Canada Research Chairs Chaires de recherche du Canada

Canada

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Important Note

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

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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 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. 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:

St. Francis Xavier University

Contact Name:

Dr. Richard Isnor

Position Title:

Associate Vice President, Research and Graduate Studies

Institutional Email:

risnor@stfx.ca

Institutional Telephone Number:

902-867-5036

The link for the EDI progress report and EDI Stipend report:

https://www.stfx.ca/research/research-chairs/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):

09/30/2019

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

Satisfies

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

Dr. Amanda Cockshutt

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:

Ensure that StFX maintains target CRC representation from the four designated groups.

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

An employment systems review found that the established faculty recruitment processes, as well as recruitment processes outlined in the 2016 StFX-AUT Collective Agreement were not consistent with best-practices to ensure EDI.

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	The most recent renewal of the StFX-AUT Collective Agreement (July 1, 2019 - June 30, 2022) included a complete EDI review and significant revisions to faculty hiring processes to ensure consistency with EDI best practices. These include the requirement for EDI training for all search/selection committee members, the inclusion of a human resources officer in all faculty search processes, enhanced search process requirements to better attract diverse candidates, and new provisions to allow selection of under-represented faculty researchers in competitions involving evenly matched candidates.	Completed
Corresponding action 2	In 2022, StFX undertook an internal (retention) CRC search that was restricted to candidates that identified as women in STEM disciplines.	Completed
Corresponding action 3	NA	Not yet started
Corresponding action 4	NA	Not yet started
Corresponding action 5	NA	Not yet started
Corresponding action 6	NA	Not yet started

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

The implementation of these actions has led to StFX maintaining its target CRC representation from the four designated groups. The targeted approach for an internal CRC in women in STEM generated four applicants, showing a strong interest and response.

Outcomes and Impacts made during the reporting period:

Human Resources and Equity Advisor participation in all aspects of the search process has helped to improve the fairness and transparency of CRC search processes. The targeted internal CRC search was able to address retention of women researchers in STEM disciplines at StFX. As part of efforts to develop a new employment policy (see reporting under Objective 3), StFX has updated its hiring guide to include key information from the rainbow Diversity Institute's work. All hiring committees at StFX are now trained on unconscious bias and equitable hiring to support StFX's goal of increasing the representation of current and historically underrepresented employees at our institution.

Challenges encountered during the reporting period:

With respect to the single targeted CRC search within the reporting period, there were challenges in applying the guidelines for review of four very strong and qualified candidates; difficulties in comparing candidates at different career stages and with different types of research achievements/outcomes to date. Review committees had difficulty interpreting an applying guidelines for review of candidates in line with CRC EDI best practices. With respect to the broader faculty recruitment efforts, acting on the inclusion of new EDI practices as outlined in the most recent Collective Agreement presents a significant transition and learning period (which must be addressed on a case-by-case basis) to overcome long-established cultural practices and implicit biases that exist in faculty hiring processes. Given time pressures and their limited size, departments have been unwilling to risk leaving a faculty position vacant while extending searchers in an effort to attract more diverse candidates.

Next Steps (indicate specific dates/timelines):

Provide ongoing institutional support to existing CRCs in an effort to retain representation from the four designated groups. Formal approval of the new Employment Policy at StFX, based on input from the Rainbow Diversity Institute, with support of the CRC EDI Stipend (see reporting under Objective 3).

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.

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

Using the CRC EDI Stipend, in 2022 StFX secured the expertise of Rainbow Diversity Institute (RDI) to assist in the creation of our first employment policy and framework - a priority identified during the initial development of the StFX CRC EDI Action Plan and in subsequent work of the President's Advisory Committee on Anti-Racism. As part of its work for StFX, the Rainbow Diversity Institute (RDI), in consultation with StFX's Equity Advisory Committee, completed the following milestones: Needs Assessment: RDI conducted interviews and surveys with key stakeholders to gain insights into the specific needs and challenges related to equity in our workplace; Policy Framework Development: Based on the needs assessment, an employment equity statement and policy framework was developed which forms the basis for further discussions and refinement at our institution; Stakeholder Engagement: Regular communication sessions, focus groups, and feedback loops were established with current and historically underrepresented faculty and staff on campus to ensure that the policy development process was inclusive and reflective of the diverse perspectives within our organization.

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:

Retention of CRCs who self-identify as members of designated groups.

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

Uneven or ad hoc levels of institutional support provided to past and current CRCs identified through an institutional review as part of the 2019 CRC EDI Action Plan development process. The 2019 CRC Environmental Scan also revealed low levels of institutional support for mentorship and networking among CRC's and lack of proactive attention to internal review as part of CRC renewal efforts tied to retention prior to 2020.

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	A new institutional policy to establish equitable forms of institutional support was developed in late 2019.	Completed
Corresponding action 2	Consistent forms of institutional support have been included in 2 recent CRC renewal applications and 1 new CRC nomination.	Completed
Corresponding action 3	StFX has attempted to provide enhanced communications on CRC efforts through StFX web and social media, as well as through the Maple League of Universities.	In progress
Corresponding action 4	A new CRC mentoring/exchange network was established within the Maple League of Universities (StFX, Acadia, Mount Allison and Bishop's) to link and network CRCs from 4 small universities in order to share best practices, explore collaborative opportunities, and support mentorship between Tier 1 and Tier 2 Chairs.	In progress
Corresponding action 5	Effort by the university to develop research centre efforts led CRCs (disabilities culture and justice centre, centre for digital humanities etc).	In progress
Corresponding action 6	The Associate VP, Research has agreed to provide CRCs with modest levels of administrative support through the StFX research office that could support CRC holder needs.	In progress

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

Number of CRCs which request renewal (sign of retention efforts). Over the past year, 4 existing CRCs (of 5 in total) have indicated they wish to be renewed for another eligible term. Institutional support for all CRCs at StFX has been standardized.

Outcomes and Impacts made during the reporting period:

Successful renewals of CRC's in the past year, helping to retain CRC's who identify as members of designated groups.

Challenges encountered during the reporting period:

As a small university, StFX lacks internal funding support that is often available at larger universities that could enhance retention efforts, for example, by providing funds to hire personnel for research centres aligned with CRCs. We have to rely on external funds and networking.

Next Steps (indicate specific dates/timelines):

Continue to provide administrative support in the research office that CRC holders can draw upon to support administrative tasks. Continue efforts to develop the Maple League of Universities network of CRCs and act on opportunities for greater collaboration, mentorship between Tier 1& 2 Chairs, and identification of best practices (e.g. research leadership; understanding of CRC expectations among broader faculty).

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

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

Ensure existing policies, agreements, and plans that may influence StFX's CRC community, as well as broader faculty recruitment and hiring processes are written and implemented in a manner that is supportive of 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):

The 2016 StFX-AUT Collective Agreement sections concerning equity, diversity and inclusion and hiring practices for faculty, as well as established culture in departments, did not reflect the best practices or expectations of the Canada Research Chairs program related to equity, diversity and inclusion. The 2016 StFX-AUT Collective Agreement did not not contain specific language or attention to hiring practices for Canada Research Chairs (or other types of research Chairs), and did not address EDI best practices. StFX has lacked historical data on the diversity of, and EDI challenges faced by its staff and faculty complement that self-identify as a member of one of under-represented groups.

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	The 2019 revised StFX-AUT Collective Agreement contained a complete EDI analysis and revised sections on search processes and appointments for CRCs, as well as regular faculty members that reflect EDI best practices. StFX developed a workplace diversity survey which was undertaken for the first time in 2019, repeated in 2021 and will follow every 2 years.	Completed
Corresponding action 2	StFX developed a workplace diversity survey which was undertaken for the first time in 2019, repeated in 2021 and 2023 and will follow every 2 years.	In progress
Corresponding action 3	The StFX Policy on Harassment and Discrimination has also been revised. Under the leadership of a new President, StFX has launched a new University-wide Advisory Committee on Anti-Racism, which has generated wide-ranging recommendations for action and is now a standing committee of the university.	In progress
Corresponding action 4	Using the 2022 CRC EDI Stipend, StFX secured the expertise of Rainbow Diversity Institute (RDI) to assist in the creation of our first employment policy and framework.	Completed
Corresponding action 5	NA	Not yet started
Corresponding action 6	NA	Not yet started

