Alliance against Violence and Adversity (AVA): Health and Social Services Research Training Platform for System and Population Transformations in Girls' and Women's Health

AVA Triadic Mentorship Guidelines

AVA Guiding Principles

- ***Strengthen and build capacity*** to transform population (community) health and social services to promote the health and wellness of girls, women, and gender-diverse people, at risk/affected by violence and adversity over the lifecycle;
- ***Use a collaborative, innovative***, cross-sectoral/disciplinary/jurisdictional training platform to train hundreds of Canadian service providers and academics in the social services/community health field working with this population; and
- ***Make intergenerational and population impacts***, and promote a positive lifespan for girls, women, and gender-diverse people.

AVA is also committed to addressing inequities and health disparities disproportionately impacting girls, women, and gender-diverse people with intersectional identities. This includes, but is not limited to, (dis)ability, race, ethnicity, and gender identity. AVA relies on Equity, Diversity, Inclusion and Accessibility (EDIA) initiatives, and Sex and Gender-Based Analysis (SGBA+) is at the core of reaching AVA's objective. See Appendix A for more details.

Section 1: Program Overview

Background

The purpose of this AVA program is to supplement/enhance scholar's (i.e. graduate student or post-doctoral fellow), *existing educational program preparation with AVA's world-class, innovative focus on training to transform population (community) health and social services, specifically to improve the health of girls, women, and gender-diverse people exposed to adverse childhood experiences (ACEs) and violence.*

The Triadic Mentorship program is a mentoring program between a scholar, an AVA community mentor (i.e. community partner agency leader), and an AVA academic mentor (i.e. graduate supervisor). This program will be the foundation for all recruited high-quality AVA scholars. The mentorship program will include an individualized development plan (see Appendix C for example) established collaboratively with the scholar and their mentors, and monthly mentorship sessions (or more often as needed). The mentorship will also work alongside/utilize the AVA curriculum on AVA's Learning Management System (LMS), Raising Interdisciplinary

Scientist Excellence (RISE), to provide educational opportunities to ensure attainment of the scholar's individualized learning goals.

The program will host at least two cohorts per year. In the first year of the program, AVA will pilot two separate cohort intakes a year– the first cohort to start in late January 2023, and the second cohort to start in late September 2023. Each cohort will consist of six triads initially. It is expected that the number of triads will increase in subsequent years. The application process to participate in this AVA program is described below.

Being a Scholar in the Triadic Mentorship
Being a scholar in this program, you will be guided through a range of AVA Training Platform opportunities and options.

Scholar Responsibilities
- Meeting with your mentors on a monthly basis (at the very least) for approximately 18 months.
- Developing an individualized development plan and setting research and career goals with the support of your mentors.
- Participating in training opportunities such as AVA Online and *potentially* a community agency internship.
- Participating in AVA's Strategy Development, Management and Evaluation (i.e. Strategic Planning), and Implementation Science Training Programs.
- Completing core courses in the AVA Online Curriculum and optional courses that align with your learning plan and research or career goals.
- Attending two virtual 'check-in' sessions per term with your triad and other AVA triads in your cohort.

Scholar Eligibility
Scholars will apply to be part of AVA's Triadic Mentorship Program and be selected based on the following criteria:
- EDIA considerations;
- Qualifications and excellence (e.g. grades, awards, community volunteerism);
- Alignment of their research and career goals/interests with girls', women's, and gender-diverse people's health and wellness, and AVA's objective (see Guiding Principles above; and
- Status as a full-time graduate student or post-doctoral fellow.

Being a Mentor in the Triadic Mentorship (Community Partner and Academic)
Mentors hail from AVA's network of academics and community agency collaborators/partners from across Canada. The purpose of the mentorship is to guide the scholar through a range of AVA Training Platform opportunities and options.

Mentor Expectations
It is anticipated that the below activities will take 2-6 hours per month.
- Meet with the scholar monthly (at the very least) for approximately 18 months.
- Orient the scholar to AVA's individualized development planning, and research and career goal setting process.

- Support the scholar to identify training opportunities in programs such as AVA Online and Community Agency Internship.
- Participate in AVA's Strategy Development, Management and Evaluation Training (i.e. Strategic Planning), and Implementation Science Training Programs.
- Complete core courses in the AVA Online Curriculum and becoming familiar with the additional optional courses so you may be able to recommend courses that align with your mentee's learning plan and research career goals.
- Attend two online 'check-in' and sharing sessions every 4-6 months with your triad and other the AVA triads in your cohort.
- Mentors are encouraged to discuss projects scholars may take on if they apply for and are awarded internships in the AVA Community Partner Agency Internship program.
- Community partner mentors are encouraged to contribute to the inventory of potential projects that interns may take on in their internships

Monetary compensation for Community Partner's Mentor Agencies

Community mentors' agencies will be provided monetary compensation to enable participation by offsetting various costs, e.g. agency reimbursement for community mentors' absence from regular work. Please refer to the Community Partner Funding document package for more details about this compensation.

Section 2: Guidelines & Process for Creating Triadic Mentorships

Matching Mentors and Scholars

While it is desirable for mentor(s) and/or scholars to have all members of the triadic relationship already established, to ensure equal opportunity for all interested scholars, pre-established triads are not required in order to participate in the AVA Triadic Mentorship Program.

There are 3 ways that a triad can be created.

1) The triad is already established and consists of a student scholar,, a community agency mentor, and an academic mentor.
2) Two of the three people that make up the triad are already connected, but they need support from the AVA team to be matched with a third member (e.g. community partner mentor, academic mentor, student scholar).
3) There is oneperson (either mentor or scholar) that would like to participate in this program, and they need support from the AVA team to create a triad and be matched with the other two members..

IMPORTANT: **To assist with the matching, all AVA members are encouraged to enroll as an AVA member on the AVA Member Portal and to create a profile.**

How to participate in the Triadic Mentorship Program

To participate in this AVA program, a two-step process is necessary.

Step 1: Beginning Fall 2022, there will be a request for applicants (RFA) to recruit mentors and student scholars to this program. The notice will be sent to the current network of AVA members first, and if needed, to other networks across Canada. Mentors and scholars will be

asked to respond to the RFA by completing an online form to advise AVA Leads of their interest in participating in the program and whether they have all or parts of their triads established, or if they require support in creating a match/matches (see above section for more details). If any challenge is encountered in completing the form online, please contact Carrie.Pohl@ucalgary.ca.

Step 2: Those who submit their interest in participating in the AVA Triadic Mentorship program will be asked to complete an online application to the program. For the first cohort, only 6 triads will be awarded participation in the program. Those that expressed interest in Step 1 and were not selected to participate in the program, will be added to a database/waitlist for future cohorts.

Evaluation Criteria

Both mentor and scholar applications will be reviewed by the AVA Scientific Director- Dr. Nicole Letourneau, Project Manager- Carrie Pohl, and others from the Triadic Mentorship & Internship Working Group/other AVA team leaders as necessary. Decisions are based on commitment to EDIA principles (Appendix B) and the above-noted eligibility criteria. If matching is required, this will also be considered (i.e. whether there is an appropriate match available) Should there be difficulties with triadic formation, the applicant may be considered for a future cohort if at such time, a suitable match has been secured.

Section 3: Triadic Mentorship Activities

The cohorts in the first year of the program will be piloting the following mentorship activities.

Month 1	- Introductions – Learn about the backgrounds and interests of your triad's participants (academic and community mentors and mentee). - Develop and review the Individualized Development Plan of the scholar. - Plan for required mentorship training (completion of module specifically designed for those participating in the triadic mentorship program).
Month 2	- Triad relationship building - How your work as an academic or community partner maps on to the activities/interests of AVA? - What learning activities would benefit your trainee, given their interests? - Preparation to share beneficial learning activities at the first information scholar virtual workshop.
Month 3	- How are the AVA learning activities to date, informing the scholar's thinking about adversity and violence affecting girls and women and gender-diverse people. - What activities could benefit the community partner's organization to better address adversity and violence affecting girls and women and gender-diverse people?
Month 4	- Consider/apply for triadic internship experience. - How are the AVA learning activities to date informing the scholar's thinking about adversity and violence affecting girls and women and gender-diverse people. - Discuss potential community agency-driven project for internship.

Month 5	Review achievement of core AVA learning modules and discuss how knowledge lends itself to next learning and how measures may be taken to address adversity and violence affecting girls and women and gender-diverse people.
Month 6	• Prepare for/take part in the scholar virtual workshop sharing learnings to date. • Consider/apply for triadic internship experience.
Month 7	• Reflect on how the AVA learning activities to date have informed the scholar's thinking about adversity and violence affecting girls and women and gender-diverse people and the students work in graduate school or as PDF (either courses or research project)?. • Reflect on how the scholar's learning experiences in their graduate program or post-doctoral fellowship informed the scholar's understanding of measures and methods to address adversity and violence affecting girls and women and gender-diverse people. • Consider additional opportunities to boost the scholar's educational opportunities in AVA, e.g. Harvard workshop
Month 8	• Review micro credentialing completion and opportunities from the first year of AVA • Review and set new targets for micro credential completion for the coming year • Reflect on the scholar's attention to wellness and self-care
Month 9	• Discuss other learning opportunities in RISE
Month 10	• Identify conference for scholar's attendance to share results of learning to date
Month 11	• Review the scholar's ILP and achievement of goals during the first year of the AVA mentorship program and discuss targets for the second year of the program
Month 12	• Take part in AVA Scholar virtual webinar in the second year of the program
Month 13	• Career exploration —Discuss career planning options including different career paths related to adversity and violence affecting girls and women and gender diverse people
Month 14	• Review and assess the scholar's achievement of AVA core competencies
Month 15	• Identify and address any gaps to gaps to date in achievement of AVA core competencies and or areas of special interest and review IDP
Month 16	• Identify and address any gaps to gaps to date in achievement of AVA core competencies and or areas of special interest and review IDP

Month 17	• Prepare for the final virtual meeting of all the triads from the cohort, including professional and personal growth and goals achieved
Month 18	• AVA final gathering of cohort scholars with presentation of overall learnings and experiences as a participant in AVA

AVA Guiding Principles

AVA's Objectives

- **Strengthen and build capacity** to transform population (community) health and social services to promote the health and wellness of girls, women, and gender-diverse people, at risk/affected by violence and adversity over the lifecycle;
- **Use a collaborative, innovative**, cross-sectoral/disciplinary/jurisdictional training platform to train hundreds of Canadian service providers and academics in the social services/community health field working with this population; and
- **Make intergenerational and population impacts**, and promote a positive lifespan for girls, women, and gender-diverse people.

The following Guiding Principles outline the AVA team's commitment to fair and equitable policies and practice.

What are AVA's Guiding Principles?

- AVA is committed to addressing inequities and health disparities disproportionately impacting girls, women, and gender-diverse people with intersectional identities. This includes, but is not limited to, (dis)ability, race, and gender identity. AVA relies on Equity, Diversity, Inclusion and Accessibility (EDIA) initiatives, and Sex and Gender-Based Analysis (SGBA+) is at the core of reaching AVA's objectives.
- AVA seeks to ensure EDIA in all aspects of the AVA Training Platform by engaging with Patient Partners and AVA designated Champions who specialize in EDIA, Indigenous Knowledge, SGBA+ and Black and Other racialized people.
- AVA aims to strengthen and build capacity to address the intersections between sex, race, (dis)ability, social locations, gender-diversity and other identities, while acknowledging (to the degree possible) the impacts of colonialism, classism, racism, and Canadian culture (albeit recognizing that AVA may influence, but cannot itself change, these things).
- AVA recognizes that diverse voices from community experts, as well as Indigenous (First Nations, Inuit, and Metis), Black, and other racialized people, continue to be minimal and minimalized in academic research; hence, our aim is to have academic, community, Indigenous, Black, and other racialized people, as partners, co-creating culturally safe, supportive, and reciprocal learning for all team members.
- All team members whether academic or community partners, or mentees, are considered trainees engaged in reciprocal learning.

How will AVA do this?

- AVA seeks to ensure EDIA in all aspects of the AVA Training Platform by engaging with Patient Partners and AVA designated Champions who specialize in EDIA, Indigenous Knowledge, SGBA+ and Black and Other racialized people.
- EDIA will influence selection of participants to take part in AVA programs (e.g. Community Agency Internship; Early Career Researcher Teaching Release).
- All AVA team members will be asked to attend mandatory annual EDIA training.

- AVA Online includes courses specifically designed to enhance trainee and team members' knowledge and practice related to EDIA.
- SGBA+ and intersectionality are core AVA Online curriculum components. AVA team members, especially leadership, have training in SGBA+, intersectionality and research knowledge that address racialized people.
- AVA prioritizes the inclusion of Indigenous, Black, and other racialized people on the AVA team and in trainee recruitment.
- In all training activities, including experiential learning activities, internships, networking and/or other innovative training opportunities, attention will be paid to ensure that the Guiding Principles of AVA are upheld (e.g. by including EDIA assessments in meeting agendas)
- The EDIA, Indigenous Knowledge, and Black and Other racialized people Champions are represented at the highest level by being part of the Platform Advisory Committee (PAC). These Champions' opinions are sought frequently and as appropriate.
- The call for applicants will prioritize racialized, (dis)abled, gender-diverse and other identities.
- We will employ best practices in EDIA recruitment and application adjudication, with our EDIA, Indigenous Knowledge, and Black and Other racialized people Champions reviewing/providing input into the process and written materials in every form.
- We will seek equity by removing systemic barriers and biases to recruitment by ensuring all PAC members, who will approve calls for applicants and approve final adjudication of applications, have training on unconscious bias (individual) but also from a systems approach (systemic).
- The AVA training platform will develop a broad range of research skills and provide training on emerging approaches to advance rigorous and responsible research (e.g., sex- and gender-based analysis (SGBA+), research data management, research involving Indigenous Peoples, ethics, unconscious bias).
- AVA trainee recruitment efforts will aim to ensure that diverse perspectives and lived experiences (e.g. race, place of origin, religion, immigrants and newcomers, ethnic origin, ability, sex, sexual orientation, gender identity and expression, and age) are represented among AVA trainees. An example of how this will be done is by advertising training opportunities via community partners and academics that provide services and support to diverse people.
- AVA's mandatory core activities will address EDIA (including unconscious bias assessed with the Harvard Implicit Association Test and training with the Canadian Centre for Diversity and Inclusion, which includes unconscious/implicit bias recognition training), Sex and Gender-Based Analysis (SGBA+), and intersectionality, and Indigenous research methods.
- AVA Team Champions will review and edit these principles and definitions annually.

AVA's Equity, Diversity, Inclusion & Accessibility (EDIA) Principles

EDIA Definitions

Equity

Means fairness; people of all identities being treated fairly. It means ensuring that the processes for allocating resources and decision-making are fair to all and do not discriminate on the basis of identity. There is a need to put measures in place to eliminate discrimination and inequalities which have been well described and reported and ensure, to the best degree possible, equal opportunities. Equity is needed to achieve equality. For example, treating people as equals in an environment in which historical and systemic disadvantages prevent people from operating as equals can be inequitable – it lacks the fairness of a truly equitable situation (NSERC, 2017)

Diversity

Consists of the conditions, expressions and experiences of different groups identified by age, education, sexual orientation, parental status/responsibility, immigration status, Indigenous status, religion, disability, language, race, place of origin, ethnicity, culture, socio-economic status and other attributes. Recognizing and valuing diversity must be accompanied by concerted efforts to ensure inclusion of diverse populations, meaning that individuals are and feel valued, respected and equally supported (NSERC, 2017).

Inclusion:

Requires creating an environment in which all people are respected equitably and have access to the same opportunities. Organizationally, inclusion requires the identification and removal of barriers (e.g., physical, procedural, visible, invisible, intentional, unintentional) that inhibit [applicants'] participation and contribution. Inclusion values and principles include fairness, justice, equity, and respect, by being open to different voices and perspectives, developing an understanding of different cultures, experiences and communities, and making a conscious effort to be welcoming, helpful and respectful to everyone (NSERC, 2017).

Accessibility:

"The provision of flexibility to accommodate needs and preferences, and refers to the design of products, devices, services, or environments for people who experience disabilities. It can also be understood as "a set of solutions that empower the greatest number of people to participate in the activities in question in the most effective ways possible"" (Baker & Vasseur, 2021).

AVA's EDIA Principles
   1) Priority will be applied to Indigenous, Black and Other racialized people, as well as disabled, gender-diverse and other identities.
   2) We will seek equity by removing systemic barriers and biases in recruitment, application and participation processes (see AVA's Guiding Principles for examples).

3) We will ensure diverse perspectives and lived experiences (e.g. races, places of origin, religions, immigrants and newcomers, etc.) are represented amongst the AVA team.
4) We will focus on inclusion by valuing and respecting all contributions, particularly eliminating hierarchies, by treating team members equally.
5) Seeking to address the 2 key objectives of the Government of Canada's EDI Tri-Agency Action Plan for 2018-2025 by ensuring fair access to Tri-Council resources and ensuring equitable participation in recruitment of trainees (i.e. Triadic Mentorship Program)
6) All AVA members shall participate in EDIA training and it will be part of the core AVA courses in AVA Online.

AVA's Independent Development Learning Plan (IDP)

Still in development

AVA Triadic Mentorship Application (Mentor Form)

Intent to apply as a MENTOR (Community agency mentor or Academic mentor)

To fill out this application online (preferred), click here.

1. Your name (the person who intends to be the mentor)

☐

2. Mentor's preferred pronouns

☐

3. What type of mentor do you intend to apply to the Triadic Mentorship Program as?

☐ Community Agency Partner Mentor

☐ Academic Partner Mentor

4. Please tell us about yourself.

Affiliated community partner agency or primary institution

☐

Education background

☐

Area of expertise or practice

☐

Your email address

☐

5. Do you have a scholar (i.e. graduate student or post-doctoral fellow) whom you would like to mentor in this program?

☐ I do not have someone in mind, but I would still like to be a mentor. I will require a match if my application to the program is accepted.

☐ Yes (please specify their name, education institution, and contact information below)

☐

6. Do you have a mentor in mind with whom you would like to partner with to mentor a scholar? For example, if you are advising us of your intent to apply as an academic mentor, do you know of a community partner agency that would mentor a scholar in partnership with you (or the other way around)?

☐ No

☐ Yes (please specify their name, education institution, and contact information below)

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7. If you are a community partner agency staff, have you or do you plan to apply for the AVA community partner agency funding to participate in the Triadic Mentorship Program?

☐ Yes, I have applied.

☐ Yes, I intend to apply.

☐ No, I have not. Please tell me more about this.

☐ Not applicable

8. I have read and understood the full Triadic Mentorship Guidelines and Appendices.

☐ Yes, and I do not have any questions.

☐ Yes, but I have questions, and I would like someone to contact me to discuss them.

☐ No

9. Please tell us what skills or expertise (e.g. community-based research, grant writing, early childhood adversity, etc.) you will contribute to a Triadic Mentorship relationship.

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10. Do you have experience as a mentor?

☐ Yes

☐ No

If yes, please describe.

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11. Are you able to commit to monthly meetings (at the very least) with the scholar you are mentoring?

☐ Yes

☐ No

12. Are you able to commit to participating in AVA's Strategy Development, Management and Evaluation Training (i.e. Strategic Planning), and Implementation Science Training Programs (if you have not already been doing so)?

☐ Yes

☐ No

13. Are you able to commit to completing core courses (i.e. AVA Basics), which is part of the AVA Online program, and becoming familiar with the additional optional courses so you may be able to recommend courses that align with your scholar's learning plan and research career goals?

☐ Yes

☐ No

14. Are you able to commit to attending 2 virtual 'check-in' sessions per term with your triad and other AVA triads in your cohort?

☐ Yes

☐ No

AVA's Objectives

· _**Strengthen and build capacity**_ to transform population (community) health and social services to promote the health and wellness of girls, women, and gender-diverse people, at risk/affected by violence and adversity over the life cycle;

· _**Use a collaborative, innovative,**_ cross-sectoral/disciplinary/jurisdictional training platform to train hundreds of Canadian service providers and academics in the social services/community health field working with this population; and

· _**Make intergenerational and population impacts,**_ and promote a positive lifespan for girls, women, and gender-diverse people.

15. Please tell us how you/your organization and your current work is in alignment with the above AVA objectives. (Max 100 words). Please attach a separate page if needed.

The following questions will help us ensure that we are honoring the AVA Equity, Diversity, Inclusion and Accessibility (EDIA) guiding principles. As it pertains to recruitment, the AVA's EDIA Guiding Principles are:

1) Priority will be applied to Indigenous, Black and Other racialized people, as well as disabled, gender-diverse and other identities.
2) We will seek equity by removing systemic barriers and biases in recruitment, application and participation processes.
3) We will ensure diverse perspectives and lived experiences (e.g. races, places of origin, religions, immigrants and newcomers, etc.) are represented amongst the AVA team.
4) We will focus on inclusion by valuing and respecting all contributions, particularly eliminating hierarchies, by treating team members equally.
5) Seeking to address the 2 key objectives of the Government of Canada's EDI Tri-Agency Action Plan for 2018-2025 by ensuring fair access to Tri Council resources and ensuring equitable participation in recruitment of trainees (i.e. Triadic Mentorship Program).

16. What is your gender identity?

17. What city and province are you in?

18. What languages are you fluent in?

19. If you identify as a racialized person, please tell us how you identify.

20. Do you have a (dis)ability?

☐ Yes

☐ No

If yes, please tell us if you require accommodations (please specify).

21. If you have any other diverse perspective(s) or lived experience(s) we should take into consideration, please use the field below to tell us about it (e.g. newcomer, immigrant, multiple intersecting identities, etc.).

22. Is there anything else you would like us to consider regarding your interest in participating in the AVA Triadic Mentorship program as a mentor?

22. Please tell us if you have any feedback on the Triadic Mentorship process.

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AVA Triadic Mentorship Application (Scholar Form)

Intent to apply as a SCHOLAR

To fill out this application online (preferred), click here.

1. What is the name of the person who intends to apply as a scholar? (First, Last)

2. What are the preferred pronouns of the person who intends to apply as a scholar?

3. What type of scholar are you?

☐ Graduate student (full-time)

☐ Post-doctoral Fellow

☐ Other

4. Please tell us about yourself.

What institution are you a scholar at?

What degree are you working towards?

What is your research or practice area of interest?

Your email address

5. Do you have all or part of a triad established? (i.e. academic mentor and/or community agency mentor) Check all that apply.

☐ I do not have any mentors in mind, but I would still like to be a scholar in the AVA Triadic Mentorship Program. I will require matches if my application to the program is accepted.

☐ I only have a community agency mentor established for the Triadic Mentorship Program.

☐ I only have an academic mentor established for the Triadic Mentorship program.

☐ I have both mentors established for the Triadic Mentorship program.

If you stated that you have one or both mentors established, please advise us of their name, education institution/organization, and contact information.

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6. I have read and understood the full Triadic Mentorship Guidelines and Appendices.

☐ Yes, and I do not have any questions.

☐ Yes, but I have questions and I would like someone to contact me to discuss them.

☐ No

7. Please tell us about your qualifications and any applicable excellence (e.g. grades, awards, community volunteerism).

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8. Please tell us what knowledge or experience you hope to gain from the Triadic Mentorship relationship (max 100 words). Please attach a separate page if needed.

9. Are you able to commit to monthly meetings (at the very least) with your mentors?

☐   Yes

☐   No

10. Are you able to commit to participating in AVA's Strategy Development, Management and Evaluation Training (i.e. Strategic Planning), and Implementation Science Training Programs (if you have not already been doing so)?

☐   Yes

☐   No

11. Are you able to commit to completing core courses (i.e. AVA Basics) and courses at the intermediate and advanced levels, which are part of the AVA Online program?

☐   Yes

☐   No

12. Are you able to commit to attending 2 virtual 'check-in' sessions per term with your triad and the other AVA triads in your cohort?

☐   Yes

☐   No

AVA's Objectives

· _**Strengthen and build capacity**_ to transform population (community) health and social services to promote the health and wellness of girls, women, and gender-diverse people, at risk/affected by violence and adversity over the life cycle;

· _**Use a collaborative, innovative,**_ cross-sectoral/disciplinary/jurisdictional training platform to train hundreds of Canadian service providers and academics in the social services/community health field working with this population; and

· _**Make intergenerational and population impacts,**_ and promote a positive lifespan for girls, women, and gender-diverse people.

13. Please tell us how your research and/or career goals/interests align with the above AVA objectives. (Max 200 words). Please attach a separate page if needed.

The following questions will help us ensure that we are honoring the AVA Equity, Diversity, Inclusion and Accessibility (EDIA) guiding principles. As it pertains to recruitment, the AVA's EDIA Guiding Principles are:

1) Priority will be applied to Indigenous, Black and Other racialized people, as well as disabled, gender-diverse and other identities.
2) We will seek equity by removing systemic barriers and biases in recruitment, application and participation processes.
3) We will ensure diverse perspectives and lived experiences (e.g. races, places of origin, religions, immigrants and newcomers, etc.) are represented amongst the AVA team.
4) We will focus on inclusion by valuing and respecting all contributions, particularly eliminating hierarchies, by treating team members equally.
5) Seeking to address the 2 key objectives of the Government of Canada's EDI Tri-Agency Action Plan for 2018-2025 by ensuring fair access to Tri Council resources and ensuring equitable participation in recruitment of trainees (i.e. Triadic Mentorship Program).

14. What is your gender identity?

[ ]

15. What city and province are you in?

[ ]

16. What languages are you fluent in?

[ ]

17. If you identify as a racialized person, please tell us how you identify.

[ ]

18. Do you have a (dis)ability?

☐ Yes

☐ No

If yes, please tell us if you require accommodations (please specify).

[ ]

19. If you have any other diverse perspective(s) or lived experience(s) we should take into consideration, please use the field below to tell us about it (e.g. newcomer, immigrant, multiple intersecting identities, etc.).

[ ]

20. Is there anything else you would like us to consider regarding your interest in participating in the AVA Triadic Mentorship program?

[ ]

21. Please tell us if you have any feedback on the Triadic Mentorship process.