initiatives and projects to further our goal of becoming an inclusive university and a supportive and welcoming campus for all students, staff and faculty.

Respectfully submitted by:
Maggie Neilson, Chair
Ad Hoc Diversity and Inclusion Committee

Appendix 5: Senate Committee on Equity, Diversity and Inclusion

Committee: **Equity, Diversity, and Inclusion Committee (EDI)**

Type: Standing

Status: Active

Duties:

- a) to address, with campus partners, recommendations outlined in the “Senate Ad Hoc Diversity and Inclusion Committee Final Report” (October 2018);
- b) to help elevate the voice of under-represented and marginalized communities at Acadia University Senate meetings;
- c) to advocate for best practices surrounding equity, diversity and inclusion in an academic setting;
- d) to engage in ongoing consultation with groups, programs, departments, committees, and individuals across the campus who have a unique stake in the equity, diversity and inclusiveness of the Acadia University community;
- e) to collect further recommendations on equity, diversity and inclusion initiatives on campus and oversee their coordination;
- f) to consider national and international trends in equity, diversity and inclusion policy development;
- g) and to support efforts on campus to develop and implement policies that further equity, diversity and inclusion at Acadia University.

The membership of the Equity, Diversity, and Inclusion (EDI) Committee shall be elected in accordance with Article VI. 1. The Nominating Committee is encouraged to invite and recruit members from marginalized or under-represented communities. Elected members are to be elected by their respective faculties and shall be as follows:

Membership (16)	Representative	Term	Leave Retirement Replacement Period	
1 Provost and Vice-President or Vice-Provost	Dale Keefe		<i>ex officio</i>	
1 Accessible Learning Coordinator	Abu Kamara		<i>ex officio</i>	
1 Campus Equity Officer	Gola Taraschi-Carr		<i>ex officio</i>	
1 Coord. of Indigenous Affairs & Student Advising			<i>ex officio</i>	
1 Director of the International Student Centre	Carissa Campbell		<i>ex officio</i>	
1 Black Student Advisor	Vacant		<i>ex officio</i>	
1 Black Students’ Association President	Soyini Edwards		<i>ex officio</i>	
1 Indigenous Student Society of Acadia President	Mackenzie O’Quinn		<i>ex officio</i>	
1 International Student Society President	Safyha Bryan		<i>ex officio</i>	
1 Member of Faculty of Pure & Applied Science	Jennie Rand	*3 years		2019-21
1 Member of Faculty of Arts	D. Seamone	*3 years		2019-22
1 Member of Faculty of Theology	John McNally	*3 years		2019-23
1 Member of Faculty of Professional Studies	Kelly Dye	*3 years		2019-24
1 ASU Diversity and Inclusion Representative	Soyini Edwards	1 year		2019-20
1 ASU Pride or Women’s Centre Coordinator	Eli Dunlap/Tom McCarthy	1 year		2019-20
1 Student disability representative	Hannah Arsenault-Gallant	1 year		2019-20

Chair:

Secretary:

The Chair of this committee shall be elected from among the committee members

Procedures for Appointment:

Faculty: Nominated and elected within each Faculty.

ASU Diversity and Inclusion Representative: Appointed by ASU

ASU Pride or Women’s Centre Coordinator: Appointed by ASU

Student disability representative: Appointed by the Acadia Students Union

*In order to stagger the terms, the initial terms for the four faculties-appointed positions will be 2 years for Pure and Applied Science, 3 years for Arts, 4 years for Theology, 5 years for Professional Studies. After the initial period these terms will revert to 3 years.