

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

November 2019



people • excellence • impact

We acknowledge that we are in the traditional homeland of the Mi'kmaq People.

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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.

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.

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 Canada Research Chairs management and allocation processes. As UPEI is in the process of developing an Equity, Diversity and Inclusion Framework for UPEI the work completed to date on that project was 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:

- Create an institutional home for equity, diversity and inclusion
- 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
- Improve understanding of the importance of equity, diversity, and inclusion to research excellence and addressing systemic barriers amongst those involved in the recruiting and hiring of a Canada Research Chair
- Continue to expand and provide training and development related to equity, diversity, and inclusion, and offer ongoing training opportunities
- 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.

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 is 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 endeavors, 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 the needs of community members with disabilities in a manner that supports education and respectful relationships.

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 how 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 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 has 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 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 are outlined in Appendix A. Conversations on EDI have continued throughout 2019 to further define the university's planning and goals in this area.

Institutionally, UPEI is furthering its commitment to this priority through an institutional equity, diversity and inclusion plan 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. In such:

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.

Background on the CRCP Action Plan

The Canada Research Chairs Program is a permanent programme 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 which the action plans must meet. Institutions will then use those action plans as a guide for how to advance equity, diversity, and inclusion in their own institutions. While UPEI values equity, diversity, and inclusion of other categories of 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.

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

This action plan will direct how 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 UPEI equity and diversity targets are:

Designated Group	UPEI Target Percentage	UPEI Target Actual	Representation Actual	Gap
Women	33%	1	Withheld	Withheld
Visible minorities	1%	0	Withheld	Withheld
People with disabilities	4%	0	Withheld	Withheld
Indigenous peoples	15%	0	Withheld	Withheld

Due to the small numbers of chair positions at UPEI, and the need to protect privacy of 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.

CONSULTATION PROCESS

As part of the process for building this report, consultation meetings were held with various groups across campus. In some cases specific meetings were held for the purposes of collecting information about 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*
- Deans Council
- Faculty Association Joint Equity Committee
- Faculty of Arts Equity and Inclusion Committee
- Graduate Studies Advisory Committee*
- Mawi’omi Student Centre

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>

- 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.*

Input was also provided by particular people relevant to the process including:

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

UPEI also recently underwent 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. Throughout consultations, equity, diversity, inclusion and related topics were consistently discussed with strong stakeholder feedback on how the University could further develop understanding, awareness, and engagement in respective 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) which will be discussed later in this report. Given the extensive discussions regarding the topics of equity, diversity, and inclusion as part of that strategic planning, we have taken feedback received through that comprehensive process into consideration in the development of this Action Plan. For a full description of that consultation process see Appendix B.

This broad approach to collecting information relevant to equity, diversity and inclusion at UPEI was deeply informative. These consultations contained input relevant to the employment systems review, comparative review, and environmental scan discussed below.

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 present in meeting with the UPEI Mawi’omi Centre and UPEI Indigenous Education Advisory Circle. Consultations also included people who are visual minorities, with a number of 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.

EMPLOYMENT SYSTEMS REVIEW

An employment system review was conducted through meetings with current people involved in the process, and review of the documented processes. The Consultation Process discussed above (p. 5) 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 (hereinafter “Collective Agreement”³), 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 with 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 requirement for 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

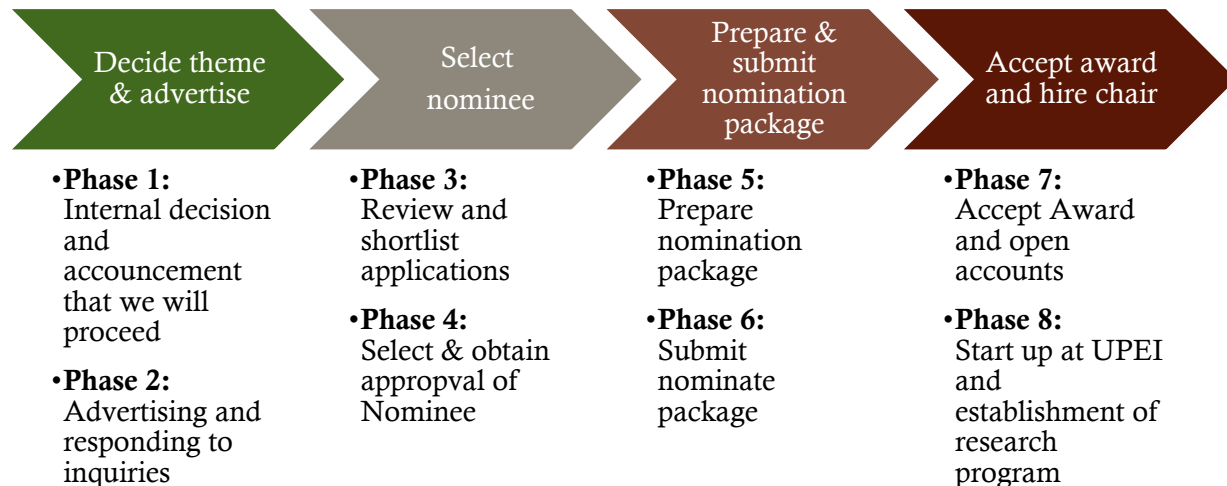
³ UPEI operates with five collective agreements. However, as all Canada Research Chairs would fall under the above noted Collective Agreement, for the purposes of this report, it will be referred throughout simply as the Collective Agreement. Available online: http://files.upei.ca/agreements/2016-2020_upeifa_bu1_final.pdf

The Collective Agreement sets out the process for hiring faculty members. The responsibilities fall to the Vice-President Academic and Research, 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. Finally, the questions for interviewees have been standardized. All of these efforts are assisting in ensuring that the process is fair to all candidates.

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, there are a number of points which address standardizing process and consistent treatment. Standardizing these processes is an important step toward achieving goals in equity, diversity, and inclusion. It also commits to offering the support of the Equity, Diversity and Inclusion Officer to support hiring committees.

Process for Nomination and Accepting a Canada Research Chair



Source: Process for Nominating and Accepting a Canada Research Chair (Updated 5 December 2018) (UPEI)

As part of the CRC process candidates are advised to consult with the CRC website information regarding their eligibility for consideration of any career interruptions. Informally, hiring committee members and others sometimes 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 C. 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;⁴ watching TED Talk by Yassmin Abdel-Magied⁵; or other training which the person could specify. The Vice-President Academic and Research must review the self-declaration form and determine that each committee member’s training is sufficient, or to indicate the further actions they have to 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 or funding success or in 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 the result is that they would not be included in the hiring committee. Some hiring committee members have also 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.

The job advertisements for the past two Canada Research Chair competitions were reviewed.⁶ The most recent one addressed issues of diversity, accommodation, and career breaks directly and thoroughly (for full text see Appendix C). The previous competition was silent on the issue. This speaks in part to significant improvements being made to the CRC process, and 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, small number of chairs, 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.

⁴ Available at: <https://www.chairs-chaires.gc.ca/program-programme/equity-equite/bias/module-eng.aspx?pedisable=false>

⁵ Available at: https://www.ted.com/talks/yassmin_abdel_magied_what_does_my_headscarf_mean_to_you

⁶ Efforts were made to locate previous advertisements without success. This record management challenge was identified as part of the recent efforts at standardizing this problem, and records should be retained going forward under new systems now in place.

A Self-Identification Form for UPEI Canada Research Chair Positions is provided to applicants.⁷ Self-identifying as a member of one of the four designated groups is optional. The review has indicated that while it exists, the form could be improved and better align with best practices in this area. Notwithstanding weaknesses of the document, UPEI has been receiving completed forms with self-identification information. Over the past two competitions the response rate has been approximately 85%. The process could also be improved to set out a process for updating information.

Findings

The employment systems review has revealed that there is some important work currently underway to standardize processes and procedures. Establishing procedures will minimize the impact of preferences or prejudices affecting how applications are processed, by increasing transparency in the decision making process. Consideration is necessary to ensure that newly standardized practices reflect best practices from an equity, diversity, and inclusion perspective (for example the Process for Nominating and Accepting a Canada Research Chair). Established procedures have to be written to ensure that systemic discrimination is not built into any particular process. Important next steps include creating standard language for job advertisements which reflect best practices, and improving self-identification forms and process. Standardizing these approaches and following best practices are important as the differences between competitions were quite stark. 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.

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 critical role in raising understanding of these issues for those involved in these processes, with the ultimate aim of reducing the impact of bias, which could lead to systemic discrimination over time. Finally, 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.

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

⁷ 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

Committee), current Chairholders, and Research Services staff were integral to compiling the information. The Consultation Process discussed above (p. 5) 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. 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 Chairs were also consistently encouraged to pursue certain external funding opportunities. Beyond that, 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; even after extending the review period back to 2012, 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 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.⁸ In practice, though some buildings are newer, since faculty members are assigned to a building corresponding to the Faculty, office space allocations were generally equal. To the extent that there are minor differences

⁸ Collective Agreement, *supra*, s. H2.1.

in Departments between offices, the general practice reported was that offers for more desirable locations are based on seniority.

Laboratory space is not consistent in design across campus. Space allocations are dealt with under the *Space Allocation and Administration Policy* and its associated procedures⁹. 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 would have a discussion with the Dean to determine suitable space. 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 chairs 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 Chair's research program. The Vice-President Administration and Finance works with the Vice-President Academic and Research to ensure that any movement of a researcher does not put them in a less suitable space, and ensure that they are not disadvantaged in the process.

Time and Commitments

The Collective Agreement takes into account that a Canada Research Chairs will have “fewer responsibilities in the areas of teaching and administration.”¹⁰ It also acknowledges that the “principal duties” of faculty with research appointments will be “research, scholarship, and creative and professional activities”.¹¹ 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, alignment between the research area and the curriculum, there are too many variables to account for 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 as a result 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 Chairs have adequate time to dedicate to their research.

⁹ Policy and procedures were significantly updated April 11, 2019. As a result prior hiring processes occurred under different procedures.

¹⁰ Collective Agreement, *supra*, p. 151.

¹¹ Collective Agreement, *supra*, s. A8.1.

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 a comparison of actual supports did not lead to any meaningful results from an equity perspective. In order to assess this important issue we have examined that procedures and discussed how they work in practice with relevant decision makers.

The review has revealed that several aspects of the terms and conditions of employment were not standardized (i.e. 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 this experience was not universal. Yet, the concern remains that the lack of consistency may over time result in systemic discrimination. In order to address this concern UPEI will establish a standard practice, by discipline, for 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 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 Chair from areas such as: Vice-President Academic and Research, the responsible Dean, Associate Dean of Graduate Studies and Research, Research Services staff, and others, this will ensure that all Chairs have access to the appropriate opportunities and information, and that members of the designated groups, and others, will be treated equitably by the University.

ENVIRONMENTAL SCAN

An environmental scan was conducted to examine the workplace culture and consider practices which were promoting, or creating barriers to, inclusion. The consultation process discussed in more detail above (p. 5) was relied on 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 once they are 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, Programmes, Initiatives Review

Though UPEI has only just started a formal “equity, diversity, and inclusion” position, there are numerous programmes, 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 at changing attitudes to grow inclusivity, expanding knowledge around particular issues, as well as having tangible outcomes that literally change 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 at Appendix D.

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 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 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 build on 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.¹² These workshops are held annually. Tenure-track Faculty Members complete a review every year; tenured Faculty Members complete a review every 3 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 which are significantly limiting the Faculty Member’s productivity. It has been past practice

¹² Collective Agreement, *supra*, s. E1.4.8.

to hold a second workshop each year to update Chairs and Deans on issues of importance. This has been identified as 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 for a number of reasons respective to each individual. 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. Caution was raised about addressing this issues for faculty separated from a discussion of staff. As a result this finding is going to be carried forward into discussions of a broader campus wide equity, diversity, and inclusion framework to determine appropriate campus wide improvements in this area.

