Canada Research Chaires de recherche
Chairs du Canada

Canada

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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, 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:

Saint Mary's University

Contact Name:

Adam Sarty

Position Title:

Associate Vice-President Research

Institutional Email:

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Institutional Telephone Number:

902-491-6478

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

https://ca1se.voxco.com/SE/?st=jeuW6suXm8k3Ct0XM1n9bz3j3Dx9FJ0rfcTX6l6%2Borw%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):

06/12/2020

Rating given action plan in most recent review process:

Satisfies

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

Adam Sarty

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:

Strengthen Institutional commitment to 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):

There has been a lack of an institutional policy framework, and associated accountability, related to EDI and accommodations; therefore, EDI is not seen as an institutional priority.

Corresponding actions undertaken to address the barriers:

1.1 Develop and implement the Saint Mary's University Employment Equity Policy. 1.2 Establish the Saint Mary's University Employment Equity and Diversity Steering Committee with composition from various stakeholders on campus. Once established, hold regular meetings of the Steering Committee. 1.3 Develop a Saint Mary's University Employment Equity and Diversity Plan, in consultation with stakeholders on campus. 1. 4 Incorporate EDI themes within the updated Strategic Research Plan. 1.5 Faculty proposals to host a CRC must include an EDI commitment and these proposals will be given priority.

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

Indicators and Metrics associated with Action items above: 1.1 Policy is in place 1.2 Committee established; # of meetings, and attendance at meetings. 1.3 Plan developed with accountabilities. 1.4 SRP approved and EDI themes identified. 1.5 # of proposals received with EDI commitment statement included.

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

Progress associated with Action items above: 1.1, 1.2 and 1.3 (in progress) A SMU Employment Equity and Diversity Policy has been approved by the Executive Management Group and a draft Terms of Reference and mandate for the Employment Equity and Diversity Committee is in progress. Once this document has been approved, the committee will be established. Once the committee has been populated, the committee will start the development of a plan. To further strengthen the commitment to EDI, Saint Mary's University has signed the Dimensions Charter and by doing so, commits to upholding the principles of the Charter. The University has begun the process to develop a Diversity Excellence strategy. Members of the Saint Mary's community including faculty and staff were invited to participate in a series of consultations to help better understand their experience at the University. This provided participants the opportunity to discuss barriers to advance equity diversity and inclusion at the University. A total of three focus groups were organized by the Vice-President, Academic and Research and the Diversity and Inclusion Advisor. The next phase will include similar focus groups however participants will be invited to identify initiatives to consider for implementation. 1.4 (In progress) The renewal/update of the SRP (2012-2017) has continued to be delayed, however the SRP renewal is (finally) in final stages of approval, having been now communicated in a few methods to the SMU community over the last 3 months inviting comments; final version expected in June 2021. Contained within the SRP draft that has been communicated, and is now being finalized, is a clear and intentional focus on EDI themes. The new SRP identifies 5 Major Themes which are all specifically designed to be inter-disciplinary, to allow access to contribute from broad, diverse communities – providing a large expansion of access to contribute to the university's major research themes. Further, the new SRP identifies 7 specific Actions, one of which is directly related to EDI: "Engage in development of university diversity and equity strategies: ensure opportunities/programs for research mentorship and network building; develop holistic, inclusive graduate admission policies." 1.5 (next possible opportunity 2021 or 2022) The next potential available open Chair search won't begin until the latter half 2021 (or early 2022) and at that time, this Action will be engaged. There is some uncertainty as to whether or not we will launch this new Chair search at this time as we negotiate to understand the impact of the 2021 CRC re-allocation exercise. General Progress: Saint Mary's University is committed to have a diverse and representative workforce at all levels. The Institution is currently meeting its targets for women and members of visible minorities based on the current targets set. Although there is no target/gap for Indigenous Peoples or persons with disabilities, the Institution will make every effort to increase representation of these two groups.

Challenges encountered during the reporting period:

There was a re-allocation exercise conducted during this period that will result in a decrease in the number of CRCs. This may have an impact on the representation of current Chairs (targets) and possibly the timing of when the University will have opportunity to recruit new CRCs.

Next Steps (indicate specific dates/timelines):

The Diversity and Inclusion Advisor will continue to meet with individual departments to present the Employment Equity and Diversity Policy. It is anticipated that the Employment, Equity and Diversity Committee will be in place by the fall of 2021. If everything goes as planned with the workforce analysis and the distribution of the resulting data, then we could have an Employment Equity and Diversity Plan in place to start fiscal 2022. The University is currently developing an Accommodations Policy and, once finalized, the policy will be distributed throughout the University. As a follow up to the release of the policy, presentations will be made to members of the University leadership teams to ensure awareness and understanding of roles and responsibilities related to all aspects of the duty to accommodate. Information gathered during the first stage of the Diversity Excellence Strategy consultations will be analyzed for common themes. Once this analysis is complete a message will go out to all members of the SMU community to seek participants for the next stage which will involve the identification of specific initiatives.

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:

Meet or exceed the Canada Research Chairs equity targets for women, persons with disabilities, members of visible minorities and Indigenous Peoples.

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

Current recruitment of CRC's is exclusionary and does not include any EDI best practices. Language related to hiring and filling faculty openings in full-time faculty Collective Agreement is a barrier to EDI. Our previously existing Employment Equity statement contained language that presented a barrier to EDI, however this statement was re-envisioned to be more inclusive.

Corresponding actions undertaken to address the barriers:

2.1 Ensure CRC job postings will use inclusive language and include statements on: - commitment to equity - career interruptions - accommodations 2.2 Ensure targeted outreach/advertising to attract candidates/researchers from the designated groups. 2.3 Require all members of the CRC selection committee participate in Equity training. 2.4 Create a CRC Self-Identification Questionnaire and ensure it is implemented as part of the recruitment process. 2.5 Require CRC selection committee have representation from the designated groups. 2.6 Create a guide to assist internal candidates with the nomination and renewal process including timelines and available supports.

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

Indicators and Metrics associated with the above Action items: 2.1 # of postings written through a diverse lens # of postings reviewed by EDI Advisor 2.2 # of non-traditional advertising venues utilized 2.3 100% participation of all committee members 2.4 Survey created Response rate 2.5 # representative committees Diversity of representation 2.6 Feedback received General Note: Data was gathered from the interviews held as part of the Employment Systems Review and surveys provided to current Chairholders

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

Progress association with the above Action items: 2.1 (On-going) The next CRC recruitment at SMU is scheduled to begin in 2021 or 2022. To ensure the job posting has been written through a diverse lens, the job posting will be reviewed by the Diversity and Inclusion Advisor. The Diversity and Inclusion Advisor has also developed a checklist that faculty can use as a guide to ensure best practices have been utilized. The VPAR office also requires search committees to indicate all positive actions they have implemented in conducting their search. This document is submitted as part of the approval process and includes questions related to the composition of the applicant pool. The University has recently re-envisioned the Employment Equity and Diversity Commitment statement that will appear on all job postings. The new statement is more inclusive of all equity-deserving groups. The statement also includes information related to accommodations. (The new statement is included below in this section) 2.2 (On-going) Search committees advertise in traditional venues listed in the Collective Agreement such as University Affairs, CAUT, the SMU website and occasionally on Career Beacon. These sources of advertising may not reach a diverse audience, and therefore departments are encouraged to consider more targeted advertising in an effort to attract a more diversified applicant pool with intent to reach applicants from under-represented groups. The Diversity and Inclusion Advisor is often consulted to assist in identifying potential journals and associations, and has started to develop a database of targeted advertising sources for departments to review for consideration. 2.3 (On-going) Training by the Diversity and Inclusion Advisor on EDI, Accommodations and Unconscious Bias is delivered to faculty members and Deans as members of departmental search, appointments, promotion and tenure committees. The sessions also provide for discussion regarding clauses in the collective agreement related to equity and hiring. 2.4 (On-going) A CRC Self-Identification Questionnaire form has been created and will be utilized as part of the upcoming Chair recruitment process. In the past, self-identification has not been included in the recruitment of previous chairs. The form will be utilized as part of the next recruitment. This will enable the Diversity and Inclusion Advisor to conduct analysis on the representation of designated groups at the various stages in the recruitment process. 2.5 (On-going) As with faculty recruitment, the Collective Agreement requires that at least one member of the search committee be a member of a designated group. The default group usually has been women, however departments are encouraged, when possible, to consider other designated groups and gender identities in an effort to have broader perspectives. Human Resources has created a self-identification form for search committee composition. This form is shared with members of the search committee and then sent to the Diversity and Inclusion Advisor, who will them inform the committee chair whether or not the requirement has been met. It should be noted that this process can be challenging as individuals with hidden or invisible disabilities may choose to not disclose. 2.6 (In progress) The development of a recruitment guide is currently underway. It is anticipated to guide applicants through the recruitment process. The guide will be available in time for the next recruitment in the fall of 2021 or in early 2022. General Progress notes: Saint Mary's University has recently re-envisioned the Employment Equity and Diversity Commitment statement that will appear on all job postings – the new statement is: "At Saint Mary's University equity and diversity are integral to excellence and enrich our community. As an institution committed to fostering an environment of inclusion and respect, we welcome applications from women, Indigenous peoples, racialized persons/visible minorities, persons with disabilities and others who might contribute to the growth and enrichment of our community. All qualified candidates are encouraged to apply; however, preference will be given to Canadian citizens and permanent residents. If you require accommodations during the recruitment process, please contact Human Resources at hr@smu.ca."

Challenges encountered during the reporting period:

There were no challenges associated with this objective as the University was not starting a recruitment for a new Canada Research Chair.

Next Steps (indicate specific dates/timelines):

It is anticipated that when the University is ready to recruit a new Canada Research Chair, there will be a critical mass of faculty who have been trained in EDI as a relates to recruitment as well as the in-house Unconscious Bias and Anti-racism workshops which are now being developed with the assistance of the EDI Stipend (discussed as part of our Objective 3). The University will continue to monitor the Canada Research Chair equity targets and determine appropriate actions necessary to ensure we continue to meet or exceed the targets that have been set. With the next round of faculty bargaining, recommendations will be made to ensure the language is more inclusive of other gender identities and gender expressions beyond women.

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 sufficient EDI tools and training for all members of CRC and faculty recruitment committees.

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

Lack of education and awareness regarding issues related to Equity, Diversity and Inclusion, including barriers to its success. Lack of acknowledgement and mitigation of unconscious bias and the impact on recruitment. These barriers were identified from interviews with faculty, staff and current Chairholders.

Corresponding actions undertaken to address the barriers:

3.1 Develop and provide in-house training sessions and materials related to Equity, Diversity and Inclusion. 3.2 Promote and encourage completion of the CRC Unconscious Bias Module. 3.3 Promote and encourage completion of the Harvard Implicit Association Test. 3.4 Organize and promote internal EDI events, workshops, training sessions and conferences. 3.5 Promote external EDI events, workshops, training sessions and conferences. 3.6 Create and distribute EDI checklist for faculty recruitment. 3.7 Partner with Canadian Centre for Diversity and Inclusion to compliment training and awareness session. 3.8 Incorporate EDI session into the orientation sessions for new faculty and staff.

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

Indicators and Metrics associated with the Action items above: 3.1 # of EDI training sessions provided # of depts that request training, # faculty members 3.2-3.3 # faculty members who complete unconscious bias training 3.4-3.5 # internal/external events 3.6 # processes that follow EDI checklist 3.8 # new faculty/staff sessions

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

Progress associated with the Action items above: 3.1 (On-going) The University continues to develop training and workshops focused on EDI, accommodations, best practices for diversity recruitment and unconscious bias. As a result of the last round of bargaining in 2018, Equity training is mandatory for everyone involved in committees for faculty recruitment as well as those committees granting appointments, promotion and tenure. Human Resources keeps record of attendance and this participation is verified by the VPAR office as part of the approval process. During the reporting period, the University utilized the EDI Stipend funds to secure the development up two additional training workshops on: (1) unconscious bias; and, (2) Anti-racism. These offerings will be made available starting in the fall of 2021. 3.2 and 3.3 (On-going) Several faculty members have indicated in that they have completed both the CRC Unconscious Bias Training module as well as the Implicit Association Test (IAT). Feedback received indicates it most found the IAT to be an enlightening experience. As previously stated, the University currently has a workshop on unconscious bias under development this will be a good supplement to the CRC on-line module. However, the content will be applicable to all members and areas of the SMU community. 3.4 (On-going) Several events were organized during the reporting period to raise awareness of equity, diversity and inclusion, Indigenization and Anti-Racism. These workshops included: a webinar on 'Incorporating Indigenous Influences', 'Proud to be Mi'kmaq' speaker panel, and two listening circles related to anti-Black racism. In its ongoing commitment to raising awareness and promoting anti-racist initiatives across campus, the President's Standing Committee on the Prevention of Racism (PSCOTPR) embarked on a series of events which included facilitated circle discussions and moderated panel discussions during Fall 2020. The panel discussions titled: 'Addressing and Understanding Racism and Oppression' and 'Challenging Implicit Bias and Microaggression and How to Intervene' were focused on engaging SMU students, faculty and staff in discourses centred on deconstructing racism and identifying strategies for intervention. 3.5 and 3.7 (On-going) Members of the Saint Mary's community have participated in various webinars offered by other post-secondary institutions, Canadian Centre for Diversity and Inclusion, Pride at Work Canada as well as other external providers. 3.6 (In progress) The EDI Recruitment checklist is in progress and will be made available to departments upon completion. This as well as the Best Practices for Diversity Recruitment Guide will serve as reference tools for faculty members. Now that an Employment Equity and Diversity Policy is in place for the University, the checklist will be updated to include more targeted and/or measures. 3.7 Saint Mary's University has recently signed on to be an Employer Partner with the Canadian Centre for Diversity and Inclusion. As an Employer Partner the University will have unlimited access to live and interactive webinars unlimited attendance at the community of practice events, participants to their annual conference and as well unlimited access to their knowledge repository which includes documentary ports toolkits and templates. 3.8 (On going) The Diversity and Inclusion Advisor continues to be invited to present to new faculty members on EDI at Saint Mary's. This is an opportunity for the Diversity and Inclusion Advisor to introduce herself as well talk about some of the services and supports available through that office.

Challenges encountered during the reporting period:

As a small institution, SMU has limited resources – both financial and personnel – which makes it challenging to move forward quickly on all of the actions; but we have ensured proper action has been maintained, and the assistance from the EDI Stipend was of great support for this Objective.

Next Steps (indicate specific dates/timelines):

Human Resources will continue to promote internal and external learning opportunities to members of the SMU community. The University will also look for opportunities to partner with other institutions and community groups and organizations. Human Resources will track participation and attendance and as well monitor evaluations and make the necessary adjustments to content as required. In the next few months, it is anticipated the University will develop a diversity and Inclusion website that will be a repository for all EDI related information.

Was funding from the CRCP EDI stipend used for this key objective?

Yes

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective:

50000

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

The 2020-21 CRC EDI Stipend ($50,000) was all directed to support this Objective. The CRC EDI Stipend was utilized to develop training materials to support providing proper awareness of EDI issues to Chairholders, SMU faculty members in general, and SMU staff. Expert EDI consultants were recruited and engaged to develop such workshop and training/train-the-trainer materials for two separate topics (splitting the Stipend expenditure evenly between the two development tasks): • Implicit Bias (training videos, a facilitation guide, and a train-the-trainer session) • Anti-Racism / Anti-Oppression (training guide, train-the-trainer session) At the time of this Progress Report, both projects are well underway but not yet completed. Plan is for completion, and holding of the train-the-trainer sessions within the next 6 months. We expect/hope that these projects will have a major-to-extensive impact on achieving progress toward this Objective, however because the projects are not yet developed (and the training materials are still under development), we don't yet know if this success will come to fruition - we will know 12 months from now.

EDI Stipend Impact Rating
Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this key objective:

Don't know

Key Objective 4

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

Enhance existing data collection tools and reporting mechanisms to ensure robust availability of data.

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

As a result of the Employment Systems Review and subsequent interviews with faculty and staff, it was determined that although SMU had a good response rate to the internal self-identification survey, the data was limited to the four designated groups as defined in the Employment Equity Legislation. The lack of detailed, disaggregated data does not allow for the identification of barriers through an intersectional lens. It was also revealed that there is no consistency in the use of self-identification as part of the recruitment process. Therefore, there has been no analysis of the recruitment cycle from the make-up of the applicant pools to appointments and no review for barriers.

Corresponding actions undertaken to address the barriers:

4.1 Update the SMU internal self-identification questionnaire, and the CRC and faculty recruitment self-identification forms, to include a broader set of characteristics to allow for intersectional, disaggregated analysis. 4.2 Perform analysis of drop-off rates for members of designated groups in CRC and general faculty recruitment processes. 4.3 Perform annual workforce analysis exercise to determine EE gaps. 4.4 Analyze results of exit interviews and share findings with appropriate office.

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

Indicators and Metrics associated with the Action items above: 4.1 New forms are utilized Response rate # of self-identifications 4.2 Rate at which designated group members drop off compared to non-designated group members 4.3 Areas of under-representation/gaps identified 4.4 Issues/concerns identified General Notes related to Data/Metrics: There has been an increase in the use of the self-identification form as a part of the faculty recruitment process. There has also been an increase in the self-identification response rate from 80% in 2020 to 83% in 2021.

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

4.1 Improvements have been made to the internal self-identification questionnaire, as well to the self-identification questionnaires used for faculty and CRC recruitment. Improvements included the inclusion of more options under the gender question to allow for gender identity and gender expression. There is also the option to identify a racialized group within the larger/broader visible minority category. The revised form is currently being used, but will not officially be launched until the fall of 2021. 4.2 The Diversity and Inclusion Advisor has continued to work with faculty and promote the use of the self identification questionnaire as part of the faculty recruitment process. The Diversity and Inclusion Advisor has started some preliminary analysis of applicant pool composition for departments that have utilized the form. Sessions have also been provided for two Department secretaries who currently have the responsibility of sending the self ID forms to applicants. 4.3 During 2020, a review was conducted on the National Occupational Classification (NOC) codes for each job at the University to ensure accuracy. HR is currently working with the university Institutional Analysis unit to put in place a process to conduct a workforce analysis exercise on a yearly basis. A preliminary review of the data at the end of the 2021 fiscal year indicated a response rate of 83% for full-time faculty. 4.4 Exit surveys continue to be made available to departing faculty and staff and issues/findings are shared with the appropriate office.

Challenges encountered during the reporting period:

Some of the challenges encountered included the facts that: (1) the self-identification exercise used for faculty recruitment is still a paper driven exercise; and, (2) the information is manually updated into a spreadsheet. This creates tedious and time-consuming tasks to process. Low turnover of faculty made it challenging to obtain valuable feedback from exit surveys during the reporting period.

Next Steps (indicate specific dates/timelines):

Discussions are currently underway between the Human Resources and the Enterprise Information Technology (EIT) Departments to improve the efficiency of the internal self-identification process. The plan is to create an electronic form which, upon submission, would have the supplied information automatically populate the employee profile in our central information system (Banner). Normally the University-wide self identification campaign is held every three years. However, given the planned improvements with the form and efficiency, the form will roll out in the fall of 2021, instead of waiting until "normal timing" of spring 2022. Once the data from the enhanced form is available, a more comprehensive workforce analysis will be conducted, and disaggregated data will be made available to the Executive Management Team, and the Employment Equity and Diversity Committee, for more informed decision making. Discussions are underway between Human Resources and the Software and Application Support Centre to improve the self-identification process for recruitment and make the process more efficient. The goal is to have an electronic form made available and once the applicants submit their information, it would automatically populate a database that could easily be manipulated, allowing for more efficient and effective analysis.

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:

Build on existing initiatives to ensure a supportive and inclusive environment for Chairholders.

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 university currently lacks any formalized mentoring programs for faculty members.

Corresponding actions undertaken to address the barriers:

5.1 Implement annual individual in-person meeting with chairholders and Associate Vice-President, Research. 5.2 Establish a formal mentoring program to support new or junior chairholders. 5.3 Conduct regular review of chairholder supports provided to ensure equitable and ensure members of designated groups not disadvantaged. 5.4 Create networking opportunities for chairholders to meet colleagues. 5.5 Establish a process to notify and support chairholders in advance of their renewal deadline to ensure a flawless process. 5.6 Conduct exit interview with all chairholders leaving SMU to follow-up on any equity issues identified.

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

Indicators and Metrics associated with the Action Items above: 5.1 # of meetings; Feedback nature of discussions 5.2 # of Chairs participating; Feedback on usefulness 5.3 Findings of review inequities 5.4 # of opportunities and participants 5.6 # exit interviews conducted ;extent of equity issues

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

5.1 (on-going) With the development of this Action Plan, the scheduling of these annual meetings started in Winter 2021. Individual meetings were arranged with all Chairs, and discussions related to general progress, EDI aspects within their research, level/kind of support from SMU, and any other items of concern. These will continue on a regular schedule. 5.2 (In-progress) Development of this mentoring program has been delayed from its planned start because of ongoing interruptions of regular operations due to COVID-19 restrictions; the restrictions, and the resulting management associated with changed and/or cancelled academic and research activity has meant finding time to develop the mentoring program with all needed parties (AVPR, VPAR and Deans) has been challenging. However, we are committed to developing this program and initiating it before the end of calendar 2021. 5.3 (on-going) At the time of every Renewal or New Chair nomination, this review and comparative analysis of Chairholder supports will be done to ensure equitable supports provided for the nominated Chair. During the renewal nominations of 3 Chairs between Summer 2020 and May 2021, these supports were reviewed and adjusted/increased as needed based on the comparative analysis. 5.4 (in-progress) As part of what will be reflected in the renewed/updated SRP, there will be direction for at-least-annual symposia or workshops which will be targeted for each of the identified priority Research Theme areas. Through these, each CRC will see direct engagement with one or more of these annual events, which will be designed to bring SMU researchers within each priority Theme area together. Delays in finalizing the SRP renewal have meant that these symposia have yet to be launched as of May 2021 – the SRP renewal is (finally) in final stages of approval, having been now communicated in a few methods to the SMU community over the last 3 months inviting comments; final version expected in June 2021, allowing first launch of these symposia prior to end of calendar 2021. 5.5 (on-going) AVPR and the Research Grants Officer have ensured they provide an appropriate timeline for informing and working with Chairholders coming up to renewal. The two renewals which have occurred since this Action was identified have followed this timeline successfully. 5.6 (on-going) First exit interview was held with the only Chairholder that has finished their full two-terms since this Action was identified – Chair ended on Dec. 31, 2020; exit interview conducted in 2021. These will continue as Chairs complete terms.

Challenges encountered during the reporting period:

Restrictions associated with COVID-19 have impacted certain initiatives and delayed implementation – for example, finalizing the SRP renewal, and developing a formal mentoring program for junior Chairs. The small number of CRC Chairholders, and infrequent Chair turnover, create a challenging environment to obtain robust feedback.

Next Steps (indicate specific dates/timelines):

To provide additional support for all SMU faculty – including CRC Chairholders – the University has recently joined the National Center for Faculty Development & Diversity (NCFDD). This platform provides professional development, training, and a mentoring community, including faculty, postdocs, and graduate students. The University will now ramp up promotion of these newly-available resources, including: Weekly Monday Motivators; Monthly Core Curriculum Webinars; guest speakers; a private Discussion Forum for peer-mentoring & problem-solving; and, finally, access to the Member Library which includes past webinar materials, referrals, and readings.

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.

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Key Objective 6

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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):

The primary challenges and opportunities have been highlighted well in the prior sections, with clear noting of these within each of the Key Objective sections. As was noted in those sections, the main impacts of COVID-19 on implementing the EDI Action Plan were related to: (1) delaying (further) the finalization of the Strategic Research Plan renewal, and (2) delaying ability of the Deans to work together on developing a formal mentoring program for junior CRC Chairholders. The delay associated with the SRP has now been overcome, and the SRP renewal themes/actions/highlights have been presented to the Saint Mary's University community in a few public/broad-based methods in the first half of 2021, and the final SRP will be approved in June 2021. Note that an additional complication with developing a formal mentoring program for junior CRC Chairholders with the Deans has been the fact that 2 of the 3 line-Deans (Arts, Science, Business) have/are "Acting" as we are currently in the midst of active searches for a new Dean of Science and new Dean of Arts. We will wait until the new Deans are in place to work together on the mentoring initiative. This should allow completion of the planning/program by end of 2021.

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:

Ensure availability of sufficient EDI training and tools for all members involved in the faculty recruitment process.

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

- # modules/tools developed; - # people trained to be trainers (therefore: the # people trained to implement and provide the modules/tools); - participation and # attendees at sessions (as they are implemented, following their development); - feedback received from evaluations of the sessions by attendees

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

Contracts are in place with 2 different EDI expert consultants, with each of them preparing independent-topic EDI training modules/tools including resources for training trainers. Work on both initiatives, by both consultants, is now well underway. Both projects will have completed modules/tools, and have conducted sessions to train trainers, by/before fall 2021. Following any feedback and adjustments from each consultant after the train-the-trainers sessions, the modules will be finalized as launched for use across the university community as quickly thereafter – likely late fall 2021 or winter 2022. As noted in the earlier reporting sections related to the EDI Stipend, the initial Stipend application deal with 2 different Objectives, but we moved to have the entire Stipend utilized for this Objective (expanding from one topic of training module/tool to instead create a second topic module/tool). The two specific topics for which training tools are being developed are: • Implicit Bias (training videos, a facilitation guide, and a train-the-trainer session) • Anti-Racism / Anti-Oppression (training guide, train-the-trainer session)

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	50000
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	2093	Cash
2	0	N/A

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:

The stipend was used to hire EDI expert consultants to develop EDI training modules/tools which will be used to support EDI education across the entire university community. Workshop/module tools are being developed, using the stipend funds, for two specific topical areas: • Implict Bias: 3 training videos on this topic are being developed for use in educating faculty and staff across the university; additionally, a facilitation guide will be developed for use by SMU-based trainers who will engage the university community to use these videos; finally, the hired EDI expert consultant will run a train-the-trainer session to ensure SMU-based trainers are prepared to facilitate use of the video modules. • Anti-Racism / Anti-Oppression: a training-guide is being prepared to allow SMU-based trainers to offer workshops across the university on this topic; additionally, the hired EDI expert consultant will run a train-the-trainer session to ensure SMU-based trainers are prepared to offer the workshop module.

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)

The AVP Research formed a "CRC Employment Equity and Diversity Advisory Committee" at the onset of the development of the EDI Action Plan. This committee consists of a diverse group of faculty members, representing the various Faculties and equity deserving groups. The committee has been consulted in the development of the EDI Action Plan and will continue to be consulted on an ongoing basis. A committee meeting was initially planned for January 2021, however this has been delayed until Fall 2021 – at which time we will do a review of existing initiatives to ensure they are relevant, and make any necessary adjustments to the Plan. Several members of this advisory committee, because of their subject matter expertise, have also consulted on other university-wide EDI initiatives, including the re-envisioned Employment Equity and Diversity Commitment Statement and the development of the Employment Equity and Diversity Policy. Moving forward, focus groups will be utilized as a means of engaging and consulting with faculty. The call to solicit participation from interested faculty will include language that emphasizes the importance of perspectives from equity-deserving groups.

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)

The following initiatives under way to improve the campus climate: • SMU Work Ways is an initiative to give faculty and staff flexibility to work when and where they are most effective. • The new Office of Transformation (under the Vice-President Finance and Administration), in collaboration with a SMU faculty member and Chairholder (Dr. Kevin Kelloway), are now in the process of developing an Employee Engagement Survey to gather feedback on individual experiences on campus. The findings will guide improvements to campus climate. • Human Resources is in the early stages of developing an Equity, Diversity, and Inclusion framework, which includes our university's existing "Respectful Workplace" and "Healthy Campus" initiatives. • The President's Standing Committee on the Prevention of Racism (PSCOTPR) was formed and has been actively engaged in a series of events across campus. Other initiatives which have already been reported on in earlier sections of this Progress Report are worthy of being mentioned/highlighted here, since they are in place on a broad campus-wide scale, and not only restricted to the CRC Program; these will be repeated here: • A SMU Employment Equity and Diversity Policy has been approved by the Executive Management Group and a draft Terms of Reference and mandate for the Employment Equity and Diversity Committee is in progress. • The University has begun the process to develop a Diversity Excellence strategy. • The University has recently re-envisioned the Employment Equity and Diversity Commitment statement that will appear on all job postings. The new statement is more inclusive of all equity-deserving groups. The statement also includes information related to accommodations. • Training by the Diversity and Inclusion Advisor on EDI, Accommodations and Unconscious Bias is delivered to faculty members and Deans as members of departmental search, appointments, promotion and tenure committees • Saint Mary's University has recently signed on to be an Employer Partner with the Canadian Centre for Diversity and Inclusion.

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.'

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