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CRCP Institutional EDI Action Plan - Key Objective(s)

### Important Note

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

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

This report includes mandatory reporting on 1) the CRCP institutional equity, diversity and inclusion action plan (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 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 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.

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:

Richard Isnor

#### Position Title:

Associate Vice President, Research and Graduate Studies

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902-867-5036

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

<https://ca1se.voxco.com/SE/?st=jeuW6suXm8k3Ct0XM1n9bz3j3Dx9FJ0rICNTxui53aY%3D>

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. Kevin Wamsley

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 underrepresented groups (e.g. women, persons with disabilities, Indigenous peoples and racialized minorities 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 current 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 StFX maintains target CRC representation from 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 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 address the barriers:**

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.

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

The new provisions have not been applied towards a new CRC recruitment process, so no data can be reported for 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 CRC's 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:**

StFX has had several new faculty hires in the past 1.5 years who identify as being from designated groups as a result of these changes in recruitment practices and greater focus on EDI best practices. This progress is anecdotal due to the fact that the university has not yet repeated its workforce diversity survey, which was conducted for the first time in 2019. This survey will be repeated before the end of 2021.

**Challenges encountered during the reporting period:**

With respect to CRC recruitment processes, the key challenge was that no new CRC positions became vacant at StFX during this reporting period (limiting opportunities to further diversify the current cohort of CRC holders at StFX). With respect to the broader faculty, 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 are 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):**

Specifically orient a future vacant CRC position towards recruitment of an Indigenous scholar (by 2027). Complete a StFX workforce diversity survey before the end of 2021 to determine progress against results from the 2019 survey with respect to increased diversity in the overall StFX 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):

Somewhat 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 CRCs and lack of proactive attention to internal review as part of CRC renewal efforts tied 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. 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 (profiles of all CRCs being developed for the MLU website). 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. Increased effort by the Associate VP, Research and Graduate Studies to develop research centre efforts led CRCs (climate services centre, centre for digital humanities etc). Also 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 (travel claims, lab security access).

**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 eligible term. Revisions to chair holder institutional support (adjustments to salary or research support to address former inequities) - adjustments were made to institutional support received by 2 CRCs within the past 1.5 years (in both cases, they received increases in their support to match other CRC holders).

**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. New research centres involving CRCs have been launched and CRCs are demonstrating leadership in research networks at StFX. CRCs have been featured in StFX news stories and social media posts. All StFX CRCs have participated in Maple League of University CRC Network meetings and are demonstrating leadership in identifying ideas for collaboration or issues for attention across the 4 university partners.

**Challenges encountered during the reporting period:**

The Covid-19 pandemic has limited the opportunities for personal interactions with/and between the CRCs and this has also disproportionately affected StFX CRCs (all 5 of whom have young children). StFX lacks internal funding support that could enhance research centre efforts (e.g. hiring of personnel) that could align with CRC efforts.

**Next Steps (indicate specific dates/timelines):**

Formalize a degree of administrative support in the research office that CRC holders can draw upon to support administrative tasks (by end of 2021). 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 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 address the barriers:

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 and will be repeated every 2 years. The StFX Policy on Harassment and Discrimination has also been revised in 2020 and will take effect on June 1, 2021. Under the leadership of a new President, StFX has launched a new University-wide strategic planning process and academic planning process. EDI will be a central theme in both of these planning processes.

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 StFX-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 StFX Policy on Harassment and Discrimination has been revised in late 2020 and will take effect on June 1, 2021.

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

The impacts of revisions to the StFX AUT-Collective Agreement are just starting to be felt in the most recent hiring processes undertaken by StFX. 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 StFX, with hiring processes significantly influenced by new EDI provisions in the current Collective Agreement.

Challenges encountered during the reporting period:

The Covid-19 Pandemic has limited the degree to which the full scope of EDI revisions in the StFX-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):

The university will be undertaking further review of all human resources policies to ensure that they reflect EDI best practices over the course of 2021. The workforce diversity survey will be repeated before the end of 2021 to determine if increased diversity objectives are being achieved.

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):

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 due 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 address the barriers:**

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. StFX has also recruited an additional diversity officer within the past year, and included professional development/training for faculty and student researchers within their responsibilities. StFX has contracted an external expert on anti-racism in education to work with diversity officers on the development of a series of anti-racism training modules for delivery across StFX. The revised StFX-AUT Collective Agreement requires all StFX faculty to attend mandatory training sessions on anti-racism and EDI. StFX has applied for the EDI Supplement and EDI Capacity Development Grant requesting financial resources to help address these barriers.

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

Twenty percent of StFX faculty have engaged in professional development and training modules related to anti-racism and EDI in 2020-21. 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 StFX curriculum within the StFX Senate. This topic was also the focus of the 2021 StFX Teaching Symposium. The University has formed a new Presidential Advisory Committee on Anti-Racism.

**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, given that StFX continued to deliver in-person classes for students in 2020-21, while limiting in-person events on campus. The preference of the university is to conduct anti-racism and EDI training in person, rather than virtually. This has led to a smaller percentage of faculty participating in training sessions than was anticipated in early 2020.

**Next Steps (indicate specific dates/timelines):**

A priority for StFX is returning to regular in-person on campus activities by Fall 2021. Over the course of the next academic year, we anticipate that 100% of faculty will have an opportunity to participate in newly created anti-racism and EDI training modules delivered, in part, by our diversity office staff. The recent week-long 2021 teaching Symposium, which focused on decolonization and anti-racism in the StFX curriculum and teaching practices, has identified several ideas for continuing efforts to network and support faculty members from under-represented groups. These efforts will be further supported over the next 2 years with the support of a newly awarded EDI Capacity Development Grant (expansion of counselling support for researchers from under-represented groups; development of affinity groups for researchers from under-represented groups); strengthening partnerships with community partners in support of EDI.

**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:

100

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

EDI professional development/training capacity development by 3 professional diversity officers to better support faculty and student researchers. Development of resource materials (training modules) developed by an EDI consultant.

**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	10000	cash
2	15000	in-kind

**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 address the barriers:**

The first workforce diversity survey was undertaken by StFX in 2019, and will be repeated before the end of 2021. A small group has been developed to map EDI initiatives on campus as a first step towards greater coordination. An external review of an endowment fund aimed at EDI and social justice identified several recommendations to improve partnerships with community groups in support of EDI.

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

Workforce data from the first employee diversity survey provides a baseline for future surveys. A review of efforts in the STFX Faculty of Education provides lessons for the broader StFX community on efforts to diversify the faculty workforce (e.g. importance of developing research and program-related partnerships with local Indigenous communities; nurturing the development of Indigenous scholars through long-term "home-grown" development and support efforts). The 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:**

A report by New Leaf consulting has significant credibility owing to the extensive consultation done with community partners regarding StFX efforts to address social justice issues. A stronger leadership and coordination effort on EDI efforts has been launched with senior VP leadership. The President has launched a new Advisory Committee on Anti-Racism 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 (a unique ability to develop Indigenous scholars locally to the PhD level; strong community partnership potential with Indigenous communities due to their having control over education delivery in local communities).

**Next Steps (indicate specific dates/timelines):**

Hire a senior leader within StFX with responsibility for leading and coordinating EDI efforts, including further development of key EDI performance metrics and indicators for the university. Implement EDI capacity development grant over the next 2 years to achieve this.

**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 to note

### 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.

#### Objectives associated with your institution's EDI Stipend application

**Table C1.** Provide information on the objectives associated with your institution's EDI Stipend application, including the funding and timelines, for the reporting period.

#### EDI Stipend Objective 1

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

Covered in Section A

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

Covered in Section A

Progress: Describe results observed, including indicator results, outcomes, impacts. Include timelines (start and end dates).

Covered in Section A

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	50000
Institutional commitment (if applicable):	25000
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	10000	cash
2	15000	in-kind

#### 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:

Major impact (the EDI Stipend had a major impact on achieving progress)

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

Covered in Section A - all funding was used to enhance professional equity/diversity support for faculty and student researchers, as well as develop professional development/training materials related to anti-racism and EDI in research

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 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)

StFX engaged with a consultant educator as the lead for the development of anti-racism and EDI training modules using the EDI capacity funding received from the government. Three professional diversity officers from under-represented groups were involved in this effort. Also, during this reporting period, a comprehensive review of StFX social justice efforts by New Leaf Inc. identified the need for strengthened leadership and coordination of numerous StFX social justice and EDI efforts as a critical priority for the university. CRCs from under-represented groups were involved in the steering committee for this effort. Over nine months, the New Leaf review team met with a wide range of persons, primarily from under-represented groups, who are committed to social justice and equity, both inside and external to StFX. StFX will be establishing affinity groups for under-represented groups and invite CRCs to be active participants in these efforts.

**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 possible. 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)

Given the small number of CRCs at StFX (5), many of the efforts related to the CRCP impact EDI in the broader university-wide academic research environment and StFX faculty more generally. StFX has recently established a President's Advisory Committee on Anti-Racism. StFX is implementing new efforts to coordinate diverse EDI activities on campus, about to launch a process to recruit a senior leader for EDI, and redirecting a social justice endowment fund to address recommendations from an external review (including a newgovernance committee comprised of several members from designated groups external to the university).

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

I have reviewed my responses and I am ready to submit my report.

A reminder that institutions are required to post a copy of this report (as submitted) on their public accountability and transparency web pages within 7 working days of the deadline for submitting the report to TIPS.

**This information will be sent to the Tri-agency Institutional Programs Secretariat when you click 'Submit.'**

Jointly administered by:

