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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. Ensure to remove all numbers less than 5 prior to posting on your website in cases where your report includes the representation of individuals from underrepresented groups among your chairholders. This is a requirement of the *Privacy Act*.

Each year, institutions must also publicly post a copy of this report to their public accountability web pages within 7 working days after the deadline for submitting the report to TIPS. TIPS will review the report each year; in addition, the annual 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:

dean.fgsr@smu.ca

Institutional Telephone Number:

1-90-491-6478

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 (AVP Research)

In developing their action plans, institutions were required to conduct: 1) an employment systems review; 2) a comparative review; and 3) an environmental scan (see program requirements here). These assessments were required in order to identify the specific systemic barriers and/or challenges that are faced by individuals from underrepresented groups (e.g. women, persons with disabilities, Indigenous Peoples and racialized minorities, LGBTQ2+ individuals) at the respective institution; institutions were then required to develop key S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objectives and actions to address them.

Indicate what your institution's key EDI objectives are (up to six) as outlined in the most recent version of your action plan (either the one approved by TIPS or the one currently under review by TIPS), as well as the systemic barriers/challenges identified that these objectives must address. Please note that objectives should be S.M.A.R.T. and include a measurement strategy. List the corresponding actions and indicators (as indicated in your institutional EDI action plan) for each objective, and outline: a) what progress has been made during the reporting period; b) what actions were undertaken; c) the data gathered; and d) indicators used to assess the outcomes and impacts of the actions. Please note that indicators can be both quantitative and qualitative and should be specific. Outline next steps and use the contextual information box to provide any additional information (e.g., course correction, obstacles, lessons learned, etc.) for each objective.

Key Objective 1

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

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):

Lack of framework and accountability for equity, diversity and inclusion.

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.   1.3 Develop 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:

Policy is in place Committee established # of meetings Attendance Plan developed with accountabilities.   # of proposals

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

1.1, 1.2 and 1.3 The Saint Mary's University Employment Equity and Diversity policy is currently in place. The purpose of this policy is to document Saint Mary's University's commitment to employment equity and diversity and to define the accountabilities for Saint Mary's employment equity program. The policy will provide the foundation for the employment equity program. To increase awareness of this policy presentations have been provided to divisions and teams. Focus groups were conducted with members of the SMU community to obtain feedback on obstacles and barriers to equity diversity and inclusion. Information will be used to develop a recruitment strategy. once a workforce analysis exercise is complete, the university will develop the employment equity and diversity action plan. The university has also appointed an AVP of Diversity Excellence to support accessibility and inclusivity on campus for all persons, with a particular focus on the academic environment. The People and Culture division (Human Resources) underwent a transformation and have created an new diversity inclusion and Wellness team under the leadership of the Director, Diversity Inclusion of Wellness.   1.4 and 1.5 With the formal approval of the renewed SRP 2021-26 in March 2022, one of the listed 7 specific Action items is directly pointed to EDI issues: "Engage in the development of university-wide diversity and equity strategies" (with several specific items identified under this Action). Further, more importantly, one of the 4 primary Objectives listed that the university SRP is to support points also to EDI issues: "to support the research work of as many Saint Mary's University faculty members as possible across the broad spectrum of scholarly pursuits, with attention to the barriers to success that equity-deserving groups may face".

Challenges encountered during the reporting period:

Challenges encountered during this reporting included slight delays in the establishment of a committee this was in part due largely to additional resources being put in the area of EDI.

Next Steps (indicate specific dates/timelines):

It is anticipated that the employment equity and diversity committee will be in place in the fall of 2022. the workforce analysis exercise is expected to be completed in the winter of 2022 and this will lead to the development of an action plan to be in place for the April 1st 2023.   A recruitment strategy is anticipated in the fall of 2022.

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 CRC recruitment process lacks equity, diversity and inclusion considerations at every stage in the process.

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 has 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:

# of postings written through a diverse lens # of postings reviewed by EDI Advisor # of non-traditional advertising venues utilized 100% participation of all committee members Survey created Response rate # representative committees   Diversity of representation Feedback received

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

2.1 (On-going) The next CRC recruitment at SMU is scheduled to begin in the fall 2021. To ensure the job posting has been written through a diverse lens, the job posting will be reviewed by the Director, Diversity Inclusion and Wellness. The Diversity and Inclusion Advisor has also developed a checklist that faculty can use as a guide to ensure best practices have been utilized. 2.2 The People and Culture department developed a database of additional advertising options for faculty department's to consider beyond what is currently listed in the collective agreement. department are encouraged to consult with people and culture for listing. as we approach the next recruitment for a CRC we will also take a more targeted approach to advertising in an effort to cast a wide net. 2.3 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 A self identification form has been created for CRC recruitment. This form will have the expanded gender and visible minority categories. To date, the form is currently being utilized in the Department of Graduate Studies and Research for other research positions. 2.5 The faculty collective agreement currently speaks to having a diverse selection committee this means at least one member of the committee must identify as a woman, person was a disability, member of a visible minority or an Indigenous person. This representation will be monitored through the use of the self ID form for selection committee participation. 2.6 The People and Culture department are currently developing a recruitment guide to supplement the recruitment checklist that has already been produced.

Challenges encountered during the reporting period:

Since 2017, Saint Mary's University's allocation of CRCs has been reduced from 9 (2 Tier I's, 7 Tier II's) to now officially be 6 (6 Tier II's) ... these losses arose from the last 2 re-allocation processes, one in 2017 (loss of one Tier II) and one in 2021 (loss of 2 Tier I's); these losses were based on the university losing proportional share of NSERC and SSHRC grant funding compared to the national envelopes – since 2020, we are seeing a rebound in SSHRC/NSERC grant funding (although we note that our NSERC absolute dollar funding had actually continued to increase over the whole period), and there is potential for regaining a Chair(s) at the next re-allocation.

Next Steps (indicate specific dates/timelines):

We will be putting out a Call for Proposals for an open Chair this summer (call will be open July-September), which will result in a selection of discipline following the process outlined in the EDI Action Plan – an advertisement would then be produced and release in Fall 2022.

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 awareness with respect to equity diversity and inclusion and attitudinal barriers associated with unconscious biases and stereotypes.

Corresponding actions undertaken to address the barriers:

3.1 People and Culture continue to develop in-house training shows related to equity diversity and inclusion the duty to accommodate an unconscious bias. It is mandatory that faculty participating as part of a selection committee participate in the equity session related to recruitment. This session is now being strongly encouraged for all staff involved in the recruitment process attendance is being monitored for both. 3,2 and 3.3 People and Culture continues to promote the Canada research Chairs unconscious bias module along with the unconscious bias workshop that was developed with the 2021 stipend funds. Discussions are currently underway to determine a roll out strategy for this product and other training products. 3.4 and 3.5 Various offices on campus continue to organize events to help increase awareness. Various members of the SMU community attended the CCDI UnConference. 3.6 An EDI checklist related to faculty recruitment has been developed and will be distributed to participants as a follow up to the Equity session. 3.7 Saint Mary's University has joined the Canadian Centre for Diversity and Inclusion as an employer partner. Webinars and workshops continue to be promoted through the university newsletter. 3.8 The Director, Diversity Inclusion and Wellness continues to participate in new faculty orientation sessions using this an opportunity to introduce herself and talk about the EDI program at SMU.

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

3.1 People and Culture continue to develop in-house training shows related to equity diversity and inclusion the duty to accommodate an unconscious bias. It is mandatory that faculty participating as part of a selection committee participate in the equity session related to recruitment. This session is now being strongly encouraged for all staff involved in the recruitment process attendance is being monitored for both. 3,2 and 3.3 People and Culture continues to promote the Canada research Chairs unconscious bias module along with the unconscious bias workshop that was developed with the 2021 stipend funds. Discussions are currently underway to determine a roll out strategy for this product and other training products. 3.4 and 3.5 Various offices on campus continue to organize events to help increase awareness. Various members of the SMU community attended the CCDI UnConference. 3.6 An EDI checklist related to faculty recruitment has been developed and will be distributed to participants as a follow up to the Equity session. 3.7 Saint Mary's University has joined the Canadian Centre for Diversity and Inclusion as an employer partner. Webinars and workshops continue to be promoted through the university newsletter. 3.8 The Director, Diversity Inclusion and Wellness continues to participate in new faculty orientation sessions using this an opportunity to introduce herself and talk about the EDI program at SMU.

Challenges encountered during the reporting period:

There were no major challenges. It was sometimes difficult to have in-person sessions due to health and safety precautions.