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

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 which relates to equity, diversity, and inclusion. Those policies included:

Policy	Relevance
<i>Fair Treatment Policy</i>	Affirms commitment to diversity and inclusion. Provides mechanism for complaints related to discrimination and harassment.
<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>Alcohol and Drug Policy</i>	Directly addresses accommodation of medical marijuana. Discusses drug and alcohol dependence as a treatable illness that the University will provide assistance with.
<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 who experience discrimination and harassment.
<i>Scent-Free Initiative</i>	Effort to be more inclusive to people who experience problems with exposure to scented products.

Policy	Relevance
<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, 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.
<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>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 accessibility parking.

The Collective Agreement was also reviewed, and contains provisions related to equity, diversity and inclusion.¹³ 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 particular issue. As would be expected, the appropriateness of language used and commitment to issues of equity, diversity, and inclusion has been improving over time, and a significant difference is seen between the older and newer policies. A review of policies highlighted areas of strengths and weaknesses from an equity, diversity an inclusion perspective. None of the policies were specific to chairholders. No changes from a policy perspective are recommended as a

¹³ Collective Agreement, *supra*, s. A-2 and A-7.

result of this report. While areas for improvement were clearly visible. This issue is best addressed after broader consultation and consideration of the impact on the wider campus community, and as such, policies will be considered as part of the Equity, Diversity, and Inclusion Framework for UPEI, discussed in more detail below (see p. 19).

Research Strategy Review

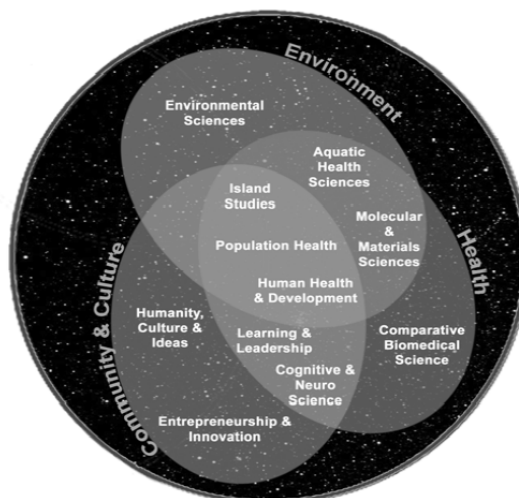
Documents reviewed included:

- UPEI Strategic Research Plan 2008 – 2018¹⁴
- 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 how chairs 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 for 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.

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 which 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, *ibid*, p. 12.

¹⁴ Available online: http://files.upei.ca/research/strategic_research_plan.pdf

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. 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. As systemic discrimination occurs in complex ways and systems, and recognizing that the Canada Research Chairs are one piece in UPEI's campus environment, it is necessary that 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. Therefore development of the broader campus wide equity, diversity and inclusion framework will need to consider the best approach to policy concerns, explore accommodation processes for faculty and staff, and build a more complete approach to addressing equity, diversity and inclusion across campus for Chairs and others.

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 implementation of the campus EDI action plan and to 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 should 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 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. 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. This will remove the impact of informal information sharing which 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 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.

EQUITY, DIVERSITY AND INCLUSION FRAMEWORK FOR UPEI

UPEI recognizes the importance of a cross-campus institutional framework around equity, diversity, and inclusion. The importance of inclusion came out clearly 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 is recognized that more work needs to be done, to further develop that plan. UPEI has now hired an Equity, Diversity, and Inclusion Officer at UPEI who will be integral to developing the plan further.

Development of UPEI's equity, diversity and inclusion framework will be co-lead by the Vice-President, Academic and Research and Vice-President, Administration and Finance. This collaborative approach strives to ensure that all UPEI campus members' needs and experiences—student, staff, and faculty—are reflected within institutional efforts. Further, the approach promotes EDI is a shared value responsibility among all members of our campus

Excerpts from: Draft
Preliminary Framework:
Building, Equity, Diversity
and Inclusion at UPEI

Purpose

To build our Inclusive Campus Culture priority, as outlined within the UPEI Strategic Plan (2018-2023), by further supporting equity, diversity, and inclusivity in our programming, services, teaching, learning, and advocacy within our learning community of students, faculty, and staff.

