



University of Prince Edward Island Canada Research Chairs Equity, Diversity, and Inclusion Action Plan

Last Updated: August 2023



people • excellence • impact

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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REVISIONS

This revision, effective August 2023, incorporates updates to selected portions of the document. The original action plan was developed in 2019. The consultation process, employment systems review, environmental scan done in the preparation of the original UPEI CRC Equity, Diversity, and Inclusion Action Plan were completed at that time. That continues to inform this action plan. However, as time has passed, information in those sections may no longer be accurate or complete. This has now become a living document and includes updates on the progress made under this action plan. It also incorporates updates on the total number of Allocated Chairs and changes in the targets as a result. UPEI has also chosen to split one of the Tier 1 chairs into two Tier 2 chairs. As a result, the total number of allocated Chairs is now six (6), increased from five (5).

EXECUTIVE SUMMARY

The University of Prince Edward Island, founded on the tradition of liberal education, exists to encourage and assist people to acquire the skills, knowledge, and understanding necessary for critical and creative thinking, and thus prepare them to contribute to their own betterment, and that of society, through the development of their full potential. In that vein, UPEI has identified that we hold as values: academic freedom and rigour; accountability and integrity; excellence; and inclusion, equity and reconciliation.

The federal government has identified four designated groups: women, Indigenous peoples, persons with disabilities, and members of visible minorities; and called on institutions to set out a framework for their greater inclusion within the Canada Research Chair Program. This action plan will guide how UPEI will remove barriers, encourage participation, and work towards greater inclusion.

A methodical review of UPEI was conducted. This included: a consultation process; a review of employment systems; a comparative review of Canada Research Chairs; an environmental scan of the workplace environment; and consideration of the CRC management and allocation processes. As UPEI recently finalized the University of Prince Edward Island Equity, Diversity, and Inclusion (EDI) Strategy, the consultation and review processes completed as part of that project and the commitments from that Strategy were also taken into consideration. From this review UPEI has identified five objectives to work towards greater equity, diversity, and inclusion (EDI) of the four designated groups within the Canada Research Chairs program at UPEI:

Ensure there are consistent EDI measures and messaging at every level of UPEI's operations

Address systemic and institutional barriers experienced by women, visible minorities, persons with disabilities, and/or Indigenous persons embedded into recruitment and hiring of a CRC

Ensuring equity, diversity, and inclusion is embedded into the recruiting and hiring of a CRC

Continue to expand and provide training and development related to equity, diversity, and inclusion

Ensure that our chairholders feel equally included, integrated, supported and are retained

UPEI is committed to working towards these objectives and reflecting equity, diversity, inclusion, and reconciliation in relation to the Canada Research Chairs program and in everything we do at UPEI.

UPEI is committed to equity, diversity, and inclusion related to the Canada Research Chairs Program and the broader research enterprise of the university. It believes in providing a positive learning and working environment where every person feels empowered to contribute and where all members of its community are respectful and respected as individuals. We are committed to fostering an inclusive culture and to advancing diversity in all of its forms to leverage educational and institutional benefits.

OUR MISSION

The University of Prince Edward Island, founded on the tradition of liberal education, exists to encourage and assist people to acquire the skills, knowledge, and understanding necessary for critical and creative thinking, and thus prepare them to contribute to their own betterment, and that of society, through the development of their full potential. To accomplish these ends, the University is a community of scholars whose primary tasks are to teach and to learn, to engage in scholarship and research, and to offer service for the benefit of our Island and beyond.

OUR VISION

UPEI will be a leader in providing outstanding programs and experiential learning opportunities that enable our students to develop to their full potential in both the classroom and the community, ensuring our students emerge from their studies ready to excel and contribute to the betterment of our world.

VALUES (listed alphabetically)

Academic Freedom and Rigour

The freedom to teach and conduct scholarly work guided by curiosity and intellectual inquiry, without deference to prescribed doctrine, is fundamental to our University. This freedom is essential to advancing and disseminating knowledge, and carries with it the duty to use that freedom in a manner that is consistent with an honest search for knowledge. It is important for the credibility of the University that this quest for knowledge be carried out with integrity and rigour.

Accountability and Integrity

As individuals and as a community, we are accountable to those we serve for the quality of education we deliver and the transparency of our operations. We will conduct ourselves with integrity, employing our expertise to serve others and benefit society.

Excellence

We aspire to excel in education, scholarly endeavours, research, and service.

Inclusion, Equity, and Reconciliation

We are dedicated to making UPEI an open, accessible, and welcoming community, and to the fair treatment of all persons. We are committed to continually re-examining and growing our understanding of the role UPEI must play in promoting a better understanding of cultures and identities, and in understanding the needs of community members with disabilities in a manner that supports education and respectful relationships.

DEFINITIONS

In December 2019, UPEI's Equity, Diversity, and Inclusion Steering Committee adopted campus-wide definitions for equity, diversity, and inclusion.

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.

INTRODUCTION TO THE CRC ACTION PLAN

Equity, Diversity, and Inclusion at UPEI

Beginning in October 2017, the UPEI campus community has participated in a series of consultations and discussions around the way in which we envision our University developing in the coming years and the contributions that we will strive to make to higher learning, research and innovation, and the betterment of our communities. These consultations have informed the priorities of the University's most recent UPEI Strategic Plan (2018-2023), the update of the Campus Plan (2019), and the renewal of the UPEI Academic Plan (2019).

Throughout those consultations, UPEI stakeholders consistently recognized the many positive steps taken to build awareness of equity, diversity, inclusion, and reconciliation at UPEI as well as efforts to implement policies and processes to support related initiatives. However, our campus discussions also confirmed that as a University we must continue to invest resources and further demonstrate our institutional commitment to equity, diversity, inclusion, and reconciliation if we are to truly make a difference and lead by example.

As a result, UPEI adopted equity, diversity, and inclusion as an institutional value:

As a learning community and member of the larger community, our University is dedicated to making UPEI an open, accessible, and welcoming community, and to the fair treatment of all persons. We are committed to continually re-examining and growing our understanding of the role UPEI must play in promoting a better understanding of cultures and identities, and the needs of community members with disabilities in a manner that supports education and respectful relationships.

This value is communicated to students, employees and both internal and external stakeholders of the University on an ongoing basis.

Further information around UPEI's commitment to equity, diversity, inclusion, and reconciliation within the University's Strategic Plan is outlined in Appendix A. Conversations on EDI (Equity, Diversity, and Inclusion) have continued throughout 2019 - 2021 to further define the University's planning and goals in this area. Those conversations have included both the consultation process for the development of this plan, as well as the consultation process for the development of the new UPEI Equity, Diversity, and Inclusion Strategy.

Institutionally, UPEI has deepened its commitment to this priority through the UPEI EDI Strategy and a University EDI Steering Committee that works in collaboration with UPEI Executive members, the UPEI Equity, Diversity and Inclusion Officer, and campus groups to progress the development of EDI planning, priorities, and initiatives.

One such priority is advancing the University's commitment to equity, diversity, and inclusion in relation to the Canada Research Chairs Program to ensure UPEI effectively recognizes and addresses systemic barriers, and puts safeguards in place so that members of underrepresented groups are not disadvantaged. As such:

UPEI is committed to equity, diversity, and inclusion related to the Canada Research Chairs Program and the broader research enterprise of the university. We believe in providing a positive learning and working environment where every person feels empowered to contribute and where all members of its community are respectful and respected as individuals. We are committed to fostering an inclusive culture and to advancing diversity in all of its forms to leverage educational and institutional benefits.

Background on the CRCP Action Plan

The Canada Research Chairs Program is a permanent program of the federal government. Equity and diversity within the federal government are commonly considered within the context of the federal *Employment Equity Act*. The purpose of that legislation is to achieve equality in the workplace and aims to correct employment disadvantages experienced by women, Indigenous peoples, persons with disabilities and members of visible minorities; those are sometimes referred to as the “four designated groups.”¹

The Canada Research Chairs Program has called on all institutions who have been allotted at least five Canada Research Chairs to prepare an equity, diversity, and inclusion action plan. The Canada Research Chairs Program has set out specific guidelines that the action plans must meet. Institutions will then use those action plans as a guide to advance equity, diversity, and inclusion in their own institutions. While

¹ *Employment Equity Act*, S.C. 1995, c. 44, s. 2.

UPEI values equity, diversity, and inclusion of other historically disadvantaged groups, for the purposes of this report, the focus of the discussion will primarily be limited to the four designated groups to establish how UPEI is meeting the Canada Research Chair Program objectives in those specific areas.

This action plan will direct the way in which we will remove barriers, encourage participation, and work towards inclusion of the four designated groups within the Canada Research Chair Program at UPEI.

EQUITY TARGETS

The Canada Research Chairs Program sets out a required methodology for universities to establish equity and diversity targets for the four designated groups.² Under that formula the current UPEI equity and diversity targets for December 2025 are:

Designated Group	UPEI Target Percentage	UPEI Target Actual	Representation Actual	Gap
Indigenous peoples	2.25%	0	Withheld	Withheld
People with disabilities	5.25%	0	Withheld	Withheld
Visible minorities	17.5%	1	Withheld	Withheld
Women	46%	3	Withheld	Withheld

Due to the small number of chair positions at UPEI and the need to protect the personal information of chairholders, the University will not be disclosing information on the identities of chairholders. UPEI will remain committed to the equity targets set through this process.

In response to the Canada Research Chairs Programme changing their methodology for calculating equity targets, UPEI is increasing our equity targets for the period between 2025 – 2029 following the below projections:

Designated Group	2025 Projected		2027 Projected		2029 Projected	
	Target %	Target Actual	Target %	Target Actual	Target %	Target Actual
Indigenous peoples	2.25	0	3.5	0	4.9	0
People with disabilities	5.25	0	6.25	0	7.5	0
Visible minorities	17.5	1	19.9	1	22	1
Women	46%	3	50%	3	50.9%	3

² For more information about the CRCP methodology see Canada Research Chairs, “Establishing equity and diversity targets” available online: <http://www.chairs-chaires.gc.ca/program-programme/equity-equite/targets-cibles-eng.aspx>

CONSULTATION PROCESS

Consultation Meetings

As part of the process for building this Action Plan, consultation meetings were held with various groups across campus. In some cases, specific meetings were held for the purposes of collecting information about a particular aspect of a process, policy or procedure. Those discussions touched on a wide array of issues which informed the writing of this report. Those meetings included the following:

- Academic Planning and Curriculum Committee*
- Dean's Council
- Faculty Association Joint Equity Committee
- Faculty of Arts Equity and Inclusion Committee
- Graduate Studies Advisory Committee*
- Mawi'omi Student Centre
- Office of the Vice-President Academic and Research
- Office of the Vice-President Administration and Finance
- Research Advisory Committee*
- Research Services Office
- UPEI Board of Governors
- UPEI Executive
- UPEI Indigenous Education Advisory Circle*
- UPEI Senate
- Vice-President Administration and Finance Directors' Group

**Senate Committees and Sub-committees include graduate student and undergraduate student representation.*

Individual meetings were also held with particular people relevant to the process, including:

- Associate Vice-President, Human Resources & Legal
- Canada Research Chair in Applied Communication, Leadership, and Culture
- Canada Research Chair in Marine Natural Products
- Chair of CRC Search Committee

This represents all the CRCs at the time the consultation period was conducted.

Incorporation of Equity, Diversity and Inclusion Principles into Consultation Meeting Process

The consultation sessions were facilitated by the Equity, Diversity, and Inclusion Officer to ensure that principles of equity, diversity and inclusion were omnipresent throughout the process. Broad, open-ended questions were asked to the groups. This was done to intentionally allow space for different groups and individuals to speak to the issues related to equity, diversity, and inclusion pertinent to their expertise or from their own perspectives.

The consultation process included input from and related to the four designated groups. Women were included in each consultation group and were well represented throughout the process. Indigenous voices were heard throughout consultations, particularly in meeting with the UPEI Mawi'omi Centre and UPEI Indigenous Education Advisory Circle. Consultations also included people who are visible minorities, with several people speaking of their experiences related to those identities. Differently-abled people were included in the consultation process, though few chose to speak from that perspective. The Associate Vice-President Human Resources & Legal, who was familiar with requests made for accommodation on campus by faculty, confidentially provided information about the themes in accommodation requests.

Each group consultation session was concluded by advising that anyone was welcome to provide additional feedback. An invitation was extended to provide that feedback by email or physical mail. The Equity, Diversity, and Inclusion Officer also described the protocol to be used if someone wanted to ensure their feedback was provided in a manner that was confidential and/or anonymous. This was done, in part, as a mechanism for ensuring that feedback could be provided in a manner without any fear of judgment by colleagues or reprisals where power imbalances were present. It also allowed the opportunity for people to speak from a perspective or identity, or about a difficult experience, that they did not feel comfortable sharing in front of other people. While open to anyone, it was a mechanism hoped to ensure members of the four designated groups felt open to share honest and challenging feedback. Some individuals did take advantage of the opportunity to provide post-consultation feedback, including individuals who identified with the four designated groups.

Other Consultations

UPEI also recently undertook an exercise of strategic planning. The UPEI Strategic Plan (2018–2023) was developed through extensive consultation with members of the UPEI campus community between October 2017 and October 2018. Equity, diversity, inclusion, and related topics were consistently discussed throughout consultations with strong stakeholder feedback on the ways in which the University could further develop understanding, awareness, and engagement with respect to policies, processes and initiatives related to equity, diversity, and inclusion. As a result, equity, diversity and inclusion are represented throughout the UPEI Strategic Plan (2018-2023) that will be discussed later in this report. We have taken feedback received through the extensive discussions regarding equity, diversity, and inclusion into consideration in the development of this Action Plan. For a full description of that consultation process, see Appendix B.

Findings

This broad approach to collecting information relevant to equity, diversity and inclusion at UPEI was deeply informative. These consultations contained feedback that was interconnected with the findings from the other review processes for developing this Action Plan. The seminal findings from the consultation sessions are woven into this plan in the “Findings” sections for each of the Employment Systems Review, Comparative Review, and Environmental Scan. Findings from these consultation sessions were also carried forward and used in the development of the UPEI Equity, Diversity, and Inclusion (EDI) Strategy.

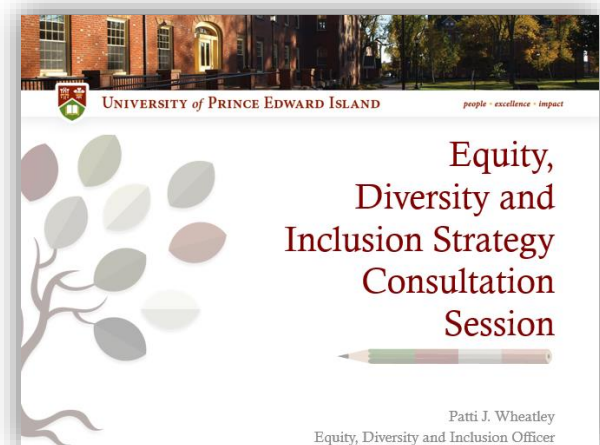
UPEI EQUITY, DIVERSITY, AND INCLUSION STRATEGY

UPEI recognized the importance of a cross-campus institutional strategy around equity, diversity, and inclusion. The importance of inclusion was underscored through the strategic planning consultation process. In June 2019, a Draft Preliminary Framework: Building, Equity, Diversity and Inclusion at UPEI report was prepared. However, it was recognized that more work was needed to further develop that plan, in particular by incorporating greater consultation with the campus community. UPEI hired an Equity, Diversity, and Inclusion Officer in 2019 who was integral to developing the Strategy.

The development of the Strategy was co-led by the Vice-President Academic and Research and Vice-President Administration and Finance. In October 2019, the UPEI Equity, Diversity, and Inclusion Steering Committee was established. The Steering Committee has a mandate to review and provide input into the development and implementation of the UPEI Equity, Diversity, and Inclusion Strategy. The committee has a wide range of perspectives. More information about the Steering Committee can be found in Appendix C. This collaborative approach was intended to ensure that all UPEI campus members' needs and experiences—student, staff, and faculty—are reflected within institutional efforts. Further, the approach promotes that EDI is a shared responsibility among all members of our campus.

A consultation period for the Equity, Diversity, and Inclusion Strategy occurred in late 2019 and early 2020. That process involved approximately 350 people, of which approximately 250 participated through one of the 21 consultation sessions held (see Appendix D) and approximately 100 people completed an online survey.³ The background information distributed in advance of those sessions can be found in Appendix E.

The consultation process was broadly advertised. Messages were sent to all faculty, staff and students, and *everyone* was invited to attend at least one consultation session (see Appendix D). In practice, many people were invited to multiple sessions due to overlapping roles. Additionally, the Equity, Diversity, and Inclusion Strategy Consultation Survey was available on the upei.ca website for anyone to complete. The survey was promoted across various social media channels, and campus communications, including informing all faculty, staff, and students by email, to encourage participation. Special attention was given to promoting it across social media channels that were believed to have diverse audiences.



³ This number includes repetition of some people who were involved in multiple ways; since participation was deliberately anonymous it is not possible to count the unique individuals who participated.

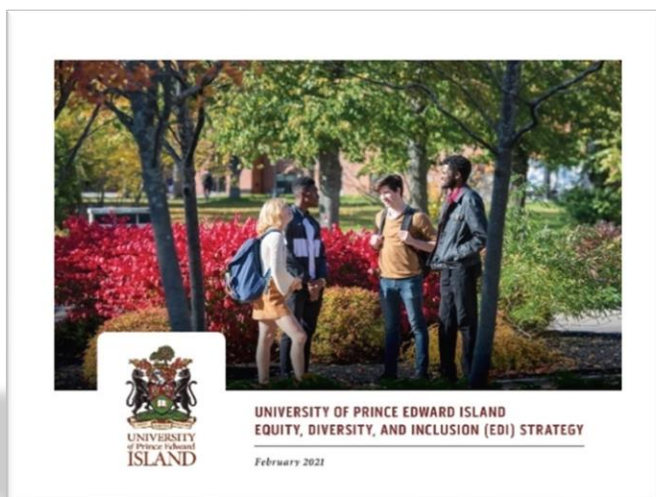
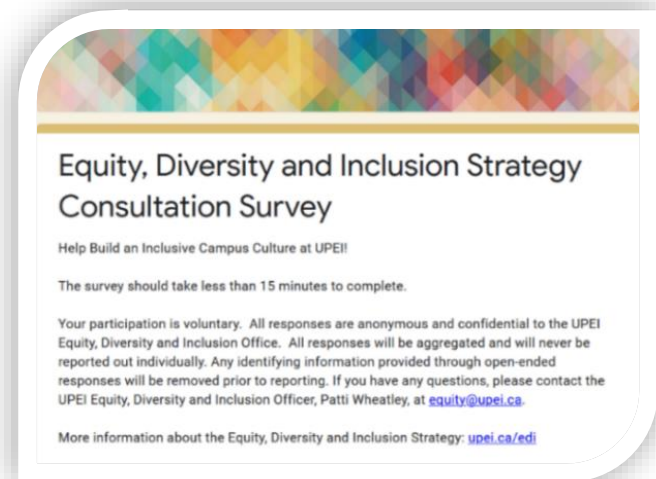
Overwhelmingly participants provided a great deal of feedback (particularly through the survey which allowed for open ended responses with no restriction on length). The analysis of that data and the development of the institutional Equity, Diversity and Inclusion Strategy was a significant undertaking.

The consultation period for the development of the Equity, Diversity, and Inclusion Strategy was undertaken with the same incorporation of equity, diversity, and inclusion principles discussed above in relation to conducting the consultation meeting process for this Action Plan. Feedback from that process has informed the continuing evolution of this Action Plan.

Governance of the UPEI Equity, Diversity, and Inclusion Strategy rests with the UPEI Executive team, including the President and Vice-Chancellor, Vice-President Academic and Research, and Vice-President Administration and Finance.

In February 2021 the UPEI Equity, Diversity, and Inclusion Strategy was endorsed by the UPEI Senate and approved by the UPEI Board of Governors (including the Governance and Appeals Committee of the Board of Governors) and was widely shared with the campus community.⁴

The Vice-President Academic and Research and the Vice-President Administration and Finance have identified short- and long-term priorities for the implementation and evaluation of the initiatives set out in this Strategy. They will also consult with the Equity, Diversity, and Inclusion Officer and the UPEI Equity, Diversity, and Inclusion Steering Committee and any EDI related working groups on an ongoing basis. The Vice-President Academic and Research and the Vice-President Administration and Finance will report to the President annually on the progress made and make those progress reports publicly available.



⁴ University of Prince Edward Island Equity, Diversity, and Inclusion (EDI) Strategy, February 2021. Available online: https://files.upei.ca/edi/upei_edi_strategy.pdf

EMPLOYMENT SYSTEMS REVIEW

An employment system review was conducted through meetings with current people involved in the process, and a review of the documented processes. The Consultation Process discussed above (p. 7) was important to the collection of this information. Some members of the recent Canada Research Chairs hiring committees were involved in the consultation process. Feedback was received about practices and process from a range of perspectives through the consultation process.

The documents reviewed as part of this review included:

- Canada Research Chair Application Review Committee Declaration of Training in the Area of Equity, Diversity, Inclusion, and Unconscious Bias (UPEI)
- Collective Agreement between the University of Prince Edward Island Board of Governors and the University of Prince Edward Island Faculty Association Bargaining Unit #1 (hereafter “Collective Agreement”⁵), provisions regarding hiring, including the:
 - Letter of Understanding #2 between the Board of Governors of the University of Prince Edward Island and the University of Prince Edward Island Faculty Association, contained within the Collective Agreement between the University of Prince Edward Island Board of Governors and the University of Prince Edward Island Faculty Association Bargaining Unit #1
- Internal Audit Report on Hiring of Tenure-Track Faculty Members (October 2018)
- Interview questions for CRC
- Job competition advertisements for CRC positions
- Letter template from Vice-President Academic and Research to CRC Review Committee member (regarding equity, diversity, and inclusion training requirements to sit on search committee)
- Process for Nominating and Accepting a Canada Research Chair (Updated 5 December 2018)
- Self-Identification Form for UPEI Canada Research Chair Positions
- Tenure-Track Hiring for Board Approval Dean and VP Academic and Research Checklist

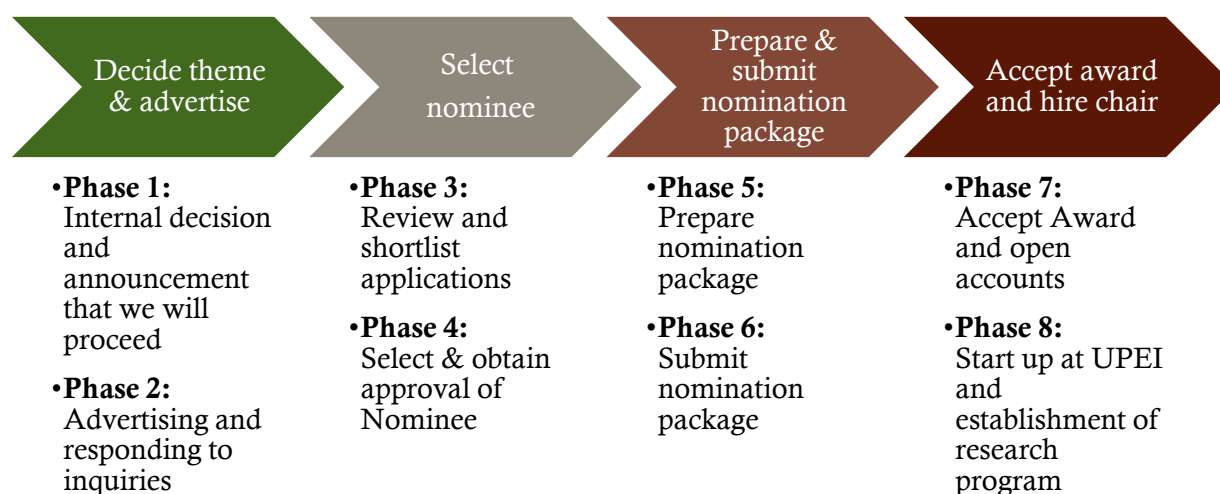
The Collective Agreement sets out the process for hiring faculty members. The responsibilities fall to the Vice-President Academic and Research and members of the CRC Application Review Committee (which is not a standing committee but rather is selected for a particular search process), with support provided by Research Services.

The process for hiring a CRC Chair has been increasingly standardized in recent years. In addition to the framework for the process set out in the Collective Agreement, an eight phase Process for Nominating and Accepting a Canada Research has been established, updated in late 2018, and updated again in August 2020. Finally, the questions for interviewees have been standardized. All of these efforts are assisting in ensuring that the process is fair and equitable for all candidates.

⁵ UPEI operates with five collective agreements. However, as all Canada Research Chairs would fall under the above noted Collective Agreement, for the purposes of this report, it will be referred throughout simply as the Collective Agreement. Available online: http://files.upei.ca/agreements/2016-2020_upeifa_bu1_final.pdf

An Internal Audit Report on Hiring of Tenure-Track Faculty Members was prepared in October 2018. That report was reviewed. Several recommendations were made in the report and management has responded to those recommendations. Overall, the audit report notes several points where standardizing process and consistent treatment are recommended. It also commits to offering the support of the Equity, Diversity, and Inclusion Officer to support hiring committees.

Process for Nominating and Accepting a Canada Research Chair



Source: Process for Nominating and Accepting a Canada Research Chair (Updated 31 August 2020, UPEI)

As part of the CRC process, candidates are advised to consult with the CRC website regarding their eligibility for consideration of any career interruptions. Informally, hiring committee members and others may specifically reach out to researchers who have not yet applied to encourage them to take this into account, and not to presume ineligibility. Formally, this information has been incorporated directly into the most recent competition (see Appendix F). Career interruptions must be taken into consideration when assessing scholarly outputs. Furthermore, there is awareness that many career interruptions may require accommodation beyond simple additional years of eligibility.

There are a number of efforts to ensure information about equity, diversity, and inclusion are provided to the hiring committee. The CRC strategic directions regarding equity, diversity, and inclusion are communicated to all committee members. All committee members must complete the Canada Research Chair Application Review Committee Declaration of Training in the Area of Equity, Diversity, Inclusion and Unconscious Bias. This training review process is mandatory. The training opportunities include: reading “Rising Above Cognitive Errors” by JoAnn Moody (provided to committee members); reviewing information about the CRC Equity, Diversity and Inclusion Practices; completing the Unconscious Bias training module;⁶ watching TED Talk by Yassmin Abdel-Magied⁷ or other training that the person could specify. The Vice-President Academic and Research must review the self-declaration form and determine

⁶ Available at: <https://www.chairs-chaires.gc.ca/program-programme/equity-equite/bias/module-eng.aspx?pedisable=false>

⁷ Available at: https://www.ted.com/talks/yassmin_abdel_magied_what_does_my_headscarf_mean_to_you

that each committee member's training is sufficient, or indicate the further actions they must take before they are able to participate in the hiring committee. The selection committee is also reminded to consider qualifications based on diverse backgrounds that are not simply quantification of publications, funding success, or years of experience, but may involve unconventional valuable scholarly activity. This information has generally been well received by the hiring committee. Committee members are often eager to gain additional knowledge of how to put these principles into practice. If they are not comfortable going through the training requirements, they would not be included in the hiring committee. Some hiring committee members have reported that these efforts have resulted in a shift in the thinking and conversation regarding equity, diversity, and inclusion as it related to the hiring process. However, no structure was in place to evaluate the process.

The job advertisements for the past two Canada Research Chair competitions were reviewed.⁸ The most recent one addressed issues of diversity, accommodation, and career breaks directly and thoroughly. The previous competition was silent on the issue. This speaks in part to significant improvements being made to the CRC process and the understanding of these issues by the whole hiring committee. It also highlights that the advertising process can vary significantly between competitions because the responsibilities fall to the hiring committee, and in a small institution with a small number of Canada Research Chair positions and with the passage of time, there may not be overlap between those involved with committees from one competition to the next. Standardizing the information for inclusion in future competitions could ensure that best practices in this area are followed on an ongoing basis. For full text of the most recent CRC competition, see Appendix F.

A Self-Identification Form for UPEI Canada Research Chair Positions is provided to applicants.⁹ Self-identifying as a member of one of the four designated groups is optional. The review has indicated that while it exists, the form ought to be improved to better align with best practices as indicated in "Equity, Diversity and Inclusion: A Best Practices Guide for Recruitment, Hiring and Retention."¹⁰ To conform to the approach and guidance of the Canada Research Chairs Program, UPEI will also change our approach from a voluntary submission by candidates to requiring mandatory completion of the form, while retaining the option to choose not to respond to the self-identification questions. Weaknesses of the document notwithstanding, UPEI has been receiving completed forms with self-identification information. The response rate has been approximately 85% over the past two competitions. The process could also be improved with a mechanism for updating information.

Findings

The employment systems review has revealed that there is some important work currently underway to standardize process and procedures. Yet, more work needs to be done.

⁸ Efforts were made to locate previous advertisements without success. This record management challenge was identified as part of recent efforts at standardizing this process and records should be retained going forward with new systems now in place.

⁹ University of Prince Edward Island, Confidential Self-Identification Form for UPEI Canada Research Chair Positions, available online: http://files.upei.ca/research/chairs_upei_crc_self-identification_form.pdf

¹⁰ Government of Canada, Canada Research Chairs, (2018), "Equity, Diversity and Inclusion: A Best Practices Guide for Recruitment, Hiring and Retention," available online: https://www.chairs-chaires.gc.ca/program-programme/equity-equite/best_practices-pratiques_examplaires-eng.aspx#i

The current reality at UPEI is that many of the processes through which a CRC moves, are not consistent. Though there is broad guidance and understanding of the processes, the exact details and specific motions of navigating these processes has not been specified with detail. With the small number of Canada Research Chairs at UPEI and because of their nature of being spread across different faculties and becoming vacant at different times, the reality is that there has been little overlap in the personnel involved in the processes. Thus, the process has been frequently reinterpreted, and each competition process has been unique. This has made it exceedingly difficult to find evidence of where systemic problems, biases, and barriers have crept into systems. While those processes may have operated perfectly, it is more realistic to assume biases and barriers were present but because each process was different, those problems would have presented in different ways through each reiteration of a process. Thus, for this analysis we can only make assumptions about where bias and barriers might have played a role, because research tells us that undefined policies in those areas often leads to unconscious bias, discrimination, and barriers for members of the four designated groups. The first step for UPEI needs to be consciously outlining processes that are designed to welcome diversity. Later, UPEI must be prepared to adjust those systems as necessary. It is only after we have developed well-established and repeatable practices that we will be well positioned to compare, analyse, and assess how these systems can be improved to address impacts of unconscious bias.

It is important to acknowledge that UPEI is aware that standardization can lead to mixed results from an equity, diversity, and inclusion perspective. While standardizing processes can protect against disproportionately advantaging certain preferred individuals over others, it very often can have adverse impacts. Specifically, standardization can be unintentionally detrimental as insistence on sameness can have differential results and adverse impacts particularly for disadvantaged groups, and which are often compounded by the effects of intersectionality. Thus, standardized processes need to be designed in contemplation of diversity, and welcome that diversity, working to ensure that those processes are equitable, as opposed to a focusing on equal treatment.

By increasing transparency in the decision-making process, equitable and standardized procedures will minimize the impact of preferences or prejudices affecting how applications are processed. One example is the Process for Nominating and Accepting a Canada Research Chair document, which should be improved to provide more clarity to the steps and ensure there is clear direction about the ways in which UPEI's equity, diversity, and inclusion commitments are being met at each stage of that process. Established procedures have to be written to ensure that they are equitable and that systemic discrimination is not built into any particular process.

Important next steps also include creating standard language for job advertisements which reflect best practices and improving self-identification and training forms and process. Standardizing these approaches and following best practices are important as the differences between competitions were quite stark. As competition advertisements for faculty are written within the hiring department and without institutional guidance, there was no consistency in the language. It was also only possible to review a very small number of historical competition ads because prior advertisements were not retained. Acknowledging that the language chosen in these important documents can encourage or discourage designated groups from the process will provide a standard that will assist in ensuring best practices are followed and that wording is not left to each hiring committee. While the review found that EDI training was consistently required for CRC hiring committees, there was no evaluation of whether that training was effective. Thus, another

action going forward will be to start requiring that committee members evaluate the training provided to assess whether the training is meeting the needs of committee members and enabling them to put EDI principles into practice. This evaluation should become part of the form for the “Canada Research Chair Application Review Committee Declaration of Training in the Area of Equity, Diversity, Inclusion and Unconscious Bias” to ensure feedback is collected from all committee members.

As decisions are ultimately made by people, additional efforts are necessary to ensure that equity, diversity, and inclusion remains at the forefront, to counteract impacts of unconscious bias. In that vein, training and education will serve a role in raising understanding of these issues for those involved in these processes, with the ultimate aim of reducing the impact of bias, which will decrease systemic discrimination over time. As an additional protection to ensure that newly-standardized practices are equitable, all senior administrators will be required to complete training in Gender-based Analysis Plus (GBA+). UPEI will ensure that regular EDI training is mandatory for Departmental Chairs, Deans, Research Services staff, and Human Resources staff with functions in human resources or employee services.

To ensure people feel empowered to discuss and have an avenue for raising concerns about the process, the committee should include an Equity Champion, who is equipped to ensure equity, diversity, and inclusion principles are being practiced. The EDI Champion assigned to each CRC selection committee will provide guidance at all stages of the recruitment, interview, deliberation, and selection processes. Based on their observations, the EDI Champion will provide the institutional EDI Officer and Vice-President Academic and Research with feedback regarding training needs, identified barriers to applying principles in practice, and recommendations for improvements.

The Equity, Diversity, and Inclusion Officer will also collect information through formal and informal processes to determine areas of campus that would benefit from receiving tailored equity, diversity, and inclusion training. That will include discussions with the Equity Champion and Chair of CRC search process the Vice-President Academic and Research, the Vice-President Administration and Finance, and the newly formed UPEI Equity, Diversity and Inclusion Steering Committee (see Appendix C).

COMPARATIVE REVIEW

A review of supports to Canada Research Chairholders was conducted. The Interim Dean of the Faculty of Graduate Studies and Research, Vice-President Academic and Research (Chair of the CRC Search Committee), all current Chairholders, and Research Services staff were integral to compiling the information. The Consultation Process discussed above (p. 7) was important to collecting this information.

The documents reviewed as part of this review included:

- Collective Agreement provisions related to CRC Chairs and responsibilities
- CRC Institutional Funding Report 2018-2019
- CRC Institutional Funding Report 2017-2018
- CRC Institutional Funding Report 2016-2017
- CRC Institutional Funding Report 2015-2016

- CRC Institutional Funding Report 2014-2015
- CRC Institutional Funding Report 2013-2014
- CRC Institutional Funding Report 2012-2013

Financial

Financial information related to Canada Research Chairs was reviewed. This part of the analysis was conducted by staff in Research Services who had access to the data, compiling reports of the financial information discussed below. The reports were provided to the Equity, Diversity and Inclusion Officer for analysis. This ensured that it was reviewed from an equity, diversity, and inclusion lens. After the Equity, Diversity, and Inclusion Officer completed the initial analysis, the Interim Dean of the Faculty of Graduate Studies and Research reviewed and provided input. As the Interim Dean had familiarity with the research projects, they provided high level context and greater meaning to the data. The Vice-President Academic and Research also later provided insight into specific aspects of the findings.

Due to the small number of current Chairs, the review extended back to 2012. Financial information was collected regarding the salary; benefits; graduate student salaries (tied to the CRC Chair); non-student salaries (tied to the CRC Chair); support for professional and technical services; equipment; materials and supplies; administrative costs; travel costs; and other expenditures. Analysis of that information was conducted. However, the total number of individuals involved was still less than ten. Due to the small numbers and respect for privacy, it is not possible to report on those numbers in a format that is informative.

Some things were found to be consistent. Benefits were consistent. Administrative support for research was consistently only funded through external grants. It also appears that Chairholders were consistently encouraged to pursue certain external funding opportunities. Even after extending the review period back to 2012, analysis revealed that accounting for the differences between Tier 1 and Tier 2; costs associated with the specific research areas; differences in research methodologies; and circumstances effecting particular individuals; it was not possible to draw conclusions that were meaningful from an equity perspective.

Space and Other Non-Financial Resources

A review of space resources was conducted. This part of the analysis was conducted primarily by the Equity, Diversity, and Inclusion Officer. This ensured that it was reviewed from an equity, diversity, and inclusion lens. The Vice-President Administration and Finance, who is responsible for space allocation on campus, was consulted on the processes followed and reviewed past instances that had impacted CRCs. The Vice-President Academic and Research also provided explanation as to how those processes worked in practice for faculty.

This review considered the current Chairholders, but also processes and procedures in place for how determinations are made. The Collective Agreement indicates that the employer will endeavour to provide an office, laboratory space, and suitable teaching space.¹¹ Office space allocations were generally equal although some buildings are newer. In new construction, UPEI uses standards for the creation of new office

¹¹ Collective Agreement, *supra*, s. H2.1.

spaces, which are set to a specific size and which were designed with accessibility in mind. The number of faculty in such buildings has been increasing over time. In most areas, the amount of available space is limited. Administrators must work, often creatively, to ensure that needs are matched with the appropriate space. Predominantly it is a needs-based assessment addressed by administrators. To the extent that there are minor differences in Departments between offices, when office space which is more desirable becomes available and no specific need is apparent (which would not be a common occurrence), the most common practice reported was that offers are based on seniority. The assessment of seniority is informal, not based on calculation. Some departments indicated no such informal policy was followed and that space was assigned based on a needs assessment alone. Many instances on campus were found where junior people were assigned desirable office space based purely on timing, as they needed space at a time when that space was available. Through the *Space Allocation and Administration Policy* and its associated procedures, the Vice-President Administration and Finance retains oversight over office moves.¹² Given the infrequency of such moves and the ability of the Vice-President Administration and Finance to question the rationale for any office moves, it was not identified as an area requiring redress at this time.

Laboratory space is not consistent in design across campus. Space allocations are dealt with under the *Space Allocation and Administration Policy* and its associated procedures.¹³ Prior to hiring any researcher, the responsible Dean must confirm that suitable space is available at the University. The policy is designed to ensure ongoing equity in space allocation. Space changes must be approved by the Vice-President Administration and Finance. The Vice-President Administration and Finance is also responsible for carrying out periodic assessment of University space needs for all stakeholders. In practice, individual Chairholders request space through the Dean. Deans generally understand that providing ideal laboratory space for a CRC is a priority because it can affect the probability of success. Space is limited on campus, so in many situations chairholders would be limited to what was available at the time of hiring. As hiring is not permitted without suitable space being determined in advance, protections are in place to ensure the available space on campus is suitable. Moves occur as necessary later. This often happens as a result of a need for more lab space due to growth in the Chairholder's research program. The Vice-President Administration and Finance works with the Vice-President Academic and Research, responsible Dean, Chair of the Department (if applicable), and the Canada Research Chairholder themselves to ensure that any movement of a researcher does not put them in a less suitable space, and to ensure that they are not disadvantaged in the process. Since not all Chairholders required lab space and many were never involved in a change in their lab space assignment, to review this process a 15-year period of lab space assignments was assessed. That analysis showed that lab space changes that were made were advantageous to the Chairholders, and that group included members of the four designated groups. Since the number of times a Canada Research Chair was moved was not significant, no specific recommendations are indicated at this time, though the Space Allocation and Administration Policy will be considered from an equity, diversity, and inclusion lens at its next scheduled review.

Time and Commitments

¹² Policy and procedures were significantly updated April 11, 2019. As a result, prior hiring processes occurred under different procedures.

¹³ Policy and procedures were significantly updated April 11, 2019. As a result, prior hiring processes occurred under different procedures.

This part of the analysis was conducted primarily by the Equity, Diversity, and Inclusion Officer. This ensured that it was reviewed from an equity, diversity, and inclusion lens. Documents discussed below were reviewed. The individual meetings held with each current Canada Research Chair also provided critical evidence of the application of these procedural documents. The Vice-President Academic and Research provided valuable insight as to the expectations of CRCs in this area.

The Collective Agreement considers that a Canada Research Chair will have “fewer responsibilities in the areas of teaching and administration.”¹⁴ It also acknowledges that the “principal duties” of faculty with research appointments will be “research, scholarship, and creative and professional activities.”¹⁵ While from an equity perspective standardizing these commitments may be seen as desirable, such an effort would not be practical. Given the small size of UPEI, the small number of Chairholders, differences in credentials, differences in department size, and alignment between the research area and the curriculum, there are too many variables to standardize teaching and service responsibilities. The consultation process, which included input from the current Canada Research Chairs at UPEI, did not reveal protected time for research or reduced teaching responsibilities to be a point of concern. Chairholders were given limited teaching responsibilities as the starting expectation, rather than because of negotiation. The maximum teaching load permitted for a CRC is 1:1, which is generally accepted to be one upper-level undergraduate course and one graduate level course. This ensures Chairholders have adequate time to dedicate to their research.

Chairholders are expected to supervise graduate students. They are also expected to find funding to attract those students. UPEI follows an interdisciplinary approach to research, as set out in the UPEI Research Strategy (discussed further below). Under this approach chairs are hired into a research constellation. This boundary-crossing approach to research means that cross-faculty collaboration is important. As a result, a CRC may be supervising graduate students in another faculty, which broadens the available expertise. The consultation process has revealed this as a strength in that it allows for greater possibilities for collaboration.

Findings

Given the small number of current Canada Research Chairholders at UPEI, the comparison of actual supports conducted through the processes discussed above did not lead to any meaningful specific findings from an equity perspective.

The main finding from the review was that several aspects of the terms and conditions of employment were not standardized (e.g., laboratory space, funding, administrative support etc.). Consultations (extending beyond current Chairholders) show that some faculty indicate that they received plentiful informal support on points worth negotiating at the time of hiring, but that experience was not universal. Thus, a concern exists that the lack of consistency may over time result in systemic discrimination. To address this concern UPEI will establish an equitable and standardized process by discipline for determining financial support from UPEI.

Another area for improvement is ensuring that Chairholders have identified areas for support, so that collecting critical information or establishing linkages is not left to the ability of the candidates to form the

¹⁴ Collective Agreement, *supra*, p. 151.

¹⁵ Collective Agreement, *supra*, s. A8.1.

necessary relationships. Acknowledging that unconscious bias may be affecting the building of those informal relationships, there is a need to ensure that does not have a compounding effect of University administration systemically discriminating against them. By identifying support available to the Chairholder from areas such as the Vice-President Academic and Research, the responsible Dean, the Dean of Graduate Studies, the Associate Vice-President Research, Research Services staff, and others, this will ensure that all Chairholders have access to the appropriate opportunities and information, and that members of the designated groups, and others, will be treated equitably by the University. Further, acknowledging that members of the four designated groups may not pursue supports at the same rate as others, we have identified that an additional step was necessary to proactively ensure that the Canada Research Chairs are positioned to succeed in relation to both formal and informal opportunities. To address this, the Vice-President Academic and Research will begin doing monthly meetings with all Canada Research Chairs and the senior administrative personnel associated with the Canada Research Chairs to ensure that the Chairs are connected to the networks and processes they need to become established and flourish at the University.

ENVIRONMENTAL SCAN

An environmental scan was conducted to examine the workplace culture and consider practices that were promoting, or creating barriers to, inclusion. During the review the Equity, Diversity, and Inclusion Officer considered relevant policies, processes and/or practices, and determine strengths and weaknesses and identify any barriers from an equity perspective, particularly for the four designated groups. They were also assessed to consider whether there was evidence of consistency, fairness, and equitable treatment.

The consultation process discussed in more detail above (p. 7) was used to collect relevant information. That process included the current Chairholders as well as numerous faculty, including faculty who identify as all of the four designated groups. The review process also included consideration of trends in faculty accommodation requests made over the past five years.

The review also included examination of all relevant policies and research strategies. These reviews are included in this section, as they predominantly affect the working conditions, campus environment, and research opportunities on campus. It is acknowledged that these policies also impact the practice of how people may be hired, or the support they receive when they are here.

Activities, Programs, Initiatives Review

Though UPEI has only recently started a formal “equity, diversity, and inclusion” position, there are numerous programs, training sessions, activities, and other initiatives occurring across campus. There are also many employees who have job responsibilities related to specific aspects of equity, diversity, and inclusion. Committees and societies have formed. Throughout the consultation process it was evident that many on campus felt that particular of those activities were important, valuable, or were having a meaningful impact. Many of these activities were focused very directly on changing attitudes to grow inclusivity, and expanding knowledge around particular issues, as well as having tangible outcomes that changed people’s everyday lives. The value of those various initiatives to creating a campus that is inclusive is recognized. An incomplete list of these activities is found in Appendix G.

The Human Resources Management Learning Series was brought up repeatedly throughout the consultation process as a strength in the areas of equity and inclusion. The series is organized through Human Resources and includes information sharing and education on a wide range of topics. Many of the presentations have dealt with important topics directly or indirectly related to equity, diversity, and inclusion. Directly related topics included sessions such as: unconscious bias; fair treatment policy; mental health; and creating a culture of support. Indirectly related sessions identified included topics such as: classification, workplace conflict and harassment; and performance management, where managers are taught how to utilize approved employment management methodologies and processes, as this is likely to reduce the influence of unconscious bias. Though participation is not mandatory, participation rates are high among most groups. It has been identified as an important existing framework to continue to build towards equity, diversity, and inclusion. In this vein, future sessions will continue to include topics related directly and indirectly to equity, diversity, and inclusion. Attendance of Deans and Associate Deans has been high, but participation by Departmental Chairs has been lower.

Chairs and Deans are required to attend a workshop designed to assist them in performing faculty reviews; this requirement is embedded in the Faculty Collective Agreement.¹⁶ These workshops are held annually. Tenure-track Faculty Members complete a review every year; tenured Faculty Members complete a review every three years. The process is formative and is meant to promote the continued professional development of Faculty Members in the course of their individual careers. The report can include information on any special factors that are significantly limiting the Faculty Member's productivity. It has been past practice to hold a second workshop each year to update Chairs and Deans on issues of importance. This has been identified as a point for sharing information regarding equity, diversity, and inclusion. A session will be held on this topic in the future.

A number of participants in the consultation process discussed the challenges associated with having people self-identify or disclose their 'invisible' disabilities. A number of participants broadly discussed the need to establish better processes and supports for those who may be reluctant to disclose challenges so that this group is not disadvantaged. As a result, several action items have been identified to provide additional information and transparency on process, procedures, and resources available to faculty in relation to equity, diversity, and inclusion such as processes for pursuing workplace accommodations.

Complaints about equity, diversity, and inclusion for a Canada Research Chair are described on the UPEI CRC transparency page (provided in full in Appendix H).

Policy Review

A review of current policies related to equity, diversity, and inclusion was conducted. Numerous policies were identified as relevant to equity, diversity, and inclusion either in a very direct way (such as with the *Fair Treatment Policy*) or by addressing an issue that relates to equity, diversity, and inclusion. Those policies included:

¹⁶ Collective Agreement, *supra*, s. E1.4.8.

Policy	Relevance
<i>Academic Accommodations for Students with Disabilities Policy</i>	Sets the process for accessing accommodations on campus.
<i>Alcohol and Drug Policy</i>	Directly addresses accommodation of medical marijuana. Discusses drug and alcohol dependence as a treatable illness with which the University will provide assistance.
<i>Code of Conduct for Students</i>	Affirms commitment to diversity and respect. Provides a process for complaints against students who are disrespectful of diversity.
<i>Fair Treatment Policy</i>	Affirms commitment to diversity and inclusion. Provides mechanism for complaints related to discrimination and harassment.
<i>Gender Equity in Hiring and Employment</i>	Commits to addressing gender imbalance in faculty. Past due for update.
<i>Infectious Disease Policy</i>	Directly addresses support and protection of employees and students.
<i>Scent-Free Initiative</i>	Effort to be more inclusive to people who experience problems with exposure to scented products.
<i>Service Animal Policy</i>	Sets a specific procedure for ensuring full participation of those who rely on a service animal.
<i>Sexual Violence Policy</i>	Commits to creating an environment where sexual violence is unacceptable. Indicates UPEI will provide training on changing attitudes and behaviours that perpetuate sexual violence. Establishes that the University will provide services to faculty, staff, and students who experience sexual violence from an intersectional, anti-oppressions stance. Shows commitment to addressing systemic issues, and challenging rape culture and other forms of discrimination and hate.
<i>Smoke-Free Campus Policy</i>	Addresses inclusion of those with scent sensitivities while setting out specific procedures for ensuring Indigenous cultural practices and medical use of cannabis are permitted. Smudging Guidelines are set forth in a separate document under this Policy.
<i>Space Allocation and Administration Policy and Procedures</i>	Addresses use of space on campus, including for new researchers. Sets out procedures for ensuring availability of space prior to hire, and ensuring ongoing equity in allocations.
<i>Staff Recruitment and Selection Policy</i>	Commits to ensuring an effective and equitable hiring process. Sets out the procedures to be followed for hiring an employee.
<i>UPEI Workers' Compensation Board (WCB) and Incident Reporting and Investigation Policy</i>	Sets out procedures for accommodation of injured workers.
<i>Traffic and Parking Policy for UPEI</i>	Addresses accessible parking.

The Collective Agreement was also reviewed, and contains provisions related to equity, diversity, and inclusion.¹⁷ Specifically it contains a provision related to non-discrimination. It also establishes a Joint Equity Committee to consider and recommend policies and procedures for equity related matters, and ensure training on equity-related policies, procedures, and practices are provided to members.

The review revealed that there are numerous individual policies that address a particular aspect of equity, diversity, or inclusion. Language through many of the policies addresses ensuring a commitment to diversity and support for those affected by the issue. A review of policies highlighted areas of strengths and weaknesses from an equity, diversity, and inclusion perspective. There is a clear policy and procedure to provide transparency in accommodations for students, but no equivalent for faculty and staff. When looking at older policies, the appropriateness of language used and commitment to issues of equity, diversity, and inclusion was outdated. The Fair Treatment Policy itself shows strengths and weaknesses. It has a vision of promoting the dignity of all members of the university community, is supported through the work of a fair treatment advocate and contemplates ameliorative programs. That policy also fails to appropriately acknowledge the importance of intersectionality or historical disadvantage, does not employ gender-inclusive language, and is heavily focused on harassment. Newer policies frequently showed improvement in this area. For example, the new Sexual Violence Policy is written with an understanding of intersectionality, and speaks not just of responding to complaints, but also of working to address systemic issues including rape culture and other forms of discrimination and hate. A full-time employee supports that work. None of the policies were specific to Chairholders.

Research Strategy Review

Documents reviewed included:

- University of Prince Edward Island Strategic Research Plan 2008 – 2018¹⁸
- University of Prince Edward Island Strategic Research Plan Summary for the Canada Research Chairs Program
- University of Prince Edwards Island, Strategic Research Plan (Condensed, 2017)

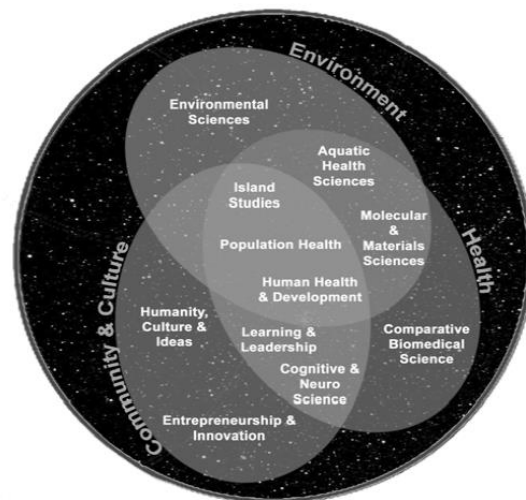
The strategic research plans were reviewed as part of this process as they were identified as impacting the way in which chairholders operate at UPEI from a research perspective. It is also relevant in setting themes of research at UPEI, which are a factor in determining the appropriate research focus for a new CRC.

The research strategy showed strengths and weaknesses from an equity, diversity, and inclusion perspective. One strength is that it provides a defined framework for interdisciplinary research, providing pathways for collaboration and ensuring that Chairs are being hired into a research constellation where they have peers in a related research area, even if they are outside the department.

¹⁷ Collective Agreement, *supra*, s. A-2 and A-7.

¹⁸ Available online: http://files.upei.ca/research/strategic_research_plan.pdf

The current UPEI Strategic Research Plan is for 2008 – 2018. The most recent strategic planning and academic planning identified a need for a new UPEI Research and Innovation Strategy that is currently in development. Those leading that process have committed to ensuring that equity, diversity, and inclusion in research and innovation are at the forefront throughout the strategic visioning exercise and they will be highlighted throughout this new foundational document for the University. The Equity, Diversity, and Inclusion Office will be consulted on draft wording to ensure intentions are aligned with our institutional objectives and that the strategy contains appropriate best practice approaches to achieving optimization of equity, diversity, and inclusion at UPEI.



Individual & Collaborative Research Excellence at UPEI

Source: Strategic Research Plan, p. 12.

Findings

As a result of these processes, it has become clear that UPEI should take several next steps. UPEI must ensure that the next institutional research plan is written with equity, diversity, and inclusion at the forefront. This is important as plan design and outcomes will directly impact the University's research culture in all areas, including equity, diversity, and inclusion. Ensuring that the plan builds equity, diversity, and inclusion through both language and approaches (including the University's vision, research focus and methodology, and its research partners) will be essential to growing an inclusive research culture and preventing systemic discrimination against particular groups.

Further, all members of the University community play a role in contributing to our workplace culture, and we all play a role in creating, maintaining, or breaking down barriers to a truly inclusive campus. The review has shown there is room for improvement. While the Human Resources Management Learning Series has incorporated equity, diversity, and inclusion in the past and is well attended, as noted we found that participation amongst Departmental Chairs was low. Consequently, the University recognizes the importance of training and education to work towards greater inclusion. It is also necessary to continue to include training into existing frameworks and to build attendance at training sessions. Further, the University will ensure that regular EDI training is mandatory for Departmental Chairs, Deans, Research Services staff, and Human Resources staff with functions in human resources or employee services.

As systemic discrimination occurs in complex ways and recognizing that the Canada Research Chairs are one piece in UPEI's campus environment, it is necessary to look at the larger University perspective to ensure Chairs are treated equitably and are welcomed into an inclusive environment in all aspects of their work and experiences at UPEI. Thus, there is a need to ensure that equity, diversity, and inclusion are considered as part of the development of new policies and in the review of existing policies on campus going forward. It is also necessary to begin encouraging all areas of campus to create inclusive spaces.

Finally, directing all areas of campus to make process and procedures relevant to equity, diversity, and inclusion accessible and transparent to everyone at UPEI will benefit the CRCs.

The review has shown that there is some great work being done across campus in these areas, but the approach is somewhat decentralized and lacks cohesion. To improve this, it is suggested that UPEI identifies an institutional “home” for equity, diversity, and inclusion. Having a designated EDI responsibility centre will enable the University to provide a sustained focus on the implementation of the UPEI EDI Strategy and ensure resources are identified, coordinated, and available across campus to help with efforts and initiatives to build an aware and inclusive campus culture. The new office will report jointly to the Vice-President Academic and Research and the Vice-President Administration and Finance to ensure the scope of the office encompasses the full campus community.

CANADA RESEARCH CHAIRS MANAGEMENT AND ALLOCATION

The selection of priority areas for Canada Research Chair position theme and research disciplines is the responsibility of a committee consisting of the Vice-President Academic and Research, Deans from each Faculty (including the Dean of Graduate Studies), Associate Vice-President Research, and the University Librarian. The committee reviews the areas proposed by Faculties to identify the best fit with institutional priorities, the UPEI Strategic Research Plan, and the diversity expectations of the potential applicant pool. Using these guiding principles, the committee makes recommendations on optimizing the institution’s Chair allocations using the corridor of flexibility provided by the CRC Secretariat.

For the renewal process, the Vice-President Academic and Research appoints an application review committee to review the progress of the award holder in their role as CRC. This committee includes an external expert and is tasked with review of the quality of the CRC, dissemination of research results, and training of highly qualified personnel. They further assess the program of research and integration with the University strategic research plan, funding, publication record, collaborations, community service, and training. It has been identified that information about the renewal process may not have been clearly communicated to Chairholders. Correcting this will remove the impact of informal information sharing that is dependent on the Chairholder’s ability to make relationships with people with institutional knowledge or who are in positions of authority, acknowledging the detrimental impact this may have on the designated groups. This will be addressed through standardized processes and by increasing the transparency of that information going forward.

Decisions about advancement are made pursuant to the Collective Agreement. The Collective Agreement acknowledges that promotion and tenure shall take into consideration that a Canada Research Chair has fewer responsibilities in the areas of teaching and administration. The Collective Agreement states that no issues related to the terms and conditions of employment are to be impacted by discrimination based on (among others) race or colour, creed, ancestry, ethnic or national origin, place of birth, sex, gender expression, disability, physical or mental health, or as otherwise prohibited by the *Human Rights Act*.¹⁹ The

¹⁹ Collective Agreement, *supra*, s. A-7.

Collective Agreement provides broad examples of research, teaching and service that can be considered by faculty members when making their case for tenure and promotion. These examples are purposefully inclusive to account for differences in the varying approaches to teaching, research, and service of all candidates, this has served as an important protection for ensuring inclusivity. The Agreement was also recently changed to establish a Joint Equity Committee with members from both the employer and the faculty association. The Committee is tasked with ensuring equity related training, particularly for members of the selection and renewal, tenure/permanency and promotion committees.²⁰ In that vein, information sessions have been held to ensure that information about the expectations in the tenure and promotion process are equally accessible to everyone, and to ensure no one is disadvantaged by lack of network with tenured faculty.

²⁰ Collective Agreement, *supra*, s. A-7.3.

OBJECTIVES

Through the exercise of: undergoing our consultation process; conducting an employment systems review, comparative review, and environmental scan; reviewing the Canada Research Chairs management and allocation process; and reflection on our current complement as compared to our equity targets; UPEI has identified five key objectives. These objectives are guided by action items, indicators of our progress, and given timelines. These objectives will guide UPEI towards achieving greater equity and diversity and ensuring inclusion of the four designated groups within the Canada Research Chairs program at UPEI. Those objectives are:

Objective 1: Ensure there is consistent EDI measures and messaging at every level of UPEI's operations			
ACTION	TARGET	POSITION RESPONSIBLE	PROGRESS
Hire an Equity, Diversity, and Inclusion Officer.	Fall 2019	Vice-President Administration and Finance (VPAF) and Vice-President Academic and Research (VPAR)	Complete
Announce the Equity, Diversity, and Inclusion Officer across campus to create awareness of the new position.	Fall 2019	VPAF & VPAR	Complete
Establish an Equity, Diversity, and Inclusion Steering Committee.	Fall 2019	VPAF & VPAR	Complete
Establish institutional definitions of “equity”, “diversity”, and “inclusion”.	Winter 2019	Equity, Diversity, and Inclusion Steering Committee and Equity, Diversity, and Inclusion Officer (EDI Officer)	Complete
Improve the external UPEI website to provide greater information about equity, diversity, and inclusion at UPEI.	Spring 2021	EDI Officer	Ongoing
Highlighting UPEI’s commitment to the NSERC Dimensions Charter.	Spring 2021	EDI Officer	Ongoing

Create an equity, diversity, and inclusion framework for the entire UPEI campus community.	Winter 2020	VPAF & VPAR	Complete
Create an intranet page (myUPEI) for Equity, Diversity, and Inclusion for internal resources for employees including information about all the above actions.	Winter 2019	EDI Officer	Complete
Provide an opportunity for feedback on the Equity, Diversity, and Inclusion myUPEI page.	Winter 2020	EDI Officer	Complete
INDICATORS			
Established Steering Committee and Equity, Diversity, and Inclusion Office with an officer, website, and internal resources.			
Completion of institutional Equity, Diversity, and Inclusion Strategy.			
Number of faculty and staff who are accessing centralized equity, diversity, and inclusion resources.			

Objective 2: Address systemic and institutional barriers experienced by women, visible minorities, persons with disabilities, and/or Indigenous persons embedded into recruitment and hiring of Canada Research Chairs

ACTION	TARGET	POSITION RESPONSIBLE	PROGRESS
Standardize wording included in CRC advertisements to encourage diverse applicants, explain accommodation procedures, career breaks, contact information, and encourage providing explanations affecting their application.	Summer 2020 (or at earliest CRC competition whichever is first)	EDI Officer and Deans	Complete
Improve self-identification form and process for the Canada Research Chair Program to reflect best practices, which will assist in ensuring the best data is collected.	Summer 2021 (or at earliest CRC competition whichever is first)	EDI Officer	Complete
Revise “Process for Nominating and Accepting a Canada Research Chair” document regarding the	Fall 2019	VPAR and EDI Officer	Complete

determination of the location and length of advertisements to add in that the committee will consult and consider locations or practices for sharing advertisement which could expand the pool to more women, persons with disabilities, Indigenous persons, visible minorities, and other disadvantaged groups.			
Revise “Process for Nominating and Accepting a Canada Research Chair” to provide greater clarity for how our equity, diversity and inclusion commitments are being embedded into each stage of the process.	Winter 2020	VPAR and EDI Officer	Complete
Hire an Equity, Diversity, and Inclusion in Research Advisor to embed equity, diversity, and inclusion principles into key processes within UPEI’s research enterprise, including the CRC program.	Winter 2020	Associate Vice-President Research and EDI Officer	Complete
INDICATORS			
Tracking the number of people identifying with the four designated groups in the application pool.			
Analysis of the self-identification statistical information in future application pools compared against information from previous competitions.			
Meeting the equity targets established by the Canada Research Chair Program by Summer 2020, and continuing to meet those targets going forward.			

Objective 3: Ensuring equity, diversity, and inclusion is embedded into the recruiting and hiring of a Canada Research Chair			
ACTION	TARGET	POSITION RESPONSIBLE	PROGRESS
Continue to ensure all members of the hiring committee review the Canada Research Chair Unconscious Bias training module.	Ongoing	VPAR	Ongoing
Identify an Equity Champion on all Canada Research Chair hiring committees, positioned to provide guidance and ensure equity, diversity and inclusion remains omnipresent through the process. If it is not the Equity, Diversity, and Inclusion Officer, they will have the support of the Equity, Diversity, and Inclusion Officer.	Winter 2019	Manager Research Services and VPAR	Ongoing

Equity Champion will provide the institutional EDI Officer, and Vice-President Academic and Research, with feedback regarding training needs, identified barriers to applying principles in practice, and recommendations for improvements.	Earliest CRC competition	Equity Champion	Ongoing
Develop anonymous evaluation form for hiring committee members to assess effectiveness of equity, diversity, and inclusion training materials, and whether they felt able to put principles into practice.	Summer 2020 (or at earliest CRC competition whichever is first)	EDI Officer	Complete
Ensure the recruitment and hiring process followed for Canada Research Chairs at UPEI strictly follows the Canada Research Chairs Program's "Requirements for recruiting and nominating Canada Research Chairs". ²¹	Winter 2020	VPAR and EDI Officer	Ongoing
INDICATORS			
Training sessions held.			
Equity Champion identified on each Canada Research Chair search committee.			
Feedback from the Equity Champion about the ability of the hiring committee to put the principles of equity, diversity, and inclusion into practice effectively.			
Reviewing data received from evaluations.			

Objective 4: Continue to expand and provide training and development related to equity, diversity and inclusion

ACTION	TARGET	POSITION RESPONSIBLE	PROGRESS
Include equity, diversity, and inclusion training in the Human Resources Management Learning Series.	Spring 2021	Associate Vice President Human Resources & Legal	Ongoing

²¹ Canada Research Chairs, "Requirements for recruiting and nominating Canada Research Chairs" available online: <https://www.chairs-chaires.gc.ca/program-programme/equity-equite/recruitment-recrutement-eng.aspx>

Equity, Diversity, and Inclusion Officer to start offering training sessions.	Summer 2021	EDI Officer	Ongoing
Collect information through formal and informal means to determine areas of campus who would benefit from tailored equity, diversity and inclusion training.	Winter 2020	EDI Officer	Ongoing
Provide tailored equity, diversity, and inclusion training for departments as capacity and need allows.	Winter 2024	EDI Officer	In progress
Ensure equity, diversity, and inclusion related training is available on demand via the intranet to all faculty, staff, and students (including training sessions on: racism and racial discrimination, Gender-based Analysis Plus, and unconscious bias).	Winter 2020	EDI Officer	Ongoing
Ensure equity, diversity, and inclusion related information is available on demand via the intranet to all faculty, staff, and students (including information on: cultural differences, gender bias, mental health, sexual and gender diversity, workplace bullying and harassment).	Winter 2020	EDI Officer	Ongoing
Require senior administrators to be trained in Gender-based Analysis Plus (GBA+) to ensure they are equipped to consider how processes are experienced by diverse people.	Spring 2024	VPAF & VPAR	In progress
Make regular EDI training mandatory for Departmental Chairs, Deans, Research Services staff, and Human Resources staff with functions in human resources or employee services.	Fall 2024	VPAR, VPAF, & Vice President People and Culture	In progress
Incorporate an EDI component into graduate student training.	Fall 2023	Associate Vice-President Research and Equity, Diversity and Inclusion Officer	In progress
Providing information and best practices to researchers about how to consider equity, diversity, and inclusion in research projects.	Winter 2020	EDI Officer and Equity, Diversity and Inclusion in Research Advisor	Ongoing

Providing information and best practices to researchers about equity, diversity, and inclusion in research team composition and development.	Winter 2020	EDI Officer	Ongoing
Ensuring equity, diversity, and inclusion training is provided to the Board of Governors and Senate.	Spring 2024	VPAF and VPAR	In progress
Providing training on how to interrupt harmful behaviours (i.e. harassment, racist language, prejudice).	Winter 2020	Sexual Violence Response & Education Coordinator	Ongoing
Providing faculty and staff with resources for developing skills with cross-cultural communication.	Winter 2020	EDI Officer	Ongoing
INDICATORS			
Training sessions held.			
Tracking attendance to in person sessions.			

Objective 5: Ensure that our Chairholders feel equally included, integrated, supported and are retained			
ACTION	TARGET	POSITION RESPONSIBLE	PROGRESS
Develop a guide, to direct the University in the hiring process, with established and standardized equitable processes for determining support provided to a Canada Research Chair, differentiated by discipline, with ranges for each kind of support, to reduce impact of negotiation. ²²	In place prior to next CRC hiring process	Equity, Diversity and Inclusion in Research Advisor	Complete
Provide each incoming Canada Research Chair with a resource bank package (tailored by discipline), indicating who can provide guidance and/or support on a range of relevant internal or external information or opportunities.	In place for onboarding next CRC	Equity, Diversity, and Inclusion in Research Advisor	Complete

²² This will not impact current chairs. One CRC is ending their term in 2020. With only one remaining there is no significant concern over discrepancies.

Vice-President Academic and Research will work with Deans to encourage participation of Chairs in the Human Resources Management Series.	Fall 2019	VPAR	Ongoing
Hold an equity, diversity, and inclusion presentation as part of the Chairs and Deans Workshop.	Winter 2021	VPAR and EDI Officer	Complete
UPEI Research and Innovation Strategy to be updated to reflect an equity, diversity, and inclusion lens (with assistance of Equity, Diversity and Inclusion Officer).	Summer 2021	Associate Vice-President Research	Complete
Improve communication to CRC Chairs about the CRC renewal process.	Summer 2020	VPAR	Complete
Provide information about on campus resources related to equity, diversity, and inclusion via the intranet.	Winter 2020	EDI Officer	Ongoing
Provide information about where to find helping resources in Prince Edward Island (i.e. addictions, mental health, crisis, health clinics, family violence).	Winter 2020	EDI Officer	Complete
Vice-President Academic and Research to meet on an ongoing basis (i.e. monthly) with all Canada Research Chairs, and the senior administrative positions associated with the CRC positions to ensure that Chairs are connected to networks, processes, and are positioned to become fully established within UPEI and to flourish in their roles.	Winter 2020	VPAR	Ongoing
Include actions to ensuring the success of researchers as a key commitment in the institutional Equity, Diversity, and Inclusion Strategy.	Summer 2021	Associate Vice-President Research	Complete
Across the institution, begin hiring all personnel with the equity, diversity, and inclusion skills relevant to the position.	Fall 2024	Vice President People and Culture and Deans	In progress
Directly encouraging all areas of campus to create inclusive campus spaces.	Fall 2024	Deans, and all senior managers	In progress
Providing more direction on processes and resources relevant to equity, diversity, and inclusion to new faculty.	Spring 2022	University Librarian, and EDI Officer	Ongoing

Making the process for faculty to pursue accommodations more transparent.	Summer 2024	Vice President People and Culture	In progress
Providing information to all faculty on limiting unconscious bias in the reference letter process.	Winter 2020	EDI Officer	Complete
Making training and resources available to Faculty about unconscious bias and the assessment of academic work.	Winter 2020	EDI Officer	Complete
Ensuring that equity, diversity, and inclusion are part of the development of new and review of existing policies.	Spring 2024	University Auditor & Risk Management Officer	In progress
Directly encouraging and supporting all areas of campus to proactively make information available about common practices for meeting diverse needs.	Winter 2024	Deans and all senior managers	In progress
Encouraging the inclusion of equity, diversity, and inclusion competencies as a factor in all committee composition.	Summer 2024	Deans and all senior managers	In progress
Reviewing accessibility of campus and making improvements where necessary.	Spring 2023	VPAF and Associate Vice President Facilities Management & Construction	Ongoing
INDICATORS			
Continuing to meet the equity targets established by Canada Research Chair Program.			
Vice-President Academic and Research and respective Deans will review annual reports provided by Chairholders, particularly those who identify as women, visible minorities, persons with disabilities, and/or Indigenous persons, to determine if any concerns are present.			

UPEI is committed to achieving these objectives and will continue to monitor our progress towards these goals.

APPENDIX A: INCLUSION, EQUITY, AND RECONCILIATION WITHIN THE UPEI STRATEGIC PLAN (2018-2023)

As a UPEI Value

Inclusion, Equity, and Reconciliation is a UPEI institutional value. This value is outlined as one of four that guides our University's collective vision and efforts through the UPEI Strategic Plan (2018-2023). In the University Strategic Plan, the value of Inclusion, Equity, and Reconciliation is outlined as follows:

Inclusion, Equity, and Reconciliation

We are dedicated to making UPEI an open, accessible, and welcoming community, and to the fair treatment of all persons. We are committed to continually re-examining and growing our understanding of the role UPEI must play in promoting a better understanding of cultures and identities, and the needs of community members with disabilities in a manner that supports education and respectful relationships.

As a UPEI Institutional Priority

The Strategic Plan has five institutional priorities. One of those priorities is Inclusive Campus Culture. The Strategic Plan sets out the following description of that priority:

Inclusive Campus Culture

UPEI provides world-class learning within an environment known for its sense of community and support. Working together, we will identify and promote new pathways for the overall health and sense of belonging for our campus members. In particular, UPEI is committed to implementing new measures of awareness, training, and supports that contribute to the well-being of our students, faculty, and staff.

Over the next five years, UPEI will:

Encourage and support innovation, creativity, and collaboration

- » develop and implement a campus mental-health strategy that supports the wellness of our campus community and the resilience of our people*
- » identify and put in place initiatives that continuously contribute to a healthy and respectful working environment*
- » stimulate creativity and self-expression through a vibrant and supportive campus*

Emphasize exploration and awareness

- » grow our understanding of our increasingly diverse and international student body so we can align supports and services to better meet students' needs*

- » *promote a greater understanding of reconciliation, inclusion, equity, and social justice within our campus community*
- » *better understand and implement calls to action of the Truth and Reconciliation Commission of Canada, including providing education, cultural awareness, and sensitivity training for members of the Board of Governors, faculty, staff, and students*
- » *encourage UPEI student involvement in international experiences and contributions to solving multi-dimensional global challenges*

Identify resources and supports

- » *build UPEI's reputation as a welcoming University that offers a sense of belonging to campus members through its inclusive learning environment and respectful workplace*
 - » *further incorporate Universal Design practices in the ongoing development of an accessible campus from both a physical perspective, as well as removing barriers that may limit students' full participation in learning*
 - » *develop additional approaches that support students in their transition from high school to university, strengthening the first-year experience we offer*
 - » *encourage and invest in the professional development of employees*
-

APPENDIX B: UPEI STRATEGIC PLANNING CONSULTATION

The UPEI Strategic Plan (2018–2023) was developed through consultation with a broad range of shareholders. Including:

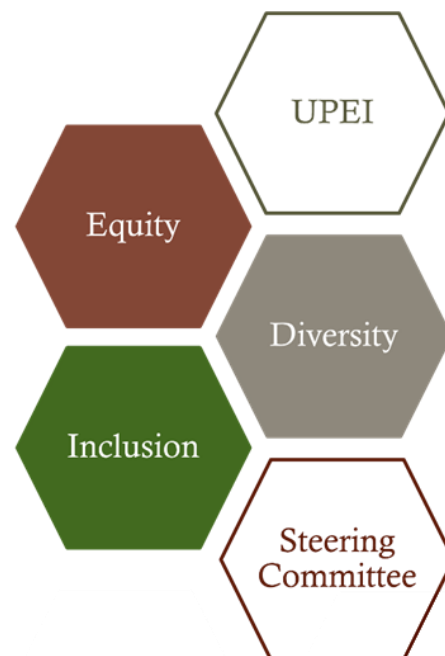
- Faculty of Arts
- Faculty of Business
- Faculty of Education
- Faculty of Graduate Studies
- Faculty of Nursing
- Faculty of Science
- Faculty of Sustainable Design Engineering
- Faculty of Veterinary Medicine
- Accounting
- Ancillary Services
- Athletics and Recreation
- Development and Alumni Engagement
- Finance and Administration
- Human Resources
- Information Technology Systems and Services
- Marketing and Communications
- Mawi’omi Student Centre
- Research Services
- Robertson Library
- Scholarships and Awards
- Student Experience Hub (Registrar’s Office, Recruitment, Admissions, Enrolment, Student Services, International Relations)
- UPEI Aboriginal Student Association
- UPEI Graduate Students’ Association
- UPEI Indigenous Education Advisory Circle
- UPEI Student Union Executive

APPENDIX C: INFORMATION ABOUT UPEI EDI STEERING COMMITTEE

Mandate:

The UPEI Equity, Diversity and Inclusion Steering Committee was established in October 2019 with a mandate to:

- review and provide input into the development and implementation of a UPEI Institutional Equity, Diversity and Inclusion Strategy;
- provide input and advice regarding issues and practices in the campus community of relevance to equity, diversity and inclusion;
- provide input regarding potential opportunities to implement equity, diversity and inclusion measures, programs or initiatives; and
- receive advice and feedback from the Equity, Diversity and Inclusion Officer and/or the campus community, and discuss future steps regarding equity, diversity and inclusion on campus.



Committee Members

Brian Affouan, Bachelor of Science Student

Tracy Carmichael, President, CUPE 1870

Nola Etkin, Dean, Faculty of Science

Aitazaz Farooque, Industry Research Chair - Precision Agriculture, Associate Professor, Faculty of Sustainable Design Engineering

Katherine Gottschall-Pass (Co- Chair), Vice-President Academic and Research (Interim)

Sharon Myers, Associate Professor, Faculty of Arts

Julie Pellissier-Lush, Coordinator, Mawi'omi Indigenous Student Centre

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

Patti Wheatley, Equity, Diversity, and Inclusion Officer

APPENDIX D: INSTITUTIONAL EQUITY, DIVERSITY, AND INCLUSION STRATEGY CONSULTATION SESSIONS

Institutional Groups and Committees

- Faculty Association Joint Equity Committee
- Faculty of Arts Equity and Inclusion Committee
- UPEI Dean's Council and Academic Planning and Curriculum Committee
- Vice-President Administration and Finance & President's Directors and Managers Group

Students

- Aboriginal Student Circle
- Atlantic Veterinary College Broad Spectrum Club (LGBTQ+)
- Diversity and Social Justice Studies students
- UPEI Student Union relevant committees executives identified by Student Union Executive
- Open meeting for all students

Administrative Staff

- Staff of Human Resources
- Student Experience Hub senior staff
- Student Experience Hub staff, group 1
- Student Experience Hub staff, group 2
- Open meeting for all staff

Faculties

- Faculty and Staff of Faculty of Arts
- Faculty and Staff of the Atlantic Veterinary College
- Faculty and Staff of Faculty of Business
- Faculty and Staff of Faculty of Education
- Faculty and Staff of Faculty of Nursing
- Faculty and Staff of Faculty of Science
- Faculty and Staff of Faculty of Sustainable Design Engineering

APPENDIX E: BACKGROUND INFORMATION FOR INSTITUTIONAL EDI STRATEGY

UPEI EQUITY, DIVERSITY AND INCLUSION STRATEGY: CONSULTATION MATERIALS

The UPEI Strategic Plan 2018 – 2023 identified that Inclusive Campus Culture is one of our five strategic priorities areas. In this vein the newly formed UPEI Equity, Diversity and Inclusion Steering Committee has launched a consultation period for the development of a new Equity, Diversity and Inclusion Strategy for the UPEI campus. The Steering Committee has adopted definitions to guide the discussions, and **we want input from you.**

Equity	Diversity	Inclusion
<ul style="list-style-type: none">•Equity is a principle of fairness in treatment, access to opportunity, and advancement for all members of the university community. It requires acknowledging and seeking to eliminate systemic barriers and biases that have played a role in impeding the full participation of underrepresented or disadvantaged groups.	<ul style="list-style-type: none">•Diversity means differences between people. This can relate to the groups protected by human rights legislation, and also within the university community refers to differences in beliefs, disciplines, education, and values. Understanding diversity requires recognizing that people have multiple and intersecting identities.	<ul style="list-style-type: none">•Inclusion is the creation of an experience where everyone on campus can be welcome, respected, and valued. Inclusion requires recognizing that some groups have been historically and/or structurally disadvantaged, and meaningfully engaging with those individuals.

Working with these definitions, participants will be asked for their views on five main themes.

Admissions and Student Success

Attracting a diverse student population, through equitable processes is important. It is also critical to ensure that we retain those students and ensure they are supported to succeed, and feel welcomed, respected, and valued on campus.

Recruitment and Success of Faculty/Staff

Ensuring that UPEI is recruiting and retaining diverse faculty and staff requires attention to equity and a commitment to an inclusive campus culture.

Teaching and Research

Teaching and research that reflect principles of equity, diversity, and inclusion serves to support our goals in innovation, creativity, and collaboration while building an inclusive campus culture for everyone.

Organizational Systems

Institutional processes, practices and structures should be equitable. This requires responding to how historically and/or structurally disadvantaged groups experience those systems.

Capacity Building

Working towards an inclusive campus culture will require building capacity to ensure individuals and units understand how to put principles into practice. This means making training and tools available.

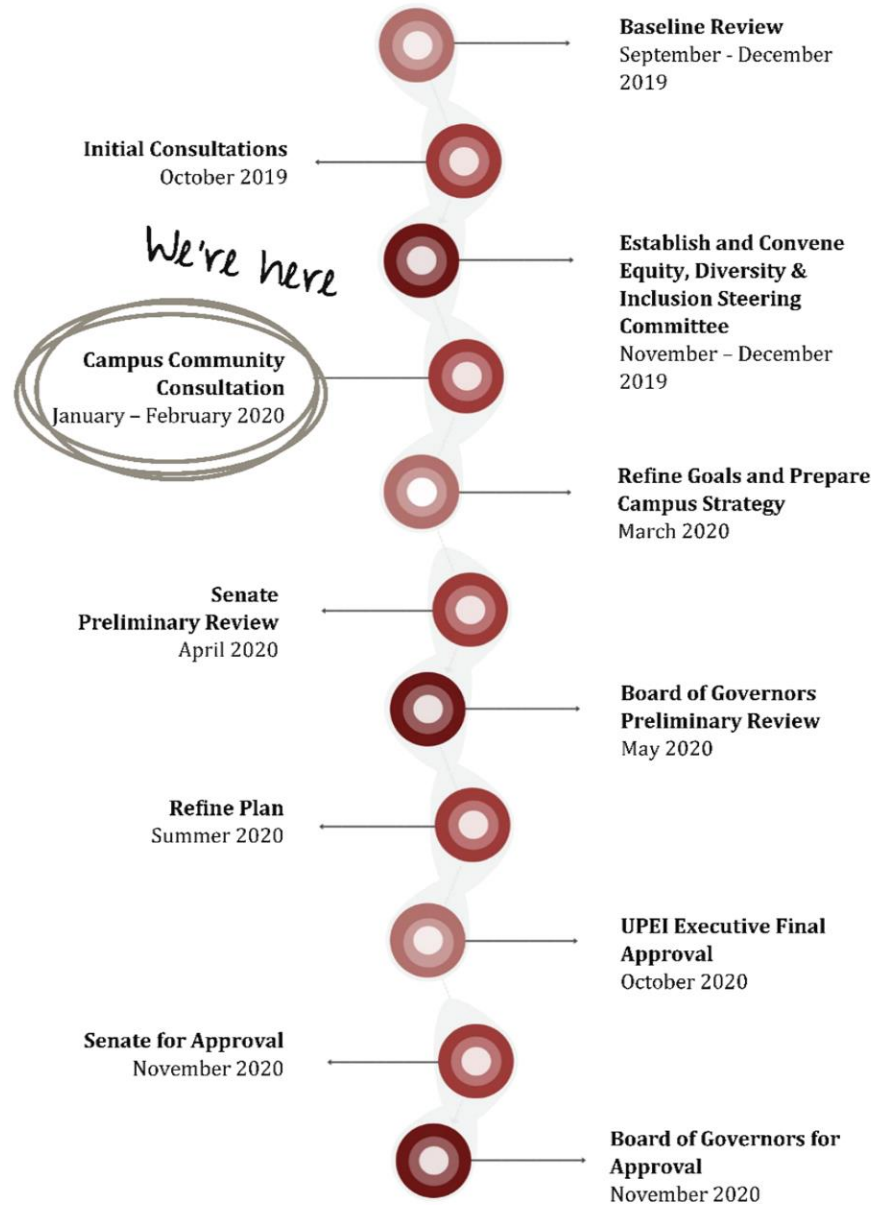
OTHER WAYS TO SHARE

Written feedback is welcome before February 28, 2020.

equity@upei.ca

Equity, Diversity
and Inclusion Office
UPEI, KMB 305
550 University Ave
Charlottetown, PE
C1A 4P3

Strategy Development Timeline



APPENDIX F: MOST RECENT CRC JOB COMPETITION ADVERTISEMENT

Tenure Track Position - Tier II Canada Research Chair - School of Climate Change and Adaptation - Faculty of Science

Competition Number: 17A21

Position Type: Academic Opening

Closing Date: Jun 1, 2021

Date of Posting: Apr 20, 2021

Department: School of Climate Change and Adaptation - Faculty of Science

Position: Tenure Track Position - Tier II Canada Research Chair

Contract:

The University of Prince Edward Island (UPEI), which is located on the unceded land of the Mi'kmaq Nation, of the Wabanaki Confederacy, in the traditional district of Epekwitk, welcomes applications from emerging leaders for a Tier II Canada Research Chair in Climate Change and Adaptation. This will be a tenure track appointment at the rank of Assistant or Associate Professor at UPEI in Charlottetown, Prince Edward Island, conditional on the successful applicant being approved as a Tier II Canada Research Chair by the CRC Secretariat. Tier II Research Chairs are intended for exceptional emerging scholars (i.e., candidates must have been an active researcher in the field of Climate Change and Adaptation for fewer than 10 years at the time of nomination). Applicants who are more than 10 years from having earned their highest degree (and where career breaks exist, such as maternity, parental or extended sick leave, clinical training, etc.) may have their eligibility for a Tier 2 Chair assessed through the program's [Tier 2 justification process](#). Please contact the UPEI Research Services Office for more information (msteele@upei.ca). Further information about the CRC program and nominee eligibility is available at <http://www.chairs.gc.ca>.

The University acknowledges the potential impact that [Career Interruptions and Personal Circumstances](#) can have on an applicant's record of research achievement. We encourage applicants to explain the impact of any such interruption(s) in their submission. Measures will be taken to ensure that these interruptions will be taken into careful consideration during the evaluation process.

Our Vision

We seek a dynamic researcher who engages in independent and collaborative multidisciplinary research, who is recognized by their peers as a potential leader in areas of increasing national and international significance and of emerging importance at UPEI. This position is situated within the innovative new School of Climate Change and Adaptation, which offers a Bachelor of Science in Applied Climate Change and Adaptation and plans to develop a Master of Science in Climate Change and Adaptation. The UPEI Faculty of Science has Masters and Doctoral degrees in

Environmental Sciences that involve graduate research students in the area of climate change. The strategic areas of research for the School of Climate Change and Adaptation include the impacts of climate change on coastal erosion; food production and sustainability; and human and animal health, and adaptation to these impacts.

This research chair will focus on hydrology and its application in the three strategic areas of research noted above including research interests in (i) sustainable water resource management; (ii) community adaptation and resilience; (iii) hydroclimate modelling; (iv) drone applications in precision agriculture especially drainage and drought management; and/or (v) climate data analysis of extreme events and their impacts, would complement existing research interests and expertise.

A CRC with research interests in these areas will be in a strong position to contribute to the advancement of knowledge, products, and services to better inform decision makers about climate change related risks and optimal adaptation approaches. Through an integrated approach to climate change and adaptation research, the Chair will contribute to an interactive environment that will foster new knowledge and R&D for climate change innovation and adaptive solutions.

The research chair will be housed in the recently announced Canadian Centre for Climate Change and Adaptation at the University of Prince Edward Island (UPEI), a 45,000 square foot research facility to be built in the town of St. Peter's Bay, PEI. The facility will house state-of-the-art research centres, including the internationally recognized UPEI Climate Research Lab. It will also serve as a living laboratory that allows for unlimited access to nearby wetlands, forests and coastal habitats directly affected by climate change. See <https://www.cbc.ca/news/canada/prince-edward-island/pei-climate-change-research-centre-1.5463834>

The vision of the University of Prince Edward Island is to “be a leader in delivering outstanding experiential learning opportunities that encourage our students to develop to their full potential in both the classroom and the community. Driven by discovery, UPEI will be a destination for those eager to advance our world by creating new knowledge. Together, we will foster the development of tomorrow's leaders who will emerge from their studies ready to excel and contribute to the betterment of our local and global communities.”

Position Requirements

Institutional requirements: To be successful, a candidate must have a PhD and have developed a strong, original, and innovative research program in the interdisciplinary fields of Climate Change and Adaptation with a focus on hydrology across one or more of the strategic research areas including the impacts of climate change on coastal erosion; food production and sustainability; and human and animal health, and adaptation to these impacts.

The successful candidate will be able to demonstrate the potential to achieve international recognition in their field in the next five to ten years, and have the potential to attract, develop and

retain excellent trainees, students and future researchers. They will have had success attracting competitive research funding and working with industry or climate-focused organizations.

Experience and understanding of how indigenous knowledge is incorporated into research and teaching, and a demonstrated commitment to reconciliation will be considered a strong asset.

To meet the criteria of the [CRC program](#) nominees must:

- be excellent emerging world-class researchers who have demonstrated particular research creativity;
- have demonstrated the potential to achieve international recognition in their fields in the next five to ten years;
- as chairholders, have the potential to attract, develop and retain excellent trainees, students and future researchers; and
- be proposing an original, innovative research program of high quality.

The successful candidate will be expected to:

- collaborate with other UPEI faculty, and develop an international network of university collaborations;
- further develop and maintain relationships with business and industry in Atlantic Canada;
- meet eligibility criteria for receiving a Tier 2 CRC, described at http://www.chairs-chaire.gc.ca/program-programme/nomination-mise_en_can...; and
- complete the nomination documents necessary for submission to the CRC program by required deadlines.

The salary range is commensurate with credentials and experience and in compliance with the UPEI Faculty Association collective agreement. Full-time, permanent faculty members receive a comprehensive fringe benefit package, with benefit details provided at time of offer in accordance with the collective agreement. This position is subject to budget approval and approval from the Canada Research Chair Program Secretariat.

Find out more about Prince Edward Island, the University of Prince Edward Island, the UPEI School of Climate Change and Adaptation and research at the UPEI Climate Lab by visiting these websites: www.gov.pe.ca/, www.upei.ca, www.upei.ca/school-of-climate-change-and-adaptation, and <http://projects.upei.ca/climate/>.

Application and Inquiry Instructions: Inquiries can be sent to the Dean of Science Dr. Nola Etkin (netkin@upei.ca or 902-566-0320). Applicants should submit a cover letter that includes past areas of research focus and accomplishments; a statement of teaching experience and philosophy (maximum 1 page), an Equity, Diversity, Inclusion, and Reconciliation statement (maximum 1 page); a description of the proposed research program that complements existing research strength within the School of Climate Change and Adaptation (maximum 2 pages); a current curriculum vitae; and the names and contact information (including e-mail addresses) of three (3) referees. Please send as a single PDF with your name in the file name to.:

Maria Steele, Manager Research Services, University of Prince Edward Island
550 University Avenue, Charlottetown, Prince Edward Island, CANADA, C1A 4P3
Telephone: (902) 566-0637 E-mail address: mlsteele@upeii.ca

UPEI is committed to equity, diversity, inclusion, and reconciliation, and believes in providing a positive learning and working environment where every person feels empowered to contribute. Please visit our [Chairs web page](#) to learn more about our commitment and resources. In accordance with Canadian immigration requirements, all qualified candidates are encouraged to apply, however, Canadian citizens and permanent residents will be given priority. UPEI is an equal opportunity employer and encourages applications from under-represented groups and the four designated groups, which includes women, Indigenous peoples, visible minorities, persons with disabilities, persons of any sexual orientation or gender identity, and others with the skills and knowledge to productively engage with diverse communities.

We encourage members of equity-seeking and under-represented groups to self-identify within their application. Persons with disabilities who anticipate needing accommodations for any part of the application and hiring process may contact, in confidence, Ms. Jackie Podger, Vice-President Administration and Finance. Ms. Podger can also answer questions related to equity, diversity and inclusion, or privacy concerns the applicant may have related to self-identifying. Ms. Podger can be reached at 902-566-0623 or by writing vpaf@upeii.ca.

The CRC Nomination Selection Committee has received equity training that includes instruction on how to recognize and combat unconscious, implicit, overt, prejudicial, and other kinds of bias.

Review of applications will begin on June 1, 2021 and will continue until a suitable candidate is identified. Starting date is flexible depending on availability of the successful candidate but would likely be the summer of 2022.

APPENDIX G: CAMPUS INITIATIVES

Some examples of past and current campus initiatives related to equity, diversity, and inclusion are outlined below:

- creation of gender-neutral washrooms
- development of a full-time Sexual Violence Response & Education Coordinator position
- development of a UPEI sexual violence policy
- initiatives to promote STEM programming to young women, including *Girls Get WISE Science and Engineering Retreat*
- creation of a student accessibility service
- creation of the UPEI Indigenous Education Advisory Circle
- ongoing efforts to create an increasingly accessible campus, buildings, pathways and University events
- endorsement of the NSERC Dimensions Charter
- expansion and enhancements to student accommodation services
- recognition of the need to improve faculty and staff accommodation processes
- addition to student services supports
- enhanced signage, including Safe Zone signage, throughout campus
- UPEI Human Resources training sessions (examples include: *Unconscious Bias—How it Affects Daily Decision*; *Cultural Sensitivity*; *Fair Treatment Policy*; *Discipline, Workplace Conflict and Harassment*)
- implementation of the UPEI Campus Mental Health Strategy
- expansion of the range of services (including opening up of services to all faculty/staff and their families) and accessibility through the newly relaunched UPEI Health and Wellness Centre
- creation of an Elder in Residence program
- provision of a strong Employee and Family Assistance Program and equivalent for students
- incorporating gender neutral language within the Collective Agreement and other University documents and forms
- strong initiatives from the UPEI Chaplaincy Centre (organizes services or gatherings to promote spiritual well-being and religious harmony throughout the campus community; student-driven and encouraging of new ideas from all members of the campus community)
- blanket exercises and smudging ceremonies are offered frequently on campus and help build awareness and understanding of indigenous culture
- leadership by the UPEI Robertson Library to build awareness of Aboriginal peoples and culture
- supports to build more French language resources on campus for students, staff and faculty
- creation of more food options for diverse cultural backgrounds within UPEI catering and food services
- UPEI Student Union Global Village Multicultural Festival
- *Let's Talk about White Privilege* workshop
- *Go Eng Girl Day* at the Faculty of Sustainable Design Engineering

- support of guest speakers and public lectures at UPEI regarding EDI and reconciliation – including recent events in October 2019 such as:
 - Malinda Smith, University of Alberta
Equity, Diversity and Decolonization in Higher Education: An Agenda for Change
 - Dr. Terry Whitebeach, UPEI Writer in Residence and recipient of the Tasmanian Human Rights Award
Colonialism and the Stolen Generation in Australia
- the Fair Treatment Advocate

APPENDIX H: UPEI CRC WEBSITE

Research Chairs

[University of Prince Edward Island Canada Research Chairs Equity, Diversity, and Inclusion Action Plan](#)

Canada Research Chairs Program at the University of Prince Edward Island

Current Chairs

- Dr. Josh MacFadyen, [Tier 2 Canada Research Chair in Geospatial Humanities](#) (ends June 2023)
- Dr. Caroline Ritter, [Tier 2 Canada Research Chair in Veterinary Social Epidemiology](#) (ends June 2025)

Every two years, the Canada Research Chairs Program performs an allocation review. Visit the results of the [2020 Chair Allocation for UPEI](#).

Vacant Canada Research Chairs

- NSERC #61
- Special #1882
- Special #1184

Flex moves available: 5

Flex moved utilized: 0

Past Canada Research Chairs

- Dr. Russell Kerr, Tier 1
 - Dr. Crawford Revie, Tier 2
 - Dr. Sophie St-Hilaire, Tier 2
 - Dr. Kate Tilleczeck, Tier 1, Tier 2
 - Dr. Michael Van Den Heuvel, Tier 2
 - Dr. William Whelan, Tier 2
 - Dr. Godfrey Baldacchino, Tier 2
 - Dr. Cai Song, Tier 2
 - Dr. Alastair Cribb, Tier 2
 - Dr. Frank Berthe, Tier 2
-
-

Current Chair Recruitment Postings

- [Tier II CRC School of Climate Change and Adaptation](#)

Archived Chair Past Recruitment Postings

- [Tier 2 CRC in Veterinary Epidemiology](#)
 - [Applied Communication, Leadership and Culture](#) 2017
 - [Climate Change and Adaptation](#) (cancelled - unsuccessful search)
-

Equity, Diversity, Inclusion, Public Accountability, and Transparency

The Government of Canada and the Canada Research Chairs Program (CRCP) are committed to excellence in research and research training for the benefit of Canadians. Achieving a more equitable, diverse and inclusive Canadian research enterprise is also essential to creating the excellent, innovative and impactful research necessary to seize opportunities and to respond to global challenges.

Several actions have been taken to address the underrepresentation of people from four designated groups (women, Indigenous people, persons with disability, and members of visible minorities) within the Canada Research Chairs Program.

The Canada Research Chairs Program was the subject of a 2006 Canadian Human Rights Settlement Agreement, as a result of a complaint that was filed against the programme in 2003. Following a collaborative mediation process in 2017. A [2019 Addendum](#) outlines update terms of the original settlement agreement. For further information, see the CRCP's Equity, Diversity, and Inclusion Practices page.

For further information, see the CRCP's [Equity, Diversity, and Inclusion Practices](#) page.

Our Commitment

UPEI is committed to equity, diversity, and inclusion (EDI) related to the Canada Research Chairs Program and the broader research enterprise of the university. It believes in providing a positive learning and working environment where every person feels empowered to contribute and where all members of its community are respectful and respected as individuals. We are committed to fostering an inclusive culture and to advancing diversity to leverage educational and institutional benefits.

Institutional EDI Action Plan for Canada Research Chairs

UPEI has been operating with an Equity, Diversity, and Inclusion Action Plan for the Canada Research Chairs. The previous version was updated in December 2018, and again in November 2019. In 2020 UPEI re-examined that plan and released an updated and improved [UPEI Canada Research Chairs Equity, Diversity, and Inclusion Action Plan](#).

Raising Awareness of Equity, Diversity, and Inclusion

The University is committed to promoting awareness of equity, diversity, and inclusion across the campus community. In 2019, UPEI created an Equity, Diversity, and Inclusion Steering Committee co-chaired by the Vice-President Academic and Research and the Vice-President Administration and Finance. Their work includes identifying opportunities to implement equity, diversity, and inclusion measures, programs, activities, and initiatives. They are currently in the process of building a campus wide Equity, Diversity, and Inclusion Strategy for the entire UPEI campus.

UPEI also has a Joint Equity Committee comprised of members from the Faculty Association and the UPEI administration. The committee provides a forum for sharing information, generating discussion and, fostering collaboration on matters related to the policies and procedures for equity related matters and to ensure that training on any such equity related policies, procedures, and practices is provided to committees considering selection, renewal, tenure/permanency and promotion at UPEI. The CRCs at UPEI will benefit from this institutional committee and its work. Chairs at UPEI fall under the Faculty Collective Agreement and are protected under Article A-7 which addresses Non-Discrimination.

UPEI's Faculty of Arts has an equity and inclusion website, a place where UPEI faculty, staff, and students can share information and resources about equitable and inclusive practices and are invited to participate in conversation and engagement to learn about these important issues. Training in equity, diversity and inclusion is provided to CRC search committee members. They are [required to complete and declare](#) they have completed EDI training prior to participating in any aspect of a CRC search. UPEI continues to explore more advanced training in this area for CRC search committees.

Additional information about equity, diversity, and inclusion initiatives related to the Canada Research Chairs Programme can be found in our [institutional action plan](#).

Governance for CRCs EDI Action Plan

UPEI is committed to providing an environment that affirms and promotes the dignity of human beings of diverse backgrounds and needs.

The UPEI CRC EDI Action Plan is approved and administered by the University's Vice President Academic and Research. The Vice-President Academic and Research is responsible for reviewing the plan with key stakeholders throughout the University community on a regular basis.

Equity Targets at UPEI

To see the CRCP's statistics on chair allocations, [visit CRCP's Program Statistics](#). For more information regarding the UPEI equity targets, [see our Action Plan](#).

During a CRC search at UPEI, applicants are asked to [complete a self-identification form](#). This information is confidential and used internally to help UPEI ascertain if a broad audience is being reached and to help plan future searches.

Managing CRC Positions at UPEI

At UPEI, Canada Research Chair positions help to create hubs around strategic areas of research excellence. We strive to ensure that these programs include a diversity of perspectives in order to enrich the cultural, social and academic communities that we represent and serve, and we will continue to

investigate ways to empower members of marginalized groups to make their voices heard within the CRC Program and beyond.

UPEI follows the [Requirements for Recruiting and Nominating Canada Research Chairs](#). The selection of priority areas for Canada Research Chair position theme and research disciplines is the responsibility of a committee consisting of the Vice-President Academic and Research, Deans from each Faculty including the Dean of Graduate Studies and Research, and the University Librarian. The committee reviews the areas proposed by Faculties to identify best fit with institutional priorities, the UPEI Strategic Research Plan, and the diversity expectations of potential applicant pool. The recommendations are reviewed by University Senior Management, who authorizes the decision to proceed with a search. The Vice President Academic and Research as Chair of the Application Review Committee (ARC) will be responsible for ensuring that the CRC requirements are met throughout the process. Following this decision and the process outlined in the [Faculty Association #1 Collective Agreement](#), including the Letter of Understanding #2 Re: Canada Research Chairs.

Committees are established, and the recruitment process may begin following Canada Research Chair nomination program details and UPEI requirements. The Committee is expected to have representation from the area of expertise required, multi-disciplinary, various genders and/or cultures. The Committee must include an Equity Champion, and must also include at least one individual from one of the four designated groups (women, Indigenous peoples, persons with disabilities, and members of visible minorities).

The Committee will consider the requirement from CRC for UPEI to meet and/or sustain the current equity and diversity targets. They also consider locations for sharing advertisement or practices for which could expand the pool to more women, persons with disabilities, Indigenous persons, visible minorities, and other disadvantaged groups. The committee makes recommendations on optimizing the institution's chair allocations using the corridor of flexibility provided by the CRC Secretariat. Decisions on selection are made by the Application Review Committee with approval of the University's senior management.

The University acknowledges the potential impact that [Career Interruptions and Personal Circumstances](#) can have on an applicant's record of research achievement. Measures are taken to ensure that individuals are not disadvantaged when applying for a position in cases where they have career gaps due to parental or health related leaves or for the care and nurturing of family members. All job competitions provide this information and indicate that careful consideration will be given to this issue during the evaluation process. The internal processes provide guidance to staff on determining eligibility, taking career interruptions, and personal circumstances into consideration, and reaching out to the Equity, Diversity and Inclusion Officer for advice in individual cases. More information on this process in an individual competition can be obtained by contacting UPEI Research Services Office at researchservices@upei.ca.

The Application Review Committee works with the Vice President Academic and Research to determine financial and institutional contributions. UPEI is in the process of developing a guide to direct the University through this process, with established and standardized support provided to a Canada Research Chair, differentiated by discipline, with ranges for each kind of support, to reduce the impact of negotiation by individual chairholders. This will indicate the levels of support to be provided to Chairholders. UPEI will also provide new Canada Research Chairs with a resources bank package (tailored by discipline) indicating who can provide guidance and/or support on a range of relevant internal or external information or opportunities. This will help ensure that there is no disadvantage for access resources when they start their position.

For the renewal process, the Vice-President Academic and Research appoints an application review committee to review the progress of the award holder in their role as CRC. This committee includes an external expert and is tasked with review of the quality of the CRC, dissemination of research results, and training of highly qualified personnel. They further assess the program of research and integration with the university strategic research plan, funding, publication record, collaborations, community service, and training.

A CRC position is only filled without a competition in very exceptional circumstances. This would only be done through the [CRCP Emergency Retention](#) mechanism. If relied upon UPEI will post a statement on this website to explain: the intention to nominate an individual using the emergency retention mechanism; the detailed justification explaining why the emergency retention mechanism is being used (without disclosing the nominee's personal information); confirmation that the university's equity and diversity targets have been taken into consideration in the decision; the name and contact information of the senior level university official who has approved the decision; and the name and contact information of a university representative who can respond to questions or concerns regarding the nomination. UPEI has not had any postings that are strictly internal during the reporting period. All have been open to external recruitment.

Contact Information and Resources for CRC EDI Complaints

The Vice-President Academic and Research is responsible to ensure the CRC Equity Diversity and Inclusion Action Plan is applied to current and future Chairs.

Questions, concerns or complaints relating to the CRC EDI Action Plan or any activities associated with this plan should be made to the Vice-President Academic and Research:

Dr. Katherine Gottschall-Pass (Interim)
Vice-President Academic and Research
Kelley Memorial Building
550 University Avenue
Charlottetown, PEI, Canada C1A 4P3
Telephone: 902 566 0561
Email: kgottschall@upei.ca

Another confidential option for asking a question, expressing a concern or making a complaint is to contact the UPEI Equity, Diversity and Inclusion Officer as follows:

Patti Wheatley Equity, Diversity and Inclusion Officer
Kelley Memorial Building
550 University Avenue
Charlottetown, PEI, Canada C1A 4P3
Telephone: 902 894.2840
Email: pjwheatley@upei.ca

Questions, concerns or complaints are treated in strict confidence.

If a concern or complaint relates to a subject covered by one of UPEI's existing policies (e.g. UPEI Fair Treatment Policy or Sexual Violence Policy) that policy will guide the process for addressing the complaint. If the concern or complaint does not fall within one of the University's existing policies, it is

the responsibility of the Vice-President Academic and Research in consultation with the Vice-President Administration and Finance and the Equity, Diversity, and Inclusion Officer to address the concern or complaint in a timely and effective manner.

CRCs are covered by the UPEI Fair Treatment Policy, which outlines the process and procedures for complaints, investigations, forms of informal and formal resolution, as well as reporting requirements and timelines. The nature of the complaint will determine the process, investigation requirements, resolution options, and level at which they are addressed. Once a formal complaint procedure has begun, each successive step should begin within ten (10) working days of the conclusion of the previous step until the complaint is resolved.

The UPEI Fair Treatment Policy falls under the office of the Vice-President Administration and Finance. The Vice-President Administration and Finance can be contacted as follows:

Jackie Podger
Vice-President Administration and Finance
Kelley Memorial Building
550 University Avenue
Charlottetown, PEI, Canada C1A 4P3
Telephone: 902 566 0623
Email: jpodger@upei.ca

There are a number of resources related to fair treatment available to faculty, staff, and students, including Canada Research Chairs.

- [Equity, Diversity, and Inclusion Office](#)
- [Fair Treatment Office](#)
- [Sexual Violence Prevention and Response Office](#)
- [Fair Treatment Policy](#)
- [Responsible Conduct of Research and Scholarly and Creative Work](#)
- [Sexual Violence Policy](#)
- [Employee Assistance Program](#)
- [Collective Agreements](#)

Other contacts and resources include:

- [PEI Human Rights Commission](#)

CRCs are members of the UPEI Faculty Association (UPEIFA) and have the option of contacting the UPEIFA at any time for support. This said, the University may have no role or even be aware of, communications between union members and their union.

Research Services

[Undergraduate Research Opportunities](#)
[Commercialization](#)
[Find a Researcher](#)
[Institutes, Centres, and Groups](#)

Research Chairs
Endowed and Sponsored Research Chairs