



STRATEGIC PLAN FOR
EQUITY, DIVERSITY, AND INCLUSIVITY





The University of Alberta respectfully acknowledges that we are located on Treaty 6 territory, traditional lands of First Nations and Métis people.

PREAMBLE

The University of Alberta has a long history of work in support of equity, diversity, and inclusivity (EDI)—in programming, services, teaching and learning, scholarship, and advocacy.

This EDI strategic plan builds on that history, while also reflecting the commitments incorporated in *For the Public Good* to advance EDI and build respectful relations across and among our people, disciplines, faculties, and campuses, as well as beyond our institution. At our university, we are dedicated to achieving a more diverse, equitable, accessible, and inclusive environment for all who work, learn, and live within our community—an environment characterized by a fundamental shared commitment to respectful engagement and human dignity. We value academic freedom, and welcome and support a diversity of perspectives.

This strategic plan aims to embed EDI into the culture of the University of Alberta community, from the grassroots to the senior-most levels. It sets out strategic directions and senior-level accountabilities that are intended to empower faculties, departments, and administrative units across the university to develop and implement their own EDI plans and initiatives. It includes a set of proposed structures and approaches with explicit desired outcomes that will support efforts across our community as we seek to become more diverse, equitable, and inclusive. However, this is not a top-down plan.

To achieve our goals, every member of the University of Alberta has a role to play. To weave EDI into the fabric of our culture, each of us must develop plans and initiatives at the local level. We must take deliberate action informed by the best available evidence and institutional data. Working together, we can ensure EDI thrives in our community and enriches the lives of all.

VISION

The University of Alberta is committed to cultivating an institutional culture that values, supports, and promotes equity, human rights, respect, and accountability among faculty, staff, and students. In our inclusive community, we encourage and support individual and collaborative efforts to identify and address inequities, and we welcome and enable contributions of all voices as we engage with diverse ideas, knowledges, and perspectives in the pursuit of inclusive excellence for the public good.

MISSION

The University of Alberta will work to achieve an accessible, equitable, and inclusive community of students, faculty, and staff that supports our learning environment shaped by curiosity, rigorous inquiry, and evidence-based decision making, respect, and a culture of human rights. We are committed to achieving equitable access and opportunities in admissions, employment, retention, and advancement; and to a working, learning, and living environment free from discrimination, bullying, and harassment. It is only through such a commitment that the University of Alberta can reach our larger vision of being a space that actively fosters intellectual curiosity, rigorous inquiry, and ingenuity.

We envision—and will cultivate—a community that recognizes equity and diversity as fundamental to achieving inclusive excellence in learning, teaching, research, service, and community engagement.

We acknowledge this commitment requires identifying and addressing formal and informal obstacles, barriers, and biases that limit equitable access and opportunities, as well as intentionally pursuing and implementing system-wide equity initiatives to embed diversity in all university structures, programs, policies, and practices, as well as in our visual and text identities.

Determined to influence those formal and informal structures and mechanisms that limit access and opportunities, we will use principles of fairness and evidence-based policies and practices to support decision-making; collect and analyze diversity data; establish equity goals, targets, and benchmarks; and develop and implement policies. Recognizing that achieving EDI goals requires responsible and accountable leadership at all levels of the university, we will regularly evaluate and report on progress toward achieving an equitable and inclusive university.

PRINCIPLES

Principles are more fundamental than institutional policies and objectives. They inform policies, procedures, and objectives; they help us determine the University of Alberta's strategic goals, objectives, and actions. All of our principles and actions are underpinned by respect for the dignity, rights, and full participation of all those who live, work, and learn within the university. The university's EDI Strategic Plan is guided by the following principles:

Diversity

Equity

Inclusion

Human Rights

Equality - substantive

Intersectionality

Accessibility

Respect for reconciliation with Indigenous peoples

DIVERSITY

Diversity refers to difference or variety. In a broad societal EDI context, diversity refers to demographic or identity diversity, including that based on the protected grounds. Within universities, diversity encompasses these, as well as difference or variety in education, perspectives, opinions, heuristics, disciplines, faculties, skills, and learning opportunities. The University of Alberta supports and encourages diversity through the identification and removal of barriers and biases, and the creation of workplaces and learning environments that are free of harassment and discrimination.

EQUITY

Equity is about fairness in access to education and employment and in the opportunity to succeed in these domains. Employment equity principles, policies, and practices enable equitable access, representation, opportunities, and meaningful participation of socially diverse people—from the federally designated and other equity-seeking groups such as women, members of visible minority groups, Indigenous peoples, persons with disabilities, and LGBTQ2S+ people.

We recognize that policies, practices, informal processes, and language created by and for particular groups of people, with a default norm in mind, produce structural barriers that limit access and inclusion for other individuals and groups. Taking equity as a guiding principle means that the university will respect and value the differences of our members by actively identifying and removing barriers, including structural barriers, to ensure that historically excluded groups have the same opportunity to fully flourish at the University of Alberta.

INCLUSION

Inclusion means that we value and cultivate full and meaningful engagement of historically and structurally excluded individuals and groups. Inclusion refers to enabling all individuals on our campuses to fully enjoy the opportunities the university has to offer, and to have all equity-seeking groups meaningfully represented in all aspects of university life and decision-making roles university wide.

HUMAN RIGHTS

Every person, by virtue of being human, is entitled to certain fundamental rights regardless of race, colour, ancestry, place of origin, religious beliefs, gender, gender identity and gender expression, physical disability, mental disability, marital status, family status, sexual orientation, age, political beliefs, and any other protected ground as amended over time. Each person is entitled to a life of dignity, equality, and respect, free from discrimination, harassment, and bullying. The university's commitment to human rights is reflected in its policies and practices, as well as the supports it makes available to the members of its community.

EQUALITY - SUBSTANTIVE

The University of Alberta embraces a substantive approach to equality—this means that achieving equality is not only a matter of treating likes alike (formal equality), but also requires us to consider and address the range of conditions that create experiences of disadvantage for some individuals and groups. We consider the full context and impacts of our practices and processes, recognizing that these may be experienced differently by different individuals and groups.

INTERSECTIONALITY

An intersectional approach to equity, diversity, and inclusivity begins from the understanding that the different vectors of social diversity, (race, class, gender, sexuality, disability, nationality, religion, language, age, etc.) do not exist separately or in isolation from each other. Instead, the various vectors of social diversity are interwoven and affect each other. Intersectionality focuses on how multiple, interwoven vectors shape social belonging, cultural representations, social and political institutions, as well as the material conditions of our lives in ways that are not reducible to any singular vector or social category. Initially developed by women of colour seeking to understand how their existence and experiences of marginalization could not be reduced to gender or racial categorization alone, today we understand that everyone's life is shaped by intersecting social categories. Intersecting social categories play a role in exclusion and shape social, political, and material marginalization and dominance. Experiences and systems of persistent social inequality cannot be understood without an intersectional framework.

ACCESSIBILITY

Accessibility refers to the degree to which physical, pedagogical, and administrative structures of the University of Alberta are (re)designed to enable the full, meaningful, and equitable engagement of all of the university's community members. Accessibility includes, but is much broader than, ramped access to buildings. It also includes, for example, designing for physical, financial, sensory, social, and language-level access. Whereas accommodation refers to making specific changes to support the full participation of an individual who has encountered barriers, an accessible campus is one that seeks pro-actively to reduce as many barriers as possible, while creating efficient and transparent processes for individuals to gain the accommodations they require and are entitled to by law.

RECONCILIATION WITH INDIGENOUS PEOPLES

Reconciliation refers to a process of building and sustaining respectful, ethical relationships between Indigenous peoples and the rest of Canada based on mutual understanding and respect. Universities across Canada have responded to the Truth and Reconciliation Commission's 94 Calls to Action in ways relevant to their institutional context. The University of Alberta has responded with an emphasis on capacity building and foundational change in support of Indigenous initiatives, programming, and personnel with a vision for making the U of A a welcoming place for Indigenous students, faculty, and staff. The university's EDI initiatives will endeavor to support the principles of the Indigenous strategic plan and prioritize cross-collaboration with it.

STRATEGIC PLAN THEMES

The following plan identifies themes and benchmarks of excellence, goals, outcomes, and directions to help us achieve our vision. The plan is organized around five core themes:

Vision and Leadership: The university's leadership, communications, and statements about itself reflect a high-level, consistent, and reliably strong commitment to EDI.

Research, Teaching, and Public Service: Research, teaching, and public (academic) service are understood to be implicated in the development of EDI. They are also the major functions of the university and areas of work for academic staff. Faculty are encouraged to do, and are recognized for, work that thoughtfully and rigorously incorporates or contributes to equity, diversity, and/or inclusivity.

Workforce (all faculty and staff): The university's commitment to EDI is reflected in recruitment, retention, and advancement of faculty and staff; faculty and staff are prepared to work in a diverse environment and to have the knowledge and skills to contribute to equity and inclusivity.

Students, (Research) Trainees, and Student Life: The university strives to provide equitable access for students and trainees, including post-doctoral fellows, to disciplines of study and scholarly opportunities; to study and disseminate knowledge about EDI; and to provide an environment attentive to, and that addresses, barriers to inclusion, access, and success, (especially of historically excluded groups).

Climate: The university strives to create an equitable and inclusive environment and culture for all members of its community.

ACCOUNTABILITY

Overall accountability for this plan resides with the President and the Provost and Vice-President (Academic). On an annual basis, the university will evaluate its progress, report to the community, and update the plan as necessary.

The plan itself contains specific commitments to develop and report on targets and benchmarks, and establishes specific expectations and accountabilities for senior-level leaders. These accountabilities will be incorporated into the formal performance evaluations for senior positions, with the expectation that these leaders, in turn, hold their own units accountable for developing and implementing their own strategies to support the EDI goals laid out in this plan.

THE PLAN

This is a four-year plan, with specific goals and deliverables identified for each year. Benchmarks are used to assess progress toward goals and outcomes.

The goals listed below are staged over four years, reflecting work that is already underway and recognizing that other work will take time to develop thoughtfully—indeed, many of the goals are interdependent, and activities undertaken in the first two years of the plan are needed to inform and set the stage for some of the goals slated for years three and four.

The University of Alberta is committed to addressing any issues related to pay equity in collaboration with our staff associations.

1. VISION AND LEADERSHIP

The university's leadership, communications, and statements about itself reflect a high-level, consistent, and reliably strong commitment to EDI.

| 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------|
| GOALS 1.0 | | | |
| <p>Statements of commitment are developed and made by senior leadership</p> <p>Senior leaders understand their roles as ambassadors for EDI</p> <p>Demographic survey for faculty and staff is developed and launched</p> | <p>Establishment of working group on metrics and benchmarking for EDI</p> <p>Analysis of data collected through survey (and other information submitted)</p> | <p>Establishment of baseline EDI data and benchmarks – demographic and cultural - for the institution (in consideration of comparators)</p> | TBD |
| OUTCOMES & DELIVERABLES 1.0 | | | |
| <p>Institutional and senior leadership statements exist in prominent venues.</p> <p>High level target outcomes established (qualitative and quantitative)</p> | <p>Set of measurable target benchmarks established</p> <p>Template for prioritizing targets and financial commitments associated to their achievement is developed</p> | <p>Assessment completed and U of A performance against target benchmarks available</p> | TBD |
| ACCOUNTABILITY 1.0 | | | |
| <p>President, Vice-Presidents, Deans</p> | <p>Vice-President (Finance & Administration)</p> | <p>Provost & Vice-President (Academic); Vice-President (Finance & Administration)</p> | TBD |

BENCHMARKS FOR EXCELLENCE

Institutional commitment and targets are established

Institutional values and goals around EDI are clearly articulated

Specific numerical targets are established and reported across our EDI goals

Accountabilities for achieving goals are clear, with specific consequences for failure to meet targets

| 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| GOALS 1.1 | | | |
| <p>Socialization sessions held to affirm accountabilities</p> <p>Rollout discussions for broader affirmation and ideas for local implementation</p> <p>Communications and education plan to support initial stages of Plan implementation</p> | <p>Members of the university community receive information (commensurate with their position) and education on the nature and importance of the EDI strategic plan</p> | <p>Members of the university articulate their own plans for implementing EDI strategies</p> <p>Incorporation of financial commitments required to achieve EDI goals into annual unit planning processes</p> | |
| OUTCOMES & DELIVERABLES 1.1 | | | |
| <p>Formal adoption of the EDI strategic plan</p> | <p>Strategic plan is reviewed annually with consideration of community feedback</p> | <p>Local plans for EDI strategies are developed and articulated</p> | <p>Evaluations include attention to EDI strategy implementation</p> |
| ACCOUNTABILITY 1.1 | | | |
| <p>Provost & Vice-President (Academic)</p> | <p>Vice-Presidents</p> | <p>Vice-Presidents</p> | <p>Vice-Presidents</p> |

BENCHMARKS FOR EXCELLENCE

U of A community affirms the EDI Strategic Plan

| 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| GOALS 1.2 | | | |
| <p>Bias awareness training held for senior leadership (Deans, VPs)</p> <p>Inclusive excellence training held for Vice-Provosts' Council</p> | <p>Annual review and goal-setting session established for senior leaders</p> <p>Requirement for explicit and specific goals and reporting back in annual performance reviews of senior administrators</p> | <p>Continuation of annual review of EDI progress</p> <p>Development of requirement for explicit and specific goal setting and reporting back for direct reports of senior administrators</p> | <p>Continuation of annual reviews of EDI progress and goal-setting</p> |
| OUTCOMES & DELIVERABLES 1.2 | | | |
| <p>Two training sessions for senior administrators completed</p> <p>Templates for explicit and specific EDI goal setting and associated evaluation through annual reviews of senior administrators</p> | <p>Annual session established</p> <p>Reporting on short-term review and goals (last year, this year, next year pattern)</p> <p>Build matrix of EDI goals and associated progress for the senior administration portfolios</p> | <p>Continuation of annual reporting</p> <p>Reporting strategy and process on progress from senior administration portfolios</p> | <p>Evaluation and reporting on implementation and achievement of unit plans and targets</p> |
| ACCOUNTABILITY 1.2 | | | |
| Vice-Presidents, Deans | Vice-Presidents, Deans | Vice-Presidents, Deans, other administrators (Chairs, Vice Provosts), Faculty and Staff Relations, Human Resources | Vice-Presidents |

BENCHMARKS FOR EXCELLENCE

Senior Leadership engages in ongoing professional development in Equity, Diversity, and Inclusivity

University leadership annually reviews and reports on its EDI education and professional development activities

Senior leadership sets and reports on EDI specific goals

| 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|---------|
| GOALS 1.3 | | | |
| Development of EDI website as a hub for EDI information, education, resources, and stories at the U of A | Development of EDI lens(es) which inform brand platform development and review university websites, communications, and marketing vehicles, including Advancement materials, for evidence of diversity and inclusiveness | University online communications meet enhanced standards for accessibility going forward | |
| OUTCOMES & DELIVERABLES 1.3 | | | |
| Report on methods and results of review and subsequent actions taken or planned | Tools and guidelines in place for university communication and marketing materials | EDI considerations reflected in brand platform development | |
| ACCOUNTABILITY 1.3 | | | |
| Vice-President (University Relations); Vice-President (Advancement); Vice-President (Academic) | Vice-President (University Relations); Vice-President (Advancement) | Vice-President (University Relations) | |

BENCHMARKS FOR EXCELLENCE

EDI values are reflected in external marketing and communications

2. RESEARCH, TEACHING, PUBLIC SERVICE

Research, Teaching, and Public (academic) Service are understood to be implicated in the development of EDI. Faculty are encouraged to do, and are recognized for, work that thoughtfully and rigorously incorporates or contributes to equity, diversity, and/or inclusivity.

| 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| GOALS 2.0 | | | |
| Develop targets, plans, incentives for incorporating EDI principles and practices into conducting, evaluating, and disseminating research | Implement targets for EDI amongst trainees | Based on assessment of university culture and climate, develop strategies to promote EDI in research training | Develop a mechanism/ community for sharing best practices in EDI in research activities |
| OUTCOMES & DELIVERABLES 2.0 | | | |
| | | Strategies and action plan in place | |
| ACCOUNTABILITY 2.0 | | | |
| Provost and Vice-President (Academic); Vice-President (Research) | Provost and Vice-President (Academic); Vice-President (Research) | Vice-President (Research) | Vice-President (Research) |

BENCHMARKS FOR EXCELLENCE

The university supports a culture of EDI across its research, teaching, and training activities (including post-doctoral fellows)

The university leverages external requirements for EDI targets to mobilize and model change, and achieve outcomes more quickly.

| 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|----------------------------------------------------------------------------------------------------------------------|---------|---------|---------|
| GOALS 2.1 | | | |
| Continue implementation of CRC and CERC equity plans and targets | | | |
| OUTCOMES & DELIVERABLES 2.1 | | | |
| Annual reports on CRC allocations and processes and progress against targets Annual reporting to funding agencies | | | |
| ACCOUNTABILITY 2.1 | | | |
| Provost and Vice-President (Academic); Vice-President (Research) | : | | |

BENCHMARKS FOR EXCELLENCE

The university meets or exceeds diversity and equity targets for Canada Research Chairs (CRCs) and Canada Excellence Research Chairs (CERCs).

| 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| GOALS 2.2 | | | |
| | <p>Teaching: CTL educational developer position established to support EDI in curricula and pedagogy</p> <p>Learning: Programming developed for instructors to create inclusive and accessible learning environments.</p> | <p>CTL support for developing EDI in curricula is launched</p> <p>CTL EDI programming is launched</p> | <p>Development of accessible and inclusive learning policies</p> |
| OUTCOMES & DELIVERABLES 2.2 | | | |
| | <p>Position created in CTL</p> <p>Learning opportunities for instructors created and launched</p> | <p>CTL EDI programming delivered, evaluated, and reported on</p> | <p>CTL ongoing education and training, with evaluation and reporting</p> |
| ACCOUNTABILITY 2.2 | | | |
| | <p>Provost and Vice-President (Academic)</p> | <p>Provost and Vice-President (Academic)</p> | <p>Provost and Vice-President (Academic)</p> |

BENCHMARKS FOR EXCELLENCE

Centre for Teaching and Learning (CTL) maintains ongoing focus on, and resources for, EDI, with an emphasis on removing barriers to accessible participation in scholarship and the adoption of principles of universal design for learning.

| 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------|
| GOALS 2.3 | | | |
| Development of guidelines (and position papers) on best practices for supporting EDI in teaching, research, and service | Development of proposed methodology for conducting an inventory of curricula and pedagogies that support EDI values; this to include reviewing topics, methods research practices, (e.g. composition of research teams). | Conduct of and reporting on an inventory. Release of initial recommendations emerging out of inventory project. | |
| OUTCOMES & DELIVERABLES 2.3 | | | |
| Guidelines available | Report on methods for conducting such an inventories and subsequent reporting | Progress report on programming development and planning | |
| ACCOUNTABILITY 2.3 | | | |
| Provost and Vice-President (Academic); Vice-President (Research) | Provost and Vice-President (Academic); Vice-President (Research) | Provost and Vice-President (Academic); Vice-President Research; Vice-President Finance and Administration | |

BENCHMARKS FOR EXCELLENCE

Diversity in scholarship:
Innovation that addresses EDI is encouraged in all scholarly activity and curriculum development

Pedagogical innovation that addresses EDI is encouraged

Both curricula and pedagogies are regularly reviewed and revised to reflect emerging EDI goals and objectives

Development of programming in EDI Studies, (such as courses or certificates or major/minor)

Diversity is reflected in research teams, methods, and participant samples

| 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------|
| GOALS 2.4 | | | |
| Identification of existing pathway programs, potential gaps, and potential new programs, including training environments Review of literature on pathway programs | Report on inventory of existing pathway resources and gaps Development of report and recommendations based on review of the literature | Expansion of existing program(s) and/or design additional programs to address gaps | |
| OUTCOMES & DELIVERABLES 2.4 | | | |
| Methods and procedures developed to survey existing programs and resources Completed literature review | Recommendations identified based on survey and review, including study of options to resource planned changes | Proposal of new and or expanded processes to support EDI in faculty and trainee recruitment, retention, and advancement | |
| ACCOUNTABILITY 2.4 | | | |
| Accountability:Provost and Vice-President (Academic); Vice-President (Research) | Accountability:Provost and Vice-President (Academic) ; Vice-President (Research) | Accountability:Provost and Vice-President (Academic) ; Vice-President (Research), Deans | |

BENCHMARKS FOR EXCELLENCE

Faculty pathways:
Pathways into science, technology, engineering, and math (STEM) are supported and enhanced

Pathways into and through the professoriate are supported and enhanced

| 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOALS 2.5 | | | |
| Initiation of research to identify best practices in mentorship programs | Implementation of pilot mentorship programs | Evaluation, refinement, and expansion of opportunities | Initiation of process of encouraging faculties/ units to explicitly engage in community partnerships that are mutually beneficial in development of EDI |
| OUTCOMES & DELIVERABLES 2.5 | | | |
| Report and recommendations based on best practices review | Selection of programs or target faculties/ units for pilots | Sustainable implementation of effective programming. | Process recommendations in place to facilitate community-university engagement |
| ACCOUNTABILITY 2.5 | | | |
| Provost and Vice-President (Academic) | Provost and Vice-President (Academic); Vice-President (Finance & Administration) | Provost and Vice-President (Academic); Vice-President (Finance & Administration) | Provost and Vice-President (Academic) |

BENCHMARKS FOR EXCELLENCE

Sufficient resources and supports are in place for underrepresented students, faculty, staff, and post-doctoral fellows at U of A to have equitable access to teaching, research, and leadership opportunities

3. WORKFORCE (FACULTY AND STAFF)

The university’s commitment to EDI is reflected in recruitment, retention, and advancement of faculty and staff; faculty and staff are prepared to work in a diverse environment and have the knowledge and skills to contribute to equity and inclusivity.

| 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| GOALS 3.0 | | | |
| Review of all relevant policies and procedures for recruitment, retention, and selection of all faculty and staff to explicitly incorporate structures and steps to support EDI focus | Development of training/education sessions Convening of working group to develop materials for EDI (and related) training, (to be overseen by the Mandatory Training Working Group) | EDI and related training is implemented for all supervisory staff; knowledge and proficiency are regularly evaluated Increase participation of under-represented groups across the university | Incorporation of an EDI lens into policy development and review |
| OUTCOMES & DELIVERABLES 3.0 | | | |
| Revised recruitment and selection policies and procedures initiated, with governance approvals process underway | | Collection of data on demographics of supervisory staff and their respective supervisees; implement plans and associated evaluation to change the culture of under representation where it exists Instrument created, data collected, report created, next steps planned for resultant recommendations and for future data collection cycles | |
| ACCOUNTABILITY 3.0 | | | |
| Provost & Vice-President (Academic); Vice-President (Finance & Administration) | Provost & Vice-President (Academic); Vice-President (Finance & Administration); Vice-President (Research) | Provost & Vice-President (Academic); Vice-President (Finance & Administration); Vice-President (Research) | |

BENCHMARKS FOR EXCELLENCE

EDI values are consistently reflected in recruitment practices, including the development and implementation of processes for establishing meaningful and sustainable relationships with under-represented communities

Attitudes, behaviours, skills, and knowledges relating to EDI are recognized and rewarded in performance reviews and in advancement practices.

Creating access for persons with disabilities to supports, services, and information, and effectively communicating these

| 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| GOALS 3.1 | | | |
| <p>Create an inventory of existing supports for faculty and staff</p> <p>Review award practices to be inclusive and recognize diversity (e.g., Vargo, UCup, DUP, Kaplan Research Awards)</p> | <p>Review of Faculty Standards (for evaluation) for evidence of facilitators and barriers to EDI, as well as multi-disciplinarity</p> <p>Review annual evaluation processes for staff to ensure support and recognition of EDI</p> | <p>Evaluate existing support for staff, faculty, students, and post-doctoral fellows who experience discrimination and harassment on the basis of the protected grounds (e.g., training for academic supervisors)</p> | |
| OUTCOMES & DELIVERABLES 3.1 | | | |
| <p>Review of existing services completed</p> <p>Educational and training needs to improve supports identified</p> | <p>Report completed on methods and results of review of Faculty Standards, and award practices, including recommendations for faculty and staff</p> <p>Recommendations developed to address EDI in Faculty Standards and award practices</p> | <p>Implementation of recommendations from reviews is in progress</p> | |
| ACCOUNTABILITY 3.1 | | | |
| <p>Provost and Vice-President (Academic); Vice-President (Research); Vice-President (Finance & Administration)</p> | <p>Provost and Vice-President (Academic); Vice-President (Research); Vice-President (Finance & Administration)</p> | <p>Provost and Vice-President (Academic); Vice-President (Research)</p> | |

BENCHMARKS FOR EXCELLENCE

EDI-related supports for all faculty and staff are robust and accessible, including both service and advocacy supports.

4. STUDENTS, (RESEARCH) TRAINEES, AND STUDENT LIFE

The university strives to provide equitable access for students and trainees, including post-doctoral fellows to disciplines of study and scholarly opportunities; to study and disseminate knowledge about EDI; and to provide an environment attentive to, and that addresses, barriers to inclusion, access, and success (especially of historically excluded groups).

| 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOALS 4.0 | | | |
| Begin inventory of offices concerned with student life and services | Convening of Student/ Trainee Life working group Identification of strengths and gaps in supports and services for undergraduate and graduate students, and post-doctoral fellows and research trainees | Accommodation processes and procedures reviewed Assessment of equitable access to programs and disciplines of study | Reviews of application processes for professional programs for barriers and facilitators of EDI Implementation of recommendations for accommodation and equitable access |
| OUTCOMES & DELIVERABLES 4.0 | | | |
| List of known offices and services | Priority areas are identified by population group and issue | Recommendations and resources are identified and implementation plans developed | Reviews completed and recommendations identified |
| ACCOUNTABILITY 4.0 | | | |
| Provost and Vice-President (Academic); Vice-President (Research); Vice-President (Finance & Administration) | Provost and Vice-President (Academic); Vice-President (Research); Vice-President (Finance & Administration) | Provost & Vice-President (Academic); Vice-President (Finance & Administration); Vice-President (Facilities & Operations) | Provost & Vice-President (Academic) |

BENCHMARKS FOR EXCELLENCE

Outreach programs are in place to recruit academically competitive students from under-represented groups

Creation of access to supports, services, and information for persons with disabilities

The university provides resources, including supports, to address workplace climate related to protected grounds

| 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|----------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------|---------|
| GOALS 4.1 | | | |
| | | Work initiated with Dean of Students and Vice Provosts' Council to determine placement of student-focused equity supports | |
| OUTCOMES & DELIVERABLES 4.1 | | | |
| | | Recommendation for placement of student-focused equity supports is developed | |
| ACCOUNTABILITY 4.1 | | | |
| | | Provost & Vice-President (Academic); Vice-President (Research) | |

BENCHMARKS FOR EXCELLENCE

The university ensures adequate and ongoing EDI-related resources for students

5. CLIMATE

The university strives to create an equitable and inclusive environment and culture for all members of the University of Alberta community.

| 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| GOALS 5.0 | | | |
| <p>Review of availability of institutional culture assessment processes</p> <p>Focus groups conducted with members of the designated groups* and members of demographically underrepresented groups with U of A, as well as U of A specific special populations (e.g., international students)</p> | <p>Development of a study of university engagement including EDI</p> | <p>Implementation of regular assessment of engagement</p> <p>Review of structure of funding programs (e.g. accommodation and benefits).</p> | <p>Develop plans for implementation of education/training</p> |
| OUTCOMES & DELIVERABLES 5.0 | | | |
| | <p>Culture assessment project is launched</p> <p>Report of focus group process completed</p> | <p>Report on outcomes of engagement survey</p> | <p>Report back to the university community on engagement survey with priority areas identified</p> |
| ACCOUNTABILITY 5.0 | | | |
| <p>Vice-Presidents</p> | <p>Provost & Vice-President (Academic); Vice-President (Finance & Administration)</p> | <p>Provost & Vice-President (Academic); Vice-President (Finance & Administration)</p> | <p>Provost & Vice-President (Academic); Vice-President (Finance & Administration)</p> |

BENCHMARKS FOR EXCELLENCE

The university regularly identifies and remediates areas requiring improvement for inclusivity and celebrates areas working well

Surveys of institutional culture and climate reflect knowledge about, and commitment to, EDI

Surveys of institutional culture and climate reflect that members of historically excluded and marginalized groups identify the U of A as an equitable place to learn and work

* women, visible minorities, Indigenous persons, persons with disabilities, LGBTQ2S+ persons.

| 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| GOALS 5.1 | | | |
| Develop Terms of Reference and establish a working group to develop a set of guiding principles, design guidelines, and category priorities for planning, design, and budgeting purposes | Develop a three-year planning, and implementation road map to align with the university's Infrastructure Strategy as supported by GOA-allocated capital and Infrastructure Maintenance Program (IMP) funding | Implement Year One projects | Evaluate completed projects and adopt lessons learned to Year Two projects |
| OUTCOMES & DELIVERABLES 5.1 | | | |
| Working Group established and guiding principles created | Road map for project planning and implementation developed | Implement funded projects | Evaluation of lessons learned from implemented projects integrated into Year Two and beyond design and project execution |
| ACCOUNTABILITY 5.1 | | | |
| Vice-President (Facilities & Operations) | Vice-President (Facilities & Operations) | Vice-President (Facilities & Operations) | Vice-President (Facilities & Operations) |

BENCHMARKS FOR EXCELLENCE

The University of Alberta meets or exceeds accessibility standards articulated in the Alberta Building Code and strives to achieve principles of universal design

The university has a robust process for recognizing accessibility barriers and reducing them wherever possible

| 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| GOALS 5.2 | | | |
| | Review accountability and support processes and identify opportunities for improvement (so individuals do not have to advocate for themselves) | Develop accountability and support processes based on opportunities identified | |
| OUTCOMES & DELIVERABLES 5.2 | | | |
| | Engagement process developed and in place Resource implications considered | Final report and recommendations available Early implementation of obvious interventions | |
| ACCOUNTABILITY 5.2 | | | |
| | Provost & Vice-President (Academic); Vice-President (Finance & Administration) | Provost & Vice-President (Academic); Vice-President (Finance & Administration) | Provost & Vice-President (Academic); Vice-President (Finance & Administration) |

BENCHMARKS FOR EXCELLENCE

The university has an efficient and transparent process for supporting university community members who have encountered barriers



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MMRCOMM-13136