Next Steps (indicate specific dates/timelines):

A training strategy will be developed along with a catalogue of all training available and will be posted on the People and Culture website.

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 stipend was used to support the university in the development of two workshops related to equity, diversity and inclusion. The unconscious bias workshop is a two-hour interactive workshop that has the ability to be delivered in person or virtually. the antiracism workshop is and half a day in person workshop. There is some overlap in the content therefore we are recommending the anti-racism be taken as a prerequisite to the unconscious bias.

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):

Lack of quality disaggregated intersectional data to make data informed decisions

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 appropriate office.

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

4.1 Recent changes have been made to the internal self identification questionnaire for all employees as well as form that is used for faculty recruitment. People and Culture will roll out the new self identification form in October of 2022.   4.2 The self-identification form for faculty recruitment continues to be promoted during the equity session and faculty are encouraged to use this form.   4.3 An institution wide workforce analysis exercise is currently underway. this will provide the baseline for data analysis before the rollout of the university wide self identification campaign in the fall. this campaign will be the first time the university uses the employment equity and diversity census. with expanded categories it is anticipated there will be more robust data and therefore better decision making.   4.4 Exit interviews continued to be conducted with all exiting employees of the University. An exit interview will be conducted with the exiting chairholder this summer. Results of this interview will be shared with the Dean Graduate Studies and Research.

Challenges encountered during the reporting period:

There was a delay in the roll out of the employment equity and diversity census due to unforeseen delays in upgrades to the banner system.

Next Steps (indicate specific dates/timelines):

People and Culture will roll out the employment equity and diversity census in the fall of 2022. A workforce analysis will be conducted to determine under-representation.

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):

Current CRC recruitment process lacks equity, diversity and inclusion considerations at every stage in the process.

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:

individual meetings between chairholders and AVP Research # updates to chairholder's supports # of networking opportunities provided

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

5.1 While regular operations were curtailed over the last 2 years due to COVID-19, improvements were made in ensuring the AVP Research met with each Chairholder more regularly than had occurred prior to the Action Plan. Moving forward, these annual meetings with each Chair will become more "formally scheduled" to guarantee the meetings occur on at least this frequency. The new SRP 2021-26 provides a required Action of holding inter-disciplinary annual workshops related to the Major Research Themes - with these workshops being designed to enhance and build synergies with the researchers with interests in these Thematic areas; since all Chairholders are directly connected to these Themes, the Chairholders will benefit from these networking opportunities. 5.2 This formal mentoring program has not yet launched, having been delayed due to capacity issues associated with managing COVID-19 issues. Moving forward, with the addition of our new AVP Diversity Excellence, we will be in a position to create and implement this mentoring program; this will couple with a mentoring program the AVP Diversity Excellence is developing to support early-career researchers (including graduate students) from equity-deserving groups. 5.3 During the renewals of Chairs over the last 2 years, the chairholder supports have been reviewed per this item, and this has properly informed the development of the supports provided/committed-to as part of these renewal nominations. 5.4 These symposia will proceed as important Actions from our renewed SRP 2021-26; however, these have not yet been launched – we anticipate the inaugural symposium to be in Fall 2022. We look forward to launching these and providing these in-person networking activities. 5.5 We continue to work to ensure Chairholders are given sufficient time to prepare their renewal materials – we were only marginally successful in this regard over the past 2 years, but commit now to formalizing timelines well in advance (per this item). 5.6 An exit interview will be conducted with the exiting chairholder this summer. Results of this interview will be shared with the Dean Graduate Studies and Research.

Challenges encountered during the reporting period:

As we experienced delays in completing our SRP renewal, the launch of the new Thematic workshops was also delayed. Much of the delay was COVID-restriction related, with other unanticipated administrative burden being placed on the Research Office team. However, with the COVID restrictions behind us (for the most part), and the SRP finalized and approved and now being implemented, these actions can be moved forward more quickly.

Next Steps (indicate specific dates/timelines):

Per the response above for "Challenges", we are planning our first Thematic workshop for Fall 2022, with 1-2 more to occur (in different Thematic areas) before July 2023. Further, using the most recent CRCP EDI stipend, we will developing a mentoring program for early-career researchers (including graduate students), and this program will also be utilized to assist our Chairholders - this will occur as we spend our current stipend money between now and summer 2023.

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

No

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

Key Objective 6

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

Challenges and Opportunities

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

Covid in-person training Due to some of the safety precautions in place at the university as a result of Covid 19 a major challenge during this reporting was the fact that not all Faculty and staff were working on campus which really had an impact on the ability to deliver in person training. No recruitment Another challenge that we identified during this reporting period is the fact that we have not been in a position to recruit a research chair. This didn't allow us the opportunity to implement some of the best practices. That being said, we were able to implement some of the practices for broader faculty recruitment.

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, participation and # attendees, feedback received from evaluations.

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

An external consultant was contracted to develop an Anti-Racism workshop and a SMU faculty member was contracted to develop an Unconscious Bias workshop. The final products were available in the winter of 2021. Train the trainer sessions were held with both faculty and staff interested in facilitating the products. Consultations were held with members of the CRC EDI Advisory Committee to discuss roll out as well as a communication strategy. To date one session of the unconscious bias workshop was delivered as a pilot. Feedback received was extremely positive. The products were developed in a manner so it could apply to both faculty and staff environments. The AVP Diversity Excellence will lead the rollout for faculty and the Director, Diversity Inclusion and Wellness within People and Culture will be responsible for staff. The impact of this training is not yet known however it is anticipated to have a positive impact as previous training in these areas was limited or non-existent.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	50000
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		The University supported all faculty members and emplyees that were interested in being a facilitator and attending the train the trainer sessions. The university also provided materials such as thumb drives, binders and hand outs etc. The university also provided use of recording equipment to produce videeos.

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:

As a result of feedback received from members of this new community there was I need for more training on issues related to equity diversity and inclusion (EDI) and the impact on recruitment. The stipend was used to develop EDI related workshops to help mitigate systemic bias and barriers in recruitment through increased awareness. These workshops will be offered to supplement current offerings at the university.

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)

Members of the SMU CRC Advisory Committee were brought together for a consultation to discuss training needs, rollout and communication strategy. This group is made up of diverse individuals and perspective as well as faculty and staff. This group will also be brought together when we are in a position to proceed with the next CRC recruitment and review of the action plan. During the reporting period, members of the SMU community were invited to participate in focus groups related to equity diversity inclusion and accessibility. Faculty and staff from various backgrounds including Indigenous, racially visible and members of gender and sexual minorities participated. The discussions included the teaching, working and research environments. These focus groups were the first stage of ongoing consultations with members of the SMU community. Consultations with members of the disability community also took place in connection to the development of the University Accessibility Plan.

PART E: Efforts to Address Systemic Barriers More Broadly within the Institution

Briefly outline other EDI initiatives underway at the institution (that are broader than those tied to the CRCP) that are expected to address systemic barriers and foster an equitable, diverse and inclusive research environment. For example, are there projects underway that underscore the importance of EDI to research excellence? Is there additional training being offered to the faculty at large? Are there initiatives to improve the campus climate? Please provide hyperlinks where relevant, using the hyperlink boxes provided below (URLs should include https://). Note that collecting this information from institutions is a requirement of the 2019 Addendum to the 2006 Canadian Human Rights Settlement Agreement and provides context for the work the institution is doing in addressing barriers for the CRCP. (limit: 4080 characters)

Saint Mary's has a number of additional initiatives underway to support the broader community. These initiatives include: 1. Resources Dedicated resources to EDI in the hiring if an Associate Vice President of Diversity Excellence with a focus on the Academic environment. The creation of a Diversity, Inclusion and Team within the People and Culture department. This will include a Director and Human Rights Advisor, Employment Equity and Diversity Advisor, Respectful Workplace Advisor, Return to Work/Accommodations Advisor, OHS Advisor as well as Pension and Benefits. 2. Employee Engagement The University implemented an Employee Engagement Survey in June 2022 to help provide data on employee satisfaction, engagement and belonging. This survey will be used to gather information on employee well-being and the organizational culture of the university as we strive to become a workplace of choice. The survey is available until June 20, 2022. 3. Training Additional training is being provided to the embers of the SMU community through joining the National Centre for Faculty Development and Diversity and as an Employer Partner with the Canadian Centre for Diversity and Inclusion. Work is currently underway to have a Safe /Brave Space workshop developed to assist in increasing awareness around issues related to members of gender and sexual minorities.

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'. You will receive a confirmation email with a copy of your completed form in HTML format once it is submitted.

Jointly administered by: