ST. FRANCIS XAVIER
UNIVERSITY

PACAR Action Plan

Accountability Framework

This document is available in alternate formats, upon request.
Please contact us by email at **PACAR@stfx.ca**

1. TEACHING, LEARNING AND RESEARCH

Initiative	Accountability	Timeline	Deliverables	KPI	Progress to Date	Alignment
1.1 Build capacity through expanded resources, supports, and professional development for all faculty and instructors to improve their understanding of racism and develop the skills to prevent and address racial discrimination. Training and professional development should: • Recognize anti-racism as a critical aspect of StFX's commitment to equity, diversity, inclusion and accessibility (EDIA). • Be mandated across campus and implemented by experts, with a particular focus on teaching anti-racism and decolonization, anti-discrimination, intersectionality, racial microaggressions, how to intervene and respond to incidents of racism. • The use of inclusive education principles and practices, such as universal design for learning; accessible, anti-racist and trauma-informed practices; and culturally responsive pedagogy. • Occur during new instructor onboarding/orientation and on an ongoing basis for new and existing faculty and staff.	**Strategy Development & Delivery:** Human Rights & Equity **Administered:** Teaching and Learning Centre, Continuing and Distance Education, Human Resources	**1-3 years:** Foundational resources and training developed and delivered **4-7 years:** Scaffolded professional development for different departments and settings	• Develop and deliver online professional development modules for new faculty and instructor onboarding. • Engage relevant unions in mandating professional development and training, as part of collective bargaining process • Provide existing faculty, deans, chairs and coordinators with ongoing professional development. • A list of workshop and resources on creating inclusive teaching and learning environments is made available for faculty and instructors to access. • Records of the training are kept.	• Number of training sessions delivered per year • Number of faculty and instructors participating per year. • Assessment of participant learning and growth.	**IN PROGRESS** • Four in person anti-racism modules are available for faculty and instructors • Some relevant trainings are available through the Office of Equity and Human Rights, Diversity Engagement Centre, and Teaching and Learning Centre • An interim TLC Coordinator is in place to coordinate activities.	*Aligned with the Accessibility Plan (Initiative #1.3)*

1. TEACHING, LEARNING AND RESEARCH						
Initiative	**Accountability**	**Timeline**	**Deliverables**	**KPI**	**Progress to Date**	**Alignment**
1.2 Request Senate review existing course approval processes to ensure principles of anti-racism, equity, and accessibility are reflected in the content and delivery of newly created courses and programs. Also request Senate develop a process that can be used for the review of existing courses. This should include: • The use of inclusive education principles such as universal design for learning, accessible, anti-racist and trauma-informed practices, and culturally-responsive pedagogy. • Engage subject matter experts including individuals with lived experience when appropriate and on an ongoing basis when developing and reviewing the curriculum.	Senate	**1 year:** Initiate planning with University Senate **2-3 years:** Implement revised course approval process	• Review existing course approval processes through an EDIA lens. • Establish a process for integrating EDIA and anti-racism principles and content into the review of existing courses. • An EDIA and anti-racism toolkit is developed and used when creating new (and reviewing existing) courses and programs	• Number of new and existing courses reviewed and revised. • Measures of student satisfaction with teaching and learning. • Regular meetings and focus groups, including first-voice perspectives	**TO BE DEVELOPED**	*Aligned with Accessibility Plan (Initiative #1.5)*

1. TEACHING, LEARNING AND RESEARCH						
Initiative	**Accountability**	**Timeline**	**Deliverables**	**KPI**	**Progress to Date**	**Alignment**
1.3 Ensure students have timely, accessible, flexible, trauma-informed and culturally relevant ways to demonstrate their learning. Resources, materials, and assessments used by faculty and instructors should: • Be designed using inclusive education principles, such as universal design for learning; accessible, anti-racist and trauma-informed practices; and culturally-responsive pedagogy. • Be available in multiple accessible formats. • Identify how each assessment option within courses and programs connects to essential academic requirements. When possible, provide examples of alternate ways of demonstrating learning to provide students with clarity around expectations.	Teaching and Learning Centre, Human Resources	**2-5 years**	• Identify barriers in the use of existing invigilation software (ex, ProtorTrack) and alternative accessible assessment methods • Develop a toolkit of accessible, trauma-informed assessment practices • Engage relevant unions representatives in mandating professional development and training, as part of collective bargaining process	• Regular meetings and focus groups, including first-voice perspectives to assess current needs and track the effectiveness of interventions. • Alumni feedback	**TO BE DEVELOPED**	*Aligned with the Accessibility Plan (Initiative #1.12)*

1. TEACHING, LEARNING AND RESEARCH						
Initiative	**Accountability**	**Timeline**	**Deliverables**	**KPI**	**Progress to Date**	**Alignment**
1.4 Establish a transition year program to support Mi'kmaw, Indigenous and Black student academic success (both pre-entrance and during first year) which should include formal (e.g., campus and courses) and informal (e.g., mentorship) supports. Ensure that the program is accessible to all students and connected to surrounding communities. This program should be co-designed in consultation with students and apply evidence-informed practices, and may include: • A Summer Bridge Program focused on academic orientation, community connection, strengths assessment, and connection with local communities. • Tailored programming and engagement opportunities for students from historically and currently marginalized and excluded groups. • Ability to obtain ESL training and supports for international students and other students for whom English is not their first language. • Opportunities for faculty, staff and instructors to learn and practice strategies to support wholistic student success in transition.	Academics, Student Services	**1-3 years:** Assess transitions needs, enhance existing program opportunities **4-7 years:** Develop and finance a comprehensive transitions program	• Assemble a First Year Experience Working Group, including members of historically and currently marginalized and excluded groups. • Establish a subcommittee to focus on transitions experiences for historically and currently marginalized and excluded groups. • Develop program model and implementation strategy, informed by student needs and evidence-informed practices. • Pilot a transition year program for Mi'kmaw, Indigenous and Black high school students to transition to undergraduate programs at the University. Ensure that the program is accessible to all students and connected to surrounding communities.	• Number of first-voice perspectives engaged in the process • Number of students from historically and currently marginalized and excluded groups participating per year • Assessment of participant & facilitator learning and growth • Assessment of facilitator learning and growth • Longitudinal evaluation of impact and effectiveness, including retention and graduation rates, measures of inclusion and belonging	**IN PROGRESS** • In 2022, StFX launched Flourishing Foundations, a series of co-curricular programs designed to support student transition to StFX. • In September 2022, the Diversity Engagement Centre (DEC) launched a peer mentorship program for students from historically and currently marginalized and excluded groups. • Additional transitions supports include pre-university preparation courses (ex. Math Prep) offered by Continuing and Distance Education.	*Aligned with the Student Experience and Opportunity Plan (Initiative #1.10)*