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

The Rainbow Diversity Institute (RDI), in consultation with StFX's Equity Advisory Committee completed the following milestones as part of its work on a new Employment Equity Policy: Needs Assessment: RDI conducted interviews and surveys with key stakeholders to gain insights into the specific needs and challenges related to equity in our workplace. Policy Framework Development: Based on the needs assessment, an employment equity statement and policy framework was developed which forms the basis for further discussions and refinement at our institution. Stakeholder Engagement: Regular communication sessions, focus groups, and feedback loops were established with current and historically underrepresented faculty and staff on campus to ensure that the policy development process was inclusive and reflective of the diverse perspectives within our organization.

Outcomes and Impacts made during the reporting period:

A new StFX Policy on Harassment and Discrimination has been revised and took effect on June 1, 2021. During the reporting period, StFX has updated our hiring guide to include key information from RDI's work on a new Employment Equity Policy. All hiring committees are trained on unconscious bias and equitable hiring to support StFX's goal of increasing the representation of current and historically underrepresented employees at our institution. Our Employment Equity Policy, which is in the final stages of review, will help support the hiring, retention, and career progression of faculty and staff who have faced barriers to employment. Some departments and programs are now limiting faculty searches to specific designated groups in an effort to strengthen diversity at StFX.

Challenges encountered during the reporting period:

Retention of faculty members who self-identify as members of under-represented groups has been an ongoing challenge at StFX, which is a small, rural university that lacks diversity. In some cases, targeted competitions for faculty members from under-represented groups have not been filled due to lack of qualified candidates and applications. The University has made use of incentives in an effort to retain faculty members from under-represented groups wherever possible.

Next Steps (indicate specific dates/timelines):

StFX is working on an implementation plan to address recommendations of the President's Advisory Committee on Anti-Racism, which has generated wide-ranging recommendations for action. An implementation matrix has now been developed to track performance of the institution. Our new Employment Equity Policy, which is in the final stages of review, will help support the hiring, retention, and career progression of faculty and staff who have faced barriers to employment.

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:

50000

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

Using the 2022 CRC EDI Stipend, StFX secured the expertise of Rainbow Diversity Institute (RDI) to assist in the creation of our first employment equity policy and framework. The Rainbow Diversity Institute (RDI), in consultation with StFX's Equity Advisory Committee completed the following milestones as part of its work on a new Employment Equity Policy: Needs Assessment: RDI conducted interviews and surveys with key stakeholders to gain insights into the specific needs and challenges related to equity in our workplace. Policy Framework Development: Based on the needs assessment, an employment equity statement and policy framework was developed which forms the basis for further discussions and refinement at our institution. Stakeholder Engagement: Regular communication sessions, focus groups, and feedback loops were established with current and historically underrepresented faculty and staff on campus to ensure that the policy development process was inclusive and reflective of the diverse perspectives within our organization.

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)

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	25000	In kind staff time to work with RDI.

Key Objective 4

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

Expand the range of University supports and professional development for a more diverse, equitable and inclusive working and academic research environment.

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

StFX lacked a full complement of diversity officers (professional staff dedicated to EDI issues for different designated groups), and retention of these officers has been challenging sue to high demand for these types of professionals. StFX also lacked formal professional development and training materials that could be regularly delivered to faculty and staff through workshops.

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

		Progress to date
Corresponding action 1	StFX has revised the professional designation and pay rates for equity/diversity officers so that their positions and remuneration are more closely aligned with those of similar positions at other universities.	Completed
Corresponding action 2	StFX now includes professional development/training for faculty and student researchers within the responsibilities of diversity officers.	In progress
Corresponding action 3	The revised StFX-AUT Collective Agreement requires all StFX faculty to attend mandatory training sessions on anti-racism and EDI.	In progress
Corresponding action 4	StFX has successfully applied for an EDI Capacity Development Grant that is helping to strengthen university support and professional development focused on EDI issues.	In progress
Corresponding action 5	StFX has established the Kiknu Indigenous Student Centre as a meeting place for Indigenous students, faculty and staff. The Centre organizes regular discussion circles to which everyone is welcome.	In progress
Corresponding action 6	StFX hosts several events and cultural celebrations throughout the year that highlight diverse excellence in our community. Recent events include a Black Excellence Panel, Paqtnkek Powwow, and Kiknu Wellness Day.	In progress

