UNIVERSITY
of Prince Edward
ISLAND

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UPEI EQUITY, DIVERSITY, AND INCLUSION STRATEGY: PROGRESS REPORT JANUARY 2021–JUNE 2022

February 2023

We acknowledge that the University of Prince Edward Island
is located on the traditional, unceded territory of the Mi'kmaq People.

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MESSAGE FROM THE PRESIDENT

In February 2021, UPEI launched its first institutional equity, diversity, and inclusion strategy. It was a major step forward. The EDI Strategy was a natural development flowing from the *UPEI Strategic Plan (2018–2023)* where we identified inclusion, equity, and reconciliation as institutional values, and building an inclusive campus culture as a priority for UPEI. We recognized that to continue to move forward, our work needed to evolve, and that our efforts to build an inclusive campus culture would benefit from setting a clear vision and tangible steps forward.

This is the first time reporting our progress. I want to start by thanking all the faculty and staff who saw the EDI Strategy as an opportunity, identified how it related to their role, and took action to move UPEI forward together. This report could not capture all the projects and initiatives that are happening across campus. We recognize that collectively those efforts continue to build a campus where everyone is welcomed, respected and valued. Wela'lin.

While we have made important strides forward, there is much work to be done. The EDI Strategy challenged us to think about complex systems and address barriers. We will continue to move forward with this necessary work. Our efforts at equity, diversity, inclusion, and reconciliation are an important aspect of building a welcoming and inclusive environment for our students, faculty, and staff.

DR. GREG KEEFE
President and Vice-Chancellor (Interim)
University of Prince Edward Island

DEFINITIONS

EQUITY is a principle of fairness in treatment, access to opportunity, and advancement for all members of the University community. It requires acknowledging that treating people equally does not always produce fair outcomes, and there is a need to eliminate systemic barriers and biases that have played a role in impeding the full participation of underrepresented or disadvantaged groups.

DIVERSITY means differences between people. This can relate to the groups protected by human rights legislation, and, also within the University community, can refer to differences in beliefs, disciplines, education, and values. Understanding diversity requires recognizing that people have multiple and intersecting identities.

INCLUSION is the creation of an experience where everyone on campus can feel welcomed, respected, and valued. Inclusion requires recognizing that some groups have been historically and/or structurally disadvantaged and meaningfully engaging with those groups.

OVERVIEW

In October 2019, UPEI announced the creation of an Equity, Diversity, and Inclusion Steering Committee, and that an institutional framework for equity, diversity, and inclusion (EDI) would be developed. This was intended to establish an action plan to tangibly move towards the commitment to building a more inclusive campus culture, which was set out as a priority in the *UPEI Strategic Plan (2018–2023)*. After a campus consultation process, input from the EDI Steering Committee, and review by the Board of Governors and Senate, the *UPEI Equity, Diversity, and Inclusion Strategy (EDI Strategy)* was launched in February 2021. The implementation of that EDI Strategy continues to be under the guidance of the EDI Steering Committee.

COMMITMENTS OF THE EQUITY, DIVERSITY, AND INCLUSION STRATEGY

The EDI Strategy identified five key commitments with corresponding action items.

1. Student Success
2. Success of Faculty, Researchers, and Staff
3. Organizational Systems
4. Capacity Building
5. Campus Culture

Our progress in each category will be explored through this Progress Report.

RECONCILIATION AND INDIGENIZATION

In the UPEI EDI Strategy we recognized that there is much important work to be done on campus to work towards reconciliation and indigenization, and that was deserving and more appropriately addressed in its own strategy. In that vein, UPEI has hired our first Advisor to the Vice-President Academic and Research on Indigenous Affairs, who is leading the development of the UPEI Indigenous Strategic Framework. Considerable work is already underway to build a more supportive environment for Indigenous students. UPEI also made the historic decision to announce the creation of the Faculty of Indigenous Knowledge, Education, Research, and Applied Studies. These are important steps in our continuing journey towards reconciliation.

PROGRESS SNAPSHOT

UPEI has made great progress since the launch of the Equity, Diversity, and Inclusion Strategy. We have made efforts to communicate the great work that is being done on campus, but it was not possible to capture every improvement. It is also important to recognize that before the EDI Strategy was launched, there was already a great deal of important work being done across campus to advance equity, diversity, and inclusion. Much of that work has been incorporated into how we operate at UPEI and is continuous. This Progress Report does not capture that work, instead we are reporting only on new work or improvements made during the reporting period January 2021–June 2022.

There is still significant effort needed to fulfill the ambitions set in the EDI Strategy. For greater accountability, we have implemented progress tracking for the entire Strategy, as well as in each of the five categories. We are pleased to report that there has been some action on all action items. Some actions are identified as "Planned" where most of the activity has been identified and planned but has not yet begun. As much of the work takes considerable time and effort to implement, in this first reporting period as expected, a significant amount of our work is in the "In Progress" categorization. Finally, we are pleased to report that nearly half of the actions have moved to the "Ongoing or Complete" phase, where the work is either done, or we recognize the work will have to continue on an ongoing basis.

EDI STRATEGY

PLANNED
8%

IN PROGRESS
43%

ONGOING OR
COMPLETE
49%
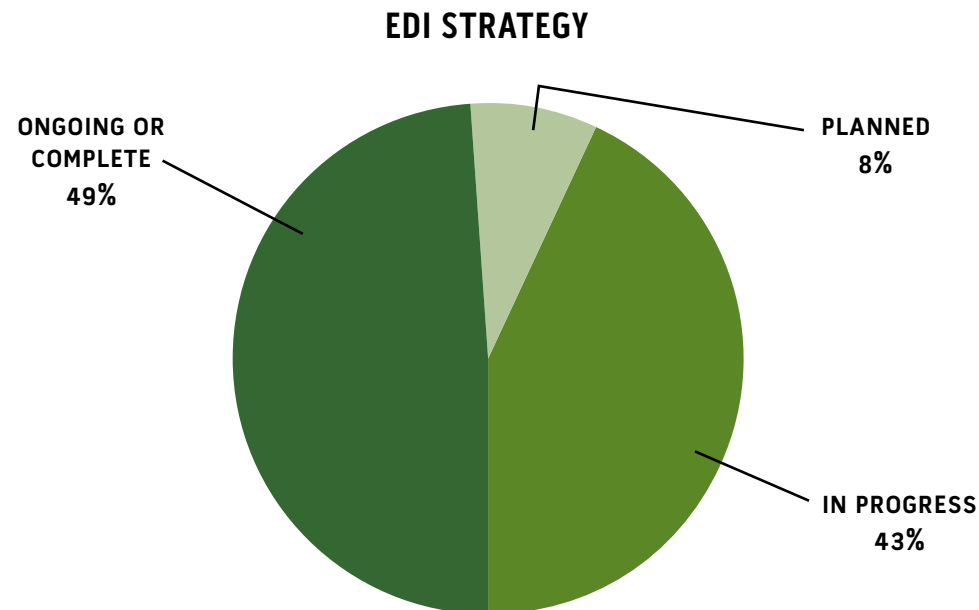
UPEI EQUITY, DIVERSITY, AND INCLUSION STEERING COMMITTEE
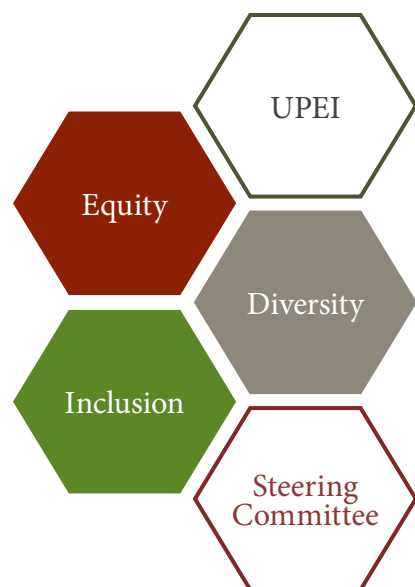
The UPEI EDI Steering Committee was established in October 2019.

The Committee's mandate is to

- review and provide input into the development and implementation of an institutional EDI strategy;
- provide input and advice regarding issues and practices in the campus community of relevance to EDI;
- provide input regarding potential opportunities to implement EDI measures, programs, or initiatives;

- receive advice and feedback from the Equity, Diversity, and Inclusion Officer and/or the campus community, and discuss future steps regarding EDI on campus.

UPEI EDI Committee Members

Dr. Katherine Gottschall-Pass, Co-Chair
Advisor to the President

Jackie Podger, Co-Chair
Vice-President Administration and Finance

Dr. Marya Ahmed
Associate Professor
Canadian Cancer Society Emerging Scholar
Faculty of Science and Faculty of Sustainable Design Engineering

Corinne Chappell
Advisor to the Vice-President Academic and Research on Indigenous Affairs

Ashley Clark
International Student Academic Coach,
Faculty of Education
President, CUPE 1870

Leena Daboo
Vice-President Finance and Administration
UPEI Student Union

Dr. Nola Etkin
Dean
Faculty of Science

Dr. Justin Kakeu
Assistant Professor
Faulty of Arts

Patti Wheatley
Equity, Diversity, and Inclusion Officer

The EDI Steering Committee also wishes to acknowledge the work of previous committee members who have contributed to the committee since the launch of the EDI Strategy: Brian Affouan (past UPEI Student Union President), Tracy Carmichael (Senior Admissions Coordinator, Registrar's Office), Dr. Aitazaz Farooque (Associate Professor, Industry Research Chair, Precision Agriculture, Faculty of Sustainable Design Engineering), and Dr. Sharon Myers (Associate Professor, Arts).

STUDENT SUCCESS

Attracting a diverse student population through equitable processes is important. Once students are at UPEI, we want them to be able to reach their full potential. To do so, they must feel supported, welcomed, respected, and valued throughout their university experience.

Progress Snapshot

STUDENT SUCCESS

ONGOING OR COMPLETE
58%

PLANNED
5%
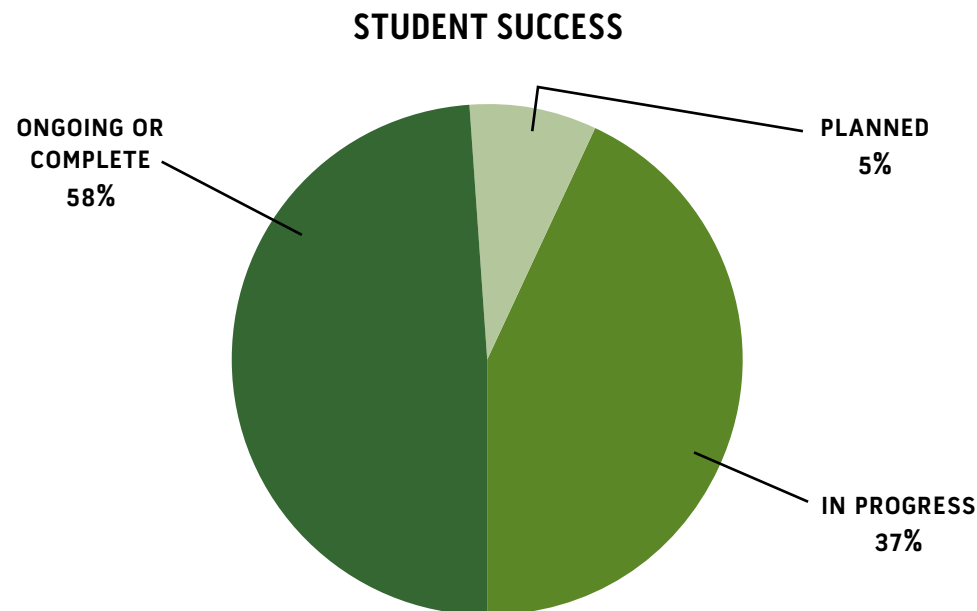
IN PROGRESS
37%

1. **Equity in Admissions**
   - **Ensure admissions requirements, processes, and practices are equitable.**
     Status: In Progress
     Actions:
   - Considerable improvement to the accessibility of meeting the English language proficiency requirement, by

accepting results from more testing services, and including options that are electronically administered.
- The Faculty of Education and Atlantic Veterinary College (AVC) are actively in the process of improving admissions processes, deliberately using an equity, diversity, and inclusion lens.

- Admissions teams have improved processes and increased follow up with students. This was done with an aim to ensure acceptance and scholarships are awarded to all qualified applicants.
- Through COVID-19, there was significant expansion of services to allow for greater flexibility and more

advising to ensure off-Island students were able to attend despite complex rules and restrictions related to travel.

- **Implement measures to increase enrolment by traditionally underrepresented groups.**
  Status: Ongoing
  Actions:
  - The creation of the new Faculty of Indigenous Knowledge, Education, Research, and Applied Studies is building a supportive environment for Indigenous students, and ensuring appropriate supports are in place for success.
  - The Faculty of Business through the "Promise Scholars Program" now offers direct entry seats for Black and Indigenous students in the Master of Business Administration program.
  - The Doctor of Psychology program has prioritized diversity as part of student selection.
  - The Atlantic Veterinary College is using a long-term strategy to increase diversity, which included recent actions

to provide funded seats in the Dr. Tim Ogilvie AVC Vet Camp for Indigenous youth; and working with the AVC BIPOC+ Allies student group on youth outreach programs.
  - The general application process was improved to provide greater information to students about available accessibility supports.
  - Communications with local and regional high schools was increased to facilitate smooth transitions for students with disabilities into UPEI.

- **Ensure admission committees understand impacts of unconscious bias.**
  Status: In Progress
  Actions:
  - The Atlantic Veterinary College and Faculty of Business admissions committee members are now receiving unconscious bias training.
  - Admissions staff attended training regarding unconscious bias.

2. **Equity and Inclusion While Studying at UPEI**
- **Continue to build understanding of student accommodations needs and processes.**
  Status: Ongoing
  Actions:
  - All of our Faculties work with the Accessibility Services office to ensure accommodations processes are respected.
  - Both Accessibility Services and the Equity, Diversity, and Inclusion Office have enhanced information available to faculty about the accommodations process.
  - University librarians received training specific to the library context.
  - The AVC is working with external partners to determine the best approaches to supporting students with licensing exam requirements.
  - The Faculty of Business has ensured new program directors understand accessibility processes to ensure students requests are appropriately handled across the Faculty.

- There have been increased referrals to the accommodations process with the addition of ADHD specific health professionals on campus to ensure students are having needs met.

- **Continue to respond to unique challenges faced by international students.**
  Status: Ongoing
  Actions:
- A new International Student Advisor position was created. This is the first time UPEI has offered the services of a Regulated Canadian Immigration Consultant, which is a significant advance in our ongoing efforts to respond to immigration needs of our students.
- Financial Services is continuing to adapt processes to respond to the unique realities of international students.
- Increased the number of student assistant positions in the International Student Office. This provides more supports to international applicants

and students, and increases the diversity of the department.
- The Library seeks and responds to feedback from international student employees to meet unique needs of international students.
- Residence Services is continuing to improve practices to support international students who arrive, depart, and remain in residence on a schedule that differs from the domestic population.

- **Improve cross-cultural competency skills.**
  Status: In Progress
  Actions:
- UPEI has begun offering online on-demand cultural awareness and anti-racism training to all faculty and staff.
- The Faculty of Education has a designated staff member who continues to identify and remedy cross-cultural issues through communication with faculty and staff across the Faculty.
- Student Affairs and the Health and Wellness Centre received external

training in this area specific to their specialities.
- Cross-cultural intelligence has been integrated in AVC's DVM curriculum, and further integration is ongoing.

3. **Fostering Equity, Diversity, and Inclusion in Teaching**
- **Encourage delivery of culturally inclusive courses and content from diverse perspectives.**
  Status: Ongoing
  Actions:
- Creation of the Faculty of Indigenous Knowledge, Education, Research, and Applied Studies.
- Indigenous Teachings of Turtle Island (IKE1040) became a mandatory requirement for graduation.
- Both the Teaching and Learning Centre and the Equity, Diversity, and Inclusion Office offer training and resources to all faculty on inclusive course design, privilege, and Indigenous pedagogy.
- Specific attention went into bringing in diverse voices into the classroom in various courses at UPEI, and

particularly across the entire AVC and Faculty of Nursing.

