



**UNIVERSITY OF CALGARY**

# **Dimensions Equity, Diversity and Inclusion Action Plan**

**Prepared by the Office of the Vice-President (Research) and the Office of the Vice-Provost  
and Associate Vice-President Research (Equity, Diversity and Inclusion)**

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**UNIVERSITY OF CALGARY**  
Office of Equity,  
Diversity and Inclusion



**Dimensions  
Construction**

## **Territorial Land Acknowledgement**

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).

The University of Calgary is situated on land northwest of where the Bow River meets the Elbow River, a site traditionally known as *Moh'kins'tsis* to the Blackfoot, *Wîchîspa* to the Stoney Nakoda, and *Guts'ists'i* to the Tsuut'ina. On this land and in this place, we strive to learn together, walk together and grow together “in a good way.”

*“Our laws come from the land, and our practices of granting rights and privileges is a process we were born with that ties us to this land.”*

Piikani Elder Dr. Reg Crowshoe, Hon. LLD'01, Cultural Advisor at UCalgary

## **Acknowledgements**

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The University of Calgary was recognized with a Dimensions Construction Award by the federal government for the actions it has taken to transform the institutional equity, diversity and inclusion (EDI) research culture and to advance and embed EDI in the research ecosystem.

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# Dimensions EDI Action Plan

## 1.1 INTRODUCTION

The University of Calgary (UCalgary) is Canada's leading next-generation university. It has four campuses in Calgary, one in Qatar, a University Research and Innovation Park also in Calgary, and five research stations in Alberta, British Columbia and the Yukon. UCalgary is a global intellectual hub for high-quality research and scholarship, one where students and trainees thrive in programs made rich by research, hands-on experiences and entrepreneurial thinking, grounded in innovative learning and teaching. It is fully integrated with the community it both serves and leads. As a Comprehensive Academic and Research University, we aim to produce the next generation of leaders who experience the best possible training in acquiring and creating new knowledge.







These foundational values and commitments enable excellence, discovery, creativity and innovation across the research ecosystem. The university has more than 28,500 undergraduate students, 8,000 graduate students, 590 postdoctoral fellows/associates and more than 1,800 faculty actively engaged in transdisciplinary discovery, creativity and innovation across 14 faculties and schools. This work is supported by more than 3,200 staff. UCalgary delivers more than 250 degree and noncredit programs, including undergraduate, graduate and professional degrees; postdoctoral training; and continuing and professional education programs. Through Indigenous engagement, we recruit and support parallel paths for First Nations, Métis and Inuit students, staff and faculty, as well as support international Indigenous scholars. Our commitment to inclusive excellence underwrites our support for equitable pathways through the university for first-generation scholars and those from equity-deserving groups (EDGs), including but not limited to women, Indigenous peoples, racialized/visible-minority persons, persons with disabilities and LGBTQ2S+.

We attract domestic students from within Alberta and across Canada, and our knowledge and experience are enriched by diverse international students from more than 119 countries. We are committed to epistemic pluralism and cognitive justice, a multi-faith environment, linguistic diversity, and access for first-generation scholars (first in family) and students from low-income backgrounds. The scholarly environment at UCalgary encourages our students, faculty and staff to take on the tough challenges facing our society and to draw expertise

from across all our domains of knowledge and scholarly inquiry to develop evidence-based solutions. We integrate research into graduate and undergraduate curricula, equipping students with transferable problem-solving skills tested in experiential and work-integrated learning scenarios to increase employability and opportunities for professional advancement. Within Alberta, UCalgary drives economic prosperity and bolsters quality of life. Indeed, we have been recognized for consecutive years as one of Alberta's Top 75 Employers (2017–2023) and as one of Canada's Best Diversity Employers (2017–2023).

UCalgary recognizes the importance of creating and maintaining a welcoming, equitable, diverse, inclusive and accessible research, learning, living and working campus environment that enables every member of our campus community to thrive. We see this as important to meet the needs of an ever-more diverse and rapidly changing society, and as an opportunity to harness the ideas, knowledge, skills, and experiences that people from different backgrounds and perspectives bring to our campuses. Equity, diversity, inclusion (EDI) and accessibility are vital to excellence in all aspects of research practice and design and across the UCalgary research ecosystem. These values, commitments and practices are highlighted in many institutional strategies, recognizing that great cities, and great societies, are anchored by great research universities. Our institutional strategic plan, *Ahead of Tomorrow, 2023-2030*,<sup>1</sup> commits to applying the framework with “consideration of effect on efforts towards Indigenous reconciliation and equity, diversity and inclusion.”

1 *Ahead of Tomorrow: UCalgary's 2023-2030 Strategic Plan*, <https://www.ucalgary.ca/about/ahead-of-tomorrow>

### 1.1.1 KEY TERMS

#### Accessibility

A foundational principle for the removal of barriers to equitable participation in all aspects of university life by people living with diverse visual, motor, auditory, learning and cognitive abilities. It requires designing environments, programs, services and products from the outset so they are accessible to people living with various abilities. Accessibility is grounded in the recognition that what constitutes a disability barrier varies across visible and invisible disabilities. As an approach, it enables equitable access to, and success within, the university for persons living with disabilities, as well as for low-income people and first-generation students.<sup>2</sup>

As an ameliorative measure, it requires proactive assessments, resources and the adoption of concrete measures to identify and remove visible and invisible barriers that impede access to full participation by students, staff, faculty and administrators in all aspects of university life. Reasonable accommodation ensures access to, and success within, the university, and is enabled by providing the resources and tools necessary to reduce isolation, eliminate obstacles and stigma, and combat discrimination that impede equitable opportunities for persons with disabilities.

Accessibility also recognizes that low income can be an obstacle to university attendance and completion, and to faculty and staff advancement.

#### Diversity

Difference or variety is a characteristic of nature, human society and the academic world. Efforts to increase representational or numerical diversity are enabled by the institutional commitment to EDI. Fundamental to education and employment equity is the cultivation of an institutional environment in which those who have been historically disadvantaged, and are currently underrepresented, can gain access to, and flourish within, the university. Representational diversity is an outcome of proactive measures to correct systemic disadvantage and to create equitable opportunity structures and pathways for a critical mass of those who are historically disadvantaged and underrepresented. In the university, diversity may also refer to philosophical or perspectival differences, institutional types, disciplinary fields, ways of knowing, and theoretical and methodological variations, as well as the roles and ranks of students, staff, faculty, administrators, senior leadership and alumni. Identity-diversity shapes — and is shaped by — voice, representation, experiences in the workplace and in the research and teaching ecosystems, international experiences, and service and community engagement.

<sup>2</sup> See the UCalgary First-Generation Scholars Program, which arose out of *Ahead of Tomorrow* strategic plan, <https://www.ucalgary.ca/about/ahead-of-tomorrow/first-generation-scholars-program>





### **Ethical space<sup>3</sup>**

Connotes shared space where people of different world views and/or systems — oral and written systems in the university context — come together and interact in authentic dialogue to share ideas, understandings, perspectives and practices from their own systems and learn about the parallel systems. It is an ethical place that values kindness, openness, respect, difference, inclusion, others and self. It is a venue that supports reflection, exchange, collaboration and learning where each and all in the circle can share, and a right to contribute to a context of safety. It is opened through meaningful practices, one being smudging, and centring statements that acknowledge and emphasize the significance of the venue, space, people, sharing and speaking our truths. It is through the sharing that parallel understandings and practices are identified and used to guide movement forward so that people of both systems are journeying together in an inclusive, equivalent and supportive manner.

### **Equity**

A foundational value that underwrites the institutional actions to ensure the fair treatment of all members of the university community. As a principle, condition, process and outcome, equity is rooted in human rights and the inviolability of human dignity. It is integral to the legal principle of justice and the ethical principle and practice of fairness. As a practice, it requires identifying patterns of inequities and making changes to systems, cultures and processes that obstruct members of the university community from achieving their full potential. It underwrites proactive efforts to cultivate a research, teaching, learning and

working environment in which people of diverse identities, backgrounds, knowledge systems and ways of knowing can flourish. As a remedy based on human and legal rights, equity enables proactive measures and reasonable accommodation necessary to: identify structural, systemic and cultural barriers; ameliorate discrimination, unfairness and disadvantage; and ensure equitable pathways and opportunity structures for women, Indigenous peoples, visible/racialized minorities, persons with disabilities and LGBTQ2S+ in all spheres of academic life.

### **Equity-Deserving Groups (EDGs)**

This refers to access and opportunity unrelated to ability that require proactive ameliorative measures. They are identified in the federal *Employment Equity Act* as Federally Designated Groups (FDGs). A concept that is used interchangeably with “federally designated groups” and “equity groups,” EDGs have come to replace “equity-seeking groups” by placing an emphasis on equity as deserved. EDGs include, but are not limited to: women, visible/racialized minorities, Indigenous peoples, persons with disabilities and LGBTQ2S+ persons who are recognized as groups of people marginalized or constrained by existing systems, structures, policies, processes and practices, and who are made to feel they do not belong or do not deserve equity as a right. They should not bear the undue burden of “seeking equity” and they should not be made to feel that they experience it as a privilege from the generosity of those who have the power to recognize it and hence the power to deny it (equity-denied groups).<sup>4</sup>

<sup>3</sup> The concept of “ethical space” used in this EDI Action Plan is from Elder Willie Ermine from the Sturgeon Lake First Nations.

See: Ermine, W. (2007). The ethical space of engagement. *Indigenous Law Journal*, 6(1), 193-203, <https://tspace.library.utoronto.ca/bitstream/1807/17129/1/ILJ-6.1-Ermine.pdf>

<sup>4</sup> The concepts of “equity-deserving groups” and “equity-denied” groups were coined by Dr. Wisdom Tettey. “Inspiring Inclusive excellence — Installation address,” University of Toronto Scarborough (Feb. 25, 2019), <https://www.uts.utoronto.ca/news-events/inspiring-inclusive-excellence-professor-wisdom-tetteys-installation-address>

## Federally Designated Groups

The language of “designated groups” emerged out of the Royal Commission on Equality and Employment (chaired by Justice Rosalie Silberman Abella)<sup>5</sup> in 1984, the *Employment Equity Act*, 1986, and the Federal Contractor’s Program, 1986. The Canadian Race Relations Foundation defines “designated groups” as follows: “Social groups whose individual members have been historically denied equal access to employment, education, social services, housing, etc. because of membership in the group.”<sup>6</sup> The four Federally Designated Groups include women, Aboriginal peoples (First Nations, Métis and Inuit), persons with disabilities (visible and invisible), and members of visible/racialized minority persons (Arab, Black, Chinese, Filipino, Japanese, Latin American, Korean, South Asian, Southeast Asian, West Asian).

## Inclusion

Inclusion encompasses norms, practices and intentional actions to promote participation, engagement, empowerment and a sense of belonging for members of EDGs who are underrepresented and historically disadvantaged in university life. Inclusion is a mindset and skillset necessary for the cultivation and promotion of an institutional culture and set of practices to ensure all members of the campus community can experience it as welcoming, and as a space of fairness, dignity and human flourishing. Where diversity may focus on the quantitative representation, inclusion focuses on the qualitative experience of belonging.

Where diversity may exist with inequity, isolation and marginality, social inclusion focuses on culture and practices that deepen participation and engagement. Inclusion requires institutions to design spaces of leadership and governance, teaching and learning, research, scholarship and artistic inquiry, and community engagement so that there are no impediments to full participation by women, visible/racialized minorities, Indigenous peoples, persons with disabilities and LGBTQ2S+. Inclusion requires proactive measures to transform cultures and relations of power and privilege that may result in the social exclusion and underrepresentation of EDGs.

## Inclusive Excellence

This is the individual and institutional pursuit of excellence, quality or merit, and is best achieved in equitable, diverse, inclusive and decolonial conditions in which everyone can thrive. While the human pursuit of excellence is an inclusive one, how it is socially and institutionally defined, operationalized and recognized historically has often been exclusionary of, among other things, diverse ways of knowing, knowledges, methodologies and perspectives. Recognizing the integral relationship between equity-as-fairness and inclusive excellence is necessary to mitigate how access to, and success within, scholarly associations, universities and colleges have been shaped by histories of discriminatory ideas, attitudes, processes and practices. Inclusive excellence affirms how diversity can deepen learning, enhance critical thinking and problem-solving, and fuel creativity and innovation in teaching and learning, research and artistic enquiry, professional service, and community engagement in academia.

## Intersectionality

Intersectionality refers to an approach that accounts for the complex contextual dynamics of social inequality, power, relationality and systemic disadvantage. Intersectionality seeks to understand and recognized the interlocking or interrelated barriers specific EDGs may face or have faced because of overlapping identities and considers the ways multiple barriers may overlap to create a unique compounding experience of disadvantage for EDGs.

5 Report on the Royal Commission on Equality in Employment, Judge Rosalie Silberman Abella, commissioner (October 1984), <https://publications.gc.ca/site/eng/471737/publication.html>

6 Canadian Race Relations Foundation, “Glossary of Terms — Designated Groups,” <https://crrf-fcrr.ca/glossary-of-terms/>





### Parallel Paths

Parallel Paths<sup>7</sup> is based in the understanding that life is a journey where people within and connected to the university are walking on parallel paths that reflect oral and written systems and world views. It reflects long-standing processes reflected in actions such as treaty-making and the respect traditionally demonstrated for other life. It honours both paths as complementary frameworks with parallel ways of knowing, doing, connecting and being. By intentionally walking in parallel paths, Indigenous people and other members of the university community come together to discuss how to maintain, strengthen and advance the values, understandings and practices of each parallel path in mutual and equitable ways where our actions are based in kindness and respect of relationships, differences and inclusion. Parallel paths acknowledge that we can journey together side by side, address parallel interests and challenges, and move toward shared visions, while walking in ways that maintain our own identities, values, knowledges and practices. Walking together on parallel paths honours and exercises Indigenous peoples' right to be self-determining and recognizes the rights of others to do the same. The journey is facilitated and strengthened by a grounding in cultural protocols.

### 1.1.2 OVERVIEW OF EDI AND THE RESEARCH COMMUNITY

UCalgary is a research-intensive institution and, thus, we recognize that the success of all undergraduate and graduate students, postdoctoral fellows, faculty, staff, and senior leaders are integral to our pursuit of inclusive excellence and institutional excellence. Moreover, a research community that reflects the diverse broader community is necessary for modelling and embedding EDI, accessibility and Indigenous engagement in research design and practices. Initiatives to advance institutional EDI commitments are led primarily by the vice-provost and associate vice-president research (EDI) and the Office of Equity, Diversity and Inclusion (OEDI) in collaboration with institutional partners. These initiatives are captured in many core EDI and accessibility initiatives including, but not limited to:

- » Equitable and Inclusive Admissions (2023)
- » Inclusive Excellence Teaching Awards (2023)
- » Inclusive Excellence Cluster Hiring Initiative (2022)
- » EDI Plan in Research and Teaching Awards (2022)
- » Equitable and Inclusive Leadership Interns (2022)
- » Equitable Pathways to Experiential Learning (2022)
- » Scarborough Charter on Anti-Black Racism and Black Inclusion (2022)
- » EDI Data Hub (2022)
- » Provost's Postdoctoral Awards for Indigenous and Black Scholars (2021)
- » EDI Dashboard (2021)
- » Canada Research Chairs EDI Action Plan (2019)
- » *ii' taa'poh'to'p* Indigenous Strategy (2017)
- » EDI and the Program for Undergraduate Research Experience (PURE), which has funded more than 151 undergraduate projects at UCalgary since 2015

<sup>7</sup> The concept of "parallel paths" is in UCalgary's Indigenous Strategy, *ii' taa'poh'to'p*, and is based on the oral teachings offered by Piikani Elder Dr. Reg Crowshoe.



Our institutional *Research Innovation Plan, 2023-2026* — one of four Implementation plans for *Ahead of Tomorrow: UCalgary's Strategic Plan, 2023-30*<sup>8</sup> — is our road map for research activities, outlining key priorities, strategies and goals. Through campus-wide consultations, we identified six strategic research themes reflecting our national and international scholarly excellence through transdisciplinary research teams:

- » Transdisciplinary Scholarship
- » Cities and Societies
- » Digital Worlds
- » Energy Futures
- » Health and Life
- » Democracy, Justice and Sustainability<sup>9</sup>

By building a Confederation of Scholars from the ground up in each strategic research theme, we identified grand challenges where UCalgary can make a difference. Broad consultation helped develop strategies for each theme, which then advanced through internal investments in transdisciplinary projects. Reflecting increased institutional commitments, EDI, accessibility and Indigenous engagement are embedded as core requirements within each research theme as they are developed.

The vice-president (research) (VPR) is the executive leader of the research ecosystem at UCalgary, supported by nine associate vice-presidents research (AVPR): Equity, Diversity and Inclusion; Indigenous Engagement; Health Research; Research Services; Research and Innovation; Research—UCare programs and units; university biosafety compliance with the federal Public Health Agency of Canada; Advancing Canadian Wastewater Assets, and off-campus field

research facilities; Research — Urban Alliance Initiative, Canada Research Chair Program, and Strategic Research and Innovation Opportunities; and Research — Transdisciplinary and community-engaged scholarship. Collectively, these units build and embed EDI, accessibility and Indigenous research support from a senior leadership level to partner with community organizations and contribute to our evolving approach to research questions, design, methodology, data collection, analysis and interpretation, assessment, and knowledge-dissemination across UCalgary.

The associate deans research (ADR) and the ADR Council (ADRC) provide research leadership within our 14 faculties. The ADRC serves as an information-exchange forum and advisory body to the VPR on research and innovation matters. Further, most faculties have a research facilitator and/or a staff administrator who facilitates research activities for their faculty. Several other sub-units directly support the research ecosystem such as Clinical Trials Management (Cumming School of Medicine), Research Accounting (Finance), Research Computing Services (IT), Ward of the 21st Century Research and Innovation Centre (CSM) and Innovate Calgary (knowledge transfer and business incubator). In 2022, we received more than \$545M in funding. UCalgary is recognized as one of Canada's top research institutions by ReSearch Infosource. UCalgary has been ranked the No. 1 startup creator of research universities in Canada for 2021, 2022 and 2023 by the Association of University Technology Managers.

<sup>8</sup> *Ahead of Tomorrow: UCalgary's 2023-2030 Strategic Plan*, <https://www.ucalgary.ca/about/ahead-of-tomorrow>

<sup>9</sup> Transdisciplinary Research at UCalgary, University of Calgary, <https://research.ucalgary.ca/research/transdisciplinary>



## 1.2 UCALGARY'S DIMENSIONS EDI JOURNEY

EDI and accessibility are indispensable to our pursuit of excellence, quality and merit. Both the individual and institutional pursuit of excellence are best achieved in conditions in which everyone can thrive. Our pursuit of individual and institutional excellence includes a diversity of peoples, ways of knowing, knowledges, methodologies and perspectives.

A foundation of respect for human rights, human dignity and substantive equality<sup>10</sup> are necessary for cultivating equitable and inclusive access to, and success within, institutions. Given that universities have been partly shaped by histories of discriminatory ideas, attitudes, processes and practices, inclusive excellence affirms how diversity can deepen learning, enhance critical thinking and problem-solving, and fuel creativity and innovation in teaching and learning, research and artistic enquiry, professional service, and community engagement in academia. Through this work, we strive to create and maintain an inspired and innovative research, academic and working environment in which there is respect for the dignity of all persons and fair and equitable treatment of all who learn, work and live on our campuses.

UCalgary's journey to co-constitute an evidence-based Dimensions Equity, Diversity and Inclusion (EDI) Action Plan is the result of three-years of institutional self-reflection, data-gathering, research, engagement, dialogue, sometimes-difficult conversations and lessons learned. In 2019, UCalgary was selected to take part in an awards-recognition pilot program from the Canadian Tri-Council, made up of the Natural Sciences and Engineering Research Council, Social Sciences and Humanities Research Council, and Canadian

Institutes of Health Research under Dimensions: Equity, Diversity and Inclusion Canada.<sup>11</sup>

Through this pilot, participating Canadian post-secondary institutions undertook to identify and eliminate obstacles and inequities in access, admissions, recruitment, career development and security, pay, working and learning conditions, resources, retention, and progression. For the purposes of the pilot, the research community included students, non-academic and support staff, part-time and full-time academic staff, postdoctoral scholars, researchers, faculty, and partners.

The 17 post-secondary institutions selected for this pilot<sup>12</sup> had an opportunity to be among the first in Canada to receive a Dimensions award that recognized their efforts and progress made to advance EDI and accessibility in their research ecosystems. They were also expected and had opportunity to help further develop the awards' design and delivery by providing relevant feedback as part of ongoing formal evaluations.

By taking part in the pilot, UCalgary committed to devote financial and human resources and make long-term commitments to advancing and embedding EDI practices throughout the institution.

10 As the Ontario Human Rights Commission explains, substantive equality requires "understanding and meeting the needs of disadvantaged persons or groups using historical, legal, and social contexts. It takes into account discriminatory barriers in their many forms, not all of which are obvious or intended. For example, discrimination may be built into an organization's behaviour, practices, and policies. This can lead to a genuine disadvantage for some people based on *Code* ground. This is called *systemic* or *institutional discrimination*." It is the duty of organizations to be aware of systemic discrimination and, where found, "an organization must change its practices." These include, "[D]eveloping and putting into place special programs... that organizations can address systemic discrimination and promote substantive equality." "Why are special programs protected?" Ontario Human Rights Commission, n.d., <https://www.ohrc.on.ca/en/your-guide-special-programs-and-human-rights-code/why-are-special-programs-protected>

11 University of Calgary Dimensions EDI, <https://www.ucalgary.ca/equity-diversity-inclusion/edi-research-teaching/dimensions-equity-diversity-and-inclusion-canada>

12 Natural Sciences and Engineering Research Council 17 inaugural Dimensions EDI pilot institutions, [https://www.nserc-crsng.gc.ca/InterAgency-Interorganismes/EDI-EDI/Dimensions-Program\\_Programme-Dimensions\\_eng.asp](https://www.nserc-crsng.gc.ca/InterAgency-Interorganismes/EDI-EDI/Dimensions-Program_Programme-Dimensions_eng.asp)

The three core components of Dimensions include the following:

» **The Dimensions EDI Charter**

In 2019, UCalgary endorsed the Dimensions EDI Charter, with eight principles including, “To advance institutional equity, diversity and inclusion, specific, measurable and sustainable actions are needed to counter systemic barriers, explicit and unconscious biases and inequities” (Charter Principle 2); and “To contribute to reconciliation, research with, by or impacting Indigenous Peoples must align with the research policies and best practices identified through ongoing engagement with First Nations, Métis and Inuit Peoples and their organizations” (Charter Principle 6).

» **The Dimensions EDI Pilot Program**

In August 2019, UCalgary was selected by the Tri-Agency to take part in the Dimensions Equity, Diversity and Inclusion Canada pilot, with a national cohort of 17 post-secondary institutions. The principles of the Dimensions EDI inclusive assessment framework included the centrality of voices, mutuality and co-operation, and context-specific evidence. The five categories of evidence identified by the pilot included: motivation, gaps and needs, assets and obstacles, commitment, and change.

» **The Dimensions EDI Award Recognition Program**

The members of the Dimensions EDI pilot were required to create a self-assessment team (SAT); develop and account for an engagement strategy; conduct an environmental scan; conduct quantitative, qualitative data and stories; and develop an action plan to apply for an EDI in research recognition. In 2023, UCalgary applied for and received the Dimension EDI Construction Award.<sup>13</sup>

EDI and accessibility in research strengthen the entire research enterprise by bringing different perspectives, voices and approaches to research projects that may previously have been overlooked. Our Dimensions work respects the importance of voice, representation and empowerment. It is grounded in the foundational principles and practices of “nothing about us, without us,” and, “one size does not fit all,” which will be elaborated upon below. We recognize that the development of any initiative concerning underrepresented EDGs must model change; that members of our campus community must be empowered through inclusion, representation and voice at decision-making tables; and that actions for change must be co-constituted through direct engagement with those impacted. These principles were embedded in the structure, function and work of our Equitable Pathways Working Groups (EPWG) and our Indigenous Parallel Paths Working Group (PPWG),<sup>14</sup> a distinctive UCalgary model that disrupts standardized and formulaic approaches to EDI. These working groups examined pathways into and across the research ecosystem for each EDG by drawing on evidence from research, lived experiences, environmental scans, quantitative and qualitative EDI data, and storytelling. They worked to map priorities to close equity gaps and chart more equitable and inclusive futures.

13 Natural Sciences and Engineering Research Council, “Government of Canada recognizes postsecondary institutions for the work in advancing equity, diversity and inclusion: The Dimensions recognition highlights the work done to identify and eliminate obstacles and inequities,” *NSERC News* (April 27, 2023), [https://www.nserc-crsng.gc.ca/Media-Media/NewsDetail-DetailNouvelles\\_eng.asp?ID=1390](https://www.nserc-crsng.gc.ca/Media-Media/NewsDetail-DetailNouvelles_eng.asp?ID=1390)

14 Equitable Pathways Working Groups and Parallel Paths Working Group (Indigenous), <https://www.ucalgary.ca/equity-diversity-inclusion/edi-research-teaching/dimensions-equity-diversity-and-inclusion-canada>



## Equitable Pathways

*“We cannot treat equity-deserving groups as a monolith, as a one-size-fits-all approach; rather, we must do the difficult, but necessary, work to develop research and data-informed understandings of what is required for us to advance equitable pathways for women, Indigenous peoples, visible/racialized minorities, persons with disabilities and LGBTQ2S+, as well as religious, linguistic and cultural minorities. And we must develop a sophisticated intersectional analysis of their relationship to structures at the university.”*

Dr. Malinda S. Smith, PhD

Vice-Provost and Associate Vice-President Research (EDI) (May 2021)

## Parallel Paths

*“A parallel path for Canadian post-secondary institutions is about coming to learn how to do things differently. It’s about creating respectful, ethical and cultural space to walk side by side with Indigenous people, where all are successfully contributing to a shared journey.”*

Dr. Michael Hart, PhD

Vice-Provost and Associate Vice-President (Indigenous Engagement) (Nov. 19, 2019)

Increasing the diversity of people and ideas enhances our pursuit and achievement of excellence in research and scholarship, teaching and learning, and community engagement. We recognize that the pursuit and achievement of excellence may be impeded by deficit thinking, harmful stereotypes, and attitudes, procedures and practices that limit access to, and success within, our university. The complementarity of equity and excellence is highlighted in UCalgary’s Plan for Equity, Diversity and Inclusion in Research and Teaching Awards (June 2022).<sup>15</sup> The preponderance of research, scholarship and experience highlight how diversity of people, ideas, perspectives and heuristics make us smarter, improve critical thinking, enable the cultivation of a wider range of knowledges and skills,

enhances intercultural insights and capacity, improves problem-solving and decision-making, and fuels creativity and innovation. To advance inclusive excellence, we must proactively identify and mitigate biases and myths that rest on historical discrimination and contemporary stereotypes that see inclusion as a zero-sum game and suggest, wrongly, that an increase in diversity leads to the decline of excellence.

Our commitment is to create a campus community in which talented people from all backgrounds — including those who contribute to a diversity of ideas, perspectives, methodologies, pedagogic practices and ways of knowing — can flourish.

<sup>15</sup> University of Calgary, “Plan for Equity, Diversity and Inclusion in Research and Teaching Awards,” <https://www.ucalgary.ca/equity-diversity-inclusion/strategies-and-policies/awards-edi-plan>



### 1.2.1 DIMENSIONS AND INDIGENOUS PEOPLES

Article 5 of the Dimensions Charter states that, “To contribute to reconciliation, research with, by or impacting Indigenous Peoples must align with the research policies and best practices identified through ongoing engagement with First Nations, Métis and Inuit Peoples and their organizations.”<sup>16</sup> The UCalgary’s Indigenous Strategy, *ii’ taa’poh’to’p*,<sup>17</sup> provides direction on meaningfully engaging with Indigenous peoples and communities on campus and in the wider communities. It is shaped by four visionary circles to help guide transformation: Ways of Knowing, Ways of Doing, Ways of Connecting and Ways of Being. These visionary circles encompass 27 recommendations that reflect 18 months of

development and 2,200 points of contact grounded in extensive community consultation through focus groups, community dialogues and a public online survey. The current work of reconciliation at UCalgary, “in a good way,” entails genuine listening and relationship-building. This unfolds through following parallel paths, a concept where the Indigenous ideas, perspectives and practices are moved forward in parallel with non-Indigenous ideas, perspectives and practices. At UCalgary, this strategy has been prioritized in several ways, advancing ethical research with Indigenous peoples and communities, including through the establishment of the Indigenous Research Support Team (IRST).

<sup>16</sup> Natural Sciences and Engineering Research Council — Dimensions — Charter, [https://www.nserc-crsng.gc.ca/InterAgency-Interorganismes/EDI-EDI/Dimensions-Charter\\_Dimensions-Charte\\_eng.asp](https://www.nserc-crsng.gc.ca/InterAgency-Interorganismes/EDI-EDI/Dimensions-Charter_Dimensions-Charte_eng.asp)

<sup>17</sup> University of Calgary’s Indigenous Strategy, *ii’ taa’poh’to’p*, <https://www.ucalgary.ca/indigenous/about-ii-taapohtop/explore-strategy>

### 1.2.2 OUR FOUNDATIONAL PRINCIPLES

This plan reflects our journey to embed EDI and Indigenous engagement in the research ecosystem, and to create equitable pathways and parallel paths for members of EDGs who continue to be underrepresented and marginalized at many Canadian universities and in the broader community. We use the metaphors of “journey” and “pathways” because they capture our ongoing EDI and Indigenous-engagement work and how we connect the past to the current and future-focused work of our Dimensions EDI pilot. The mapping of this journey requires self-reflection, including evidence of change; motivation for change; gaps and needs; assets; obstacles; and, at the foundation of it all, evidence of leadership and institutional commitment. The work of the Dimension pilot is integral to UCalgary’s decades-long institutional journey towards achieving a more equitable, diverse, inclusive and accessible university that is rooted in community and the city.

This plan for action is guided by key terms previously discussed and two foundational principles. One foundational principle that shaped our work, “nothing about us, without us,” emerged out of the history and lived experiences related to disability rights, racial justice and Indigenous struggles, in which activists and policymakers, alike, insisted that the development of any initiatives concerning members of these communities must include them, and that they must be empowered through representation and voice to shape outcomes at decision-making tables.

*“Nothing about us, without us”: This idea draws from disability, racial justice and Indigenous activism, which insist that any initiative involving EDG group members must be developed by and co-constituted through direct engagement with them.”<sup>18</sup>*

“Nothing about us, without us” required that the voices, distinctive perspectives, and calls for action by the five EDGs were respectfully and accountably layered into individual, structural and intersectional analyses. This iterative work informed the thinking and planning — through feminist, anti-racist, Indigenous knowledge and ways of knowing, disabilities studies, and LGBTQ2S+ perspectives — and led to recommendations for the Action Plan.

Likewise, the principle recognizes that any action must be co-constituted through direct engagement with them. This principle was embedded in our Dimensions EDI practices and interwoven in the work of the EPWGs and PPWG through which we worked to better understand and map the pathways into university roles (students, postdoctoral fellows, faculty, staff and senior leadership) and for each EDG (Indigenous peoples, women, racialized/visible-minority persons, persons with disabilities and LGBTQ2S+). Our work was intentional in using an intersectionality lens to facilitate members of EDGs across university roles, wherever possible.

The *Employment Equity Act* and Dimensions EDI include Indigenous peoples as an EDG. At UCalgary, our engagement with Indigenous peoples follows “parallel paths.” Our approach is rooted in a recognition of First Nations, Métis and Inuit constitutional rights in Canada, the United Nations Declaration on the Rights of Indigenous Peoples,<sup>19</sup> and the intersections and distinctions with respect to Indigenous peoples’ traditional territories, histories, languages and cultures. UCalgary’s Indigenous Strategy *ii’ taa’poh’to’p*,<sup>20</sup> addresses the university’s commitment to reconciliation in alignment with the *Final Report on Truth and Reconciliation (2015)*. In addition, the principles stemming from the Indigenous Strategy, parallel paths and shared ethical space are incorporated into this plan to facilitate the work of Indigenous engagement with Dimensions EDI. This work was deepened by a cross-cutting

18 Pamela Hyde, “UCalgary continues Dimensions EDI activities in preparation for fall award application,” *UToday* (August 5, 2022), <https://ucalgary.ca/news/ucalgary-continues-dimensions-edi-activities-preparation-fall-award-application>

19 Justice Canada. “Implementing the United Nations Declaration on the Rights of Indigenous Peoples Act,” Government of Canada (June 21, 2021), <https://www.justice.gc.ca/eng/declaration/index.html>

20 University of Calgary Indigenous Strategy, *ii’ taa’poh’to’p*, <https://www.ucalgary.ca/indigenous/about-ii-taapohtop/explore-strategy>



Intersectionality Working Group, which brought all the co-chairs of the EPWGs and PPWG together to address various dimensions of intersectionality, including among EDGs, within and across roles, and in relation to structures of power and privilege.

A second foundational principle, “one size does not fit all,” also shaped our work. The concept of one size does not fit all required us to distinguish substantive equality from an equality-as-sameness model. This tenet pushes against and beyond many previous and typically monolithic approaches that can minimize important differences within or between groups. A one-size-does-not-fit-all approach acknowledges the diverse experiences of and within EDGs and at their intersections; therefore, differences, similarities and intersections must all be explored and differently addressed. Our outreach and engagement found institutional support for EDGs has varied, which is evident in institutional investment, infrastructure, data and equity actions taken in relation to each EDG. The recognition of these differences and gaps, and uneven assets for some, is an essential prerequisite to approach self-assessment, as members chart the unique experiences of each EDG related to place, time and institutional cultural contexts.

Too frequently, this principle is mobilized and reduced to a slogan, rather than understood as a basis for how we conduct engagement and effect systemic and transformative change. For us, it eschews the idea and practice of standardized or formulaic approaches to EDI and accessibility.

*“One size does not fit all”: We recognized the importance of this notion, along with eschewing the practice of standardized or formulaic approaches to EDI and accessibility. This repudiation is crucial to designing and co-constituted policy approaches by, with and for members of each EDG.”<sup>21</sup>*

With “nothing about us, without us,” we recognized the need to repudiate the “one size” approach and to insist on policy approaches that are designed and co-constituted by, and with, members of each of the EDGs. Our foundational principles draw upon careful attention to the “language of EDI,”<sup>22</sup> including moving beyond formulaic and checklist understandings of accessibility, equity, diversity, inclusion and inclusive excellence. Consistent with our commitment to the Indigenous Strategy, we commit to parallel paths and creating ethical spaces.



21 Pamela Hyde, “How to create equitable, not identical, pathways to success: Equitable Pathways Working Groups identify barriers faced by our campus community,” *UToday*. (January 19, 2022), <https://ucalgary.ca/news/how-create-equitable-not-identical-pathways-success>

22 Office of Equity, Diversity and Inclusion, “The Language of EDI — Glossary,” <https://www.ucalgary.ca/equity-diversity-inclusion/literacy-and-education/edi-glossary>



## 1.3 DESCRIPTION OF THE ACTION PLAN

### 1.3.1 HOW THE ACTION PLAN WAS DEVELOPED

The aim of Dimensions is to advance research excellence through EDI and Indigenous engagement, and to foster transformational change within the Canadian research community. By participating in the pilot, UCalgary committed to three interrelated actions: first, to conduct a robust self-assessment of the practices, policies and processes of EDI and accessibility across the research ecosystem; second, to assess the status of members of EDGs, including but not limited to, women, racialized/visible-minority persons, persons with disabilities and LGBTQ2S+ persons in the research ecosystem; and, third, to develop an action plan to mitigate any identified barriers and inequities that impede the full participation of these members of the campus community in the research ecosystem.



The Action Plan was co-constituted by the Self-Assessment Team (SAT), building on the bottom-up work of the EPWGs and PPWG through a highly consultative process. The Dimensions Steering Committee was intentionally designed to include representatives of all five EDGs across the various research and institutional roles. UCalgary's new vice-provost (EDI), Dr. Malinda S. Smith, was invited by the provost and the VPR to lead the Dimensions pilot in 2020. The structure was further transformed in 2021 to reflect the principles and corresponding practices of “nothing about us, without us” and “one size does not fit all” with the establishment of the four EPWGs, a PPWG shaped by UCalgary's Indigenous Strategy, a Dimensions EDI Data Working Group and a Language of EDI Working Group. This work deepened to include a new cross-cutting intersectionality working group. Revisions continued to better support the work of Dimensions and its relationship to the broader institutional commitments to EDI and Indigenous engagement.

The Action Plan's goals and priorities were identified and refined by the EPWGs and PPWG. The Executive reported to the vice-president (research) and the provost. Final approval for the application and Action Plan was given by UCalgary's Executive Leadership Team (ELT). Combined with the mapping activities of the EPWGs and the PPWG, as well as previous and new collected and analyzed EDI data, this combination of methods was critical to gathering evidence of previously overlooked or excluded experiences that form this Dimensions EDI Action Plan. Together, they helped us to do three things:

- 1 To understand the structural, institutional and individual barriers faced by EDGs;
- 2 To centre the discussions, from self-assessment to Action Plan, on the intersections of voices, representation, and experiences of each EDG and within and among each group; and
- 3 To capture the intersections and yield action items reflecting the complexity of experiences and the type of equity measures needed for transformation.

This Action Plan's endorsement by the ELT reflects our institution's leadership commitment, motivation and support. It has been co-constituted by UCalgary Dimensions' SAT in collaboration with, and based upon, extensive engagement and input from members of the campus research community — undergraduate students, graduate students, postdoctoral fellows, lecturers, faculty, management and professional staff, support staff, and senior leadership.

This Dimensions EDI Action Plan is intended to complement and fortify our work to embed EDI, accessibility and Indigenous engagement in the research ecosystem and the broader university community. Like prior efforts, including our Canada Research Chairs EDI Action Plan (2019)<sup>23</sup> and, more recently, our EDI in Research and Teaching Awards Plan (2022),<sup>24</sup> this evidence-based action plan is shaped by the imperative to achieve research excellence; ameliorate system inequities that are barriers to this pursuit, including closing equity gaps; and sustain the meaningful participation of underrepresented individuals from the five EDGs in the research ecosystem across UCalgary's campuses and research partnerships. Our Dimensions EDI work and Action Plan are intentionally designed in ways that ladder into the Presidential Task Force on Equity, Diversity, Inclusion and Accessibility: Co-Constituting an Inspiring, Strong, Evidence-Based EDIA Strategy at the University of Calgary,<sup>25</sup> which was launched in October 2022. The actions we identify here are recommendations that will be further reviewed, refined and finalized as part of our larger institutional EDI strategy, action and implementation plan.

23 UCalgary Canada Research Chairs EDI Action Plan (2019), <https://www.ucalgary.ca/equity-diversity-inclusion/edi-research-and-teaching/ucalgary-crc-program-public-accountability-and-transparency>

24 UCalgary EDI in Research and Teaching Awards Plan (2022), <https://www.ucalgary.ca/equity-diversity-inclusion/strategies-and-policies/awards-edi-plan>

25 UCalgary Presidential Task Force on Equity, Diversity, Inclusion and Accessibility, <https://www.ucalgary.ca/equity-diversity-inclusion/presidential-task-force-edia/presidential-task-force-edia>

### 1.3.2 HOW THE PRIORITY OF ACTIONS WAS DETERMINED

Our Dimensions EDI work entailed both an analytical approach and an action-oriented approach. A common tool used by post-secondary institutions to shape strategic directions, including in institutional EDI, is the analytical approach embedded in the strengths, weaknesses, opportunities and threats (SWOT) tool. For Dimensions EDI, we conducted a comprehensive equity gap analytical assessment, as well as pursued an evidence-informed decision-making and action-oriented approach, which are best captured using a strengths, opportunities, aspirations and results (SOAR) tool. One of the downsides of the traditional SWOT analysis is the tendency to look backwards, to focus too heavily on the past or present status of EDI through risks, weaknesses and threats lenses. These concerns should not be underestimated or glossed over. They have implications for understanding the possibilities and limits of systemic change. They require us to reflect on aspirations and goals, actions and timeframes to effect meaningful change.

Throughout our Dimensions pilot, we highlighted the implications of the context in which we were conducting our work, including the well-known disproportionate burdens of this work on EDG members, those who tend to bear the weight of emotional tax,<sup>26</sup> diversity tax,<sup>27</sup> time tax<sup>28</sup> and even a conception of “structural ingratitude”<sup>29</sup> that, on the one hand, may see institutions valuing the outcome of EDI work, while on the other hand under-valuing and even devaluing those who conduct the work.

The priorities were co-constituted by the SAT; the EPWGs on women, racialized/visible-minority persons, persons with disabilities, and LGBTQ2S+ persons; and the PPWG shaped by the institutional Indigenous Strategy. The goals and objectives listed below, therefore, reflect the input of the EPWGs and PPWG, the Intersectionality Working Group. Together, these groups identified both specific and cross-cutting actions to advance and embed EDI in the research ecosystem. The accountabilities for delivering on these goals and objectives are identified for each goal and the corresponding objectives. The timelines will be refined through the prioritization work of the Presidential Task Force on Equity, Diversity, Inclusion and Accessibility (PTF-EDIA).

### 1.3.3 HOW PROGRESS WILL BE MONITORED

The primary responsible units are identified in our mapping of our goals and objectives, as well as our articulation of the role of the SAT after submission. Most important, the priorities, goals and objectives in the areas of the research ecosystem, EDI data, and for each EPWG and PPWG will ladder up into the PTF-EDIA, which was approved through institutional governance to “co-constitute an inspiring, strong, evidence-based EDIA strategy” at UCalgary. Through the Task Force, the Dimensions priorities will be refined and incorporated into the institutional strategic directions along with assessments of accountability for delivery and resourcing, ensuring accountability for our ongoing journey to advance and embed EDI in the research ecosystem and the wider university.

26 Dnika J. Travis and Jennifer Thorpe-Moscow. “Day to Day Experiences of Emotional Tax among women and men of colour in the workplace,” *Catalyst*, February 2019, <https://www.catalyst.org/wp-content/uploads/2019/02/emotionaltax.pdf>; Tara Deschamps, “The ‘emotional tax’ Canadian people of colour carry at work,” *Toronto Star* (July 24, 2019)

27 Chhavi Chauhan, Shaina Lange, Tony Chen. “Reducing the Burden of Diversity Tax: The tax no one talks about,” *The Scholarly Kitchen* (Aug. 8, 2022), <https://scholarlykitchen.sspnet.org/2022/08/08/guest-post-reducing-the-burden-of-diversity-tax-the-tax-no-one-talks-about/>

28 Virginia Gewin. “The time tax put on scientists of colour: The pressure on researchers from ethnic minority groups to participate in campus diversity issues,” *Nature* (June 24, 2020), <https://www.nature.com/articles/d41586-020-01920-6>

29 This concept of “structural ingratitude” is important to reflect upon in relation to “equity work,” which is often not well-understood as high-value labour rather than as values, principles and beliefs. For women, especially, “co-workers and bosses feel entitled to favors from women — or, in fact, that almost everything a woman does at work is considered ‘a favor’ that is off the clock. To put it another way, when a woman takes on a project no one else will, or does something helpful or thoughtful, it’s seen as something she does for fun. When a man does it, it’s seen as real work. The revelation of this structural ingratitude explains a lot.” Heidi Moore, “Little surprise here: women expected to do more at home and at work,” *Guardian* (Nov. 1, 2013), <https://www.theguardian.com/commentisfree/2013/nov/01/women-work-harder-favors-never-counted>



## 1.4 DIMENSIONS ACTION PLAN FOR EDI IN RESEARCH INNOVATION

This co-constituted Dimensions EDI Action Plan represents the years-long work of our Dimensions SAT. It charts a clearly defined course of action to proceed in our work to systematically embed equity, diversity, inclusion, accessibility and Indigenous engagement in the UCalgary research ecosystem and will impact the broader campus community. Underscored by the foundational principles of “nothing about us, without us,” and “one size does not fit all,” it is informed by and responsive to EDI and inclusive excellence in the broader research ecosystem and, particularly, to the distinct experiences of each equity-deserving group and their intersections. This Action Plan offers concrete actions upon which to build and mature in our ongoing work to address barriers and gaps effectively and accountably in our institution in parallel with our *ii’ taa’poh’to’p* journey. “Nothing about us, without us” is a principle by which our work must continue to be guided and grounded as we shift from a commitment to action to a commitment through action to realize inclusive excellence for all members of our research community.

As noted above, our Dimensions EDI goals and objectives in this Action plan are intentionally designed in ways that lead into the PTF-EDIA: Co-Constituting an Inspiring, Strong, Evidence-Based EDIA Strategy at the University of Calgary.<sup>30</sup> The actions we identify here will be further reviewed, refined and finalized as part of our larger institutional EDIA strategy, action and implementation plan.

This Dimensions EDI Action Plan includes five core goals and 16 interrelated and intersectional objectives, the accountable offices, ways of measuring success, and anticipated impacts.

- » **Goal I:** Develop strategies to support and sustain diverse talent and inclusive research excellence at UCalgary.
- » **Goal II:** Create an accessible, equitable and inclusive research environment to enable individual flourishing and institutional research excellence.
- » **Goal III:** Create an equitable and inclusive research environment supported by bias-mitigation policies and processes.
- » **Goal IV:** Consolidate EDI, accessibility and intersectionality in the research ecosystem.
- » **Goal V:** Develop a disaggregated EDI Data in Research Strategy.

<sup>30</sup> Pamela Hyde, “Presidential Task Force on Equity, Diversity, Inclusion and Accessibility launches: Group will lead the co-creation of UCalgary’s first institution-wide EDIA strategy,” *UToday* (Jan. 26, 2023), <https://ucalgary.ca/news/presidential-task-force-equity-diversity-inclusion-and-accessibility-launches>; Presidential Task Force on EDIA, <https://www.ucalgary.ca/equity-diversity-inclusion/presidential-task-force-edia/presidential-task-force-edia>



## 1.4.1 GOAL I

### Develop strategies to support and sustain diverse talent and inclusive research excellence at UCalgary

#### Current state

UCalgary's commitment to an equitable, diverse, inclusive and accessible community in which all who research, study, work and live on campus can excel in their individual and collective academic and research pursuits is reflected in key EDI initiatives. There are several interrelated plans that are designed to advance EDI in the research ecosystem including the Canada Research Chairs EDI Action Plan and the EDI Plan in Research and Teaching Awards. Alongside its commitment to equitable and inclusive hiring that is outlined in Section 6 of the *General Faculties Council Handbook*,<sup>31</sup> UCalgary has also launched the Inclusive Excellence Cluster Hiring Initiative to hire 45 scholars from EDGs across 14 faculties and schools over three years.<sup>32</sup> This is the largest cluster-hiring initiative ever launched in any postsecondary and the only one in Canada to include persons with disabilities. Several initiatives also exist to ensure equitable and inclusive experiences for graduate students (e.g., Indigenous and Black Engineering and Technology), for postdoctoral scholars (e.g., Provost's Postdoctoral Awards for Indigenous and Black Scholars),<sup>33</sup> and for undergraduate students including the Equitable and Inclusive Admissions Process<sup>34</sup> and similar initiatives in the Faculty of Law and Cumming School of Medicine.<sup>35</sup> Individually, and together, these initiatives promote diverse talent in the research ecosystem.

#### Purpose

To recruit, retain and advance outstanding talent and create a research environment in which undergraduate and graduate students, postdoctoral fellows, and associates, staff and faculty can excel in an environment free from bullying, harassment and discrimination.

#### Accountability

There are many offices that are responsible for, and collaborate to initiate and ensure the success of, these strategic initiatives:

- » Office of the Vice-President (Research)
- » Office of the Provost and Vice-President (Academic)
- » Deans
- » Office of the Vice-Provost and Associate Vice-President Research (Equity, Diversity and Inclusion)
- » Office of the Vice-Provost and Associate Vice-President Research (Indigenous Engagement)
- » Office of the Registrar
- » Human Resources
- » Office of General Counsel

31 A commitment to "Equitable and Inclusive Hiring" is outlined in the *GFC Academic Staff Criteria & Processes Handbook*, as approved by the General Faculties Council, May 11, 2023, and effective July 1, 2023, <https://www.ucalgary.ca/hr/sites/default/files/teams/239/gfc-academic-staff-criteria-and-processes-handbook-final-2023.pdf>

32 Inclusive Excellence Cluster Hiring Initiative, Office of Equity, Diversity and Inclusion, <https://www.ucalgary.ca/equity-diversity-inclusion/data-reports/inclusive-excellence-cluster-hiring-initiative>

33 Provost's Postdoctoral Awards for Indigenous and Black Scholars, <https://research.ucalgary.ca/postdocs/funding-opportunities/provosts-postdoctoral-awards-indigenous-and-black-scholars>

34 Initiatives that create equitable pathways and parallel paths and affirm the principle "one size does not fit all" include: Equitable and Inclusive Admissions Process, Office of the Registrar, <https://www.ucalgary.ca/future-students/undergraduate/equitable-inclusive>; Indigenous Admissions Process, <https://www.ucalgary.ca/future-students/undergraduate/indigenous-students/admissions-process>; and First Generation Scholars Program, <https://www.ucalgary.ca/about/ahead-of-tomorrow/first-generation-scholars-program>

35 Examples, Black Students Equitable Admissions Process, Faculty of Law, <https://law.ucalgary.ca/future-students/how-apply-jd-programs/future-black-students>; Black Applicant Admissions Process, Cumming School of Medicine, <https://cumming.ucalgary.ca/mdprogram/future-students/black-applicant-admissions-process>

### Objective 1

Build on and extend equitable and inclusive initiatives and equitable pathways and parallel paths processes that affirm the principle “one size does not fit all” to promote a culture of access, equity and inclusion in research and the wider university ecosystem.

- » Develop tool kits and guides to facilitate the integration of the university’s commitment to equity, diversity, inclusion, accessibility and belonging in all admissions, recruitment and hiring, research roles, and research-innovation initiatives.
- » Develop education and training workshops to support equitable and inclusive admissions and hiring, and equitable pathways initiatives for each EDG across departments, faculties, and administrative units.
- » Encourage enrolment of students, faculty, postdoctoral fellows, and staff in the online courses “The Story of *ii’ taa’poh’to’p*,” and “Beginning the Journey Towards Reconciliation.”<sup>36</sup>
- » Promote Black students flourishing in research and scholarship consistent with the Scarborough Charter.<sup>37</sup>
- » Promote importance of quality disaggregated EDI data for intersectional analysis.
- » Develop an intersectionality tool kit to advance understanding and mitigate specific barriers to access and success in the research ecosystem.
- » Incorporate intersectionality into reporting in the EDI Dashboard and EDI data visualizations on the UCalgary EDI Data Hub.
- » Review with an EDI and intersectionality lens the policies for recruitment and hiring processes for barriers or biases that may impede access to opportunities and success for members of EDGs.

### Objective 3

Develop an equitable and inclusive process to identify, mentor, and support access and success for diverse nominations for prestigious internal and external awards and scholarships.

- » Promote the Declaration on Research Assessment (DORA) framework on research assessment and evaluation, and the work of the UCalgary Research Impact Assessment Working Group.<sup>38</sup>
- » Provide mentorship and proactive outreach and research program-development support for all research faculty, including, but not limited to, underrepresented women, Indigenous peoples, persons with disabilities, racialized/visible-minority persons and LGBTQ2S+ persons.
- » Promote awareness about institutional commitment to diversity and inclusive excellence in nominations with faculty leaders through communication of tools and resources.
- » Promote parallel paths and expand support for Indigenous researchers through the IRST.

### Objective 2

Analyze EDI data and EDI stories to better understand representation, compositional diversity, and the intersectional experiences of researchers and the research environment.

- » Conduct regular (e.g., every two- to three-year) “pulse surveys” and regular equity audits (e.g., every five years) to better understand the experiences, challenges, barriers to opportunity, access, advancement and retention of students, postdoctoral scholars, and faculty researchers and research supports.

<sup>36</sup> The Story of *ii’ taa’poh’to’p*, <https://www.ucalgary.ca/node/306735>, and Learning Overview, Office of Indigenous Engagement, <https://www.ucalgary.ca/indigenous/learning-0>

<sup>37</sup> Scarborough Charter on Anti-Black Racism and Black Inclusion, UCalgary, <https://ucalgary.ca/equity-diversity-inclusion/edi-research-teaching/scarborough-charter-anti-black-racism-and-black-inclusion>

<sup>38</sup> DORA at UCalgary, <https://research.ucalgary.ca/research/our-impact/DORA>

### Measurement strategies

- » Increased representation of women, racialized/visible-minority persons, Indigenous peoples, LGBTQ2S+ persons and persons with disabilities who are nominated and selected for undergraduate and graduate research awards, postdoctoral fellowships, faculty awards and staff participation from year to year.
- » Measure and assess the diversity in research funding (e.g., by EDGs, faculties, disciplines, topics, Tri-Agency funding and internal funding (e.g., Transdisciplinary Connector Grant, New Frontiers in Research Fund).
- » Measure and assess progress for participation numbers of underrepresented persons in nomination for prestigious awards (e.g., Royal Society, Killam).
- » Measure and assess the nomination and success of underrepresented persons in internal and external research chairs (e.g., Canada Research Chairs, UCalgary Research Excellence Chairs).

### Impact

- » Advancement of Inclusive research excellence at UCalgary.
- » Improvements in recruitment, retention and experiences of members of EDGs in research opportunities.
- » Increased diversity/representation amongst EDG group members as postdoctoral fellows, graduate and undergraduate trainees, and individual faculty research teams in obtaining internal and external grants.
- » Increase in numbers of underrepresented persons winning awards, recognition and research chairs.





## 1.4.2 GOAL II

### Create an accessible, equitable and inclusive research environment to enable individual flourishing and institutional research excellence

#### Current state

Institutional excellence requires that all barriers to achievement be ameliorated; that all talent is nurtured and enabled to flourish; and that equitable and inclusive access and supports are available to ensure that everyone can excel in the research ecosystem. An institutional culture of research innovation and excellence acts as the incubator for individual success in the research ecosystem and is enabled and enhanced with wide-ranging and sustainable supports of co-investigators, collaborators, research administrators and facilitators, mentors, sponsors, and institutional leaders, among others. Historically, EDGs often, although not always, navigate the research environments with obstacles and barriers to equitable access, supports and services. Some face limited access to mentorship, sponsorship and networking opportunities. Research suggests EDGs may also face bias, discrimination, and exclusion including, but not limited to, racial bias, gender bias, ableism, affinity bias, stereotypes, unconscious demotions, “concrete ceiling,”<sup>39</sup> “bamboo ceiling,”<sup>40</sup> “canvas ceiling”<sup>41</sup> and micro-aggressions. Members of EDGs may not have access to the social capital that majority groups take for granted.

#### Purpose

To foster a culture of inclusive excellence in research and innovation. This may require culture change to create equitable pathways, parallel paths, and to increase EDI and accessibility across the research ecosystem. Capacity-building is needed to ensure the sustained participation of members of EDGs in all research roles across the research ecosystem. It is necessary to build accountability, periodic reviews and course corrections into our EDI and accessibility frameworks.

#### Accountability

The primary offices responsible for achieving this goal and the following objectives are:

- » Office of the Vice-President (Research)
- » Office of the Vice-Provost and AVP Research (Equity, Diversity and Inclusion)
- » Office of the Vice-Provost and AVP Research (Indigenous Engagement)
- » Deans
- » Faculty of Graduate Studies

39 According to the Catalyst (1999), the concept of the “concrete ceiling” refers to the “Concrete ceiling refers to barriers to career advancement for women of color. Concrete is difficult to break and unable to see through unlike the glass ceiling and that which cannot be seen remain hidden and unattainable”. See: Catalyst. “Women of color in corporate management: Opportunities and barriers,” (July 13, 1999), <https://www.catalyst.org/research/women-of-color-in-corporate-management-opportunities-and-barriers/>; H. Khosroshahi. “The Concrete Ceiling,” Stanford Social Innovation Review” (May. 10, 2021), <https://doi.org/10.48558/7KAE-D993>; Eric Bachman, “The ‘Glass Ceiling’ For Black Corporate Executives Is Really A ‘Concrete Ceiling,’” *Forbes* (December 16, 2021), <https://www.forbes.com/sites/ericbachman/2021/12/16/theglass-ceiling-for-black-corporate-executives-is-really-a-concrete-ceiling/>

40 The concept of the “bamboo ceiling” was coined by Jane Hyun in the book, *Breaking the Bamboo Ceiling: Career Strategies for Asians* (HarperCollins, 2005). Initially the metaphor captured the experiences of barriers and biases faced by Asian Americans in the workplace, including claims framed as a deficit or a cultural “lack” — of leadership potential, communications skills, humour.

41 Lee, E.S., Szkudlarek, B., Nguyen, D.C. and Nardon, L. “Unveiling the Canvas Ceiling: A Multidisciplinary Literature Review of Refugee Employment and Workforce Integration.” *International Journal of Management Reviews*, 22 (2020): 193-216. <https://doi.org/10.1111/ijmr.12222>

#### Objective 4

Develop a Community of Practice Network of EDI in Research with representatives from across the institution.

- » Co-constitute the UCalgary Model of EDI in Research.
- » Gather individuals supporting EDI and accessibility in research across institutional units to learn together and share UCalgary-specific better practices to support EDI in research.
- » Create sessions on EDI and accessibility in research for the associate deans research, research facilitators and faculty research leads.
- » Increase intercultural capacity by developing educational opportunities for members of the campus community.

#### Objective 5

Provide Dimensions EDI support for parallel paths the implementation of the Indigenous Strategy and the Indigenous Engagement team's work to develop parallel paths and ethical spaces.

