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CRCP Institutional EDI Action Plan - Key Objective(s) ☑

Important Note

(Once you have read the statement below, click the radio button beside it.)

Please note that the information you enter in your report is only saved when clicking on the "Save and Next" button at the bottom of the page. Using the browser navigation buttons or the "Continue Later" button at the bottom of the page will not save the information entered on the page. If after clicking "Save and Next" you see a "Page has errors" message in red, near the top of the page, it means that at least one field is missing information. In such an instance, the empty field will have the words "Answer is incomplete" underneath it, in red.

This report includes mandatory reporting on 1) the CRCP institutional equity, diversity and inclusion action plan (IEDIAP) and 2) the $50,000 EDI Stipend.

Your institution must submit the report by the deadline date indicated by the program, and must cover the reporting period identified by the program.

Institutions are required to post the most up to date version of their EDI action plan on their public accountability web pages. Ensure to remove all numbers less than 5 prior to posting on your website in cases where your report includes the representation of individuals from underrepresented groups among your chairholders. This is a requirement of the *Privacy Act*.

Each year, institutions must also publicly post a copy of this report to their public accountability web pages within 7 working days after the deadline for submitting the report to TIPS. TIPS will review the report each year; in addition, the annual report(s) will be provided to the external EDI Review Committee, when it is convened every few years, to evaluate the progress made in bolstering EDI at the respective institution and to provide context for future iterations of the EDI action plan.

All sections of the form are mandatory (unless otherwise noted).

Contact information

Please complete the fields below.

Name of Institution:

Mount Allison University

Contact Name:

Jeffrey J. Hennessy

Position Title:

Provost and Vice President Academic and Research

Institutional Email:

provost@mta.ca

Institutional Telephone Number:

506-364-2622

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):

09/27/2019

Rating given action plan in most recent review process:

Satisfactory

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

Jeffrey J. Hennessy

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

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

Key Objective 1

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

Attract a diverse pool of applicants for each and every CRC position to be filled. A formal process was established by Mount Allison's Human Resources (HR) Department and Office of Research Services to ensure voluntary collection of CRC applicant self-identification data, with subsequent reporting to the Provost and VP Academic & Research and the CRC search committee. Ensuring a diverse pool of applicants by collecting voluntary self-identification data will help us determine whether the pool of applicants must be enlarged. The expanded involvement of Mount Allison's HR Department with the Office of Research Services and the Provost's Office in the strategic oversight of our institutional CRC EDI Action Plan ensures that this objective is well resourced and positioned to succeed. This continuing objective will be revisited whenever a CRC position must be filled.

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

Mount Allison has never previously gathered self-identification data from applicants to vacant CRC positions to be filled.

Corresponding actions undertaken to address the barriers:

Mount Allison has begun to gather voluntary self-identification data from all applicants to any vacant CRC position to be filled.

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

Voluntary self-identification data has been gathered from each applicant by our Human Resources Department for the first time during an external search to fill our one vacant CRC position.

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

In August 2020 one of Mount Allison's Tier 2 CRCs became vacant. This provided us with an opportunity to achieve this objective of attracting a diverse pool of applicants to fill this chair, which was advertised in November 2020 as a Tier 2 CRC in Health Inequity and Racial Justice. All applicants for this position were invited to complete a voluntary self-identification form. Communication to each applicant and submission of the self-identification data was managed exclusively by our Human Resources Department. The gathered data were then reported anonymously and in aggregate to the Provost, VP Academic & Research and the selection committee to determine whether expanding the pool of applicants would be desirable, as specified in our EDI action plan. Note that rhis CRC search continued into the current reporting period of December 2020 to December 2021.

Challenges encountered during the reporting period:

The self-identification form for CRC applicants and nominees in Mount Allison's most recent EDI action plan (September 2019, Appendices 1 and 2) is currently misaligned with the newly revised self-identification form the CRC program launched on 30 June 2020. The CRC search noted above failed during negotiations; hence, the CRC position was re-advertised during the reporting period.

Next Steps (indicate specific dates/timelines):

Following re-advertisement of the Tier 2 CRC in Health Inequity and Racial Justice in late 2021, we chose to continue using the self-identification forms from our current EDI action plan so that we could collate aggregate data from the first and re-advertised searches, due to the small applicant pool so as to strengthen our identification of institutional/systemic barriers. Mount Allison's Office of Research Services, Human Resources Department, and the Provost's Office will review the CRC program's revised self-identification form (launched 30 June 2020) and consider adopting its use outright or adopting a modified version of it to gather voluntary self-identification data from all applicants to any vacant CRC position to be filled. This will be completed by December 2022.

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

No

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

Do you have other key objectives to add?

Yes

Key Objective 2

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 2:

Ensure that our community of CRCs reflects the diversity present in our broader campus community and Canadian society. Article 11.02 of Mount Allison's newly ratified (2019) Collective Agreement with the Mount Allison Faculty Association establishes a mandate for the University to collect voluntary self-identification data of our employees in order to measure the extent of membership in designated groups. Both parties recognize that it is desirable for our community to reflect the evolving composition of Canadian society, including appropriate representation from the designated groups. An Advisory Committee of Employment Equity has been established to review the gathered data and provide annual reports to the University. For our CRC allocation specifically, this objective is continuing and will be revisited whenever a CRC position must be filled and/or renewed.

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

Voluntary self-identification data has never previously been collected by the University.

Corresponding actions undertaken to address the barriers:

Mount Allison's Human Resources Department in partnership with the Advisory Committee on Employment Equity will develop a program and communication strategy to acclimatize our community of the need to collect such data, followed by its implementation.

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

Based on a process of voluntary self-identification, Mount Allison will collect and maintain this information to measure the extent of membership in the designated groups.

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

Mount Allison University and the Mount Allison Faculty Association are committed to ensuring equal opportunities for all employees. In particular, both parties are committed to ensuring that the processes and procedures under the Collective Agreement as they relate to recruitment, selection, hiring, training and promotion do not create barriers that result in systemic discrimination against employees from disadvantaged groups including but not limited to: women, Indigenous peoples, persons with disabilities, or members of visible minority groups. Therefore, the parties are committed to the identification and removal of such barriers. In addition, the parties commit to considering steps to improve the recruitment and retention of employees in these equity-deserving groups.

Challenges encountered during the reporting period:

Since ratification of the 2019-2022 Collective Agreement between Mount Allison University and the Mount Allison Faculty Association, no challenges have been identified.

Next Steps (indicate specific dates/timelines):

The Advisory Committee on Employment Equity will meet at least quarterly and consider whether there are any barriers in the Collective Agreement or in current Mount Allison policies and procedures, and whether there are steps that might be taken to improve the recruitment and retention of employees from equity-deserving groups.

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

No

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

Key Objective 3

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 3:

Meet or exceed our equity targets, as defined by the CRC program. Using the CRC program's equity targets as a guiding principle, Mount Allison is committed to ensuring that our CRC allocation meets or exceeds our equity targets. These equity targets will be re-evaluated, as appropriate, should the CRC program's equity targets and requirements change. Mount Allison will measure the extent to which we meet or exceed our equity targets by measuring by the number of chairs filled by members of one of the four designated groups (FDGs) that are nominated and retained. This objective is continuing and will be revisited whenever a CRC position must be filled or renewed.

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

A challenge that Mount Allison has experienced as a small university in a small town is attracting faculty members from visible minority groups, including Indigenous peoples.

Corresponding actions undertaken to address the barriers:

Mount Allison is strongly committed to achieving the objective of meeting or exceeding our equity targets and will ensure that equity considerations comprise a foundational element in the decision-making process of all chairs to be filled.

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

This will be apparent by the number of chairs filled by members of an equity-deserving group that are nominated and retained.

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

As of the end of the current reporting period of December 2021, two of three CRCs are from one of the FDGs highlighted in Canada's Employment Equity Act. As noted, equity considerations comprise a foundational element in the decision-making process to fill all chairs.

Challenges encountered during the reporting period:

Whereas Mount Allison is met or exceeded its equity targets for the reporting period of December 2020 to December 2021, one challenge associated with this objective is the failed search in early 2021 to fill the vacant Tier 2 CRC in Health Inequity & Racial Justice position.

Next Steps (indicate specific dates/timelines):

In Fall 2021 Mount Allison re-advertised to fill the vacant chair as a Tier 2 CRC in Health Inequity & Racial Justice. The recruitment process was ongoing at the end of the reporting period of December 2021, so the results will be communicated in a future report. To reduce the likelihood of future failed CRC searches, Mount Allison University commits to robust communication amongst the various stakeholders (e.g., Search Committee, Provost's Office, Academic Deans, Office of Research Services, Human Resources, and the Mount Allison Faculty Association) whenever a CRC position must be filled or renewed.

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:

Ensure that our chairholders feel equally included, integrated, supported and are retained at Mount Allison. Mount Allison values the research excellence of our CRCs and the leadership roles they play within our campus community, and different efforts are made to meet this objective. For instance, CRCs are offered course releases and are not required to serve on any university committee. Our Collective Agreement has provisions to discuss a CRC's research and creative activities and career development at regular time intervals with the university administration, including our Office of Research Services. In 2019 an environmental scan of our past and current CRCs was performed by an external consultant to ascertain the lived experiences of being a CRC at Mount Allison (see below). Overall, this objective was ongoing during the reporting period of December 2020 to December 2021.

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 environmental scan performed in 2019 by an independent third party identified some disconnects between our data and the perceptions of our CRCs, especially clarity concerning how Mount Allison administers its CRC allocation in terms of nomination and renewal, as well as the lack of a well-defined onboarding process and mentorship opportunities.

Corresponding actions undertaken to address the barriers:

Mount Allison published our guiding principles for CRC nomination and renewal as Appendices 5 and 6 in our most recent EDI action plan. Mount Allison is continuing to liaise with our Maple League of University partners (i.e. Bishop's University, St. Francis Xavier University, and Acadia University) to develop mentorship opportunities, symposia within which our CRCs can network, and share best practices for onboarding processes.

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

The key indicators of success are that a CRC remains at Mount Allison and that they find success in their research program. A secondary metric is that they develop a connected research group on campus with active and successful collaborations. In summer 2019 Mount Allison hired an external consultant to gather feedback from its eight (8) total past and present CRCs to improve the governance, transparency, and monitoring of Mount Allison's CRC program. An independent third party was used to ensure confidentiality and candid feedback. A series of open-ended questions was prepared by Mount Allison's Human Resource Department, the Office of Research Services, the Provost/VP Academic & Research, and the Dean of Science and Graduate Studies in consultation with the external consultant (Appendix 4 of our institutional EDI action plan). The external consultant interviewed all 8 past and present CRCs confidentially, analyzed the data, and provided Mount Allison's Office of Research Services with a report containing anonymous, aggregated responses.

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

All of Mount Allison's CRCs are securing external research grants, publishing, building new collaborations and mentoring multiple HQPs; they are achieving their specified goals. Plus, that one of our CRCs wished to renew their Chair during the reporting period suggests that this objective is being met through retention.

Challenges encountered during the reporting period:

Apart from the issues raised from the environmental scan performed in 2019, which Mount Allison is presently acting on, no other challenges have been identified.

Next Steps (indicate specific dates/timelines):

The environmental scan of past and current CRCs in 2019 identified many areas which are consistent with achieving this objective. Mount Allison will continue to address the actions outlined in our EDI action plan to ensure that our CRCs feel equally included, integrated, supported and are retained at Mount Allison. The Office of Research Services, who manages the day-to-day operations of Mount Allison's CRC allocation, will meet with each CRC to discuss this objective prior to the next revision of our institutional 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.

Key Objective 5

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

Key Objective 6

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

Challenges and Opportunities

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

Mount Allison University is encouraged by the progress made to date concerning the implementation of its EDI action plan. A notable success during this period has been strengthened ties between the Office of Research Services, which helps to coordinate MTA's management of its CRC allocation, and the Human Resources Department. This partnership is notable because of its alignment with our public endorsement of the Dimensions Charter, particularly principles 2, 4 and 8, which relate to implementing specific, measurable, and sustainable actions to counter systemic barriers, explicit and unconscious biases, and inequities; data collection; and institutional collaboration, transparency, and sharing. These strengthened ties have enabled more involvement of our HR Department with the strategic oversight and execution of our institutional EDI action plan, and favourably position MTA to expand EDI initiatives to all sectors of our campus, not just those related to the CRC program. As noted previously, as a small university Mount Allison does experience some challenges in attracting faculty members[redacted] The lack of a critical mass of such persons can make it challenging to recruit and retain individuals who are seeking a diverse work environment. While these contextual factors are largely outside of our direct control, we are nevertheless committed to promoting the advantages and opportunities to live and work in a safe, welcoming community and to recruiting and retaining a more diverse workforce. We will continue to develop and implement program of workshops and education activities to foster a more inclusive and inviting environment for all people. Part of the mandate of Mount Allison's newly created Advisory Committee on Employment Equity is to assist in the planning and preparation of workshops on employment equity and diversity. Additionally, Mount Allison has maintained its status as an Employer Partner of the Canadian Centre for Diversity and Inclusion, which specializes in developing Canadian-centered content to advance EDI through education and engagement. By providing our community with regular training opportunities our goal is to create a distributed style of leadership and governance in EDI so that we, as individuals and an institution, can be effective and responsive to an ever-changing world. Mount Allison has experienced some challenges regarding the implementation of the EDI action plan because of the ongoing the COVID-19 pandemic, which has demanded the University to continuously pivot its resources to evolving pandemic conditions. For instance, development of an onboarding process for new CRC chairholders has been delayed. Mount Allison is currently in the process of filling our sole vacant Tier 2 CRC chair (in Health Inequity & Racial Justice), however, and this situation provides us with a unique opportunity to develop an effective onboarding process for new CRC chairs. Indeed, given MTA's relatively small CRC allocation of six Tier 2 chair equivalents, we actually have few opportunities to develop an onboarding process in collaboration with a new CRC. A new onboarding process for new CRCs will be established once the CRC in Health Inequity & Racial Justice is filled. The responsibility for this will rest with the Provost's Office, the Office of Research Services, and the Human Resources Department. Although not onboarding per se, Mount Allison did very actively engage with one of our chairholders during the current reporting period as we prepared their renewal application. This renewal nomination provided us with an extraordinary learning opportunity to reflect on our 2019 environmental scan of current and past chairholders and implement some of the recommendations (e.g., clarity concerning expectations during the term of the Chair and budget/institutional support negotiations). Another consequence of the COVID-19 pandemic was cancellation of Mount Allison hosting a working group of Maple League representatives (i.e. from Acadia University, Bishop's University, St. Francis Xavier University, and Mount Allison). As small universities with limited resources and relatively few CRC chairholders, there is great value in us sharing best practices and resources related to the CRC program and our institutional EDI action plans. One benefit and ongoing opportunity of the COVID-19 pandemic in this regard, however, has been the rapid development of video conferencing platforms. These platforms have enabled regular and facile communication between Maple League (ML) partners, including those influential in creating and implementing each institutional EDI action plan. In December 2020 and February 2021, for instance, MTA and other ML representatives met to compare our individual institutional environmental scans and discuss management of our CRC allocations through an EDI lens and within the framework of the CRC program's best practices guide to developing institutional EDI action plans. One positive outcome from these virtual meetings was having each ML CRC profiled in the Maple League of Universities monthly report (April 2021). Importantly, virtual gatherings of Maple League representatives also led to the first virtual meeting of available Maple League CRCs and research administrators from each university in May 2021. There was widespread agreement that these meetings were valuable, and we are currently planning a CRC symposium amongst the ML in 2022/23. Providing opportunities for Maple League CRCs to network, build collaborations, and mentor each other is an important milestone for our university because our latest environmental scan of past and current CRCs indicated the lack of a well-defined mentorship program for Mount Allison's CRCs. Thus, although the development of a mentoring program for CRCs across the Maple League of Universities has been delayed because of the COVID-19 pandemic, Mount Allison is very encouraged by the level of enthusiasm for future meetings and the opportunities they bring. One significant way Mount Allison is further addressing the challenges and opportunities associated with implementing our institutional EDI action plan is to increase support salaries for our HR Department and Office of Research Services. This increase in support will further help to ensure that implementation of our EDI action plan is positioned to succeed.

Reporting on EDI Stipend objectives not accounted for in Part A

Instructions:

- Institutions with EDI Action Plans, use this section to report on EDI Stipend objectives that are not accounted for in Section A.
- Institutions without EDI Action Plans, use this section to report on EDI Stipend objectives.

Objectives associated with your institution's EDI Stipend application

Table C1. Provide information on the objectives associated with your institution's EDI Stipend application, including the funding and timelines, for the reporting period.

EDI Stipend Objective 1

Additional Objectives (if applicable)

Table C1. Provide information on the objectives associated with your institution's EDI Stipend application, including the funding and timelines, for the reporting period.

EDI Stipend Objective 2

EDI Stipend Objective 3

EDI Stipend Objective 4

EDI Stipend Objective 5

EDI Stipend Objective 6

Part D: Engagement with individuals from underrepresented groups

Outline how the institution has engaged with underrepresented groups: e.g., racialized minorities, Indigenous Peoples, persons with disabilities, women, LGBTQ2+ individuals, during the implementation of the action plan (during the reporting period), including how they have been involved in identifying and implementing any course corrections/adjustments, if applicable. For example, how was feedback gathered on whether the measures being implemented are resulting in a more inclusive research environment for chairholders of underrepresented groups? How has intersectionality been considered in developing and implementing the plan (if applicable)? Have new gaps been identified? How will members of underrepresented groups continue to be engaged? (limit: 10 200 characters)

As noted in our most recent EDI Action Plan, Mount Allison University is committed to advancing institutional EDI practices and recognizes that specific, measurable, and sustainable actions are needed for this to be realized. As a small university with a CRC allocation of six Tier 2 chair equivalents and approximately 130 full-time faculty members, Mount Allison strives to have ongoing engagement with all members of our community, including those from the four designed groups (i.e., FDGs; women, Indigenous peoples, persons with disabilities, and members of visible minorities) and members of the LGBTQ2+ community. Mount Allison is grateful for the opportunity to engage collaboratively with our community to effect meaningful and impactful change for greater equity, diversity, and inclusion. Mount Allison has engaged with individuals from underrepresented groups at every stage of the creation and revision of our institutional EDI action plan and its ongoing implementation, including members of our Senate Research and Creative Activities Committee, our past and current CRCs, our Human Resources Department, Office of Research Services, and members of our senior administration. As a small university we are very mindful of not overly burdening members of the FDG and LGBTQ2+ communities. Thus, although not every committee that directly works on EDI-related issues at Mount Allison is fully represented by all members of these groups, all such people have been consulted at every stage (in one-on-one meetings or in small groups, for instance) as we strive to continuously improve our action plan, policies, and approach to EDI in general across the campus. On recommendation of the 2019 EDI Sub-Committee of the President's Council, Mount Allison's President & Vice-Chancellor announced the formation of the President's Task Force on Diversity and Inclusion in September 2020, a pan-university task force that included students, staff, and faculty with full representation from members of the FDG and LGBTQ2+ communities. The Task Force petitioned the Mount Allison community throughout the 2020-2021 academic year for written or in-person expressions of lived experiences on campus (with provisions for anonymity) as they pertain to discrimination based on race, gender and/or sexuality, disability (physical or otherwise), or any other discrimination or barrier that has impacted an aspect of student, staff, or faculty life at the University. The purpose of asking for lived experiences was to gather information from community members so that they could inform meaningful and impactful recommendations. The lived experiences and subsequent recommendations were categorized into four key areas of engagement: Infrastructure and Accessibility; Student Life and Student/Staff/Faculty Health and Safety; Research, Education and Teaching; and Policy and Administration. The Task Force submitted its final report to the University in May 2021. The final report and composition of the pan-university Task Force can be read here: https://mta.ca/about/leadership-and-governance/advisory-groups/presidents-task-force-diversity-and-inclusion. In March 2021, Mount Allison hired three independent third party consultants, each of whom belongs to an underrepresented group with intersectionality were hired to review the University's current recruitment and nomination practices, policies, and procedures related to management of its CRC allocation. These reviews have identified promising practices Mount Allison currently adopts (e.g., clarity of information on employment pages) and also opportunities for improvement (e.g., emphasizing MtA's role, responsibilities, and contribution to Truth and Reconciliation; developing training modules to respond to EDI matters specific to MtA). With additional support in the Office of Research Services and our Human Resources department, we are steadily making progress in addressing these (and other) opportunities for improvement Because of delays caused by COVID-19, receipt of two of external consultants' reviews fell outside of the current period period, so these will be communicated in a future report. Looking forward, Mount Allison is considering how best to address intersectionality considerations through actions like collecting disaggregated data from our community members through anonymous, voluntary online surveys, as well as working with our Maple League partners that are working on the same issue. As noted in our EDI action plan, Mount Allison recognizes the importance of situating its CRC data within a broader community context, and there is interest in monitoring the percent of faculty and staff who feel included, accepted, and experience that improvements to campus culture related to EDI have occurred. The next steps include acclimatizing the campus community to the need for collecting such data and working with our employee groups to make this happen.

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)

Through transparent collaboration with all members of our community, Mount Allison aspires to be an institution where equity, diversity, and inclusion comprise foundational elements of our governance structure and strategic plans, thereby driving our innovation in scholarship, teaching, and research. Thus, while our institutional EDI action plan has been stimulated by the CRC program, the EDI initiatives currently underway at Mount Allison reflect our goal of effecting institutional-level change across the entire university structure. At the academic level, Mount Allison introduced a Certificate in Diversity, Equity, and Inclusion in October 2019 that is available to all students as part of their degree. The courses that comprise this certificate examine how the principles of equity can be effectively incorporated into policies and practices to help achieve fair, inclusive, and respectful treatment of all people, and reviews historical and contemporary injustices and disadvantages that certain groups experience. Additionally, new to last academic year was the inclusion of an EDI in Research seminar in the graduate-level course BIOL/CHEM 5991: Graduate Professional Development held in Winter 2021. Likewise, an EDI in Research seminar was delivered in May 2021 for all our Independent Student Research Grant (ISRG) recipients. The Office of Research Services (ORS), who stewards the ISRG program, has now made participation of this seminar mandatory for all future ISRG recipients and encourages all faculty supervisors and group members to attend as well. As future leaders within the research enterprise and beyond, Mount Allison sees tremendous immediate and future value in highlighting the crucial role of EDI in fostering research excellence as part of student training and development. To further support campus-wide EDI training of our faculty and staff, Mount Allison University maintained its Employer Partner status of the Canadian Centre for Diversity and Inclusion, a national charity that specializes in developing Canadian-centered content to advance EDI through education and engagement. In partnership with the ORS, MTA's Human Resources Department launched a targeted email campaign to introduce our faculty and staff to this opportunity and identify thematic learning pathways to facilitate impactful learning. Two onboarding and EDI education sessions were held in August 2021 and were facilitated by members of our Office of Research Services and HR Department. Our HR Department also regularly hosts EDI training seminars for faculty and staff. The most recent Collective Agreement between Mount Allison University and the Mount Allison Faculty Association (2019–2022) highlights the commitment of both parties to strengthen the language and procedures related to all aspects of EDI, especially Article 11-Employment Equity and Non-discrimination, and Article 11.03, in particular, which identifies the creation and mandate of an Advisory Committee on Employment Equity. As noted in Part D, one of the most ambitious initiatives to address systemic barriers more broadly at Mount Allison University is the work the President's Task Force on Diversity and Inclusion. The Task Force submitted its final report to the University in May 2021 and includes numerous recommendations that span the university structure and will take time and dedicated resources to address, which we are currently working on. The final report can be read here: https://mta.ca/sites/default/files/2021-07/Presidents-Task-Force-on-Diversity-and-Inclusion-Final-Report-July-2021.pdf. The current reporting period also saw the development of Mount Allison's next Strategic Academic Plan (https://mta.ca/about/leadership-and-governance/strategic-planning/strategic-academic-plan), which is notable in this context because of its thematic areas of decolonization and learning environment (e.g. accessibility and universal design for learning).

Before submitting your report, please ensure that your responses are complete. You will not be able to edit the information after it is submitted.

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Complete Full Report

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.