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

Our goal is to educate faculty, staff, and students about the various identities and communities throughout StFX, fostering a sense of belonging and bringing awareness to the discrimination experienced by members of historically excluded groups. Over eighty percent of StFX faculty have now engaged in professional development and training modules related to anti-racism and EDI. All faculty serving on search committees are required to undergo unconscious bias training. The participants in training sessions report that the sessions have led to significant self-reflection on issues such as privilege and unconscious bias, as well as improved understanding of racism in the academic workplace. Discussion circles at the Kiknu Indigenous Student Centre have been effective for sharing of ideas and mutual forms of support for Indigenous students, faculty and staff.

Outcomes and Impacts made during the reporting period:

Professional development and training has had a significant impact on preparing faculty members to serve on hiring/search committees. It has also led to a new focus on decolonization of the StFX curriculum within the StFX Senate and the Teaching and Learning Centre. Professional development efforts are being further supported with the support of an EDI Capacity Development Grant (this is helping provide expansion of counselling support for researchers from under-represented groups; development of affinity groups for BIPOC researchers from under-represented groups; appointment of Elders in Residence at StFX; hiring a new librarian to focus on support for under-represented faculty and students); strengthening partnerships with community partners in support of EDI. StFX has also recently re-aligned funding support from an endowment fund specifically for community-engagement efforts related to social justice. One significant development was the creation of a new Disability Culture and Justice Centre at StFX, which is led by one of our CRCs who is an expert in disability studies. This effort is linked to the development of a new Accessibility Plan at StFX. The Bloomfield Hub at StFX University has been launched as a health promoting space, designed to provide an inclusive, safe area for students to build community and engage in intentional programming to support student mental, emotional, social and spiritual well-being.

Challenges encountered during the reporting period:

An ongoing challenge is engaging the entire university faculty community in EDI- related efforts on campus. There are forms of resistance and dis-interest in these efforts. A key challenge encountered is the current fiscal constraints of the university, which require the pursuit of external funding for all initiatives needed to add support for EDI on campus. Many initiatives launched in support of EDI have been supported by relatively short-term third party, or donor funding sources, which makes sustainability an ongoing challenge.

Next Steps (indicate specific dates/timelines):

In 2023, the University received $500,000 in new funding from McCall MacBain Foundation to develop a Centre for Black Student Success and enhance supports for African Nova Scotian and Black students through increased programming, support, and service options. The University is working with a donor to finalize plans to create a new Centre for Indigenous Governance and Social Justice. The University will provide further support for the ongoing development of the newly established Disability Culture and Justice Centre. The University also recently secured one year of funding from the Nova Scotia Government’s Labour, Skills and Immigration department to develop the BOLD (Building Opportunities for Learning and Development) program to increase support for employers in advancing positive, inclusive, and antiracist workplaces, build inclusive workplace competency using best practices such as cluster hiring, coaching, and staff development. The Bloomfield Hub at StFX University is a health promoting space, designed to provide an inclusive, safe area for students to build community and engage in intentional programming to support student mental, emotional, social and spiritual well-being. To date, more than 3,515 students have participated in more than 195 programs and events offered through the Bloomfield Hub. In February 2023, Bell Canada awarded StFX $100,000 over two years to further evolve these upstream approaches, with a specific focus on embedding Equity, Diversity

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 5

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

Regularly monitor, assess and report on diversity and inclusiveness performance metrics within the StFX University Community.

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

StFX has historically not collected institutional data related to EDI and faculty, staff, students who identify as being members of designated groups. There are a wide range of committees and initiatives associated with EDI underway within the university that lack coordination.

