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Complete Full Report

Important Note

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

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

This report includes mandatory reporting on 1) the CRCP institutional equity, diversity and inclusion action plan (EDIAF) 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. Ensure to remove all numbers less than 5 prior to posting on your website in cases where your report includes the representation of individuals from underrepresented groups among your chairholders. This is a requirement of the Privacy Act.

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

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

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902-867-5036

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 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, persons with disabilities, Indigenous Peoples and racialized minorities, LGBTQ2+ 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 (either the one approved by TIPS or the one currently under review by TIPS), as well as the systemic barriers/challenges identified that these objectives must address. Please note that objectives should be S.M.A.R.T. and include a measurement strategy. List the corresponding actions and indicators (as indicated in your institutional EDI action plan) for each objective, and outline: a) what progress has been made during the reporting period; b) what actions were undertaken; c) the data gathered; and d) indicators used to assess the outcomes and impacts of the actions. Please note that indicators can be both quantitative and qualitative and should be specific. Outline next steps and use the contextual information box to provide any additional information (e.g., course correction, obstacles, lessons learned, etc.) for each objective.

Key Objective 1

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

Ensure that SFX 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 SFX-AUT Collective Agreement were not consistent with best-practices to ensure EDI.

Corresponding actions undertaken to address the barriers:

The most recent review of the SFX-AUT Collective Agreement (July 1, 2019 - June 30, 2022) included a complete EDI review and significant reviews to further address diverse candidates, and new provisions to allow selection of under-represented faculty research 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.

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

The new provisions have not been applied towards a new external CRC recruitment process, so no data can be reported for new CRC recruitments. However, these new processes and provisions are yielding positive EDI outcomes as a result of being applied towards regular faculty recruitment efforts. The key indicator is the number of new CRCs and number of faculty members hired through search processes who self identify as being from a designated group.

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

SFX has had several new faculty hires within the reporting who identify as being from designated groups as a result of these changes in recruitment practices and greater focus on EDI best practices. Several departments/programs are now explicitly conducting searches limited to designated groups in an effort to increase diversity. A recent vacant CRC position was limited only to women in STEM disciplines in an effort to retain exceptional researchers in designated groups.

Challenges encountered during the reporting period:

With respect to CRC recruitment processes, only one CRC position became vacant at SFX during this reporting period (limiting opportunities to further diversify the current cohort of CRC holders at SFX). The currently vacant CRC is being filled through an internal search focused on retaining diversity within STEM disciplines. 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 searches in an effort to attract more diverse candidates.

Next Steps (indicate specific dates/timelines):

Retain an exceptional woman research in STEM disciplines through a targeted internal CRC search. Specifically orient a future vacant CRC position towards recruitment of an Indigenous scholar (by 2027). Complete a SFX workforce diversity survey before the end of 2023 to determine progress against results from 2019 and 2022 surveys with respect to increased diversity in the overall SFX 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.

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):

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

Corresponding actions undertaken to address the barriers:

A new institutional policy to establish equitable forms of institutional support was developed in late 2019. Institutional support for 2 existing CRCs was increased to address minor imbalances identified. Consistent forms of institutional support have been included in 2 recent CRC renewal applications. SFX has attempted to provide enhanced communications on CRC efforts through SFX web and social media, as well as through the Maple League of Universities (profiles of all CRCs being developed for the MLU website). A new CRC mentorship network was established within the Maple League of Universities (SFX, 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. Increased effort by the Associate VP, Research and Graduate Studies to develop research centre efforts led CRCs (small universities centre, centre for digital humanities etc). Also the Associate VP, Research has agreed to provide CRCs with modest levels of administrative support through the SFX research office that could support CRC holder needs (travel claims, lab space access). A recent vacant CRC for NSERC was limited to internal women in STEM candidates only in an effort to retain excellent women in STEM researchers using the CRC program.

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, 3 existing CRCs (of 5 in total) have indicated they wish to be renewed for another 5-year term. Institutional support for all CRCs at SFX has been standardized.

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

1 successful renewal application for an existing CRC as a result of early internal review. 1 CRC was not successful upon renewal and has been designated for an internal search to retain an excellent woman in STEM researcher.

Challenges encountered during the reporting period:

The Covid-19 pandemic has continued to limit the opportunities for personal interactions with/and between the CRCs and this has also disproportionately affected SFX CRCs (several of whom have young children). SFX lacks internal funding support that could enhance research centre efforts (e.g. hiring of personnel) that could again with CRCs.

Next Steps (indicate specific dates/timelines):

Put forward a new CRC application that helps retain an exceptional woman researcher and supports diversity in STEM disciplines in October, 2022. 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 SFX'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 SFX-AUT Collective Agreement sections concerning equity, diversity and inclusion and hiring practices for CRCs, 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 SFX-AUT Collective Agreement did 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. SFX 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 an under-represented groups.

Corresponding actions undertaken to address the barriers:

The 2019 revised SFX-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. SFX developed a workplace diversity survey which was undertaken for the first time in 2019, repeated in 2021 and will follow every 2 years. The SFX Policy on Harassment and Discrimination has also been revised. Under the leadership of a new President, SFX has launched a new University-wide Advisory Committee on Anti-Racism, which has generated wide-ranging recommendations for action. Using a recent CRC EDI Stipend, SFX has launched a process being undertaken by an external consultant, to establish a mechanism that will continually examine and assess ongoing structural barriers and cultural practices that constrain equitable representation; establish an equity policy framework; and develop an overarching policy statement on Equity, Diversity and Inclusion including, but not limited to, Anti-Black Racism. The contract will also develop a new Employment Equity policy for SFX and develop other EDI-related policies as determined under the equity policy framework.

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

Number of institutional policies and plans re-written to address EDI issues. To date, the key policy and plan substantially re-written to address EDI issues is the SFX-AUT Collective Agreement, which was undertaken over several months in late 2019 and signed to be effective from July 1, 2019-June 30, 2022. The SFX Policy on Harassment and Discrimination has been revised and took effect on June 1, 2021.

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

The impacts of revisions to the SFX-AUT Collective Agreement are just starting to be felt in the most recent hiring processes undertaken by SFX. These are changing long-established faculty hiring practices by requiring search/selection committee members to undergo EDI and unconscious bias training and by requiring the inclusion of a human resources professional, as well as requiring candidates who self-identify as members of under-represented groups to be appointed in closely matched competitions. Several new faculty members who self-identify as members of under-represented groups have been hired over the past year at SFX, with hiring processes significantly influenced by new EDI provisions in the current Collective Agreement. Some departments and programs are now limiting faculty searches to specific designated groups in an effort to strengthen diversity at SFX.

Challenges encountered during the reporting period:

The Covid-19 pandemic, and turn over in a number of senior/level administrative positions has continued to limit the degree to which the full scope of EDI revisions in the SFX-AUT Collective Agreement have been implemented (for example, mandatory professional development on EDI issues for all faculty members), due to the focus of the institution on addressing public health issues over the course of the past year while continuing to hold in person classes for students.

Next Steps (indicate specific dates/timelines):

SFX 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 - initial action areas will be addressed in 2022-23. Using the most recent CRC EDI Stipend, SFX has launched a process being undertaken by an external consultant, to establish a mechanism that will continually examine and assess ongoing structural barriers and cultural practices that constrain equitable representation; establish an equity policy framework; and develop an overarching policy statement on Equity, Diversity and Inclusion including, but not limited to, anti-Black Racism. The contract will also develop a new Employment Equity policy for SFX and develop other EDI-related policies as determined under the equity policy framework. This work will be completed by March 31, 2023.

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 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):

SFX 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 due to high demand for these types of professionals. SFX also lacked formal professional development and training materials that could be regularly delivered to faculty and staff through workshops.

Corresponding actions undertaken to address the barriers:

SFX 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. SFX now includes professional development/training for faculty and student researchers within the responsibilities of diversity officers. The revised SFX-AUT Collective Agreement requires all SFX faculty to attend mandatory training sessions on anti-racism and EDI. SFX has successfully applied for an EDI Capacity Development Grant that is helping to strengthen university support and professional development focused on EDI issues.

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

Over eighty percent of SFX 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.

Progress and/or 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 SFX curriculum within the SFX Senate and the Teaching and Learning Centre. The Presidential Advisory Committee on Anti-Racism (PACAR) has completed consultations and issued a report with wide-ranging recommendations related to EDI. Faculty and staff participated in two major discussions of the PACAR report. 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; strengthening partnerships with community partners in support of EDI. SFX has also recently re-allocated funding support from an endowment fund specifically for community-engagement efforts related to social justice.

Challenges encountered during the reporting period:

The main challenge has been the institutional focus on Covid-19; managing the public health requirements has distracted institutional focus from EDI training efforts that had been planned. The impacts of the Covid-19 pandemic have been significant in limiting in-person events on campus. The turnover of a number of senior administrative positions, with several designated as acting assignments in 2021-22 also presented a challenge.

Next Steps (indicate specific dates/timelines):

Implementing initial action recommendations from PACAR in 2022-23. SFX has just appointed 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.

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 SFX 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):

SFX 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 address the barriers:

The first workforce diversity survey was undertaken by SFX in 2019-2021, repeated in 2021 and will be undertaken each 2 years. The President's Advisory Committee on Anti-Racism (PACAR) conducted a systematic review of current SFX initiatives related to EDI and generated a series of recommendations for action, including recommendations to leadership and coordination of EDI efforts within the university.

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

Workforce data from the first two employee diversity surveys provides a baseline for future surveys. The data from the PACAR consultations revealed internal and external priorities related to EDI and an external review of social justice efforts revealed key priorities for community partnerships in support of EDI.

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

Completing the Report of the President's Advisory Committee on Anti-Racism was a significant outcome during this reporting period, as was completing the 2021 Workplace diversity survey.

Challenges encountered during the reporting period:

The university and community partners have identified that there are currently numerous unaddressed 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 SFX have identified competing or over-lapping mandates, overlapping responsibilities, and 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. Timelines) are not easily translated to similar action in other faculties (e.g. developing/supporting Indigenous scholars faculty to the PhD-level).

Next Steps (indicate specific dates/timelines):

SFX has recently SFX has just appointed 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. SFX anticipates that will hire a senior leader within SFX with responsibility for leading and coordinating EDI efforts, will include further development of key EDI performance metrics and indicators for the university (no target date has been set for this). SFX will continue to implement the EDI capacity development grant to strengthen EDI efforts within the university.

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

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.

Challenges and Opportunities

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

None other to note.

Reporting on EDI Stipend objectives not accounted for in Part A

Institutions:

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

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

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

N/A

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

N/A

Progress: Describe results observed, including indicator values, and include timelines (start and end dates).

N/A

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	0
Institutional commitment (if applicable):	0
Total funds spent:	

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

	Amount / \$	Source / Type (cash or in-kind)
1	0	
2	0	

Table C2. EDI Stipend Impact Rating

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

Don't know

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

N/A

Do you have other objectives to add?

No

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 minorities, Indigenous Peoples, persons with disabilities, women, LGBTQ2+ individuals, during the implementation of the action plan (during the