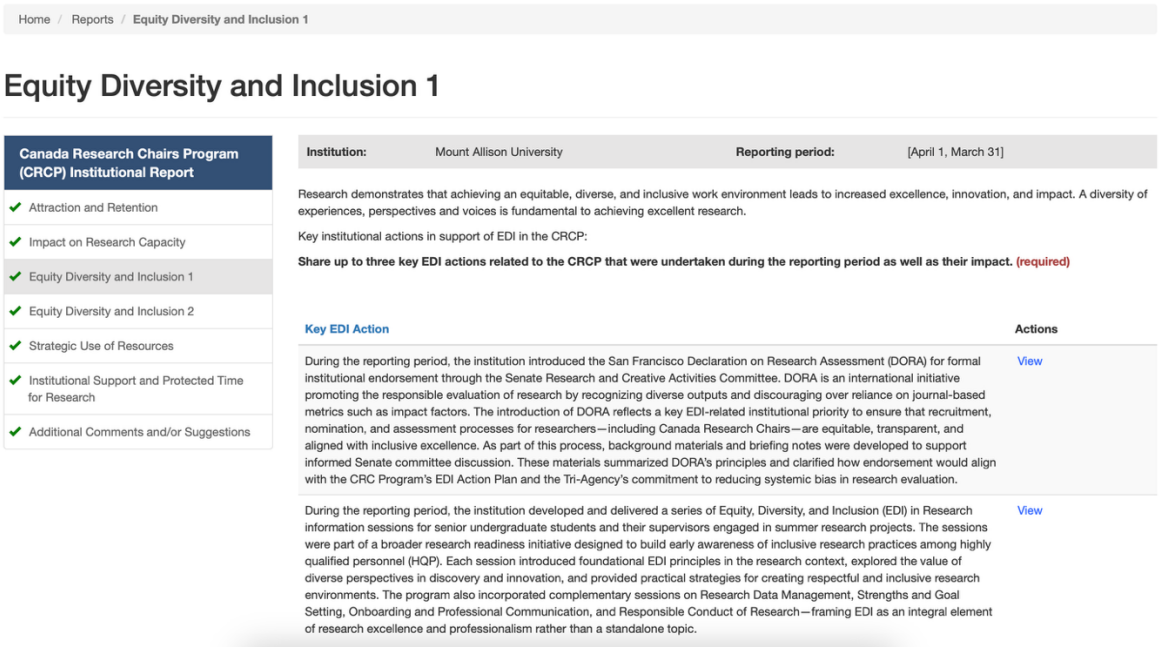
Equity, Diversity and Inclusion (EDI) Sections of the Canada Research Chairs Institutional Report (2025)

Introduction

This document contains the **Equity, Diversity and Inclusion (EDI) sections** of Mount Allison University's Institutional Report as submitted through the **Convergence Portal** for the Canada Research Chairs (CRC) Program.

At present, the Convergence platform does not support direct PDF generation of the EDI sections. In order to meet the CRC Program's public accountability and transparency requirements, the content of the following sections—**"Equity, Diversity and Inclusion 1"** and **"Equity, Diversity and Inclusion 2"**—has been reproduced using screenshots taken directly from the Convergence reporting interface.

This document is provided solely for transparency and public reporting purposes, in alignment with CRC Program requirements.



View details

Describe the key action that was undertaken. (required)

During the reporting period, the institution introduced the San Francisco Declaration on Research Assessment (DORA) for formal institutional endorsement through the Senate Research and Creative Activities Committee. DORA is an international initiative promoting the responsible evaluation of research by recognizing diverse outputs and discouraging over reliance on journal-based metrics such as impact factors. The introduction of DORA reflects a key EDI-related institutional priority to ensure that recruitment, nomination, and assessment processes for researchers—including Canada Research Chairs—are equitable, transparent, and aligned with inclusive excellence.

As part of this process, background materials and briefing notes were developed to support informed Senate committee discussion. These materials summarized DORA's principles and clarified how endorsement would align with the CRC Program's EDI Action Plan and the Tri-Agency's commitment to reducing systemic bias in research evaluation.

Did this action relate to an objective named in your CRCP EDI Action Plan? (required)

- (•) Yes
- ( ) No

Briefly describe the related objective. (required)

The introduction of DORA directly supports Objectives 1, 2, and 4 of Mount Allison's CRC EDI Action Plan.

Describe outcomes and impacts this action supported during the reporting period. (required)

The introduction of DORA advanced institutional EDI capacity by embedding inclusive research evaluation principles within policy discussion at the Senate level. This step has already influenced internal conversations about how merit is defined and assessed in recruitment and renewal processes, including for CRCs. The action increased awareness across faculties of the need to recognize a wider range of research contributions—such as community-engaged scholarship, mentorship, knowledge mobilization, and applied research—many of which are disproportionately undervalued in traditional assessment systems and often undertaken by members of underrepresented groups.

Through this initiative, research leaders began reviewing criteria in internal nomination templates and job advertisements to ensure language and metrics are consistent with equitable assessment principles. The process also provided a framework for revising faculty guidelines for annual performance reviews, helping to create a more inclusive environment for recognizing scholarly excellence.

Describe any challenges encountered in undertaking this action, and any mitigation strategies that were employed. (required)

Following MTA's endorsement of DORA, the main challenge has been determining how to integrate its principles into existing processes for research evaluation, tenure and promotion, and CRC recruitment. While endorsement reflects strong commitment to equitable assessment, implementation requires careful alignment with current policies and disciplinary norms.

Clarifying how DORA's focus on assessing research quality and impact beyond journal metrics applies across MTA's disciplines has also been challenging. Faculty and administrators have sought clear guidance on balancing qualitative and quantitative measures while maintaining fairness and transparency.

To address this, the Office of Research Services is leading an internal review and information-gathering phase. This includes examining implementation models from other institutions, consulting CRC guidance on EDI in assessment, and identifying where policies may need clarification or revision. Findings will be presented to the Senate Research and Creative Activities Committee to guide phased implementation.

This careful, evidence-based approach will ensure that DORA integration strengthens fairness, transparency, and inclusivity in research assessment while maintaining disciplinary relevance and faculty confidence.

Was funding from the CRCP EDI stipend used for this action? (required)

- ○ Yes
- ◉ No

View details

Describe the key action that was undertaken. (required)

During the reporting period, the institution developed and delivered a series of Equity, Diversity, and Inclusion (EDI) in Research information sessions for senior undergraduate students and their supervisors engaged in summer research projects. The sessions were part of a broader research readiness initiative designed to build early awareness of inclusive research practices among highly qualified personnel (HQP).

Each session introduced foundational EDI principles in the research context, explored the value of diverse perspectives in discovery and innovation, and provided practical strategies for creating respectful and inclusive research environments. The program also incorporated complementary sessions on Research Data Management, Strengths and Goal Setting, Onboarding and Professional Communication, and Responsible Conduct of Research —framing EDI as an integral element of research excellence and professionalism rather than a standalone topic.

Did this action relate to an objective named in your CRCP EDI Action Plan? (required)

- ◉ Yes
- ○ No

Briefly describe the related objective. (required)

This action supports Objectives 1, 2, and 4 by integrating EDI principles into research training for students and supervisors. It helps attract a more diverse pool of future researchers, fosters inclusive supervision practices that reflect the diversity of the campus and Canadian society, and strengthens a culture where all researchers feel supported and included.

Describe outcomes and impacts this action supported during the reporting period. (required)

The sessions enhanced awareness of EDI considerations among early-career researchers and supervisors. Participants reported improved understanding of inclusive recruitment and mentoring practices, respectful workplace communication, and bias mitigation in research design and supervision. By integrating EDI into foundational research training, the initiative contributed to normalizing equity-minded practice across disciplines.

The program also strengthened the mentorship environment by giving supervisors structured opportunities to reflect on their approaches to student engagement and supervision. Many participants identified actionable steps to improve inclusion in lab and project settings (e.g., revising onboarding materials, adopting more flexible communication strategies, and clarifying shared expectations). These impacts align with the CRCP's objective of embedding EDI principles into all aspects of research culture and talent development.

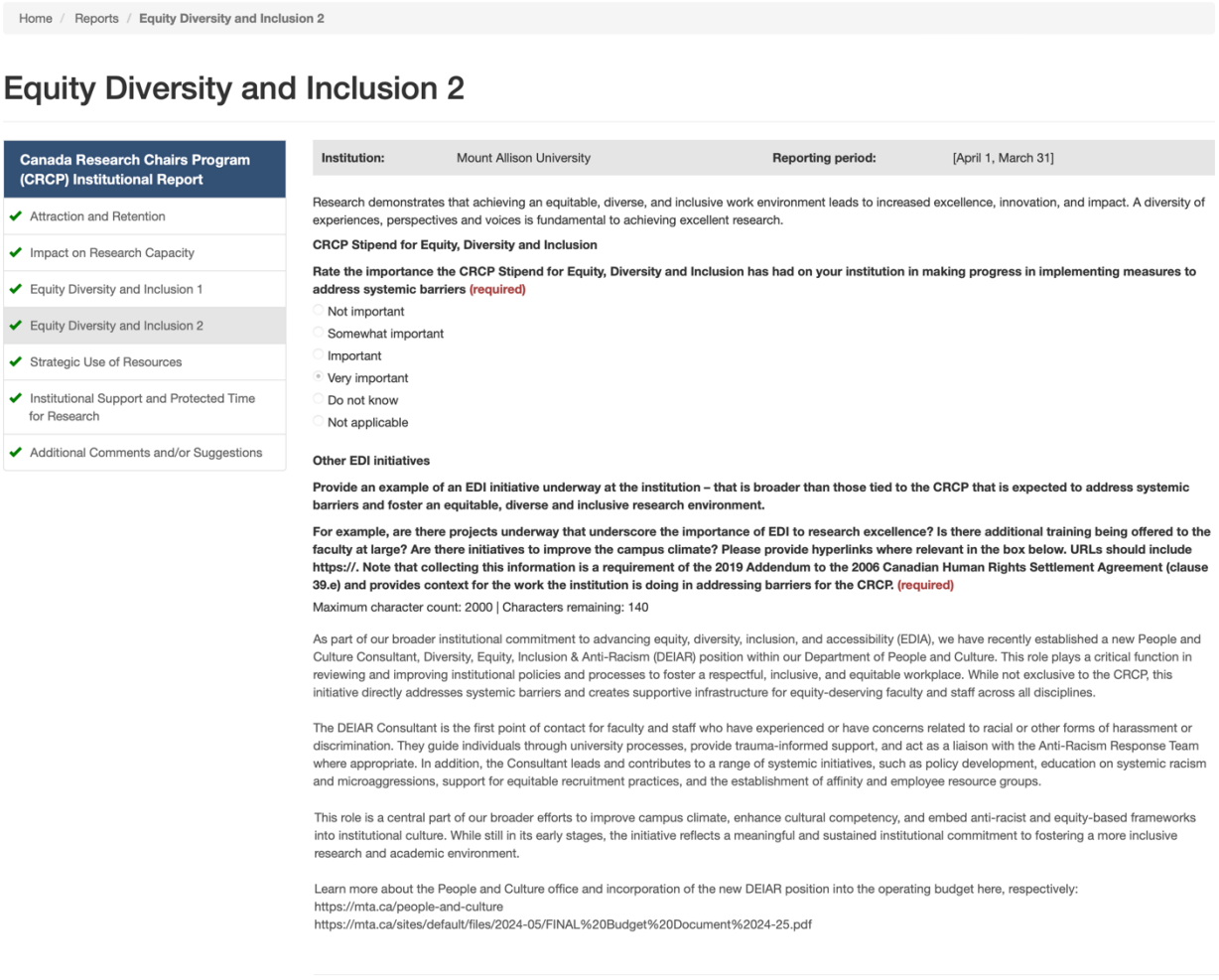
Describe any challenges encountered in undertaking this action, and any mitigation strategies that were employed. (required)

Key challenges included scheduling sessions that accommodated both student researchers and faculty supervisors and ensuring that EDI topics resonated across diverse disciplinary contexts. To address this, materials were modularized and delivered in hybrid format (live and recorded), allowing participants to engage asynchronously. The content was also tailored with examples relevant to both STEM and social science disciplines, emphasizing discipline-specific scenarios of inclusion and bias.

A secondary challenge was the initial hesitation of some participants who perceived EDI training as peripheral to research. This was mitigated by embedding EDI concepts within broader sessions on research integrity and data management, illustrating that equitable practices are essential components of responsible, high-quality research. Feedback collected post-session indicated improved buy-in and strong interest in expanding similar training opportunities in future cycles.

Was funding from the CRCP EDI stipend used for this action? (required)

- ○ Yes
- ◉ No



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Equity Diversity and Inclusion 2

Canada Research Chairs Program (CRCP) Institutional Report

- ✔ Attraction and Retention
- ✔ Impact on Research Capacity
- ✔ Equity Diversity and Inclusion 1
- ✔ Equity Diversity and Inclusion 2
- ✔ Strategic Use of Resources
- ✔ Institutional Support and Protected Time for Research
- ✔ Additional Comments and/or Suggestions

Institution: Mount Allison University **Reporting period:** [April 1, March 31]

Research demonstrates that achieving an equitable, diverse, and inclusive work environment leads to increased excellence, innovation, and impact. A diversity of experiences, perspectives and voices is fundamental to achieving excellent research.

CRCP Stipend for Equity, Diversity and Inclusion

Rate the importance the CRCP Stipend for Equity, Diversity and Inclusion has had on your institution in making progress in implementing measures to address systemic barriers (required)

- ○ Not important
- ○ Somewhat important
- ○ Important
- ◉ Very important
- ○ Do not know
- ○ Not applicable

Other EDI initiatives

Provide an example of an EDI initiative underway at the institution – that is broader than those tied to the CRCP that is 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 in the box below. URLs should include https://. Note that collecting this information is a requirement of the 2019 Addendum to the 2006 Canadian Human Rights Settlement Agreement (clause 39.e) and provides context for the work the institution is doing in addressing barriers for the CRCP. (required)

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As part of our broader institutional commitment to advancing equity, diversity, inclusion, and accessibility (EDIA), we have recently established a new People and Culture Consultant, Diversity, Equity, Inclusion & Anti-Racism (DEIAR) position within our Department of People and Culture. This role plays a critical function in reviewing and improving institutional policies and processes to foster a respectful, inclusive, and equitable workplace. While not exclusive to the CRCP, this initiative directly addresses systemic barriers and creates supportive infrastructure for equity-deserving faculty and staff across all disciplines.

The DEIAR Consultant is the first point of contact for faculty and staff who have experienced or have concerns related to racial or other forms of harassment or discrimination. They guide individuals through university processes, provide trauma-informed support, and act as a liaison with the Anti-Racism Response Team where appropriate. In addition, the Consultant leads and contributes to a range of systemic initiatives, such as policy development, education on systemic racism and microaggressions, support for equitable recruitment practices, and the establishment of affinity and employee resource groups.

This role is a central part of our broader efforts to improve campus climate, enhance cultural competency, and embed anti-racist and equity-based frameworks into institutional culture. While still in its early stages, the initiative reflects a meaningful and sustained institutional commitment to fostering a more inclusive research and academic environment.

Learn more about the People and Culture office and incorporation of the new DEIAR position into the operating budget here, respectively:
https://mta.ca/people-and-culture
https://mta.ca/sites/default/files/2024-05/FINAL%20Budget%20Document%2024-25.pdf