- The Faculty of Nursing now requires equity, diversity, and inclusion to be considered and explained for each new course being offered, and as part of the annual curricular review.
- AVC's DVM curriculum is undergoing a review to better integrate principles of equity, diversity, and inclusion.
- Numerous individual faculty members undertaking initiatives to indigenize classes and/or increase diversity of content.

- **Encourage delivery of accessible content to ensure students with disabilities are provided equitable access.**
  Status: Ongoing
  Actions:
  - In-person training, advice and online resources are available to all faculty and instructors, through combined efforts of the Accessibility Services Office, Equity, Diversity, and Inclusion Office, Teaching and Learning Centre, and eLearning Office.

- A new feature was added to Blackboard Collaborate to provide transcription of recordings to increase accessibility.
- Several courses, such as in the Faculty of Arts, are utilizing accessible technology for course delivery.
- The AVC added a focus of equity, diversity, and inclusion into their Instructional Design and Teaching Innovation program.

- **Encourage development of Open Education Resources (OER) to support equitable access to learning materials.**
  Status: Ongoing
  Actions:
  - The Robertson Library has an ongoing Open Education Resource Development Program.
  - The Library celebrated Open Education Week and launched the "Textbook Champions" initiative featuring faculty members who used OER as a way to highlight their accomplishments and encourage other faculty to adopt the practice.
  - The Library offered grants to faculty to create or adapt OER, prioritizing the courses with the greatest impact on students.
  - Various individual faculty members adopted OER, particularly in the Faculty of Business, and Department of Psychology.
  - The AVC provides a list of their textbooks available to students through the Robertson Library as eBooks.

4. **Equity, Diversity, and Inclusion Through Learning Opportunities**
  - **Ensure equity, diversity, and inclusion are embedded into UPEI quality assurance review processes for all programs.**
    Status: In Progress
    Actions:
    - The Quality Assurance of Academic Programs Policy was updated to ensure all future reviews identify and remove barriers, encourage participation, and work towards an inclusive campus culture supported by equity, diversity, and inclusion.
    - UPEI program leads are developing action plans and annual updates when recommendations related to EDI are received from external reviewers.

- **Increase visibility of courses related to equity, diversity, and inclusion.**
  Status: In Progress
  Actions:
  - Efforts have been made to promote specific courses and programs related to equity, diversity, and inclusion, particularly through the Faculty of Business, AVC, and Faculty of Indigenous Knowledge, Education, Research, and Applied Studies.

- **Increase library resources related to historically disadvantaged or marginalized groups, including BIPOC (Black, Indigenous, and People of Colour) and the 2SLGBTQ+ community.**
  Status: Planned
  Actions:
  - The Robertson Library and Faculty of Indigenous Knowledge, Education, Research, and Applied Studies are anticipating further action on this in coming years.

5. Making Classroom Experiences More Accessible

- **Invest in technology that best matches the needs of our students within existing classroom spaces.**
  Status: In Progress
  Actions:
  - A significant undertaking to modernize campus Wi-Fi is underway. Wi-Fi in AVC classroom spaces in the AVC have been improved, making it easier for students to access online resources while in class.
  - A lecture capture system was piloted, which allowed greater accessibility of lectures.
  - Accessibility Services invested in CCTV technology with text to speech functionality.
  - Audio visual equipment was improved in many classrooms.
  - The eLearning Office is continually reviewing resources that can support teaching and learning.
  - The Robertson Library enhanced the laptops, Chromebook, and equipment lending program.

- There is ongoing work on this action item in advance of implementation of new technology.

- **Encourage online course delivery that is equitable, including leveraging technologies appropriately to ensure accessibility.**
  Status: Ongoing
  Actions:
  - A significant undertaking to modernize campus Wi-Fi is underway. Upgrades have taken place at the AVC, Robertson Library, and W.A. Murphy Student Centre received upgrades. This will improve access to online courses, and other online platforms.
  - The Robertson Library created the Teaching Online platform with information about making courses inclusive.
  - Accessibility Services providing information about accessibility online.
  - The EDI Office provides Resources for Instructors about inclusive classrooms.
  - Arts and Sciences Equity, Inclusion, and Accessibility Working Group

published a *Guidebook for Equity, Inclusion, and Accessibility for Faculty Preparing for Remote Teaching.*
- The Faculty of Business invested in hybrid delivery technology.
- Many courses, such as in University Studies and the Diversity and Social Justice Studies program, have actively worked during this period to make courses more accessible.
- Lecture capture technology was integrated into some classrooms as part of a pilot project.

- **Encourage ongoing consultation regarding student accommodation needs to ensure processes are well understood and aligned with practices.**
  Status: Ongoing
  Actions:
- All of our Faculties work with the Accessibility Services office to ensure accommodations processes are respected.
- Both Accessibility Services and the Equity, Diversity, and Inclusion Office have enhanced information

available to faculty about the accommodations process.

6. Ensuring Accessibility for Diverse Students

- **Proactively consider and make information available about common practices for meeting diverse needs.**
  Status: In Progress
  Actions:
- The AVC regularly updates their internal website so that all policies and procedures are available to all faculty and staff of the AVC, allowing them to identify resources and pathways applicable to their circumstances.
- The Health and Wellness Centre improved their public webpage to provide on-demand information about the processes they follow and available services. This transparency allows everyone to determine how to address their health needs on campus.
- Student Affairs expanded their website and Moodle pages. This included adding videos to increase transparency about how their services operate.

- The Health and Wellness Centre provides information about accessibility of ADHD supports and services on campus.
- Mandatory masking and vaccination policies were proactively considered and information about exemption processes was communicated.
- Health, Safety, and Environment provided ongoing messages to the campus community about COVID-19, and how to navigate UPEI COVID-19 procedures, including information about seeking accommodations and special leave.
- Student Affairs piloted processes for ensuring equity, diversity, and inclusion are deliberately considered, and the needs of diverse students anticipated and addressed, as part of departmental planning.
- The Robertson Library updated their virtual library tour, explaining the various offerings of the Library (including availability of laptops, study spaces, writing help, bathroom options by gender) and made the transcript

available in Bengali, French, Hindi, Mandarin, and Persian.

- **Commit to using chosen names and pronouns, as well as gender-neutral language wherever possible.**
  Status: Ongoing
  Actions:
  - Faculty of Nursing began adding pronouns to name badges which students wear to all clinical placements.
  - AVC added pronouns to name tags and for their White Coat Ceremony.
  - The Health and Wellness Centre and Faculty of Nursing completed audits of the gender inclusivity of their correspondence practices and made necessary improvements.
  - Several departments (such as Faculties of Education, Arts, Business, the Atlantic Veterinary College, and the Student Experience Hub) increased efforts at ensuring students were properly identified by pronouns.
  - Athletics and Recreation has switched to a new registration system which will allow for more gender inclusive practices.

- Human Resources reviewed forms, letter templates, and collective agreements to adopt gender inclusive language.
- All new AVC polices, and those undergoing review, are being updated for gender inclusive language.
- There was a dramatic increase of faculty and staff including pronouns in university email signatures.

- **Explore and implement practices designed to ensure diverse students are welcomed into an inclusive residence space.**
  Status: Ongoing
  Actions:
  - UPEI continually works to meet the diverse needs of students in residence, through building more inclusive practices and through individual accommodations.
  - A specific effort was made in this period to be more responsive to the dietary needs of residence students. This included expanded food offerings, such as more options for Muslim students following halal requirements. They also built dietary needs into the regular application process, to be more responsive to various needs for cultural, religious, and medical reasons.
  - Residence improved their gender-inclusive roommate-assignment model. The new process allows all students to select whether they are comfortable with a gender-inclusive space, to ensure students are matched with someone welcoming of their gender. Residence staff also provide facilitation and support to the process to ensure all students feel safe and welcome in their home on campus.
  - Residence Life Advisors received training on diversity and improving inclusivity.

- **Support the UPEI Health and Wellness Centre in providing specialized care to meet the needs of gender-diverse people from the University and Island community.**
Status: Ongoing
Actions:
- The Health and Wellness Centre now provides gender-affirming care. Staff have received external training to ensure they are creating a welcoming environment.
- The Health and Wellness Centre's processes were reviewed to ensure pronouns were addressed appropriately.
- The gender-affirming care clients were surveyed for feedback, to ensure the needs of the community are met.
- Gender neutral bathrooms were installed in the building that houses the Health and Wellness Centre.

**MEET ERICA STANLEY** *(She/Her)*
International Student Advisor

Erica works in the International Student Advising and Recruitment Team and provides advising and assistance to international students. She is a Regulated Canadian Immigration Consultant, and her addition to the team marks the first time UPEI can directly offer immigration advice to our students. Erica provides wholistic support services to students, including personalized supports in academic work, social and cultural adjustments, and mental health and wellness activities. Erica is passionate about supporting and advocating for all international students and she deeply cares about students' wellness at UPEI.

SUCCESS OF FACULTY, RESEARCHERS, AND STAFF

UPEI is committed to recruiting and retaining diverse faculty, researchers, and staff as part of our commitment to an inclusive campus culture. We believe this enriches our learning community while supporting our goals in innovation and creativity.

Progress Snapshot

FACULTY/RESEARCHERS/STAFF SUCCESS

ONGOING OR COMPLETE
33%

PLANNED
10%

IN PROGRESS
57%
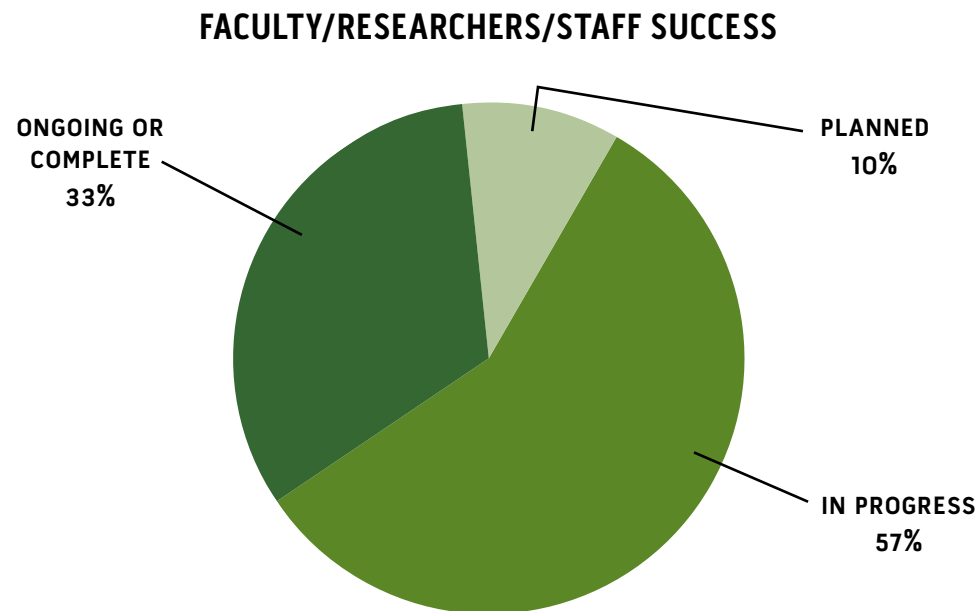
1. Building Diversity and Inclusion Through Equitable Recruitment Practices

- **Encourage diversity through the introduction of a statement to all job advertisements that expresses the University's commitment to equity, diversity, and inclusion.**
Status: Complete

Actions:
- Human Resources introduced an improved statement on job advertisements.

- **Introduce a new statement in all job advertisements that explains how to obtain any required accommodations in the application process.**

Status: In Progress
Actions:
- Human Resources and the Equity, Diversity, and Inclusion Office are actively working on the introduction of a new statement regarding accommodations. This also includes developing internal guidelines to support meaningful implementation.

- **Post job advertisements for at least two weeks to assist with increasing diversity in applicant pool.**
  Status: Planned
  Actions:
- Several areas of campus (including Finance, the Library, and the AVC) have reported they nearly always post job advertisements for a minimum of two weeks. Other areas of campus (including Student Experience Hub, Vice-President Academic and Research) posted for longer periods on specific competitions to increase diversity in the pool.
- Due to particularly high volatility in the labour market during this reporting period, changes to the job advertisement process were delayed. Human Resources and the Equity, Diversity, and Inclusion Office have identified this as an area for future implementation.

2. **Employ Best Practices in Equity, Diversity, and Inclusion in Hiring Processes**

- **Provide equity, diversity, and inclusion training to all members of hiring committees.**
  Status: In Progress
  Actions:
- The Equity, Diversity, and Inclusion Office offers an online guided EDI training program for faculty hiring processes.
- The Equity, Diversity, and Inclusion Office is actively working on improved EDI training for all faculty and staff hiring processes. The EDI Office is working collaboratively with Human Resources regarding the implementation of training requirements into staff hiring processes.
- Some faculties (including Business and the Library) now expect all committee members to complete training using the resources available from the Equity, Diversity, and Inclusion Office. Individual departments (such as Island Studies and Mathematical and Computational Sciences) and some Committee chairs (such as the Canada Research Chairs hiring committee) have also adopted this practice.

- Managers in some areas of campus (i.e., Student Affairs, Vice-President Academic and Research Office) are actively ensuring there is EDI expertise in the hiring committee for positions where EDI qualifications are required.

- **Hire personnel with the equity, diversity, and inclusion skills and competencies relevant to the position.**
  Status: In Progress
  Actions:
- Human Resources and the Equity, Diversity, and Inclusion Office are actively working on this action item.
- The Faculty of Engineering, Library, and all Canada Research Chair positions, have adopted a practice of requiring an equity, diversity, inclusion, and reconciliation statement as part of the application process for all new faculty positions. Some individual departments within other faculties have also adopted the practice.
- Some areas of campus, such as Human Resources, AVC, and several positions within the Student Experience Hub, are now including equity, diversity,

and inclusion competencies as a required qualification, including positions where that was not traditionally viewed as a core competency (i.e., administrative assistants).

- An increasing number of departments are including specific questions about equity, diversity, and inclusion as part of interview processes (i.e., ITSS, Student Experience Hub, and Vice-President Academic and Research).

- **Incorporate equity, diversity, and inclusion best practices into hiring on an ongoing basis.**
  Status: In Progress
  Actions:
  - Human Resources and the Equity, Diversity, and Inclusion Office are actively working on this action item.
  - Human Resources is working to implement EDI best practices into all process. Projects completed in this period included training and increasing gender inclusive language in all forms, letters, and collective agreements, as well as increasing pay transparency.

3. Supporting Faculty/Staff for Success

- **Encourage all areas of campus to create inclusive spaces.**
  Status: In Progress
  Actions:
  - A new lounge was added to the Chi-Wan Young Sports Centre as a safe and welcoming space for anyone.
  - Active efforts have been made to increase diversity in the artwork visible in campus buildings with particular focus on Indigenous artists (including Dalton Hall, Kelley Memorial Building, W.A. Murphy Student Centre, and the Chaplaincy Centre).
  - Use of the Mi'kmaq language on campus has increased.

- **Provide guidance on processes and resources relevant to equity, diversity, and inclusion to new faculty members.**
  Status: In Progress
  Actions:
  - The UPEI Teaching and Learning Centre and Research Services provide information related to EDI to new faculty members.

- Accessibility Services presents to new faculty on their processes.
- The Faculties of Business and Education provide resources on EDI to new faculty.

- **Make the process for faculty/staff to pursue accommodations transparent and readily available.**
  Status: Planned
  Actions:
  - Human Resources and the Equity, Diversity, and Inclusion Office are actively working collaboratively to address this issue.

- **Provide information to ensure faculty/staff have clarity regarding the terms and conditions of their employment, including benefits for staff outside of a collective agreement.**
  Status: In Progress
  Actions:
  - Human Resources and the Equity, Diversity, and Inclusion Office are actively working collaboratively to address this issue.

