UNIVERSITY OF ALBERTA

STRATEGIC PLAN FOR
EQUITY, DIVERSITY, AND INCLUSIVITY

OCTOBER 2018

The University of Alberta respectfully acknowledges that we are located on Treaty 6 territory, a traditional gathering place for diverse Indigenous peoples including the Cree, Blackfoot, Métis, Nakota Sioux, Iroquois, Dené, Ojibway/ Saulteaux/Anishinaabe, Papaschase, Inuit, and many others whose histories, languages, and cultures continue to influence our vibrant community.

Development and Consultation Process

Through their participation in the University of Alberta EDI Scoping Group, many faculty members, staff, students, EDI scholars and advocates from across the University have contributed to our new EDI Strategic Plan. The shared goal of the EDI Scoping Group was to articulate a common vision and framework to inspire, guide, and support both current and future EDI efforts and initiatives across the university. We believe the EDI Strategic Plan reflects our ambitions for the future while acknowledging our current realities – both the outstanding work being done already and the challenges that remain. As we roll out the plan across the university, we invite each faculty, department, unit, employee, student, or community stakeholder to explore the opportunities to highlight and develop their ideals and their plans for moving equity and diversity and inclusion efforts forward at the university.

Consultation and socialization discussions to date (as at November 20, 2018):

EDI Scoping Group:
Nov. 7, 2017	Jan. 18, 2018
Apr. 6, 2018	May 29, 2018
Jun. 26, 2018	Jul. 19, 2018
Aug. 27, 2018	Sep. 25, 2018
Dec. 17, 2018	

Individual consultations:
Vice-Presidents
Office of General Counsel
Board Chair
Chancellor

Town hall discussion session:
Dec. 7, 2018

Additional circulation by Scoping Group members

Internal bodies:
President's Exec. Committee	Sept. 5, 2018
University Research Policy Committee (Associate Deans, Research)	
	Oct. 26, 2018
Vice-Provosts' Council	Nov. 19, 2018
Deans' Council	Nov. 7, 2018
Vice-Deans	Dec. 11, 2018
Assistant Deans and APOs	Dec. 13, 2018
Human Resource Services	Date TBC
Unit- or Faculty-specific sessions on request	

Governance:

General Faculties Council (GFC):
Academic Planning Committee	Nov. 7, 2018
Executive Committee	Jan. 2019
GFC	Jan. 28, 2019

Board Human Resources and Compensation Committee	Nov. 27, 2018
Board Learning and Discovery Committee	Nov. 30, 2018
Board of Governors	Dec. 14, 2018

Preamble

This equity, diversity, and inclusivity (EDI) strategic plan builds on the University of Alberta's strategic plan For the Public Good, which holds that "we begin with people—people with ideas, talent, and purpose. Then we act." At our university we value, respect, and are committed to achieving a more diverse, equitable, accessible, and inclusive environment for all who work, learn, and live within our community. Consistent with For the Public Good, we recognize that "when we lead, we tackle the most important local, national, and global challenges." Fundamental to our vigorous pursuit of the public good is our commitment to advancing EDI and respectful relations across and among our people, disciplines, faculties, campuses, and beyond.

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, respect, and a culture of human rights. We are committed to achieving equitable access and opportunities in admissions, employment, retention, and advancement; and 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 its larger vision of being a space to actively foster 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 that this commitment requires identifying and addressing 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 to support decision-making, collect and analyze diversity data, and establish equity goals, targets, and benchmarks. Recognizing that achieving EDI goals requires responsible and accountable leadership at all levels of the university, we will regularly use, evaluate, and report on progress toward achieving an equitable and inclusive university.

Principles

Principles are more fundamental than institutional policies and objectives. They will inform policies, procedures, and objectives; and they help us determine the University of Alberta's strategic goals, objectives, and actions. The university's EDI Strategic Plan is guided by the following principles:

- Diversity
- Equity
- Inclusion
- Human Rights
- Equality (substantive vs. formal)
- Intersectionality
- Accessibility
- Respect for reconciliation with Indigenous peoples

Diversity

Diversity refers to difference or variety. In an EDI context, diversity refers to demographic or identity-diversity; including that based on the protected grounds. In universities, diversity encompasses social or identity-diversity, 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 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 its 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 in all aspects of life at the University of Alberta. Inclusion refers to enabling all individuals on campus 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 campus 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, practices, and the supports it makes available to the members of its community.

