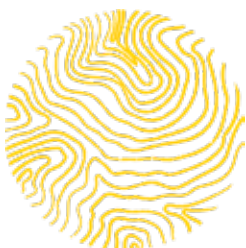
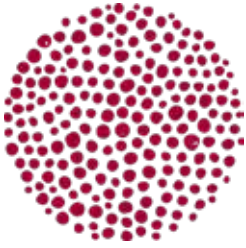




UNIVERSITY OF  
CALGARY



# Equity, Diversity, Inclusion, And Accessibility: Trends And Practices Across U15 Institutions

January 2025

An environmental scan prepared at the  
Taylor Institute for Teaching and Learning by:

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# Equity, Diversity, Inclusion, And Accessibility: Trends And Practices Across U15 Institutions

UNIVERSITY OF CALGARY | Taylor Institute for Teaching and Learning

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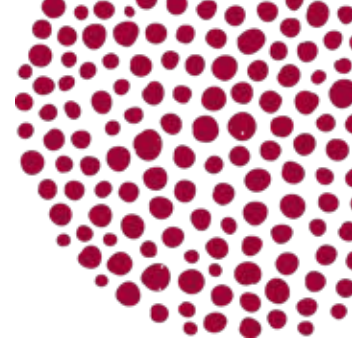
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# Introduction

This environmental scan provides a snapshot of best practices pertaining to Equity, Diversity, Inclusion and Accessibility (EDIA) across Canadian U15 Institutions. In exploring the landscape, key areas of focus included: Faculty and Mentorship, Admission policies, Hiring and Retention Practices, Curriculum, Funding, and Professional Development to name a few.

## Contextual Background

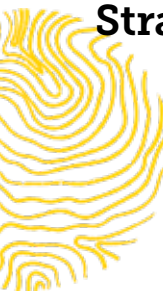
EDIA has gained significant momentum across Canadian Institutions in the past few years. Many universities have created specific roles and positions to advance the work of EDIA within faculties and at the leadership levels. Institutions have also heavily emphasized in making EDIA a key institutional priority with many universities developing and implementing an EDIA Strategy.

Similar approaches have been taken at the University of Calgary. Faculties seek to incorporate EDIA meaningfully at all levels, including their teaching cultures, curriculum, and classroom environment. This environmental scan provides a broad overview of current trends and practices pertaining to EDIA within campuses across Canada and institutions' strategic envisioning of its growth over the next few years.

*Note: The practices discussed in this scan are current as of September 2024.*


# Overview

## Strategic Planning and Leadership




U15 universities have developed comprehensive strategic plans to advance EDIA, often led by senior leadership such as Vice-Provosts or Associate Vice-Presidents. For instance, the University of Alberta launched its four-year Strategic Plan for Equity, Diversity, and Inclusivity in 2019 (p.28). Institutions like the University of Calgary (p.12) and the University of Manitoba (p.32) have also established task forces, such as the Presidential Task Force on EDIA (PTF-EDIA), to drive strategic initiatives and outline key objectives, strategies, and actions for fostering inclusive campuses. Policies are continually being developed and updated to align with evolving EDIA standards, including introducing new anti-racism, equity, and inclusion policies and refining existing ones to better meet the strategic plan goals.

## Hiring Practices



Equitable hiring practices are a priority for increasing the representation of marginalized groups. Initiatives such as McMaster University's Strategic Excellence and Equity in Recruitment and Retention (STEERR) (p.4) and UBC's Employment Equity Survey (p.20) exemplify these efforts. Universities are adopting measures like setting diversity targets, offering unconscious bias training for hiring committees, and actively recruiting underrepresented candidates. McGill University, for example, focuses on recruiting and retaining faculty from underrepresented groups, with specific targets for Indigenous, Black, and disabled individuals (p.40).

## Admissions and Student Support



Admissions policies are periodically reviewed to better support underrepresented learners through targeted financial aid and support programs. Examples include UBC's Beyond Tomorrow Scholars program (p.20) and Dalhousie's funding model for Indigenous and African Nova Scotian students (p.16). Some universities, like Queen's University with its Pathways to Education program (p.8), are integrating EDIA principles into their admissions processes to attract and admit students from diverse backgrounds. These efforts often involve holistic reviews that consider applicants' experiences and perspectives. However, EDIA criteria are not always clearly outlined on most university websites.



## Curriculum Development

U15 institutions are embedding EDIA (Equity, Diversity, Inclusion, and Accessibility) principles into their curricula by creating courses with EDIA-focused learning outcomes and updating existing programs. For example, McMaster University (p.4) and the University of Toronto (p.24) emphasize inclusivity in course design. This includes integrating diverse perspectives, culturally relevant materials, and inclusive teaching approaches across disciplines. The University of Saskatchewan's Indigenous Voices program (p.36) illustrates this approach, fostering culturally responsive teaching and deeper understanding.



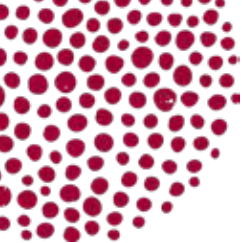
## Professional Development and Education

Professional development initiatives are increasingly prioritizing EDIA for staff and faculty. Programs such as the University of Calgary's Courageous Conversations (p.12) and the University of Toronto's Connections and Conversations (p.24) exemplify this commitment. U15 universities, like Dalhousie, are also developing mentorship programs specifically for equity-deserving groups (p.16). To retain and support diverse faculty and staff, many institutions are implementing robust professional development opportunities, mentorship programs, and workplace policies designed to foster inclusivity. Workshops and mandatory EDIA training, which often address unconscious bias, inclusive teaching practices, and anti-racism, are a cornerstone of these efforts.