- **Proactively make information available about common practices for meeting diverse needs.**
  Status: In Progress
  Actions:
- The AVC regularly updates their internal website so that all policies and procedures are available to all faculty and staff of the AVC, allowing them to identify resources and pathways applicable to their circumstances.
- The Health and Wellness Centre improved their public webpage to provide on-demand information about the processes followed and services available at the center. This transparency allows everyone to determine how to address their health needs on campus.
- The Health and Wellness Centre is providing information about accessibility of ADHD supports and services on campus.
- Mandatory masking and vaccination policies were proactively considered and information about exemption processes was communicated.

- Health, Safety, and Environment provided ongoing messages to the campus community about COVID-19, and how to navigate UPEI COVID-19 procedures, including information about seeking accommodations and special leave.
- The Fair Treatment Advocate made the complaint form openly accessible.
- The myUPEI EDI page now includes a washroom information chart to identify washroom features relevant to various groups (i.e., gender-neutral, needle-drop locations, change tables, etc.).

4. **Advancing Equity, Diversity, and Inclusion in Research**
   - **Create a portal so that all researchers may access equity, diversity, and inclusion resources.**
     Status: Ongoing
     Actions:
   - The Equity, Diversity, and Inclusion Office has developed an internal myUPEI page, "Resources for Researchers" where training is available

on demand, and other resources are shared. The Research Services Office works to promote use of the site amongst our researchers.

- **Make training related to equity, diversity, and inclusion available to researchers.**
  Status: Ongoing
  Actions:
- The Equity, Diversity, and Inclusion Office has developed an internal myUPEI page, "Resources for Researchers" where training is available on demand, and other resources are shared. The Research Services Office works to promote use of the site amongst our researchers.

- **Provide up-to-date information and best practices to researchers on how to consider equity, diversity, and inclusion in research projects, including research team composition and development.**
  Status: Ongoing
  Actions:
- The Equity, Diversity, and Inclusion

Office has developed an internal myUPEI page, "Resources for Researchers" where this information and other best practices are available on demand. The Research Services Office works to promote use of the site amongst our researchers.

- The AVC is internally sharing best practices in EDI amongst researchers.

- **Make participation in equity, diversity, and inclusion training a requirement for graduate student supervisors.**
  Status: In progress
  Actions:
  - The Equity, Diversity, and Inclusion Office has developed this training program. Delivery of the training will occur in the next reporting period.

- **Achieve the equity, diversity, and inclusion objectives set out in the UPEI *Canada Research Chairs Equity, Diversity, and Inclusion Action Plan*.**
  Status: In progress
  Actions:
  - The Vice-President Academic and

Research, Office of Research Services, and Equity, Diversity, and Inclusion Office work diligently to complete the action items in this targeted action plan. The action items are now 75% complete.

5. Bias-Free Processes

- **Provide unconscious bias training.**
  Status: Ongoing
  Actions:
  - The Equity, Diversity, and Inclusion Office now offers on-demand unconscious bias training via myUPEI.
  - The Equity, Diversity, and Inclusion Office has incorporated unconscious bias training into in-person training sessions.

- **Make training and resources about unconscious bias and the assessment of academic work available to faculty members.**
  Status: Ongoing
  Actions:
  - The myUPEI Equity, Diversity, and Inclusion page makes this information available to all faculty members.

- **Share training on any such equity-related policies, procedures, and practices for faculty members on selection and renewal, tenure/permanency, and promotion committees (including the Departmental Review Committee and University Review Committee) with the Faculty Association.**
  Status: In Progress
  Actions:
  - The Equity, Diversity and Inclusion Office has shared information regarding training with the Faculty Association.
  - Developing further training and sharing resources on specific issues is planned for the future.

- **Encourage the inclusion of equity, diversity, and inclusion competencies as a factor in all committee composition decisions.**
  Status: In Progress
  Actions:
  - The Equity, Diversity, and Inclusion Office has provided training to

managers regarding the incorporation of equity champions into committee structures.

- The Vice-President Academic and Research and Research Services Office have incorporated EDI competencies into the governance documents for various of committee structures which were undergoing development or review. For example, a new requirement was added that all committees under the Research Advisory Committee have EDI training recommended. This includes committee members that adjudicate processes for internal and external research grants, fellowships, and scholarship competitions.
- Some areas of campus (i.e., Student Affairs, and Vice-President Academic and Research) have required EDI competencies for hiring committees on key positions.
- The AVC began incorporating EDI competencies into graduate student committee structures.

**MEET CINDY PARRILL** *(She/Her)*
Nurse Practitioner

Cindy is a Primary Health Care–Nurse Practitioner who was hired to assess and treat faculty, staff, and students who have Attention Deficit and Hyperactivity Disorder (ADHD). Her position works to ameliorate the impacts of untreated or unmanaged ADHD in our campus community. She works in the Health and Wellness Centre and has already had a profound impact on the lives of affected UPEI faculty, staff, and students.

ORGANIZATIONAL SYSTEMS

UPEI aims to ensure that its institutional processes, practices, and structures are equitable. This requires an understanding of, and appropriate response to, how historically and/or structurally disadvantaged groups experience those systems.

Progress Snapshot

ORGANIZATIONAL SYSTEMS

ONGOING OR COMPLETE 11%

IDENTIFIED/ PLANNED 33%

IN PROGRESS 56%
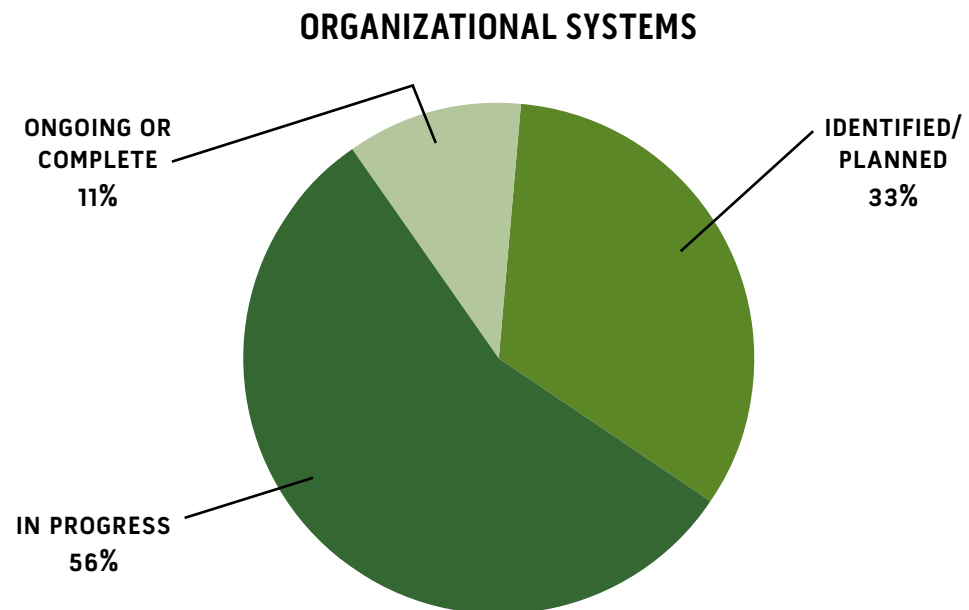
1. **Building Transparent Policies, Practices, and Procedures Important to Equity, Diversity, and Inclusion**
   - **Ensure equity, diversity, and inclusion are part of the development of any new policies, and are a requirement within** the review of existing policies.

   Status: In Progress
   Actions:
   - Several areas of campus including Finance, Ancillary Services, the Faculty of Nursing, and the Atlantic Veterinary

College, reported considering this in the development or review of their policies. Several other departments had plans to consider this in the future.

- **Make information available about common practices so that all community members (students, staff, and faculty) can effectively identify resources and pathways for having their diverse needs addressed.**
Status: In Progress
Actions:
  - The AVC regularly updates their internal website so that all policies and procedures are available to all faculty, staff, and students of the AVC to view, and thus allowing them to identify resources and pathways applicable to their circumstances.
  - The Health and Wellness Centre regularly updates their public webpage. This provides on-demand information about the processes that are followed and available services. This transparency allows users to determine how to address their health needs.