Equality (Substantive vs. Formal)

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 inclusion begins from the understanding that the different vectors of social diversity, (race, class, gender, sexuality, disability, nationality, religion, language, 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, we today 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 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 to pro-actively reduce as many barriers as possible to full and meaningful participation of the full campus community, while creating efficient and transparent processes for individuals to gain the accommodations they require and are entitled to by law.

Respect for 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.

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 and Student Life; and (Research) Trainees: The university strives to provide equitable access 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 defines senior executive-level accountabilities for each specific goal.

The Plan

The following plan identifies themes and benchmarks of excellence, goals, and outcomes and directions to help us achieve our vision. 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.

Vision and Leadership: The university's leadership, communications, and statements about itself reflect a high-level, consistent, and reliably strong commitment to EDI.				
Benchmarks for Excellence	**2018/19**	**2019/20**	**2020/21**	**2021/22**
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	**Goals**: Statements of commitment are developed and made by senior leadership Senior leaders understand their roles as ambassadors for EDI Demographic survey for faculty and staff is developed and launched	**Goals**: Establishment of working group on metrics and benchmarking for EDI	**Goals**: Establishment of baseline EDI data and benchmarks – demographic and cultural - for the institution (in consideration of comparators)	**Goals**:
	Outcomes & deliverables: Institutional and Senior Leadership statements exist in prominent venues.	**Outcomes & deliverables:** Set of measurable target benchmarks established	**Outcomes & deliverables:** Assessment completed and U of A performance against target benchmarks available	**Outcomes & deliverables:**

	High level target outcomes established (qualitative and quantitative)	Template for prioritizing targets and financial commitments associated to their achievement is developed		
	Accountability: *President, Vice-Presidents, Deans.*	*Accountability:* *Vice-President (Finance & Administration)*	*Accountability:* *Provost & Vice-President (Academic); Vice-President (Finance & Administration)*	*Accountability:*
Benchmarks for Excellence	**2018/19**	**2019/20**	**2020/21**	**2021/22**
U of A community affirmation of EDI Strategic Plan	**Goals**: Socialization sessions held to affirm accountabilities Rollout discussions for broader affirmation and ideas for local implementation Communications and education plan to support initial stages of Plan implementation	**Goals**: Members of the university community receive information (commensurate with their position) and education on the nature and importance of the EDI strategic plan	**Goals**: Members of the university articulate their own plans for implementing EDI strategies. Incorporation of financial commitments required to achieve EDI goals into annual unit planning processes	**Goals**:
	Outcomes & deliverables: Formal adoption of the EDI strategic plan	**Outcomes & deliverables:** Strategic plan is reviewed annually with consideration of community feedback	**Outcomes & deliverables:** Local plans for EDI strategies are developed and articulated.	**Outcomes & deliverables:** Evaluations include attention to EDI strategy implementation.
	Accountability: *Provost & Vice-President (Academic)*	*Accountability:* *Vice-Presidents*	*Accountability:* *Vice-Presidents*	*Accountability:* *Vice-Presidents*
Benchmarks for Excellence	**2018/19**	**2019/20**	**2020/21**	**2021/22**
Senior Leadership engages in ongoing professional development in Equity, Diversity, and Inclusivity.	**Goals**: Anti-bias training held for senior leadership (Deans, VPs)	**Goals**: Annual review and goal-setting established for senior leaders	**Goals**: Continuation of annual review of EDI progress	**Goals**:

	2018/19	2019/20	2020/21	2021/22
University leadership annually reviews and reports on its EDI education and professional development activities.	Inclusive excellence training held for Vice-Provosts' Council	Inclusion of explicit and specific reporting and evaluation of senior administrators on achievement of EDI goals		Continuation of annual reviews of EDI progress and goal-setting
	Outcomes & deliverables: Two training sessions for senior administrators completed Templates for explicit and specific EDI goal setting and associated evaluation through annual reviews of senior administrators	**Outcomes & deliverables:** Annual session established Reporting on short-term review and goals (last year, this year, next year pattern) Build matrix of EDI goals and associated progress for the senior administration portfolios	**Outcomes & deliverables:** Continuation of annual reporting Reporting strategy and process on progress from senior administration portfolios	**Outcomes & deliverables:** Evaluation and reporting on implementation and achievement of unit plans and targets
	Accountability: *Vice-Presidents, Deans*	*Accountability:* *Vice-Presidents, Deans*	*Accountability:* *Vice-Presidents, Deans, other administrators (Chairs, Vice Provosts)*	*Accountability:* *Vice-Presidents*
Benchmarks for Excellence	**2018/19**	**2019/20**	**2020/21**	**2021/22**
Our EDI values are reflected in our external marketing and communications.	**Goals:** Development of EDI gateway/website	**Goals:** 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	**Goals:** University online communications meet enhanced standards for accessibility going forward	**Goals:**

	Outcomes & deliverables: Report on methods and results of review and subsequent actions taken or planned	Outcomes & deliverables: Tools and guidelines are in place for university communication and marketing materials.	Outcomes & deliverables: EDI considerations are reflected in brand platform development.	Outcomes & deliverables:
	Accountability: Vice-President (University Relations); Vice-President (Advancement); Vice-President (Academic)	*Accountability: Vice-President (University Relations); Vice-President (Advancement)*	*Accountability: Vice-President (University Relations)*	*Accountability:*

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.

Benchmarks for Excellence	2018/19	2019/20	2020/21	2021/22
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.	**Goals**: Develop targets, plans, incentives for incorporating EDI principles and practices into conducting, evaluating, and disseminating research.	**Goals**: Implement targets for EDI amongst trainees	**Goals**: Based on assessment of university culture and climate, develop strategies to promote EDI in research training	**Goals**: Develop a mechanism/community for sharing best practices in EDI in research activities
	Outcomes & deliverables:	**Outcomes & deliverables:**	**Outcomes & deliverables:** Strategies and action plan in place	**Outcomes & deliverables:**
	Accountability: *Provost and Vice-President (Academic); Vice-President (Research)*	*Accountability:* *Provost and Vice-President (Academic); Vice-President (Research)*	*Accountability:* *Vice-President (Research)*	*Accountability:* *Vice-President (Research)*
Benchmarks for Excellence	**2018/19**	**2019/20**	**2020/21**	**2021/22**
The university meets or exceeds diversity and equity targets for Canada Research Chairs (CRCs) and Canada Excellence Research Chairs (CERCs).	**Goals**: Continue implementation of CRC and CERC equity plans and targets	**Goals**:	**Goals**:	**Goals**:

	2018/19	2019/20	2020/21	2021/22
	Outcomes & deliverables: Annual reports on CRC allocations and processes and progress against targets	**Outcomes & deliverables:**	**Outcomes & deliverables:**	**Outcomes & deliverables:**
	Accountability: *Provost and Vice-President (Academic); Vice-President (Research)*	*Accountability:*	*Accountability:*	*Accountability:*
Benchmarks for Excellence	**2018/19**	**2019/20**	**2020/21**	**2021/22**
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.	**Goals:**	**Goals:** Teaching: CTL educational developer position established to support EDI in curricula and pedagogy Learning: Programming developed for instructors to create inclusive and accessible learning environments.	**Goals:** CTL support for developing EDI in curricula is launched CTL EDI programming is launched	**Goals**: Development of accessible and inclusive learning policies
	Outcomes & deliverables:	**Outcomes & deliverables:** Position created in CTL Learning opportunities for instructors created and launched	**Outcomes & deliverables:** CTL EDI programming delivered, evaluated, and reported on	**Outcomes & deliverables:** CTL ongoing education and training, with evaluation and reporting
	Accountability:	*Accountability:* *Provost and Vice-President (Academic)*	*Accountability:* *Provost and Vice-President (Academic)*	*Accountability:* *Provost and Vice-President (Academic)*

Benchmarks for Excellence	2018/19	2019/20	2020/21	2021/22
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.	**Goals**: Development of guidelines (and position papers) on best practices for supporting EDI in teaching, research, and service.	**Goals**: 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).	**Goals**: Conduct of and reporting on an inventory. Release of initial recommendations emerging out of inventory project.	**Goals**:
Development of programming in EDI Studies (such as courses or certificates or major/minor)	**Outcomes & deliverables:** Guidelines available.	**Outcomes & deliverables:** Report on methods for conducting such an inventories and subsequent reporting	**Outcomes & deliverables:** Progress report on programming development and planning	**Outcomes & deliverables:**
Diversity is reflected in research teams, methods, and participant samples	*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; Vice-President Finance and Administration*	*Accountability:*
Benchmarks for Excellence	**2018/19**	**2019/20**	**2020/21**	**2021/22**
Faculty pathways: Pathways into Science, Technology, Engineering, and Math (STEM) are supported and enhanced Pathways into and through the professoriate are supported and enhanced	**Goals**: Identification of existing pathway programs, potential gaps, and potential new programs, including training environments Review of literature on pathway programs	**Goals**: Report on inventory of existing pathway resources and gaps Development of report and recommendations based on review of the literature	**Goals**: Expansion of existing program(s) and/or design additional programs to address gaps	**Goals**:

	Outcomes & deliverables:	Outcomes & deliverables:	Outcomes & deliverables:	Outcomes & deliverables:
	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: *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*	*Accountability:*
Benchmarks for Excellence	**2018/19**	**2019/20**	**2020/21**	**2021/22**
There are sufficient resources and supports for underrepresented students, faculty, staff, and postdoctoral fellows at U of A to have equitable access to teaching, research, and leadership opportunities.	**Goals**: Initiation of research to identify best practices in mentorship programs	**Goals**: Implementation of pilot mentorship programs	**Goals**: Evaluation, refinement, and expansion of opportunities	**Goals**: Service: Initiation of process of encouraging faculties/units to explicitly engage in community partnerships that are mutually beneficial in development of EDI
	Outcomes & deliverables: Report and recommendations based on best practices review	**Outcomes & deliverables:** Selection of programs or target faculties/units for pilots	**Outcomes & deliverables:** Sustainable implementation of effective programming.	**Outcomes & deliverables:** Process recommendations in place to facilitate community-university engagement
	Accountability: *Provost and Vice-President (Academic)*	*Accountability:* *Provost and Vice-President (Academic); Vice-President (Finance & Administration)*	*Accountability:* *Provost and Vice-President (Academic); Vice-President (Finance & Administration)*	*Accountability:* *Provost and Vice-President (Academic)*

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.

Benchmarks for Excellence	2018/19	2019/20	2020/21	2021/22
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. Creation of access for persons with disability to supports, services, and information, and effectively communicating these.	**Goals**: 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	**Goals**: 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)	**Goals**: 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	**Goals**: Incorporation of an EDI lens into policy development and review
	Outcomes & deliverables: Revised recruitment and selection policies and procedures initiated, with governance approvals process underway	**Outcomes & deliverables:**	**Outcomes & deliverables:** 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	**Outcomes & deliverables:**
	Accountability: *Provost & Vice-President (Academic); Vice-President (Finance & Administration)*	*Accountability:* *Provost & Vice-President (Academic); Vice-President*	*Accountability:* *Provost & Vice-President (Academic); Vice-President*	*Accountability:*

Benchmarks for Excellence	2018/19	2019/20	2020/21	2021/22
		(Finance & Administration); Vice-President (Research)	*(Finance & Administration); Vice-President (Research)*	
EDI-related support for all faculty and staff are robust and accessible, including both service and advocacy supports.	**Goals**: Create an inventory of existing supports for faculty and staff Review award practices to be inclusive and recognize diversity (e.g., Vargo, UCup, DUP, Kaplan (Research Awards))	**Goals**: Evaluation: Review of Faculty Standards (for evaluation) for evidence of facilitators and barriers to EDI, as well as multi-disciplinarity Review annual evaluation processes for staff to ensure support and recognition of EDI	**Goals**: Evaluate existing support for staff, faculty, students, and postdoctoral fellows who experience discrimination and harassment on the basis of the protected grounds (e.g., training for academic supervisors)	**Goals**:
	Outcomes & deliverables: Report completed on methods and results of review of Faculty Standards, and award practices including recommendations for faculty and staff Recommendations developed to address EDI in Faculty Standards and award practices	**Outcomes & deliverables:** Educational and training needs to improve supports identified Review of existing services completed	**Outcomes & deliverables:** Implementation of recommendations from reviews is in progress	**Outcomes & deliverables:**
	Accountability: *Provost and Vice-President (Academic); Vice-President (Research); Vice-President (Finance & Administration)*	*Accountability:* *Provost and Vice-President (Academic); Vice-President (Research); Vice-President (Finance & Administration)*	*Accountability:* *Provost and Vice-President (Academic); Vice-President (Research)*	*Accountability:*

Students and Student Life; and (Research) Trainees (including Post-Doctoral Fellows): The university strives to provide equitable access to a range of disciplines of study and other scholarly opportunities, and provides an environment that is attentive to, and addresses, barriers to inclusion, access, and success (especially of historically excluded groups).				
Benchmarks for Excellence	**2018/19**	**2019/20**	**2020/21**	**2021/22**
Outreach programs to recruit academically competitive students from under-represented groups. Creating access to supports, services, and information for persons with disabilities. The university will provide resources, including supports, to address workplace climate related to protected grounds.	**Goals:** Begin inventory of offices concerned with student life and services	**Goals**: Convening of Student/Trainee Life working group Identification of strengths and gaps in supports and services for undergraduate and graduate students, and postdoctoral fellows and research trainees.	**Goals**: Accommodation processes and procedures reviewed. Assessment of equitable access to programs and disciplines of study.	**Goals**: Reviews of application processes for professional programs for barriers and facilitators of EDI. Implementation of recommendations for accommodation and equitable access.
	Outcomes & Deliverables List of known offices and services.	**Outcomes & deliverables:** Priority areas are identified by population group and issue.	**Outcomes & deliverables:** Recommendations and resources are identified and implementation plans developed.	**Outcomes & deliverables:** Reviews completed and recommendations identified.
		Accountability: *Provost & Vice-President (Academic); Vice-President (Research)*	*Accountability:* *Provost & Vice-President (Academic); Vice-President (Finance & Administration); Vice-President (Facilities & Operations)*	*Accountability:* *Provost & Vice-President (Academic)*

Benchmarks for Excellence	2018/19	2019/20	2020/21	2021/22
The university ensures adequate and ongoing EDI-related resources for students	**Goals**:	**Goals**:	**Goals**: Work initiated with Dean of Students and Vice Provosts' Council to determine placement of student-focused equity supports	**Goals**:
	Outcomes & deliverables:	**Outcomes & deliverables**:	**Outcomes & deliverables**: Recommendation for placement of student-focused equity supports is developed	**Outcomes & deliverables**:
	Accountability:	*Accountability*:	*Accountability*: *Provost & Vice-President (Academic); Vice-President (Research)*	*Accountability*:

Climate: The university strives to create an equitable and inclusive environment and culture for all members of the University of Alberta community.				
Benchmarks for Excellence	**2018/19**	**2019/20**	**2020/21**	**2021/22**
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.	**Goals**: Review of availability of institutional culture assessment processes	**Goals**: Development of a study of university culture, including EDI	**Goals**: Implementation of regular assessment of culture Review of structure of funding programs (e.g. accommodation and benefits).	**Goals**: Develop plans for implementation of education/training
	Outcomes & deliverables:	**Outcomes & deliverables:** Culture assessment project is launched	**Outcomes & deliverables:** Report on outcomes of culture survey	**Outcomes & deliverables:** Report back to the university community on culture survey with priority areas identified
	Accountability: *Vice-Presidents*	*Accountability:* *Provost & Vice-President (Academic); Vice-President (Finance & Administration)*	*Accountability:* *Provost & Vice-President (Academic); Vice-President (Finance & Administration)*	*Accountability:* *Provost & Vice-President (Academic); Vice-President (Finance & Administration)*
Benchmarks for Excellence	**2018/19**	**2019/20**	**2020/21**	**2021/22**
The University of Alberta meets or exceeds accessibility standards articulated in the Alberta Building Code and strives to achieve principles of universal design.	**Goals**: 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.	**Goals**: 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	**Goals**: Implement Year 1 projects.	**Goals**: Evaluate completed projects and adopt lessons learned to Year 2 projects.

	2018/19	2019/20	2020/21	2021/22
The university has a robust process for recognizing accessibility barriers and reducing them wherever possible.		Maintenance Program (IMP) funding.		
	Outcomes & deliverables: Working Group established and guiding principles created.	**Outcomes & deliverables**: Road map for project planning and implementation developed.	**Outcomes & deliverables:** Implement funded projects.	**Outcomes & deliverables:** Evaluation of lessons learned from implemented projects integrated into Year 2 and beyond design and project execution.
	Accountability: *Vice-President (Facilities & Operations)*	*Accountability:* *Vice-President (Facilities & Operations)*	*Accountability:* *Vice-President (Facilities & Operations)*	*Accountability:* *Vice-President (Facilities & Operations)*
Benchmarks for Excellence	**2018/19**	**2019/20**	**2020/21**	**2021/22**
The university has an efficient and transparent process for supporting university community members who have encountered barriers.	**Goals:**	**Goals:** Review accountability and support processes and identify opportunities for improvement, (so individuals do not have to advocate for themselves)	**Goals:** Develop accountability and support processes based on opportunities identified	**Goals:**
	Outcomes & deliverables:	**Outcomes & deliverables:** Engagement process developed and in place Resource implications considered	**Outcomes & deliverables:** Final report and recommendations available Early implementation of obvious interventions	**Outcomes & deliverables:**
	Accountability: *Provost & Vice-President (Academic); Vice-President (Finance & Administration)*	*Accountability:* *Provost & Vice-President (Academic); Vice-President (Finance & Administration)*	*Accountability:* *Provost & Vice-President (Academic); Vice-President (Finance & Administration)*	*Accountability:* *Provost & Vice-President (Academic); Vice-President (Finance & Administration)*

EDI STRATEGIC PLAN SCOPING COMMITTEE

Akanksha Bhatnagar: Vice-President Academic, Students' Union

Alex Clark: Associate Vice-President, Research

Anastasia Lim: Executive Director, University Relations

André Costopoulos: Dean of Students

Andrea Patrick: Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic)

Andrea Smith: Senior Administrative Officer, Office of the Vice-President (University Relations)

Ania Ulrich: Professor, Faculty of Engineering

Benjamin Louie: University Architect

Bryan Hogeveen: Interim Vice-Dean, Faculty of Graduate Studies and Research

Catherine Anley: Employment Equity Advisor, Human Resource Services, Office of Equity, Diversity & Inclusion

Catherine Swindlehurst: Chief of Staff, Office of the President

Cherene Griffiths: Executive Director, Government Relations

Chris Andersen: Dean, Faculty of Native Studies and Interim Co-Lead, Indigenous Initiatives

D'Arcy Vermette: Associate Professor, Faculty of Native Studies

Danielle Peers: Assistant Professor, Faculty of Kinesiology, Sport and Recreation

Deborah Williams: Associate Vice-President, Disclosure, Assurance and Institutional Research

Deirdra Cutarm: Students Union: Aboriginal Relations and Reconciliation Committee

Doug Weir: Executive Director, Student Programs and Services, U of A International

Elizabeth Johannson: President, NASA

Erin Prefontaine: Communications Associate, Indigenous Initiatives and Equity, Diversity, & Inclusion

Evelyn Hamdon: Advisor and Acting Director, Office of Safe Disclosure & Human Rights

Georgie Columbus: Research Coordinator, Faculty of Kinesiology, Sport, and Recreation

Geraldine McCune: Director, Human Resource Services - Organizational Development, Equity & Health

Harvey Krahn: Professor, Faculty of Arts

EDI STRATEGIC PLAN SCOPING COMMITTEE

Helly (Rachel) Goez: Assistant Dean, Diversity, Department of Pediatrics, Faculty of Medicine and Dentistry

Janice Williamson: Professor, Faculty of Arts

Kate Peters: Portfolio Initiatives Manager (currently on leave)

Katharine Moore: Senior Administrative Officer, Office of the Vice-President (Research)

Kathleen Brough: Senior Administrative Officer, Office of the Provost and Vice-President (Academic)

Kisha Supernant: Associate Professor, Faculty of Arts

Laura Beard: Associate Vice-President, Research

Lisa Collins: Vice-Provost and University Registrar

Lise Gotell: Landrex Distinguished Professor, Faculty of Arts

Logan Mardhani-Bayne: Strategic Development Manager, Office of the Provost and Vice-President (Academic)

Lori Cinq-Mars: Identity Management Lead, Office of the Registrar

Malinda Smith: Professor, Faculty of Arts

Michelle Strong: Director, Faculty and Staff Relations

Paulin Mulatris: Co-directeur du Groupe de recherche en inter/transculturalité et immigration

Tibetha Kemble: Director of the University of Alberta's Indigenous Health Initiatives Program, Faculty of Medicine and Dentistry

Wade King: Director, Office of Safe Disclosure and Human Rights
(On secondment to the City of Edmonton until Dec 31, 2018)

Wayne Patterson: Vice-Provost and Associate Vice-President (Human Resources)

Wendy Rogers: Deputy Provost

Zhihong Pan, Vice-President External, Graduate Student Advisory Council