Canada Research   Chaires de recherche
Chairs   du Canada

Canada

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1. Engagement with individuals from underrepresented groups ☑

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 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. Ensure that you remove all numbers less than 5 from both the plan and the report prior to posting on your website in cases where your report includes the representation of individuals from underrepresented groups among your chairholders, as well as any other identifying information. This is a requirement of the Privacy Act.

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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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 to the action plan in most recent review process:

satisfies

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

Dr. 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 individuals from underrepresented groups (e.g. women and gender minorities, persons with disabilities, Indigenous Peoples and racialized individuals, 2SLGBTQIA++ 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, 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) the main actions were undertaken (up to six) and how they have progressed; 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. If your institution has not yet prepared or received a formal evaluation of its CRCP EDI action plan (institutions having fewer than five Chairs) then section A is optional.

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):

The results of the environmental scan and the ESR indicated there is a lack of commitment and accountability towards EDI. Feedback received also indicated that existing language in the collective agreement needed to be strengthened.

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	Develop and implement the Saint Mary's University Employment Equity Policy	Completed
Corresponding action 2	Establish the Saint Mary's University Employment Equity and Diversity Steering Committee with composition from various stakeholders on campus.	In progress
Corresponding action 3	Develop Saint Mary's University Employment Equity and Diversity Plan. In consultation with stakeholders on campus	In progress
Corresponding action 4	Incorporate EDI themes within the updated Strategic Research Plan.	Completed
Corresponding action 5	Faculty proposals to host a CRC must include an EDI commitment and these proposals will be given priority.	Completed
Corresponding action 6	n/a	Not yet started

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

Amount of interest received in sitting on the advisory Committee Number of proposals received to host a CRC

Outcomes and Impacts made during the reporting period:

A terms of reference and mandate was developed for the Employment Equity and Diversity Advisory Committee. There is a formal recognition of employment equity gaps or under-representation related to the full-time faculty positions as well as all areas of the university. More intentional targeted language has been added to the full-time faculty collective agreement.

Challenges encountered during the reporting period:

Due to disruptions caused by the COVID-19 pandemic some of the initiatives have been delayed. Efforts will continue to get the timelines back on track. Recent resignation of the AVP Diversity Excellence.

Next Steps (indicate specific dates/timelines):

With regards to the creation of the Employment Equity and Diversity Advisory committee, now that there is a draft TOR and mandate, an interest call will go out to members of the SMU community to seek membership. This committee will provide guidance on the development of an Employment Equity and Diversity Action Plan as indicated in the policy. Posting of the first CRC opportunity at the University since the creation of the EDI Action Plan.

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):

Faculty members from equity deserving groups continue to face barriers to recruitment.

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	Ensure CRC job postings will use inclusive language and include statements on: - commitment to equity - career interruptions - accommodations	Completed
Corresponding action 2	Ensure targeted outreach/advertising to attract candidates/researchers from the designated groups.	Completed
Corresponding action 3	Require all members of the CRC selection committee participate in Equity training.	Completed
Corresponding action 4	Create a CRC Self-Identification Questionnaire and ensure it is implemented as part of the recruitment process.	Completed
Corresponding action 5	Require CRC selection committee has representation from the designated groups.	Completed
Corresponding action 6	Create a guide to assist internal candidates with the nomination and renewal process including timelines and available supports.	In progress

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

100% of the faculty members in the department hosting the CRC participated in Equity training. An analysis will be conducted on the make up of the applicant pool utilizing the self-identification information for faculty recruitment.

Outcomes and Impacts made during the reporting period:

Since the creation of the SMU CRC EDI Action Plan, this is the first opportunity to recruit a CRC. The CRC job posting included the universities equity commitment statement, language related to career interruptions as well as accommodations. The job posting also included language where preference would be given to candidates who identify as being a member of one the equity deserving groups. Typically, search committees advertise in the following traditional venues listed in the Collective Agreement: University Affairs, CAUT, the SMU website and occasionally on Career Beacon. In an effort to attract a more diverse applicant pool, the following sites were also suggested to the department: considered: Academic Diversity Search www.academicdiversitysearch.com; Higher Ed Jobs Online www.higheredjobs.com; Journal of Blacks in Higher Education https://jbhe.com/; PSI Job Fair www.psijobfair.com; University Jobs www.universityjobs.com; Women in Higher Education www.wihe.com; American Indian Science and Engineering Society www.aises.org; American Society for Biochemistry and Molecular Biology www.asbmb.org; HBCU's with Advanced Degrees in Biology www.edonline.com/cq/hbcu; Society for Advancement of Native Americans & Chicanos in Science www.sacnas.org; The American Society for Cell Biology www.ascb.org; The GEM Consortium www.gemfellowship.org Canadian Black Scientists Network https://blackscientists.ca/; https://scwist.ca/; Equity and diversity related training was recently provided to all members of the CRC selection committee. This was a good refresher as most members of the department had previously participated in the session. As per the full-time faculty collective mandatory training is provided to all faculty members participating as a member of departmental search, appointments, promotion and tenure committees.

Challenges encountered during the reporting period:

The ESR, environment scan and comparative analysis were conducted win 2019 and it was felt the information was dated.

Next Steps (indicate specific dates/timelines):

The CRC job opportunity will be posted on external sites targeted to members of equity deserving groups. Preference will be given to applicants from equity deserving groups. As this is the first CRC recruitment, best practices and /or improvements will be identified for future CRC recruitment. An ESR, environmental scan will be conducted in the next few months to ensure the objectives remain relevant.

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 funds were used to hire a consultant to provide additional support for the ESR and environmental scan. The consultant will also assist in the delivery of equity related training.

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

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

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

Leveraged cash or in-kind contributions from your institution (if applicable):

	Amount $	Source / Type (cash or in-kind)
1		office

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 and knowledge of equity, diversity and inclusion at all levels was revealed during the ESR and through focus groups and interviews held with members of the SMU community.

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	Develop and provide in-house training sessions and materials related to Equity, Diversity and Inclusion.	Completed
Corresponding action 2	Promote and encourage completion of the CRC Unconscious Bias Module. Promote and encourage completion of the Harvard Implicit Association Test.	Completed
Corresponding action 3	Organize and promote internal EDI events, workshops, training sessions and conferences.	Completed
Corresponding action 4	Promote external EDI events, workshops, training sessions and conferences.	Completed
Corresponding action 5	Partner with Canadian Centre for Diversity and Inclusion to compliment training and awareness session.	Completed
Corresponding action 6	Incorporate EDI session into the orientation sessions for new faculty and staff.	In progress

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

To date, every department has participated in the Equity session related to recruitment. Per the full-time faculty collective agreement, faculty members must participate in the training if they would like to sit on a committee for recruitment, appointment, promotion and tenure.

Outcomes and Impacts made during the reporting period:

There is more awareness and support for EDI. There is an increase in departments consulting and seeking advice regarding more targeted approach to recruitment, language in job posting, advertising and outreach. Unconscious bias training and Brave/Safe Space training have been developed and will start to roll out during the winter semester. Departments are starting to create EDI committees for additional support and activities.

Challenges encountered during the reporting period:

Some minor challenges were encountered related to in-person training verses an online format. Equity related training has been beneficial to raising awareness and support for EDI. Limited resources has made it challenging to deliver to faculty upon request and to the broader university community.

Next Steps (indicate specific dates/timelines):

Training will start to roll out to faculty and staff. The institution will continue to work closely with CCDI and promote their webinars and learning opportunities to supplement in-house offerings.

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

No

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

Key Objective 4

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

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):

Inability to make data -driven decisions. The institution was collecting data and not utilizing it to full potential. Data analysis not conducted. Lack of data on the experiences of employees from equity deserving groups.

Corresponding actions undertaken/to be undertaken to address the barriers:

		Progress to date
Corresponding action 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.	Completed
Corresponding action 2	Perform analysis of drop-off rates for members of designated groups in CRC and general faculty recruitment processes.	Completed
Corresponding action 3	Perform annual workforce analysis exercise to determine EE gaps.	Completed
Corresponding action 4	Analyze results of exit interviews and share findings appropriate office.	In progress
Corresponding action 5	NA	Not yet started
Corresponding action 6	NA	Not yet started

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

Employment equity survey results provide quantitative data Results of the most recent Employee Engagement Survey Results of the workforce analysis to identify EE gaps (under-representation) Magnitude of under-representation

Outcomes and Impacts made during the reporting period:

- To allow for intersectional analysis, improvements were made to both the internal and external self-identification questionnaires. These changes included expanding the gender question beyond women. Changes were also made to the broad "visible minority" and "disability status" categories. These board categories can potentially hide the heterogenous or unique experiences of individuals who identify as belonging to one or more underrepresented groups. - On-going analysis is conducted to compare the success rates of members of equity deserving groups. Additional measures such as outreach have been taken in an effort to diversify applicant pools. - The 2023 workforce analysis exercise is currently underway. Under-representation related to full time faculty positions have been identified and this exercise will be conducted for the remaining permanent full and part time Administration and staff positions. The results of this exercise will inform future employment equity priorities and initiatives. - An exit survey is offered to departing employees at the University.

Challenges encountered during the reporting period:

Exit survey was not provided to faculty members who were not continuing as CRCs because they were not leaving the Institution.