- The Robertson Library updated their virtual library tour, explaining the various offerings of the Library (including availability of laptops, study spaces, writing help, bathroom options by gender) and made the transcript available in Bengali, French, Hindi, Mandarin, and Persian.
- Mandatory masking and vaccination policies proactively addressed exemption processes.
- Health, Safety, and Environment provided ongoing messages to the campus community about COVID-19, and how to navigate UPEI COVID-19 procedures. This included providing information about seeking accommodations and special leave.
- Fair Treatment Advocate made the complaint form openly accessible.
- The myUPEI EDI page now includes a Washroom Information chart to identify washroom features relevant to various groups (i.e., gender-neutral, needle-drop locations, change tables, etc.).

- **Encourage UPEI's faculties, led by their respective deans, to identify, implement, and communicate equity, diversity, and inclusion initiatives that are specific to their learning context and environment.**
Status: In Progress
Actions:
  - The Atlantic Veterinary College has developed a standing committee that is identifying, recommending, and communicating equity, diversity, and inclusion initiatives that are responsive to the needs of their students, faculty, and staff.
  - The Dean of Science has an Equity, Diversity, and Inclusion Committee for faculty.

2. Embedding Equity, Diversity, and Inclusion Competencies Across Campus
  - **Provide training to all members of senior management about the principles of Gender-Based Analysis Plus to ensure they consider how processes are experienced by diverse people.**

Status: Planned
Actions:

- The Equity, Diversity, and Inclusion Office is in the planning stages of this activity.
- Some managers (i.e., Accessibility Services) have required all staff to take the training. In other areas of campus (i.e., Human Resources and AVC) some managers have already taken the training.

- **Ensure all members of the University's governance structure (UPEI Board of Governors, UPEI Senate, and UPEI Executive) participate in equity, diversity, and inclusion training.**
  Status: Planned
  Actions:

- The Equity, Diversity, and Inclusion Office is in the planning stages of this activity.

- **Hire for equity, diversity, and inclusion competencies.**
  Status: In Progress
  Actions:

- Human Resources and the Equity, Diversity, and Inclusion Office are actively working on this action item.

- The Faculty of Sustainable Design Engineering, Robertson Library, and all Canada Research Chair positions have adopted a practice of requiring an equity, diversity, inclusion, and reconciliation statement as part of the application process for all new faculty positions. Some individual departments within other faculties have also adopted the practice.

- Some areas of administration, such as Human Resources and several positions within the Student Experience Hub, are now including equity, diversity, and inclusion competencies as a required qualification, including positions where that was not traditionally viewed as a core competency (i.e., administrative assistants).

- **Encourage the incorporation of equity, diversity, and inclusion competencies in all decisions about the composition of committees.**
  Status: In Progress
  Actions:

- The Equity, Diversity, and Inclusion Office has provided training to managers regarding the incorporation of equity champions into committee structures.

- The Vice-President Academic and Research and Research Services Office have incorporated EDI competencies into the governance documents for various of committee structures which were undergoing development or review. For example, a new requirement was added so all committees under the Research Advisory Committee have EDI training recommended. This includes committee members that adjudicate processes for internal and external research grants, fellowships, and scholarship competitions.

- Some areas of campus (i.e., Student Affairs, and Vice-President Academic and Research) have required EDI competencies for hiring committees on key positions.

- The AVC began incorporating EDI competencies into graduate student committee structures.

3. Collecting and Using the Right Data

- **Collect workforce diversity information, guided by best practices, to create baseline information to better inform future decision making in equity, diversity, and inclusion policies and processes.**
  Status: Planned
  Actions:

- The Equity, Diversity, and Inclusion Office and the Office of Institutional Research are in the planning stages of this activity.

- **Ensure processes that collect personal information are carried out in the proper manner for the intended use.**
  Status: Ongoing
  Actions:

- The Access to Information and Privacy Office regularly provides advice to departments to design processes which ensure that sensitive personal information is collected in a manner that is appropriate. Advice is also provided on how to ensure that information is not used for improper purposes.

MEET CORINNE CHAPPELL *(She/Her)*
Advisor to the Vice-President Academic and Research on Indigenous Affairs

Corinne joined UPEI in 2021 as the Advisor to the Vice-President Academic and Research on Indigenous Affairs. This new leadership role will be key in planning, developing, and implementing Indigenous initiatives at UPEI as well as the development of the new Faculty of Indigenous Knowledge, Education, Research, and Applied Studies. Corinne will also be working with campus partners to develop an Indigenous strategy for the UPEI.

- Athletics and Recreation switched to a new membership portal for athletes and members with better practices for collecting personal identity information.
- Accessibility Services improved the transparency about how student information is used and shared by their office.
- The Health, Safety, and Environment Office designed data collection practices for COVID-19 that were not overly intrusive.
- The Health and Wellness Centre has specifically reflected on the contexts in which there is a genuine need for information surrounding gender, to be more inclusive of a gender-diverse clientele.

CAPACITY BUILDING

UPEI is committed to building capacity to ensure individuals and units understand how to put equity, diversity, and inclusion principles into practice so that we ensure an inclusive campus culture. This means building awareness and education through training and tools.

Progress Snapshot

CAPACITY BUILDING

ONGOING OR
COMPLETE
63%
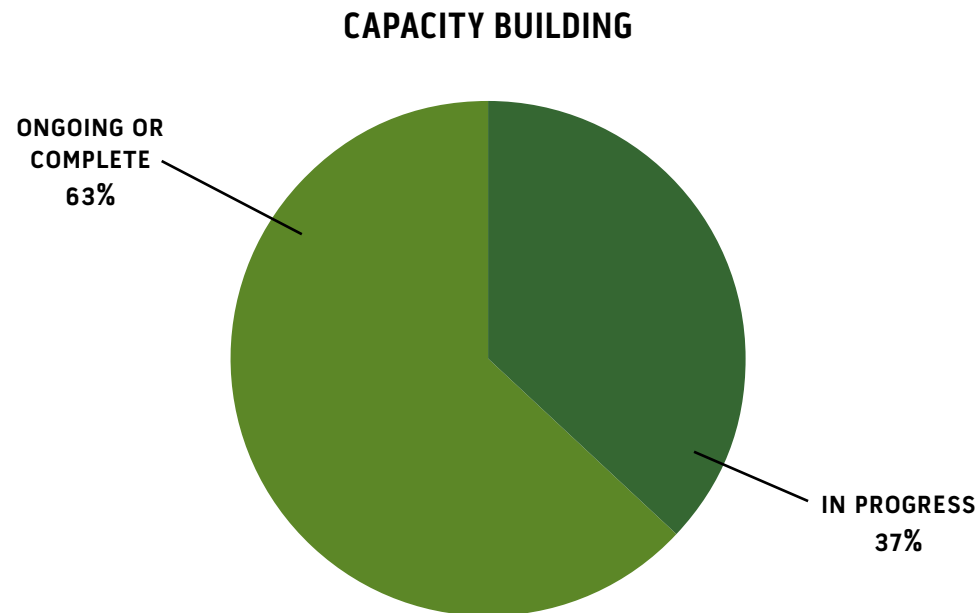
IN PROGRESS
37%

1. **In-Person Training**
   - **Collect information through formal and informal means to determine the areas of campus that would benefit from specific equity, diversity, and inclusion training.**
   Status: In Progress

Actions:
- The Equity, Diversity, and Inclusion Office has just started offering in person training sessions. Further development of the in-person training program is ongoing.

- **Provide tailored equity, diversity, and inclusion training for faculties and departments as capacity and need allows.**
   Status: In Progress
   Actions:
   - In-person (or live-virtual) training

sessions were delivered regarding trauma informed management; building inclusive spaces; diversity of gender and sexuality; mental health in the workplace; equity, diversity, and inclusion; self-advocacy; supporting women in the workplace; inclusive teaching; queerness at work; universal design; interrupting harmful behaviours, EDI for graduate students; EDI in the hiring process, and the UPEI EDI Strategy.

- Further development of the in-person training program is ongoing.

2. On-Demand Training Options

- **Create a myUPEI page for Equity, Diversity, and Inclusion for internal resources.**
  Status: Ongoing
  Actions:
  - The myUPEI Equity, Diversity, and Inclusion page has been created.

- **Ensure equity, diversity, and inclusion training is available via myUPEI.**
  Status: Ongoing

Actions:
- The myUPEI Equity, Diversity, and Inclusion page includes a large collection of training and resources. There is continuing work to improve this collection.
- The myUPEI Equity, Diversity, and Inclusion site was accessed by approximately 300 users and received over 1300 hits during the reporting period.

myUPEI EDI Site Statistics	
Users: 289	Hits: 1398

- **Provide in-person and online training on specific issues such as anti-racism, unconscious bias, and interrupting harmful behaviours.**
  Status: Ongoing
  Actions:
  - The 4 Seasons Reconciliation Training was launched and offered to all faculty and staff. Messages were sent to all faculty and staff, and

several departments and managers committed to promoting the course to the university community, or ensuring their own staff participated.

- The myUPEI Equity, Diversity, and Inclusion page includes a large collection of online training and resources, including unconscious bias, interrupting harmful behaviours. Additional work is planned regarding addition of specific anti-racism training.
- The Sexual Violence Prevention and Response Office provided in-person training on Interrupting Harmful Behaviours.
- The Equity, Diversity, and Inclusion Office is actively developing in-person training.

3. Ongoing, Embedded Training

- **Include issues related to equity, diversity, and inclusion in training for deans, chairs, and managers, anyone with supervisory responsibilities, and anyone dealing directly with students.**

  Status: Ongoing

  Actions:

- All Deans, Chairs, and Managers are now regularly invited to training opportunities by both internal and external providers, on topics related to equity, diversity, and inclusion.

- Equity, Diversity, and Inclusion Office regularly providing training to managers.

- Several areas of campus have been accessing professional development through professional bodies, and regional or national organizations related to EDI. For example, the Student Experience Hub staff have access to ongoing professional development related to equity, diversity, and inclusion, appropriate

MEET AMIRAH OYESEGUN *(They/Them)*
Equity, Diversity, and Inclusion in Employment Systems Advisor

Amirah joined UPEI in 2022 and they work closely with Human Resources to provide advice and guidance on the implementation of best practices in equity, diversity, and inclusion. Their work is integral to meeting our commitments in the Equity, Diversity, and Inclusion Strategy and the UPEI Canada Research Chairs Equity, Diversity, and Inclusion Action Plan. Amirah has been working to build training related to equity, diversity, and inclusion for faculty, staff, and students.

for their positions, through regional and national organizations. Managers have been specifically encouraging attendance to training related to equity, diversity, and inclusion.

- The AVC has ensured several leadership positions have had access to external training.

- **Provide training related to equity, diversity, and inclusion to all members of hiring committees, admissions committees, and service providers.**
  Status: In Progress
  Actions:

- The Equity, Diversity, and Inclusion Office is actively working on this action item, in collaboration with Human Resources.

- **Offer additional resources for campus members to develop cross-cultural skills.**
  Status: Ongoing
  Actions:

- The EDI Office offers resources regarding cultural differences on the myUPEI Equity, Diversity, and Inclusion site. This includes an on-demand training programme for management across cultural differences.

- Student Affairs provided training to managers related to cross-cultural awareness.

- The AVC is actively working on developing a hub of EDI resources for student, and hosted several educational events related to EDI.

CAMPUS CULTURE

UPEI is committed to working on an ongoing basis to develop a campus culture that is equitable, diverse, and inclusive for all members of our campus community.

Progress Snapshot

CAMPUS CULTURE

ONGOING OR COMPLETE 75%

IN PROGRESS 25%
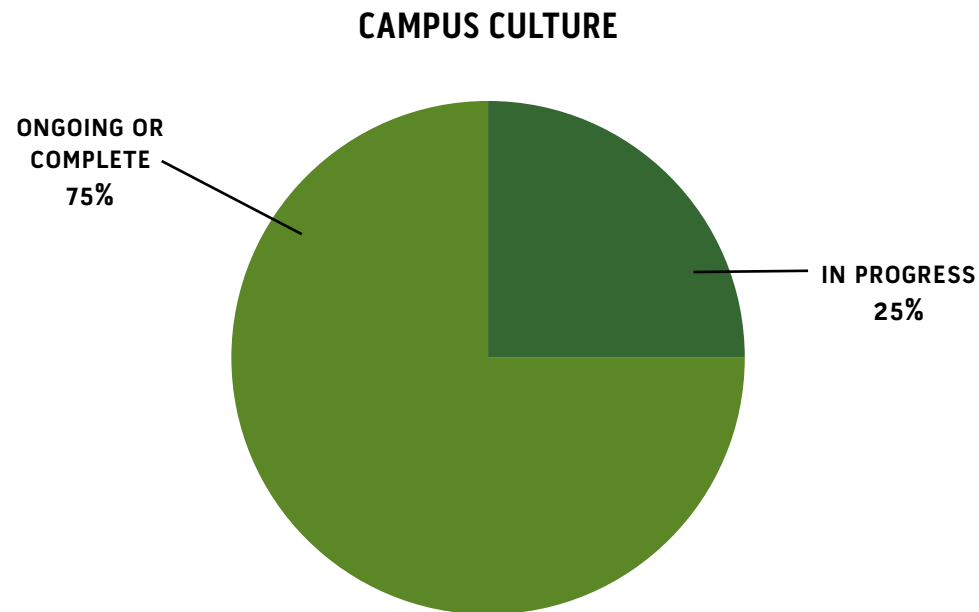
1. **Creating Inclusive Campus Spaces**
   - **Encourage the creation and maintenance of safe and inclusive spaces across campus.**
     Status: Ongoing
     Actions:
   - The new Faculty of Indigenous Knowledge, Education, Research, and Applied Studies was created.
   - The Advisor to the Vice-President Academic and Research on Indigenous Affairs was created and hired.
   - A new position was created to lead equity, diversity, and inclusion in the Campus Life program. This model ensured that there was an intentional equity, diversity, and inclusion lens to all aspects of their programming. This also ensured all Campus Life Advisors were easily able to access expertise to operationalize inclusivity.

- Athletics and Recreation created a new lounge area for all students, with an intention for it to be a safe, welcoming, an inclusive space for all UPEI students.
- The Campus Life Lounge was moved to a more visible location. This allows students to connect and participate in activities. Lived experience and competency with EDI were at the forefront of hiring leaders of the programs, and further training in equity, diversity, and inclusion was provided, to ensure a welcome safe environment was created.
- Active efforts were made to increase diversity in the artwork visible in campus buildings with particular focus on Indigenous artists (including Dalton Hall, Kelley Memorial Building, W.A. Murphy Student Centre, and the Chaplaincy Centre).

- **Review accessibility of campus on an ongoing basis and make improvements as necessary.**
  Status: In Progress

Actions:
- An accessibility audit was conducted and indicated improvements are underway.
- Phase one of renovations to improve wheelchair accessibility to the facilities at the Chi-Wan Young Sports Centre have been completed.
- The Health, Safety, and Environment Office in collaboration with Accessibility Services conducted a review to ensure there was accessibility to all campus buildings when COVID-19 restrictions were in place.

- **Ensure residence spaces meet the needs of diverse students.**
  Status: Ongoing
  Actions:
- UPEI continually works to meet the diverse needs of students in residence, through building more inclusive practices and through individual accommodations.
- A specific effort was made in this period to be more responsive to the dietary needs of residence students.

This included expanded food offerings, such as more options for Muslim students following halal requirements. They also built dietary needs into the regular application process, to be more responsive to various needs for cultural, religious, and medical reasons.
- Residence improved their gender-inclusive roommate-assignment model. The new process allows all students to select whether they are comfortable with a gender-inclusive space, to ensure students are matched with someone welcoming of their gender. Residence staff also provide facilitation and support to the process to ensure all students feel safe and welcome in their home on campus.
- Residence Life Advisors received training on diversity and improving inclusivity.

- **Increase the number of accessible residence rooms.**
  Status: In Progress
  Actions:
- UPEI has completed the construction of a fourth residence on campus.

This addition brings twenty-nine new accessible suites available to our students.

2. Celebrating Diversity

- **Enable and encourage dialogue and idea sharing about equity, diversity, and inclusion.**
  Status: Ongoing
  Actions:
  - The Robertson Library collaborated in a PEI Community Reads project. The year-long book club was open to faculty, staff, students and the greater community featuring *The Skin We're In: A Year of Black Resistance and Power,* by Desmond Cole. The book club used an intersectional and antiracist lens for their discussions.
  - The Student Experience Hub, particularly through the Campus Life program and Mawi'omi Indigenous Student Centre, facilitated several events focused on idea sharing (i.e., Mi'kmaq language learning, social justice topics, workplace diversity, and Indigenous art).

- The Campus Life Program and Residence Life celebrated a range of diverse holidays and celebrations.
- Accessibility Services led a Student Affairs staff reading group, with an equity, diversity, and inclusion theme.
- The Diversity and Social Justice Studies program regularly engages in dialogue and idea sharing through social media, on campus activities, as well as engaging at local and national levels.
- The Faculty of Business and Applied Communication, Leadership, and Culture program regularly engage in departmental discussions regarding equity, diversity, and inclusion themes.
- The Robertson Library with facilitation by the Advisor to the Vice-President Academic and Research on Indigenous Affairs, hosted sessions to discuss and answer questions raised by the delivery of the 4 Seasons Reconciliation training to faculty and staff.
- UPEI participated Bell Let's Talk week, with a wide variety of events to open discussions regarding mental health.

- **Encourage people to work across differences.**
  Status: In Progress
  Actions:
  - A Conflict Resolution Workshop was held for UPEI students and alumni.
  - The myUPEI Equity, Diversity, and Inclusion page offers country-specific cultural information to assist in bridging cultural differences in communication. The EDI Office frequently recommends the resource to managers approaching critical or challenging conversations where cultural differences are anticipated.
  - Several departments engaged in training and departmental planning to anticipate and address unique needs of BIPOC (Black, Indigenous, and people of colour) faculty, staff, and students.
  - The Faculty of Education underwent a workplace assessment and is engaging in professional development related to working across differences.

- **Celebrate equity, diversity, and inclusion practices, processes, initiatives, and champions that make UPEI an inclusive and welcoming learning community.**
  Status: In Progress
  Actions:
- Several departments used social media to share initiatives, events, achievements, and champions advancing an inclusive campus culture at UPEI.
- The Diversity and Social Justice Studies program did this through curriculum, and through events and community-based projects.
- UPEI faculty and staff joined the UPEI Student Union in participating in the 2022 Pride Parade.
- The Robertson Library launched the "Textbook Champions" initiative featuring faculty members who used OER as a way to highlight their accomplishments and encourage other faculty to adopt the practice.

3. **Expressing Equity, Diversity, and Inclusion Values**
- **Continue to share and live the value statement set out in the UPEI Strategic Plan (2018–2023).**
  Status: Ongoing
  Actions:
- The value statement is included in the UPEI Canada Research Chairs Equity, Diversity, and Inclusion Action Plan.
- Many areas of campus are actively considering how to ensure their areas continue to incorporate the UPEI value statement into our work. Specific examples included Athletics and Recreation; Strategic Planning; Equity, Diversity, and Inclusion Office; and the Office of the Chief Information Officer.

- **Share and communicate this UPEI Equity, Diversity, and Inclusion Strategy widely with the campus community and our partners.**
  Status: Ongoing
  Actions:
- The Equity, Diversity, and Inclusion Strategy was shared with all faculty,

staff, and students by email at the time of release, and has since been referenced in numerous campus wide and external communications from the President's Office and Marketing and Communications.
- Efforts were made to share the EDI Strategy through various communications products and media relations including the Campus Connector, a news release, and media interview.
- The EDI Strategy is available on the upei.ca website, the myUPEI internal portal, and through the Library.
- The EDI Office includes information about the EDI Strategy in every training session, and regularly provides copies of the Strategy across campus.
- The EDI Strategy is referenced in communications with government and other funding agencies through a variety of channels.
- The Student Experience Hub has an internal lead providing training on the EDI Strategy within their own departments.

- **Make campus definitions of equity, diversity, and inclusion highly visible.**
  Status: Ongoing
  Actions:
  - The definitions are used regularly in publications, trainings, and online materials from the EDI Office, and are included in the UPEI EDI Strategy which has been widely publicized.

- **Highlight UPEI's commitment to the NSERC Dimensions Charter, Canada Research Chairs Equity, Diversity, and Inclusion Action Plan, and other best practice initiatives that work to foster equity, diversity, and inclusion.**
  Status: Ongoing
  Actions:
  - This information is made available on the upei.ca website and myUPEI Equity, Diversity, and Inclusion page.
  - UPEI became a signatory to the Scarborough Charter (anti-Black racism and inclusion) and publicly shares our support for this important initiative.

4. Building a Culture of Accountability

- **Develop a culture of accountability for implementation of this Strategy**.
  Status: Ongoing
  Actions:
  - All Directors and Deans were required to complete and submit a report to their respective Vice-President and the Equity, Diversity, and Inclusion Office on the progress made in their areas on every action item in the UPEI EDI Strategy.
  - Training was provided to Chairs, Deans, Directors, and other managers about the requirement for reporting progress made under this Strategy.
  - The AVC is developing metrics of success for the monitoring of the EDI initiatives identified through their EDI Standing Committee.

- **The Vice-President Academic and Research and the Vice-President Administration and Finance will identify short- and long-term priorities and the implementation and evaluation of the initiatives set out in this Strategy.**
  Status: Ongoing
  Actions:
  - The Vice-President Administration and Finance and Vice-President Academic and Research in collaboration with the EDI Officer and the EDI Steering Committee identify the priority actions under this EDI Strategy.

- **The Vice-President Academic and Research and the Vice-President Administration and Finance will consult with the Equity, Diversity, and Inclusion Officer, the UPEI EDI Steering Committee, and UPEI EDI-focused working groups (including the Faculty Association Joint Equity Committee) on an ongoing basis to seek feedback and input into campus processes and initiatives.**
  Status: Ongoing
  Actions:
  - The Vice-President Academic and Research and the Vice-President Administration and Finance frequently meet and provide direction to the EDI

Officer to provide guidance and direction.

- The Vice-Presidents have met with the EDI Steering Committee and the Faculty Association Joint Equity Committee to discuss the implementation of this Strategy.

- **Senior administrators will report to the Vice-Presidents on the progress made in their respective areas.**
  Status: Ongoing
  Actions:

- Deans and Directors regularly speak with their respective Vice-President regarding equity, diversity, and inclusion planning.
- Deans and Directors completed the 2021–2022 UPEI Equity, Diversity, and Inclusion Strategy reporting exercise to outline the progress made in their respective areas under the UPEI EDI Strategy.

- **The Vice-President Academic and Research and the Vice-President Administration and Finance will report to the President on an annual basis regarding the progress made on this Strategy. Progress reports will be made publicly available.**
  Status: Ongoing
  Actions:

- This Progress Report was jointly presented to the Interim President by the Vice-President Administration and Finance, Vice-President Academic and Research, and the Advisor to the President, Dr. Kathy Gottschall-Pass.
- This Progress Report will be shared with the Board of Governors, Senate, campus community, and made publicly available.

MEET SIMONE BRECHIN *(She/Her)*
Pathways to Academic Success Program Facilitator

Simone joined UPEI in June 2021. In addition to her work as an academic coach, Simone also coordinates the UPEI Campus Life Program. Her work involves bringing a focus of equity, diversity, and inclusion to events and programming. This includes developing and delivering EDI training. In 2021–2022, she also provided assistance to the Mawi'omi Indigenous Student Centre to ensure continuity of student programming during staffing challenges. The Campus Life student-led programming is actively working to amplify historically underrepresented voices and create a campus community that celebrates and talks about diverse lived experiences.

ACKNOWLEDGMENTS