UNIVERSITY OF
ALBERTA

2018/19 EQUITY, DIVERSITY, AND INCLUSIVITY ANNUAL REPORT

Prepared in February 2020

2018/19 Equity, Diversity, and Inclusivity Annual Report

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Prepared by the Office of the Office of the Provost & Vice-President (Academic).

ACCOUNTABILITY

Equity, diversity, and inclusivity (EDI) can only be achieved by the collective.

Although overall accountability for the University of Alberta's Equity, Diversity, and Inclusivity Plan resides with the President and the Provost & Vice-President (Academic), to achieve our goals, every member of the U of A community 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.

FULFILLING A PROMISE

The University has a long-standing promise to uplift the whole people, and an even longer history of striving to support the equity, diversity, and inclusivity efforts needed to do so. In February 2019, the U of A launched the Strategic Plan for Equity, Diversity, and Inclusivity (EDI). Developed through a year-long consultation process led by the EDI Scoping Group, the plan set out five imperative themes intended to guide the university's EDI initiatives:

- **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:** faculty are encouraged to do, and are recognized for, work that thoughtfully and rigorously incorporates or contributes to equity, diversity, and/or inclusivity.

- **Workforce:** the university's commitment to EDI is reflected in the 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 needed to contribute to equity and inclusivity.

- **Students, (Research) Trainees, and Student Life:** The U of A's students, trainees, and post-doctoral fellows are provided with equitable access to: disciplines of study and scholarly opportunities; the study and dissemination of knowledge about EDI; 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.

VISION AND LEADERSHIP

GOAL

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

2018/19 HIGHLIGHTS

- Over the course of the last year, EDI has been embedded throughout the university's accountability structures. This has been possible thanks to the establishment of a requirement for deans and vice-provosts to set and report on annual EDI goals as a component of their annual reviews.

- In 2019, each of the U of A's Vice-Presidents developed formal statements of commitment to reflect and articulate how their respective portfolios would work to uphold the goals of EDI. These commitment statements are intended to empower staff and leaders in each portfolio to see how they can embrace EDI within their own roles.

- Foundational training and development was carried out this year, as senior leaders learned how to best build capacity within their portfolios for EDI leadership, bias awareness, and recruitment.

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2018/19 VISION AND LEADERSHIP PROGRESS REPORT

Objective 1.0	• The U of A's commitment to EDI is exemplified by the actions of senior leaders who serve as ambassadors for EDI and through the establishment of tools to help better understand the U of A's community.
Strategies	• The university's senior leadership develop, make, and share statements of commitment. • A demographic survey for faculty and staff is developed and launched.
Accountability	• President, Vice-Presidents, Deans
Progress	• All Vice-Presidents have developed EDI commitment statements within their portfolios. • High level target outcomes for EDI initiatives have been established through the annual goal setting and performance evaluation processes for senior leaders. • The U of A's demographic survey was developed, with a pilot phase that launched in May 2019. University-wide implementation started in November 2019. • Though not recorded in this report, initiatives and benchmarking activities have been and continue to develop across the U of A's faculties.

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Objective 1.1	• The U of A's community formally adopts the Strategic Plan for Equity, Diversity, and Inclusivity.
Strategies	• Socialization sessions of the plan should be held to affirm the accountabilities needed for its success.
	• Rollout discussions should take place to encourage broader affirmation of the plan as well as to further encourage ideas for local implementation within faculties and units.
	• A communications and education plan to support initial stages of Plan implementation should be created.
Accountability	• Provost & Vice-President (Academic)
Progress	• An extensive consultation process to introduce the Strategic Plan for Equity, Diversity, and Inclusivity was completed in 2018/19. Consultation sessions included town halls, round table discussions focused on perspectives of federally designated groups, faculty- and unit-specific sessions, and movement through the full governance process.
	• Ongoing outreach, education, and discussion at the faculty- and unit-levels has been carried out to support early implementation efforts. Examples include incorporating EDI segments into various unit leadership retreats.

Objective 1.2	• The university's senior leadership engages in and sets explicit and specific ongoing professional development goals related to EDI.
Strategies	• Senior leadership should participate in and complete bias awareness training and inclusive excellence training. • Templates for explicit and specific EDI goal setting and associated evaluations should be developed for use during the annual reviews of senior administrators.
Accountability	• Vice-Presidents, Deans
Progress	• In November 2018, the university's senior leaders took part in a full-day of EDI training. • EDI topics have been incorporated into ongoing education programming for Deans, Vice-Deans, and Vice-Provosts. Examples include sessions held in both the spring and fall of 2019. • EDI goal-setting has been incorporated into the annual goal setting and performance review processes for Deans and Vice-Provosts, with support being made available to senior administrators to incorporate EDI objectives into performance evaluations for their direct reports where permitted by collective agreements.

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Objective 1.3	• Embrace communication efforts that reflect and inform the U of A community about EDI at the university.
Strategies	• With advice from the EDI Scoping Group, University Relations will craft an institutional EDI website, which can serve as a hub for information and educational tools related to EDI at the U of A.
Accountability	• Vice-President (University Relations); Vice-President (Advancement); Vice-President (Academic)
Progress	• Following a consultative development process, the institutional EDI website was launched in fall 2019. The website includes resources, links to support services, an overview of U of A initiatives in support of EDI, best practice guides, and a history of milestones in EDI work at the U of A.
	• Communicators have been encouraged to, and have taken action to, regularly incorporate EDI considerations into the communications activities of faculties and major administrative units. The results can be seen in the types of stories shared across U of A communications channels, including The Quad, Folio.ca, @UAlberta social media accounts, the homepage of ualberta.ca, and the various faculty and unit specific websites and blogs.
	• Throughout 2018/19, the U of A began to conduct a comprehensive brand audit, with efforts to develop a new brand platform in 2019/20. When the new brand platform is developed, EDI considerations will be incorporated.

RESEARCH, TEACHING, PUBLIC SERVICE

GOAL

Encourage and recognize faculty members for the carrying out research, teaching, and public (academic) service work that thoughtfully and rigorously incorporates or contributes to equity, diversity, and/or inclusivity.

2018/19 HIGHLIGHTS

- Joining with our post-secondary counterparts across the country in August 2019, the U of A signed onto the Dimensions Charter, a federal initiative to promote EDI in research. Dimensions represents a set of principles that will help guide EDI work across the Canadian research environment.

- This past year, marked the successful effort to embedded EDI throughout the Canada Research Chairs (CRC) Program. This aided in the university's achievement of the new federal targets for the composition of its CRCs in 2018/19. The U of A also used this opportunity to review its recruitment processes, and established a range of initiatives to support current and future chairs, as committed in our CRC EDI Action Plan.

- It was over this past year that the Research and Innovation portfolio established bias awareness training as a requirement for all award and adjudication committees to promote recognition of diverse scholars and forms of research.

Objective 2.0	• Ensure that EDI principles and practices are woven into research conducted at the U of A.
Strategies	• Develop targets, plans, incentives for incorporating EDI principles and practices into conducting, evaluating, and disseminating research.
Accountability	• Provost and Vice-President (Academic); Vice-President (Research & Innovation)
Progress	• To inform this work, the Faculty of Graduate Studies and Research (FGSR) completed an environmental scan and literature review to identify leading practices on EDI promotion within graduate education.
	• FGSR, the Office of the Vice-President (Research & Innovation), and the Office of the Provost and Vice-President (Academic) collaborated to develop a framework to support EDI in research mentorship.
	• Supports like the GrantAssist program and researcher workshops have been made available to help incorporate EDI considerations into major grants,
	• The Office of Vice President (Research & Innovation) has made EDI a standing item on the agenda of the University Research Policy Committee.
	• The Office of Vice President (Research & Innovation) is partnering with other units on campus to offer research leadership training which includes attention to issues of EDI.

Objective 2.1	• The university will meet or exceed diversity and equity targets for the Canada Research Chairs (CRCs) and Canada Excellence Research Chairs (CERCs).
Strategies	• Annual reports should be prepared to record and evaluate CRC allocations, processes, and progress against the established EDI targets for CRCs.
Accountability	• Provost and Vice-President (Academic); Vice-President (Research & Innovation)
Progress	• By December 2019, the University of Alberta achieved its CRC equity targets for the proportion of CRCs held by women, visible minorities, persons with disabilities, and Indigenous persons. • The University's updated CRC EDI Action Plan was submitted in September 2019.

Note: Objective 2.2 had no targets set for 2018/19. Progress will be reported in 2019/20.

Objective 2.3	• The university will embrace and promote diversity in scholarship within in our classrooms and research settings.
Strategies	• Initiate the development of guidelines (and position papers) to highlight best practices for supporting EDI in teaching, research, and service activities.
Accountability	• Provost and Vice-President (Academic); Vice-President (Research & Innovation)
Progress	• The Faculty of Graduate Studies and Research (FGSR) completed an environmental scan and literature review to identify leading practices on EDI promotion in graduate education. • FGSR initiated a number of pilot initiatives to support EDI development, including an ongoing mentor education program, networking opportunities, and recognition for outstanding mentorship. • FGSR, Office of the Vice-President (Research & Innovation), and the Office of the Provost and Vice-President (Academic) collaborated to develop a framework that supports EDI in research mentorship. • The U of A's Provosts' Fellow developed best practice EDI resources for those involved in recruitment processes. • The U of A's signature area, Intersections of Gender developed a researcher database and hosted the first Working at the Intersections of Gender Conference in the fall of 2019.

Objective 2.4	• The university will locate and enhance EDI within the pathways that are available to members of the academy.
Strategies	• Identify existing pathway programs, potential EDI gaps, and potential new EDI programs, including training environments. • Review existing literature on higher education pathway programs as they relate to EDI.
Accountability	• Provost and Vice-President (Academic); Vice-President (Research & Innovation)
Progress	• The Faculty of Graduate Studies and Research (FGSR) completed an environmental scan and literature review to identify leading practices on EDI promotion in graduate education. • In fall 2019 plans were put in place to hire a graduate student to conduct a broader scan and best practices review on pathway programs.

Objective 2.5	• Valuing all members of the U of A community, the university will put in place sufficient resources for underrepresented students, faculty, staff, and post-doctoral fellows to have equitable access to teaching, research, and leadership opportunities.
Strategies	• Initiate research to identify best practices for mentorship programs. • Report on and offer recommendations regarding mentorship programs based on the best practices review.
Accountability	• Provost and Vice-President (Academic)
Progress	• The Faculty of Graduate Studies and Research (FGSR) completed an environmental scan and literature review to identify leading practices on EDI promotion in graduate education. • In fall 2019 plans were put in place to hire a graduate student to conduct a broader scan and best practices review on pathway programs.

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WORKFORCE (FACULTY AND STAFF)

GOAL

The university's commitment to equity, diversity, and inclusivity is reflected in the recruitment, retention, and advancement of faculty and staff which sees all faculty and staff prepared to work in a diverse environment and to have the knowledge and skills necessary to contribute to equity and inclusivity.

2018/19 HIGHLIGHTS

- In 2018/19, the Workforce Diversity Census Advisory Group came together to develop and launch a workforce demographic census. Results are now being reviewed and analyzed to help the university better understand the makeup of the U of A workforce. This will enable the university to more fully understand where more focus to support diversity may be of benefit. In the long term these results will make it possible for an analysis of inequities in employment. This year's initial census will provide a baseline to track long-term progress in diversifying the workforce.

- A review of the university recruitment policy and procedures, was conducted in 2018/19 to ensuring that they reflect current best practices in areas such as committee training and composition, job advertisement, and candidate evaluation.

- Produced a set of best practice guides and tools to support units across the university in their recruitment processes.

2018/19 WORKFORCE (FACULTY AND STAFF)

Objective 3.0	• Staying true to its agreed upon ideals, the university will ensure that its EDI values are consistently reflected in employment opportunities, campus recruitment practices, performance reviews, advancement practices.
Strategies	• Review all relevant policies and procedures for recruitment, retention, and selection of all faculty and staff to ensure that they explicitly incorporate structures and steps to support EDI. • Working within the university's governance processes, revise recruitment and selection policies and procedures.
Accountability	• Provost & Vice-President (Academic); Vice-President (Finance & Administration)
Progress	• The review of the university's recruitment policies and related procedures have been undertaken and will be completed. Governance approvals will be sought in 2019/20. • An EDI best practices guide to support selection committees was completed in 2018/19 and is now available for use. • This past year, the Presidential and Decanal search committees both underwent training on bias awareness and best practices for EDI considerations to keep in mind when conducting selection processes.

Objective 3.1	• EDI-related supports for all faculty and staff, including both service and advocacy supports, are robust and accessible for all U of A employees.
Strategies	• Create an inventory of existing EDI supports that are available for faculty and staff at the U of A. • A review of award practices should take place to make sure U of A awards programs are inclusive and recognize diversity (e.g., the Vargo Teaching Chair, University Cup, Distinguished University Professor, Kaplan Research Awards).
Accountability	• Provost and Vice-President (Academic); Vice-President (Research & Innovation); Vice-President (Finance & Administration)
Progress	• In 2018/29 the review of all awards offered by the Office of the Provost & Vice-President (Academic)'s portfolio was completed. The review led to the revision of criteria and processes to improve EDI considerations going forward. • The Office of the Vice-President (Research & Innovation) introduced bias awareness training to all of the award adjudication committees within its portfolio. • Human Resource Services has taken the first steps to develop an inventory of existing EDI supports for staff. In fall 2019, plans were put in place to hire a graduate student to conduct broader inventory development.

STUDENTS, (RESEARCH) TRAINEES, AND STUDENT LIFE

GOAL

While fostering an environment that is attentive to – and that addresses – barriers to inclusion, access, and success, the university strives to provide its students, trainees, and post-doctoral fellows with equitable access to disciplines of study and scholarly opportunities, including the study and dissemination of EDI knowledge.

2018/19 HIGHLIGHTS

- To promote both consistency among the supports available to students and timely decision-making efforts, the Office of the Vice-Provost and Dean of Students began an active review of accommodation practices across the university.

2018/19 STUDENTS, (RESEARCH) TRAINEES, AND STUDENT LIFE PROGRESS REPORT

Objective 4.0	• Promote inclusion and access by ensuring that the university is prepared to provide supports, services, and information for members of under-represented groups.
Strategies	• Create an inventory of offices concerned with student life and services that support EDI.
Accountability	• Provost and Vice-President (Academic); Vice-President (Research & Innovation); Vice-President (Finance & Administration)
Progress	• The Office of the Vice-Provost and Dean of Students has been engaged in a review of the accommodation practices that are in place across the university. This effort has included the development of a pilot project with the Faculty of Law and Facilities and Operations (described more fully in the Climate section of this report).

Note: Objective 4.1 had no targets set for 2018/19 or 2019/20. Progress will be reported in 2020/21.

CLIMATE

GOAL

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

2018/19 HIGHLIGHTS

- 2018/19 saw the launched a focus group process which is being used to better understand how members of historically underrepresented groups experience both inclusion and barriers to inclusion within the university. This process will be used to identify barriers, opportunities, and accountabilities to ensure positive progress.

- In fall 2019 the U of A launched the institutional [EDI website](#) which will serve as a tool to share resources and best practice, profile ongoing EDI work, enhance access to services, and to celebrate the U of A's people and history.

2018/19 CLIMATE PROGRESS REPORT

Objective 5.0	• The university will take steps to regularly identify and remediate the areas where the institution can further improve inclusivity while also celebrating those areas where inclusivity is successfully entrenched.
Strategies	• A review should be conducted to evaluate the of availability of institutional culture assessment processes. • Focus groups should be conducted with members of the designated groups (e.g., women, visible minorities, Indigenous persons, persons with disabilities, LGBTQS+), and members of demographically underrepresented groups within the U of A, as well as U of A specific special populations (e.g., international students).
Accountability	• Vice-Presidents
Progress	• Human Resource Services (HRS) completed a review of engagement assessment alternatives and implemented a pilot engagement survey which included an EDI-related section. A university-wide version of the survey was made available in fall 2019. • The EDI focus group process was initiated in fall 2019. The findings of these focus groups will be used to assess the needs for future culture assessments. • The process to develop an inclusion survey for the U of 's Canada Research Chairs began in 2019, with the survey set for release to in 2020. The findings of this survey will be used to assess the needs for future culture assessments.

Objective 5.1	• The university has a robust process for recognizing accessibility barriers and takes steps to reduce them wherever possible.
Strategies	• Develop terms of reference and establish a working group to create a set of guiding principles, design guidelines and category priorities for planning, design, and budgeting activities.
Accountability	• Vice-President (Facilities & Operations)
Progress	• The university's Facilities and Operations (F&O) portfolio came together with the Office of the Vice-Provost and Dean of Students (DoS) to establish a pilot project in the Faculty of Law which identifies and prioritize issues and resolutions. The results of this pilot project will complement the development of the terms of reference and the development of a three-year work plan.
	• F&O continues to incorporate universal design principles and practices into the design stages of funded adapted re-use and facility renewal projects. Example projects include the MacKenzie Hall renewal and the re-purposing and renewal of Dentistry Pharmacy Building.
	• Construction of the all-gender change room project (phase 3) in the Van Vliet Complex, was undertaken in 2018/19, with a planed opening in Winter 2020. The project was jointly funded and developed by the Health and Wellness (DoS), Campus & Community Recreation (Faculty of Kinesiology, Sport, and Recreation), and the Planning and Project Delivery Group (F&O) will be completed and opened January 2020. This facility will serve the university community that identifies themselves as non-binary as well as those requiring non-standard provisions, such as a parent with a child or a handicapped person or any student who for one reason or would prefer to maneuver through a more personal stall while participating in campus recreation activities.