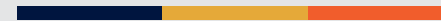




# Student Experience and Opportunity Plan

Accountability Framework



**ST. FRANCIS XAVIER**  
UNIVERSITY

This document is available in alternate formats, upon request.  
Please contact us by email at [Studentlife@stfx.ca](mailto:Studentlife@stfx.ca)



# 1. OPTIMIZE THE FIRST YEAR EXPERIENCE

Initiative	Accountability	Timeline	Deliverables	KPIs	Progress to Date	Alignment
<p>1.1 Create a New Student Experience Framework that maps intentional co-curricular student engagement and learning opportunities throughout the entire first-year experience. This framework will be developed in partnership with Academics and Student Services, working together to support academic transition and holistic student success.</p> <p><b>Build Understanding</b></p>	<p>VP Students + Co-Executive Sponsor (Academic)</p>	<p><b>1-2 years</b></p>	<ul style="list-style-type: none"> <li>Assemble First Year Experience (FYE) Working Group, including faculty members.</li> <li>Dedicate administrative support to research; develop discussion paper to provide evidence-based context and direction, including understanding current first year transitions experiences (ex. CCWS, ISS)</li> <li>In partnership with Academics, organize First Year faculty meetings to better understand the transitional needs of students as they appear in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Number of FYE Working Group members</li> <li>Number of meetings per year</li> <li>Number of first year faculty engaged in discussion</li> </ul>	<p><b>IN PROGRESS</b></p> <ul style="list-style-type: none"> <li>Assembled FYE Working Group to inform first-year transitions programs</li> <li>Initiated creation of a First-year Orientation and Transition Framework, in partnership with Academics and Students' Union.</li> </ul>	
<p>1.2 Collaborate with the Students' Union, academic units and other campus and community partners to develop and deliver an evidence-informed Orientation program, based in student flourishing. Identify and remove barriers to participation in Orientation Week. Integrate opportunities to learn about and share diverse cultural identities and create a welcoming community of authentic belonging.</p> <p><b>Build Understanding</b></p>	<p>VP Students + Co-Executive Sponsor</p>	<p><b>1-3 years</b></p>	<ul style="list-style-type: none"> <li>Develop and deliver comprehensive student leader orientation and training program.</li> <li>Track completed assessment of participant learning and growth</li> </ul>	<ul style="list-style-type: none"> <li>Number of co-curricular transitions programs offered in residence, on-campus.</li> <li>Number of students participating in transitions programs.</li> <li>Assessment of participant learning and growth</li> </ul>	<p><b>IN PROGRESS</b></p> <ul style="list-style-type: none"> <li>In 2022, StFX launched Flourishing Foundations, a series of co-curricular programs designed to support student transition to StFX.</li> <li>Reviewed and revised residence program model, with a focus on supporting first-year transition.</li> <li>Revised House Council structure and created Community Educator (CE) roles in residence, to enhance first-year transitions programming in residence.</li> </ul>	
<p>1.3 Embed equity, anti-racism and accessibility in the development and execution of special student-facing events and programming (Extended Orientation Programming, Homecoming, etc.). This should include the development and implementation of specific</p>	<p>Student Life</p>	<p><b>1-3 years</b></p>	<ul style="list-style-type: none"> <li>Assemble First-Year Experience Working Group to coordinate incoming student orientation and transition, including first-voice perspectives.</li> <li>Evaluate existing orientation events and programs,</li> </ul>	<ul style="list-style-type: none"> <li>Number first-voice perspective engaged in the planning process.</li> <li>Number of students from historically and currently excluded groups participating in orientation/</li> </ul>	<p><b>IN PROGRESS</b></p> <ul style="list-style-type: none"> <li>Assembled a First Year Experience Working Group to review and develop transitions programming.</li> <li>Population-specific transitions programming offered during</li> </ul>	<p><i>Aligned with Accessibility Plan (Initiative #3.8)</i></p> <p><i>Aligned with PACAR Action</i></p>

<p>engagement programs designed for members of historically and currently excluded communities, as well as programming that provides all students with culturally relevant knowledge, skills and attitudes.</p> <p><b>Build Understanding</b></p>			<p>through an equity, anti-racism, and accessibility lens.</p> <ul style="list-style-type: none"> <li>Consider the addition of new programming designed to support orientation and transition for students from historically-excluded groups.</li> </ul> <p><b>*Opportunity to seek government and/or donor funding</b></p>	<p>transitions programs (ex. ISS survey results)</p> <ul style="list-style-type: none"> <li>Assessment of student growth and learning</li> </ul>	<p>Orientation Week 2022, including opportunities to connect with supports and services dedicated to students from historically and currently excluded groups.</p> <ul style="list-style-type: none"> <li>Launched Relaxed Start Orientation Program</li> <li>Implemented new Community Connections Orientation for Black, Indigenous and 2SLGBTQIA+ students.</li> </ul>	<p><i>Plan (Initiative #1.5)</i></p>
<p>1.4 Develop high-quality co-curricular and peer learning experiences and transitions programming for off-campus, mature, distance learning, transfer students and student athletes that enrich their student experience.</p> <p><b>Build Understanding</b></p>	<p>Student Life</p>	<p><b>1-3 years</b></p>	<ul style="list-style-type: none"> <li>Consult a needs assessment and recommendations to meet the current transitions experiences of each group.</li> <li>Identify opportunities to improve current transitions programs to meet diverse student needs.</li> <li>Consider developing tailored transitions programs to meet unique needs for each group.</li> </ul>	<ul style="list-style-type: none"> <li>Number of transitions programs delivered</li> <li>Number of students participating per year</li> <li>Assessment of participant learning and growth</li> </ul>	<p><b>IN PROGRESS</b></p> <ul style="list-style-type: none"> <li>Partnered with Academics to develop and implement X-Academic Transitions Program (X-ACT), open to all first year and transfer students. This program is part of Flourishing Foundations.</li> <li>Designed and distributed dedicated communications to transfer and mature students living in residence, with invitations to events and programs.</li> </ul>	
<p>1.5 Coordinate a Winter Transitions program to welcome new students arriving in January (often these students are international students), and re-orient all first-year students to the programs, services and supports provided by StFX.</p> <p><b>Build Understanding</b></p>	<p>Student Life</p>	<p><b>1-2 years</b></p>	<ul style="list-style-type: none"> <li>Partner with StFX Students' Union to offer Societies' Fair in January</li> <li>Develop and enhance residence programming and communications to welcome new students in arriving in January</li> </ul>	<ul style="list-style-type: none"> <li>Number of transitions programs delivered</li> <li>Number of students participating per year</li> <li>Assessment of participant learning and growth</li> </ul>	<p><b>COMPLETE/ONGOING</b></p> <ul style="list-style-type: none"> <li>Assembled FYE Working Group to inform first-year transition programs.</li> <li>Reviewed and revised residence program model, including enhanced transitions programming in January.</li> <li>Partnered with Student Union to extend the number of substance free social events throughout the first eight weeks of term.</li> <li>Provided Orientation programming for new students arriving in January, residence and welcome events provided.</li> <li>Partnered with Student Union to organize January events for new</li> </ul>	