1. TEACHING, LEARNING AND RESEARCH						
Initiative	**Accountability**	**Timeline**	**Deliverables**	**KPI**	**Progress to Date**	**Alignment**
1.5 Embed equity and anti-racism in the development and execution of student-facing events and programming, such as Orientation Week, Homecoming, etc. This should include the development and implementation of specific engagement programs designed for members of historically and currently marginalized and exclude communities, as well as programming that provides all students with culturally relevant knowledge, skills and attitudes.	**Strategy/ Development:** Human Rights & Equity Implementation Student Services	**1-3 years**	• Assemble First-Year Experience Working Group to coordinate incoming student transition, including students from historically and currently marginalized and excluded groups. • Evaluate existing orientation events and programs, through an equity and anti-racism lens. • Consider the addition of new programming designed to support transition for Mi'kmaw, Indigenous and Black students. Include programming to support all students new to StFX to develop culturally relevant knowledge, skills and attitudes.	• Number of first-voice perspectives engaged in the process • Number of students from historically and currently marginalized and excluded groups participating per year • Assessment of participant growth and learning	**IN PROGRESS** • Student Services has assembled a First Year Experience Working Group to review and develop transitions programming. • Population-specific transitions programming offered during Orientation Week 2022, including opportunities to connect with supports and services	*Aligned with StFX Student Experience and Opportunity Plan (Initiative #1.3)*

1. TEACHING, LEARNING AND RESEARCH						
Initiative	**Accountability**	**Timeline**	**Deliverables**	**KPI**	**Progress to Date**	**Alignment**
1.6 Create and promote group mentoring networks for students from historically and currently marginalized and excluded groups to come together in community, share experiences, explore, and access academic, personal, and career opportunities and pathways. This includes Indigenous, Black, minoritized, 2SLGBTQIA+, international students, first-generation students, and students with disabilities.	Human Rights and Equity, Tramble Centre for Accessible Learning, Student Services	**1-3 years**	• Identify opportunities to integrate mentorship opportunities into the suite of transitions programming available to students from historically and currently marginalized and excluded groups. • Acquire resources to maintain and expand current mentorship program offered by the Diversity Engagement Centre, including securing resources to maintain Indigenous, Black and 2SLGBTQIA+ mentorship programs • Expand mentorship program to include international, first-generation students, students with disabilities, and students from other historically and currently marginalized and excluded populations. • Promote opportunities for students to participate in existing mentorship programs, including X Connects	• Number of mentors participating in the program • Number of mentees participating in the program • Assessment of participant learning and satisfaction	**IN PROGRESS** • In 2021, launched Alumni Mentorship Program (X-Connects) to connect students with personal and career mentors. • In 2022, launched Diversity Engagement Centre (DEC) mentorship program for students from historically and currently marginalized and excluded groups, including Indigenous, Black and 2SLGBTQIA+	*Aligned with the Student Experience and Opportunity Plan (Initiative #1.12)*

1. TEACHING, LEARNING AND RESEARCH						
Initiative	**Accountability**	**Timeline**	**Deliverables**	**KPI**	**Progress to Date**	**Alignment**
1.7 Review existing co-curricular programs, services and supports through an EDIA lens to meet the needs of both specific and broad intersectional student identities, including Mi'kmaw, Indigenous, Black, minoritized, 2SLGBTQIA+, international students, graduate students, mature students, and students with disabilities.	Student Services	**1-3 years**	• Develop and implement multiple assessment strategies to better understand diverse student experiences in co-curricular programs and services. • Use assessment surveys and focus groups to identify gaps in existing programs, and opportunities for improvement	• Number of co-curricular programs and services re viewed. • Number of assessments distributed, and results of assessments • Number of students with lived experience engaged in the review process	**TO BE DEVELOPED**	*Aligned with the Student Experience and Opportunity Plan (Initiative #3.2)*
1.8 Increase English language supports for international students, new Canadians, and other students whose first language is not English.	Student Success Centre, or Continuing and Distance Education (non-credit)	**1-3 years:** Identify needs **4-7 years:** Develop and resource a sustainable delivery model	• A needs assessment and recommendations to identify and address any barriers in English language supports is conducted. • A sustainable service delivery model is developed with adequate resource and financing.	• Number of students accessing programs, services and supports • Student learning and satisfaction	**TO BE DEVELOPED**	

1. TEACHING, LEARNING AND RESEARCH						
Initiative	**Accountability**	**Timeline**	**Deliverables**	**KPI**	**Progress to Date**	**Alignment**
1.9 Promote existing financial support (i.e., scholarships and bursaries), exchange programs as well as other types of opportunities available to Mi'kmaw, Indigenous, Black students on campus and students from other historically and currently marginalized and excluded groups on campus.	Financial Aid, Marketing and Communications	**1-3 years**	• A communications strategy (including a central webpage/ resource hub) is developed to ensure effective, accessible, and clear communication of services, supports and other important information for Mi'kmaw, Indigenous and Black students. .	• Number of students aware of financial aid resources • Number of students accessing financial aid • Number of users accessing central information/ resource hub	**IN PROGRESS** • Website redesign project initiated with Northern Consulting in Fall 2021 to centralize and streamline access to information for faculty, staff and students • Website Advisory Group formed, including first-voice perspectives. • The Website Advisory Group will continue its progress, to launch new web resources in Spring 2023.	
1.10 Increase funds available for scholarship and bursary programs and create broader terms to make it more accessible for more Mi'kmaw, Indigenous and Black students to attend StFX (e.g., needs based financial support, emergency loans, housing, nutritious food), and identify and eliminate barriers to access these funds. • Develop data collection and reporting structures to track and measure the use and impact of these funds on members of Mi'kmaw, Indigenous, and Black communities.	Academics; Advancement	**4-7 years**	• Two central funds - one for scholarships and the other for other financial assistance - are created for Mi'kmaw, Indigenous, and Black students. • An evaluation/ impact of these funds is conducted annually. .	• Number of existing scholarships & bursaries vs. Number of new scholarships and bursaries • Funds ($) available vs. Funds ($) awarded • Number of scholarships and bursaries awarded	**IN PROGRESS** • Some scholarships and bursaries are currently available for Mi'kmaw, Indigenous and Black students only.	

1. TEACHING, LEARNING AND RESEARCH

Initiative	Accountability	Timeline	Deliverables	KPI	Progress to Date	Alignment
1.11 Create an Indigenous Multi-Disciplinary Centre of Excellence which is centered on Indigenous ways of being, doing, knowing, and relating to one another. In collaboration with Indigenous scholars , students, and community members, integrate Indigenous practices and ways of knowing into existing academic centres, such as the McKenna Centre for Leadership and Brian Mulroney Institute of Government, as well as in the development of new academic centres, such as the Institute for Innovation in Health.	**Program Planning Support:** Student Services, Academics **Space/Facility Planning:** Facilities Management	**1-3 years:** Working Group, Needs Assessment **4-7 years:** Assessment and allocation of space for expanded programming on campus	• Mandate a team, including individuals with lived experiences and those responsible for program and service delivery on campus to lead the planning process and develop a program proposal • A needs assessment to identify additional program and engagement opportunities for Indigenous students, faculty and staff is conducted. • A proposal for an Indigenous Multi-Disciplinary Centre of Excellence is developed.		**IN PROGRESS** • Indigenous spaces current existing on campus (e.g., Kiknu Indigenous Student Centre) • Dr. Jane MacMillan has been appointed Special Advisor, Indigenous Research and Learning Partnerships.	

1. TEACHING, LEARNING AND RESEARCH						
Initiative	**Accountability**	**Timeline**	**Deliverables**	**KPI**	**Progress to Date**	**Alignment**
1.12 Create a Centre on Integrative Anti-Black Racism which is centered on ways of knowing, being and doing, including the development of a comprehensive program to champion the wholistic (academic, personal and professional) success and overall well-being of students, staff and faculty. The program should: • Connect Black students, faculty and staff to the programs, people, and resources that will nurture their academic, personal, and professional growth, and build a sense of belonging. • Provide a safe space where Black students, staff and faculty can meet, share, socialize and access specialized support and services. • Put into place equitable practices for recruiting, hiring, mentorship, and ways to involve Black community and alumni.	**Program Planning Support:** Student Services, Academics **Space/Facility Planning:** Facilities Management	**1-3 years:** Working Group, Needs Assessment **4-7 years:** Assessment and allocation of space for expanded programming on campus	• Mandate a team, including individuals with lived experiences and those responsible for program and service delivery on campus to lead the planning process and develop a program proposal • A needs assessment to identify additional program, service and engagement opportunities for Black students, faculty and staff is conducted. • A proposal for a Centre on Integrative Anti-Black Racism, including a comprehensive program to champion wholistic success and well-being for students, staff and faculty, is established.		**IN PROGRESS** • StFX awarded grant, review current practices for attracting and retaining scholars (faculty and staff) from Black and Indigenous communities.	

1. TEACHING, LEARNING AND RESEARCH						
Initiative	**Accountability**	**Timeline**	**Deliverables**	**KPI**	**Progress to Date**	**Alignment**
1.13 Strengthen EDIA within the StFX research environment, with priority attention to expanding the diversity and inclusiveness of the research community by: • Addressing and/or removing internal barriers to EDIA in academic research-related hiring, promotion, and career progression at StFX. • Develop employment policies in support of a more equitable academic research environment at StFX. • Strengthen professional development and training to enhance awareness, sensitivity, and cultural competencies related to equity, diversity, and inclusion and accessibility in the StFX academic research environment.	Associate Vice-President, Research; Human Resources **Training:** Centre for Teaching and Learning **Policy/Data Collection:** Human Rights and Equity	**1-3 years:** Foundational resources and training developed and delivered	• A study, which identifies and addresses the research barriers and needs of Mi'kmaw, Indigenous, and Black researchers is conducted/ commissioned. Develop and implement strategies for identifying, preventing and removing barriers. • Relevant professional development courses developed for all faculty, staff and students engaged in research is developed to enhance principles and practices of anti-racism in the research environment • Records of training are kept	• Number of Mi'kmaw, Indigenous, Black faculty/ researchers at StFX (self-identi-fied). • Number of training sessions offered per year. • Number of faculty/ researchers who partici-pate per year. • Track completed assessment of participant learning and growth.	**IN PROGRESS** • A comprehensive HR policy review using an intersectional lens is being conducted by Rainbow Diversity Institute which employs Black, queer individuals and persons with disabilities. The process is being led by HR & EHR and informed by the University's Equity Advisory Committee.	*Aligned with the Accessibility Plan (Initiative #1.9)*

2. WORKING AND ORGANIZATION ENVIRONMENT						
Action	**Accountability**	**Timeline**	**Deliverables**	**KPI**	**Progress to Date**	**Alignment**
2.1 Establish an Anti-Racism Implementation Committee or modify an existing equity committee structure to ensure that the work now begun by PACAR continues and supports the implementation of the recommendations outlined in this report. Recognizing the impetus for the creation of PACAR, the Committee should address Anti-Indigenous and Anti-Black racism. The Committee should be closely aligned with Accessibility Advisory Committee, and other equity committees to strengthen efforts in the development and implementation of equitable curriculum, policies, practices and environments.	President and Vice-Chancellor	**1 year**	• An Anti-Racism Implementation Committee is established, or an existing committee structure is modified, including a revised committee structure and Terms of Reference.	• Number of committee members • Number of committee meeting per year	**TO BE DEVELOPED**	
2.2 Create a senior administrative role/office to sustain EDIA initiatives in the medium to long term. Reporting to the President, this role must work proactively with senior leadership, the Office of Human Rights and Equity, and other EDIA-related partners, and be resourced for sustained strategy development and implementation.	President and Vice-Chancellor		• A senior administrative role/ office is established		**TO BE DEVELOPED**	

2. WORKING AND ORGANIZATION ENVIRONMENT						
Action	**Accountability**	**Timeline**	**Deliverables**	**KPI**	**Progress to Date**	**Alignment**
2.3 Design, develop and implement regular and ongoing training on equity and anti-racism for all StFX staff and students involved in leadership positions. This training should: • Be relevant to different roles, departments and settings with a consistent focus on teaching unconscious bias, ally training, inclusive communications and workplaces, reconciliation, cultural safety, accessibility and accommodations, and champions for change. • Capture StFX values and occur on an ongoing basis to incorporate changes to policies, practices, and procedures. • Complement equity and accessibility training for faculty, staff, and instructors, to align with recommendations identified in the StFX Accessibility Plan	Student Services	**1-3 years:** Foundational training developed and delivered **4-7 years:** Training is specialized and scaffolded for groups and departments	• Create online training modules for new staff and student leader onboarding • Develop scaffolded equity and anti-racism training program for all student leaders, including a combination of self-directed (online) and facilitated (in-person) learning opportunities • Records of training are kept	• Number of training sessions delivered per year • Number of student leaders participating per year • Assessment of participant learning and growth	**IN PROGRESS** • Xaverian Community Foundations modules offered to all first-year students and again to some student leaders (ex. Community Advisors), including anti-racism module (You Belong @X) • Specialized training are available through the Diversity Engagement Centre • Some events and workshops offered through specific units/departments have provided more insight/training	*Aligned with Student Experience and Opportunity Plan (Initiative #3.7)*

2. WORKING AND ORGANIZATION ENVIRONMENT						
Action	**Accountability**	**Timeline**	**Deliverables**	**KPI**	**Progress to Date**	**Alignment**
2.4 Continue to support the Mi'kmaw community and strengthen supports for people of African Descent at StFX through aligned committee work. • Review current equity committees and structures for alignment to the work of each other, including the CABS Committee. • Identify the Joint Advisory Circle (JAC) to the university and the community. • Review leadership and membership of the Joint Advisory Circle - Indigenous Knowledge Keeper on campus.	Human Rights and Equity, **For JAC:** Associate Vice-President and Provost, Senate	**1-3 years**	• Assemble a Working Group, comprised of representatives from all equity committees, to discuss their scope and mandate • Review and revise Terms of Reference to ensure synergy between committees, and strategies to address gaps in the committee structure for of the university. • Review leadership, membership, roles and responsibilities of the Joint Advisory Circle	• Number of committee members • Number of committee meetings per year	**IN PROGRESS** • Vice-President, Student Services led a preliminary discussion with representatives of various equity committees to clarify the scope of work and identify areas of collaboration and/or synergy. A follow-up discussion will be scheduled, with a focus on reviewing and revising committee terms of reference.	
2.5 Review existing committee structures and revise Terms of Reference to give Mi'kmaw, Indigenous, Black and otherhistorically and currently marginalized and excluded groups meaningful voice at decision-making tables without overburdening representative members of those groups. Particular attention should be paid to major stakeholders and decision-makers, including the Board of Governors, Senate, Committees on Nominations, and senior leadership council.	Senate, Board of Governors	**1-3 years**	• Review existing governance and committee structures • Review existing Board skills matrices, including methods for identifying and increasing Boards diversity • Review/revise Terms of Reference to give Mi'kmaw, Indigenous, Black and other historically and currently marginalized and excluded groups meaningful voice at decision-making tables.	• Number of committee members from historically and currently excluded groups (self-identified) • Board self-evaluation	**TO BE DEVELOPED**	

2. WORKING AND ORGANIZATION ENVIRONMENT						
Action	**Accountability**	**Timeline**	**Deliverables**	**KPI**	**Progress to Date**	**Alignment**
2.6 Examine existing employment-related policies from an equity and anti-racism lens, and improve or overhaul them. Improve the communication and dissemination of existing and newly developed policy information. When developing, reviewing and implementing employment-related policies and procedures, StFX will ensure that: • Persons with lived experiences are consulted about these decisions. • These decisions are informed by a broad base of evidence-informed practice that prioritizes lived experience and expertise.	Human Resources, Human Rights & Equity	**1-3 years**	• Review and revise employment-related policies, practices and procedures developed to support equity and anti-racism. Make revised policies available to new and current StFX employees.	• Number of policies reviewed, revised and created • Number of individuals with lived experience engaged in the review process	**IN PROGRESS** • A comprehensive HR policy review using an intersectional lens is being conducted by Rainbow Diversity Institute which employs Black, queer individuals and persons with disabilities. The process is being led by HR & EHR and informed by the University's Equity Advisory Committee.	*Aligned with the Accessibility Plan (Initiative #4.3)*

2. WORKING AND ORGANIZATION ENVIRONMENT						
Action	**Accountability**	**Timeline**	**Deliverables**	**KPI**	**Progress to Date**	**Alignment**
2.7 Encourage and incentivize the hiring, recruitment, and retention of underrepresented populations into staff and faculty positions using EDIA principles and practices. Work with Human Resources and employee groups/unions to establish goals and remove barriers where they exist.	**Recruitment/ Hiring:** Human Resources **Data Collection:** Human Rights and Equity	**1-3 years**	• A review of the University's hiring, training, career advancement, performance management/appraisal, faculty appointments, and tenure and promotion practices and their accompanying policies is completed. See Recommendation 2.6 • A framework to support hiring of Mi'kmaw, Indigenous and Black faculty and staff is developed. • Information that directs employees to resources for Mi'kmaw, Indigenous, and Black employees is included in the onboarding process. • Keep track of those departments who demonstrate a lack of diversity and work with them to identify barriers (be they related to a particular field's graduates, where job ads are distributed, etc.) and develop strategies to address barriers and improve existing practices.	• Number of Mi'kmaw, Indigenous, Black faculty, and staff • Retention of Mi'kmaw, Indigenous, Black faculty and staff • Employee Satisfaction	**IN PROGRESS** • HR is engaging in processes to enhance recruitment and retention of Mi'kmaw, Indigenous, and Black faculty, and staff. This includes identifying additional avenues of outreach for Indigenous faculty and staff recruitment. Contracted Rainbow Diversity Institute	*Aligned with the Accessibility Plan (Initiatives #4.6 & #4.7)*

2. WORKING AND ORGANIZATION ENVIRONMENT						
Action	**Accountability**	**Timeline**	**Deliverables**	**KPI**	**Progress to Date**	**Alignment**
2.8 Clarify reporting avenues, processes, and expected outcomes for complaints of racial discrimination or breaches of the StFX Harassment and Discrimination Policy. Develop a strategy to communicate clear pathways for how individuals can receive support and/or report incidents.	Human Rights and Equity, Marketing and Communications	**1-3 years**	• Provide information on how students can access the Human Rights Education and Response Advocate (HRERA), communicating clear pathways for making a report and/or receiving support.	• Number of times students are referred to HRERA • Percentage of time seeking unique vs. recurring students • Amount of time between referral and contact with support	**IN PROGRESS** • In August 2022, Student Services hired a Human Rights Education and Response Advocate (HRERA). The HRERA receives, responds to, and manages disclosures of harassment and discrimination. They also lead, coordinate, and promote equity awareness, prevention and education programs and strategies on campus. https://www.mystfx.ca/equity/HRERA	
2.9 Hire a Human Rights Education and Response Advocate (HRERA) position in the institution to advocate for students, faculty, and staff experiencing racism, harassment and discrimination and support them in navigating reporting channels. This position will also focus on education and prevention work.	Human Rights and Equity	**1-3 years**	• Hire a Human Rights Education and Response Advocate (HRERA) to provide outreach, information, referrals, and support to students who are experiencing racism and helping them navigate the reporting process. • Provide information on how students can access the HRERA, communicating clear pathways for making a report and/or receiving support.	• Number of times students are referred to HRERA • Percentage of time seeking unique vs. recurring students • Amount of time between referral and contact with HRERA	**COMPLETE** • In August 2022, Student Services hired a Human Rights Education and Response Advocate (HRERA). The HRERA receives, responds to, and manages disclosures of harassment and discrimination. They also lead, coordinate, and promote equity awareness, prevention and education programs and strategies on campus. https://www.mystfx.ca/equity/HRERA	*Aligned with Student Experience and Opportunity Plan (Initiative #2.7)*

2. WORKING AND ORGANIZATION ENVIRONMENT						
Action	**Accountability**	**Timeline**	**Deliverables**	**KPI**	**Progress to Date**	**Alignment**
2.10 Work with faculty, instructors, Chairs and Coordinators to promote clear processes for addressing racist actions which achieve justice for students, staff and faculty. Provide clear information and education on the reporting process, including clear pathways for how individuals can receive support and/or report incidents.	Teaching and Learning Centre, Human Rights & Equity	**1-3 years:** Foundational resources and training developed and delivered **4-7 years:** Scaffolded professional development for different departments and settings	• A list of workshop and resources on creating inclusive teaching and learning environments is made available for faculty and instructors to access. • Provide existing faculty, deans, chairs, and coordinators with ongoing professional development. • Records of the training are kept.	• Number of training sessions offered per year • Number of faculty, instructors, Chairs and Coordinators participating • Assessment of participant learning and growth	**IN PROGRESS** • Four self-directed anti-racism modules are available for faculty and instructors • Some relevant trainings are available through the Office of Equity and Human Rights, Diversity Engagement Centre, and Teaching and Learning Centre • Some events and workshops offered through specific faculties have provided more insight/training.	
2.11 Work with community members to develop informal resolution practices for individuals who do not wish to undergo formal reporting processes, which are inclusive of the cultures of historically and currently marginalized and excluded communities. This may include those based on restorative justice principles, to address incidents of racism.	Student Services	**1-3 years:** Review existing disciplinary processes through an anti-racism lens **4-7 years:** Develop informal resolution practices	• Revise the StFX Student Community Code of Conduct, and other disciplinary policies and practices, through an equity and anti-racism lens. • Develop informal resolution practices for individuals who do not wish to undergo formal reporting processes.	• Number of incidents addressed through the StFX Community Code of Conduct • Proportion of incidents addressed through alternate resolution processes (ex. restorative practices)	**IN PROGRESS** • In September 2022, Student Services released a revised StFX Student Community Code of Conduct. The revised Code is informed by the principles of restorative practice. PACAR provided feedback on the draft document.	*Aligned with Student Experience and Opportunity Plan (Initiative #2.8)*

2. WORKING AND ORGANIZATION ENVIRONMENT						
Action	**Accountability**	**Timeline**	**Deliverables**	**KPI**	**Progress to Date**	**Alignment**
2.12 Increase the number of co-curricular engagement and paid employment opportunities available on-campus, with a particular focus on expanding employment opportunities for students from historically and currently marginalized and excluded groups, including Mi'kmaw, Indigenous, Black, minoritized, 2SLGBTQIA+, international first-generation students, and students with disabilities. This should include: - Identifying, removing, and preventing barriers to accessing current paid employment opportunities for students from historically and currently marginalized and excluded groups, including internship and co-op placements.	Student Services	**4-7 years**	• Identify barriers in existing paid employment, co-op and internship experiences for students from historically and currently marginalized and excluded groups. • Identify partnership opportunities to expand paid employment opportunities for students from historically and currently marginalized and excluded groups available on-campus • Identify and acquire funding to expand and diversify paid employment opportunities for students from historically and currently marginalized and excluded groups. .	• Number of students from historically and currently marginalized and excluded groups participating in paid employment opportunities on campus, internships and co-op placements. • Number of campus and community partners providing paid employment opportunities for students from historically and currently marginalized and excluded groups. • Assessment of student learning and satisfaction.	**TO BE DEVELOPED**	*Aligned with Student Experience and Opportunity Plan (Initiative #3.8)* *Aligned with StFX Accessibility Plan (Initiative #4.10)*

2. WORKING AND ORGANIZATION ENVIRONMENT						
Action	**Accountability**	**Timeline**	**Deliverables**	**KPI**	**Progress to Date**	**Alignment**
2.13 Strengthen the capacity of on-campus and off-campus employers to create culturally relevant, trauma-informed, accessible, and supportive supportive workplaces.	Student Services	**1-3 years**	• Develop a comprehensive education and training program for employers, focused on creating culturally-relevant, trauma-informed and supportive workplaces. This should include employers providing career co-op and internship experiences. • Provide students with safe spaces to share their experienc-es, incorporating opportunities for providing feedback .	• Number of on-campus/ off-campus employers • Number of Mi'kmaw, Indigenous, Black and other students from historically and currently marginalized and exclud-edgroups employed on-campus/ off-campus • Assessment of student experiences and satisfaction	**TO BE DEVELOPED**	*Aligned with Student Experience and Opportunity Plan (Initiative #3.10)* *Aligned with StFX Accessibility Plan (Initiative #4.11)*

2. WORKING AND ORGANIZATION ENVIRONMENT						
Action	**Accountability**	**Timeline**	**Deliverables**	**KPI**	**Progress to Date**	**Alignment**
2.14 Increase integration and partnership between equity and inclusion work at the Coady Institute and other areas of StFX. • Priority initiatives for partnership and collaboration will be informed by the StFX Academic Plan and Coady Institute Operational Plan (currently in development).	University-Wide, Coady Institute	**1-3 years:** Priority partnership initiatives identified and initiated **4-7 years:** Further development and expansion of partnerships and collaborations	• Develop Coady Institute Operational Plan, including priority areas for project partnership and collaboration. This Plan should align with the StFX University Plan and StFX Academic Plan. • Establish a Working Group to identify opportunities to increase integration and partnership between the Coady Institute and other areas of StFX. .	• Number of partnership programs developed with Coady • Number of faculty, staff & students participating per year • Assessment of participant learning and growth	**TO BE DEVELOPED**	
2.15 Bring together an alliance of local, provincial, and national union representatives to engage in discussions on what roles the unions have played and continue to play in implementing anti-racism work.	Unions, Human Resources	**1-2 years**	• Form a network alliance, with opportunities to integrate initiative into collective bargaining.		**TO BE DEVELOPED**	

3. LIVING AND SOCIAL ENVIRONMENT						
Action	**Accountability**	**Timeline**	**Deliverables**	**KPI**	**Progress to Date**	**Alignment**
3.1 With input and expertise from those who have been on the receiving end of racism on campus, create an anti-racism campaign that educates the campus community about racist behaviour and how to address it appropriately.	Human Rights and Equity, Marketing and Communications	**1-3 years**	• Develop an educational campaign content and communications strategy, in consultation with individuals with lived experiences • Release campaign content, including updates relating to how the University has and will continue to practice equity and anti-racism • Create and promote events throughout the year not explicitly labeled as anti-racist but which are designed to diminish barriers amongst the various University stakeholders and cultivate a culture of understanding and empathy.	• Number of first-voices perspectives engaged in the process • Number of campaign materials developed and distributed • Number of unique users engaging with content and materials	**IN PROGRESS** • Launched #BeingXaverian, a multi-year campaign designed to remind students that, along with being academically-focused, Xaverians are socially responsible as well. Campaign content is rolled out on an ongoing basis, highlighting values that speak specifically to anti-racist and anti-oppression beliefs, values and principles (Belonging, Respect, etc.) and promotes the ability of all members of the campus community to flourish.	
3.2 Develop a communications strategy to publicly acknowledge university activities and functions that celebrate significant cultural events as a visible and public way of demonstrating StFX's commitment to EDIA and anti-racism.	Human Rights and Equity, Marketing and Communications	**1-3 years**	• A calendar outlining days of significant cultural events and observances in publicly published. • Campus-wide events or message from the President and/or Senior Leader are organized and sent for commemorative dates • A review of the calendar to ensure that the University acknowledges and celebrates key commemorative dates, events and activities is conducted annually - in collaboration with the Office of Equity and Human Rights & Diversity Engagement Centre .	• Number of events hosted per year • Number of promotional materials developed and circulated • Number of unique users	**IN PROGRESS** • Campus-wide events and/or a message from the President are organized/sent for the following key commemorative dates: Black History Month, National Day for Truth and Reconciliation, Mi'kmaq History Month, etc.	

3. LIVING AND SOCIAL ENVIRONMENT						
Action	**Accountability**	**Timeline**	**Deliverables**	**KPI**	**Progress to Date**	**Alignment**
3.3 Review and improve student admission and recruitment strategies to increase the number of applications from members of Mi'kmaw, Indigenous, Black students and members of other historically and currently marginalized and excluded groups. This strategy should be a radical departure from current StFX recruitment strategies and co-designed with members of historically and currently marginalized and excluded groups who are renumerated for their service and expertise. The strategy should include: • Set specific admission goals for domestic Mi'kmaw, Indigenous and Black students, at the undergraduate level. • Investigate if application fees and/or deadlines may be unintended barriers. • Hire recruiters who bring lived experience of diverse communities and have expertise connecting with members of historically and currently excluded groups. • Develop student recruitment strategies specific to individual communities. • Allocate awards to support recruitment and retention to specific areas of study, including master's programs.	Registrar, Recruitment	**1-3 years**	• Develop and implement an International Recruitment and Support Strategy • Develop and implement a Domestic Recruitment Strategy, et specific targets for recruitment and admissions,	• Admission rates of Mi'kmaw, Indigenous and Black students • Retention rates of Mi'kmaw, Indigenous and Black students • Persistence rates of Mi'kmaw, Indigenous and Black students • Student feedback and satisfaction (ex. focus groups)	**IN PROGRESS** • StFX has developed an International Recruitment and Support Strategy and has initiated a process of developing a Domestic Recruitment Strategy.	

3. LIVING AND SOCIAL ENVIRONMENT

Action	Accountability	Timeline	Deliverables	KPI	Progress to Date	Alignment
3.4 Increase and enhance supports available on-campus to help community members impacted by racism (e.g., culturally-relevant, trauma-informed mental health counselling services, healing circles, educational programs). Special consideration should be given to those with intersecting identities (e.g., with differing sexual orientation and gender identities). • Explain counselling and health services intake processes with greater clarity. • Make information and resources about mental health easy to find, including one platform to learn about services and supports available on-campus and off-campus. • Ensure healthcare practitioners can provide culturally-relevant, trauma-informed, and safe services that are reflective of the diversity of students • Review current service policies, practices and procedures through an anti-racist, culturally-relevant, accessible and trauma-informed lens. • Consult Mi'kmaw, Indigenous and Black individuals, members ofhistorically and currently marginalized and excluded community, and other relevant groups on an ongoing basis. Apply their feedback to continue to improve on-campus supports	**Support for Students:** Student Services **Supports for Faculty/Staff:** Human Resources **Review of Policies/Practices:** Equity Committee	**1-3 years**	• Culturally-relevant, trauma-informed counselling services are available to students, staff and faculty, with consideration to those with intersecting identities. • StFX website is updated with information, specifying resources tailored to Mi'kmaw, Indigenous, and Black faculty, staff and students. • Current service policies, practices and procedures are reviewed and revised using an anti-racist, trauma-informed, and culturally-relevant lens. • Ongoing assessment and feedback from members of historically and currently marginalized and excluded groups are collected and actioned to improve services and supports.	• Number of appointments per year • Number of unique vs. recurring visits per year • Number of training sessions offered per year • Number of healthcare service providers participating per year • Assessment of participant learning and growth	**IN PROGRESS** • StFX offers culturally-relevant, trauma-informed mental health supports and services to Mi'kmaw, Indigenous and Black faculty, staff and students. These services are provided by counsellors with lived experiences, who are themselves members of these communities. https://www.mystfx.ca/equity/culturally-relevant-supports • Students can connect with the Diversity Engagement Centre (DEC), including the Indigenous Student Advisor and Black Student Advisor for support. • StFX Student Services as contracted GreenSpace to develop a centralized 'hub' for mental health and wellness supports and services	*Aligned with Student Experience and Opportunity Plan (Initiative #2.6)*

3. LIVING AND SOCIAL ENVIRONMENT						
Action	**Accountability**	**Timeline**	**Deliverables**	**KPI**	**Progress to Date**	**Alignment**
3.5 Develop guidelines for institutional data collection, reporting, and use of demographic/benchmarking data on faculty, staff, and students. Use data to strategically support the recruitment and retention of more Mi'kmaw, Indigenous and Black students, faculty and staff, as well as persons from other historically and currently marginalized and excluded groups, including 2SLGBTQIA+, international students, first-generation students, and students with disabilities.	Equity and Human Rights	**1-3 years**	• Develop an Equity Census Survey, a comprehensive demographic survey for all staff and faculty. • Expand the equity census to student and student employees • Use the data to identify opportunities and initiatives that will strategically support the recruitment and retention of more Mi'kmaw, Indigenous, and Black students, faculty and staff, and members of other historically and currently marginalized and excluded groups.		**IN PROGRESS** • StFX launched the Equity Census in Fall 2022, our first-ever comprehensive demographic survey for all staff and faculty, which will help us to understand the demographics of the university and enhance the diversity and equity of our community.	
3.6 Introduce culturally safe, ethical, and transparent approaches to data collection, analysis, and interpretation to allow the university to track and respond to trends related to EDIA.	Human Rights and Equity, Institutional Data Analysis	**1-3 years**	• Guidelines for ethical data governance, which can be adapted for various purposes, are developed.		**IN PROGRESS** • StFX launched the Equity Census in Fall 2022, our first-ever in house comprehensive demographic survey for all staff and faculty, which will help us to understand the demographics of the university and enhance the diversity and equity of our community.	

4. COMMUNITY ENVIRONMENT						
Action	**Accountability**	**Timeline**	**Deliverables**	**KPI**	**Progress to Date**	**Alignment**
4.1 Develop a clear response to the Truth and Reconciliation Commission (TRC) Calls to Action that relate specifically to institutions of higher learning, and any that relate to disciplines taught at StFX. Establish a mechanism for ongoing monitoring and evaluation, including which Calls to Action are being addressed and those that require further action. Introduce an ethical and transparent data collection system to allow the university to track progress, and release an annual report to all stakeholders.	Joint Advisory Circle	**1-3 years**	• Assemble an Advisory Committee to develop a clear response to the Truth and Reconciliation Commission (TRC) Calls to Action that relate specifically to StFX • A plan to enact relevant TRC Calls to Action, in collaboration with Mi'kmaw and Indigenous students, faculty and staff, is developed. • A process for ongoing monitoring and evaluation is established.		**TO BE DEVELOPED**	
4.2 Create an EDIA assessment tool that will gather information annually about what each of the various units and departments are doing to foster an equitable and anti-racist environment.	Human Rights and Equity	**1-3 years**				

4. COMMUNITY ENVIRONMENT						
Action	**Accountability**	**Timeline**	**Deliverables**	**KPI**	**Progress to Date**	**Alignment**
4.3 Require the Human Rights Education and Response Advocate (HRERA), with support from the Equity Committee, to provide an annual plan for education and prevention and next steps to foster an equitable and welcoming environment at StFX.	Human Rights and Equity	**1-3 years**	• Equity Committee to establish a annual plan for equity and anti-racism education and prevention.	• Number of education sessions delivered per year • Number of students, faculty and staff partici-pating per year • Assessment of participant learning and growth	**IN PROGRESS** • Xaverian Community Foundations modules offered to all first-year students and again to some student leaders (ex. Community Advisors), including anti-racism module (You Belong @X) • New anti-racism modules for students, faculty and staff launching in Spring 2023. • Specialized training and workshops are available through the Diversity Engagement Centre • Some events and workshops offered through specific units/ departments have provided more insight/training	
4.4 Consult with Mi'kmaw, Indigenous, and Black community members to create a cultural practices policy and/or procedures to accommodate honour-ing ceremonies such as smudging and libation at StFX. Develop a strategy to communicate these policies to the wider campus community.	Human Rights and Equity, Facilities Management, Marketing and Communications	**1-3 years**	• A University Smudging Policy is developed. • Information about the policy and procedures are communicated to the campus community.	• Number of persons with lived experience engaged in the process • Number of times the policy is downloaded/ accessed • Number of unique users accessing collateral communica-tions content	**TO BE DEVELOPED**	

4. COMMUNITY ENVIRONMENT						
Action	**Accountability**	**Timeline**	**Deliverables**	**KPI**	**Progress to Date**	**Alignment**
4.5 Incorporate libation ceremonies and those that acknowledge Black Ancestors into StFX University events and ceremonies, along with the Mi'kmaw Honor Song.	Registrar, Human Rights and Equity, Ceremonial Office	**1-3 years**	• Events are hosted throughout the year that support Mi'kmaw, Indigenous, Black and other historically and currently marginalized and excluded students, faculty and staff in exploring and celebrating their own race, culture, and identity.	• Ongoing evaluation of improvements to events and ceremonies, including focus groups with individuals with lived experiences.	**TO BE DEVELOPED**	
4.6 Create opportunities for all members of the StFX community to learn about and experience Indigenous Talking Circles, a cultural practice that allows for deep listening and speaking among groups (ex. Learning Lodges, Restorative Justice Practices, healing spaces).	Human Rights and Equity, Knowledge Keeper, Indigenous Counsellor	**1-3 years**	• Identify programs, supports, and services where Indigenous Talking Circles could be integrated into current programs and practices. • Pilot a Talking Circles program for faculty, staff, and student groups, ensuring that the appropriate cultural practices are employed.	• Number of Indigenous Talking Circles piloted • Number of students, faculty and staff partici-pating per year • Reflections on participant growth and learning	**TO BE DEVELOPED**	

4. COMMUNITY ENVIRONMENT						
Action	**Accountability**	**Timeline**	**Deliverables**	**KPI**	**Progress to Date**	**Alignment**
4.7 Create resources that educate the campus community about the University's relationship to the Land, as well as the historical connection between local racialized communities and the university. This can include, but not limited to, providing education on the purpose of Land Acknowledgements, providing visual representations about the Land on websites; and visual art installations.	Human Rights & Equity, Equity Advisory Committee, Special Advisor (Indigenous Research and Learning Partnerships)	**1-3 years**	• Resources that educate the campus community about the University's relationship to the land, and the historical connection between racialized communities and the university, are developed, as part of a collaborative research project. • The information is publicly available on the StFX website, social media, etc.		**TO BE DEVELOPED**	
4.8 Develop a public history of StFX's relationship with Mi'kmaw, Indigenous, and Black Peoples. Make this information accessible to community members and visitors on the website and/or other public commemorations on campus. • The public history could be expanded to include StFX's relationship with members of other historically and currently marginalized and excluded groups, including 2SLGBTQIA+, international, and persons with disabilities.	Human Rights & Equity, Equity Advisory Committee, Special Advisor (Indigenous Research and Learning Partnerships)	**1-3 years**	• A public history of StFX's relationship with Mi'kmaw, Indigenous, and Black Peoples is developed, as part of a collaborative research project. • The document is publicly available on StFX website, social media, etc.		**IN PROGRESS** • Dr. Jane MacMillan (Special Advisor, Indigenous Research and Learning Partnerships) has initiated the development of a public history of StFX's relationship with Mi'kmaw and Indigenous Peoples.	

4. COMMUNITY ENVIRONMENT						
Action	**Accountability**	**Timeline**	**Deliverables**	**KPI**	**Progress to Date**	**Alignment**
4.9 Involve the Town and County of Antigonish in EDIA and anti-racism initiatives on campus. There should be ongoing and formal partnership with the Town and County in combating racism and educating the wider community about EDIA and anti-racism work. Training with the wider community should include providing anti-racist educational resources to stakeholders such as the Landlord's Association, Business Association, and the municipalities of the Town and County of Antigonish.	Human Rights and Equity, Town and County of Antigonish, University-Wide	**1-3 years:** Identify and enhance existing partnership opportunities **4-7 years:** Develop a sustainable program delivery and financing model	• Identify and initiate opportunities for collaboration and partnership with the Town and County of Antigonish • Offer education and training programs to Town and County Partners (i.e., Positive Space Training, Blanket Exercise, etc.)	• Number of collaborative events, programs, and services offered per year • Number of faculty, staff, students, and community members participating per year • Assessment of participant learning and growth	**TO BE DEVELOPED**	*Aligned with Student Experience and Opportunity Plan (Initiative #3.13)*