

# CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT

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## TABLE OF CONTENTS

You may complete sections individually by selecting them from the table of contents. At the end of each section, you will be redirected to this table of content to select another section to complete or to review. Alternatively, you may complete the full report, without going back to this table of content between each section, by selecting the option “Complete Full Report”.

- Complete Full Report
- Introduction [SECTION1]
- Contact Information [SECTION2]

### **Part A - CRCP Institutional EDI Action Plan**

- CRCP Institutional EDI Action Plan - Contextual Details [SECTION3]
- CRCP Institutional EDI Action Plan - Key Objective(s) [SECTION4]
- CRCP Institutional EDI Action Plan - Additional Key Objectives (if applicable) [SECTION5]

### **Part B -Challenges and Opportunities**

- 1. Challenges and Opportunities [SECTION6]

### **Part C - Reporting on EDI Stipend objectives not accounted for in Section A**

- 1. Objectives associated with your institution’s EDI Stipend application [SECTION7]
- 2. Additional Objectives (if applicable) [SECTION8]

### **Part D - Engagement with individuals from underrepresented groups**

- 1. Engagement with individuals from underrepresented groups [SECTION9]

### **Part E - Efforts to Address Systemic Barriers More Broadly within the Institution**

- 1. Efforts to Address Systemic Barriers More Broadly within the Institution [SECTION10]

### **All Sections Completed**

- Submit and Exit Survey

## CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT

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### WARNING

#### Important Note

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

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

### INSTRUCTIONS

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

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

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

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

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

**CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND  
INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT**

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**CONTACT INFORMATION**

Please complete the fields below.

<b>Name of Institution:</b>	University of Prince Edward Island
<b>Contact Name:</b>	Dr. Katherine Gottschall-Pass
<b>Position Title:</b>	Vice-President Academic and Research (Interim)
<b>Institutional Email:</b>	kgottschall@upei.ca
<b>Institutional Telephone Number:</b>	902.566.0561
<b>The link for the EDI progress report and EDI Stipend report:</b>	<a href="https://www.upei.ca/research/research-chairs">https://www.upei.ca/research/research-chairs</a>

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

- ☐ **Yes**
- ☐ **No**

**PART A. EDI ACTION PLAN**

**Reporting on Key Objectives Analyses, Systemic Barriers, Objectives and Indicators**

Date of most recent plan (e.g. latest revision of the public plan):	April 29, 2021
Rating given action plan in most recent review process:	Conditionally satisfies
Name of vice-president level representative responsible for ensuring the implementation of the plan:	Dr. Katherine Gottschall-Pass

## CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT

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### EDI ACTION PLAN KEY OBJECTIVES

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

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

#### Key Objective 1

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

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

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

One theme identified through campus wide consultations held with over 400 people, was that some members of the four designated groups (FDGs) are not fully experiencing equity, diversity, and inclusion in their UPEI experience. The University lacked cohesion in how to tackle the problem. One of the barriers to systemic change was a lack of a proper foundation on which the University could meaningfully work towards inclusion.

Corresponding actions undertaken to address the barriers:

## CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT

---

- Hired an Equity, Diversity, and Inclusion Officer.
- Announced the Equity, Diversity, and Inclusion Officer across campus to create awareness of the new position.
- Established an Equity, Diversity, and Inclusion Steering Committee.
- Established institutional definitions of “equity”, “diversity”, and “inclusion”.
- Improved the external UPEI website to provide greater information about equity, diversity, and inclusion at UPEI.
- Continuing to highlight UPEI’s commitment to the NSERC Dimensions Charter.
- Near completion of an equity, diversity, and inclusion strategy for the entire UPEI campus community.
- Created an intranet page (myUPEI) for Equity, Diversity, and Inclusion which offers internal resources for employees.
- Created a mechanism to collect feedback on the Equity, Diversity, and Inclusion myUPEI page.

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

- EDI Steering Committee and Equity, Diversity, and Inclusion Office with an Officer, website, and internal resources were all established.
- Near completion of institutional Equity, Diversity, and Inclusion Strategy.
- The internal intranet site (myUPEI, Equity Diversity, and Inclusion) was launched in October 2020. In the first three months an average of 32 unique users were accessing the site each month, for a total of 97 people.
- EDI Officer now receiving a high volume of requests from administrators for assistance in implementing EDI best practices.

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

- By the end of the reporting period, UPEI had nearly completed all identified actions for this objective, the remaining items were completed shortly after the reporting period ended.
- UPEI has successfully established an institutional home for EDI. Awareness is growing.
- Administrators are now able to get advice on how to implement EDI in their respective operations.

Challenges encountered during the reporting period:

- The work progressed slowly until fall 2019 when the University hired an Equity, Diversity, and Inclusion Officer with expertise in the area.

## CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT

- Equity, Diversity, and Inclusion Strategy moved through finalizing and approvals stage more slowly than projected timeline.
- Office and resources are now available, but high level of awareness has not penetrated campus yet.

Next Steps (indicate specific dates/timelines):

• Completion of the UPEI EDI Strategy.	February 2021.
• Improving external UPEI website.	March 2021.
• Continue to add resources and improve myUPEI EDI page.	Ongoing project, no end date planned.
• Next steps in Objective 1 are minimal. As Objective 1 was intended to build a proper foundation for the EDI program at UPEI. Now that the foundation is nearly complete, UPEI is moving on to address actions items aimed at tackling specific issues at UPEI.	

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

- ☐ Yes
- ☐ No

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

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

The CRCP EDI Stipend was used to hire an EDI in Research Advisor. Due to Covid-19 hiring was delayed and they were not able to begin until January 2021, and therefore is outside of this reporting period. The Statement of Account form indicates that the stipend was being used in the January 1, 2021 – March 31, 2021 period.

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

### EDI Stipend Impact Rating

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

**CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND  
INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT**

---

- ☐ **Insignificant impact (the institution could attain similar progress towards this objective without the EDI stipend)**
- ☐ Minor impact (the EDI Stipend had minimal impact on achieving progress)
- ☐ Moderate impact (the EDI Stipend had moderate impact on achieving progress)
- ☐ Major impact (the EDI Stipend had a major impact on achieving progress)
- ☐ Extensive impact (the EDI Stipend had an extensive impact on achieving progress)
- ☐ Don't know

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

Leveraged cash or in-kind contributions from your institution (if applicable): NA

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

Do you have other key objectives to add?

- ☐ **Yes**
- ☐ No

**Note:** If you select "Yes" you will be brought to a separate section where you may enter information for up to five additional key objectives and where, at minimum, you will be required to enter information for Key Objective 2 in order for that section to be considered complete. Otherwise, if you select "No", you will not be directed to the section for additional objectives and, therefore, will not have access to Key Objectives 2 through 6, in which case, completing the information for Key Objective 1 will be sufficient.

**ADDITIONAL KEY OBJECTIVES FOR PART A IF APPLICABLE**

# CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT

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## Key Objective 2

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

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

Some FDGs likely experience systemic discrimination in recruitment and hiring of CRCs. It was difficult to find systemic discrimination because of the small number of chair positions and the previous competitions followed inconsistent processes, making it difficult to identify systemic problems. The review process revealed numerous instances where systems could be improved to avoid areas where unconscious bias is known to commonly have a discriminatory effect.

Corresponding actions undertaken to address the barriers:

- Standardized the wording included in CRC advertisements to encourage diverse applicants, explain accommodation procedures, career breaks, contact information, and encourage providing explanations affecting their application.
- Revised the “Process for Nominating and Accepting a Canada Research Chair” document regarding the determination of the location and length of advertisements to add 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.
- Revised the “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.
- Hired 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 programme (start date January 18, 2021).

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

- We have tracked the applicants identifying as one of the four designated groups in the applicant pools for searches completed in this period. That information was compared against the 2019 CRC Equity Targets, to find applicant numbers exceeded targets in



## CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT

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every category with the exception of Indigenous applicants. The information was also compared against the Canadian population figures (provided by CRC) to find that applicant pool was higher than the Canadian population in relation to racialized minorities and persons with disabilities, but below the population in relation to Indigenous peoples and women.

- UPEI committed to analysis of the self-identification statistical information in future application pools compared against information from previous competitions. As UPEI only began collecting this information in 2018, and there were only two competitions during the reporting period, one successful and one resulting in a failed search, there is insufficient information at this point to do meaningful analysis.
- UPEI is monitoring whether we meet the equity targets established by Canada Research Chair Program as an indicator, and is monitoring the progress made towards these goals. Unfortunately, due to the small numbers of chair positions at UPEI and the need to protect the personal information of chairholders, we are not able to disclose this information in this report, as the information will be publicly available. UPEI remains committed to meeting the equity targets set through the process.

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

- UPEI did not collect self-identification information prior to this reporting period, so no comparisons can be made. However, the information will be used for analysis going forward.
- UPEI has completed almost all of the actions in this Objective. This marks significant progress made.
- The process for hiring is now structured with substantially improved processes designed to embed equality within the process. This will offer a much stronger process to follow in future competitions.

Challenges encountered during the reporting period:

- Hiring process for EDI in Research Advisor was slowed due to Covid-19.
- Most of the actions for this Objective were completed in summer-winter 2020. This was on track with when they were scheduled. However, no CRC search competitions were conducted after those actions were complete and before the end of this reporting period. Thus, while we have completed the actions for this objective, we will not have data to analyze the success of those actions until the end of 2021. It is only after FDGs have moved through the redesigned process that we will be able to gauge the effectiveness at ensuring systemic discrimination was not impacting the process. That information could be collected from feedback from FDGs and the Equity Champions.

Next Steps (indicate specific dates/timelines):

**CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND  
INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT**

<ul style="list-style-type: none"> <li>• 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.</li> </ul>	Summer 2021 (or at earliest CRC competition whichever is first)
<ul style="list-style-type: none"> <li>• 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 programme.</li> </ul>	January 2021

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

- ☐ **Yes**
- ☐ **No**

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

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

The CRCP EDI Stipend was used to hire an EDI in Research Advisor. Due to Covid-19 hiring was delayed and they were not able to begin until January 2021, and therefore is outside of this reporting period. The Statement of Account form indicates that the stipend was being used in the January 1, 2021 – March 31, 2021 period.

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

**EDI Stipend Impact Rating**

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

- ☐ **Insignificant impact (the institution could attain similar progress towards this objective without the EDI stipend)**
- ☐ Minor impact (the EDI Stipend had minimal impact on achieving progress)
- ☐ Moderate impact (the EDI Stipend had moderate impact on achieving progress)

## CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT

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- Major impact (the EDI Stipend had a major impact on achieving progress)
- Extensive impact (the EDI Stipend had an extensive impact on achieving progress)
- Don't know

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

Leveraged cash or in-kind contributions from your institution (if applicable):

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

### Key Objective 3

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

Ensuring equity, diversity, and inclusion is embedded into the recruiting and hiring of a Canada Research Chair.

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

Some FDGs likely experience unconscious bias in recruiting and hiring processes. This was identified through campus wide consultations held with over 400 people. It was not possible to make this finding specific to the CRC process, but consultations showed a belief that unconscious bias was having a negative impact on hiring committee decisions.

Corresponding actions undertaken to address the barriers:

## CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT

- Continuing to ensure all members of hiring committees review the Canada Research Chair Unconscious bias training module.
- Developed an 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.
- Ensuring 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."

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

- All members of hiring committees have reviewed the Canada Research Chair Unconscious bias training module. Confirmation of completion of training is required from all committee members.
- Feedback from anonymous evaluation forms to assess effectiveness of training materials will only be available in the next reporting period.
- Those with key responsibilities with CRC search competitions showed an improved understanding of the need to follow the established procedures for running a CRC competition, as those procedures have EDI protections and best practices embedded within them.

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

- Significant progress has been made to operationalize these EDI commitments in fall – winter 2020. Forms, processes, and procedures have been developed and implemented to ensure these actions occur in each CRC search competition.

Challenges encountered during the reporting period:

- While two CRC search processes were in their early stages in fall – winter 2020, neither advanced to the competition phase until after the end of the reporting period. Thus, while significant progress has been made to establish the forms and processes, and those have been communicated to those responsible for upcoming CRC searches, because those searches have not yet concluded, we have little data or progress to report in this period.

Next Steps (indicate specific dates/timelines):

- |  |                           |
|--|---------------------------|
| <ul style="list-style-type: none"><li>• 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.</li></ul> | Earliest CRC competition. |
|--|---------------------------|

**CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND  
INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT**

<p>If it is not the Equity, Diversity, and Inclusion Officer, they will have the support of the Equity, Diversity, and Inclusion Officer.</p> <ul style="list-style-type: none"> <li>Equity Champion will provide the institutional EDI Officer, and Vice-President Academic and Research (which is responsible for academic functions and research services), with feedback regarding training needs, identified barriers to applying principles in practice, and recommendations for improvements.</li> </ul>	<p>Earliest CRC competition.</p>
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Was funding from the CRCP EDI stipend used for this key objective?

- ☐ **Yes**
- ☐ No

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

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

The CRCP EDI Stipend was used to hire an EDI in Research Advisor. Due to Covid-19 hiring was delayed and they were not able to begin until January 2021, and therefore is outside of this reporting period. The Statement of Account form indicates that the stipend was being used in the January 1, 2021 – March 31, 2021 period.

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

NA

**EDI Stipend Impact Rating**

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

- ☐ **Insignificant impact (the institution could attain similar progress towards this objective without the EDI stipend)**
- ☐ Minor impact (the EDI Stipend had minimal impact on achieving progress)
- ☐ Moderate impact (the EDI Stipend had moderate impact on achieving progress)
- ☐ Major impact (the EDI Stipend had a major impact on achieving progress)

## CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT

---

- Extensive impact (the EDI Stipend had an extensive impact on achieving progress)
- Don't know

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

Leveraged cash or in-kind contributions from your institution (if applicable): NA

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

### Key Objective 4

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Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 4:

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

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

Once on campus, some FDGs report experiencing prejudice, micro-aggressions, and discrimination in their various interactions across campus. This was identified through campus wide consultations held with over 400 people. It was not possible to make this finding specific to CRCs, but their experience is not expected to be different than the campus wide community.

