



ROOTS
INSTITUTE

RESEARCH • OPPORTUNITY • ORGANIZATIONAL NAVIGATION
TENURE & SCHOLARSHIP • SUSTAINABILITY

WHITE PAPER

FROM RECRUITMENT TO FLOURISHING

Building the Conditions for
Black Faculty Success in
Canadian Higher Education

*Evidence, Opportunity, and a Framework
for Faculty and Institutional Transformation*



Strong Roots. Healthy Soil
A Flourishing Ecosystem



ROOTS INSTITUTE

RESEARCH • OPPORTUNITY • ORGANIZATIONAL NAVIGATION
TENURE & SCHOLARSHIP • SUSTAINABILITY

Copyright © 2026 ROOTS Institute™. All rights reserved.

ROOTS Institute, including its name, program architecture, educational frameworks, models, graphics, publications, and original materials, represents proprietary intellectual property. No part of this publication may be reproduced, distributed, transmitted, adapted, incorporated into another publication, curriculum, training program, or commercial product, or otherwise used without prior written permission, except as permitted by applicable law.

Materials, scholarship, frameworks, trademarks, and other intellectual property attributed to third parties remain the property of their respective authors and rights holders. Their inclusion in ROOTS Institute publications does not imply ownership or endorsement.

ROOTS Institute is a collaborative initiative of:
Senomi Solutions Inc. + Coaching Imperative, LLC.
Together, the partners support the scholar, the scholarship, and the structural conditions of the campus community.

*Strong roots. Healthy soil.
A Flourishing Ecosystem*

Executive Summary

Canadian higher education has entered a consequential period. Universities and research funders have made increasingly explicit commitments to equity, anti-racism, Black inclusion, representative participation in research, and accountability. Yet the central challenge is no longer simply whether institutions can recruit talented scholars from historically underrepresented communities. The more difficult question is whether institutions have built the career infrastructure required for those scholars to establish research programs, earn tenure and promotion, exercise leadership, sustain well-being, and remain in the academy.

This white paper argues for a shift from episodic inclusion efforts toward sustained faculty-development ecosystems. The evidence is especially compelling for racialized faculty, women professors, and Black professors, whose experiences reveal how ostensibly neutral academic systems can distribute opportunity, service, risk, recognition, and care unevenly. A 2025 evidence brief synthesizing 70 peer-reviewed studies reported persistent racial and gender inequities in representation, promotion, retention, and leadership, and recommended stronger mentorship, sponsorship, research opportunities, networking, career development, and attention to the “diversity tax” (Jafari et al., 2025).

For Black researchers, Canadian policy is increasingly specific. SSHRC acknowledges that generalized equity, diversity, and inclusion approaches can obscure the particular operation of anti-Black racism. Its *Action Plan for Black Researchers (2024–2029)* identifies underrepresentation, disproportionate administrative requests, exclusion and isolation, inadequate institutional protections, and still-emerging Black-led networks as barriers to equitable participation (Social Sciences and Humanities Research Council [SSHRC], 2024). The Scarborough Charter similarly moves beyond representation toward Black flourishing, inclusive excellence, mutuality, and accountability (Blackett et al., 2021).

Central proposition: Recruitment without sustained development can diversify entry points without changing career outcomes. The next generation of faculty equity work must connect recruitment to research capacity, tenure and promotion, leadership development, sponsorship, well-being, and institutional change.

What the evidence tells us

- Academic mental health is strongly connected to workload, performance expectations, work organization, precarity, and the distribution of care and service, not only to individual coping capacity (Bourgeault et al., 2022; Power et al., 2025).
- Racialized faculty remain unevenly represented across ranks and leadership, with recurring barriers in promotion, retention, evaluation, networks, and research opportunity (Cukier et al., 2021; Henry et al., 2012; Jafari et al., 2025).
- Black faculty face distinct anti-Black barriers, including disproportionate service, isolation, scrutiny, gaps in institutional protection, and unequal access to networks and opportunity (Fearon, 2026; SSHRC, 2024).
- The institutional opportunity is to move from “fixing the individual” to building environments where faculty can flourish, while still equipping scholars with practical tools, networks, research supports, and leadership development.

1. Introduction: The Human Stakes of Institutional Conditions

Recent cases in the United States and United Kingdom illustrate why faculty well-being and workplace conditions deserve attention alongside recruitment and representation. In 2025, Professor Jason Arday, a prominent Black academic at the University of Cambridge, died at age 39. In 2024, Dr. Antoinette “Bonnie” Candia-Bailey, a university administrator and scholar at Lincoln University in Missouri, died by suicide after raising concerns about workplace treatment, discrimination, and institutional response.

Their circumstances were different, and neither case should be treated as evidence that institutional conditions caused their deaths. They do, however, raise an important question: What responsibilities do universities have upstream, before conflict, scrutiny, isolation, excessive workload, discrimination, or workplace harm reaches crisis?

Universities must both hold members of their communities accountable and ensure that accountability is exercised fairly. Scrutiny and accountability are not the same thing. Transparent, consistent, and humane processes for addressing grievances, discrimination, harassment, and workplace conflict are essential to institutional trust and psychological safety.

This white paper begins upstream by examining the documented conditions that shape academic careers. For Black scholars, the question extends beyond who enters the academy to who is supported, who advances, who leads, who remains, and who has the opportunity to flourish.

The Canadian Context: From Commitment to Implementation

Canadian Black faculty enter institutions at a moment when universities, research councils, and governments have made increasingly explicit commitments to addressing anti-Black racism and strengthening Black inclusion. The Tri-Agency EDI Action Plan frames the national research challenge around two linked objectives: fair access to research support and equitable participation in the research system. It calls for more equitable policies and processes, diverse decision-making, systematic data use, and a broader understanding of research excellence (Natural Sciences and Engineering Research Council of Canada, NSERC).

SSHRC’s Black Researchers action plan makes the case for specificity. Approximately 3% of SSHRC grant holders are Black, compared with Black Canadians comprising 4.3% of the population in the 2021 Census. SSHRC further notes that the Black population is younger and growing faster than the population overall, increasing the importance of building a research ecosystem able to support future participation and advancement (SSHRC, 2024).

The Scarborough Charter provides an institutional framework organized around four principles: Black thriving, inclusive excellence, mutuality, and accountability. It positions equitable inclusion as integral to excellence and calls institutions to remove structural barriers, support Black faculty advancement, engage Black communities, and be answerable for concrete outcomes (Blackett et al., 2021).

A changing definition of excellence

These policy developments point toward a consequential reframing. The question cannot be reduced to whether an individual scholar is “ready” for the academy. Institutions must also ask whether their systems are ready to recognize a wider range of scholarly contributions, support different research trajectories, distribute service fairly, develop leaders equitably, and respond effectively when discrimination or exclusion occurs.

2. Academic Work Is a Mental Health and Sustainability Issue

Faculty careers combine intellectual autonomy with repeated evaluation, competition, workload, and uncertainty. Canadian research indicates that concerns about faculty mental health predate the COVID-19 pandemic and are connected to the organization of academic work. Bourgeault et al. (2022) reported that almost two-thirds of academics in their survey had experienced mental-health concerns such as anxiety, psychological distress, depression, or burnout at some point in their careers.

Power et al. (2025) examined university mental-health initiatives through interviews with 34 academic workers and 20 non-academic workers and administrators at Canadian universities. They found that interventions often emphasize individually focused wellness, rely on generic content, and encourage help-seeking while faculty continue to experience pressure to maintain productivity when ill. The authors conclude that meaningful interventions must address workload and work conditions while accounting for the gendered organization of university labour. Coaching, mentoring, peer community, and skill-building can expand agency and support. However, more holistic solutions, requires examining and improving the institutional conditions for sustainable change.

Dual Responsibility

Faculty responsibility and agency: *Scholars benefit from access to knowledge, strategy, networks, coaching, mentoring, research development, and leadership preparation.*

Institutional responsibility: *Universities remain responsible for fair workload, transparent evaluation, equitable access to opportunity, psychologically safer workplaces, effective discrimination response, and systems that do not make chronic overwork the price of success.*

Sustainability should therefore be treated as an academic outcome. A career is not sustainable when success depends on chronic overwork, invisible care labour, repeated racialized stress, or the continual sacrifice of health and relationships.

3. Racialized Faculty: Representation Is Only the First Threshold

Canadian scholarship has documented uneven representation of racialized faculty and leaders for more than a decade. Henry et al. (2012) identified underrepresentation of racialized faculty across selected Canadian universities, while Cukier et al. (2021) documented persistent gaps in racialized leadership in Canadian universities. More recent discipline-specific research continues to identify underrepresentation, including within Canadian psychology (Faber et al., 2025).

Jafari et al. (2025) synthesized 70 peer-reviewed studies examining racial and gender inequities in academic faculty positions. Across the evidence reviewed, underrepresented racialized faculty experienced slower promotion and greater attrition, and underrepresented women faced particularly difficult promotion trajectories. These findings should not be interpreted as national prevalence estimates for Canada, nevertheless they are important for identifying recurring patterns, and developing policies and practices to address systemic inequity.

The policy implications are consistent: equitable recruitment must be matched by equitable retention, promotion, mentorship, sponsorship, research opportunity, networking, and leadership development (Jafari et al., 2025). An institution can diversify assistant-professor hiring, but without a holistic approach distribution of grants, chairs, sponsorship, research infrastructure, leadership opportunities, and full professor advancement largely unchanged.

Diagnostic question: Who gets invited into the institution, and who gets invited into the rooms, relationships, research opportunities, and decisions that shape an academic career?

4. Black Professors: The Case for Specific, Not Generic, Support

Black professors are part of the broader population of racialized faculty, but Canadian policy and scholarship increasingly recognize that anti-Black racism has specific histories and institutional manifestations. SSHRC (2024) states that generalized EDI approaches can obscure these realities and identifies the need for dedicated measures.

The SSHRC advisory process identified a cluster of barriers with direct career consequences: underrepresentation; disproportionate administrative requests, including EDI committees and mentoring; exclusion and isolation that impede career progression; inadequate institutional mechanisms to protect people harmed by anti-Black racism; emergent Black-led networks; and uneven awareness of funding opportunities (SSHRC, 2024). These conditions create a pervasive paradox; the scholars institutions most need for mentoring, representation, and institutional change are asked to perform substantial service, while simultaneously building competitive research programs.

Fearon's (2026) arts-informed autoethnography of pre-tenured Black motherscholars adds an intersectional lens. Her study describes Black professors navigating review, tenure, and promotion under conditions of anti-Black racism, suspicion, and disregard, while also demonstrating how Black motherscholars cultivate culturally grounded spaces of sanctuary, community, creativity, and self-definition. The work reminds institutions that faculty development is not only technical. It is relational, cultural, emotional, and embodied.

From surviving to flourishing

The Scarborough Charter offers a constructive alternative to deficit framing. Black flourishing asks institutions to create conditions in which Black people can realize their potential and thrive while structural barriers are removed (Blackett et al., 2021). Toronto Metropolitan University (2024) translates this principle into an institutional model linking Black experiences to resources and mentorship, equitable recruitment and promotion, Black-centred initiatives, culturally relevant learning, Black- and African-centred research, belonging, representation, joy, trust, accountability, inclusive excellence, and equitable outcomes.

TMU's implementation experience also illustrates that representation strategies can be paired with structural supports. Its three-year milestone report describes efforts to broaden recruitment, strengthen pathways for prospective Black faculty, support newly hired and existing Black faculty, expand Black scholarship, and create curriculum and research supports (Toronto Metropolitan University, 2024).

5. The Career Development Gap

Recruitment and retention are different institutional challenges. Within a relatively short period, new faculty may be expected to establish a research agenda, publish, secure grants, teach effectively, supervise students and employees, build laboratories or research teams, contribute to service, develop professional networks, navigate institutional politics, and demonstrate readiness for tenure. Doctoral preparation does not consistently teach scholars how to manage these responsibilities simultaneously.

The career-development gap becomes more consequential when access to information and opportunity is uneven. Written tenure criteria may be available while the practical "hidden curriculum" of academic careers remains informal: which grants create momentum, how internal nominations occur, who makes introductions, how service is negotiated, how research time is protected, how external visibility is built, and how leadership opportunities emerge. Mentoring helps make this knowledge visible. Sponsorship goes further by using influence to create access to consequential opportunities.

Research development is also a retention strategy. A scholar who lacks protected time, grant strategy, collaborators, infrastructure, or access to research leadership is at career risk even when they report a sense of belonging. The institutional opportunity is therefore to connect belonging to the material conditions of scholarly production and advancement.

6. The Institutional Opportunity: Build Career Infrastructure

The evidence does not support a choice between developing faculty and changing institutions. Both are necessary. The most promising institutional opportunity is to build career infrastructure that follows faculty across the arc of an academic career rather than concentrating support at recruitment or at the moment a tenure dossier is due.

Six Design Principles

1. Start with systems, not deficits

Frame barriers as interactions between people and institutional conditions. Avoid programs that imply underrepresented faculty simply need to become more resilient, polished, or strategic.

2. Develop cohorts, not isolated individuals

Peer cohorts can create information exchange, belonging, accountability, cross-institutional networks, and collective problem-solving that one-to-one mentoring cannot provide alone.

3. Pair mentoring with sponsorship

Advice matters; advocacy changes careers. Sponsorship includes nominations, introductions, resource advocacy, invitations, collaboration, and speaking a scholar's name in consequential rooms.

4. Make the hidden curriculum visible

Tenure criteria may be written, but the practical knowledge required to build a competitive career often is not. Faculty need early access to how decisions, relationships, timing, grants, reputation, and institutional politics interact.

5. Treat research development as retention

Equitable access to funding, research time, infrastructure, collaborators, and grant strategy should be understood as part of retention and advancement, not as a separate technical service.

6. Measure institutional change alongside faculty outcomes

Track grants, promotion, retention, leadership, and faculty experience, but also workload equity, access to sponsorship, policy changes, barriers removed, discrimination response, and institutional responsiveness.



7. Recommendations for Canadian Universities

The following recommendations translate the evidence into an institutional agenda. They are intended as a framework for action rather than a one-size-fits-all compliance checklist.

- **Build longitudinal faculty-development pathways.** Move beyond orientation and one-off workshops. Provide multi-year support from appointment through tenure, promotion, research leadership, and senior leadership.
- **Create transparent research-opportunity maps.** Make internal grants, nominations, chairs, awards, research infrastructure, seed funding, and leadership pathways visible and accessible.
- **Audit service and cultural taxation.** Disaggregate committee, mentoring, EDI, student-support, and community-facing labour by race, gender, rank, and contract status; rebalance and recognize high-burden contributions.
- **Institutionalize sponsorship.** Hold deans, chairs, research leaders, and senior faculty accountable for expanding networks, nominations, collaborations, and leadership opportunities for underrepresented scholars.
- **Strengthen review and promotion equity.** Clarify criteria, train evaluators, monitor patterns, scrutinize biased feedback, and ensure community-engaged, interdisciplinary, Black-centred, and nontraditional scholarship can be evaluated fairly.
- **Connect mental health to job design.** Retain wellness resources, but address workload, productivity expectations, care, precarity, service inequity, and psychologically unsafe conditions (Power et al., 2025).
- **Strengthen independent response mechanisms.** Ensure faculty have credible, timely, and independent pathways for reporting discrimination, harassment, retaliation, and conflict, especially where the alleged source of harm holds supervisory authority.
- **Invest in Black-led scholarly networks.** Support cross-institutional cohorts, research collaborations, mentoring communities, writing groups, and leadership networks rather than expecting individual faculty to build these infrastructures without resources.
- **Use disaggregated data responsibly.** Track application, award, retention, promotion, workload, leadership, and climate outcomes while protecting privacy and avoiding interpretations that reduce Black faculty to a deficit category.
- **Make accountability visible.** Publish goals, indicators, progress, and lessons learned. The Scarborough Charter's accountability principle requires sustained implementation and answerability for concrete outcomes (Blackett et al., 2021).

8. Toward a National Infrastructure for Faculty Flourishing

The Canadian policy environment has already named many of the desired outcomes: fair access, equitable participation, inclusive excellence, Black flourishing, mutuality, intersectionality, and accountability. What remains less developed is a coordinated infrastructure that connects these commitments to the day-to-day career development of faculty.

A national approach can complement campus-specific reforms by creating cross-institutional networks, reducing isolation, making research and career knowledge portable, expanding sponsorship beyond a single department, and allowing institutions to learn from recurring patterns across campuses. It can also help distinguish what belongs at the individual-development level from what requires institutional policy, resource allocation, or culture change.

The opportunity is not to create a parallel academy for Black scholars. It is to build connective tissue across the existing research ecosystem so that Black scholars have equitable access to the relationships, knowledge, resources, protections, and leadership opportunities that academic careers require.

9. ROOTS Institute: A Response to the Demonstrated Gap

ROOTS emerges from this evidence base as one response to a clearly demonstrated gap. It is not presented as a substitute for institutional reform and does not assume that Black faculty need to be “fixed.” Its premise is dual responsibility: strengthen scholars’ agency and career infrastructure while partnering with institutions to improve the conditions in which those careers unfold.

ROOTS Research, Opportunity, Organizational Navigation, Tenure & Scholarship, & Sustainability

Domain	Faculty Development Focus	Institutional Question
R • Research	Research agenda, funding, labs/teams, partnerships, visibility	Do scholars have equitable access to the resources that make research careers possible?
O • Opportunity	Networks, sponsorship, nominations, collaborations, leadership pathways	Who receives advocacy, stretch opportunities, and institutional visibility?
O • Organizational Navigation	Power, politics, communication, conflict, resource negotiation	Are formal rules and informal norms legible and applied equitably?
T • Tenure & Scholarship	Review strategy, dossier readiness, scholarly identity, impact, promotion	Are criteria transparent and capable of recognizing diverse forms of excellence?
S • Sustainability	Well-being, boundaries, belonging, care, EQ/CQ, long-term career design	Can faculty succeed without sacrificing health, identity, relationships, or purpose?

The ROOTS metaphor is intentionally institutional as well as individual. A scholar’s talent is not the problem to be solved. The institutional question is whether the soil provides sufficient nutrients, room, protection, connection, and sustained investment for that talent to grow.

10. Measuring What Matters

The success of faculty development should be measured by more than participation, satisfaction, or program completion. A stronger approach examines progress at two interconnected levels: the scholar and the institution. For faculty, this includes research capacity, career advancement, sponsorship and opportunity, leadership development, belonging, and sustainability. For institutions, it includes equitable workloads and research supports, transparent advancement processes, barriers removed, and effective responses to discrimination and workplace concerns.

Measurement should capture both near-term progress and longer-term outcomes, recognizing that increased sponsorship, protected research time, stronger networks, and navigation confidence may precede retention, tenure, promotion, and leadership advancement. The goal is shared accountability—not simply whether scholars become better at navigating universities, but whether universities become more equitable, supportive, transparent, and navigable places in which scholars can flourish.

Outcome Area	Institutional Indicators
Research Capacity & Scholarship	Grant submissions and awards; publications and scholarly outputs; research collaborations; research teams/labs; protected research time; access to research infrastructure; scholarly visibility
Career Advancement	Retention; successful interim reviews; tenure and promotion; time to promotion; progression to Full Professor; leadership appointments; equitable recognition of scholarly contributions
Opportunity & Sponsorship	Access to mentors and sponsors; nominations; invited talks and appointments; research collaborations; leadership opportunities; participation in influential networks; access to decision-makers
Faculty Experience & Belonging	Belonging; trust; psychological safety; role clarity; navigation confidence; quality of mentoring; experiences of inclusion/exclusion; confidence raising concerns without retaliation
Leadership & Organizational Navigation	Supervisory effectiveness; mentoring capacity; conflict navigation; resource negotiation; organizational navigation; ability to influence institutional decisions; leadership readiness
Institutional Conditions & Accountability	Service/workload equity; equitable research support; transparency of tenure/promotion processes; barriers identified and removed; policy/practice changes; effectiveness and timeliness of discrimination/grievance response; accountability for identified inequities
Career Sustainability & Flourishing	Work-life integration; recovery; healthy boundaries; career satisfaction; intention to remain; ability to navigate high-demand periods sustainably; connection to scholarly purpose and community

Conclusion: Improve the Soil, Strengthen the Scholar

FROM COMMITMENT TO CONDITIONS

Canadian higher education has already articulated many of the principles needed to advance faculty equity: equitable participation, inclusive excellence, Black flourishing, intersectionality, and accountability. The challenge for Fall 2026 and beyond is to translate those commitments into the everyday conditions that shape academic careers, who receives opportunity, whose scholarship is supported, who has access to influential networks, who advances, who leads, and who is able to build a sustainable career.

STRENGTHENING SCHOLARS CHANGING SYSTEMS

The evidence also makes clear that faculty development and institutional change are not competing strategies. Scholars benefit from research support, sponsorship, networks, organizational knowledge, leadership development, community, and practices that sustain their careers. At the same time, institutions must address workload inequities, strengthen sponsorship, improve transparency in review and advancement, expand equitable access to opportunity, and create credible systems of accountability and protection.

WHERE STRONG ROOTS MEET HEALTHY SOIL

ROOTS Institute is built at the intersection of these responsibilities. Its purpose is not to prepare Black faculty to endure inequitable conditions, but to strengthen the scholar while strengthening the conditions in which scholarship, leadership, and careers develop. The opportunity is to move beyond recruiting Black faculty toward building an academic ecosystem in which they can take root, advance, lead, and flourish.

References

- Blackett, A., Mukherjee Reed, A., Rigaud, M.-C., Walker, B., Elisha, N., & Prasad, R. (2021). Scarborough Charter on anti-Black racism and Black inclusion in Canadian higher education: Principles, actions, and accountabilities. National Dialogues and Action for Inclusive Higher Education and Communities.
- Bourgeault, I., Mantler, J., & Power, N. (2022, January 20). Mental health in academia: The challenges faculty face predate the pandemic and require systemic solutions. *Academic Matters*.
- Cukier, W., Adamu, P., Wall-Andrews, C., & Elmi, M. (2021). Racialized leaders leading Canadian universities. *Educational Management Administration & Leadership*, 49(4), 565–583. <https://doi.org/10.1177/17411432211001363>
- Faber, S. C., Strauss, D., Dasgupta, A., & Williams, M. T. (2025). Out of sight, out of mind: Underrepresentation of racialized faculty in Canadian psychology. *Academia Mental Health and Well-Being*, 2(2). <https://doi.org/10.20935/MHealthWellB7762>
- Fearon, S. (2026). Hush, we're here: Pre-tenured Black motherscholars in Canadian universities. *International Journal of Qualitative Methods*, 25, 1–14. <https://doi.org/10.1177/16094069261449437>
- Hammoudi Halat, D., Sami, W., Soltani, A., & Malki, A. (2024). Mental health interventions affecting university faculty: A systematic review and meta-analysis. *BMC Public Health*, 24, 3040. <https://doi.org/10.1186/s12889-024-20402-2>
- Henry, F., Choi, A., & Kobayashi, A. (2012). The representation of racialized faculty at selected Canadian universities. *Canadian Ethnic Studies*, 44, 1–12. <https://doi.org/10.1353/ces.2012.0008>
- Jafari, Z., Habibnezhad, M., Johnstone, M., & Hickey, E. (2025). Racial and gender representation, promotion, retention and attrition in academic faculty positions: Evidence brief. Social Sciences and Humanities Research Council of Canada, *Imagining Canada's Future*.
- Mantler, J., Tulk, C., Power, N., & Bourgeault, I. L. (2025). Mental ill-health in academia: How gender and academic position influence accessing support and leaves of absence. *New Solutions: A Journal of Environmental and Occupational Health Policy*, 35(3), 326–337. <https://doi.org/10.1177/1048291125136775>
- Natural Sciences and Engineering Research Council of Canada. (n.d.). Tri-Agency equity, diversity and inclusion action plan. Government of Canada.
- Ndiaye, N. D. (2025, March 11). Black women in Canadian universities face systemic racism and discrimination. *University Affairs*.
- Power, N. G., Mantler, J., Bourgeault, I. L., Tulk, C., Ball, N., Morton, S. E., & Young, C. (2025). An analysis of university mental health initiatives aimed at academic workers. *New Solutions: A Journal of Environmental and Occupational Health Policy*. <https://doi.org/10.1177/10482911251366462>
- Social Sciences and Humanities Research Council. (2024). Action plan for Black researchers (2024–2029)—Phase I. Government of Canada.
- Toronto Metropolitan University. (2024). Cultivating Black flourishing: The Presidential Implementation Committee to Confront Anti-Black Racism three-year milestone report and beyond.

Note on Evidence and Scope

This white paper synthesizes Canadian policy documents, Canadian studies, evidence reviews, and selected international literature contained in the source bibliography. Findings from systematic reviews and discipline-specific studies are used to identify recurring patterns and design implications; they should not be interpreted as nationally representative estimates of the experiences of all Black faculty in Canadian higher education. Individual cases are included to illuminate institutional questions rather than establish causation. Where evidence is drawn from contexts outside Canada, it is used to inform analysis rather than assume direct equivalence. The recommendations offered here should therefore be understood as evidence-informed directions for institutional action, continued inquiry, and evaluation.