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2. Additional Objectives (if applicable)

Important Note

(Once you have read the statement below, click the radio button beside it.)

Please note that the information you enter in your report is only saved when clicking on the "Save and Next" button at the bottom of the page. Using the browser navigation buttons or the "Continue Later" button at the bottom of the page **will not save** the information entered on the page. If after clicking "Save and Next" you see a "Page has errors" message in red, near the top of the page, it means that at least one field is missing information. In such an instance, the empty field will have the words "Answer is incomplete" underneath it, in red.

This report includes mandatory reporting on 1) the CRCP institutional equity, diversity and inclusion action plan (IEDIAP) and 2) the \$50,000 EDI Stipend.

Your institution must submit the report by the deadline date indicated by the program, and must cover the reporting period identified by the program.

Institutions are required to post the most up to date version of their EDI action plan on their [public accountability web pages](#).

Each year, institutions must also publicly post a copy of this report to their public accountability web pages within 7 working days after the deadline for submitting the report to TIPS. TIPS will review the report each year; in addition, the annual report(s) will be provided to the external EDI Review Committee, when it is convened every few years, to evaluate the progress made in bolstering EDI at the respective institution and to provide context for future iterations of the EDI action plan.

All sections of the form are mandatory (unless otherwise noted).

Contact information

Please complete the fields below.

Name of Institution:

Acadia University

Contact Name:

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

<https://ca1se.voxco.com/SE/?st=jeuW6suXm8k3Ct0XM1n9bz3j3Dx9FJ0rniuxL6m5SXY%3D>

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

Yes

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

Date of most recent plan (e.g. latest revision of the public plan):

04/09/2021

Rating given action plan in most recent review process:

Partially satisfies

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

Dale Keefe

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

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

Key Objective 1

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 1:

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

Systemic barriers -

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

There was a lack of sufficient dedicated support to assist with awareness and education needs and overall progress in EDI at Acadia. Barriers included apparent conscious and unconscious bias in hiring practices and supports in relation to the FDGs and other marginalized groups; equity training workshops and CRC/faculty search committees lacked sufficient coverage of EDI in decision making; EDI educational materials were limited and not centralized for ease of access and use. These barriers (and others) were identified and reported on by the Senate Ad Hoc Equity, Diversity and Inclusion Committee (2019) and in the Environmental Scan and Employment Systems Review conducted in 2019.

Corresponding actions undertaken to address the barriers:

Hiring of a 4 support staff, all of whom are members of one or more of the FDGs and have EDI expertise and associated roles - full-time Equity, Diversity and Inclusion Officer; full-time Indigenous Affairs Coordinator (Mi'kmaq); Coordinator for Black Student support; and a new campus Chaplain who is co-chairing the President's Anti-Racism Task Force. A Senate EDI Committee was formally established in early 2020 to address issues raised by the Ad Hoc EDI Committee. Strategic Planning Working Groups were created to address the following: 1) An Inclusive and Supportive Campus Community Culture; 2) Professionalism, Inclusion, Service Excellence, and Leadership, 3) Msit No'kmaq – Advancing Acadia's Contributions to Truth, Reconciliation and Decolonization. In addition, a Senate EDI Audit Sub-committee was established in late 2020 with the task of developing recommendations to Senate on the elements of an Equity Audit for Acadia. Regarding hiring practices, the Employment Equity Committee conducts equity training for faculty and has introduced Unconscious Bias training in this mandatory training program. There have been numerous seminars and panel events (delivered on campus and remotely) that have focused on anti-racism and discrimination more broadly, Indigenous culture, women and gender, self identification, etc., and these have served to stimulate discussion and awareness among faculty, students and staff across the campus. The Library has created a LibGuide for EDI related materials for easy electronic access. The Library also underwent a digital accessibility audit of the library's website, catalogue, LibGuides, and the Live Helpchat service widget. This audit was conducted by an external expert from Access Changes Everything and remediation activities are in progress. The university has delivered both panel sessions and webinars on EDI as it relates to research projects, HQP recruitment and supervision/mentoring, and the preparation of competitive grant proposals.

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

In the last 2 years, there has been a significant focus on increasing EDI awareness and education across the entire campus, including educational seminars and panel discussions, and compilation of educational materials. Most faculty are either trained or aware of the effect of unconscious bias in hiring practices and recruiting and supervising HQP. Applicants for Tri-Council funding are invited to attend EDI-related sessions in preparation for grant writing. Survey data that demonstrates progress in the adoption of EDI best practices, including in research and HQP training, since 2019 needs to be collected to better track progress.

Progress and/or Outcomes and Impacts made during the reporting period:

The campus community has been openly discussing issues related to EDI and intersectionality and seeking educational resources via the EDI LibGuide (tracking of access is in place) in the Vaughan Library and elsewhere. The recent EDI focused hires described above have played a major role in bringing EDI to the forefront and has led to the development of EDI initiatives within many academic units on the campus. This includes the delivery of undergraduate courses with an EDI focus. Many faculty have also been active in diversifying their HQP pool which has created many more opportunities for students from underrepresented groups.

Challenges encountered during the reporting period:

Not all faculty receive equity training in a single year so there is some delay in training of faculty with the most recent materials, including unconscious bias. About 1/3 of all faculty receive formal training each year. Hiring Committees for regular faculty have varied in their level of EDI knowledge and understanding. CRC Search Committees require unconscious bias training early on in the process and the Dean of Research attends all CRC Search Committee meetings to provide guidance on best practices in EDI in the recruitment and hiring process. A number of EDI initiatives have been undertaken across the campus but not necessarily in a coordinated way which leads to reduced reach and impact of such efforts. Some concerns have been expressed about duplication of effort with limited human resources. Quantifying the effort and impact of EDI actions has been a challenge and some thought and human resources need to go into data collection and tracking of progress and success.

Next Steps (indicate specific dates/timelines):

Establish a decision-making and coordinating body for overseeing campus-wide EDI initiatives, policies and practices, and for initiating activities of approved EDI Plans (CRC, Anti-Racism, other). This body would receive recommendations from the Senate EDI Committee and would monitor progress and success. This Committee is expected to be established in 2021 and to meet several times per year. Undertake an Acadia-wide EDI Audit as proposed by the Senate EDI Audit Sub-Committee and recommended by the Senate. Expected timeline is 2021-2022. This would be an opportunity to undertake surveys for the collection of data to track progress and success with EDIAP initiatives. Develop EDI goals for Acadia's Strategic Research Plan (2021-2025) and Acadia's Academic Plan (2021-2025). To be completed in 2021. Ensure Acadia's website better demonstrates institutional commitment to EDI and highlights EDI supports, events and successes. Work to be done in 2021.

Was funding from the CRCP EDI stipend used for this key objective?

No

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

Do you have other key objectives to add?

Yes

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

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

Systemic barriers -

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

The low diversity among CRCs at Acadia in the last 10 years has been a reflection of a number of factors, including the theme areas advertised (often in male dominated fields), and how these positions have been advertised. Prior to 2019, calls for CRC research theme areas from the campus community did not request consideration of how the proposed theme area might attract a diverse pool of candidates. The reach of ads was also viewed as too limited to attract diverse applicants. Ads also lacked messages that offered accommodations for persons with disabilities and women with newborns/young children, potentially limiting interest from these groups. The self-identification process upon application was also in need of revision to ensure that EDI-related data could be collected and monitored for tracking progress in attracting, hiring and retaining diverse scholars. In addition, the institution had limited preparedness for persons with physical disabilities.

Corresponding actions undertaken to address the barriers:

Requests for CRC theme submissions in 2019 specifically asked applicants to describe how the theme proposed addressed EDI principles and opportunities for under-represented groups. Enhancing diversity in regular faculty hires is now strongly considered in all academic units and those discussions are being held at the Dept/School and Faculty level. Ads for tenure-track and CRC hires are distributed more widely to cast a wider net and potentially attract a larger and more diverse pool of candidates. The Employment Equity Committee has established an inclusive list of venues for advertising positions. Position ads are more welcoming and include text on the provision of accommodations, where needed, to interviewees. The self-ID form and preamble has been reviewed and revised and is in the final review stage. This form will be used for all faculty hires and summary data will be collected to monitor diversity of at each stage - applicants, short-listed, and those hired. CRC Search Committees report to the VP Academic and present a justification for the recommended nominee that includes both academic/research strengths and EDI considerations.

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

All CRC themes proposed were reviewed with an EDI lens and the selected proposals provided the basis for the position descriptions that ultimately attracted diverse scholars for the CRC positions advertised in 2019 and 2020. In both cases this led to the appointment of scholars representing an underrepresented group. Position ad language was improved to be more inclusive, welcoming and accommodating.

Progress and/or Outcomes and Impacts made during the reporting period:

The 2019 call for CRC theme proposals specifically requested that proposals consider how the theme area would attract a diverse pool of applicants including those represented by the FDGs. This was one of the evaluation criteria used in determining the two themes ultimately selected. Advertised positions now have revised language that is more inviting for equity recognized groups and those that may require accommodations. Ads are more widely distributed to capture a wider base of potential applicants, and diversity is considered in the selection of venues for advertisements. Acadia has attracted strong scholars in under-represented groups and has both short-listed and nominated members of underrepresented groups in all CRC competitions since 2018.

Challenges encountered during the reporting period:

Collecting and monitoring data on self-ID for faculty hires has been challenging given the privacy language in the faculty Collective Agreement. Negotiations for the next CA are currently underway and changes related to EDI in various articles are being proposed.

Next Steps (indicate specific dates/timelines):

Finalize the self-ID form and make it electronically available, with data monitored to track success in enhancing diversity of hires at Acadia. Provide EDI training and tools for the evaluation of non-traditional CVs, research, and education to all members who serve on faculty selection committees and committees for tenure and promotion. This includes faculty, Directors, Heads and Deans. Activities related to this goal will commence in 2021.

Was funding from the CRCP EDI stipend used for this key objective?

No

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

Key Objective 3

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

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

Systemic barriers -

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

In the Comparative Review, interviews with CRCs (past and present) indicated that CRCs can feel isolated and lacking in collaborators at a small, rural institution. On-campus mentoring for CRCs is limited, and this may be most difficult for members of under-represented groups. Protecting the research time of CRCs from additional teaching and service, in an institution where teaching loads are high, is critical and needs to be monitored closely.

Corresponding actions undertaken to address the barriers:

The CRCs have a close working relationship with the Research Office Dean and staff. CRCs also meet with the Dean at least twice a year to discuss progress, opportunities and challenges, and to communicate support needs. Internal and external collaborations are facilitated wherever possible. With the formation of the Maple League of Universities (Acadia, StFX, Mt Alison and Bishops), there is an opportunity for the CRCs to collectively form a Maple League CRC Network for support, collaboration and cross-mentoring. Planning of the network commenced in 2020 for activities that began in 2021. A Maple League CRC Research Symposium, planned for 2020 at Acadia was postponed due to Covid-19 but is in the planning for 2022.

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

Qualitative data has been gathered from regular meetings with the Dean and also from independent consultant interviews with 10 (of 13) current and former chairs.

Progress and/or Outcomes and Impacts made during the reporting period:

Discussions on developing a mentoring program have been held within Acadia and also among the research leads of the Maple League of Universities. The latter offers an opportunity for interaction among CRC peers, all of whom are located at small, liberal arts universities. Acadia's Tier I CRC has offered helpful advice to a recently appoint Tier II CRC and mentoring interactions will soon be in-person when Covid lockdowns cease.

Challenges encountered during the reporting period:

Covid-19 slowed progress on establishing a mentoring program and a CRC Network and associated profiling of the CRCs across the Maple League.

Next Steps (indicate specific dates/timelines):

The CRCs at the 4 Maple League Universities have recently been highlighted in a recent Maple League publication and the first meeting of the group of CRCs was held in mid-May 2021. The response to this initiative was very positive and multiple CRC meetings a year are proposed as a forum to share ideas and challenges, and to provide advice on navigating as a CRC in a small university. This CRC peer network is likely to be most beneficial for early career researchers from under-represented groups.

Was funding from the CRCP EDI stipend used for this key objective?

Yes

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

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective:

10000

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

EDI Consultant interviews of current and past CRCs revealed some of the barriers identified above

EDI Stipend Impact Rating

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

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

Key Objective 4

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

Key Objective 5

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

Key Objective 6

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

Challenges and Opportunities

Other than what has been outlined in the section above, outline any challenges and opportunities or successes regarding the implementation of the EDI action plan, as well as best practices that have been discovered to date. If COVID-19 has had an impact on the implementation of the institution's action plan, please outline how below. How has or will the institution address these challenges and opportunities? (limit: 5100 characters):

The biggest challenges faced in implementing the EDI Action Plan submitted in 2019 were related to limited human resources across multiple units of the university. And those that were hired in 2019/2020 required lead time to get settled into their positions and range of duties before taking on specific EDI actions related to the CRC EDIAP. These constraints were further impacted by Covid-19 which presented additional workload for the same units who were then responsible for developing protocols and new processes/responses for managing the impact of the pandemic on the institution. Staff furloughs, some staff departures, and delays in some staff hires also slowed EDI progress. Regardless, the university has made significant progress in EDI awareness and understanding and it is a topic that is now commonly discussed (and with interest) in all sectors across the campus. The slower than desired progress is temporary. Acadia is on a path to grow its efforts in implementing EDI Best Practices. With the recent staff hires of EDI experts in four key positions, and a focus on Indigenous culture and education, anti-racism and support for under-represented students, the campus is embracing EDI at many levels. In fact, many actions are underway that were not part of the initial action plan but contribute to the overall adoption of EDI policies and practices at Acadia. To ensure better coordination of activities, the university will be establishing an EDI Oversight and Coordinating Committee to better direct and communicate activities across the campus, and to ensure that progress in EDI is adequately tracked and celebrated. Regarding successes, the last 2 CRC searches from 2019-2020 used a stronger EDI lens and attracted diverse applicants leading to successful nominations of candidates from underrepresented groups. This marks a notable and desirable change in the overall profile of CRCs at Acadia. The search for a 4th CRC is currently underway and again, has attracted a strong pool of short-listed scholars from underrepresented groups. Other successes involve recent hires of support staff with EDI expertise. Prior to 2020, Acadia had a part-time Equity Officer. We now have a full-time EDI Officer with roles and responsibilities that include providing and promoting programs that raise campus awareness of the nature of and problems associated with discrimination, sexual harassment, and personal harassment; acting as EDI advisor to senior leadership, faculty departments, and students; and educating those in positions of responsibility on the objectives and implementation of equity policies. This extra commitment of staff time is ensuring that many EDI-related needs can be addressed in the months and years ahead. One of the main EDI initiatives of the EDI Officer has been the revision of the Harassment and Discrimination Policy of 2007. A Committee was struck in March of 2019 and in October of 2020 the newly written policy was shared with Senior Administration for review. The new policy is in the revision stage and will be approved and implemented by mid-2021. Best practices for Acadia have included the use of 3rd party EDI experts to assist with gathering information to identify systemic barriers for the recently revised CRC EDI Action Plan. Consultants were also involved in delivering anti-racism training to Senior Admin and academic unit heads. EDI initiatives driven by senior administrators have been critical to setting the stage for institutional change. In July of 2020, Acadia's President, Dr. Peter Ricketts, established an Anti-Racism Task Force. The main aims have been to define the nature of systemic racism at Acadia; identify the causes and the barriers that prevent us from eliminating systemic racism at Acadia; identify ways to promote removing the causes and dismantling the barriers; and address how Acadia's educational and research mission can contribute more effectively to the broader societal advancement of anti-racism, inclusion, and diversity. Task Force membership is highly diverse, involves numerous stakeholder groups (admin, faculty, staff, students and community members) and is inclusive in approach. The Task Force undertook much educational training in advance of its work and their recommendations will be reported to the Campus community in mid-2021. One of the unexpected outcomes we are proud of is the involvement of numerous students from under-represented groups in making change. We have learned much from them! Many have stepped up to be on committees and do work to assist with EDI initiatives, including helping to develop a report with recommendations to Senate for a campus-wide Equity Audit. Their contributions have been meaningful and impressive, and we need to be attentive to their concerns and suggestions. As a result, Acadia will hire four student interns to assist key units with a range of EDI initiatives in 2021.

Reporting on EDI Stipend objectives not accounted for in Part A

Instructions:

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

Objectives associated with your institution's EDI Stipend application

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

EDI Stipend Objective 1

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

In response to the recent EDI Action Plan review (partially satisfies) and reviewer recommendations, the EDI expert consultant will assist Acadia to: 1) conduct a more in-depth examination (with additional data and analysis) of potential institutional barriers faced by each of the four designated groups; 2) complete the analysis of the recent Employment Systems Survey; 3) update the current self-ID tool; and 4) extend the Comparative Review and interviews (undertaken by the EDI Consultant) to include a more in-depth examination of equity issues faced by the designated groups.

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

In response to the recent EDI Action Plan review (partially satisfies) and reviewer recommendations, the EDI expert consultant will assist Acadia to: 1) conduct a more in-depth examination (with additional data and analysis) of potential institutional barriers faced by each of the four designated groups; 2) complete the analysis of the recent Employment Systems Survey; 3) update the current self-ID tool; and 4) extend the Comparative Review and interviews (undertaken by the EDI Consultant) to include a more in-depth examination of equity issues faced by the designated groups.

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

This objective involved hiring EDI consultants and engaging 2 faculty members with EDI expertise to conduct further work towards collecting data for a revised EDI Action Plan. All tasks were completed and a revised Action Plan was submitted on 9 April 2021.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	27911
Institutional commitment (if applicable):	0
Total funds spent:	

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

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

Table C2. EDI Stipend Impact Rating

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

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

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

The stipend was used to hire an independent EDI expert consultant and to provide one course buy-out for a faculty member who co-lead the development of the 2021 EDI Action Plan.

Do you have other objectives to add?

Yes

Additional Objectives (if applicable)

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

EDI Stipend Objective 2

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

EDI Training: 1) In-person and/or webinar training in unconscious and implicit bias, and systemic barriers/mico-aggressions for recruitment committees, using existing and new materials. This training will be available to all Departments and integrated into university-wide faculty equity training sessions, of which there are about 5 annually; 2) Develop / collate materials and create an accessible EDI awareness and education toolkit of resources for self- and group-learning exercises.

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

1) Integration of an unconscious / implicit bias and systemic barriers training module in all equity training sessions for faculty and academic administrators. 2) Webinar focused on unconscious bias and systemic barriers will be available for all Acadia students, staff, faculty and administrators. 3) Dedicated webpage populated with a range of EDI resources; associated print materials to be centralised and available in the University Library.

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

Unconscious/ implicit bias training has been incorporated into equity training sessions for faculty and academic administrators. Enhanced awareness has resulted in much consideration of EDI in both faculty hires and in faculty promotion. Senior Academic Administrators, Deans and many Academic Unit Heads also received 2 days of training on anti-racism which was conducted by VANSDA (22 January & 5 February 2021). An Acadia Librarian set up a LibGuide populated with accessible EDI resources which will continue to expand over time. This work was assisted by a student from an underrepresented group.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	6000
Institutional commitment (if applicable):	0
Total funds spent:	

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

	Amount \$	Source / Type (cash or in-kind)
1	10000	in-kind
2	0	na

Table C2. EDI Stipend Impact Rating

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

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

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

The stipend was used for anti-racism training. All other efforts were offered as in-kind contributions.

EDI Stipend Objective 3

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

Develop an inspirational and educational series of 1st person voice seminars or webinars (3-4) that feature established scholars from under-represented / designated groups and who conduct research on diverse topics and/or in diverse ways. Their career paths, opportunities/challenges, and impacts of their research and research training excellence will be a focus. The events and speaker profiles will be communicated broadly via various media.

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

Successful delivery of seminar / webinar events and strong attendance that spans faculty, staff, students and administrators. Positive feedback in surveys following the webinars.

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

Acadia held numerous EDI focused webinar events in winter 2021, including an Indigenous Speaker Series (6-12 January 2021) and Black History Month talks, and these were well attended. Additional events to showcase excellence of diverse researchers was delayed so as not to compete and are planned for the coming months. One of the events will be an Indigenous Research Ethics webinar with experts across Canada.

Outline the total expenditures below:

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

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

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

Table C2. EDI Stipend Impact Rating

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

Don't know

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

Remaining stipend funds will be used to deliver on seminars / webinars and other EDI-related communications. We anticipate that these events and communications will represent a major impact on achieving progress.

EDI Stipend Objective 4

EDI Stipend Objective 5**EDI Stipend Objective 6****Part D: Engagement with individuals from underrepresented groups**

Outline how the institution has engaged with underrepresented groups: e.g. racialized minorities, Indigenous peoples, persons with disabilities, women, LGBTQ2+ individuals, during the implementation of the action plan (during the reporting period), including how they have been involved in identifying and implementing any course corrections/adjustments, if applicable. For example, how was feedback gathered on whether the measures being implemented are resulting in a more inclusive research environment for chairholders of underrepresented groups? How has intersectionality been considered in developing and implementing the plan (if applicable)? Have new gaps been identified? How will members of underrepresented groups continue to be engaged? (limit: 10 200 characters)

As Acadia's CRC numbers are small (Quota was 5 in 2019-2020) and <4 chairs were occupied during those years, most of the efforts on implementing EDI actions at Acadia during 2019 and 2020 were focused on raising EDI awareness and addressing policies and procedures for the broader academic community. An update to the 2019 CRC EDIAP was submitted in April 2021 following a more thorough environmental scan, employment systems review and comparative review. The CRC EDIAP Steering Committee included the Dean of Research and Graduate Studies, an academic Dean, Acadia's Equity, Diversity and Inclusion Officer (in an advisory capacity), the Coordinator of Indigenous Affairs (in an advisory capacity), the former Co-Chair of the Senate Diversity and Inclusion Committee, the former Chair of the Senate Ad Hoc Diversity and Inclusion Committee, staff and faculty members with expertise in EDI, a representative from Acadia's Accessible Learning Department, the Coordinator of Acadia's Women's Center, and students with EDI lived experience. All FDGs were represented on the Steering Committee. Several members belonged to two of the FDGs and were able to offer insight and analysis from an intersectional perspective. Committee members had significant experience and knowledge of EDI issues and related challenges and barriers in academia and society more broadly. The updated Action Plan benefited from sharing of experiences in EDI research and the considerable EDI service work of most steering committee members. The Steering Committee contemplated administering faculty and student surveys as part of the data collection in 2020, however, the committee was sensitive to faculty and student fatigue experienced and expressed during Covid-19, including fatigue with multiple surveys conducted for other purposes. The faculty survey results from the EDI-focused 2019 Employment Systems Review Questionnaire helped to identify barriers for faculty. The Committee also relied on interviews with ten current and former CRCs, administrators, faculty, staff and students, and numerous focus group sessions with leadership groups and others to identify EDI barriers, gaps, current initiatives, and to receive recommendations for actions that could be taken. Feedback on systemic barriers was sought during interviews and focus group sessions with members of each of the 3 Faculties, the Women and Gender Studies Group, the EDI Officer, the Indigenous Affairs Coordinator, and student representatives of Acadia Pride, the Black Students' Association, the Indigenous Students' Association of Acadia, the Wong International Centre, persons with disabilities, and the Acadia Students' Union. The purpose of the focus groups and interviews was to better understand lived experiences in relation to EDI at Acadia, and to capture the nuances of intersectionality. All interviews and focus groups were conducted in a safe space, with a standardized interview guide, by a professional trained in interviewing around sensitive issues. The Senate EDI Committee created an Equity Audit Subcommittee which was asked to provide guidance on conducting a campus-wide equity audit. This work commenced in 2020 and was finalized in 2021. The Audit Subcommittee was represented by EDI experts and faculty, staff and students with lived experience as members of one or more underrepresented groups. The President's Anti-racism Task Force (PART), established in 2020, is a large and highly diverse committee tasked with providing recommendations for an action plan to address racism. Working Groups were created to focus on Curricula and Course Creation, Student Services and Student Experience, Hiring and Training, Community Relations and Engagement, Policy and Administration, Athletics, and Youth Activities. Reports from the Working Groups and a group of Black advocates were presented to the PART. Draft recommendations for short-term, medium-term and long-term actions to be taken by Acadia were compiled from the Working Group and Black advocates Reports in February 2021. A selection of the barriers identified in their work are presented below. One of the barriers that emerged from the task force's work was the lack of data on racism at Acadia. Consistent with other findings, this speaks to the need to do a more fulsome survey of equity at Acadia. In addition to this, the task force found that there is a general lack of awareness of racism on campus. To remedy this, they suggest implementation of mandatory racism awareness training for all in the Acadia community, inclusive of the Senate and front-line staff. Although faculty are currently required to participate in EDI training every three years, the existing training may not specifically focus on racism awareness. A review of the training is necessary. The report also makes note of the need for a more proactive approach to attracting and supporting Black, Indigenous, and racialized minority students. The recommendations highlighted the need for more scholarships for Black, Indigenous, and racialized minority students and dedicated spaces in programs for International, Indigenous, and African Nova Scotian (and other students of African descent) students. It is acknowledged that the impact of implementing these recommendations would be long lasting and far reaching in Academia. Another theme that emerged is the lack of representation of People of Colour in our faculty and staff. Possible solutions include focused hiring of faculty and staff from underrepresented groups and an audit of HR training, recruitment and retention strategies to mainstream an anti-racist perspective. A related theme is the lack of representation of Black and Indigenous focus and content in Acadia's course offerings. The task force suggests the prioritization of developing courses on Black and Indigenous history and culture, the development of a template and process for anti-racism curriculum reform and workshops for faculty on decolonizing the curriculum, working with an anti-racist lens and an introduction to Indigenous lenses. Acadia is still in the early phases of fully identifying the barriers for under-represented groups. The various initiatives and actions currently underway and forthcoming will serve to better address EDI for racialized minorities, Indigenous peoples, persons with disabilities, women, LGBTQ2+ individuals, and others. And what will be required is a plan to monitor the short-to-long term success of the various action plans (including the CRC EDIAP) and course-correct where needed.

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

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

EDI initiatives other than the CRC EDIAP that are underway at Acadia include: 1) The President's Anti-Racism Task Force, as described in the previous section. This is a major initiative that is seeking to - Identify the causes and the barriers that prevent us from eliminating systemic racism at Acadia; - Identify ways to promote removing the causes and dismantling the barriers; and - Address how Acadia's educational and research mission can contribute more effectively to the broader societal advancement of anti-racism, inclusion, and diversity 2) Senate EDI Committee has numerous goals but has been most focused on the need for a campus wide equity audit. A report that identifies the features of an audit and associated recommendations has been recommend for action by the university. 3) A Harassment and Discrimination Policy Committee was struck in March of 2019 with the initial mandate of revising the Harassment and Discrimination policy from 2007. The new policy is in the revision stage and will be approved and implemented by mid 2021. 4) An ongoing active WISE program which involves a large number of faculty and student volunteers working with girls in grades 6 and 7. As in 2020, activities in 2021 will involve a Box Summer Camp 5) Office of the VP Academic upcoming initiatives: Environmental scan of Indigenous content on campus; Mi'kmaq language: preliminary work to develop a Mi'kmaq language course; Arts and signage: Work is underway to secure Mi'kmaq signage and art on campus. 6) "Inclusive Gym Time." In partnership with the Athletics Department and the Sexualized Violence Response and Education Coordinator, planning the development of trainings and campaigns to support the implementation of safer spaces at the Athletics Complex, as well as across campus. This includes the creation of a dedicated time for members of the Acadia community who identify as women, trans and non-binary to access the Fitness Centre. 7) Within academic unit planning and development and delivery of EDI related course materials. This builds on earlier work to create curriculum to introduce principles and practices in EDI. Such courses have been very popular with students. 8) In 2021, the Research Office introduced consideration of EDI in the selection of students receiving summer research awards (internal and external). This involved the use of the university's revised self-ID form. This resulted in awards being distributed to a significant number of students from underrepresented groups (all four of the CRC designated groups).

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