Corresponding actions undertaken to address the barriers:

- Collecting information through formal and informal means to determine areas of campus that would benefit from tailored equity, diversity and inclusion training.
- Made equity, diversity, and inclusion related training 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).

## CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT

---

- Made equity, diversity, and inclusion related information 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).
- Providing information and best practices to researchers about how to consider equity, diversity, and inclusion in research projects.
- Providing information and best practices to researchers about equity, diversity, and inclusion in research team composition and development.
- Providing training on how to interrupt harmful behaviours (i.e. harassment, racist language, prejudice).
- Providing faculty and staff with resources for developing skills with cross-cultural communication.

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

- The internal intranet site (myUPEI, Equity Diversity, and Inclusion) was launched in October 2020. This houses resources and training related to EDI. In the first three months an average of 32 unique users were accessing the site each month, for a total of 97 people.
- The myUPEI EDI site includes a page specifically intended to collect the most relevant EDI information for researchers. That site has seen approximately 20 users access the site between October – December 2020. There is a high rate of hits per user, suggesting researchers are making use of the EDI resources being targeted to them.
- 22 training sessions on interrupting harmful behavior were given (a total of over 300 people).

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

Significant progress has been made to operationalize these EDI commitments in fall – winter 2020. We have collected resources relevant to UPEI faculty/staff including training and materials. We have made efforts to pick materials that are specific to the needs of particular groups. For example, a dedicated collection of “Resources for Researchers” and “Resources for Instructors” have been created.

Challenges encountered during the reporting period:

- Launching training was difficult during this period, for several reasons: launching the EDI Strategy took a greater time commitment than originally anticipated; Covid-19 created unexpected work which took time away from starting new EDI projects; existing training series at UPEI scaled back considerably during Covid making it harder to launch new training during this period; and there is a greater interest for in-person training than virtual training which increased the desirability of delaying launching new training during this period.

## CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT

---

- Unfortunately, while the internal intranet site (myUPEI EDI) is able to track use of the site, it is not able to track whether users are actually accessing the training made available through the site. New training being developed will be launch from another platform to enable tracking in future years.
- While resources and training are being housed centrally on the myUPEI EDI site, it will take time for awareness of those resources to grow.

Next Steps (indicate specific dates/timelines):

• Include equity, diversity, and inclusion training in the Human Resources Management Learning Series.	Spring 2022
• Provide tailored equity, diversity, and inclusion training for departments as capacity and need allows.	Summer 2021
• 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 2022
• 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 2021
• Incorporate an EDI component into graduate students training.	Fall 2021
• Ensure equity, diversity, and inclusion training is provided to the Board of Governors and Senate.	Spring 2022

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

- ☐ Yes
- ☐ No

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

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



## CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT

The CRCP EDI Stipend was used to hire an EDI in Research Advisor. Due to Covid-19 hiring was delayed and they were not able to begin until January 2021, and therefore is outside of this reporting period. The Statement of Account form indicates that the stipend was being used in the January 1, 2021 – March 31, 2021 period.

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

NA

### EDI Stipend Impact Rating

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

- ☐ **Insignificant impact (the institution could attain similar progress towards this objective without the EDI stipend)**
- ☐ Minor impact (the EDI Stipend had minimal impact on achieving progress)
- ☐ Moderate impact (the EDI Stipend had moderate impact on achieving progress)
- ☐ Major impact (the EDI Stipend had a major impact on achieving progress)
- ☐ Extensive impact (the EDI Stipend had an extensive impact on achieving progress)
- ☐ Don't know

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

Leveraged cash or in-kind contributions from your institution (if applicable):

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

### Key Objective 5

## CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT

---

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 5:

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

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

Some FDGs do not experience true inclusion on campus. This was identified through campus wide consultations held with over 400 people. This finding could not be made specific to the CRC program, but is expected to be consistent.

Some FDGs are disadvantaged in their access/navigation of many UPEI systems and processes because information is not transparent, and FDGs experience inequality in their access to informal supports to obtain necessary or helpful guidance through those processes. This was identified through campus wide consultations held with over 400 people. The difficulty of determining how to navigate UPEI processes was noted across all identities including those with the most privilege. However, in-person consultations revealed that when prompted, those with privilege reported the most successful method of overcoming this challenge was reliance on informal relationships with administrative staff. Disadvantaged groups were less likely to cite that as a method of overcoming this challenge or reported difficulties in relying on the method.

Corresponding actions undertaken to address the barriers:

- Vice-President Academic and Research is working with Deans to encourage participation of Chairs in the Human Resources Management Series.
- Improved communication to CRC Chairs about the CRC renewal process.
- Provided information about on campus resources related to equity, diversity, and inclusion via the intranet.
- Provided information about where to find helping resources in Prince Edward Island (i.e. addictions, mental health, crisis, health clinics, family violence).
- Vice-President Academic and Research began meeting on an ongoing basis (usually 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.
- Included actions to ensuring the success of researchers as a key commitment in the institutional Equity, Diversity, and Inclusion Strategy.
- Made information accessible to all faculty on limiting unconscious bias in the reference letter process.

## CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT

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- Made training and resources available to all Faculty about unconscious bias and the assessment of academic work.

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

- UPEI is monitoring whether we meet the equity targets established by Canada Research Chair Program as an indicator, and is monitoring the progress made towards these goals. Unfortunately, due to the small numbers of chair positions at UPEI and the need to protect the personal information of chairholders, we are not able to disclose this information in this report, as the information will be publicly available. UPEI remains committed to meeting the equity targets set through the process.
- Vice-President Academic and Research has begun a process of reviewing the annual reports provided by all Canada Research Chairholders. The VPAR meets with respective Deans to review the reports and make plans to support the CRCs to address concerns. Particular attention is given to any negative experiences experienced by those who identify as women, visible minorities, persons with disabilities, and/or Indigenous persons.
- Lessons have been learned from the meetings between the Vice-President Academic and Research and each Canada Research Chair, as well as senior administrative positions. The intention of those meetings was to ensure CRCs are positioned to flourish in their roles. This has identified challenges and opportunities, in which the Vice President Academic and Research (with assistance from Deans and the Manager of Research Services) has been able to take a number of actions to better support the CRCs. Issues identified included challenges with: locating appropriate supports, securing appropriate infrastructure, and relocation. Assistance was provided to address those concerns through additional financial supports, removing administrative hurdles, enabling access to a greater pool of graduate students, and providing settlement support.

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

- We have improved communication to CRC Chairs about the CRC renewal process, providing greater clarity on how that process work.
- We have moved a great deal of information onto the myUPEI site to ensure everyone on campus is able to find relevant information to meet their needs. The site's existence was communicated via email to all faculty, staff, and students in an email from the Vice-Presidents. However, awareness of the site and the tools available there is still growing.
- The institutional UPEI EDI Strategy has identified "Success of Faculty, Researchers, and Staff" as one of our five focus areas, to ensure that the connection between research and EDI is not lost.
- Vice-President Academic and Research, Interim Associate Vice President Research, Manager of Research Services, and some Deans now regularly reaching out to EDI

## CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT

Officer for advice on building and ensuring practices and procedures have embedded best practices in EDI.

Challenges encountered during the reporting period:

- Many of the projects in this area are tied to the launch and workplan for the new campus wide EDI Strategy. That project was delayed by two months, delaying some of the corresponding actions associated with it.
- Information is being moved to the myUPEI EDI site to ensure it is accessible to everyone on campus. However, many faculty/staff do not use myUPEI at all, and therefore do not look there to find resources. While efforts are being made to drive awareness of the site, building awareness will take time.
- This category has some ambitious action items. Capacity in the EDI Office limits the speed at which progress can be made.

Next Steps (indicate specific dates/timelines):

<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>In progress. Deadline: In place prior to next CRC hiring process</p>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>In progress. Deadline: In place prior to next CRC hiring process</p>
<ul style="list-style-type: none"> <li>Hold an equity, diversity, and inclusion presentation as part of the Chairs and Deans Workshop.</li> </ul>	<p>Winter 2021</p>
<ul style="list-style-type: none"> <li>UPEI Research and Innovation Strategy to be updated to reflect an equity, diversity, and inclusion lens (with assistance of Equity, Diversity and Inclusion Officer).</li> </ul>	<p>In progress. Deadline: Summer 2021</p>
<ul style="list-style-type: none"> <li>Across the institution, begin hiring all personnel with the equity, diversity, and inclusion skills relevant to the position.</li> </ul>	<p>Spring 2022</p>
<ul style="list-style-type: none"> <li>Directly encouraging all areas of campus to crease inclusive campus spaces.</li> </ul>	<p>Spring 2021</p>

**CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT**

<ul style="list-style-type: none"> <li>• Providing more direction on processes and resources relevant to equity, diversity, and inclusion to new faculty.</li> </ul>	Spring 2022
<ul style="list-style-type: none"> <li>• Making the process for faculty to pursue accommodations more transparent.</li> </ul>	Winter 2021
<ul style="list-style-type: none"> <li>• Ensuring that equity, diversity, and inclusion are part of the development of new and review of existing policies.</li> </ul>	Summer 2021
<ul style="list-style-type: none"> <li>• Directly encouraging and supporting all areas of campus to proactively make information available about common practices for meeting diverse needs.</li> </ul>	Winter 2021
<ul style="list-style-type: none"> <li>• Encouraging the inclusion of equity, diversity, and inclusion competencies as a factor in all committee composition.</li> </ul>	Summer 2021
<ul style="list-style-type: none"> <li>• Reviewing accessibility of campus and making improvements where necessary.</li> </ul>	Spring 2023

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

- ☐ Yes
- ☐ No

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

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

The CRCP EDI Stipend was used to hire an EDI in Research Advisor. Due to Covid-19 hiring was delayed and they were not able to begin until January 2021, and therefore is outside of this reporting period. The Statement of Account form indicates that the stipend was being used in the January 1, 2021 – March 31, 2021 period.

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

**EDI Stipend Impact Rating**

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

**CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND  
INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT**

---

- **Insignificant impact (the institution could attain similar progress towards this objective without the EDI stipend)**
- Minor impact (the EDI Stipend had minimal impact on achieving progress)
- Moderate impact (the EDI Stipend had moderate impact on achieving progress)
- Major impact (the EDI Stipend had a major impact on achieving progress)
- Extensive impact (the EDI Stipend had an extensive impact on achieving progress)
- Don't know

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

Leveraged cash or in-kind contributions from your institution (if applicable):

	<b>Amount \$</b>	<b>Source / Type (cash or in-kind)</b>
<b>1</b>		
<b>2</b>		

**Key Objective 6**

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Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 6:

NA

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

**CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND  
INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT**

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NA

Corresponding actions undertaken to address the barriers:

NA

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

NA

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

NA

Challenges encountered during the reporting period:

NA

Next Steps (indicate specific dates/timelines):

NA

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

- ☐ Yes
- ☐ No

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

## CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT

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

NA

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

NA

### EDI Stipend Impact Rating

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

- ☐ Insignificant impact (the institution could attain similar progress towards this objective without the EDI stipend)
- ☐ Minor impact (the EDI Stipend had minimal impact on achieving progress)
- ☐ Moderate impact (the EDI Stipend had moderate impact on achieving progress)
- ☐ Major impact (the EDI Stipend had a major impact on achieving progress)
- ☐ Extensive impact (the EDI Stipend had an extensive impact on achieving progress)
- ☐ Don't know

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

Leveraged cash or in-kind contributions from your institution (if applicable):

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



## CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT

### PART B. CHALLENGES AND OPPORTUNITIES

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

Two significant opportunities have arisen. First, the grant from CRC, allowed us to recruit and hire an Equity, Diversity, and Inclusion in Research Advisor who began work in January 2021. Though the results of that work are outside of the reporting period, it will allow significant dedicated time to commit to the goals of the UPEI CRC EDI Action Plan. A second opportunity was the hiring of a new Manager of Research Services (after there had been a vacancy for an extended period) as well as a new Associate Vice President Research. The new Manager and Associate Vice President have developed shared priorities and a strong relationship with the EDI Officer and this is having a significant impact on ensuring that EDI best practices are being built into processes and procedures across the whole research operation at UPEI.

Significant successes also occurred during this period. UPEI nearly completed its first ever institutional UPEI EDI Strategy, guided by the newly created EDI Steering Committee. This has created momentum towards making meaningful progress around EDI across campus. It will provide clear guidance across the entire campus as to what efforts they should be taking to ensure EDI is embedded throughout campus. Hiring an EDI Officer with expertise in the field has had a significant impact on the progress of UPEI. It has allowed for a complete overhaul of the CRC EDI Action Plan and allowed UPEI to make considerable progress on the new plan. The hiring of an EDI Officer, particularly someone who already had relationships across campus, has meant that senior level administrators from across campus are regularly reaching out for advice, particularly around the implementation of new programs, processes, and procedures to ensure EDI measures are in place as those processes are established. It is believed that this advisory role is allowing the EDI Office to amplify the impact of centralized expertise, by empowering other administrators to design equitable processes themselves from the outset. This has allowed the EDI Office to capitalize on the time and work already being dedicated to the launch of those projects by other staff, to ensure EDI is implemented, and thus avoiding the EDI Office having to work harder to correct systemic barriers later.

Challenges in this period included Covid-19, which created unanticipated workloads that took people away from EDI work. Another challenge remains that the planned work for UPEI is ambitious, and the EDI Office has finite capacity. The success cited above of the EDI Office frequently providing advice across campus which is anticipated to have significant impact has taken time away from work towards the specific and identified actions in the CRC EDI Action Plan and slowed progress on some activities.

### PART C. REPORTING ON EDI STIPEND OBJECTIVES NOT IN PART A

**Instructions:**

## CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT

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

### Objectives associated with your institution's EDI Stipend application

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

#### EDI Stipend Objective 1

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

Defined process / guide directing all faculty and administrative processes in the CRC selection process, with standardized approaches to support for CRC differentiated by discipline, including the full education package with details on how to address EDI in the process, required to complete by each participant in the process.

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

Detailed and updated reference manuals available.

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

The CRCP EDI Stipend was used to hire an EDI in Research Advisor, who did not begin until January 2021, and therefore is outside of this reporting period.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	\$0
Institutional commitment (if applicable):	\$0 No institutional commitment was listed for this project, but the work is being supported by the EDI Officer.

**CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND  
INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT**

---

Total funds spent: **\$0**

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

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

**Table C2. EDI Stipend Impact Rating**

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

- ☐ **Insignificant impact (the institution could attain similar progress towards this objective without the EDI Stipend)**
- ☐ Minor impact (the EDI Stipend had minimal impact on achieving progress)
- ☐ Moderate impact (the EDI Stipend had moderate impact on achieving progress)
- ☐ Major impact (the EDI Stipend had a major impact on achieving progress)
- ☐ Extensive impact (the EDI Stipend had an extensive impact on achieving progress)
- ☐ Don't know

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

The stipend was not used during the reporting period. It is anticipated that the stipend is going to allow the University to achieve this exercise in 2021.

Do you have other objectives to add?

- ☐ **Yes**
- ☐ No

**Note:** If you select "Yes" you will be brought to a separate section where you may enter information for up to five additional objectives and where, at minimum, you will be required to enter

## CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT

information for Objective 2 in order for that section to be considered complete. Otherwise, if you select “No”, you will not be directed to the section for additional objectives and, therefore, will not have access to Objectives 2 through 6, in which case, completing the information for Objective 1 will be sufficient.

### PART C. ADDITIONAL OBJECTIVES

#### Additional Objectives (if applicable)

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

#### EDI Stipend Objective 2

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

Analysis of data from employment systems review relating to past hiring committees involved or influencing CRC recruitment and retention; to address fact that there are few CRCs at a small university, include recruitment and retention practices of senior faculty, administrators, and staff. Determine the appropriate action items to take forward from employment systems review.

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

Identified actions for changes to hiring and retention practices for CRCs and all faculty / staff hires.

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

The CRCP EDI Stipend was used to hire an EDI in Research Advisor, who did not begin until January 2021, and therefore is outside of this reporting period.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:

\$0

**CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND  
INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT**

Institutional commitment (if applicable):	\$0 No institutional commitment was listed for this project, but the work is being supported by the EDI Officer.
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Total funds spent: **\$0**

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

	Amount \$	Source / Type (cash or in-kind)
<b>1</b>		
<b>2</b>		

**Table C2. EDI Stipend Impact Rating**

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

- ☐ **Insignificant impact (the institution could attain similar progress towards this objective without the EDI Stipend)**
- ☐ Minor impact (the EDI Stipend had minimal impact on achieving progress)
- ☐ Moderate impact (the EDI Stipend had moderate impact on achieving progress)
- ☐ Major impact (the EDI Stipend had a major impact on achieving progress)
- ☐ Extensive impact (the EDI Stipend had an extensive impact on achieving progress)
- ☐ Don't know

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

The stipend was not used during the reporting period.
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**CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND  
INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT**

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**EDI Stipend Objective 3**

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

Develop a training and communication strategy to connect EDI with research excellence and improve awareness and action regarding systemic barriers.

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

Training and communication materials developed. Feedback from affected people.

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

The stipend was not used during the reporting period. There is significant work now underway. Training and communication materials are anticipated to be completed in 2021.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	\$0
Institutional commitment (if applicable):	\$0 No institutional commitment was listed for this project, but the work is being supported by the EDI Officer.

Total funds spent: **\$0**

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

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

## CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT

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### Table C2. EDI Stipend Impact Rating

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

- ☐ **Insignificant impact (the institution could attain similar progress towards this objective without the EDI Stipend)**
- ☐ Minor impact (the EDI Stipend had minimal impact on achieving progress)
- ☐ Moderate impact (the EDI Stipend had moderate impact on achieving progress)
- ☐ Major impact (the EDI Stipend had a major impact on achieving progress)
- ☐ Extensive impact (the EDI Stipend had an extensive impact on achieving progress)
- ☐ Don't know

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

The stipend was not used during the reporting period. It is anticipated that the stipend is going to allow the University to develop quality training materials by the end of 2021.

### EDI Stipend Objective 4

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

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

**CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND  
INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT**

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

--

Outline the total expenditures below:

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

Total funds spent: \$

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

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

**Table C2. EDI Stipend Impact Rating**

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

- Insignificant impact (the institution could attain similar progress towards this objective without the EDI Stipend)
- Minor impact (the EDI Stipend had minimal impact on achieving progress)
- Moderate impact (the EDI Stipend had moderate impact on achieving progress)



## CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT

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- Major impact (the EDI Stipend had a major impact on achieving progress)
- Extensive impact (the EDI Stipend had an extensive impact on achieving progress)
- Don't know

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

### EDI Stipend Objective 5

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

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

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

Outline the total expenditures below:

**CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND  
INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT**

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

Total funds spent: \$

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

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

**Table C2. EDI Stipend Impact Rating**

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

- ☐ Insignificant impact (the institution could attain similar progress towards this objective without the EDI Stipend)
- ☐ Minor impact (the EDI Stipend had minimal impact on achieving progress)
- ☐ Moderate impact (the EDI Stipend had moderate impact on achieving progress)
- ☐ Major impact (the EDI Stipend had a major impact on achieving progress)
- ☐ Extensive impact (the EDI Stipend had an extensive impact on achieving progress)
- ☐ Don't know

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

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**CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND  
INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT**

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**EDI Stipend Objective 6**

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

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

--

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

--

Outline the total expenditures below:

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

Total funds spent: \$

--

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

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

## CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT

**Table C2. EDI Stipend Impact Rating**

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

- ☐ Insignificant impact (the institution could attain similar progress towards this objective without the EDI Stipend)
- ☐ Minor impact (the EDI Stipend had minimal impact on achieving progress)
- ☐ Moderate impact (the EDI Stipend had moderate impact on achieving progress)
- ☐ Major impact (the EDI Stipend had a major impact on achieving progress)
- ☐ Extensive impact (the EDI Stipend had an extensive impact on achieving progress)
- ☐ Don't know

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

### PART D. ENGAGEMENT WITH UNDERREPRESENTED GROUPS

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

The reporting period included two consultation processes in which significant engagement occurred with underrepresented groups.

The first, was the consultation process held in late 2019 in which the UPEI CRC EDI Action Plan was a central focus. In that process 15 consultation meetings were conducted. The consultation process included input from and related to the four designated groups. Women were included in each

## CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT

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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.

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.

The second consultation process occurred in late 2019 and early 2020 and was primarily for the development of the campus wide Equity, Diversity, and Inclusion Strategy. That process involved approximately 350 people, of which approximately 250 participated through one of the 21 consultation sessions held and approximately 100 people completed an online survey.

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. On campus groups with a focus on EDI or underrepresented groups were contacted to set up consultation sessions. This led to consultations with: Faculty Association Joint Equity Committee, Faculty of Arts Equity and Inclusion Committee, Aboriginal Student Circle, Diversity and Social Justice Studies students, and UPEI Student Union relevant committee executives identified by Student Union Executive.

Additionally, the process included an open online survey. 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. Identity information was collected through that process, which showed strong involvement by several underrepresented groups.

Overwhelmingly participants provided a great deal of feedback (particularly through the survey which allowed for open ended responses with no restriction on length). 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 both processes were used to identify the actions and priorities set out in the CRC EDI Action Plan and the UPEI EDI Strategy. Care was taken to ensure that voices of underrepresented

## CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT

groups were particularly considered in crafting action items that targeted a particular underrepresented group.

### PART E. OTHER EDI INITIATIVES

#### Efforts to Address Systemic Barriers More Broadly within the Institution

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

This reporting period was a significant growth period for equity, diversity, and inclusion at UPEI. In addition to the work outlined in the CRC EDI Action Plan, UPEI has focused attention on the institutional approach to equity, diversity, and inclusion across the entire campus.

The 2019- 2020 period was one where substantial work was done to lay the foundation for equity, diversity, and inclusion across campus. An Equity, Diversity, and Inclusion Officer was hired, and an Equity, Diversity, and Inclusion Steering Committee was formed. An Equity, Diversity, and Inclusion Office and website was established (<https://www.upei.ca/equity-diversity-and-inclusion>). Campus wide definitions of equity, diversity, and inclusion were adopted and shared, and an internal intranet page (myUPEI) was launched and made resources available to all faculty and staff. Additionally, UPEI embarked in September 2019 on the path towards the first ever Equity, Diversity, and Inclusion Strategy. That Strategy was launched in February 2021, and is available here: [https://files.upei.ca/edi/upei\\_edi\\_strategy.pdf](https://files.upei.ca/edi/upei_edi_strategy.pdf)

In this reporting period the focus was on laying the groundwork. This included creating the structures, hiring appropriate personnel, listening to campus feedback, and conducting research and analysis. All of which has led to the launch of the UPEI EDI Strategy. The Strategy sets out five focus areas which are:

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

Each focus area has identified categories and actions that UPEI has committed to working towards. Addressing systemic barriers across the entire institution, which were identified through the work

**CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND  
INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT**

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conducted in 2019 – 2020, is the primary focus of the UPEI EDI Strategy. The focus of 2021 and going forward will be to work towards those identified actions, and thereby address systemic barriers across UPEI, and ultimately make a more inclusive campus culture.

**CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND  
INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT**

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**REVIEW**

**Before submitting your report, please ensure that your responses are complete. You will not be able to edit the information after it is submitted.**

- I would like to go back to the table of content to modify some of my answers.
- I have reviewed my responses and I am ready to submit my report.

**A reminder** that institutions are required to post a copy of this report (as submitted) on their public accountability and transparency web pages within 7 working days of the deadline for submitting the report to TIPS.

**END**

**This information will be sent to the Tri-agency Institutional Programs Secretariat when you click 'Submit.'**