Next Steps (indicate specific dates/timelines):

Under-representation will be communicated to the University community Relevant goals will be established in an EE Plan.

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):

No history/culture of examining/supporting the environment of a faculty member / Chairholder beyond the local Department or Faculty (that is, no institution-wide clear programs to ensure the needed supportive and inclusive environment for success).

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	Implement annual individual in-person meeting with chairholders and Associate Vice-President, Research	In progress
Corresponding action 2	Establish a formal mentoring program to support new or junior chairholders.	In progress
Corresponding action 3	Conduct regular review of chairholder supports provided to ensure equitable and ensure members of designated groups not disadvantaged.	Completed
Corresponding action 4	Create networking opportunities for chairholders to meet colleagues	In progress
Corresponding action 5	Establish a process to notify and support chairholders in advance of their renewal deadline to ensure a flawless process.	In progress
Corresponding action 6	Conduct exit interview with all chairholders leaving SMU to follow-up on any equity issues identified.	In progress

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

Number of faculty networking events held, designed for meeting colleagues (2 major events per year). All eligible Chairholders who were eligible to renew during reporting period had nominations prepared collaboratively, and were successful in their renewal.

Outcomes and Impacts made during the reporting period:

All Chairholders eligible to renew during reporting period were successful in renewing. Some Chairholders successfully connected with colleagues during our primary/large networking events (annual Research Recognition Event; Research Expo).

Challenges encountered during the reporting period:

Managing overly busy/full meeting/task schedule of AVP Research, and the Chairholders, to ensure regular individual meetings occurred. Resignation of AVP Diversity Excellence presents challenge - they were in process of developing mentoring framework.

Next Steps (indicate specific dates/timelines):

Ensure 1:1 AVP/Chairholder meetings occur regularly (before April 2024). Initiate mentoring relationships for Chairs (during calendar 2024). Create separate/special networking event for Chairholders and other named Research Chairs and senior reseaschers at SMU (during calendar 2024).

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

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1		Not yet started
Corresponding action 2		Not yet started
Corresponding action 3		Not yet started
Corresponding action 4		Not yet started
Corresponding action 5		Not yet started
Corresponding action 6		Not yet started

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.

PART B: Challenges and Opportunities

Challenges

Other than what has been outlined in the section above, outline any challenges regarding the implementation of the EDI action plan. 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? (limit: 5100 characters):

NA

Opportunities

Other than what has been outlined in the section above, outline any opportunities or successes regarding the implementation of the EDI action plan, as well as best practices that have been discovered to date. (limit: 5100 characters):

NA

PART C: 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.
- If you did not receive an EDI stipend during the reporting year, please leave this section blank.

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

Table C2. EDI Stipend Impact Rating
Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this objective as identified in your application, for the reporting period:

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

PART C: Reporting on EDI Stipend objectives not accounted for in Part A

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 individuals, Indigenous Peoples, persons with disabilities, women, 2SLGBTQIA+ 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 university created a CRC Equity, Diversity and Inclusion Advisory Committee at the onset of the development of the 2019 plan. At the time, an interest call went out to all members of faculty with language encouraging the participation of members from equity deserving groups. As we start the process to update the action plan in the winter 2024, an interest call will go out seeking participation from faculty members from equity deserving groups. A voluntary self-identification form will be distributed to ensure there is broad representation across equity deserving groups and intersectionality. The AVP Research will implement quarterly meetings with the advisory committee to review the action plan and discuss progress.

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)

University-Wide Employment Systems Review The University will conduct a university-wide employment systems review. The review will include faculty, staff and administrative recruitment for inherent barriers for members of equity deserving groups. SMU Anti-Racism Committee SMU has formed an Anti-Racism Committee. Formally known as the President's Standing Committee on the Prevention of Racism. This committee has the mandate to raise awareness and promote anti-racist initiatives. The committee will play an essential role in the creation of a plan to address systemic hate, inequity and racism required under the Dismantling Racism and Hate Act in Nova Scotia. Formation of a Black Collective Black employees at SMU have formed a Black Collective. The collective evolved out a group of Black employees (Black Inclusion Strategy group) who came together to develop a strategy to support the university's commitment to the Scarborough Charter. This group, made up of Black faculty and staff, share similar interests, histories, or demographics. The newly formed Black Collective meet regularly to have discussions on meaningful issues and provide feedback to the University. Additionally, this is a liberating and safe space for employees to express themselves and seek assistance. Recruitment Strategies The University has implemented the recruitment and retention strategies focused on attracting diverse faculty, staff, and administrators. This strategy includes specific targets for for shortlisted applicants as well as giving preference for members of equity-deserving groups.

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: