



## TABLE OF CONTENTS

You may complete sections individually by selecting them from the table of contents. At the end of each section, you will be redirected to this table of content to select another. Alternatively, you may complete the full report, without going back to this table of content between each section, by selecting the option "Complete Full Report".

Submit and Exit Survey

### 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 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 one field is missing information. In such an instance, the empty field will have the words "Answer is incomplete" underneath it, in red.

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

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

Institutions are required to post the most up to date version of their EDI action plan on their [public accountability web pages](#).

Each year, institutions must publicly post a copy of this report to their [public accountability web pages](#) within 7 working days after the deadline for submitting the report to TI 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 bold and to provide context for future iterations of the EDI action plan. Ensure that you remove all numbers less than 5 from both the plan and the report prior to posting on your website. The report must include the representation of individuals from underrepresented groups among your chairholders, as well as any other identifying information. This is a requirement of the

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:**

Vicki St. Pierre

**Position Title:**

Provost and Vice President Academic and Research (Acting)

**Institutional Email:**

provost@mta.ca

**Institutional Telephone Number:**

506-364-2622

**The link for the EDI progress report and EDI Stipend report:**

<https://mta.ca/about/research-and-creative-activity/equity-diversity-and-inclusion-research>

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 to the action plan in most recent review process:

Satisfactory

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

Vicki St. Pierre

In developing their action plans, institutions were required to conduct: 1) an employment systems review; 2) a comparative review; and 3) an environmental requirements [here](#). These assessments were required in order to identify the specific systemic barriers and/or challenges that are faced by individual (e.g. women and gender minorities, persons with disabilities, Indigenous Peoples and racialized individuals, 2SLGBTQIA++ individuals) at the respect 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

Indicate what your institution's key EDI objectives are (up to six) as outlined in the most recent version of your action plan, as well as the systemic barriers these objectives must address. Please note that objectives should be S.M.A.R.T. and include a measurement strategy. List the corresponding actions (your institutional EDI action plan) for each objective, and outline: a) what progress has been made during the reporting period; b) the main actions we they have progressed; c) the data gathered; and d) indicators used to assess the outcomes and impacts of the actions. Please note that indicators can be qualitative and should be specific. Outline next steps and use the contextual information box to provide any additional information (e.g., course corrections etc.) for each objective. If your institution has not yet prepared or received a formal evaluation of its CRCP EDI action plan (institutions having fewer than 6 optional).

**Key Objective 1**

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

Attract a diverse pool of applicants for each and every CRC position to be filled. A formal process was established by Mount Allison's Department of People and Culture and Office of Research Services 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 whether the pool of applicants must be enlarged. The expanded involvement of Mount Allison's Department of People and Culture with the Office of Research Services and the Provost's Office in the EDI Action Plan ensures that this objective is well resourced and positioned to succeed. This continuing objective will be revisited whenever a CRC position is 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 be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Pro
Corresponding action 1	Mount Allison has begun to gather voluntary self-identification data from all applicants to any vacant CRC position to be filled.	I
Corresponding action 2	N/A	No
Corresponding action 3	N/A	No
Corresponding action 4	N/A	No
Corresponding action 5	N/A	No
Corresponding action 6	N/A	No

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

Voluntary self-identification data has been gathered from each applicant by our Department of People and Culture for both external and internal searches to fill three vacant CRC positions. Community self-identification data was managed exclusively by our Department of People and Culture. The gathered data were then reported anonymously and in aggregate to the Provost, VP Academic & Research to determine whether expanding the pool of applicants would be desirable, as specified in our EDI action plan.

Outcomes and Impacts made during the reporting period:

The major outcome/impact during the reporting period is identifying three persons to fill the three vacant CRC positions noted above, all of whom are equity-deserving individuals. In collaboration with the Department of People and Culture, applications were completed and approved during this period.

**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 on 30 June 2020. Mount Allison aspires to revise the self-identification form not just for CRC applicants but all of our community members (e.g., all faculty and staff). The process is currently ongoing including with our Computing Services Department. One challenge to complete this process is a lack of capacity caused by personnel turnover during the reporting period.

**Next Steps (indicate specific dates/timelines):**

With the aim of achieving the objective of attracting a diverse pool of applicants for all CRC positions to be filled, as well as to provide a means of assessing the diversity of our community, Mount Allison will subsequently implement a robust self-identification process for our community. The immediate next step is to trial the draft self-identification form (developed outside this current reporting period) which will occur in February 2024.

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

No

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

**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 (2019) Collective Agreement with the Mount Allison University 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 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 gather 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 be undertaken to address the barriers:**

	If you have no action to report, please type 'N/A' in the answer field.	Pro
Corresponding action 1	Mount Allison's Department of People and Culture 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.	I
Corresponding action 2	N/A	No
Corresponding action 3	N/A	No
Corresponding action 4	N/A	No
Corresponding action 5	N/A	No
Corresponding action 6	N/A	No

**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.

**Outcomes and Impacts made during the reporting period:**

Mount Allison University (MTA) and the Mount Allison Faculty Association (MAFA) are committed to ensuring equal opportunities for all employees. In particular, both parties are committed to ensure 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, 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 are committed to the recruitment and retention of employees in these equity-deserving groups. To this end, a Joint MAFA-MTA Working Group on Equity Issues was established during the reporting period. The working group was appointed by MTA and three (3) appointed by MAFA. The purpose of the working group was to examine underlying factors and relevant background information, and to develop a shared understanding to facilitate future rounds of bargaining. The subject matter is equity, diversity, inclusion and accessibility in the full- and part-time hiring processes as well as during the career period of Mount Allison University.

**Challenges encountered during the reporting period:**

There have been no specific challenges related to key Objective #2, apart from those outlined for Objective 1, that have been identified during the reporting period (i.e., a lack of capacity and coordination). MTA and MAFA continue to work productively on ensuring that our community (of CRCs and beyond) reflects the diversity present in Canadian society. The challenge of being located in a small town threatens attraction and retention of diverse groups.

**Next Steps (indicate specific dates/timelines):**

The Advisory Committee on Employment Equity is scheduled to meet at least quarterly and consider whether there are any barriers in the Collective Agreement or in current Mount Allison policies that might be taken to improve the recruitment and retention of employees from equity-deserving groups. The Joint MAFA-MTA Working Group on Equity Issues produced interim and final reports affect next steps, including a Memorandum of Agreement (2023) between MTA and MAFA that replaces the so-called Employment Equity Report Forms "A" and "B" used in hiring processes. Addition covering that reporting period.

**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 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 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 be undertaken to address the barriers:**

	If you have no action to report, please type 'N/A' in the answer field.	Pro
Corresponding action 1	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.	I
Corresponding action 2	N/A	No
Corresponding action 3	N/A	No
Corresponding action 4	N/A	No
Corresponding action 5	N/A	No
Corresponding action 6	N/A	No

**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.

**Outcomes and Impacts made during the reporting period:**

As of the end of the current reporting period of December 2022, Mount Allison has attracted or retained CRCs who identify within the FDGs highlighted in Canada's Employment Equity Act. As noted element in the decision-making process to fill all chairs.

**Challenges encountered during the reporting period:**

Mount Allison has met or exceeded its equity targets for the reporting period of December 2021 to December 2022. No challenges have been identified.

**Next Steps (indicate specific dates/timelines):**

Mount Allison has attracted or retained chairholders who contribute to Mount Allison meeting or exceeding its equity targets during this reporting period of December 2021 to December 2022. To University commits to robust communication amongst the various internal stakeholders (e.g., Search Committee, Provost's Office, Academic Deans, Office of Research Services, Department of People 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. 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 for research 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 conducted 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 2021 to December 2022.

**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 nomination and renewal, as well as the lack of a well-defined onboarding process and mentorship opportunities.

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

Corresponding action	Progress	Pro
Corresponding action 1	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.	(
Corresponding action 2	N/A	No
Corresponding action 3	N/A	No
Corresponding action 4	N/A	No
Corresponding action 5	N/A	No
Corresponding action 6	N/A	No

**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 through 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 the 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, 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 and provided Mount Allison's Office of Research Services with a report containing anonymous, aggregated responses.

**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. That Mount Allison recruited two new CRCs during the reporting period of December 2021 to December 2022 to fill two vacant Tier 2 chairs suggests that individuals see Mount Allison as a destination to achieve their professional goals and wish to work at Mount Allison.

**Challenges encountered during the reporting period:**

Apart from the issues raised from the environmental scan performed in 2019, which Mount Allison continue to act 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. The Office of Research Services, who manages the day-to-day operations of Mount Allison's CRC allocation, regularly meet with CRCs to discuss their research programs and will meet with them to discuss this objective prior to the next revision of our institutional EDI action plan (planned for 2024).

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

No

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

**Key Objective 5**



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

### Instructions:

- Institutions with EDI Action Plans, use this section to report on EDI Stipend objectives that are not accounted for in Section A.
- Institutions without EDI Action Plans, use this section to report on EDI Stipend objectives.
- If you did not receive an EDI stipend during the reporting year, please leave this section blank.

### Objectives associated with your institution's EDI Stipend application

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

#### EDI Stipend Objective 1

Indicate the S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objective(s) towards which this funding has been directed:

Sub-initiative 1.1 Specific: Reporting to the Assistant Director of Human Resources (now Department of People and Culture), an external EDI consultant will be hired in spring 2022 to develop EDI-Allison community. The EDI Consultant will also provide supervisory oversight to a Research Assistant (RA, Initiative 2) who will assist with this project and Initiative 2. The EDI Consultant and RA v groups comprising representation from all sectors of our community (i.e., staff, faculty, and students). The purpose of these outreach efforts will be to identify EDI concerns and priorities without ou within our community, the EDI consultant will develop EDI diversity tool(s) and an accompanying training video. These resources will be shared through email and web links, and the consultant will debrief/discussion circles. The EDI Consultant also will develop an implementation plan for subsequent years, including a list of training topics and engagement methods. Alignment with Wanted ( importance of having qualified external consultants help us develop relevant and effective training materials that our CRC Chairholders and all our community members can readily implement. We v aspect of our efforts in identifying systemic and institutional barriers that may affect not only our Chairholders but all our community members. Realistic: These funds will leverage the expertise o closely with our community. The deliverables from these efforts will help Mount Allison work towards meeting all four objectives of our institutional EDI Action Plan. Timely: These goals will be ac Specific: Reporting to the Assistant Director of Human Resources, an EDI Consultant will be employed to create a project plan and report that will provide a change management plan for implement processes that include provisions for EDI considerations for faculty (including our CRCs), staff, students, and volunteers. Measurable: The detailed implementation plan will involve a plan for eng across the university that are directly involved in conflict resolution, using different methodologies to attract broad participation. With reference to Mount Allison's equity-related policies, through cor as needed, the Consultant will identify intersecting elements that will need to be amended to incorporate ADR solutions. In addition, the consultant will outline key aspects of training and education community understanding of relevant terminology and process(es), suitability for engagement of both in-house and external facilitators, as well as the necessary qualifications that ADR facilitators r Outcome: The 2021 final report by the President's Task Force on Diversity and Inclusion included several recommendations to address complaints processes on campus, including their review, expa willingness to access resolution mechanisms. Alternative dispute resolution mechanisms, in particular, were identified as being desirable, and this initiative seeks to address this appeal from our corr Consultant has 20+ years providing alternative dispute resolution, workplace investigations, and employment law consulting services. We have been assured that the proposed ADR implementation specified timeframe (i.e., early 2023). Further, Mount Allison and its community members are committed to developing this initiative and we believe there will be strong interest in participating in th

Indicator(s): Describe indicators, as presented in the EDI Stipend application, and how they are calculated.

Sub-initiative 1.1 • Number of Mount Allison community members that participate in the online survey. • Number of Mount Allison community members that participate in the focus groups. • Num circles. • Number of attendees to the monthly thematic debrief/discussion circles. • Completion of work by the external consultant, as evidenced by production of diversity tools specific to our com video), and finalization of implementation plan for subsequent years. Sub-initiative 1.2 • Completed implementation plan • Successful presentation of implementation plan to key stakeholders

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

Sub-initiative 1.1 A central message we have heard from our community members, through for example the recommendations from the President's Task Force on Diversity and Inclusion, is the nee relevant to our community. We therefore hired an external EDI expert to consult with our community members and develop materials pertinent to our community. This process included a MtA-speci materials, which were created through a process of internal document review, literature research and two broad consultations and surveys in late 2022. Sub-initiative 1.2 One very attractive fea it provides parties the means to tailor the outcome and the dispute resolution process in a mutually respectful and supportive manner, thereby empowering each party and giving them agency over methods offer many potential advantages including, but not limited to, a speedier resolution, cost effectiveness, a flexible dispute resolution process, and the possibility to maintain pre-existing rela perspectives and needs. Mount Allison envisions that this initiative will serve as the foundation of broadening available resolution methodologies in future when conflict resolution is needed amongst complement, and where appropriate be integrated into, our equity-related policies to the benefit of all our community. The external consultant created an ADR implementation plan for our commun recommendations concerning community consultation viz. a survey, composition of focus groups and follow up, as well as outlining training and education plans for potential users of ADR processes facilitators of ADR processes. This work started in April 2022 and concluded beyond this reporting period (February 2023).

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective: 23000

Total funds spent:

### Table C2. EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this objective as identified in your application, for the report

Extensive impact (the EDI Stipend had an extensive impact on achieving progress)

Provide a high level summary of how the stipend was used:

The stipend funds were critical in providing (external) expertise in developing MtA-specific EDI training materials and an Alternative Dispute Resolution (ADR) implementation plan, both of which we of previous community engagement). The ADR implementation plan provides a detailed roadmap for how Mount Allison may implement such processes within the context of our policies, and identifi every step (e.g., union representatives, policy makers, etc.). The EDI training materials were developed in consultation with our community viz. online survey material and virtual focus groups durin

Do you have other objectives to add?

Yes

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

### Additional Objectives (if applicable)

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

#### EDI Stipend Objective 2

Indicate the S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objective(s) towards which this funding has been directed:

Sub-initiative 2.1 This funding was directed towards Mount Allison maintaining its position as an Employer Partner of the Canadian Centre of Diversity and Inclusion (CCDI), a national charity that p with a mission to "help those we work with be inclusive, free of prejudice and discrimination – and to generate the awareness, dialogue and action for people to recognize diversity as an asset and EDI training opportunities beyond CCDI for specific, targeted opportunities our frontline staff may need. Sub-initiative 2.2 This initiative saw faculty and staff members from across the University-Board, Office of Research Services, and our Department of People and Culture—complete the Fundamentals of OCAP® Online Course, an online training course developed by the First Nations Infor Algonquin College Corporate Training. This self-guided training course is comprised of 7 modules and is designed to introduce the main concepts of Ownership, Control, Access & Possession (OCAP® sovereignty).

**Indicator(s):** Describe indicators, as presented in the EDI Stipend application, and how they are calculated.

Sub-initiative 2.1 • Number of clicks on the CCDI website by quarter • Total number of downloads from the CCDI website • Total number of Knowledge Repository users • Total number of registrants for CCDI's Community of Practice Events • Total number of frontline staff accessing EDI training/seminars • Total number of EDI training/seminars accessed by frontline staff Sub-initi and complete the Fundamentals of OCAP® Online Course.

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

Sub-initiative 2.1 Some of the most attractive features of CCDI's resources is their up-to-date Canadian-centric content and the diversity of training options available. As an employer Partner of CCI access to their live and interactive webinars (a few per month), unlimited attendance to their Community of Practice events (a couple per year), complimentary passes to their annual D&I: The UnC Knowledge Repository, curated with 600+ documents, reports, toolkits, templates, and other content. This material covers such topics as anti-Asian racism, a history of race relations in Canada, res Indigenous communities, intersectionality, Canada's diverse LGBTQ2S+ communities, microaggressions and microinterventions, and racism and anti-Black racism to name just a few. In addition to our frontline staff flexibility in meeting some immediate needs of our community, as needed. Hence, some of this funding will also be used to allow frontline staff to access additional online EDI train profound; indeed, by having EDI material experts curate contemporary issues faced by equity-deserving groups—really, everyday Canadians both within and outside of our immediate organization—provide our community members with some of the best and most relevant training materials available. Sub-initiative 2.2 As researchers and Universities strive to address the Calls to Action for Tr motivations), Mount Allison would like to equip our faculty and community members serving on the Research Ethics Board (REB) and staff members in service departments whose mandates are ger the Office of Research Services, Human Resources, and our Indigenous Affairs Coordinator, with the skills necessary to best serve and work with Indigenous groups and individuals. This initiative wi faculty and staff with the foundational elements of information governance and data sovereignty for Indigenous research. As membership of the REB changes over time, we expect to fund this train budget in future. Over time, then, we expect to have several faculty and staff knowledgeable of the principles of Ownership, Control, Access & Possession. Mount Allison is deeply committed to EDI people and have a responsibility to respect the territory of Mi'kma'ki, the unceded, ancestral territory of the Mi'kmaq on which Mount Allison is built; providing this type of training to our community respect for this territory and research involving its (and other Indigenous) peoples.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:

9000

Total funds spent:

#### Table C2. EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this objective as identified in your application, for the report

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

Provide a high level summary of how the stipend was used:

This objective relates to ongoing training opportunities for our community by way maintaining our status as an Employer Partner of CCDI and training in the First Nations principles of ownership, co known as OCAP. CCDI educational materials are available to all faculty and staff at any time, and our Department of People and Culture periodically hosts webinar viewing events coupled with debri and professional development. OCAP training was made to faculty and community members serving on the Research Ethics Board (REB) and staff members in service departments whose mandates the Office of Research Services, People and Culture, and our Indigenous Affairs Coordinator. Additionally, funds were used during Orientation Week within the reporting period to provide targeted EI and resident life in student services, with the primary aim of fostering EDI awareness and safe spaces for our community members.

#### EDI Stipend Objective 3

Indicate the S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objective(s) towards which this funding has been directed:

Sub-initiative 3.1 Specific: Reporting to both the Assistant Director of Human Resources (now Department of People and Culture) and the external EDI Consultant (Initiative 1), a limited-term (May (RA) position will be created for a recently graduated Mount Allison student with an interest and some previous knowledge in EDI to assist with the development of a MTA-specific Diversity Wheel/FI community. Measurable: One RA will work on a full-time basis and under close supervision of the EDI Consultant (3–4 contact hours / week) as well as the Assistant Director of Human Resources community and subsequent research support to compile a MTA-specific Diversity Wheel/Framework and other appropriate training tools & programs, following a community-wide online survey and f and priorities. Alignment with Wanted Outcome: Hiring a full-time RA over a 4-month period will ensure that the EDI Consultant's work is well supported, thereby ensuring high quality output of r years to come, while also providing important training to a recent graduate with an interest to make EDI work an integral part of their career path. Since Mount Allison's function is to disseminate ir purpose of scholarship, education, and research, Mount Allison highly regards training the next generation of EDI professionals, as evidenced, for example, through our offering of a Certificate in Di opportunity to a recent MTA graduate to work on EDI issues germane to our community—a community for which they have extraordinary experience and insight—through this initiative is clearly and providing our community with effective and relevant EDI-related training materials. Realistic & Timely: Providing direct support to the external EDI Consultant (Initiative 1) over a 4-month period of training materials for its community and directly support management of our CRC allocation by way of this initiative's alignment with our institutional EDI Action Plan. Sub-initiative 3.2 Specific working closely with Mount Allison Student Life and the Mount Allison Students' Union, a limited-term (June 2022–April 2023) part-time EDI Community Engagement Leader will be employed to help specifically targeted at supporting student EDI initiatives at Mount Allison. In addition, the EDI Leader will develop training materials and lead both in-person and online training sessions for Orienta and Executive. Measurable: One EDI Community Engagement Leader will work a maximum of 125 hrs at \$15/hr from June 2022 to April 2023 with a focus on providing EDI educational and outre concomitant integration with Mount Allison's broader EDI efforts involving faculty and staff. Alignment with Wanted Outcome: Hiring a part-time EDI Community Engagement Leader over an acad broader EDI efforts involving our faculty (including CRCs) and staff permeate throughout our campus culture to the student body. Mount Allison strongly encourages a high degree of student engag see this initiative to be yet another mechanism by which our wanted outcome of providing our community with effective and relevant EDI-related training materials can be realized. Realistic & Tim body, which will intersect with our other EDI efforts on campus, will further strengthen the integration and highlight the importance of EDI throughout our campus culture, a goal which directly align EDI Action Plan. A full academic year will ensure that effective community outreach and engagement can align with other planned EDI activities on campus. Sub-initiative 3.3 Some funding from external consultants to perform an employment systems review of our recruitment, nomination, onboarding and retention policies and practices regarding management of our CRC allocation. One r was to hire an Indigenous artist to design emblems, Indigenous representation, or symbols which could be incorporated into our digital presence. In consultation with Mount Allison's Indigenous Aff pay an honorarium to an Indigenous artist to produce such a work. Sub-initiative 3.4 Some of the funding requested in this Initiative 3 will be directed towards bringing speakers to our campus a planned events for the 2022–2023 academic year include brining in EDI speaker(s) during Orientation in the fall 2022 and hosting speakers during Black History Month in February 2023.

Indicator(s): Describe indicators, as presented in the EDI Stipend application, and how they are calculated.

Sub-initiative 3.1 • MTA-specific Diversity Wheel/Framework developed with input from MTA community and based on current research • Journal of learning maintained throughout placement • Nu EDI Consultant and/or the Assistant Director of Human Resources. • Number of outreach events the RA helps to coordinate, plan and/or implement. • Number of EDI training tools the RA helps to planned and implemented. • Number of EDI training sessions for orientation and Residence leaders (possibly with surveys following the training). Sub-initiative 3.3 • Production of artwork by In speakers brought to Mount Allison during Orientation and Black History Month. • Number of panelists during Black History Month (February 2023), should a panel discussion occur.

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

Sub-initiative 3.1 As noted for Sub-initiative 1.1, our community members strongly desire effective and pertinent EDI training tools and material. Having a full-time RA dedicated to help produce su results, both in terms of its breadth and depth. In this way, support of an RA through this funding opportunity is expected to support the creation of a very valuable compilation of EDI training tools some time. We envision a MTA-specific Diversity Wheel to be an excellent EDI tool that our community members can use to reflect on the various dimensions of diversity within themselves and our self-reflection exercises like these will foster a greater sense of understanding and empathy within our community, which, in our experience, is foundational to transformative EDI practices. As such, central tool when welcoming new community members to our culture, as part of our regular onboarding practices for all faculty and staff. Further, the result of providing one of our recently graduat consultation aligns closely with our Strategic Roadmap of providing our students with an extraordinary experience. Two of the pillars on which this extraordinary experience is built include being a c academic opportunities, both of which are well served through this initiative. Sub-initiative 3.2 The EDI Community Engagement Leader will provide EDI leadership with the student body, commu advocacy, and awareness of EDI across our campus, and EDI community outreach and programming, with a particular focus on our student body but within the context of our institution's broader f Diversity and Inclusion 2021 final report included a call for robust education and engagement activities across campus. The EDI Community Engagement Leader focused on broadening EDI knowled accessibility, ableism, anti-racism, equity and inclusiveness, and sexual diversity could be explored among peers. Sub-initiative 3.3 This straightforward though powerful initiative is a natural exte award of a 2020–2021 EDI Stipend by the CRC Program. On recommendation by our Indigenous external consultants funded from that award, the anticipated results of this initiative was to increas prospective applicants to our vacant CRC positions, all other faculty and staff positions, and prospective and current students. However, this initiative has not been completed. Since application of t external Indigenous consultant (not using EDI stipend funds) to work with us in our evolving support of the 2015 Truth and Reconciliation Commission of Canada, Indigenous curriculum developme governance, and Indigenous community engagement. Also, we have had several on-going conversations about Indigenous research protocols as well as Indigenous identity protocols. Many of these leadership, in relationships (both internal and external), and in best practices to ensure we are doing everything we can to advance the university's commitment to create a vibrant and progressive. discovery, and sharing. The external consultant's work in ongoing, and for this reason we elected it was premature to achieve Sub-initiative 3.3. The funds originally designated for Sub-initiative 3.3 Sub-initiative 3.4 A central feature of Mount Allison's EDI journey is to listen to voices that have hitherto been silenced or ignored—a situation too often experienced by equity-deserving groups. An which, really, is what most of this funding application is geared towards. Bringing speakers to our community combines these foundational elements—listening and learning—to the fore and will prov and learn something new. Put simply, the results of this initiative stimulated thoughtful reflection and respectful discourse within our community. Mount Allison recognizes that our collective growth personal growth in EDI. And, as noted, since humans most closely relate to each other through storytelling, we believe that this initiative will be an effective step in providing a more equitable, dive community, which aligns perfectly with all four objectives of our Institutional EDI Action Plan. To this end, this initiative brought in a speakers and catered events for Orientation Week, International

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective: 18000

Total funds spent:

**Table C2. EDI Stipend Impact Rating**

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this objective as identified in your application, for the report

Extensive impact (the EDI Stipend had an extensive impact on achieving progress)

Provide a high level summary of how the stipend was used:

These funds were used to hire a Research Assistant (RA), EDI Community Engagement Leader, and support community engagement events, including bringing in speakers who spoke about EDI. TH increased our capacity to engage with the external EDI consultant and support their mandate of developing MTA-specific EDI training materials, which included community outreach events. The EDI coordinate EDI activities across campus, particularly through student affairs; thus providing a robust framework for embedding EDI initiatives across the university structure. Offering community ED been requested by our community in the past. These funds therefore had extensive impact in terms of providing fora (during Orientation Week and International Education Week, for example) with

**EDI Stipend Objective 4**

**EDI Stipend Objective 5**

**EDI Stipend Objective 6**

## Part D: Engagement with individuals from underrepresented groups

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

As noted in our 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 i must be proactively engaged. 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 enga 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 2SLGBTQIA+ community. N underrepresented groups at every stage of the creation and revision of our EDI action plan and its ongoing implementation, including members of our Senate Research and Creative Activities Comm Department of People and Culture, 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 ar committee that directly works on EDI-related issues at Mount Allison is fully represented by all members of these groups. However, we endeavour to have all community members' voices heard by v for EDI issues. Within this reporting period, work was finalized with two Indigenous external consultants (from the previous reporting period) regarding an Employment Systems Review. The con Office of Research Services and our Indigenous Affairs Coordinator. In addition to this work, Mount Allison engaged another consultant during this reporting period to support pan-university Indigen Advisory Practice, Governance in relation to Indigenous Affairs, Indigenous Identity Protocol, and Research Protocols. These efforts are outside the timeframe of this reporting period and, in fact, ar be communicated in a future report. The Joint MAFa-MTA Working Group on Equity Issues, which was established during this reporting period, had representatives from both the faculty associat individuals from underrepresented groups. Because Mount Allison is considering how best to address intersectionality considerations through actions like collecting disaggregated data from our com voluntary online surveys, the efforts of this working group has been invaluable (though outside the current reporting period), including recommendations for an optional "short-form" questionnaire i pools for job postings, and a suggested long-form" participation-optional census of current faculty and staff.

## 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 ba diverse and inclusive research environment. For example, are there projects underway that underscore the importance of EDI to research excellence? offered to the faculty at large? Are there initiatives to improve the campus climate? Please provide hyperlinks where relevant, using the hyperlink box include https://). Note that collecting this information from institutions is a requirement of the 2019 Addendum to the 2006 Canadian Human Rights Se context for the work the institution is doing in addressing barriers for the CRCP. (limit: 4080 characters)

<https://mta.ca/about/diversity-and-inclusion>

<https://mta.ca/about/research-and-creative-activity/equity-diversity-and-inclusion-research>

<https://mta.ca/about/research-and-creative-activity/canada-research-chairs-and-academic-chairs>

<https://mta.ca/sites/default/files/2021-07/Presidents-Task-Force-on-Diversity-and-Inclusion-Final-Report-July-2021.pdf>

<https://mta.ca/about/leadership-and-governance/strategic-planning/strategic-academic-plan>

<https://mta.ca/sites/default/files/2022-01/MtA-Strategic-Research-and-Creative-Activities-Plan.pdf>

Through transparent collaboration with all members of our community, Mount Allison aspires to be an institution where equity, diversity, inclusion, and accessibility comprise foundational elements c thereby driving our innovation in scholarship, teaching, and research. Thus, while our EDI action plan has been stimulated by the CRC program, the EDI initiatives currently underway at Mount Allis level change across the entire university structure. At the academic level, Mount Allison offers a Certificate in Diversity, Equity, and Inclusion (launched in October 2019) that is available to all studei 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 revi disadvantages that certain groups experience. To further support campus-wide EDI training of our faculty and staff, Mount Allison University maintains its Employer Partner status of the Canadiar national charity that specializes in developing Canadian-centered content to advance EDI through education and engagement. In partnership with the Office of Research Services, MTA's Department emails to introduce our faculty and staff to this opportunity and identify thematic learning pathways to facilitate learning. Additionally, the Department of People and Culture periodically hosts viewir post-webinar discussions of the content. The Collective Agreement between Mount Allison University and the Mount Allison Faculty Association (2019–2022, extended to 2024) highlights the com 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 In parallel, and as noted elsewhere, this reporting period saw creation of a limited-term Joint MAFa-MTA Working Group on Equity Issues, whose mandate included developing a shared understandi facilitate future rounds of bargaining. 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 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 Academic Plan and Strategic Research Plan include several provisions (e.g., universal design, consideration of career interruptions, etc.) for fostering an equitable, diverse and inclusive environment Department of People and Culture, the Office of Research provides EDI in Research seminars to faculty and this training is mandatory for all our Independent Student Research Grant recipients (i.e.

Hyperlink 1:

<https://mta.ca/about/diversity-and-inclusion>

Hyperlink 2:

<https://mta.ca/about/research-and-creative-activity/equity-diversity-and-inclusion-research>

Hyperlink 3:

<https://mta.ca/about/research-and-creative-activity/canada-research-chairs-and-academic-chairs>

Hyperlink 4:

<https://mta.ca/sites/default/files/2021-07/Presidents-Task-Force-on-Diversity-and-Inclusion-Final-Report-July-2021.pdf>

Hyperlink 5:

<https://mta.ca/about/leadership-and-governance/strategic-planning/strategic-academic-plan>

Hyperlink 6:

<https://mta.ca/sites/default/files/2022-01/MtA-Strategic-Research-and-Creative-Activities-Plan.pdf>

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

**This information will be sent to the Tri-agency Institutional Programs Secretariat when you click 'Submit'. You will receive a confirmation completed form in HTML format once it is submitted.**

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