Key Priorities

1. Develop EDI-related definitions foundational to institutional understanding in the development of culture, policies, and actions
2. Build institutional capacity and expertise to support development of an EDI culture at UPEI
3. Determine current policies, structures and practices that are in place to support EDI at UPEI, while identifying gaps that limit progress in building a culture of EDI at UPEI
4. Compile institutional data to determine EDI targets for UPEI's workforce overall, as well as EDI targets within UPEI's academic and research communities
5. Encourage education and research on equity, diversity, inclusion, and reconciliation

Together, the Vice-Presidents will: advise the President on equity, diversity and inclusion issues at UPEI; propose best practices on issues of reconciliation, inclusion, equity, and social justice based on campus consultations, best practices, and data; oversee operationalization of planning once developed; and oversee framework and strategy evaluation.

The UPEI Board of Governors and UPEI Senate have expressed support for the equity diversity and inclusion framework being further developed.

Consultation work for the equity, diversity, and inclusion framework has already begun. Further consultation and analysis is required.

Governance for the equity, diversity, and inclusion framework rests with the UPEI Executive team, including the President and Vice-Chancellor, Vice-President Academic and Research, and Vice-President Administration and Finance. As an institutional document with shared priorities and goals, the UPEI equity, diversity and inclusion framework would be reviewed by the UPEI Board of Governors for approval (including the Human Resources Committee of the Board of Governors) and communicated with the UPEI Senate for information.

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 compliment as compared to our equity targets; and having considered the work in progress towards a framework for building equity, diversity and inclusion for UPEI, 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: Create an institutional home for equity, diversity and inclusion		
ACTION	TARGET	PROGRESS
Hire an Equity, Diversity and Inclusion Officer.	Fall 2019	Complete
Announce the Equity, Diversity, and Inclusion Officer across campus to create awareness of the new position.	Fall 2019	Complete
Establish an Equity, Diversity, and Inclusion Steering Committee.	Fall 2019	Complete
Create an intranet page for Equity, Diversity, and Inclusion for internal resources for employees.	Winter 2019	Not started
Improve the external UPEI website to provide greater information about equity, diversity and inclusion at UPEI	Spring 2019	In progress
INDICATORS		
Established Steering Committee and Equity, Diversity, and Inclusion Office with an officer, website, and internal 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	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)	In progress
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.	Winter 2019	In progress
Revise “Process for Nominating and Accepting a Canada Research Chair” document regarding the 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.	Fall 2019	Not started

INDICATORS

Tracking the number of people identifying as one of 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 Canada Research Chair Program by Spring 2020.¹⁵

Objective 3: Improve understanding of the importance of equity, diversity, and inclusion to research excellence and addressing systemic barriers amongst those involved in the recruiting and hiring of a Canada Research Chair

ACTION	TARGET	PROGRESS
Continue to ensure all members of the hiring committee review the Canada Research Chair Unconscious bias training module.	Ongoing	Ongoing
Identify an Equity Champion on all Canada Research Chair hiring committees, positioned to ensure equity, diversity and inclusion remains omnipresent through the process. If it is not the Equity, Diversity, and	Winter 2019	Not started

¹⁵ This timeline is primarily driven by our expectation of when the Canada Research Chairs Programme will approve the next placement at UPEI.

Inclusion Officer, they will have the support of the Equity, Diversity, and Inclusion Officer.		
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)	Not started
INDICATORS		
Training sessions held.		
Equity Champion identified on each Canada Research Chair search committee.		
Reviewing data received from evaluation.		

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

ACTION	TARGET	PROGRESS
Include equity, diversity, and inclusion training in the Human Resources Management Learning Series.	Spring 2020	In progress
Equity, Diversity and Inclusion Officer to start offering training sessions.	Summer 2020	Not started
INDICATORS		
Training sessions held.		

Objective 5: Ensure that our Chairholders feel equally included, integrated, supported and are retained

ACTION	TARGET	PROGRESS
Create an equity, diversity, and inclusion framework for the entire UPEI campus community.	Winter 2020	In progress

Develop a guide, to direct the University in the hiring process, with established and standardized support provided to a Canada Research Chair, differentiated by discipline, with ranges for each kind of support, to reduce impact of negotiation. ¹⁶	In place prior to next CRC hiring process	Not started
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	Not started
Vice-President Academic and Research will work with Deans to encourage participation of Chairs in the Human Resources Management Series.	Fall 2019	In progress
Hold an equity, diversity, and inclusion presentation as part of the Chairs and Deans Workshop.	Winter 2019	Not started
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 2020	Not started
Improve communication to CRC Chairs about the CRC renewal process.	Summer 2020	Not started
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.

¹⁶ 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.

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:
MOST RECENT CRC JOB COMPETITION ADVERTISEMENT

TENURE TRACK POSITION - CANADA RESEARCH CHAIR TIER 2 - VETERINARY
EPIDEMIOLOGY - DEPARTMENT OF HEALTH MANAGEMENT - ATLANTIC
VETERINARY COLLEGE

Competition Number: 13A19

Position Type: Academic Opening

Closing Date: Jun 21, 2019

Date of Posting: May 20, 2019

Department: Department of Health Management - Atlantic Veterinary College

Position: Tenure Track Position - Canada Research Chair Tier 2 - Veterinary Epidemiology

Contract:

The Department of Health Management at the Atlantic Veterinary College (AVC), University of Prince Edward Island (UPEI) is seeking a Tier 2 Canada Research Chair (CRC) in Veterinary Epidemiology. We invite researchers and scholars within and outside UPEI to apply for this full-time tenure track faculty appointment at the rank of assistant or associate professor and conditional on the successful applicant being approved as a Tier 2 Research Chair by the CRC Secretariat. Tier 2 Research Chairs are intended for exceptional emerging scholars (i.e., candidates must have been an active researcher in the field of epidemiology 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 (dlawless@upei.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.

The successful candidate will be able to broadly (across species) support the Centre for Veterinary Epidemiologic Research (CVER), which continues to be among the most successful centres that UPEI has ever had. The successful candidate will initiate and develop their own personal research program but will be expected to do that in keeping with the multidisciplinary "team" approach

used within UPEI and CVER. The successful applicant will be an active member of the Department of Health Management at the Atlantic Veterinary College, and become part of CVER at UPEI.

CVER is an internationally recognized Centre in quantitative veterinary epidemiology, with top scientists holding expertise in epidemiology and population-based research. CVER includes two of the first 12 Calvin W. Schwabe Award recipients for lifetime achievement (Ian Dohoo and Ian Gardner) from the Association for Veterinary Epidemiology and Preventive Medicine, and the two initial recipients of the lifetime achievement (Dohoo) and emerging scientist (Caraguel) awards for the International Society for Veterinary Epidemiology and Economics (ISVEE). CVER is a dynamic and productive research centre, bringing together clinicians, epidemiologists and a biostatistician in the conduct of animal and human health research. A number of research groups are part of CVER including: the Canada Excellence Research Chair in Aquatic Veterinary Epidemiology, Maritime Quality Milk Centre, Centre for Aquatic Health Sciences, Sir James Dunn Animal Welfare Centre, Antimicrobial Resistance and Risk Analysis Research Group, Shellfish Research Group, and Smallholder Dairy Research Group. Members of CVER also work collaboratively with many other groups on campus, including population-oriented researchers in the Faculties of Engineering, Business, Nursing and Science. CVER is actively involved in the training of MSc and PhD students with strong graduate programs in epidemiology and health management, and also provides high-level international courses in epidemiological methods, such as Epi-on-the-Island. In addition, CVER will host the 2021 ISVEE meeting. For more information on CVER, see: <http://cver.upei.ca/>.

The successful candidate will be encouraged to contribute to the teaching efforts of CVER (DVM courses, graduate courses, international teaching), although the extent to which this is done will depend on the specific interests of the CRC, and will be limited during the term of the Chair. Once the CRC term is finished, the faculty member would be expected to contribute in similar ways as other epidemiologists within the department, with an emphasis on research.

UPEI requires the successful candidate to have:

- minimum PhD (in veterinary epidemiology or related fields);
- demonstrated ability to obtain research funding and successfully implement epidemiologic research projects; and
- well-developed skills of collaboration, relationship-building and communication. Furthermore
- a DVM (or equivalent) degree would be advantageous;
- clinical experience would be advantageous; and
- teaching experience would be advantageous.

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 faculty at AVC;
- further develop and maintain relationships with food animal industries in Atlantic Canada;
- meet eligibility criteria for receiving a Tier 2 CRC, described at http://www.chairs-chaieres.gc.ca/program-programme/nomination-mise_en_can... - s2; 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.

Situated on the country's beautiful east coast, with easy access to beaches all around, the AVC has 270 DVM students and is the main veterinary referral center in Atlantic Canada for cases and diagnostic samples. Find out more about Prince Edward Island, the University of Prince Edward Island and the Atlantic Veterinary College by visiting these websites: www.gov.pe.ca/, www.upei.ca and www.upei.ca/avc.

Application and Inquiry Instructions:

Inquiries can be sent to Dr. John VanLeeuwen (jvanleeuwen@upei.ca or 902-566-0457). Applicants should submit a cover letter that includes past areas of research focus and accomplishments and proposed research program within CVER (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.

Ms. Donna Lawless
 Research Services, University of Prince Edward Island

550 University Avenue, Charlottetown, Prince Edward Island, CANADA, C1A 4P3
Telephone: (902) 566-0637 E-mail address: dlawless@upei.ca

UPEI is committed to equity, diversity, and inclusion 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@upei.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 21, 2019 and will continue until a suitable candidate is identified. Starting date is flexible depending on availability of the successful candidate, but would likely be summer/fall of 2020.

APPENDIX D: 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

Research Chairs

Canada Research Chairs Program at the University of Prince Edward Island

Current Chairs

- Dr. Russell Kerr, Tier 1 [Canada Research Chair in Marine Natural Products](#) (ends July 2020)
- Dr. Josh MacFadyen, [Tier 2 Canada Research Chair in Geospatial Humanities](#) (ends June 2023)

Every two years, the Canada Research Chairs Program performs an allocation review. Visit the results of the [2019 Chair Allocation for UPEI](#).

Vacant Canada Research Chairs

- NSERC #61
- Special #1882
- Special #1183
- Special #1184

Flex moves available: 5

Flex moved utilized: 0

Past Canada Research Chairs

- Dr. Crawford Revie, Tier 2
- Dr. Sophie St-Hilaire, Tier 2
- Dr. Kate Tilleczek, 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

¹⁷ Website is in the process of being updated to match the below text.

Internal Postings

- [Tier 2 CRC in Veterinary Epidemiology](#)

External Postings

- [Tier 2 CRC in Veterinary Epidemiology](#)

Archived Chair Past Recruitment Postings

- [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.

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

Our commitment

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.

Raising Awareness of Equity, Diversity and Inclusion

The University is committed to promoting awareness of Equity, Diversity and Inclusion (EDI) 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.

UPEI established a Joint Equity Committee. 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 at UPEI. The CRCs at UPEI will benefit from this institutional committee and its work.

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.

UPEI's Faculty of Arts has and [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.

Chairs at UPEI fall under the Faculty Collective Agreement and are protected under:

- Article A-7 addresses Non-Discrimination

A7.3 established a Joint Equity Committee to consider and recommend any 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. 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.

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.

- [Fair Treatment 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.

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 an optional 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.

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, when a [progress report on the plan](#) was submitted. In October 2019 UPEI re-examined that plan and released an updated and improved [Equity, Diversity and Inclusion Action Plan](#).

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.

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. 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.

Following this decision and the process outlined in the Faculty Association Collective Agreement, committees are established, and the recruitment process may begin following [Canada Research Chair nomination program details](#) and UPEI requirements.

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- [Research Chairs](#)
 - [Endowed and Sponsored Research Chairs](#)