					students and returning students including Frost Week, and January Societies Fair	
1.6 Establish an ongoing partnership between StFX Student Services, Graduate Studies, and X Online (formerly Continuing and Distance Education) to enhance understanding of the specific needs of graduate and distance learning students and deepen an understanding of their transitional needs.	Student Life	1-3 years	<ul style="list-style-type: none"> <li>Complete needs assessment and recommendations</li> </ul>		<b>TO BE DEVELOPED</b>	
1.7 Develop online videos/modules for parents/supporters to be empowered to support their student in their transition to university and throughout their first-year experience. These same tools will be used for faculty, staff and students to understand the supports available and how to access, and when.	Student Development, Communications	1-2 years	<ul style="list-style-type: none"> <li>Develop online resources for parents/supporter</li> </ul>	<ul style="list-style-type: none"> <li>Number of resources offered.</li> <li>Number of unique users accessing web content</li> <li>Number of resource downloads</li> </ul>	<b>COMPLETE/ONGOING</b> <ul style="list-style-type: none"> <li>Implemented Greenspace 'online hub' for mental health and wellness supports and services. The resource is accessible to students, faculty and staff, and parents/supporters.</li> </ul>	
1.8 Leverage the 'Being Xaverian' campaign as an opportunity to share Xaverian community values and collect and share stories of diverse student experiences at StFX. <b>Build Understanding</b>	Student Development	1 year	<ul style="list-style-type: none"> <li>Develop campaign content and ongoing communications strategy</li> </ul>	<ul style="list-style-type: none"> <li>Number of distributed communications.</li> <li>Number of students engaging with the content (ex. emails)</li> </ul>	<b>COMPLETE/ONGOING</b> <ul style="list-style-type: none"> <li>Developed campaign content and ongoing communications plan to promote Being Xaverian</li> </ul>	
1.9 Provide proactive programming and experiential initiatives that support harm reduction approaches to substance use and provide healthy alternatives to socializing. <b>Build Understanding</b>	Student Life	1 year	<ul style="list-style-type: none"> <li>Develop and implement a substance strategy, to align with PEP-AH and with continued emphasis on sexual violence prevention and response.</li> </ul> <p><b>* Opportunity to seek government and/or donor support.</b></p>		<b>IN PROGRESS</b> <ul style="list-style-type: none"> <li>In collaboration with the Students' Union, extended the number of substance free social events during the first eight weeks.</li> <li>Established Bloomfield Hub as an ongoing harm reduction and inclusive community building service following a successful pilot.</li> <li>Expanded Good Neighbours Program to support broader community-based education, programs and services.</li> </ul>	

					<ul style="list-style-type: none"> <li>• Added a full day of student oriented Homecoming events in support of harm reduction approaches</li> <li>• Strengthened programming in residence to support a student culture of health, safety, and wellness by cultivating personal and bystander awareness, knowledge and skills</li> <li>• Partnered with Students Union to engage with planning, advise on and lead significant parts of the Homecoming efforts.</li> <li>• Initiated Standing Committee of StFX University, Town and County, Landlords, RCMP to work collaboration in support of harm reduction approaches.</li> </ul>	
<p>1.10 Collaborate with Academic to establish a transition year program to support student success (both pre-entrance and during first year), including formal (e.g., campus and courses) and informal supports (e.g., mentorship). Ensure that the program is accessible to all students and connected to surrounding communities. This program should be co-designed in consultation with students and apply evidence-informed practices, and may include:</p> <ul style="list-style-type: none"> <li>• A Summer Bridge Program focused on academic orientation, community connection, strengths assessment, and connection with local communities.</li> <li>• Tailored programming and engagement opportunities for students from historically and currently excluded groups.</li> <li>• Ability to obtain ESL training and supports for international students and other students</li> </ul>	VP (Students), VP (Academic)	<p><b>1-3 years:</b> Assess transitions needs, enhance existing program opportunities</p> <p><b>4-7 years:</b> Develop and finance a comprehensive transitions program</p>	<ul style="list-style-type: none"> <li>• Assemble a First Year Experience Working Group, including members of historically and currently excluded groups.</li> <li>• Establish a sub-committee focused on transitions experiences for historically and currently excluded groups.</li> <li>• Develop program model and implementation strategy, informed by student needs and evidence-informed practices.</li> <li>• Pilot a transition year program for students from historically-excluded groups to transition to undergraduate programs at the University. Ensure that the program is accessible to all students and connected to surrounding communities.</li> <li>• In partnership with Academics, explore additional transitions opportunities (ex. awards, for-credit courses).</li> </ul>	<ul style="list-style-type: none"> <li>• Number of individuals with lived experiences engaged in the process.</li> <li>• Number of students from historically excluded groups participating per year.</li> <li>• Assessment of participant learning and growth</li> </ul>	<p><b>IN PROGRESS</b></p> <ul style="list-style-type: none"> <li>• Assembled FYE Working Group to inform first-year transitions programs</li> <li>• Partnered with Academics to develop and deliver X-Academic Transitions (X-ACT), open to all first-year and transfer students. <a href="#">The program includes X Act Peer Mentorship roles (a shared initiative Academic and Student Services)</a></li> <li>• Launched Flourishing Foundations, a series of co-curricular programs designed to support student transition.</li> <li>• <a href="#">The Diversity Engagement Centre implemented new Community Connections Orientation for Black, Indigenous and 2SLGBTQIA+ students.</a></li> <li>• Partnered with Academics to organize</li> </ul>	<i>Aligned with PACAR Action Plan (Initiative #1.4)</i>

