



**UNIVERSITY
OF ALBERTA**

Continuing Our Stories

What we heard during consultations for the
Integrated EDI Action Plan

Office of the Vice-Provost (Equity, Diversity and Inclusion)
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HONOURING LAND AND RELATIONS

Equity work includes recognizing and working to address the historical and ongoing effects of colonial violence. It is important to acknowledge that the University of Alberta, its buildings, labs and research stations are primarily located on the territory of the Néhiyaw (Cree), Niitsitapi (Blackfoot), Métis, Nakoda (Stoney), Dene, Haudenosaunee and Anishinaabe (Ojibway/Saulteaux), lands that are now known as part of Treaties 6, 7 and 8 and the homeland of the Métis.

The University of Alberta is committed to demonstrating respect for the Peoples, sovereignty, lands, histories, languages, knowledge systems and cultures of all First Nations, Métis and Inuit nations. As a colonial institution and in the spirit of reconciliation, the University of Alberta is also committed to working in Good Relations with and being held accountable to Indigenous Peoples and nations who, through the treaty process and historical agreements, generously offered to share these lands with settlers from afar. The foundational agreements set out in the treaties ask us to work together in meaningful and respectful ways.

Those who are engaged in equity, diversity and inclusion efforts at the University of Alberta must be attuned to how settler privilege can be reproduced in the course of their work. Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan offers guidance and teachings in this journey. Within the context of the Integrated EDI Action Plan, it is essential that strategic actions seek to work alongside Indigenous students, faculty and staff and prioritize Indigenous self-determination. As we move forward in this work, we commit to recognizing the primacy of the Treaty relationships, the experiences of Indigenous Peoples in the place we now call Canada and our collective relationship to the land. We aim to explore confluence while also ensuring that the actions we take support the mutual and reciprocal thriving of our collective.

INTRODUCTION

This document summarizes the primary findings gathered from the extensive input and stories shared by the university community around equity, diversity and inclusion (EDI). It encapsulates the key themes and ideas expressed. These key themes are not necessarily discrete and there are many areas of overlap. Further, this document is not a comprehensive report, but instead provides a foundational framework to guide the Steering Committee's subsequent actions in shaping the University's Integrated Equity, Diversity and Inclusion Action Plan. **This document is not a draft of the Integrated EDI Action Plan but is a guide to its next stage of development.**



A Message from Dr. Carrie Smith, Vice Provost (Equity, Diversity and Inclusion)

The first phase of the Integrated EDI Action Plan began just as my first year as the U of A's first Vice-Provost for EDI drew to a close. It also came at a time when consultation fatigue was setting in. I have heard from many of you that talk about equity, diversity and inclusion has gone on long enough and now is the time for action. I thank you for your energy, generosity and grace in participating in these honest conversations, nevertheless. Your stories are the stories that will define the direction of the VP EDI office and portfolio for the coming years. While many of you spoke of persisting barriers and varying degrees of frustration or even disillusionment, the dominant undercurrent I heard was hope – hope that we can utilize this moment to catalyze a way forward that is informed by mutual flourishing; is mission-driven, proactive and rooted in our relations, connectedness and responsibility to one another; and turns talk into action.

What is the Integrated EDI Action Plan?

The University of Alberta's [Strategic Plan for Equity, Diversity & Inclusivity](#), launched in 2019, has reached the end of its four-year time horizon. In July 2023, the Office of the Provost published [Stories from the Field: Reporting on Equity, Diversity, and Inclusion in Action](#), a final report on the Strategic Plan reflecting on actions across the university and identifying future areas to build on.

The university is now developing a plan to guide our ongoing EDI work. The creation of the Integrated EDI Action Plan is being led by Dr. Carrie Smith, Vice-Provost, Equity, Diversity and Inclusion, supported by a Steering Committee with advice and engagement from the EDI Leads Network and facilitated by the Office of the Provost.

Integration with the strategic direction across the institution

Stories from the Field revealed a complex landscape of efforts to advance equity, diversity and inclusion across the university, highlighting several key messages that shaped what will be the scope of the Integrated EDI Action Plan. To ensure clarity and transparency, it's important to acknowledge that the following three overarching objectives of the Integrated EDI Action Plan were established by the Steering Committee prior to the consultation process, guided by our institution's long-term strategic commitment to EDI and the insights from *Stories from the Field*:

- Objective One: The structures established to support EDI vary significantly, reflecting the diverse resources available to different units and departments and an ongoing need to ensure that opportunities for advancement in EDI are available in and to all areas of the university. Such variability underscores the necessity for **integrated** strategies that are adaptable to resource constraints and mindful of the university's existing locations and structures, extending beyond geographical boundaries and linguistic compositions.



This need can be met by effectively drawing from and knitting together equity, diversity, inclusion and access commitments across institutional and unit plans, making strategic priorities legible and highlighting responsiveness and sustainability through living implementation. **This is objective one of the plan.** The plan will thus align with [SHAPE: A Strategic Plan of Impact](#), with key themes addressing the three pillars: “Education,” “Research” and “Engagement.” It will further be oriented toward and guided by [Braiding Past, Present, and Future: University of Alberta Indigenous Strategic Plan](#). It will also work in conjunction with the People Strategy (launching Spring 2024) and support initiatives under the [Culture of Care Safety Action Plan](#) and the [Igniting Purpose: Student Experience Action Plan](#) to enhance their impact on EDI commitments. With equity as the throughline, we bring all institutional plans into conversation.

- Objective Two: Despite many individual units and portfolios developing activities and processes through an EDI lens, the reporting on these efforts is not yet systematized, pointing to a gap in consolidating and leveraging EDI-related data. This lack of coordinated reporting undermines our responsibility to community members. This forms **objective two**, where we will need to approach benchmarking and measurable outcomes with **integrity**, meaning centring the voices and experiences of knowledge holders and transparency in process and outcomes.
- Objective Three: Internal and external partnerships are highlighted as instrumental in advancing EDI goals, yet structural and interpersonal barriers persist for EDI champions and collaboration is hampered by silos. Our **third objective** is striving to make equity **integral** to our working and learning culture by shifting from understanding EDI as “in addition to,” to EDI as “what we do,” thereby helping to support EDI champions through shared responsibility towards our EDI commitments.

These objectives, drawn from insights on the past four years, together with the results from the qualitative analysis of the consultation data, collectively guide the next phase of EDI work and ensure a coherent and coordinated approach to embedding EDI throughout the university's fabric, from the activist grassroots to formal leadership.

Collective Development of the Plan

The consultation phase with the broader university community began in November 2023. The approach, designed to capture a wide range of perspectives and insights toward a deeper understanding of the community's needs, aspirations and challenges, took on an organic format and tapped into relations and connections to encourage open dialogue, trust and meaningful participation. It followed a set of operating principles, such as a commitment to accessibility and centring knowledge holders, which were developed by the Steering Committee.

The EDI Leads Network, an institution-wide forum connecting individuals with formal positions or who have been tasked with leading or coordinating EDI (and related) initiatives, played a pivotal role



in facilitating conversations in the form of one-on-one and group discussions with students, faculty and staff across different units and administrative service portfolios, and in crafting the overarching direction of the consultations. Formal engagements that involved structured conversations with governance bodies within the university were designed to harness the collective expertise and perspectives of these groups, providing a strategic dimension to the feedback. All College Deans and Faculty Deans were engaged through one-on-one conversations and council meetings to gather feedback from their units and their support have been immensely valuable. The consultation process also included key bodies like the Black Faculty Collective, the Aboriginal Teacher Education Program, the EDI Scoping Group, the Council on Systemic Ableism and the Indigenous Advisory Council. These conversations were joined by extensive qualitative input through an online form.

722 individuals from across university campuses, areas and roles have participated in engagement sessions and provided insight since November 2023. In March 2024, an additional 110 participants contributed to a series of five EDI Action Planning Sessions crafted around passion points, such as the learning environment and working cultures. The working sessions allowed us to further connect with undergraduate, graduate students, postdoctoral fellows, student employees, faculty members or instructors and all staff (other academic, management, support and other staff) in exploring possible answers to big questions and imagining practical paths forward in making equity, diversity and inclusion an integrated part of what we do at the U of A. The moments of deepened connection and storytelling emphasized a relevant community-driven approach to transforming our university through a shared endeavour.

Throughout, we strive to foster an environment of compassion and respect, where every voice is not only heard but valued. By prioritizing partnerships and collaborative design efforts, we aim to ensure that the development of our plan is iterative and responsive to feedback, reflective of the ever-changing global environment and respects the perspectives, well-being and dignity of all community members.

Together, these consultations provide input on priorities and needs that are to be addressed by the action plan as well as validate the emerging themes in this document that will shape it.

CONTINUING OUR STORIES

The Integrated EDI Action Plan marks not a starting point for, but an extension of our collective commitments, and is indebted to the expertise, actions and efforts of so many. This document thus continues our Stories from the Field, thereby seeking to anchor the vision and mission of the Integrated EDI Action Plan in real-world experiences while also emphasizing storytelling as a cornerstone of our consultation process.



Through this thoughtful and participatory process, we offer the following five themes that not only illustrate and enrich the dynamic arc of our collective journey toward deepened, expanded, refined and connected commitments to equity, inclusion and access, but also honour the diverse and evolving stories within the University of Alberta.

Theme 1: The need for equitable and affirming learning environments

“Learning is as unique as people and more consideration is needed for neurodivergence. Recognition of informal learning is also important to fulfill our mandate of offering learning for all.”

Rooted in our university's strategic plan, our consultations have highlighted a key theme: the need to create equitable and affirming learning environments. One significant point raised during our discussions was the call to critically examine and revise our educational content. This involves a commitment to ensuring that the material we present in our classrooms reflects a broad spectrum of perspectives and histories, especially those that have been overlooked or marginalized. It's about more than just diversifying the syllabus; it's a call to fundamentally rethink which voices and stories we prioritize in our teaching. This approach is not only about enriching our curricula but also about acknowledging and valuing the diverse backgrounds and experiences of our student population, which is becoming more varied every year.

We heard that promoting the EDI education and training resources already available through the university would be very useful. These resources can serve as essential tools for embedding equity, diversity and inclusion into the fabric of our academic and administrative practices, ensuring that all members of our community are equipped with the knowledge and skills to contribute to an inclusive environment.

Practicum Placements and Experiential Learning emerged as significant areas of discussion, particularly the challenge of negotiating community partnerships in a way that continues to maintain strong relationships while aligning with the university's EDI expectations. Ensuring appropriate accommodations and addressing microaggressions, language barriers and biases that racialized students and those with accents might encounter during their placements were some of the concerns shared. The dialogues underscored the necessity of making these learning environments outside of the classroom safe and equitable, informing community partners of our expectations and fostering mutual understanding and respect.

The dynamics between supervisors and graduate students were highlighted as another area for improvement, with a call for dedicated supports that ensure these relationships are conducive to learning and personal development. Lowering financial barriers equitably and enhancing the transparency of scholarship and awards allocation processes were also identified as essential steps toward making education accessible to all.



Addressing ableism and centring disability cultures requires a thoughtful approach to designing learning spaces and experiences that are accessible to individuals of all abilities and identities. This includes highlighting actions from ongoing infrastructure plans, integrating feedback on our built environment and facilities gathered during broader consultations. The importance of considering physical and online spaces was emphasized, along with the need for decision-makers to better understand the challenges faced by those with disabilities.

A hub for assessment procedures and practices related to equity was suggested as a vital resource for translating equitable assessment practices across subjects, paradigmatic investments, learning levels and class sizes. This initiative would aim to ensure that evaluation methods are fair and inclusive, reflecting the diverse needs and strengths of our student body.

Finally, the consultations revealed a need for workshops to support instructors in the development of learning environments as spaces where differences can be engaged with, and where students can become accustomed to encountering contestation. Members of the university must build capacity for distinguishing between challenge or discomfort and 'being' unsafe.

Theme 2: The importance of communication to allow for collaboration and cooperation in coordinating EDI efforts

"I think your most important job is coordinating all of the diverse EDI efforts across campus and creating an easily accessible place where someone searching online can find all of the different things that can be done. Or at the very least, putting the people in charge of each distinct effort in touch with each other."

Throughout the consultations, a recurring theme emerged highlighting how important communication was for fostering collaboration and cooperation in EDI efforts. This theme underscores a multifaceted approach to sharing information, integrating university priorities and building the framework necessary for effective engagement with ongoing EDI initiatives. Further, it ensures that those engaged in the efforts are less alone.

One aspect that was emphasized involved the delicate balance required to share necessary information without overloading community members, while also ensuring that voices from the ground are heard and considered alongside the integration of university priorities. This calls for an approach to communication that respects the bandwidth of community members yet keeps them informed and engaged in meaningful ways.

Furthermore, the consultations revealed a strong belief in the potential of learning opportunities as the basis for community building. Staff members appreciated how creating spaces where there can be open sharing of their recent learnings about EDI can lead to the university fostering a culture where conversations around EDI are normalized and encouraged. Group sessions, designed to be



interactive and experiential, were highlighted as effective means to promote dialogue and collaboration. There was a mention of the success of events that bring people together – such as EDI film screenings, reading groups or communities of practice and care – amplifying the power of such communal learning experiences to enhance a shared understanding of EDI commitments.

The discussions also had participants ideating the possibility of a comprehensive 'map' that guides community members in connecting with existing supports, ongoing work and timelines related to EDI efforts. This would help in ensuring that efforts are not duplicated and that resources are effectively utilized, making it easier for individuals to find and engage with the supports they need. That said, there was also a recognition that in the case of EDI, efficiency can also undermine the importance of nuance, local knowledge and relationships.

The importance of developing both centralized hubs and embedded, integrated communication channels was another discussion point. These channels could include both synchronous and asynchronous platforms, such as websites and communities of practice and care, to accommodate the diverse needs and schedules of the university community.

Lastly, there was a strong desire to see evidence of efforts to expand the clarity of communication, diversify the types of communication, and enhance accountability through detailed reports as actions unfold. This includes a call for transparency in the progress of EDI initiatives, ensuring that the university community is kept informed of developments, challenges and successes in a timely and comprehensible manner.

Theme 3: The necessity for practical supports in place to enable equity-centred practices

"We have hiring selection committee members who say I am not going to consider EDI in this competition. It is challenging to argue against this and get past the perception of 'fit' (unconscious/conscious bias) and the equity-deserving and equity-seeking groups are seen as 'less than' even before they start. It is an emotional issue for everyone involved, trainings are just not enough, a culture shift from transactional to relational is needed."

While not the most frequently mentioned, the separation of the following areas of concern into a distinct theme underscores the emphasis placed on them in the broader context of the consultations.

Community members have voiced concerns over the resistance to integrating EDI considerations into selection criteria in hiring processes, highlighting instances where committee members openly reject the notion of EDI as a factor in their decision-making. Conversations included suggestions of varying perspectives on 'fit' and the evaluation of candidates from diverse backgrounds, a potential need for enhanced training and a shift towards a more inclusive and relational approach in hiring



practices. Responses underscored a need for resources that offer productive ways to respond to these misconceptions that do not cause further divisiveness or entrenchment.

The underrepresentation of women and Indigenous Peoples in the sciences and STEM fields was identified by department chairs in those areas as a critical barrier to achieving diversity in leadership roles. Addressing this gap requires more than just creating opportunities; it necessitates a willingness to engage with individuals where they are at, employing strategies tailored to meet the unique needs and circumstances of different underrepresented groups.

As we look towards growing our student enrollment, particularly among first-generation students and those coming from outside Alberta, a question arose as to how we could extend our EDI efforts to ensure these students are set up for success. This includes not just their integration into the university community but also ongoing support that acknowledges and addresses the unique challenges they may face off campus, once they have arrived.

This leads to a valid concern that was raised during the consultations that in a landscape of ongoing change, securing consistent funding for EDI initiatives presents a complex challenge. The effectiveness of these initiatives is closely linked to the level of resources allocated to them, highlighting the need for sustainable support to ensure their continued success.

Theme 4: The desire for efforts to be recognized and to be collectively responsible for sustaining transformative inclusion

"We need better communications developed across the university for EDI to communicate what has happened and how – a dashboard for the faculty and an updated page for each department would be great. But that is labor. A needed support is for the service component of EDI to be incentivized through structural recognition."

To genuinely integrate equity, diversity, Inclusion and access into the fabric of our university, feedback underscored the importance of a multi-dimensional strategy that begins to acknowledge existing efforts and upcoming initiatives through both symbolic and tangible recognition. Discussions highlighted the critical role of valuing the deep expertise of our community's knowledge holders and aligning with the university's leadership to ensure the contributions of community leaders are both recognized and held in esteem by senior management. Emphasizing the need for cultivating accountability and responsibility, the dialogue shifted to a lens of values alignment, those values being: curiosity, open-mindedness, self-awareness, relationship-building and a commitment to long-term sustainability.

Feedback from some department chairs, while full of praise for their student and faculty EDI champions, suggests a feeling of reaching a plateau in EDI efforts, with statements like, "We believe we are doing everything EDI-related and seem to have reached maximum capacity," or "How do we



know there's more that we can do and are we doing it right?" This sentiment reflects a sense of demoralization when faced with calls to "do EDI," despite significant efforts already being made. At the same time, it raises the question of whether enough is truly being done. There's a recognition that while some units are excelling in their EDI initiatives, others may not be, but this variance should not overshadow the pride and hard work of those dedicated to making meaningful progress. It highlights the need for a nuanced approach to acknowledging and building on existing EDI achievements, understanding the unique challenges and capacities of different units, and fostering an environment where continuous improvement is encouraged and valued, without diminishing the significant strides already taken, and possibly shifting the narrative from "do EDI" to "be EDI".

We heard of transformation towards deeper incorporation of EDI advocates for processes that provide 'room to breathe' — a concept emphasizing flexibility, openness and space for growth within organizational practices. This philosophy also encourages us to rethink our response to crises, not only as catalysts for change but also as a model for proactive learning and adaptation. We heard statements like: "Why wait for a crisis to act as a catalyst?" By embracing this mindset, we can foster continuous improvement and innovation without the need for a crisis to spur action. Such a perspective necessitates a proactive stance towards engagement, ensuring the cultivation of an environment where respect and safety are paramount. At the same time, the community's concern over the perceived lack of visible consequences for harassment and interpersonal harm highlighted a critical gap in ensuring a safe and respectful environment.

Amidst the plethora of activities on campus, there was a voiced concern about the potential dilution of efforts, stressing that EDI is foundational and not merely ancillary. From a senior leadership perspective, the dialogue centred on identifying two to three actionable items that could be consistently applied across all portfolios with adequate support. The necessity for clear, well-articulated key messaging emerged as essential, alongside the establishment of transformative and sustainable systems that remain unaffected by leadership changes. This approach acknowledges the critical interplay between systems and individual relationships, emphasizing the role of personal commitment in the EDI journey.

Integrating EDI into annual professional development or performance enhancement goals was highlighted as a strategy to make EDI a personal priority for every individual, directly engaging with their supervisors. The conversations advocated a shift from passive learning to active mentorship, encouraging a culture of "looking for" opportunities to advance EDI. Questions like "Why does this matter to me?" reflect a need for personalizing the EDI mission, ensuring everyone sees their role in fostering an inclusive environment of belonging and affirmation. The community called for clear accountability metrics and an impact assessment of EDI policies and interventions to track and advocate for the continuous advancement of EDI initiatives.

Moreover, the emphasis on collecting and reflecting upon data to demonstrate progress — such as improvements in retention and hiring practices — was seen as vital. Using surveys, dashboards and



other tools at both university and unit levels would serve as indicators of progress, helping to maintain momentum and visibly demonstrating how far the community has come in its EDI journey.

Critiques of EDI often stem from a perceived threat to excellence, sparking conversations about redefining excellence within the university's context to include EDI principles. Addressing concerns about government interference and incorporating justice and care into EDI work were also discussed, highlighting the need for education on the damage inflicted by colonialism and the effects of barriers on members of the university community as one of many possible strategies to counteract attempts to disrupt EDI progress.

The university community's dialogue was rich with insights into creating a more inclusive, equitable and diverse environment. By recognizing individual and collective contributions, fostering a culture of accountability and respect and leveraging data for continuous improvement, the university aspires to redefine excellence through the lens of EDI, making it a foundational element of its identity and operations.

Theme 5: The impact of equity-centred research on communities

"Academic research can be quite 'silo -ish' - can we have a campaign and opportunities to encourage faculty to collaborate within the university to lift each other. I would love that but my day-to-day doesn't include interacting with new people within the university."

The sentiment that academic research often operates in silos resonates deeply with many faculty members, sparking a call for EDI initiatives to foster a university culture where faculty are encouraged and given opportunities to connect beyond their immediate academic circles, potentially through structured opportunities designed to embrace diverse perspectives and methodologies. Such collaboration is seen not just as a means to enhance personal academic pursuits but as a fundamental step towards lifting each other's work and achieving a greater collective impact.

This aspiration underscores the importance of diversity in hiring, and how other research methodologies and pedagogies, including Indigenous and Black ways of knowing and learning, can lead to enriching knowledge sharing. The feedback emphasizes the university's dual role as a cohesive entity that also honours its community's diverse perspectives and practices. There's a growing recognition of the need to shift focus toward how research is conducted, rather than merely what is researched, advocating for community-engaged research practices that are valued and that recognize and address the inequitable distribution of research time.

Exploring more structured and supported ways to collaborate across fields and teams extends also to the sharing of better practices, such as those supportive of neurodivergent researchers. This speaks also to the importance of celebrating the creativity of research cultures that are transformative and values-driven.



A significant concern raised was equitable workloads within the academic community. The call for a culture shift toward recognizing and valuing all contributions, whether in teaching, research, service, community engagement or technical support, underscores the need for inclusivity and fairness in workload distribution. This inclusivity is crucial for ensuring that everyone feels valued and represented across all university functions and areas.

Moreover, there's an eagerness for endorsement of EDI principles by senior research leaders, alongside a push for securing large, successful research grants. The launch of the "EDI in Research" plan is an example of one of the strategic approaches to embedding EDI principles into research grant applications, highlighting the potential for successful EDI impact research to attract funding.

Acknowledgment of the Current Environment

"The EDI movement is unfortunately no longer about equity and diversity in its purest form. Instead, EDI has morphed into a political advocacy movement that promotes certain groups deemed oppressed under EDI's methodology."

The consultations for the Integrated EDI Action Plan are coming at a time of increased polarization, critique and pushback within the context of mounting crises, harms, challenges to human rights and violence within postsecondary institutions and beyond. These realities have directly impacted campus members' experiences of safety, belonging and well-being.

The public discourse on EDI and related disciplines in many US post-secondary institutions, leading in many corners to sweeping changes to legislation, has caused those committed to EDI principles in the learning and working environment – and the world – to feel a sense of unease. This unease has grown as these conversations make their way to Canada. The persistent myths about EDI circulating in the public sphere have had a very real and discouraging effect on members of the U of A community with EDI positions, on those who are researchers in allied or adjacent fields and on members of equity-denied groups. They have also emboldened increasingly divisive language in social media spaces and classrooms alike. Added to this external discourse, many within social justice and equity movements have articulated concerns and offered critiques that EDI measures and approaches to date have not been sustainable nor sustaining, that they have been reactive or short-term, have in some cases served to uphold barriers or erect new ones and/or are perceived as tokenistic 'EDI-washing' on the part of institutions.

At a time of intersecting and increasingly alarming global crises, it is incumbent upon us, as an institution committed to The Public Good, to continue the work of upholding academic freedom. We are, as a community, being asked to reassess our roles and responsibilities in the context of emergent and urgent challenges, for example: the restructuring that so many Canadian universities are experiencing, the calls to divest from fossil fuels, the demands that university leadership make



statements against and reparations regarding genocides past and present as well as rising authoritarianism, fascism and its specific racist and transphobic manifestations. What is the role of the university in times of crisis? How do we protect academic freedom in the face of increasing divisiveness and partisan politics? How do we protect the place of advocacy and activism while recognizing the difference between EDI work within institutional infrastructures and EDI work in community, which, while intertwined, are not synonymous?

Within this environment, an integrated approach to working toward a more equitable and accessible University of Alberta has never before been more important.

LOOKING FORWARD

Reflecting on our community's shared narratives reveals a journey rich in ambition and opportunities toward advancing EDI. These are YOUR stories, and they not only deepen our understanding but also fuel our determination to move from listening to actionable change, which will be reflected in the Integrated EDI Action Plan.

As we move forward, we focus on establishing meaningful metrics that resonate with our community's feedback gathered in this first phase of consultation. The next phase transcends feedback collection; it's a living commitment to embody your stories in our actions, fostering tangible, sustained and sustaining improvement. **Throughout May and June 2024**, we seek your insights to validate these themes and develop relevant benchmarks through enhanced engagements. Through your participation in forums and online responses, we aim to ensure transparency, accountability and a celebration of our EDI advancements.

Your active engagement is essential as we transform our collective stories into meaningful change, forging a future that reflects our core values.