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	The first workforce diversity survey was undertaken by StFX in 2019, repeated in 2021, 2023 and will be undertaken each 2 years.	In progress
Corresponding action 2	The President's Advisory Committee on Anti-racism (PACAR) recommendations for action are being tracked through an internal implementation exercise.	In progress
Corresponding action 3	StFX is tracking action in support of implementing the national Truth and Reconciliation Commissions Calls to Action.	In progress
Corresponding action 4	StFX has developed a new accessibility plan in compliance with provincial legislation and	In progress
Corresponding action 5		Not yet started
Corresponding action 6		Not yet started

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

Over 49 separate actions have been initiated at StFX in recent years to respond to the Truth and Reconciliation Calls to Action, and additional work has been initiated in response to the PACAR Action Plan. StFX has recently completed an accessibility audit of the StFX built environment that considers accessibility for people in wheelchairs, but also those impacted by hearing issues, learning and developmental disabilities, mental and psychological challenges, memory problems, and blindness and low vision

Outcomes and Impacts made during the reporting period:

Completing the new University Accessibility Plan was a significant outcome during this reporting period. The University also completed a number of applications for external funding available through provincial and philanthropic sources to increase support for EDI initiatives that are the focus of our tracking efforts. Plans were made to complete the third workforce employment survey. The appointment of a Senior Advisor for Indigenous Research Partnerships and Learning, which will focus on professional development related to applying Indigenous ways of knowing and "two-eyed" seeing in research programs in 2022-24 has had a positive impact on leading and coordinating EDI efforts, including further development of key EDI performance metrics and indicators for the university. The Vice President Student Affairs has played a lead role at the executive level in advancing measurement efforts and EDI coordination at StFX.

Challenges encountered during the reporting period:

The university and community partners have identified that there are currently numerous uncoordinated EDI efforts underway and this requires attention (i.e. elimination of some activities, prioritization, consolidation and coordination) difficult. Internal and external reviews of EDI-oriented committees and initiatives at StFX have identified competing or over-lapping mandates, overlapping mandates, as well as overlapping community interventions, which create confusion or inefficient efforts to address EDI issues. It has also been recognized that the lessons learned from one faculty (i.e. Education) are not easily translated to similar action in other faculties (e.g. developing/supporting Indigenous scholars locally to the PhD level).

Next Steps (indicate specific dates/timelines):

Carry out the next workforce employment survey in 2023 to measure internal progress on hiring and identify ongoing challenges. Establish the President's Advisory Committee on Anti-Racism as an ongoing committee to track progress. Relaunch the Coady Chair in Social Justice endowment as an internal fund to support EDI partnership efforts with community groups.

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 6

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):

None other than those outlined above.

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):

None to report.

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

Instructions:

- 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

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 key mechanism for this over the reporting period was via the President's Advisory Committee on Anti-racism (PACAR) which was a priority within our EDI work. This committee was comprised of 14 individuals from diverse life experiences and included representatives of all designated groups noted in Part D. The PACAR generated a draft set of recommendations on a wide range of EDI issues and carried out 2 Community Consultation sessions that attracted 128 participants, including 35 students, 36 faculty, 25 staff members, 25 senior leaders, and 7 community members. The university is now engaged in implementation efforts to address the PACAR recommendations.

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://www.stfx.ca/about/vice-president-students/presidents-action-committee-anti-racism/pacar-updates
https://www.stfx.ca/student-services/support-services/human-rights-equity
https://www.stfx.ca/student-services/support-services/human-rights-equity/equity-advisory-committee

Information on the STFX President's Advisory Committee on Anti-Racism can be found at the following link: www.stfx.ca/about/vice-president-students/presidents-action-committee-anti-racism/pacar-updates

Hyperlink 1:

https://www.stfx.ca/about/vice-president-students/presidents-action-committee-anti-racism/pacar-updates

Hyperlink 2:

https://www.stfx.ca/student-services/support-services/human-rights-equity

Hyperlink 3:

https://www.stfx.ca/student-services/support-services/human-rights-equity/equity-advisory-committee

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

This information will be sent to the Tri-agency Institutional Programs Secretariat when you click 'Submit'. You will receive a confirmation email with a copy of your completed form in HTML format once it is submitted.

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