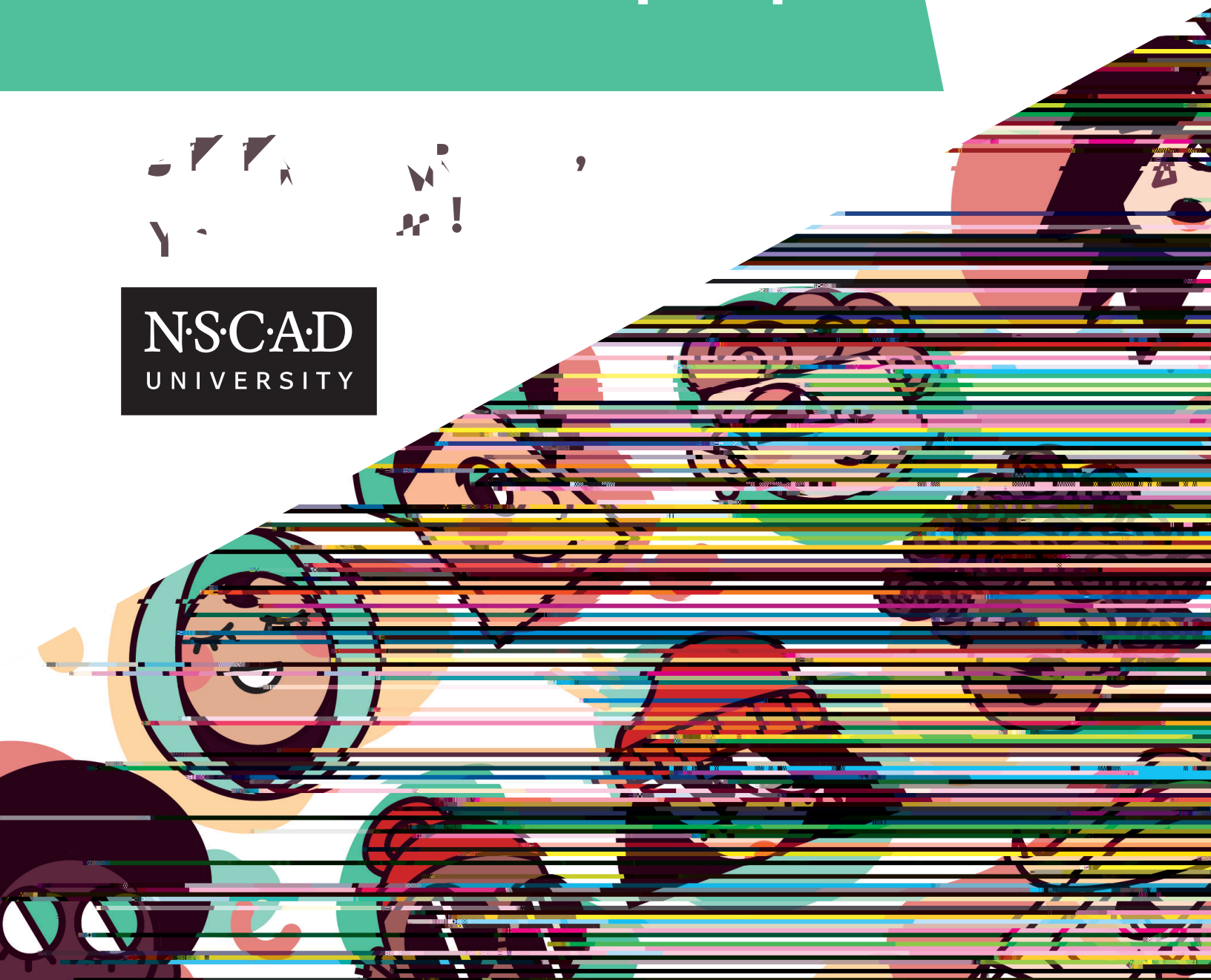
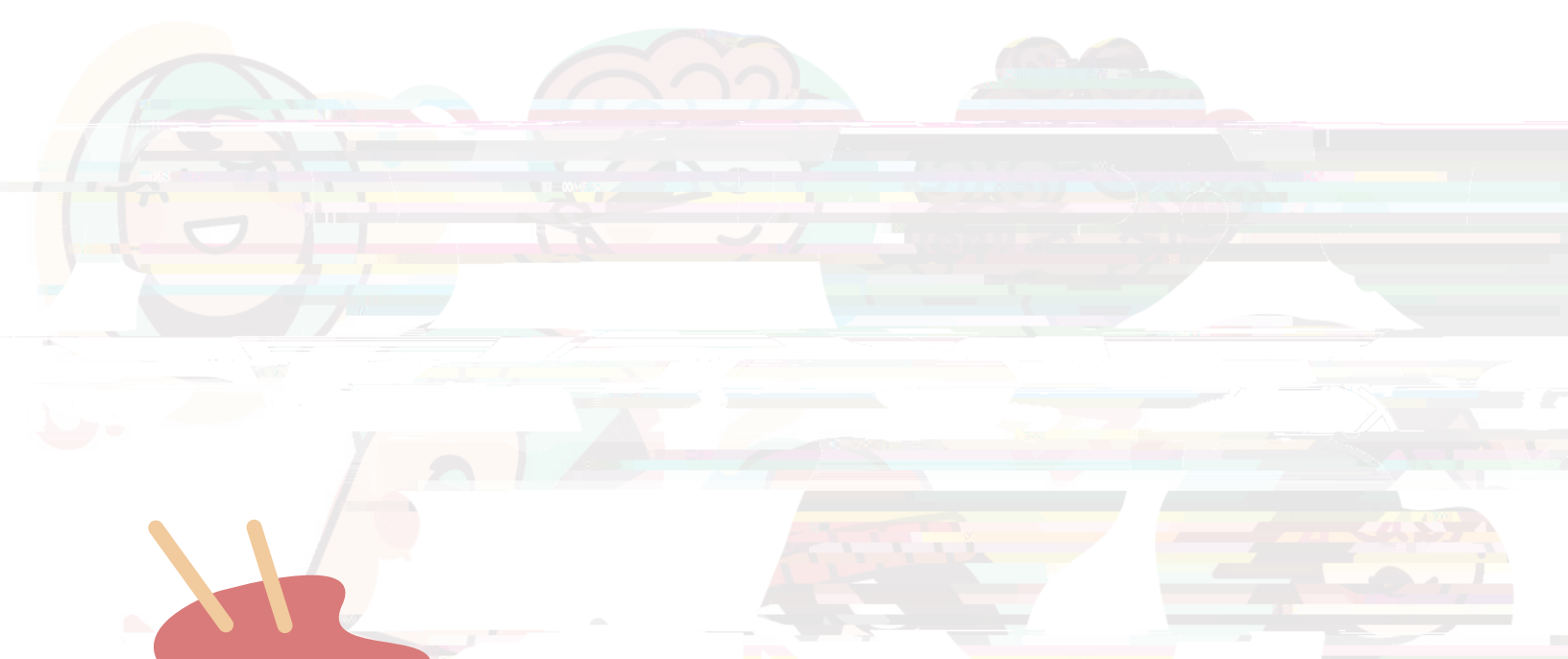


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Матрица M называется **симметричной**, если $M^T = M$.
Матрица M называется **эрмитовой**, если $M^H = M$.

Матрица M называется **унитарной**, если $M^H M = I$.
Матрица M называется **ортогональной**, если $M^T M = I$.

Матрица M называется **инвертируемой**, если существует матрица M^{-1} , такая что $M M^{-1} = I$.
Матрица M называется **регулярной**, если $\det M \neq 0$.





In NSCAD's EDI Targeted Action Plan (EDI TAP), we highlight the importance of intentional actions to support equity, diversity and inclusion and to ensure that NSCAD is a space of welcome and belonging for all its members.

In support of the EDI TAP goals, NSCAD conducted its first equity census from October 12 - 22, 2021. The purpose of the census was to capture a snapshot of the demographic composition of the university community, with the commitment to perform the census annually in order to measure the effectiveness of the EDI TAP.

The EDI Working Group is pleased to provide early census findings. We thank those who participated in the census and encourage everyone to participate next year. Your voice matters as we strive to meet the needs of community.

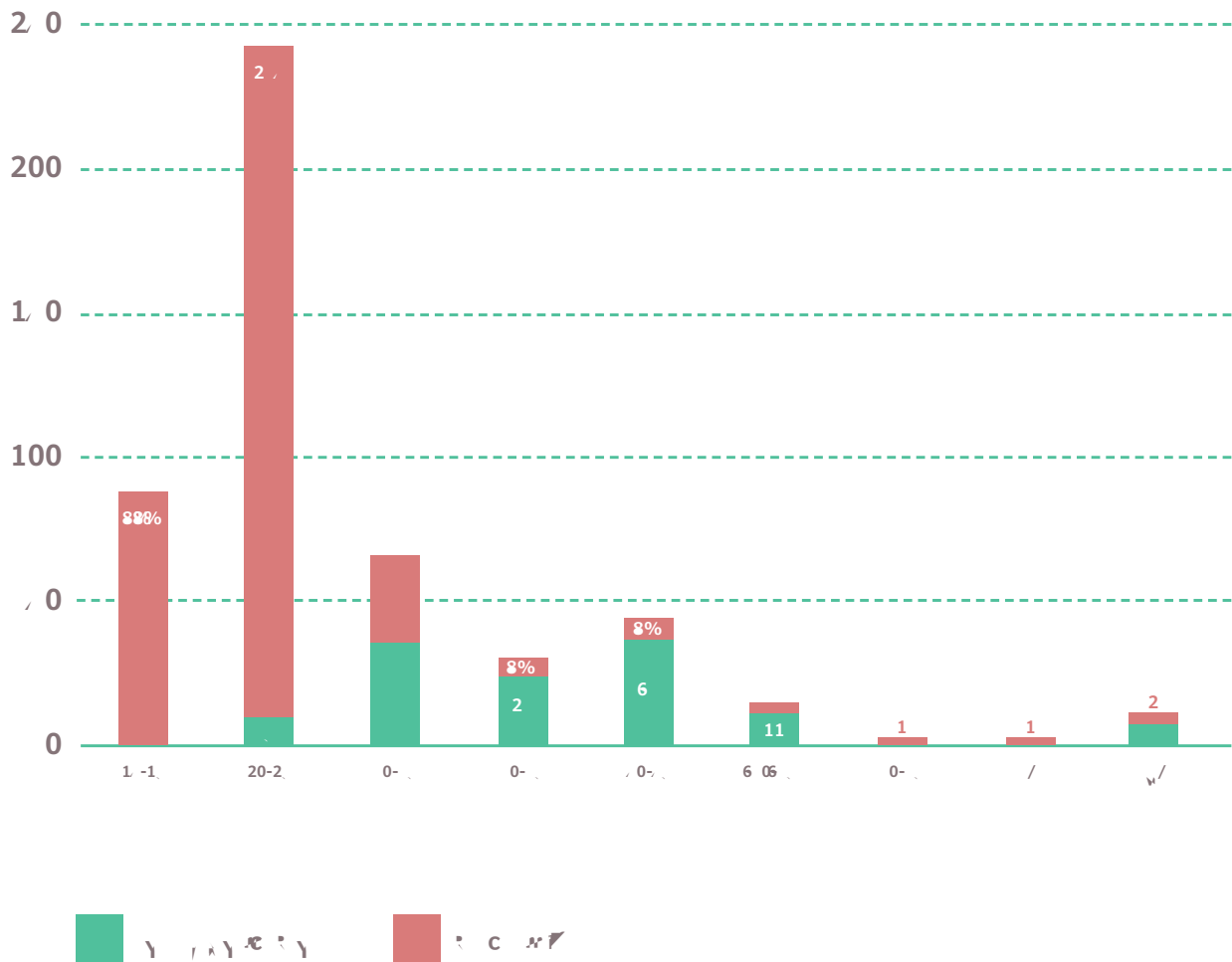




The mode for faculty and staff is age 50-59, though the distribution is almost bimodal with the next highest frequency in the age band 30-39.

The mode for students is age 20-29.

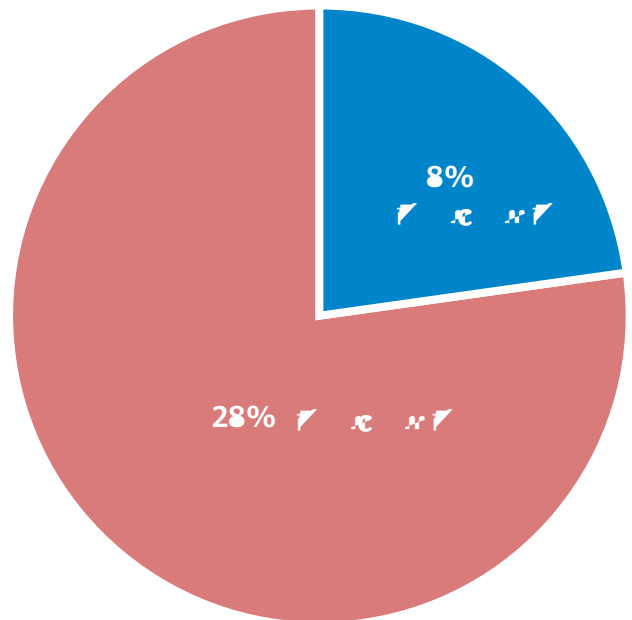
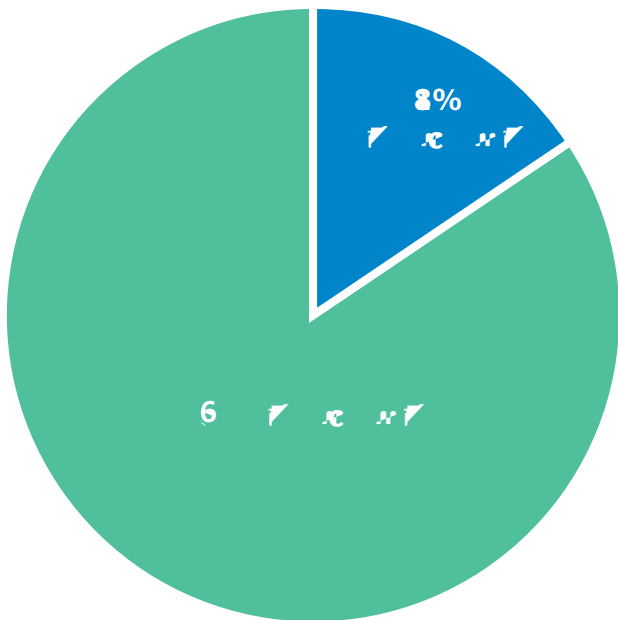
Note: Mode implies the value that appears most often in a set of data values.



The term “visible minority” is used in statistics to designate racialized (non-white) and non-Indigenous people, as defined by Canadian law. This term includes a number of sub-categories based on ethnicity, race or country of origin. We recognize that this term is an artefact of language used in employment equity legislation. We are seeking disclosure about how individuals self-identify in order to address systemic racism and barriers to full participation.

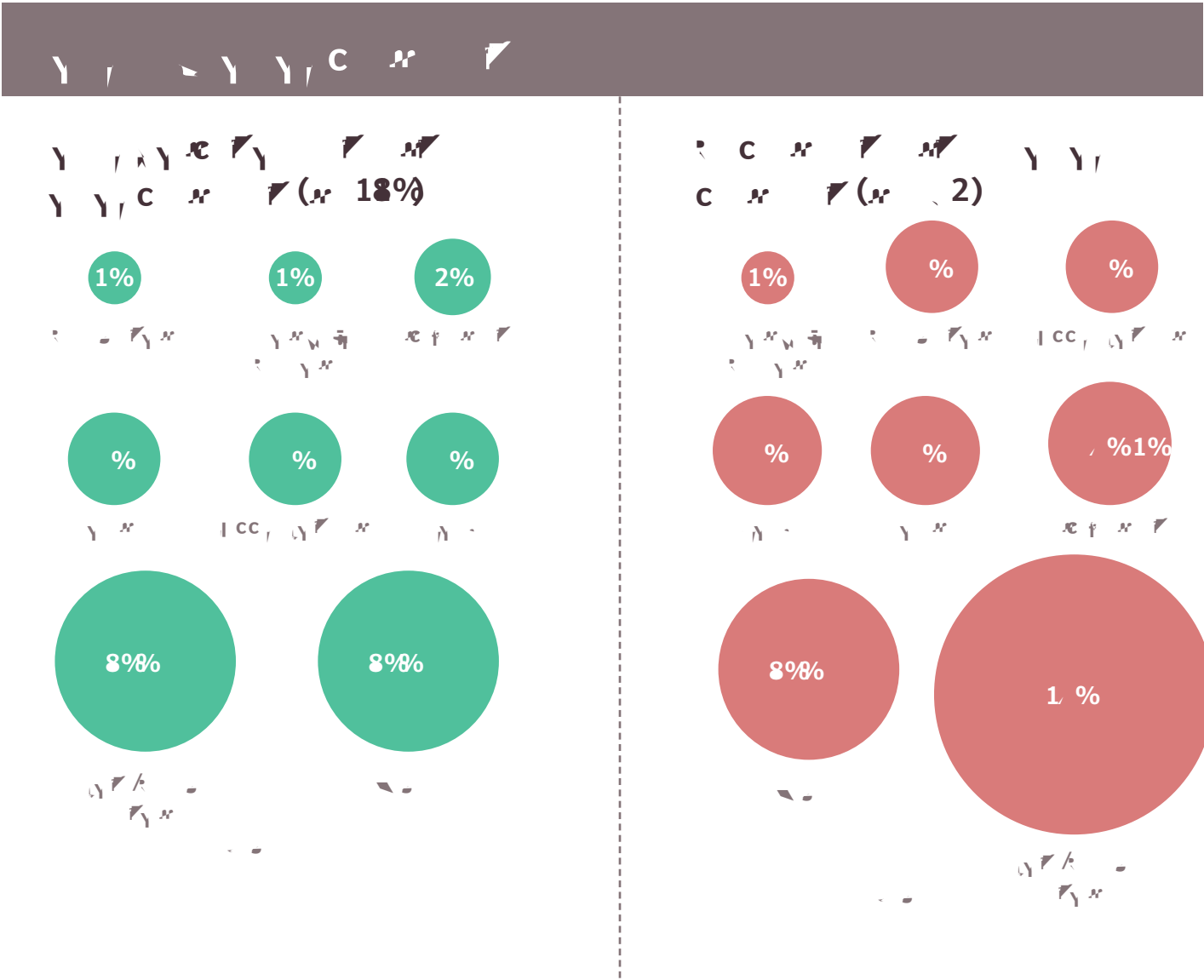
Self-identification of visible minorities

6% of respondents self-identified as visible minorities, with 2% of respondents identifying as Indigenous.





Census data on race and ethnicity are invaluable for understanding who we are, who is missing, and how we are changing over time. It is, however, only a snapshot and it's one of the many factors we will use to inform decision-making. According to the 2016 Canadian Census, 4.9% of the Canadian population identifies as Indigenous and 22% identifies as a racialized minority.



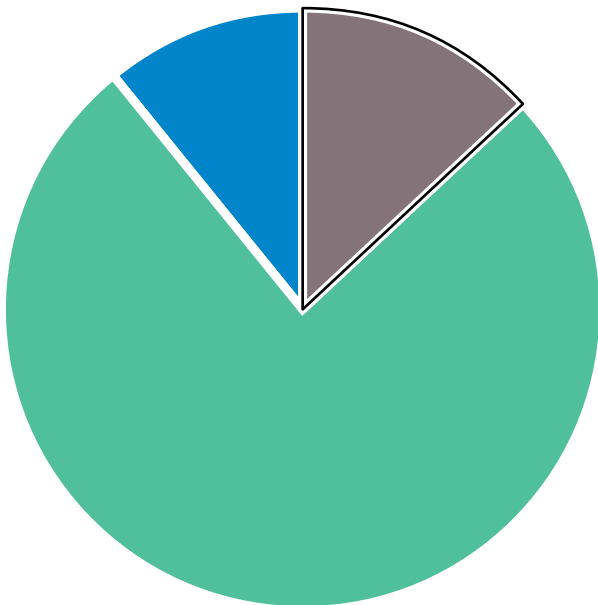


According to the 2016 Canadian Census, 14% of the population identifies as living with a disability. In response to Canadian census data, in its 2029 Equity Targets, the Canada Research Chair Secretariat has set 7.5% as the target for chairholders living with disabilities. For purposes of developing NSCAD's employment equity targets, we are looking to the CRC Secretariat equity targets as a guideline for setting our own employments.

The 2021 NSCAD Census data suggests that faculty and staff experience disability at the same rate as the general population. It is noteworthy that disability is nearly three times more prevalent in the student body.

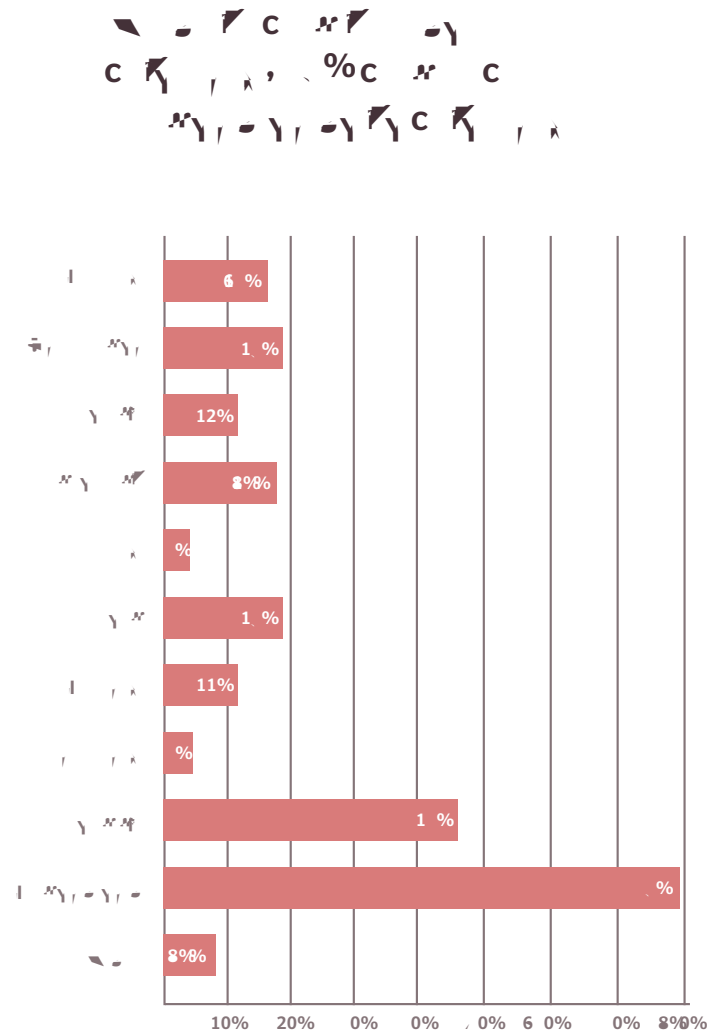
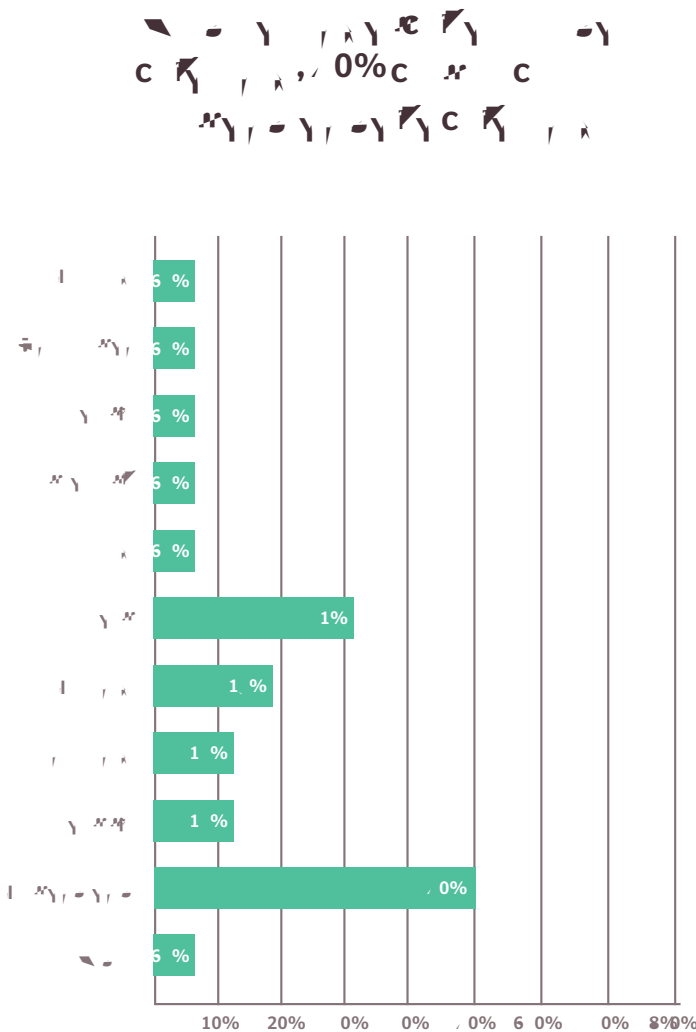


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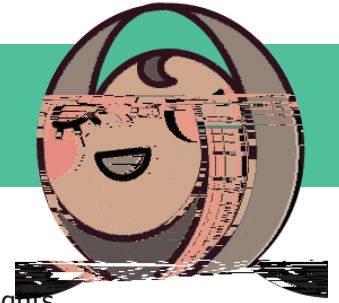


Among those respondents who self-identify as living with disability, mental health is the primary disability. For faculty and staff, mental health and pain are the primary and secondary challenges. For students, mental health and learning challenges appear to pose compounding realities.

Note: This question contained "select all that apply" multiple choice options, therefore the total percentages will not add to 100.



⚠ : We are aware that we did not identify visual impairment/sight as an option to consider in the drop-down menu for this census question. We will rectify this in the next census.



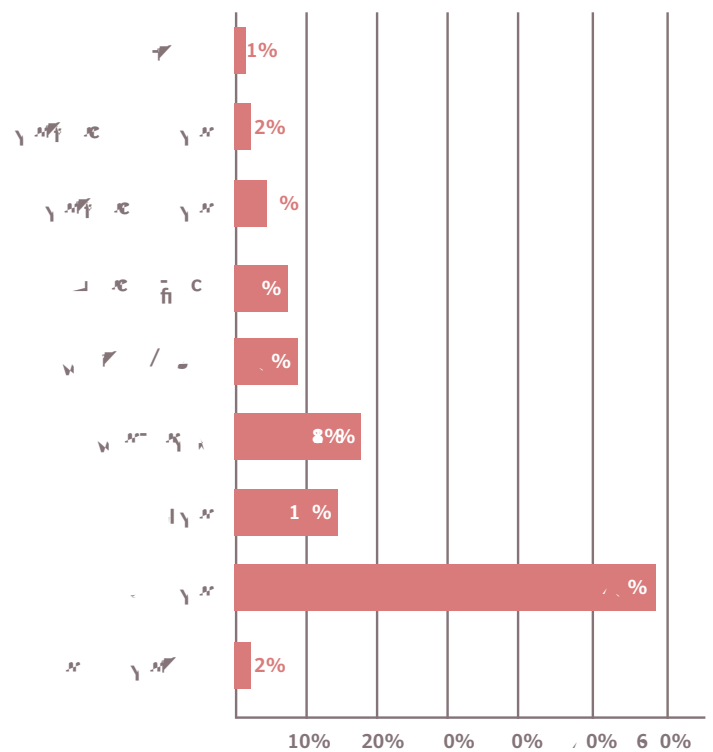
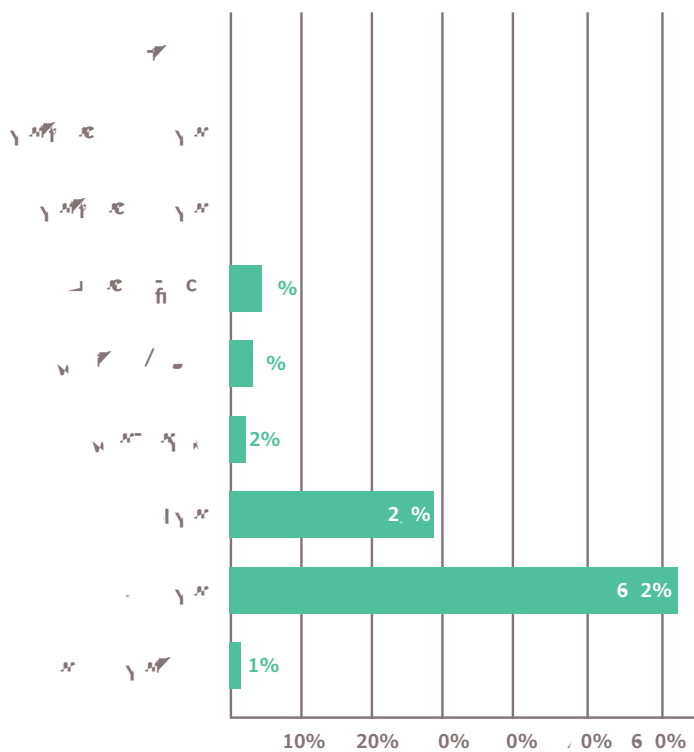
In June 2017, Parliament adopted legislation to amend the Canadian Human Rights Act and Criminal Code to include gender identity and expression to the list of prohibited grounds of discrimination.

This census question will be redrafted in the next census to better reflect the lived experience of community members. For instance, we will offer “transgender” as an option (not transgender woman; transgender man).

Note: This question contained “select all that apply” multiple

6% of respondents selected 'other' as their gender identity.

1% of respondents selected 'transgender' as their gender identity.





- Second census report on remaining data.
- NSCAD has dedicated its professional development (in-service days) to providing anti-racist and accessibility training workshops to staff and faculty. Following up from the full-day workshops, the Director of Opportunity and Belonging has organized a series of practical workshops and strategies on inclusive leadership, allyship, difficult conversations. Building upon the foundations of the full day EDI workshop, the following sessions are designed to deepen knowledge and understanding of the topics as well as to provide practical tips and steps towards creating a diverse and inclusive workplace and classroom environment.

● Inclusive Leadership

This session discusses traits of an inclusive leader as well as steps towards building a diverse and inclusive workplace driven by leadership in the organization. The session also details practical steps for leaders looking to become more inclusive in their leadership style.

● Implicit Bias

This session will explore the process by which implicit attitudes and stereotypes result in subtle forms of prejudice and undermine diversity, equity, and inclusion in our society. Additionally, this session will explain how biases are formed in our unconscious and how they affect perceptions and interactions.

● Race and Racism

This session will explore the concept of race as a social construct and the impact of race categorization on racialized people include antisemitism as well as other races.

● Privilege and Power

This session aims to highlight how employees can recognize their privilege and power to create change and introduces them to steps they can take to show up as allies.

● Difficult Conversations

This session aims to provide concrete steps on how to engage in difficult conversation in the classroom and workplace with peers and students while ensure this is done in an inclusive and respectful manner.

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