<p>for whom English is not their first language.</p> <ul style="list-style-type: none"> <li>• Opportunities for faculty, staff and instructors to learn and practice strategies to support holistic student success in transition.</li> </ul> <p><b>Build Capacity</b></p>					<p>meeting of Student Services providers and faculty who teach first-year courses to understand transitional needs appearing in the classroom, and identify opportunities to provide tailored services, supports and programs.</p> <ul style="list-style-type: none"> <li>• Additional transitions supports include pre-university preparation courses (ex. Math Prep) offered by Continuing and Distance Education</li> </ul>	
<p>1.11 Build capacity for the Residence Life Leadership Team, Diversity Engagement Centre, and peer leaders to frontload developmental mentorship and coaching in support of first-year transition and student success through intentional leadership development, coaching and training opportunities. Mentors will have the capacity to provide strengths-based coaching, using an equity lens.</p> <p><b>Build Capacity</b></p>	<p>VP (Students), Student Services Leadership Team</p>	<p><b>1-3 years</b></p>	<ul style="list-style-type: none"> <li>• Define developmental mentorship and identify required skill sets.</li> <li>• Develop a scaffolded training program for all student leaders on campus, including a combination of online and in-person training sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Number of training sessions delivered per year</li> <li>• Number of participants completing training</li> <li>• Completed assessment of participant learning and growth</li> </ul>	<p><b>IN PROGRESS</b></p> <ul style="list-style-type: none"> <li>• Added Professional Staff in residence so that all first-year residences have dedicated professional support staff to provide student mentorship and support.</li> <li>• Developed new RLC onboarding process, with a focus on mentorship skills development.</li> <li>• Created Senior Community Advisor (SCA) position to provide mentorship to student staff and community.</li> <li>• Revising SCA/CA training program, with a focus on mentorship skills development.</li> <li>• Established the Bloomfield Hub as an ongoing resource embedding professional staff and peer mentoring as service approach.</li> <li>• Implemented Incoming Student Survey (ISS) to help mentors understand student needs.</li> </ul>	
<p>1.12 Create group mentoring networks for students from historically excluded groups to come together in community, share experiences and explore academic, personal and career opportunities and pathways. This</p>	<p>Human Rights and Equity; Diversity Engagement Centre</p>	<p><b>1 year</b></p>	<ul style="list-style-type: none"> <li>• Identify opportunities to integrate mentorship opportunities into the suite of transitions programming available to students from historically and currently excluded groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Number mentors participating in the program.</li> <li>• Number of mentees participating in the program</li> </ul>	<p><b>COMPLETE/ONGOING</b></p> <ul style="list-style-type: none"> <li>• In 2021, launched Alumni Mentorship Program (X-Connects) to connect students with personal and career mentors.</li> </ul>	<p><i>Aligned with Accessibility Plan (Initiative #3.9)</i></p> <p><i>Aligned with PACAR Action</i></p>

<p>includes Indigenous, Black, minoritized, 2SLGBTQIA+ students, international students, first-generation students and students with disabilities. <b>Build Connection</b></p>			<ul style="list-style-type: none"> <li>• Acquire resources to maintain and expand current mentorship programs offered by the Diversity Engagement Centre, including securing resources to maintain Indigenous, Black, and 2SLGBTQIA+ mentorship programs.</li> <li>• Expand mentorship program to include international, first-generation students, students with disabilities and students from other historically-excluded populations.</li> <li>• Promote opportunities for students to participate in existing mentorship programs, including X Connects.</li> </ul> <p><b>* Opportunity to seek government and/or donor support.</b></p>	<ul style="list-style-type: none"> <li>• Assessment of participant learning and growth</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Developed and launched Community Connections Peer Mentorship program for Black, Indigenous and 2SLGBTQIA+ students.</b></li> </ul>	<p><i>Plan (Initiative #1.6)</i></p>
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## 2. STRENGTHEN MENTAL HEALTH AND WELL-BEING SUPPORTS AND SERVICES

Initiative	Accountability	Timeline	Deliverables	KPIs	Progress to Date	Alignment
<p>2.1 Strengthen awareness of full range of resources available at StFX and streamline access to those resources. Ensure students have information about mental health and addictions services, critical care, after-hours care, and local community resources.</p> <p><b>Build Understanding</b></p>	VP (Students); Health and Counselling	<b>1 year</b>	<ul style="list-style-type: none"> <li>Enhance digital content (social media, web)</li> <li>Establish scope and definition of non-clinical case manager (BSW), in collaboration with academics.</li> <li>Provide staff training on applying case management approach.</li> <li>Offer complementary supports for off-campus students.</li> </ul>	<ul style="list-style-type: none"> <li>Number of unique users accessing web content</li> <li>Number of unique users accessing collateral communications content (social media, etc.)</li> <li>Number of training sessions offered per year</li> <li>Number of faculty and staff participating</li> <li>Assessment of participant learning and growth</li> </ul>	<p><b>IN PROGRESS</b></p> <ul style="list-style-type: none"> <li>Completed significant overhaul of Health and Counselling Website to clarify how to book appointments, outline the full range of services available, and enhance access to curated wellness supports and services in the community and online.</li> <li>Created new Student Services landing page to simplify navigation and awareness.</li> <li>Implemented Greenspace 'online hub' for mental health and wellness supports and services. The resource is accessible to students, faculty and staff, parents/supporters.</li> <li>Created clear referral pathways for faculty and staff</li> </ul>	
<p>2.2 Develop tools and resources to support administrative leaders, faculty, staff, and students in identifying signs and symptoms of distress or at-risk behaviors, and competencies in helping others by supporting those in need in accessing appropriate resources.</p> <p><b>Build Understanding</b></p>	Health and Counselling	<b>1-3 years</b>	<ul style="list-style-type: none"> <li>Provide training and professional development on embed culturally relevant approaches to teaching and learning.</li> <li>Provide coaching and referral resources to support faculty who are concerned about a student.</li> <li>Launch a short, online professional development module with accompanying Communities of Practice.</li> <li>Develop 'blue folder' with tailored resources for faculty and staff</li> <li>Work with Deans, Chairs and Coordinators to streamline internal referral pathways for students of concern.</li> </ul>	<ul style="list-style-type: none"> <li>Number of unique users accessing web content</li> <li>Number of unique users accessing collateral communications content (social media, etc.)</li> <li>Number of training sessions offered per year.</li> <li>Number of faculty and staff participating</li> <li>Assessment of participant learning and growth</li> </ul>	<p><b>IN PROGRESS</b></p> <ul style="list-style-type: none"> <li>Implemented Greenspace 'online hub' for mental health and wellness supports and services. The resource is accessible to students, faculty and staff, parents/supporters.</li> <li>Offered additional sessions of Mental Health First Aid to faculty and staff</li> <li>Provided Healthy Minds/Mental Health 101 videos</li> <li>Developed series of education videos for faculty and staff, focused</li> </ul>	



					on sexual violence prevention and response.	
2.3 Frontload transitional supports for all students that normalize help seeking behaviours and increase awareness about the resources available. Incorporate mental health and wellness literacy, development of resiliency, coping, and stress management skills, and awareness of campus supports and services within Orientation and Extended Orientation programming, varsity sports teams training, etc. <b>Build Understanding</b>	Student Life; Health and Counselling	<b>1-2 years</b>	<ul style="list-style-type: none"> <li>Assemble First-Year Experience Working Group to coordinate incoming student orientation and transition.</li> <li>Evaluate existing orientation events and programs, through a mental health lens.</li> <li>Consider the addition of new programming designed to support orientation and transition, including additional content within Orientation and Extended Orientation Programming, programs for varsity athletes, and peer leaders/mentors.</li> </ul>	<ul style="list-style-type: none"> <li>Number of co-curricular transitions programs offered.</li> <li>Number of students participating in transitions programs.</li> <li>Assessment of participant learning and growth</li> </ul>	<b>IN PROGRESS</b> <ul style="list-style-type: none"> <li>Established Bloomfield Hub as an ongoing after hours service following a successful pilot</li> <li>Received \$100,000 from Bell Canada to expand equity services and supports within the Bloomfield Hub</li> <li>Piloted Stress and Coping Workshop for first-year business students as part of an expanded mental health and wellness curriculum.</li> </ul>	
2.4 Create evidence informed frameworks that support our Residence Education programming, Alcohol and Substance Use Strategy and Mental Health & Wellness initiatives, ensuring that our programs are sensitive to diverse student experiences. <b>Build Capacity</b>	Student Development	<b>1-3 years</b>	<ul style="list-style-type: none"> <li>Reinvigorate partnership with PEP-AH, committing StFX to the PEP-AH Framework.</li> <li>Remain engaged with provincial policy development and action group.</li> <li>Develop and promote consistent definition of harm reduction.</li> <li>Strengthen Xaverian Community Foundations: Safer Socializing Module, informed by PEP-AH Framework.</li> <li>Continue to expand residence programming model, providing program alternatives to promote healthy socializing.</li> <li>Implement early intervention support and education.</li> </ul>	<ul style="list-style-type: none"> <li>Number of programs per year</li> <li>Number of students participating per year</li> <li>Assessment of participant learning and growth</li> </ul>	<b>IN PROGRESS</b> <ul style="list-style-type: none"> <li>Reviewed and revised residence programming model, with a focus on providing program alternatives to promote healthy socializing.</li> <li>Renewed PEP-AH &amp; Alcohol Policy Coalition Memberships</li> </ul>	
2.5 Review existing student services policies, processes, practices and procedures that may unintentionally discriminate, and revise policies through an EDIA lens. <ul style="list-style-type: none"> <li>Develop new policies and procedures, including Leave of Absence Policy, Return to Campus Following Hospitalization or Emergency Transport procedures, Accommodations Policy for Episodic and Non-Permanent</li> </ul>	Human Rights and Equity; Health, Counselling, and Accessible Learning	<b>1-3 years</b>	<ul style="list-style-type: none"> <li>Convene meetings of committees and working groups to revise ToR and create committee structure and process for policy review and development.</li> </ul>	<ul style="list-style-type: none"> <li>Number of policies reviewed, revised and created.</li> <li>Number of individuals with lived experiences engaged in the review process.</li> </ul>	<b>IN PROGRESS</b> <ul style="list-style-type: none"> <li>Revised StFX Code of Conduct, in consultation with DEC and PACAR.</li> <li>Reviewed and revised StFX Harassment and Discrimination Policy.</li> <li>A Smudging protocol was developed and approved to provide a safer environment for Indigenous members of the StFX community to practice their culture</li> </ul>	

<p>Injury or Illness, and Death of a Student. <b>Build Capacity</b></p>					<ul style="list-style-type: none"> <li>Affirmed names and identities are now being used and honoured in the multiple systems that must connect effectively to avoid 'deadnaming' persons who have requested chosen names be used in the StFX community. This project has taken years to achieve this outcome.</li> </ul>	
<p>2.6 Increase and enhance supports available on-campus to help students impacted by racism (e.g., culturally-relevant, trauma-informed mental health counselling services, healing circles, educational programs). Special consideration should be given to those with intersecting identities (e.g., with differing sexual orientation and gender identity).</p> <ul style="list-style-type: none"> <li>Explain counselling and health services intake processes with greater clarity.</li> <li>Make information and resources about mental health easy to find, including one platform to learn about services and supports available on-campus and off-campus.</li> <li>Ensure healthcare practitioners can provide culturally relevant, trauma-informed and accessible services that are reflective of the diversity of students.</li> <li>Review current service policies, practices, and procedures through an anti-racist, culturally relevant, accessible, and trauma-informed lens.</li> <li>Consult Mi'kmaw, Indigenous and Black individuals, members of historically and excluded community, and other relevant groups on an ongoing basis. Apply their feedback to continue to improve on-campus supports and services.</li> </ul> <p><b>Build Capacity</b></p>	<p>Health, Counselling and Accessible Learning; Human Rights and Equity</p>	<p><b>1-3 years</b></p>	<ul style="list-style-type: none"> <li>Culturally-relevant, trauma-informed counselling services are available to students, with consideration to those with intersecting identities.</li> <li>StFX website is updated with information, specifying resources tailored to Mi'kmaw, Indigenous, and Black faculty, staff and students.</li> <li>Current service policies, practices, and procedures are reviewed and revised using an anti-racist, trauma-informed, and culturally relevant lens.</li> <li>Ongoing assessment and feedback from members of historically and currently excluded groups are collected and actioned to improve services and supports.</li> </ul>	<ul style="list-style-type: none"> <li>Number of appointments per year</li> <li>Number of unique vs. recurring visits per year</li> <li>Number of training sessions offered per year</li> <li>Number of healthcare service providers participating per year</li> <li>Assessment of participant learning and growth</li> </ul>	<p><b>IN PROGRESS</b></p> <ul style="list-style-type: none"> <li>Provide culturally relevant, trauma-informed mental health supports and services for Mi'kmaw, Indigenous and Black students, faculty and staff. These services are provided by counsellors with lived experiences, who are themselves members of these communities.</li> <li>Hired Human Rights and Equity Prevention and Response Advocate (HRERA) to provide education, support and responsive care to students who have experienced racism</li> <li>Completed significant overhaul of Health and Counselling Website to clarify how to book appointments, outline the full range of services available, and enhance access to curated wellness supports and services in the community and online.</li> <li>Implemented Greenspace 'online hub' for mental health and wellness supports and services.</li> <li>Secured \$500,000 from McCall MacBain Foundation to provide funding for a Centre for Black Student Success to</li> </ul>	<p><i>Aligned with PACAR Action Plan (Initiative #3.4)</i></p>

					enhance supports for African Nova Scotia /Black students and to increase programming and services options for all students to increase their resiliency and ability to cope.	
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<p>2.7 Hire a Human Rights Education and Response Advocate (HRERA) position in the institution to advocate for students, faculty, and staff experiencing racism and support them in navigating reporting channels. Communicate clear pathways for how students, faculty, and staff can receive support and/or report incidents. <b>Build Capacity</b></p>	<p>Human Rights and Equity, Marketing and Communications</p>	<p><b>1 year</b></p>	<ul style="list-style-type: none"> <li>• Hire a Human Rights Education and Response Advocate (HRERA) to provide outreach, information, referrals, and support to students who are experiencing racism and helping them navigate the reporting process.</li> <li>• Provide information on how students can access the HRERA, communicating clear pathways for making a report and/or receiving support.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of times students are referred to HRERA</li> <li>• Percentage of time seeking unique vs. recurring students</li> <li>• Amount of time between referral and contact with HRERA</li> </ul>	<p><b>COMPLETE</b></p> <ul style="list-style-type: none"> <li>• In August 2022, Student Services hired a Human Rights Education and Response Advocate (HRERA). The HRERA receives, responds to, and manages disclosures of harassment and discrimination. They lead, coordinate, and promote equity awareness, prevention and education programs and strategies on campus.</li> </ul>	<p><i>Aligned with PACAR Action Plan (Initiative #2.9)</i></p>
<p>2.8 Work with community members to develop informal resolution practices for individuals who do not wish to undergo formal reporting processes, which are inclusive of the cultures of historically and currently excluded communities. This may include those based on restorative justice principles, to address incidents of racism. <b>Build Capacity</b></p>	<p>Student Life</p>	<p><b>1-2 years</b></p>	<ul style="list-style-type: none"> <li>• Revise the StFX Student Community Code of Conduct, and other disciplinary policies and practices, through an equity and anti-racism lens.</li> <li>• Develop informal resolution practices for individuals who do not wish to undergo formal reporting processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of incidents addressed through the StFX Community Code of Conduct</li> <li>• Proportion of incidents addressed through alternate resolution processes (ex. restorative practices)</li> </ul>	<p><b>COMPLETE</b></p> <ul style="list-style-type: none"> <li>• Released a revised StFX Community Code of Conduct and created new Residence Standards, with a focus on the relational approach and commitment to restorative practices. This approach empowers student and professional staff to mentor and lead in support of positive and healthy communities that support student learning. PACAR provided feedback on the draft document.</li> </ul>	<p><i>Aligned with PACAR Action Plan (Initiative #2.11)</i></p>
<p>2.9 Complete a needs assessment and recommendations for accessibility supports and services, including services and supports available for students with temporary or episodic disabilities. Planning should include assessing staffing needs, funding structures, supervision, and accountability in relation to the goals outlined in the Accessibility Plan, new provincial accessibility standards, and the vision of 'all students flourishing'. <b>Build Capacity</b></p>	<p>VP (Students); Health, Counselling and Accessible Learning</p>	<p><b>1-3 years:</b> Tramble Centre for Accessible Learning</p>	<ul style="list-style-type: none"> <li>• Complete needs assessment and recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students using accessibility supports and services.</li> <li>• Number of first-voice perspectives engaged in the process.</li> <li>• Ongoing evaluation of accessibility improvements, including feedback from students with disabilities and individuals who experience barriers to accessibility.</li> </ul>	<p><b>IN PROGRESS</b></p> <ul style="list-style-type: none"> <li>• Initiated a formal externally conducted needs assessment for the Tramble Centre using Council for the Advancement of Standards in Higher Education (CAS) to determine the resources and priorities to meet the vision for the new StFX Accessibility Plan and the 2030 provincial accessibility standards.</li> </ul>	<p><i>Aligned with Accessibility Plan (Initiative #3.7)</i></p>



<p>2.10 Implement a case management model to support students of concern. This may include students with mental illnesses or students who may be experiencing mental distress, who are in academic difficulty or may be heading toward or experiencing a crisis. Case Management supports students who have complex or multifaceted situations requiring a coordinated response. <b>Build Capacity</b></p>	<p>VP (Students)</p>	<p><b>1 year</b></p>	<ul style="list-style-type: none"> <li>• Establish scope of non-clinical case manager (BSW), in collaboration with Academics and other campus partners</li> <li>• Enhance training and professional development to professional staff (ex. RLCs, DEC, CAs) using case management approach.</li> <li>• Offer complementary supports for off-campus students.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of times a student is referred to a service by campus partners vs. community partners.</li> <li>• Amount of time between referral and touch point with a support office.</li> <li>• Percentage of time seeing unique vs. recurring students</li> <li>• Percentage of time spent in 1:1 appointments.</li> </ul>	<p><b>IN PROGRESS</b></p> <ul style="list-style-type: none"> <li>• Developed Incoming Student Survey (ISS) to identify students in need of supports, and connection to the appropriate resources.</li> <li>• Established process for professional residence life staff (RLCs) to connect with 'Students of Concern'</li> <li>-Established Director of Student Life position now inclusive of case management for complex cases which overlap multiple departments. Provided clear referral pathways for faculty and staff.</li> </ul>	
<p>2.11 Provide proactive "care for the student caregivers" mental health supports debriefing for student peer support workers who provide frontline and critical incident interventions to fellow students. <b>Build Capacity</b></p>	<p>Student Life</p>	<p><b>1 year</b></p>	<ul style="list-style-type: none"> <li>• Develop and launch campaign to building understanding and awareness of existing after hours supports available to all students and student leaders</li> <li>• Develop a consistent definition of critical incident</li> <li>• Assess the needs of students in response to these incidents, and devise response strategies to meet their needs.</li> </ul>		<p><b>TO BE DEVELOPED</b></p> <ul style="list-style-type: none"> <li>• Residence Life has developed outreach standards to follow and support students who experience critical incidents and provide 'early alert' intervention for students at risk</li> </ul>	
<p>2.12 Identify and streamline pathways to care to support early identification, self-care, and help-seeking by putting students in contact with the appropriate resources at the appropriate time. Make changes to how mental health services and supports are structured to match how students are accessing information and services. While the Health and Counselling Centre services meet or exceed industry standards for wait times, we recognize the need to look at alternate ways to increase access to services, streamline service pathways and follow-up for students, faculty and staff; and, improve communications</p>	<p>Health and Counselling; VP (Students)</p>	<p><b>1 year</b></p>	<ul style="list-style-type: none"> <li>• Work with St. Martha's Hospital and Nova Scotia Health to identify and provide community resources to which students can be referred during high-peak times.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students accessing mobile clinic.</li> <li>• Number of times a student is referred to a service by campus partners vs. community partners.</li> <li>• Percentage of time spent in 1:1 appointments.</li> </ul>	<p><b>IN PROGRESS</b></p> <ul style="list-style-type: none"> <li>• Collaborated with Nova Scotia Health to establish new after-hours Mobile Health Clinic</li> <li>-Established Director of Student Life position now inclusive of case management for complex cases which overlap multiple departments. Provided clear referral pathways for faculty and staff.</li> </ul>	

<p>around resources and services. This initiative should include:</p> <ul style="list-style-type: none"> <li>• Expanding collaborative partnerships between StFX and health care agencies and community resources to systematize a coordinated approach to supporting wholistic student success and well-being.</li> <li>• Pilot mobile health unit to provide after-hours supports and services, in partnership with Nova Scotia Health</li> </ul> <p><b>Build Connection</b></p>						
<p>2.13 Convene regular CARE Team meetings to formalize a coordinated, wrap around support model between faculty, academic units, and student services with systems and policies to facilitate communication and foster integrated and student-centric supports. The Care Team responds to reports about students experiencing difficulties of whose behaviour is raising concerns within the university community.</p> <p><b>Build Connection</b></p>	VP (Students)	1 year	<ul style="list-style-type: none"> <li>• Establish CARE Team, include process for receiving referrals</li> </ul>	<ul style="list-style-type: none"> <li>• Number of CARE Team meetings per year</li> <li>• Number of cases referred to CARE team per year</li> <li>• Percentage of time discussing unique vs. recurring students</li> </ul>	<p><b>TO BE DEVELOPED</b></p> <p>Established Director of Student Life position now inclusive of case management for complex cases which overlap multiple departments. Provided clear referral pathways for faculty and staff. Director of Student Life coordinates Care Team meetings as needed to coordinate complex cases.</p>	

### 3. FOSTER EARLY & ONGOING ENGAGEMENT WITH, & RECOGNITION OF, EXPERIENTIAL LEARNING

Initiative	Accountability	Timeline	Deliverables	KPIs	Progress to Date	Alignment
3.1 Develop an integrated Experiential and Co-Curricular Learning Framework to scaffold intentional student learning and engagement opportunities through all programs and years of study. Build Understanding	VP (Students), VP (Academics) (Co-Executive Sponsors)	1-2 years	<ul style="list-style-type: none"> <li>Establish Experiential and Co-Curricular Learning Working Group, including Terms of Reference</li> <li>Working Group to establish shared learning goals, consistent across curricular and co-curricular learning opportunities.</li> <li>Identify and inventory existing experiential and co-curricular learning opportunities at StFX.</li> </ul>	<ul style="list-style-type: none"> <li>Number of Working Group members</li> <li>Number of meetings per term</li> </ul>	<p><b>TO BE DEVELOPED</b></p> <p>First Year Experience Working Group has engaged with the first-year learning outcomes framework for orientation and transition</p>	
3.2 Review existing co-curricular programs, services and supports through an EDIA lens to meet the needs of both specific and broad intersectional student identities, including Indigenous, Black, minoritized, 2SLGBTQIA, international students, graduate student, mature students, and students with disabilities. <b>Build Understanding</b>	Student Life	1-2 years	<ul style="list-style-type: none"> <li>Develop and implement multiple assessment strategies to better understand diverse student experiences in co-curricular programs and services.</li> <li>Use assessment surveys and focus groups to identify gaps in existing programs, and opportunities for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Number of co-curricular programs and services reviewed.</li> <li>Number of assessments distributed, and results of assessments.</li> <li>Number of students with lived experience engaged in the review process</li> </ul>	<p><b>TO BE DEVELOPED</b></p>	<p>Aligned with StFX Accessibility Plan (Initiative #3.10)</p> <p>Aligned with PACAR Action Plan (Initiative #1.7)</p>
3.3 In collaboration with Academic, Student Union and other campus providers, develop a digital Experiential Learning Catalogue/Co-Curricular Record (CCR) as a tool to help students thoughtfully select co-curricular engagement opportunities, integrate their campus experiences, communicate the development of skills, and reflect on their development in the areas of meaning and purpose.	Student Life	1-2 years	<ul style="list-style-type: none"> <li>Complete needs assessment and recommendations</li> </ul>		<p><b>TO BE DEVELOPED</b></p>	

<p>3.4 Strengthen off-campus student housing options, with a particular focus on facilitating off-campus accommodations for international students, in partnership with the Landlord's Association and Town of Antigonish. This could include support for initiatives such as education about tenant rights and responsibilities, promotion of off-campus housing options, income tax support, and At Home in Antigonish for the Holidays program. <b>Build Capacity</b></p>	<p>VP (Students), Student Life</p>	<p><b>1-2 years</b></p>			<p><b>TO BE DEVELOPED</b></p>	
<p>3.5 Develop targeted co-curricular programming and engagement opportunities for students with disabilities, with a focus on enhancing the first-year experience and experiential learning. <b>Build Capacity</b></p>	<p>Health, Counselling &amp; Accessible Learning</p>	<p><b>4-7 years</b></p>	<ul style="list-style-type: none"> <li>• Assemble a FYE Working Group and Experiential Learning Working Groups, including first-voice perspectives.</li> <li>• Develop program model and implementation strategy, informed by first-voice perspectives and evidence-informed practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of programs tailored to students with disabilities.</li> <li>• Number of students with disabilities participating in programming</li> <li>• Assessment of participant learning and growth</li> </ul>	<p><b>IN PROGRESS</b></p> <ul style="list-style-type: none"> <li>• StFX launched self-paced learning modules to provide all first-year students with transitional knowledge and skills.</li> <li>• StFX hired EDGE Coordinator to provide career support for students with disabilities.</li> <li>• <a href="#">Secured grant funding (\$140,000) for EDGE Coordinator to provide career support for students with disabilities.</a></li> </ul>	<p><i>Aligned with Accessibility Plan (Initiative #3.11)</i></p>
<p>3.6 Expand programming options for students with intellectual disabilities. <b>Build Capacity</b></p>	<p>Health, Counselling &amp; Accessible Learning</p>	<p><b>3 years</b></p>	<ul style="list-style-type: none"> <li>• Identify gaps in current support model for students with intellectual disabilities This can take place as part of the external review of accessibility supports and services (Initiative #2.9)</li> <li>• Engage campus and community partners in the needs assessment process, including first-voice perspectives.</li> <li>• Identify funding and resourcing requirements to implement desired models.</li> </ul> <p><b>*Opportunities for grant funding and/or donor support</b></p>	<ul style="list-style-type: none"> <li>• Completed needs assessment and resourcing plan</li> </ul>	<p><b>TO BE DEVELOPED</b></p>	<p><i>Aligned with Accessibility Plan (Initiative #3.12)</i></p>



<p>3.7 Design, develop and implement regular and ongoing training on equity and anti-racism for all StFX staff and students involved in leadership and peer support roles, varsity sports, learning abroad/exchange, etc. that they commit to, and enact, in their roles in our community. This training should:</p> <ul style="list-style-type: none"> <li>• Be relevant to different roles, departments, and settings with a consistent focus on teaching anti-racism and decolonization, anti-discrimination, cultural competency/safety, equity, gender-based and sexual violence, mental health literacy/anti-stigma, resiliency, coping skills, and accessibility.</li> <li>• Capture StFX values and occur on an ongoing basis to incorporate changes to policies, practices, and procedures.</li> <li>• Complement equity and accessibility training for faculty, staff and instructors, to align with recommendations identified in the StFX Accessibility Plan and PACAR Action Plan.</li> </ul> <p><b>Build Capacity</b></p>	<p>Equity and Human Rights, Student Life</p>	<p><b>1-3 years</b></p>	<ul style="list-style-type: none"> <li>• Create online training modules for new staff and student leader onboarding.</li> <li>• Develop scaffolded equity, anti-racism, and accessibility training program for all student leaders, including a combination of self-directed (online) and facilitated (in-person) learning opportunities.</li> <li>• Records of training are kept</li> </ul>	<ul style="list-style-type: none"> <li>• Number of training sessions delivered per year.</li> <li>• Number of student leaders participating per year.</li> <li>• Assessment of participant learning and growth</li> </ul>	<p><b>IN PROGRESS</b></p> <ul style="list-style-type: none"> <li>• Developed and launched Xaverian Community Foundations modules offered to all first-year students and again to some student leaders (ex. Community Advisors), including anti-racism module (You Belong @X)</li> <li>• Specialized training are available through the Diversity Engagement Centre.</li> <li>• Hired Human Rights and Equity Prevention and Response Advocate (HRERA) who developed ad hoc training sessions for classes and departments on topics including social equity, social determinants of health, and anti-oppression training.</li> <li>• In addition, HRERA developed and facilitated multiple workshops on trauma-informed practice in higher education</li> </ul>	<p><i>Aligned with PACAR Action Plan (Initiative #2.3)</i></p>
<p>3.8 Increase the number of co-curricular engagement and paid employment opportunities available on campus, with a particular focus on expanding employment opportunities for students from historically and currently excluded groups, including Mi'kmaw, Indigenous, Black, minoritized, 2SLGBTQIA+, international, first-generation students, and students with disabilities. This should include:</p> <ul style="list-style-type: none"> <li>• Identifying, preventing and removing barriers to access current paid employment opportunities for students with disabilities, including</li> </ul>	<p>Student Life</p>	<p><b>4-7 years</b></p>	<ul style="list-style-type: none"> <li>• Identify barriers in existing paid employment, co-op and internship experiences for students from historically and currently excluded groups.</li> <li>• Identify partnership opportunities to expand paid employment opportunities for students on-campus.</li> <li>• Identify and acquire funding to expand and diversify paid employment opportunities for students from historically and currently excluded groups.</li> </ul> <p><b>*Opportunities for grant funding and/or donor support</b></p>	<ul style="list-style-type: none"> <li>• Number of students from historically- and currently excluded groups participating in paid employment opportunities on campus, internships and co-op placements.</li> <li>• Number of campus and community partners providing paid employment opportunities for students from currently and historically excluded groups</li> </ul>	<p><b>IN PROGRESS</b></p> <ul style="list-style-type: none"> <li>• Provided grant funded (\$140,000) EDGE Coordinator to provide career support for students with disabilities.</li> <li>• Secured \$500,000 funding from Nova Scotia Government's Labour, Skills and Immigration Department to launch BOLD, co-led by the StFX Student Career Centre and the Diversity Engagement Centre. BOLD is an employment program to assist historically underrepresented</li> </ul>	<p><i>Aligned with Accessibility Plan (Initiative #4.10)</i></p> <p><i>Aligned with PACAR Action Plan (Initiative #2.12)</i></p>

<p>paid internship and co-op placements. <b>Build Capacity</b></p>				<ul style="list-style-type: none"> <li>• Assessment of student learning and satisfaction.</li> </ul>	<p>students (new immigrants), African Nova Scotian, Mi'kmaw, and students from other historically and currently excluded and marginalized groups) secure summer or part-time employment, gain work experience, and develop their professional skills and competencies.</p>	
<p>3.9 Commit to equitable and inclusive recruitment, hiring, onboarding, retention and offboarding practices that increase the diversity among our student staff complements, in particular representation from Mi'kmaw, Indigenous, Black, minoritized, 2SLGBTQIA+, international, first-generation students, and students with disabilities. <b>Build Capacity</b></p>	<p>Student Life, Human Rights and Equity</p>	<p><b>1 year</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>IN PROGRESS</b></p> <ul style="list-style-type: none"> <li>• Office of Human Rights and Equity has engaged an external consultant to review and revise Employment Equity policy using an intersectional lens.</li> <li>• Employee census data has been gathered and is currently being analyzed to help StFX provide a more representative community where students can see themselves and their cultures.</li> </ul>	
<p>3.10 Strengthen capacity of on-campus and off-campus employers to create culturally relevant, trauma-informed, accessible, and supportive workplaces. <b>Build Capacity</b></p>	<p>Health, Counselling and Accessible Learning; Human Rights and Equity</p>	<p><b>1-2 years</b></p>	<ul style="list-style-type: none"> <li>• Develop a comprehensive education and training program for employers, focused on creating culturally-relevant, trauma-informed, accessible, and supportive workplaces. This should include employers providing career co-op and internship experiences.</li> <li>• Provide students with safe spaces to share their experiences, incorporating opportunities for providing feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of on-campus/ off-campus employers</li> <li>• Number of students from historically and currently excluded groups employed on-campus and off-campus.</li> <li>• Assessment of student experiences and satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>• (\$140,000) EDGE Coordinator to provide career support for students with disabilities.</li> <li>• Secured \$240000 funding from Nova Scotia Government's Labour, Skills and Immigration Department to launch BOLD, co-led by the StFX Student Career Centre and the Diversity Engagement Centre. BOLD is an employment program to assist historically underrepresented students (new immigrants), African Nova Scotian, Mi'kmaw, and students from other historically and currently excluded and marginalized groups)</li> </ul>	<p><i>Aligned with Accessibility Plan (Initiative #4.11)</i></p> <p><i>Aligned with PACAR Action Plan (Initiative #3.10)</i></p>

					secure summer or part-time employment, gain work experience, and develop their professional skills and competencies	
3.11 Maintain the Student Accessibility Advisory Committee to provide leadership opportunities for students with disabilities and ensure that their voices and lived experiences are reflected in program and service design, development, and delivery. <b>Build Connection</b>	Health, Counselling and Accessible Learning; Governance and Strategic Initiatives	<b>1 year</b>	<ul style="list-style-type: none"> <li>Ensure processes to continue the coordination of the StFX Student Accessibility Advisory Committee are in the place.</li> </ul>	<ul style="list-style-type: none"> <li>Number of student members</li> <li>Number of committee meetings held per year.</li> </ul>	<b>COMPLETE</b> <ul style="list-style-type: none"> <li>StFX Student Accessibility Advisory Committee and Terms of Reference Developed to inform the development and implementation of the StFX Accessibility Plan.</li> </ul>	Aligned with Accessibility Plan (Initiative #3.6)
3.12 Maintain ongoing partnerships between StFX Career Services and Tramble Centre for Accessible Learning to provide students with disabilities with access to career mentorship, workplace connections and employability. Increase engagement in the Engage Develop, Grow Your Employability (EDGE) Program, and assess the impacts of the program on students with disabilities.	Student Life; Health, Counselling and Accessible Learning	<b>1 year</b>	<ul style="list-style-type: none"> <li>Maintain wage subsidy program for students with disabilities.</li> <li>Develop engaging career programming for students with disabilities (ex. workshops, panel discussions, etc.) including targeted programs for different faculties and groups.</li> <li>Expand programming options for EDGE programming.</li> <li>Develop assessment strategy.</li> </ul>	<ul style="list-style-type: none"> <li>Number of student appointments per year.</li> <li>Number of unique student appointments per year.</li> <li>Students accessing EDGE Services per academic program.</li> <li>Number of placements.</li> <li>Student accessing EDGE Services per year of study.</li> <li>Average number of appointments per student.</li> <li>Assessment of participant learning and growth.</li> </ul>	<b>COMPLETE</b> <ul style="list-style-type: none"> <li>Provided grant funded (\$140,000) EDGE Coordinator to provide career support for students with disabilities.</li> </ul>	Aligned with Accessibility Plan (Initiative #4.8)
3.13 Establish strategic partnerships and collaborations with the Town of Antigonish and County partners to create a welcoming, equitable and accessible community environment for all StFX students, with a particular focus on facilitating community engagement and connection for students from historically and currently excluded groups. This includes Indigenous, Black, minoritized, 2SLGBTQIA+, international students, first generation students, and students with disabilities. This will involve collaborating on	Human Rights and Equity, Town of Antigonish, University-Wide	<b>1-3 years:</b> Identify and enhance existing partnership opportunities.  <b>4-7 years:</b> Develop a sustainable program delivery and financing model	<ul style="list-style-type: none"> <li>Identify and initiate opportunities for collaboration and partnership with the Town and County of Antigonish</li> <li>Offer education and training programs to Town and County Partners (i.e., Positive Space Training, Kairos Blanket Exercise, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Number of collaborative events, programs and services offered per year.</li> <li>Number of faculty, staff, students and community members participating per year.</li> <li>Assessment of participant learning and growth.</li> </ul>	<b>TO BE DEVELOPED</b> <ul style="list-style-type: none"> <li>(\$140,000) EDGE Coordinator to provide career support for students with disabilities.</li> <li>Secured \$500,000 funding from Nova Scotia Government's Labour, Skills and Immigration Department to launch BOLD, co-led by the StFX Student Career Centre and the Diversity Engagement Centre. BOLD is an employment program to assist historically</li> </ul>	Aligned with PACAR Action Plan (Initiative #4.9)

<p>shared community projects, professional development, strengthening town-gown relations, and continuing to listen and learn from diverse student experiences.</p> <p><b>Build Connection</b></p>					<p>underrepresented students (new immigrants), African Nova Scotian, Mi'kmaw, and students from other historically and currently excluded and marginalized groups) secure summer or part-time employment, gain work experience, and develop their professional skills and competencies</p>	
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