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### Complete Full Report

### Important Note

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

This report includes mandatory reporting on 1) the CRCP institutional equity, diversity and inclusion action plan (EDIAP) 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 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 reports 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 provide context for future iterations of the EDI action plan. Ensure that you remove all numbers less than 5 from both the plan and the report prior to posting on your website in cases where your report includes the representation of individuals from underrepresented groups among your chairholders, as well as any other identifying information. This is a requirement of the Privacy Act.

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

### Contact information

Please complete the fields below.

**Name of Institution:**  
NSCAD University

**Contact Name:**  
Jana Macak

**Position Title:**  
Vice-President (Academic & Research) and Provost

**Institutional Email:**  
provost@nscad.ca

**Institutional Telephone Number:**  
9024948220

**The link for the EDI progress report and EDI Stipend report:**  
<https://nscad.ca/research-services/canada-research-chairs/>

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

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

Date of most recent plan (e.g. latest revision of the public plan):  
11/21/2021

Rating given to the action plan in most recent review process:  
Partially satisfies

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

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 individuals from underrepresented groups (e.g. women and gender minorities, persons with disabilities, Indigenous Peoples and racialized individuals, 2SLGBTQIA+ individuals) 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, 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) the main actions were undertaken (up to six) and how they have progressed; 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. If your institution has not yet prepared or received a formal evaluation of its CRCP EDI action plan (institutions having fewer than five Chairs) then section A is optional.

#### Key Objective 1

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 1:  
Improve awareness of and training in equity, diversity and inclusion best practices

Systemic barriers - Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):  
With EDI Stipend funding in 2021-22, NSCAD undertook and completed a gap and barriers analysis that led to our EDI Targeted Action Plan [https://issu.com/nscadadmissions/docs/nscad\_-\_edi\_ap]. As part of our plan, we have committed to annual staff and faculty training. In Winter 2022, we provided a full day of training on microaggression, challenges experienced by Black and Indigenous members of our community, and the meaning of accessibility (beyond the built environment). With funding in 2022-23, we commit to ongoing training for staff and faculty. (1) We have defined a program for chairs, directors and managers on leadership and advancing EDI. (2) We have defined the need to continue accessibility workshops in order to address teaching, studio experience, and mentoring/playing. The limitations during the 2021/22 reporting period was the lack of IBPOC full-time faculty as part of the complement to bring alternate perspectives into the academy. During the workshops a change and transition that there was a lack of lived experiences to support the training being provided. NSCAD recognized that staff and faculty share the EDI values but do not have the tools, experience, training, or level of comfort to move from the classroom to the advocacy, charge and transition. The workshops were designed to instrumentalize the changes that are needed in culture and practice.

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	Focused training for academic leadership in EDI	Completed
Corresponding action 2	Cohort hires bringing in IBPOC faculty	Completed
Corresponding action 3	Hired EDI officer within Office of Opportunity and Belonging	In progress
Corresponding action 4	EDI planning and space audit for future consolidated campus	Not yet started
Corresponding action 5	n/a	Not yet started
Corresponding action 6	n/a	Not yet started

Data gathered and Indicator(s) - can be both qualitative and quantitative:  
There has been a significant focus on increasing EDI awareness and education across the entire campus, including educational seminars and panel discussions, and compilation of educational materials. The training was not mandatory in 2021-22, because of COVID social distancing limits. We monitored participation. We also actively addressed student concerns about microaggression, systemic racism, and their evolving expectations of curriculum and pedagogy. We addressed concerns/complaints by prioritizing workshops on the issues that are immediately pressing and where we seem to be falling the community. Host faculty are either trained or aware of the effect of unconscious bias in hiring practices and recruiting and supervising HQ. Applicants for Tin Council funding are invited to attend EDI-related sessions in preparation for grant writing.

Outcomes and Impacts made during the reporting period:  
To date the feedback we have received is the workshops have been highly valued and address issues in a way that serves the needs of the community. We cancel all scheduled classes and build the professional development/insertive days into the term. This ensures the maximum availability of staff and faculty. (1) We have defined a program for chairs, directors and managers on leadership and advancing EDI. (2) We have defined the need to continue accessibility workshops in order to address teaching, studio experience, and mentoring/playing within many units on the campus.

Challenges encountered during the reporting period:  
A return to campus post-pandemic introduced a higher than expected need to retrain and to include initiatives that supported mental health. The hiring of an EDI officer was initiated but due to leadership changes, the role was reconfigured.

Next Steps (indicate specific dates/timelines):  
Presently there is an equity audit of our policies and practices by an external reviewer is due to be completed in June 2024. An the next iteration equity census is being initiated in January 2024. Once the equity audit is completed, additional structural initiatives and hires are due to be completed by December 2024.

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

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

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective:  
\$0000

If an amount was entered in the previous question, indicate specifically what the funds were spent on.  
Workshop delivery and consultants; census development; equity audit consultancy; increased outreach for cohort hiring

EDI Stipend Impact Rating  
Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this key objective:  
Major impact (the EDI Stipend had a major impact on achieving progress)

Do you have other key objectives to add?  
Yes

#### Key Objective 2

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 2:  
Improve policies, processes and practices to attract and retain diverse faculty, including CRCS

Systemic barriers - Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):  
The public migration of Tier 1 CRCC Dr. Nelson in the 2022 reflected a number of factors, including the misalignment of resources and supports needed to engage with under-represented communities and researchers, as well as internal policies and practices to ensure that concerns are vetted in an inclusive and equitable manner. The lack of a diverse faculty complement influenced Dr. Nelson's ability to engage in safe and open discourse. In July 2022, a cohort of IBPOC faculty were hired to allow for under-represented perspectives to be brought into the institution and assist in ongoing conversations around. Through the data from equity census, it became evident that prioritizing persons with disabilities, neurodivergence and gender identity in future hires would be valued to support our internal EDI initiatives around accessibility, and health and wellness. The self-identification process through the application process also needs to be revised to ensure that EDI related data could be better represented. The Board of Governors and scholars. In addition, the university campuses have limited preparedness for persons with physical disabilities, and are the primary reason in pursuing a consolidated campus by 2030.

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	First round of IBPOC cohort hiring	Completed
Corresponding action 2	Second round of IBPOC cohort hiring	In progress
Corresponding action 3	Policy review and equity audit	In progress
Corresponding action 4	n/a	Not yet started
Corresponding action 5	n/a	Not yet started
Corresponding action 6	n/a	Not yet started

Data gathered and Indicator(s) - can be both qualitative and quantitative:  
All CRCC themes and nominations were reviewed with an EDI lens. The equity audit provided the basis for the position descriptions in the cohort hires that ultimately attracted diverse scholars for the faculty positions advertised in 2021 and 2022. In both cases this led to the appointment of scholars representing several underrepresented groups. Job-posting language was improved to be more inclusive, welcoming and accommodating.

Outcomes and Impacts made during the reporting period:  
The 2021 call for the first IBPOC cohort hire specifically requested applicants consider how the theme areas would attract a diverse pool of applicants including those represented by the PDGs. This was one of the evaluation criteria used in determining the two themes ultimately selected. Advertised positions, and institutional engagements with the local Mi'kmaq and African Nova Scotian communities continue to be pursued to develop opportunities for initiatives that support students, understand local relevance of art and design within the context of venues for advertisements. Acadia has attracted strong scholars in under-represented groups and has both short-listed and nominated members of underrepresented groups in all CRCC evaluations since 2018.

Challenges encountered during the reporting period:  
The balancing of priorities with regards to accessibility frameworks and policy development, along with continued hiring for under-representation within a small institution such as NSCAD means the challenge is workload. The increased representation, with the second cohort hire for Fall 2023 allows for EDI resources to be shared by a greater number of faculty. Increased representation within administration and staff is an ongoing initiative.

Next Steps (indicate specific dates/timelines):  
Second round of IBPOC faculty hires for Fall 2023. New CRCC nomination in Transatlantic Black Diasporic Art Practices and Community Engagement forthcoming in 2024.

Was funding from the CRCP EDI stipend used for this key objective?  
No

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

#### Key Objective 3

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1		Not yet started
Corresponding action 2		Not yet started
Corresponding action 3		Not yet started
Corresponding action 4		Not yet started
Corresponding action 5		Not yet started
Corresponding action 6		Not yet started

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

#### Key Objective 4

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1		Not yet started
Corresponding action 2		Not yet started
Corresponding action 3		Not yet started
Corresponding action 4		Not yet started
Corresponding action 5		Not yet started
Corresponding action 6		Not yet started

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

#### Key Objective 5

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1		Not yet started
Corresponding action 2		Not yet started
Corresponding action 3		Not yet started
Corresponding action 4		Not yet started
Corresponding action 5		Not yet started
Corresponding action 6		Not yet started

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.

### PART B: Challenges and Opportunities

#### Challenges

Other than what has been outlined in the section above, outline any challenges regarding the implementation of the EDI action plan. 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? (limit: 5100 characters).

In September 2022, the initial cohort of new IBPOC faculty joined NSCAD. Shortly thereafter with the very public departure of our Tier 1 CRCC in 2022, the university needed to assess structural barriers that had hindered the success of the CRCC in Transatlantic Black Diasporic Art Practices and Community Engagement. A new president with a new mandate from the Board of Governors highlighted the need for aggressive review of practices and policies to ensure it wouldn't happen again. This change in leadership coincided with a change in attitude and practice as it subsequently altered the organizational culture of the institution. This has allowed for a far more collaborative and collegial approach to implementing training, bringing in consultants and new hires to align with EDI principles from the action plan, support a new insight on the CRCC program, and overall develop a greater focus on decolonization and EDI across all aspects of the university.

#### Opportunities

Other than what has been outlined in the section above, outline any opportunities or successes regarding the implementation of the EDI action plan, as well as best practices that have been discovered to date. (limit: 5100 characters):  
The greatest opportunity/success has been the growing acknowledgement of what mistakes have been made in the past and thus being able to know it. Having difficult conversations with stakeholders allows the university to move forward in a good way with our local Indigenous and African Nova Scotian communities. The training workshops has allowed our internal community to have the tools to move forward. The EDI action plan has quarterly to annual structures for review embedded in our governance and administrative processes. This consistent practice of review will allow NSCAD to continually advance EDI initiatives and alter policies and practices as needed.

### PART C: Reporting on EDI Stipend objectives not accounted for in Part A

#### Institutions:

- 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.
- If you did not receive an EDI Stipend during the reporting year, please leave this section blank.

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:  
EDI Action Plan review and reviewer recommendations,

Indicator(s): Describe indicators, as presented in the EDI Stipend application, and how they are calculated.  
The EDI Action Plan is slated to be reviewed in 2023/24, under an equity audit of all institutional policies. A renewed equity census is forthcoming to also verify the status of our institution. This data will be reviewed against our initial census, and any changes that require resources to be realigned can be forwarded to the Board for support and approval.

Progress: Describe results observed, including indicator results, outcomes, impacts. Include timelines (start and end dates).  
This objective involves hiring EDI consultants and staff with EDI expertise to conduct further work towards collecting data for a revised EDI Action Plan. All tasks have been delayed due to changes in personnel.

Table C2. EDI Stipend Impact Rating  
Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this objective as identified in your application, for the reporting period:  
Don't know

Provide a high level summary of how the stipend was used:  
This review will be occurring outside this reporting period.

Do you have other objectives to add?  
No

### PART C: Reporting on EDI Stipend objectives not accounted for in Part A

#### 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

#### EDI Stipend Objective 3

#### EDI Stipend Objective 4

#### EDI Stipend Objective 5

#### EDI Stipend Objective 6

### Part D: Engagement with individuals from underrepresented groups

Outline how the institution has engaged with underrepresented groups: e.g., racialized individuals, Indigenous Peoples, persons with disabilities, women, 2SLGBTQIA+ 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 President's Advisory Council on Anti-Racist Initiatives drove many of the initial engagements with student representatives and external stakeholders. After the resignation of the Tier 1 CRCC in Transatlantic Black Diasporic Art Practices and Community Engagement, there was increased focus by the President on improving the faculty. Board members, students, staff and external stakeholders on how to improve processes in supporting faculty. The first cohort of IBPOC faculty began in July 2022. There was immediate engagement in bringing their perspectives into the discourse on improving the institution. The student populations of NSCAD is 70% non-heterosexual/40% non-binary/trans. This has driven the institution to include gender identity within hiring processes, and internal supports to ensure representation within the faculty complement. Institutional engagements with the local Mi'kmaq and African Nova Scotian communities continue to be pursued to develop opportunities for initiatives that support students, understand local relevance of art and design within these communities, and bring the perspectives of these communities into curricular and policies changes. The Board of Governors has representation from both of these communities, and has facilitated increased oversight on all activities within hiring, Senate decisions, and institutional priority setting to implement the plan.

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

Briefly outline other EDI initiatives underway at the institution (that are broader than those tied to the CRCP) that are expected to address systemic barriers and foster an equitable, diverse and inclusive research environment. For example, are there projects underway that underscore the importance of EDI to research excellence? Is there additional training being offered to the faculty at large? Are there initiatives to improve the campus climate? Please provide hyperlinks where relevant, using the hyperlink boxes provided below (URLs should include https://). 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)  
<https://nscad.ca/about-us/commitment-to-equity-diversity-and-inclusion/>  
<https://nscad.ca/about-us/accessibility2022-27/>  
<https://issu.com/nscad-signs-scarborough-charter/>  
[https://issu.com/nscadadmissions/docs/nscad\\_-\\_edi\\_ap](https://issu.com/nscadadmissions/docs/nscad_-_edi_ap)

In 2023, the equity census will be used to determine what changes if any have occurred within the university. Plans to hire an Indigenous EDI advisor are in the works either within the Office of Opportunity and Belonging, Human Resources or in an ombudsperson role, dependent on a strategic review of best practices, barriers and benefits for the role. As a small university, the role will need to be involved in many aspects of the university as most roles have multiple targets within the community. Other than the CRCC EDIAP NSCAD is actively involved in several EDI initiatives, including: 1. The President's Advisory Council on Anti-Racist Initiatives, highlighted in the preceding section. This significant effort aims to identify the root causes and barriers hindering the eradication of systemic racism at NSCAD. Proposed strategies to eliminate these causes and dismantle barriers. Explore how NSCAD's educational and research mission can more effectively contribute to the broader societal promotion of anti-racism, inclusion, and diversity. 2. The Board of Governors and President, while pursuing various goals, are particularly focused on initiating a comprehensive equity audit throughout the campus. 3. The equity audit will primarily examine policies related to hiring, creating a respectful workplace, addressing sexual violence, and ensuring accessibility in its initial review phase. 4. NSCAD is gearing up to participate in the World Campus initiative in 2023, a government-funded program involving art institutions nationwide. The goal is to engage with students, staff, and faculty to provide support for mental health on campus. 5. Efforts are underway within academic unit planning, encompassing the development and delivery of course materials related to EDI. This builds on prior work to design a curriculum introducing principles and practices in decolonization and EDI.

Hyperlink 1:  
<https://nscad.ca/about-us/commitment-to-equity-diversity-and-inclusion/>

Hyperlink 2:  
<https://nscad.ca/about-us/accessibility2022-27/>

Hyperlink 3:  
<https://nscad.ca/nscad-signs-scarborough-charter/>

Hyperlink 4:  
[https://issu.com/nscadadmissions/docs/nscad\\_-\\_edi\\_ap](https://issu.com/nscadadmissions/docs/nscad_-_edi_ap)

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 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.  
**This information will be sent to the Tri-agency Institutional Programs Secretariat when you click "Submit". You will receive a confirmation email with the CRCC in Transatlantic in HTML format once it is submitted.**  
Jointly administered by: