NSCAD
UNIVERSITY

NSCAD UNIVERSITY
EDI TARGETED
ACTION PLAN
2021

Background image by Bill Curry Photography.
Student photographs by Devon Berquist.

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U N I V E R S I T Y

NSCAD UNIVERSITY
**EDI TARGETED
ACTION PLAN**
2021

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NSCAD University's

Equity, Diversity & Inclusion *Action Plan*

At NSCAD University, we share a commitment to equity, diversity and inclusion (EDI); and it is now time to demonstrate that commitment through coordinated and collective action. The Truth and Reconciliation Commission provided a set of key actions to work towards reconciliation with Indigenous peoples in Canada who continue to live with legacies of trauma. The Black Lives Matter movement, the emerging history of Canadian slavery, and the disproportionate effects of COVID on those who are racialized, live in poverty, are without access to digital infrastructure, or whose physical and learning challenges present a barrier to full engagement, have compounded the urgency of action.

As a university, we have the ability to influence an evolving and dynamic post-secondary curriculum and sector, access and opportunity, employment, creative practice and research by ensuring that the diversity of Canada is reflected in every aspect of our activities. We must listen to our students and the next generation of scholars and academics who are challenging the status quo and who demand change, change for the better.

NSCAD's EDI Targeted Action Plan (TAP) will be used as a guide to ensure EDI is prioritized throughout all of NSCAD University and the work that we do. The adoption of EDI principles does not start and stop with this plan. Though the priorities listed will lay the foundation needed to build upon this important work, as the actions are completed, more actions will come to the forefront. This is necessary to ensure NSCAD is continuously evolving and addressing the needs of the community.

In order for the TAP to be a success, we encourage the whole NSCAD community to be active participants in helping NSCAD become an art, craft, media and design institution where everyone can benefit and participate fully. Different stakeholders may be called upon in different ways, and the success of this plan will be achieved as a collective.
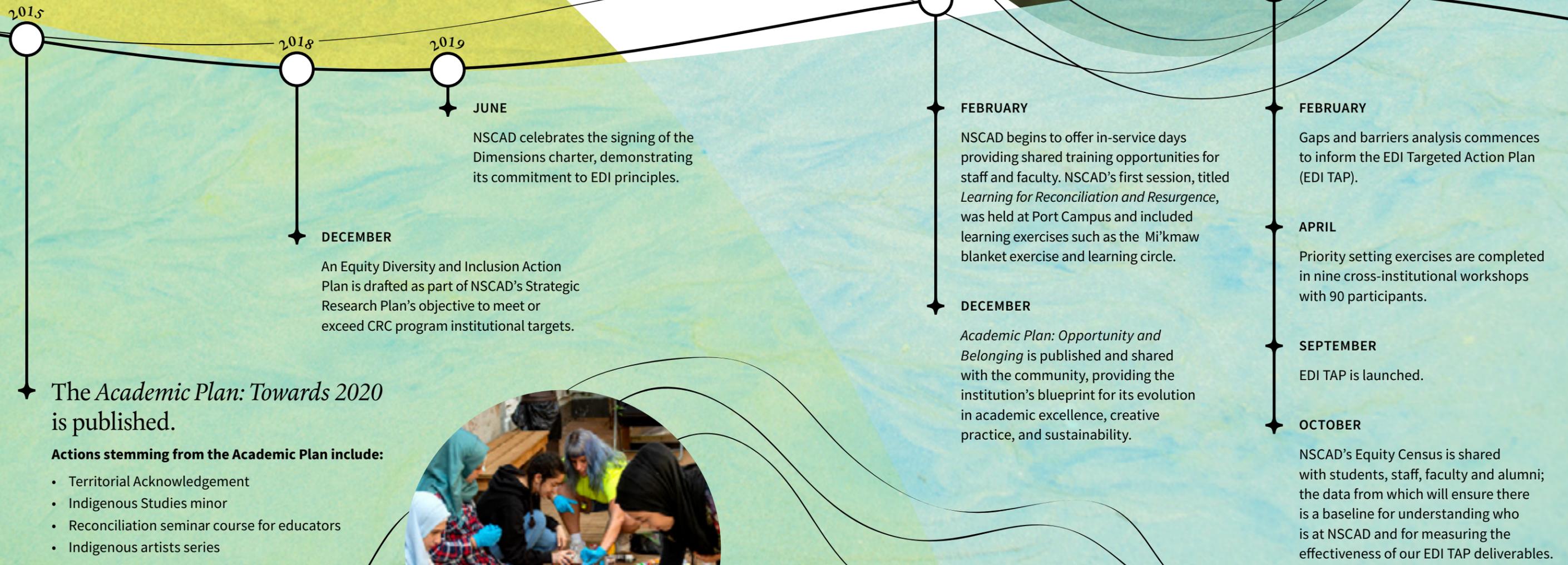
The goal of this EDI work is to ensure that everyone is welcome and feels as though they belong at NSCAD University. We are building a culture of allyship and mutual respect that will have a tenacious legacy.

Background

NSCAD University's demonstrated commitment to continuous growth.

NSCAD 2019 Lithography Workshop with Inuk Artist Shuvinai Ashoona. Photograph by Wiebke Schroeder.

2015

2018

2019

2020

2021

JUNE

NSCAD celebrates the signing of the Dimensions charter, demonstrating its commitment to EDI principles.

FEBRUARY

NSCAD begins to offer in-service days providing shared training opportunities for staff and faculty. NSCAD's first session, titled *Learning for Reconciliation and Resurgence*, was held at Port Campus and included learning exercises such as the Mi'kmaw blanket exercise and learning circle.

FEBRUARY

Gaps and barriers analysis commences to inform the EDI Targeted Action Plan (EDI TAP).

DECEMBER

An Equity Diversity and Inclusion Action Plan is drafted as part of NSCAD's Strategic Research Plan's objective to meet or exceed CRC program institutional targets.

DECEMBER

Academic Plan: Opportunity and Belonging is published and shared with the community, providing the institution's blueprint for its evolution in academic excellence, creative practice, and sustainability.

APRIL

Priority setting exercises are completed in nine cross-institutional workshops with 90 participants.

SEPTEMBER

EDI TAP is launched.

The *Academic Plan: Towards 2020* is published.

Actions stemming from the Academic Plan include:

- Territorial Acknowledgement
- Indigenous Studies minor
- Reconciliation seminar course for educators
- Indigenous artists series

OCTOBER

NSCAD's Equity Census is shared with students, staff, faculty and alumni; the data from which will ensure there is a baseline for understanding who is at NSCAD and for measuring the effectiveness of our EDI TAP deliverables.

NSCAD Art Factory Program. Photograph by Weibke Schroeder.
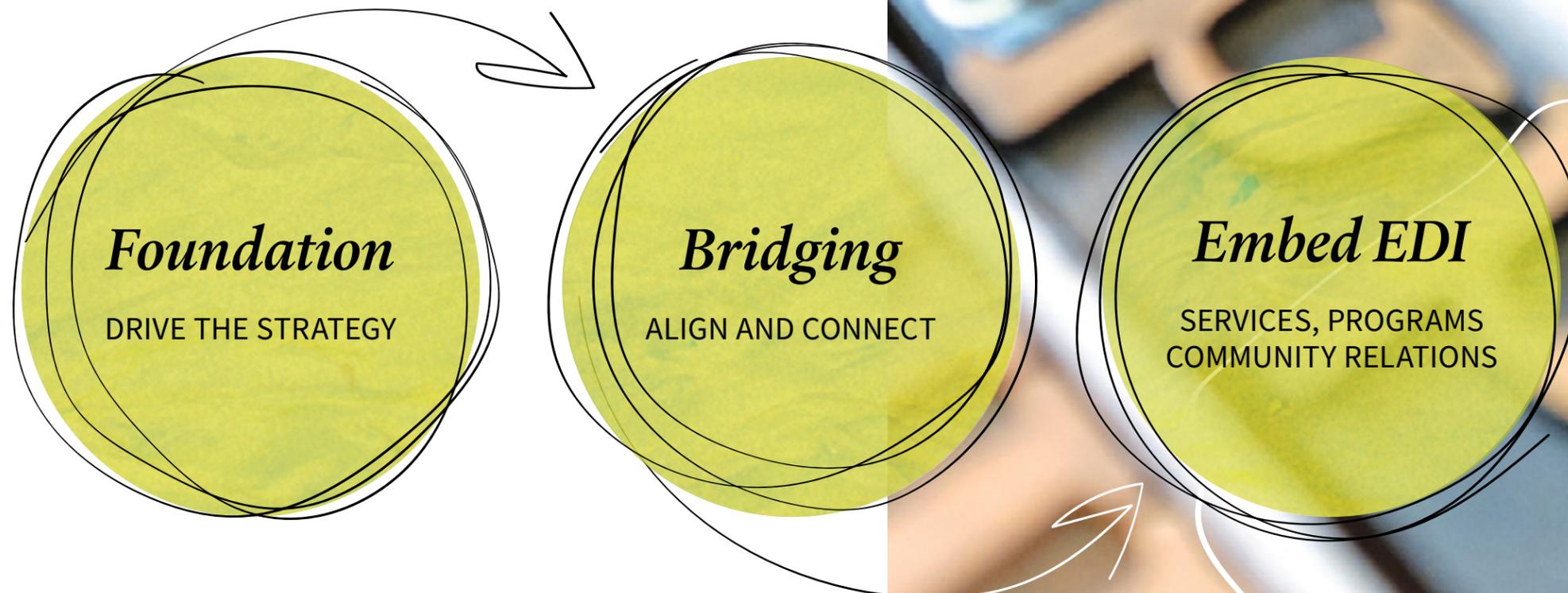
NSCAD University's
Pathway *to* Action

NSCAD University's EDI Targeted Action Plan (EDI TAP) was created in consultation with the NSCAD community. In early spring 2021, a thorough gaps and barriers analysis was commenced, which led to priority setting exercises in the form of nine cross-institutional workshops with 90 participants. The information gleaned from the workshops created the foundation for the EDI TAP.

NSCAD must define its impact in community and celebrate it at each opportunity. Moreover, NSCAD must be prepared to adapt, as we listen to community. We are entering a period of urgent sectoral reform and reinvention; we must embrace humility as an integral part of co-creative, reciprocal relations if we are to advance with our partners and communities.

NSCAD University Academic Plan 2020-2025: Opportunity and Belonging (page 4)

Foundation
DRIVE THE STRATEGY

Bridging
ALIGN AND CONNECT

Embed EDI
SERVICES, PROGRAMS
COMMUNITY RELATIONS

Foundation

7 Benefits, Work-Life Integration and Flexibility

PRIORITIES

- Family friendly policies

ACTIONS

- Review of human resources policy and protocol for bias, EDI changes, updates, including review for flexibility and family-friendly policies.

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6 Job Design, Classification and Compensation

PRIORITIES

- Low pay, precarity, casual, contracted

ACTIONS

- Review contracting and tenure opportunities to evaluate for bias, integrate EDI changes, updates, and assess for pandemic learnings.

- Ensure EDI is an essential competency in job descriptions and postings.

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5 Retention, Development and Advancement

PRIORITIES

- Promotion – contracts, tenure evaluation, lack of vacancies, hierarchical boundaries
- Workload and staff

ACTIONS

- Review all promotion processes for bias, identifying opportunities for EDI changes, and integrate CRC appointment principles where possible.
- Review contracting and tenure evaluation for bias, EDI changes, updates, CRC appointment principles.

- Review faculty and staff workload regarding EDI service, assess for bias, recognition for leadership in NSCAD and in external community.

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4 Faculty and Staff Recruitment

PRIORITIES

- Increase diversity representation in faculty and staff

ACTIONS

- Equity census of faculty and staff to be completed.
- Goals for representation or diversification (Employment Equity Plan) to be set.

- Review all recruitment processes for bias, identifying opportunities for EDI changes, and integrate CRC appointment principles where possible (e.g. advertising, attraction, sources, hiring process).

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3 EDI Structure and Implementation

PRIORITIES

- Budget priorities
- Donor strategy connected to EDI
- Increase number of people to be involved long-term in EDI

ACTIONS

- EDI TAP to be drafted with timelines, deliverables, accountability, including implementation for each unit, identifying activities for each unit and role for each individual.

- NSCAD Board of Governors EDI Action Plan to be created.
- NSCAD Board of Governors and Senior Leadership Team review of budget (e.g. allocating funds for EDI priorities and EDI advancement strategy).

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2 Leadership and Accountability

PRIORITIES

- Develop a culture of allyship where tough conversations can safely happen
- Address historical events
- Diversify senior administration and the NSCAD Board of Governors

ACTIONS

- Cultural competency training to be completed specifically for the Senior Leadership Team and the NSCAD Board of Governors.
- Demographic data to be collected for the Senior Leadership Team and the NSCAD Board of Governors.
- Accountability clearly outlined in EDI TAP.

- Board statement on EDI to be drafted and shared.
- Diversity in governor recruitment integrated by the NSCAD Board of Governors.
- EDI added as an essential leadership competency in job descriptions and postings.

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1 EDI Vision and Strategy

PRIORITIES

- Develop EDI vision and strategy to align to organizational goals.

ACTIONS

- Create the EDI TAP for reference across the institution.

Align and Connect

Bridging

Assessment, Measure and Research

1 ── PRIORITIES ──────

- Demographic data – students, faculty and staff

EDI Communications and Technology

2 ── PRIORITIES ──────

- Communications
- Update and transform digital technology

Ongoing EDI Learning and Education for Cultural Competence

3 ── PRIORITIES ──────

- Education on cultural competence
- Education on racism, anti-racism
- Mi'kmaq, Indigenous and African Nova Scotian historical communities
- Acadian and Gaelic communities

- Cultural responsiveness (policies: smudging, regalia at graduation)
- Cultural competence regarding art, exclusion and oppression

>>> **ACTIONS** ──────────

- Census of Senior Leadership Team and the NSCAD Board of Governors, as well as faculty and staff; and students.
- Prepare communication and outreach plan for census.

>>> **ACTIONS** ──────────

- Draft an EDI communication strategy, ensuring integration with communication protocols.
- Preparing an EDI outreach strategy, including specific communications strategy for student support.
- Explore digital transformation opportunities.

>>> **ACTIONS** ──────────

- Cultural competency training specifically the Senior Leadership Team, chairs and directors, and the NSCAD Board of Governors.
- Integrate principles of the President's Advisory Council on Anti-Racist Initiatives (PADCARI).
- Continued learning on cultural competency for faculty and staff.
- Review of policy or protocols for cultural responsiveness.
- Collaborative learning, critical thinking workshops regarding art, exclusion and oppression for faculty, students, staff to be offered.

Embed EDI

Into Services, Programs & Community Relations

1 Services Development

PRIORITIES

- Physical challenges and physical space
- Student support – resources, systems, communications
- Accessible technology

ACTIONS

- Integrate EDI into physical planning, design and build.
- Integrate with Accessibility Committee Implementation.
- Explore additional student support opportunities.
- For diverse students – review of systems, explore having supports such as student advisors, Elder-in-Residence.
- For international students: review of systems, language accessibility, resource allocation and institutional communications strategy.

2 Program Development

PRIORITIES

- Program diversity – alternate ways of knowing
- Student success – grading policies, alternate delivery and assessment

ACTIONS

- Begin curriculum review to apply EDI principles.
- Diversify recruitment and representation.
- Integrate PADCARI principles throughout the institution.
- Review student success metrics to integrate EDI, review for cultural competence, bias, and racism.
- Assess for pandemic learnings (e.g. programs, delivery and assessment).

3 Marketing and Student Recruitment

PRIORITIES

- Portfolio and recruitment, cultural competence for assessment
- Recruitment and representation (scholarships, tuition break)

ACTIONS

- Complete an application process review including portfolio review, ensuring the integration of EDI principles.
- Launch census for student population.
- Set diversity goals for student population (Education Equity Plan).
- Draft a recruitment strategy (Education Equity Plan).
- Integrate PADCARI principles throughout processes.
- Identify an advancement EDI strategy.

4 Community, Government Relations and Social Responsibility

PRIORITIES

- Connection to external communities
- Connection to Mi'kmaq and African Nova Scotian historical communities, and Acadian and Gaelic communities (NS diasporic history)

ACTIONS

- Draft an external communities strategy, including with Mi'kmaq First Nations and African Nova Scotian communities.
- Survey of NSCAD projects and initiatives that are connected to diversity and/or external community.
- Prepare a detailed advancement strategy.

Measurement *and* Accountability

NSCAD University is committed to continuous evaluation of the EDI TAP. Leaders have been named throughout the plan and accountabilities have been distributed across the community. Oversight and implementation of the EDI TAP will be provided by the President's Advisory Council on Anti-Racist Initiatives (PADCARI). This will allow both internal and external community members to chart the progress against the plan.

This plan is a living document. The table found in the appendix on pages 18 through 43 will be updated quarterly and uploaded to the NSCAD website to demonstrate the progress made.

An institution that is committed to fostering a culture of inclusion continually designs, reviews and rebuilds structures (policies, programs, practices) that are inclusive, equitable, and accessible to all, thereby reducing the necessity for accommodation and remediation.

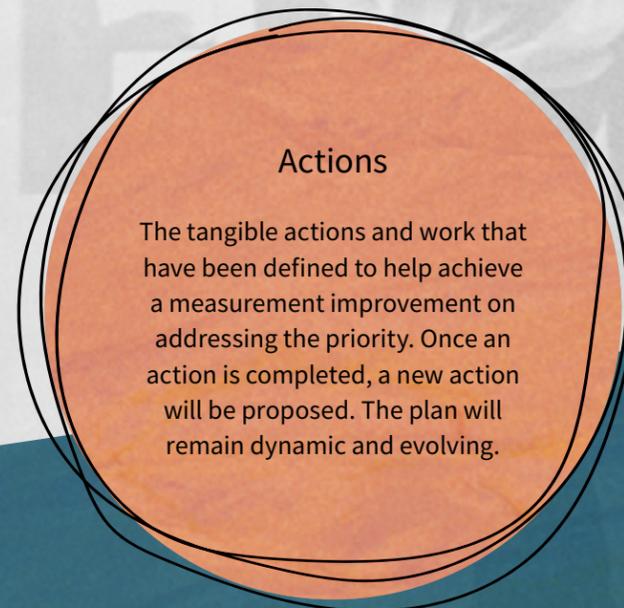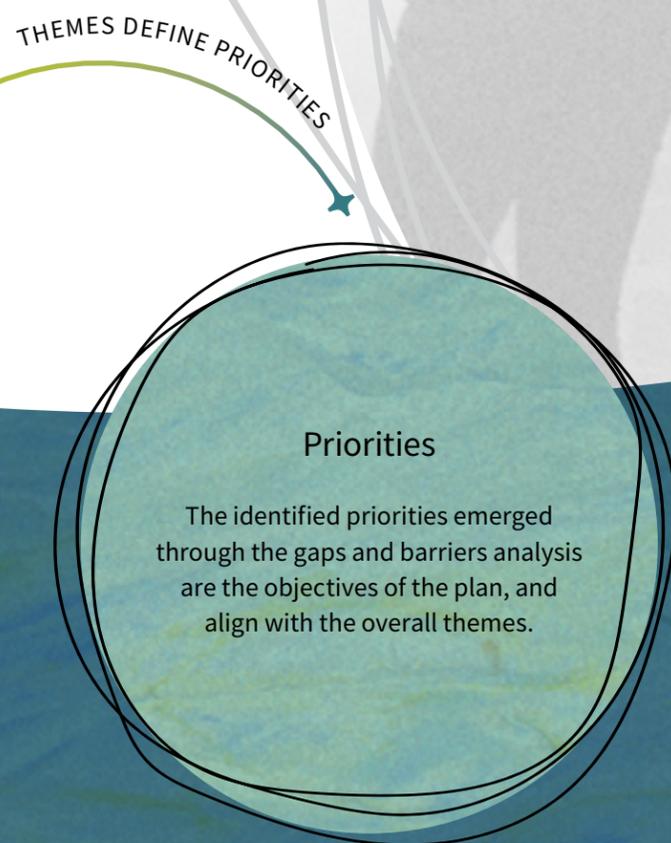**NSCAD University Strategic Research Plan 2019-2020 (page 23)**
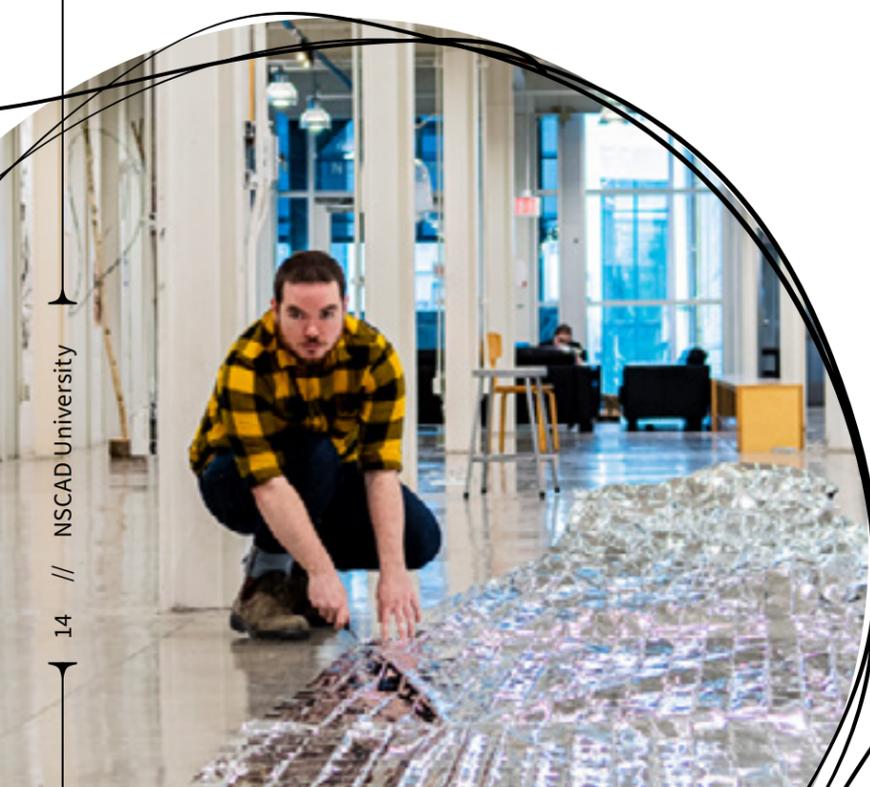
Right: *Kyle Arden Martens (BFA 2014).*
Photograph by Melanie Colosimo.

Interpreting the Plan

MULTIPLE STEPS SUPPORT ACTIONS

Rationale

Why is this important?
What evidence is there
to support this work?

Specific Steps

Your deliverables.

Time Frame

High-level schedule and recurrence.

THEMES DEFINE PRIORITIES

Themes

The actions in the plan are
centered around four major
themes that guide the overall
purpose of this work.

Actions

The tangible actions and work that
have been defined to help achieve
a measurement improvement on
addressing the priority. Once an
action is completed, a new action
will be proposed. The plan will
remain dynamic and evolving.

Responsibility

Who will ensure the action is
achieved? Who is the lead and who
else may be involved? The goal is that
everyone is contributing to the plan.

Priorities

The identified priorities emerged
through the gaps and barriers analysis
are the objectives of the plan, and
align with the overall themes.

✦ Foundation

✦ Internal

✦ Bridging

✦ Embed EDI

Success Measures

How will we know the action
is completed successfully?

PRIORITIES INFORM ACTIONS

Implementation Action Plan
✦ Foundation

Identified Priorities	Implementation Actions	Why are we doing it? *(Rationale/Evidence)*	Specific Actions *(Steps/Milestones)*	Time Frame *(A=Annually)*	Lead and Involved *Who will ensure the action is achieved?*	Success Measures *How will we know it is completed?*
1. EDI Vision and Strategy	In Academic Plan and Strategic Implementation Action Plan – see **#3**).	Develop a strong rationale for EDI vision, mission, and strategy and align it to organizational goals.	**Integrate NSCAD vision, Academic Plan, EDI Vision.**	Spring (A)	NSCAD President Ann-Barbara Graff, *Vice-President, Academic and Research and Provost*	In Academic Plan.
2. Leadership and Accountability • *Develop a culture of allyship and creating an ethos so that tough conversations can happen* • *Address historical events* • *Diversify senior administration and NSCAD Board of Governors*	Leadership cultural competence training.	Hold leaders accountable for implementing the institution's EDI vision, setting goals, achieving results, and being role models.	**Cultural competence training specifically for leaders for Senior Leadership Team.**	Fall (A)	Ann-Barbara Graff, *Vice-President, Academic and Research and Provost*	Training session completed.
			Cultural competence training specifically for leaders of the NSCAD Board of Governors.	Winter (A)	Chairs, NSCAD Board of Governors and Governance and Human Resources Committee	Training session completed.
	NSCAD Board of Governors adoption of EDI plan.	Demonstrate commitment and success of EDI goals by institutional leaders.	**NSCAD Board of Governors review of the draft Action Plan.**	Spring (A)	Chair, NSCAD Board of Governors NSCAD President Ann-Barbara Graff, *Vice-President, Academic and Research and Provost*	NSCAD Board of Governors minuted support for EDI plan.
			NSCAD Board of Governors EDI Action Plan.	Winter (A)	Chair, NSCAD Board of Governors NSCAD President Ann-Barbara Graff, *Vice-President, Academic and Research and Provost*	NSCAD Board of Governors Action Plan completed.

1 Implementation Action Plan
✦ Foundation

Identified Priorities	Implementation Actions	Why are we doing it? (Rationale/Evidence)	Specific Actions (Steps/Milestones)	Time Frame (A=Annually)	Lead and Involved — Who will ensure the action is achieved?	Success Measures — How will we know it is completed?
2. Leadership and Accountability • *Develop a culture of allyship and creating an ethos so that tough conversations can happen* • *Address historical events* • *Diversify senior administration and NSCAD Board of Governors*	NSCAD Board of Governors adoption of EDI plan.	Creating an ethos so that tough conversations can happen.	**NSCAD Board of Governors statement on EDI.**	Winter (A)	Chair, NSCAD Board of Governors NSCAD President Ann-Barbara Graff, *Vice-President, Academic and Research and Provost*	NSCAD Board of Governors statement released.
	Demographic data for Senior Leadership Team and NSCAD Board of Governors.	Diversify senior administration (see **#4**) and NSCAD Board of Governors.	**Board Governance and Human Resources Committee add diversity demographics to recruitment skills matrix.**	Winter (A)	Chair, NSCAD Board of Governors NSCAD President Ashley Lorette, *Director, Human Resources*	Diversity demographics added to NSCAD Board of Governors member recruitment skills matrix.
	Add EDI as an essential leadership competency in job descriptions and postings.	Develop a culture of allyship.	**Review job descriptions and postings for staff.**	Spring (A)	Ashley Lorette, *Director, Human Resources*	EDI added as an essential leadership competency in job descriptions and postings.
			Review job descriptions and postings for faculty.	Fall (A)	Martine Durier-Copp, *Academic Dean*	EDI added as an essential leadership competency in job descriptions and postings.
3. EDI Structure and Implementation • *Budget priorities* • *Donor strategy connected to EDI* • *More people to be involved in EDI in long-term*	Implementation Action Plan with timelines, deliverables, accountability.	Provide visible, dedicated support and structure with authority and budget to effectively implement EDI.	**Steward EDI TAP.**	Quarterly	Ann-Barbara Graff, *Vice-President, Academic and Research and Provost* Leanne Dowe, *Chief Financial Officer* Isabelle Nault, *Associate Vice-President, Operations*	Implementation Action Plan, fully developed, is in place and work has commenced.
			Senior Leadership Team to adopt EDI TAP.	Spring (A)	Senior Leadership Team	Implementation Action Plan, fully developed, is in place and work has commenced.

Implementation Action Plan
1 ✦ Foundation

Identified Priorities	Implementation Actions	Why are we doing it? *(Rationale/Evidence)*	Specific Actions *(Steps/Milestones)*	Time Frame *(A=Annually)*	Lead and Involved *Who will ensure the action is achieved?*	Success Measures *How will we know it is completed?*
3. EDI Structure and Implementation • *Budget priorities* • *Donor strategy connected to EDI* • *More people to be involved in EDI in long-term*	EDI priorities incorporated in budget.	Provide visible, dedicated support and structure with authority and budget to effectively implement EDI.	**Senior Leadership Team review budget – allocation of resources to EDI priorities.**	Winter (A)	Leanne Dowe, *Chief Financial Officer* Senior Leadership Team NSCAD Board of Governors	Demonstrable commitment to EDI initiatives.
	EDI advancement strategy.	Provide donors with opportunities to support NSCAD's commitment to EDI.	**Develop advancement strategy that reflects the values and actions expressed in the EDI TAP.**	Quarterly	NSCAD President Chairs, Board Advancement, and Finance and Physical Resources Committees	Advancement plan developed and in place. Work has commenced.
	Implementation Action Plan to include implementation for each unit, identifying activities for each unit and role for each individual.	Provide visible, dedicated support and structure with authority and budget to effectively implement EDI. Ensure everyone at the university has a role.	**Develop unit level plans.**	Fall (A)	Senior Leadership Team leads for each initiative and each unit	Unit plans are developed and in place. Work has commenced.

Implementation Action Plan
✦ Internal

Identified Priorities	Implementation Actions	Why are we doing it? *(Rationale/Evidence)*	Specific Actions *(Steps/Milestones)*	Time Frame *(A=Annually)*	Lead and Involved *Who will ensure the action is achieved?*	Success Measures *How will we know it is completed?*
4. Recruitment for Diversity • *Representation in faculty and staff*	Recruit for diversity representation in faculty and staff, including leadership team (see **#8**).	Ensure that attraction, sourcing, and recruitment is done through the lens of EDI.	**Develop employee census template.**	Fall (A)	Ashley Lorette, *Director, Human Resources* Ann-Barbara Graff, *Vice-President, Academic and Research and Provost*	Census template of faculty and staff finalized.
			Develop employee census technology.	Summer (A)	Owen Gottschalk, *Director, Computer Services* Anne Masterson, *Academic Affairs Officer/FOIPOP Coordinator*	Secure platform for longtitudinal census data.
			Conduct census of faculty and staff.	Fall (A)	NSCAD President Ann-Barbara Graff, *Vice-President, Academic and Research and Provost* Senior Leadership Team	Employment equity goals finalized.
			Set goals for representation or diversification (Employment Equity Plan).	Winter (A)	Ashley Lorette, *Director, Human Resources* Senior Leadership Team	Employment Equity Plan. Cluster hire of faculty launched (fall 2021).
			Conduct faculty cluster hire.	Fall 2021 – Winter 2022	Martine Durier-Copp, *Academic Dean*	Cluster hire of faculty complete. Appointment of 6 new faculty positions.
			Communication and outreach plan for census.	Summer (A)	Jolinne Kearns, *Director, Marketing and Communications*	Successful completion of the communications tasks listed in the Census Communications Plan. Overall increase in participation.

2

Implementation Action Plan

✦ Internal

Identified Priorities	Implementation Actions	Why are we doing it? *(Rationale/Evidence)*	Specific Actions *(Steps/Milestones)*	Time Frame *(A=Annually)*	Lead and Involved *Who will ensure the action is achieved?*	Success Measures *How will we know it is completed?*
4. Recruitment for Diversity • *Representation in faculty and staff*	Review all recruitment processes for bias, EDI changes, Canada Research Chaircs (CRC) appointment principles – advertising, attraction, sources, hiring process.	Conscious and unconscious bias undermines and inhibits the hiring of a greater diversity of staff and faculty.	**Translate CRC appointment principles into NSCAD principles as basis for human resources EDI implementation.**	Fall (A)	Ashley Lorette, *Director, Human Resources* Ann-Barbara Graff, *Vice-President, Academic and Research and Provost* Martine Durier-Copp, *Academic Dean*	NSCAD EDI human resources principles which integrate CRC appointment principles, through either policy or written protocol.
			Review of recruitment processes with EDI lens.	Fall (A)	Martine Durier-Copp, *Academic Dean* Ashley Lorette, *Director, Human Resources*	NSCAD EDI human resources principles which integrate CRC appointment principles, through either policy or written protocol.
			Mandatory unconscious bias/ cultural competence training for all hiring committees.	Fall (A)	Martine Durier-Copp, *Academic Dean* Ashley Lorette, *Director, Human Resources*	NSCAD EDI human resources principles which integrate CRC appointment principles, through either policy or written protocol.
5. Retention, Development, and Advancement (Workforce) • *Promotion – contracts, tenure evaluation, lack of vacancies, hierarchical boundaries* • *Workload*	Review all promotion processes for bias, integrate EDI changes, updates, CRC appointment principles.	Ensure that EDI is integrated into professional development, performance management, advancement, and retention.	**Review all faculty tenure evaluations & promotion processes for bias and integrate EDI values.**	Winter (A)	Ann-Barbara Graff, *Vice-President, Academic and Research and Provost*	Report on barriers and gaps presented to PADCARI.
	Review contracting and tenure evaluation for bias, EDI changes, updates, CRC appointment principles.	Promote equitable procurement.	**Review staff contracting for bias and EDI values.**	Summer (A)	Senior Leadership Team	Revised guidelines for contracting.

2 Implementation Action Plan
✦ Internal

Identified Priorities	Implementation Actions	Why are we doing it? *(Rationale/Evidence)*	Specific Actions *(Steps/Milestones)*	Time Frame *(A=Annually)*	Lead and Involved *Who will ensure the action is achieved?*	Success Measures *How will we know it is completed?*
5. Retention, Development, and Advancement (Workforce) • *Promotion – contracts, tenure evaluation, lack of vacancies, hierarchical boundaries* • *Workload*	Review faculty workload regarding EDI service, assess for bias, recognition for leadership in NSCAD and in external community.	Address the potential of "invisible tax" *(Misra, 2021)*.	**Review faculty workload regarding EDI service, assess for bias, recognition for leadership in NSCAD and in external community.**	Winter (A)	Ann-Barbara Graff, *Vice-President, Academic and Research and Provost* Martine Durier-Copp, *Academic Dean*	Report on historical patterns of workload assignment and recommendations on a go-forward basis.
	Review of human resources policy and protocol.	Ensure fair and transparent processes for promotion and advancement.	**Review of human resources policy and protocol** (see **#7**).	Summer (A)	Ashley Lorette, *Director, Human Resources*	Where necessary, revised human resources policy and protocol.
	New EDI Policy and updates.	Ensure participation, fairness and access to promotion and equitable workload assignment.	**Best practices review.**	Winter (A)	Ashley Lorette, *Director, Human Resources*	New EDI Policy and updates.
6. Job Design, Classification, and Compensation • *Low pay, precarity, casual, contracted*	Review contracting and tenure-evaluation for bias, integrate EDI changes, updates, assess for pandemic learnings.	Ensure that job design and classification are evaluated for bias and that compensation is equitable across key dimensions of diversity. EDI is an essential competency in job descriptions and postings.	**Review of current practices respecting compensation and classification.**	Winter – Spring (A)	Ann-Barbara Graff, *Vice-President, Academic and Research and Provost* Martine Durier-Copp, *Academic Dean* Ashley Lorette, *Director, Human Resources* Isabelle Nault, *Associate Vice-President, Operations*	Report to PADCARI.
			Revise all job descriptions to reflect EDI as a priority.	Winter (A)	Ashley Lorette, *Director, Human Resources*	All job descriptions are revised to reflect best practices.

2

Implementation Action Plan
✦Internal

Identified Priorities	Implementation Actions	Why are we doing it? *(Rationale/Evidence)*
7. **Benefits, Work-Life Integration, and Flexibility** • *Family friendly policies*	Review of human resources policy and protocol for bias, EDI changes, updates, including review for flexibility and family-friendly policies.	Achieve work-life integration, flexibility, and equitable benefits. Flexible work options are widely available and accessible.

Specific Actions *(Steps/Milestones)*	Time Frame *(A=Annually)*	Lead and Involved *Who will ensure the action is achieved?*	Success Measures *How will we know it is completed?*
Review of human resources policy and protocol.	Spring (A)	Ashley Lorette, *Director, Human Resources*	Report to PADCARI and Board Governance and Human Resources Committee on recommended changes to policy and protocol.
Best practices review.	Winter (A)	Ashley Lorette, *Director, Human Resources*	Report to PADCARI and Board Governance and Human Resources Committee on recommended changes to policy and protocol.
Training on updated policy and protocol with EDI lens.	Summer (A)	Ashley Lorette, *Director, Human Resources*	Training is provided.

3 *Implementation Action Plan*

✦ Bridging

Identified Priorities	Implementation Actions	Why are we doing it? *(Rationale/Evidence)*	Specific Actions *(Steps/Milestones)*	Time Frame *(A=Annually)*	Lead and Involved *Who will ensure the action is achieved?*	Success Measures *How will we know it is completed?*
8. Assessment, Measure, and Research Demographic Data • *Student, staff, faculty*	Census of Senior Leadership Team and NSCAD Board of Governors.	Ensure that all assessments, measurement, and research guide EDI decisions.	**Develop employee census template.**	Summer (A)	Census Working Group	Template provided.
	Census of faculty and staff.	Ensure that all assessments, measurement, and research guide EDI decisions.	**Test and evaluate employee census technology.**	Summer (A)	Owen Gottschalk, *Director, Computer Services* Anne Masterson, *Academic Affairs Officer and FOIPOP Coordinator*	Census technology tested with sample data and reports.
			Conduct census of faculty, staff and students.	Fall (A)	Senior Leadership Team	Census launched with at least 40% participation rate, with increase year over year.
			Set goals for representation or diversification (Employment Equity Plan).	Winter (A)	Ashley Lorette, *Director, Human Resources* Senior Leadership Team	Goals established based on census data and other relevant information.
	Census of NSCAD students.	Ensure that all assessments, measurement, and research guide EDI decisions.	**Develop student census template.**	Summer (A)	Census Working Group	Census template of students completed.
			Conduct census of students.	Fall (A)	Senior Leadership Team	Census launched with at least 40% participation rate, with increase year over year.
			Set goals for representation or diversification (Education Equity Plan).	Winter (A)	Ratish Mohan, *Registrar* Ann-Barbara Graff, *Vice-President, Academic and Research and Provost*	Goals set for representation diversity and integrated into recruitment strategy.

3 *Implementation Action Plan*
✦ Bridging

Identified Priorities	Implementation Actions	Why are we doing it? *(Rationale/Evidence)*	Specific Actions *(Steps/Milestones)*	Time Frame *(A=Annually)*	Lead and Involved *Who will ensure the action is achieved?*	Success Measures *How will we know it is completed?*
8. Assessment, Measure, and Research Demographic Data • *Student, staff, faculty*	Communications and outreach plan for census.	Ensure that all assessments, measurement, and research guide EDI decisions.	**Communications and outreach plan for census.**	Summer (A)	Jolinne Kearns, *Director, Marketing and Communications*	Communication plan presented and regular communications to community delivered.
9. EDI Communications and Technology	EDI communication strategy and integration with communication protocols.	Make communication clear, simple to understand and a crucial force in achieving the organizations EDI goals.	**Review and embed EDI focus in all communications.**	Quarterly	Jolinne Kearns, *Director, Marketing and Communications*	Annual review of communications will reflect commitment to EDI.
	Student focused EDI communication strategy.	Ensure communications are clear, simple, accessible and safe for all.	**Engage ongoing dialogue about supports for students that reflect EDI commitments.**	Quarterly	Jolinne Kearns, *Director, Marketing and Communications* Ratish Mohan, *Registrar* Charisma Grace Walker, *Director, Opportunity and Belonging*	Improved student satisfaction with communication. Greater partipation in next year's student census.
	Internal EDI outreach strategy.	Encourage participation in EDI efforts, improve understanding of EDI goals and ensure EDI values are maintained throughout NSCAD.	**Write strategy and engage first round of briefings.**	Winter (A)	NSCAD President	Improved understanding of EDI goals and values. Greater participation in next year's census.
	Digital transformation per Academic Plan.	To improve effeciency, access and accessability.	**Assess for pandemic learnings.**	Winter (A)	Isabelle Nault, *Associate Vice-President, Operations* Martine Durier-Copp, *Academic Dean*	Process for ongoing evaluation established. Report to PADCARI.
10. EDI Learning and Education for Cultural Competence	Cultural competence training specifically for leaders in Senior Leadership Team.	Educate all to achieve the level of EDI competence and confidence needed to create a diverse, equitable, and inclusive organization.	**Senior Leadership Team training to include: cultural competence, leadership (and its challenges), Leadership Plan.**	Quarterly	Ann-Barbara Graff, *Vice-President, Academic and Research and Provost* Senior Leadership Team	Training complete. Each Senior Leadership Team member has EDI plan.

3 *Implementation Action Plan*

✦ Bridging

Identified Priorities	Implementation Actions	Why are we doing it? *(Rationale/Evidence)*	Specific Actions *(Steps/Milestones)*	Time Frame *(A=Annually)*	Lead and Involved *Who will ensure the action is achieved?*	Success Measures *How will we know it is completed?*
10. EDI Learning and Education for Cultural Competence	Cultural competence training specifically for leaders for Senior Leadership Team.	Educate all to achieve the level of EDI competence and confidence needed to create a diverse, equitable, and inclusive organization.	NSCAD Board of Governors training to include cultural comptence and responsiveness training.	Winter (A)	NSCAD President Chair, Board Governance and Human Resources Committee	Training complete.
			Chairs and directors training to include cultural competence, pedagogy as cultural responsiveness.	Quarterly	Martine Durier-Copp, *Academic Dean*	Training complete.
	Integrate principles of PADCARI with EDI initiatives where appropriate.	Educate all to achieve the level of EDI competence and confidence needed to create a diverse, equitable, and inclusive organization.	Review EDI initiatives and actions for addition of PADCARI principles.	Spring (A)	NSCAD President Charisma Grace Walker, *Director, Opportunity and Belonging*	Recommendations made to initiative or leads.
			Make recommendations to leads for integration of PADCARI principles.	Winter (A)	NSCAD President Charisma Grace Walker, *Director, Opportunity and Belonging*	Recommendations made to initiative or leads.
	Continuing learning opportunities on cultural competence for faculty and staff.	Educate all to achieve the level of EDI competence and confidence needed to create a diverse, equitable, and inclusive organization.	Programming on In-Service Days.	Fall (A)	Charisma Grace Walker, *Director, Opportunity and Belonging* Ashley Lorette, *Director, Human Resources* Martine Durier-Copp, *Academic Dean*	Programming offerred, satisfactory participation.
	Review of policy or protocols for cultural responsiveness.	Educate all to achieve the level of EDI competence and confidence needed to create a diverse, equitable, and inclusive organization.	Develop a schedule and select 2-5 policies per year to review for cultural responsiveness.	Winter (A)	Senior Leadership Team Chair, NSCAD Senate	Annual policy review completed and report to PADCARI.

3 *Implementation Action Plan*
✦ Bridging

Identified Priorities	Implementation Actions	Why are we doing it? *(Rationale/Evidence)*	Specific Actions *(Steps/Milestones)*	Time Frame *(A=Annually)*	Lead and Involved *Who will ensure the action is achieved?*	Success Measures *How will we know it is completed?*
10. EDI Learning and Education for Cultural Competence	Collaborative learning, critical thinking workshops re art, exclusion and oppression – faculty, students, staff.	Address uniqueness/identity of NSCAD and the intersection of EDI and program content.	Workshops with faculty.	Quarterly	Martine Durier-Copp, *Academic Dean*	Two workshops held with all faculty attending one.
			Integrate learnings into curriculum review.	Fall (A)	Martine Durier-Copp, *Academic Dean*	Assess need for subsequent and ongoing review as part of process.

4

Implementation Action Plan
✦ Embed EDI

Identified Priorities	Implementation Actions	Why are we doing it? *(Rationale/Evidence)*	Specific Actions *(Steps/Milestones)*	Time Frame *(A=Annually)*	Lead and Involved *Who will ensure the action is achieved?*	Success Measures *How will we know it is completed?*
11. Services Development • *Physical challenges and physical space*	Integrate EDI priorities into physical planning, design and build.	Embed EDI in services to meet the diverse needs of students and employees.	**Integrate EDI priorities into physical planning, design and build.**	Quarterly	Isabelle Nault, *Associate Vice-President, Operations*	Integrated EDI priorities in facilities master plan.
			Advancement strategy reflects EDI principles and values.	Winter (A)	NSCAD President Chair, Board Advancement Committee	Support from and for diverse communities.
	Integrate with Accessibility Committee implementation.	Embed EDI in services to meet the diverse needs of students and employees.	**Integrate Reachability recommendations.**	Winter (A)	Chair, Accessibility Committee Senior Leadership Team	Accessibility Committee will report progress on Accessibility Implementation Plan.
			Accessibility Committee provides annual recommendations for improvement for community experience.	Winter (A)	Chair, Accessibility Committee Senior Leadership Team	Accessibility Committee will report progress on Accessibility Implementation Plan.
12. Student Support • *Resources, systems, communications*	Develop Project Transform: Opportunity & Belonging, a comprehensive strategic plan for student supports.	To ensure all students needs are met in a culturally responsive way and to improve the likelihood of success at NSCAD and as an alumni.	**Review role of student advisor and Elder-in-Residence as part of a plan.**	Fall (A)	Charisma Grace Walker, *Director, Opportunity and Belonging*	Project Transform: Opportunity & Belonging is complete and submitted to the Vice-President, Academic and Research and Provost.
			Review student supports, including for international students.	Fall (A)	Charisma Grace Walker, *Director, Opportunity and Belonging*	Project Transform: Opportunity & Belonging is complete and submitted to the Vice-President, Academic and Research and Provost.

4 *Implementation Action Plan*
✦ Embed EDI

Identified Priorities	Implementation Actions	Why are we doing it? *(Rationale/Evidence)*	Specific Actions *(Steps/Milestones)*	Time Frame *(A=Annually)*	Lead and Involved *Who will ensure the action is achieved?*	Success Measures *How will we know it is completed?*
12. Student Support • *Resources, systems, communications*	Develop Project Transform: Opportunity & Belonging, a comprehensive strategic plan for student supports.	To ensure all students needs are met in a culturally responsive way and to improve the likelihood of success at NSCAD and as an alumni.	**Review student supports, including for language accessibility.**	Winter (A)	Charisma Grace Walker, *Director, Opportunity and Belonging*	Project Transform: Opportunity & Belonging is complete and submitted to the Vice-President, Academic and Research and Provost.
			Review student supports, for resources and systems: amount, allocation.	Fall (A)	Charisma Grace Walker, *Director, Opportunity and Belonging* Owen Gottschalk, *Director, Computer Services* Leanne Dowe, *Chief Financial Officer*	Project Transform: Opportunity & Belonging is complete and submitted to the Vice-President, Academic and Research and Provost.
		To communicate clearly the supports available for students.	**Review communications strategy.**	Winter (A)	Jolinne Kearns, *Director, Marketing and Communications* Charisma Grace Walker, *Director, Opportunity and Belonging*	Communications plan delivered.
13. Program Development • *Program diversity – alternate ways of knowing*	Develop a comprehensive iterative plan for ensuring excellence in ongoing programming.	Embed EDI in programs to reflect the needs of diverse students and employees.	**Curriculum review for EDI.**	Quarterly	Dr. Carla Taunton, *Associate Professor* Martine Durier-Copp, *Academic Dean*	Report to Senate with possible policy revision.
	See **#4** recruitment and representation for faculty and staff.	Reflect the student demographics and respond to changing curriculum.	**Cluster hire in 2022.** **Employment equity policy following census.**	Fall 2021 Winter 2022	Ann-Barbara Graff, *Vice-President, Academic and Research and Provost* Ashley Lorette, *Director, Human Resources*	Employment equity plan. Cluster hire of faculty launched (fall 2021).

4 *Implementation Action Plan*

✦ Embed EDI

Identified Priorities	Implementation Actions	Why are we doing it? *(Rationale/Evidence)*	Specific Actions *(Steps/Milestones)*	Time Frame *(A=Annually)*	Lead and Involved *Who will ensure the action is achieved?*	Success Measures *How will we know it is completed?*
13. Program Development • *Program diversity – alternate ways of knowing*	Review to integrate EDI, reviewing for cultural competence, bias, racism, etc.	Develop institutional structures to ensure student success.	**Review syllabus template, grading policy and course design to intergrate EDI.**	Quarterly	Martine Durier-Copp, *Academic Dean*	Report to Senate with possible policy revision.
	Review for pandemic learnings regarding programs, delivery and assessment.	Extract impacts of program changes, modes of delivery on students with EDI lens.	**Assessment of impact of COVID protocols on student performance.**	Winter 2022	Martine Durier-Copp, *Academic Dean*	Report to Senate with possible policy revision.
14. Marketing and Student Recruitment • *Portfolio and recruitment, cultural competence for assessment* • *Recruitment and representation (scholarships, tuition break)*	Application process review including portfolio review integrating EDI, PADCARI, reviewing for cultural competence, bias, racism, etc.	Integrate EDI into marketing and student recruitment.	**Review application process and role of portfolio.**	Fall – Winter (A)	Ratish Mohan, *Registrar* Chair, Undergraduate Admissions Committee	Report to Senate with possible policy revision.
		Integrate EDI into marketing and student recruitment.	**Update application process for each academic year intake.**	Spring (A)	Ratish Mohan, *Registrar* Rose Zack, *Manager, Recruitment and Admissions*	New application process is in place.
		Integrate EDI into marketing and student recruitment.	**Review availability of scholarship and approaches to community.**	Winter (A)	Ratish Mohan, *Registrar* Rose Zack, *Manager, Recruitment and Admissions*	Report to Admissions Committee of Senate.
		Integrate EDI into marketing and student recruitment.	**Develop Education Equity Plan.**	Fall 2022	Charisma Grace Walker, *Director, Opportunity and Belonging*	Plan to Senior Leadership Team.
	Diversity goals and strategy for recruitment (Education Equity Plan).	Define need to address barriers to participation, recruitment, persistence, and success.	**Census for student population.**	Fall (A)	Charisma Grace Walker, *Director, Opportunity and Belonging*	Improvement in participation year over year.

4 *Implementation Action Plan*
✦ Embed EDI

Identified Priorities	Implementation Actions	Why are we doing it? *(Rationale/Evidence)*	Specific Actions *(Steps/Milestones)*	Time Frame *(A=Annually)*	Lead and Involved *Who will ensure the action is achieved?*	Success Measures *How will we know it is completed?*
15. Community, Government Relations and Social Responsibility • *Connection to external communities, public – connected to strategy, welcoming, integrated service programs, loss of opportunity* • *Connection to Mi'kmaq and African Nova Scotian historical communities*	Advancement EDI strategy.	Demonstrate commitment to Nova Scotia's historical communities by engaging authentically.	Review policies and protocols. Highlight the need to support equity deserving communities.	Quarterly	Kara Holm, *Director, Advancement*	Policies approved by the NSCAD Board of Governors.
	External community/communities strategy.	Be proactive in working with community, public and private partnerships, government, society at large, and through philanthropy.	Survey of current NSCAD projects and initiatives that are connected to diversity and/or external community.	Quarterly	Melanie Colosimo, *Director/Curator, Anna Leonowens Gallery Systems*	List of projects and initiatives provided to Vice-President, Academic and Research and Provost.
	External community strategy with Mi'kmaq and other First Nations.	Engage and reconcile with communities who were excluded as a function of systemic racism.	Develop community strategy for Mi'kmaq and other First Nations communities including recruitment strategy and programming plans.	Spring (A)	Charisma Grace Walker, *Director, Opportunity and Belonging* Martine Durier-Copp, *Academic Dean* Rose Zack, *Manager, Recruitment and Admissions*	Strategy plan presented to Senior Leadership Team.
	External community strategy with African Nova Scotian communities.	Engage and reconcile with communities who were excluded as a function of systemic racism.	Develop community strategy for African Nova Scotian communities including recruitment strategy and programming plans.	Spring (A)	Charisma Grace Walker, *Director, Opportunity and Belonging* Martine Durier-Copp, *Academic Dean*	Strategy plan presented to Senior Leadership Team.
	Alumni and advancement strategy.	Engage and include all members of the NSCAD community, past and future.	Develop alumni and advancement strategy which incorporates EDI initiatives.	Winter (A)	Kara Holm, *Director, Advancement*	Strategy plan presented to Senior Leadership Team and Board Advancement Committee.

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nscad.ca

5163 Duke Street
Halifax, Nova Scotia
B3J 3J6, Canada

Phone   **(902) 444-9600**
Fax   **1 (888) 444-5989**
Toll-free   **(902) 425-2420**