- » Expand the representation of First Nations, Métis and Inuit among all research roles.
- » Expand support for Indigenous researchers through the establishment of the Indigenous Research Support Team (IRST).
- » Create Indigenous parallel path postgraduate, graduate and undergraduate research support consistent with *ii' taa'poh'to'p*.
- » Set up Elder, student and scholar advisory circles.

#### Objective 6

Establish and support affinity groups and other wraparound supports to create inclusive spaces with students, postdoctoral scholars, faculty and staff groups.

- » Create undergraduate, graduate student, faculty and staff affinity groups, including for members of EDGs.
- » Create Equitable and Inclusive Leadership interns and Pluralism Leadership interns.
- » Develop peer-to-peer mentorship programs for research faculty belonging to EDGs.
- » Collaborate with faculties and departments to create affinity groups for women in science, technology, engineering and mathematics (STEM) disciplines.

#### Objective 7

To advance and embed EDI in the research ecosystem and for all research roles, including undergraduate, graduate and postdoctoral research trainees.

- » Build EDI, accessibility and culturally inclusive training into recruitment, hiring, onboarding and orientation of research faculty.
- » Require EDI training for administrators and leaders in roles supporting research trainees and early career researchers.
- » Ensure training includes mitigating barriers for specific EDGs in the admissions, graduate and postdoctoral research and studies experiences, and mentorship/sponsorship processes.
- » Conduct workshops specific to LGBTQ2S+ inclusion that go beyond the basics; these can be run in partnership with relevant community organizations.

#### Objective 8

To ameliorate academic ableism in the research ecosystem by expanding EDI, disability and accessibility literacy, education, and training.

- » Create a more-inclusive research environment for researchers with diverse disabilities through proactive strategies that recognize responsibility lies with the institution to create a more accessible, anti-ableist, and inclusive research and learning environment.
- » Raise awareness and educate about diverse abilities and accessibility needs, including implication for research and scholarship.
- » Develop an Accessibility in Research Tool Kit for the research community.
- » Develop an institutional Disabilities and Accessibility Guide.

### Measurement strategies

- » Develop tool and metrics to identify and increase overall research applications, grants, award nominations and success.
- » Researcher key performance indicators (KPIs): Increase in number and diversity of participants in EDI and Indigenous educational opportunities.
- » Develop Tool and metrics to identify and increase in number and diversity of trainees participating in postdoctoral, graduate, and undergraduate research opportunities, inclusive of persons with disabilities.
- » Develop key metrics for researcher use of EDI resources/tool kits.

### Impact

- » Inclusive excellence in research innovation.
- » Culture of research excellence requires embedding building EDI in research capacity.
- » Improved mentorship and sponsorship of EDGs in research.





### 1.4.3 GOAL III

## Create an equitable and inclusive research environment supported by bias-mitigation policies and processes

#### Current state

UCalgary recognizes that to advance and embed EDI and accessibility in the research ecosystem and wider university over the long term, culture change is needed alongside proactive measures to combat discrimination and mitigate implicit biases. Inequities caused by bias prevent in the research enterprise impacts institutional excellence and prevents researchers from EDGs from reaching their full potential and achieving inclusive excellence.

#### Purpose

To increase EDI and accessibility education, training and bias-mitigation across the research ecosystem and foster institutional and cultural change. To ensure the sustained participation of EDGs in the research ecosystem. To build accountability, regular reviews and course corrections into our frameworks.

#### Accountability

The primary offices responsible for achieving this goal and the following objectives are:

- » Office of the Vice-President (Research)
- » Office of the Vice-Provost and AVP Research (Equity, Diversity and Inclusion)
- » Office of the Vice-Provost and AVP Research (Indigenous Engagement)
- » Office of Protected Disclosure and Research Integrity
- » Taylor Institute for Teaching and Learning
- » Human Resources

#### Objective 9

Review internal grant-funding programs across the university and, where missing, integrate EDI and accessibility strategies to mitigate barriers to access and success, inclusive of underrepresented EDGs.

- » Evaluate all internal grant programs and opportunities for barriers and biases to EDI and accessibility.
- » Where available, analyze trends in demographic diversity data including by faculty and department.
- » Develop promising and best-practices resources for research support staff.

#### Objective 10

Develop a promising and best-practices guide for disabilities and accessibility in research.

- » Develop strategies to address barriers during the planning phases of labs and other research spaces.
- » Communicate widely the university's accessibility commitments.
- » Communicate widely the OEDI's workshops on disability and accessibility and willingness to work with researchers with disabilities.

### Measurement strategies

- » EDI and EDG education and bias-mitigation workshop attendance.
- » Accessible guides, tool kits, and resources to promote access, accessibility and inclusion.
- » University initiatives to increase accessibility (e.g., spaces).
- » Research chairs and grants focused on disabilities and accessibility.

### Impact

- » Increased awareness and literacy on disabilities and accessibility issues.
- » Greater visibility of persons with disabilities as awardees for internal and external grants.
- » Greater access to opportunities for research trainees who are students or postdoctoral scholars with disabilities.



## 1.4.4 GOAL IV

### Consolidate EDI, accessibility and intersectionality in the research ecosystem

#### Current state

UCalgary is on a journey to shift from key foundational and core EDI initiatives to an institution-wide strategy, action and implementation plan. Since the adoption of the February 1989 *Employment Equity Policy*, significant work has been undertaken at UCalgary to advance employment equity, equitable and inclusive hiring, and a wider institutional commitment to EDI and accessibility. This earlier work occurred in the absence of an institutional EDI strategy, action and implementation plan but, during Dimensions EDI engagement, plans were already underway to obtain governance approval for the development of such a plan. Governance approval included the ELT, General Faculties Council (GFC) and the Board of Governors.<sup>42</sup> Consolidation means reconciling disparate existing plans into the institutional strategic direction. The work of Dimensions EDI ladders up into and will be consolidated in the work of the PTF-EDIA. The Dimensions SAT, through each EPWGs and PPWG, developed research-specific priority action items amongst the many demands for EDI across the institution. A consolidated process is needed to support EDI in research innovation and the wider institutional ecosystem. This consolidation will be further developed through the PTF-EDIA.

#### Purpose

The interrelated purpose of this goal is to identify and foreground the historical and contemporary structural, cultural and interpersonal obstacles, barriers and biases that impede EDI, accessibility, belonging and research excellence; second, to gather EDI data and evidence reflecting diversity in representation and researcher-centred experiences, particularly those of EDGs (e.g., admissions, hiring, appointments, career progression, engagement, awards and recognition, funding, and opportunities); and, third, to draw on EDI research, experience and best practices to inform the development and/or revision of policies and procedures to increase diversity, research excellence, innovation and impact.

#### Accountability

The primary offices responsible for achieving this goal and the following objectives are:

- » Office of the Provost and Vice-President (Academic)
- » Office of the Vice-President (Research)
- » Deans
- » Office of the Vice-Provost and AVP Research (Equity, Diversity and Inclusion)
- » Office of the Vice-Provost and AVP Research (Indigenous Engagement)
- » Human Resources

<sup>42</sup> Pamela Hyde, “Presidential Task Force on EDIA launches: Group will lead the co-creation of UCalgary’s first Institution-wide EDIA strategy,” *UToday* (Jan. 26, 2023), <https://ucalgary.ca/news/presidential-task-force-equity-diversity-inclusion-and-accessibility-launches>



### Objective 11

Build on the Canada Research Chairs (CRC) EDI Action Plan approved by GFC, the EDI Plan for Research and Teaching Awards approved by Deans' Council, and the Research and Innovation Plan of *Ahead of Tomorrow: University of Calgary's 2023-2030 Strategic Plan*,<sup>43</sup> to develop the UCalgary Model of EDI in Research and Innovation. Good relations and meaningful and sustainable engagement with research community members from across the institution will bring proactive attention to including representation of those from historically underrepresented groups who identify as members of EDGs. This includes:

- » Better understanding the diversity of the UCalgary research community, research networks, chairs, international and national award winners, and funding recipients, and building inclusive networks of faculty, staff, postdoctoral scholars, graduate students and undergraduate students, being intentionally inclusive of members of EDGs.
- » Ensuring data-informed and evidence-based decision-making collects disaggregated EDI data and conducts intersectional analysis specific to the UCalgary research ecosystem and includes diverse campus teams in initiatives for EDI data collection in research.
- » Co-constituting with researchers that are inclusive of EDGs an inclusive engagement and effective outreach communications plan.
- » Proactively engaging and ensuring equitable inclusion from members of the campus research community, ensuring diverse, representative and intersectional voices.

### Objective 12

Operationalize the EDI in Research and Teaching Award Plan approved by Deans' Council to complement commitments of the institutional Research Innovation Plan for *Ahead of Tomorrow: University of Calgary's 2023-2030 Strategic Plan*, and the PTF-EDIA strategy, action and implementation plan. The analysis and report will include:

- » Intentional inclusion of all roles and research trainees (undergraduate and graduate students, postdoctoral scholars, faculty, staff, senior leaders).
- » Intersectional analysis of demographic diversity data (quantitative) and experiences (qualitative, storytelling) of specific roles and EDGs.
- » Examine ethical pathways and career trajectory for research staff who are often invisible, but indispensable.
- » Engage in meaningful community engagement with the research community of what's needed using surveys, focus groups, roundtables and interviews.

### Objective 13

Establish an institutional initiative to define and advance intersectionality in the research ecosystem and to integrate intersectionality into research innovation, assessment, practices and impact.

- » Create research funds, scholarships and a recognition award dedicated to intersectionality research. By developing funding support, UCalgary researchers will have the opportunity to be at the forefront of the field.
- » Identify existing undergraduate and graduate students, postdoctoral scholars and faculty researchers and facilitate the creation of a transdisciplinary intersectionality research network.
- » Incorporate existing UCalgary commitments to combat all forms of racism, including, but not limited to, antisemitism, anti-Asian racism, anti-Black racism, anti-Indigenous racism and Islamophobia.
- » Enhanced disaggregated EDI data collection and intersectional analysis are necessary for data-informed and evidence-based decision-making in the research ecosystem. There is a need to develop disaggregated EDI data strategies that are contextual to UCalgary, and Alberta and the unique intersectional issues faced by EDGs in Canadian higher education.

<sup>43</sup> *Ahead of Tomorrow: University of Calgary's 2023-2030 Strategic Plan*, <https://www.ucalgary.ca/about/ahead-of-tomorrow>

### Measurement strategies

- » Develop metrics to Increase number and diversity of individuals participating in the research process (undergraduate and graduate students, postdoctoral scholars, faculty, and staff).
- » Develop metrics to increase diversity/representation of units (departments, faculties, administrative) engaged.
- » Define and develop metrics on diversity of research fields/areas engaged, diversity of research chairs and award-recipients.
- » Approval by institutional approval of the EDI strategic commitments to implementation from unit leaders.
- » Dedicated budget for implementation, and annual monitoring and reporting of implemented activities.

### Impact

- » Increase in grant funding overall and for members of EDGs due to additional support and needs met.
- » Continuous improvement of Dimensions, CRC and other survey responses from EDGs.
- » Analyze and extract lessons learned from 2022 Pulse Survey.
- » Continuous improvement of CRC experiences based on EDI Survey responses.
- » Increased demographic diversity and inclusion of EDGs in research.



## 1.4.5 GOAL V

### Develop a disaggregated EDI Data in Research Strategy

#### Current state

The support for best practices in institutional EDI data collection continues to evolve as UCalgary improves standards. UCalgary is committed to best practices in EDI data collection and to maintaining high EDI data-collection standards shaped by confidentiality, privacy, security, storage and clear uses. Led by OEDI and the Office of Legal Services (OLS), efforts are underway to strengthen institutional standards and disaggregated data collection and intersectional analysis. The need for disaggregated data and intersectional analyses was highlighted by each EPWG and PPWG. Unavailable disaggregated data meant the work of the SAT could not include an intersectional analysis (e.g., Indigenous women, men with disabilities) to inform recommendations for strategies that address representation and the unique needs of specific research roles including for members of underrepresented EDGs. There is need for education and understanding of the potential collection, analysis and uses of demographic diversity data, supported by institutional standards, policies and best practices. The ongoing work with OEDI and Legal Services will continue to improve practices.

#### Purpose

There are several interrelated purposes of an EDI in research data collection strategy: first, to understand EDIA gaps at the UCalgary; second, to improve EDI and accessibility, and foster cultural change across the research ecosystem; and third, to ensure the equitable inclusion and sustained participation of all researchers, particularly underrepresented members of EDGs in the research ecosystem; and to build accountability, periodic review, and course correction into our frameworks.

#### Accountability

The primary offices responsible for achieving this goal and the following objectives are:

- » Office of the Vice-Provost and AVP Research (Equity, Diversity and Inclusion)
- » Legal Services, Office of General Counsel
- » Research Services Office
- » Office of Institutional Analysis
- » Human Resources

#### Objective 14

EDI data reporting, internal and external publishing, and metrics in the research ecosystem must be developed and follow best practices. UCalgary's new institutional EDI Data Collection Operating Standard, developed by OEDI and OLS, will strengthen this ongoing work. This operating standard will ensure consistency in the institution-wide collection and use of EDI data, including the monitoring of progress on demographic diversity in the research ecosystem. Such efforts will further provide evidence-informed decision-making in the development of actionable strategies to advance and embed EDI in the research ecosystem and wider university.

- » Develop an EDI data report card on EDI and accessibility in the research ecosystem.
- » Develop and report on EDI data in research in the EDI Dashboard.
- » Develop tool kits to enhance best-practice uses of EDI in the research ecosystem.
- » Incorporate intersectionality into reporting in the EDI Dashboard and data visualizations in UCalgary's EDI Data Hub.
- » Identify enabling processes for operational effectiveness of EDI data reporting.



### Objective 15

Build EDI in research literacy, education and training in alignment with “nothing about us, without us.”

The following actions will support this objective:

- » Develop EDI education, literacy and data workshops, and training.
- » Develop mentorship and sponsorship programs for all researchers and for EDG in the research ecosystem.
- » Develop resources and supports to help the campus community effectively embed EDI in research.
- » Promote Freedom of Information and Protection of Privacy (FOIP) workshops and awareness of privacy and confidentiality considerations related to disaggregated EDI data in research.

### Objective 16

As part of its commitment to EDI, UCalgary will continue to monitor factors such as pay equity among researchers, research chairs, and for members of equity deserving groups. The Royal Commission on Equality in Employment identified four factors that are statistical indicators of systemic inequity: occupational segregation, participation rates, unemployment rates and income levels.<sup>44</sup> Several factors shape efforts to monitor and close wage gaps in the research ecosystem, including seniority, productivity, bias-mitigation and anti-discrimination. These current approaches support the objective:

- » UCalgary Salary Anomalies Advisory Committee (SAAC) through Human Resources.
- » UCalgary participation in the U15 EDI Working Group and Statistics Canada UCASS Modernization Project.
- » Institutional compliance with equitable and inclusive standards developed by the Canada Research Chairs Program and other Tri-Agency initiatives.
- » Monitor and maintain best practices for postdoctoral fellows and associates, and for graduate and undergraduate research trainees.

### Measurement strategies

Most of the existing strategies for pay equity are to combat the gender wage gaps, rather than all EDGs (racialized/visible-minority persons, Indigenous peoples, persons with disabilities and LGBTQ2S+). Several strategies can work to ameliorate pay inequities:

- » Committing to a transparent and equitable and fair compensation system.
- » Ameliorating negotiation bias.
- » Conducting regular pay equity audits and monitoring the spread between the highest-paid and lowest-paid colleagues.
- » Developing pay equity tools.
- » Using a structured approach to pay equity (e.g., tackling pay gap by department, faculties).

### Impact

- » Accountability measures that are transparent to the entire UCalgary community.
- » Trust-building at UCalgary that will enhance inclusive excellence and cultivate an institutional culture of research excellence and make the institution an employer of choice.

<sup>44</sup> Royal Commission on Equality in Employment (Judge Rosalie Silberman Abella, Chair). Ottawa: Canadian Government Publishing Centre, <https://publications.gc.ca/site/eng/471737/publication.html>. Also: “A Transformative Framework to Achieve and Sustain Employment Equity: Report of the Employment Equity Act Review Task Force” (Professor Adelle Blackett, FRSC, Ad E, Task Force Chair). Ottawa: Employment and Social Development Canada, 2023, <https://www.canada.ca/en/employment-social-development/corporate/portfolio/labour/programs/employment-equity/reports/act-review-task-force.html>

## CONCLUSION

The work of Dimensions EDI Action Plan builds on, extends and complements institutional, faculty-and department-level, and various administrative units' efforts to embed and advance EDI, accessibility and intersectionality. The design and work intentionally disrupted a one-size-fits-all approach. The approach consciously examines pathways into, and within, the existing research ecosystem for each EDG, as well as at their intersections. It builds on research, data, storytelling about lived experiences and the challenges of doing the work, which varied by each EDG, with some groups facing multiple and compounding challenges. Engagement and disaggregated EDI data analyses enriched evidence-based decision-making. Moreover, the work was research-informed and reflected the lived experiences of members of the campus community within and across research roles — undergraduate students, graduate students, postdoctoral fellows, lecturers, staff, professors and senior leadership — and throughout the research ecosystem more broadly.





The foundational principles are reflected in the actions. A “nothing about us, without us” and “one size does not fit all” approach acknowledges that experiences of and within EDGs, and at their intersections, are diverse; therefore, they must be differently explored and differently addressed. To date, UCalgary’s support of EDGs has been uneven with respect to institutional investment, infrastructure, data and action taken to effect change. Additionally, whether and how campus community and EDG members feel safe, welcome, and able to engage in Dimensions work varies, based on persistent barriers to access. The recognition of these differences and gaps, and uneven assets for some, is an essential prerequisite to approach self-assessment.

A one-size-does-not-fit-all perspective was most suited to our purpose, as we pursued the ambitious agenda to understand each EDG and chart equitable pathways and parallel paths. Engagement was responsive to the considerable and weighty impacts

on those doing this work of major episodes of violence or harm towards EDGs occurring locally, nationally and internationally. Unquestionably, the emotionally taxing and vulnerable nature of this work can affect EDG members. As an intentional practice, this aspect thus became part of the ongoing self-reflections in working groups’ conversations.

We have learned through self-reflection, engagement and experience that, for all to flourish, a healthy research ecosystem must be grounded in a deep understanding of human rights, human dignity, substantive equality, and a sense of belonging and trust. Our goals call for action to effect institutional and cultural change. These initiatives all fit together and reflect institutional motivation and commitment to advance EDI in the research ecosystem and the broader university. These actions will be consolidated through the PTF-EDIA and will be integral to our UCalgary Model of EDI in the research ecosystem.





## UCalgary Contacts

### **Dimensions Equity, Diversity and Inclusion**

[ucalgary.ca/equity-diversity-inclusion/edi-research-teaching/dimensions-equity-diversity-and-inclusion-canada](https://ucalgary.ca/equity-diversity-inclusion/edi-research-teaching/dimensions-equity-diversity-and-inclusion-canada)

### **Office of the Vice-President (Research) (OVPR)**

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### **Office of the Vice-Provost and Associate Vice-President Research (Equity, Diversity and Inclusion)**

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### **Office of Equity, Diversity and Inclusion (OEDI)**

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### **Faculty Equity, Diversity and Inclusion (FEDI) Leads**

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### **EDI Committees and Networks**

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### **Office of Protected Disclosure and Research Integrity (OPDRI)**

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