## Community Engagement and Outreach

Many universities are strengthening ties with diverse communities to enhance recruitment and foster inclusivity. Outreach initiatives, such as the University of Alberta's programs for underrepresented students and individuals with disabilities, exemplify this effort (p.28). The University of Toronto's Access and Equity Recruitment role focuses on engaging Black, Indigenous, and other marginalized groups (p.24). The Université de Montréal supports underrepresented groups through programs offering mentoring, counseling, and peer support, along with its Brave the Way campaign to enhance diversity and the student experience (P.60). Institutions also provide targeted scholarships and financial aid, such as the University of Waterloo's Indigenous student support and its Waterloo Indigenous Student Centre, which offers cultural and social resources (p.48).



# McMaster University

## Overview (State of EDIA)

McMaster University's Equity and Inclusion Office (EIO) is committed to fostering a campus culture that values equity, diversity, and inclusion. The office collaborates with campus and community partners to address systemic issues, provides education and training, and supports fair resolution of incidents like harassment and discrimination.

The "Towards Inclusive Excellence" report outlines McMaster University's Equity, Diversity, and Inclusion (EDI) Strategy, which was developed after appointing an Associate Vice-President Equity and Inclusion (AVPEI) in April 2018 and launched in June 2019. The strategy focuses on six objectives to promote EDI across the institution, overseen by a diverse EDI Strategy Steering Committee.

The President's Advisory Committee on Building an Inclusive Community (PACBIC) identifies issues related to equity-deserving communities and advises the university president accordingly. PACBIC's Working Groups include disability, indigenous communities, and racial equity.

## Admissions

The "Towards Inclusive Excellence" report outlines plans to review admissions policies through an Equity, Diversity, and Inclusion (EDI) lens to support underrepresented learners' access and success.

McMaster University launched a Student Census and Experience Survey to gather comprehensive data on historically marginalized student groups, such as indigenous, racialized, female STEM students, students with disabilities, and marginalized groups. This data informs decisions regarding educational access, success, recruitment, and retention. The university invested in additional staffing to support its Access Strategy Program and offers financial awards specifically for Indigenous, Black, and students in extended society care. New accessibility and accommodation resources have been developed by the Equity and Inclusion Office.



## Hiring

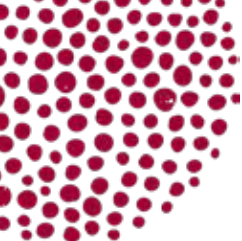
The EDI Office at McMaster University embraces an inclusive excellence framework that addresses unequal access and opportunities within academia, challenging the myth of meritocracy.

The university launched the Strategic Excellence and Equity in Recruitment and Retention (STEERR) initiative to advance EDI in faculty recruitment and retention. This includes initiatives like the Accelerated Cohort Hiring of Black Faculty and a review of tenure and promotion policies. Objectives of the Strategic Faculty Hiring Implementation Team include enhancing EDI training and resources for instructors, improving tenure and promotion policies, evaluating career progression policies, and exploring strategic hiring models such as cluster hiring and accelerated diversity hiring, including targeted recruitment of Indigenous faculty and staff.

## Curriculum

The “Towards Inclusive Excellence” report refers to the inclusion of courses with EDI-related Learning Outcomes and academic programs integrating EDI into the curriculum.

The Institutional Priorities and Strategies Framework 2021-24 refers to improving the inclusivity of curriculum and scholarship. The objectives include applying an EDI lens to teaching and learning activities to ensure that diverse perspectives and ways of knowing are respected and valued. The assessment metrics address EDI in curriculum design, the proportion of courses that have critical social inquiry/practice learning outcomes related to EDI, and the enrollment of students in these courses.



## Funding

The “Towards Inclusive Excellence” report stresses strengthening the capacity to meet Tri-agency and other research funding EDI requirements.

The university offers an Inclusive Teaching Guide and funding resources to support African and African Diaspora Studies, along with EDI research capacity building. The EDI Research Capacity Implementation Team is assisting in the development of a resource guide to foster inclusive excellence in the research ecosystem, in addition to a Tri-agency-funded project aimed at improving the search and appointment processes of the Canada Research Chairs Program (CRCP).

## Professional Development

The Equity and Inclusion Office (EIO) at McMaster University offers an Inclusion and Anti-Racism Education Program providing education and support on race, equity, inclusion, and human rights.

Professional development includes educational workshops, discussion groups, consultations, advocacy, and lunch-and-learn sessions. The university also has an Accessibility Program. It builds deliberate and strategic partnerships with faculty, staff, and students to create and maintain a culture of inclusion. Professional development, particularly on equitable and anti-racist leadership, is an immediate priority, with long-term goals including the integration of EDI into collective agreements and leadership work.

## Faculty and Mentorship

The “Towards Inclusive Excellence” report highlights plans to expand mentorship opportunities for equity-deserving faculty, including leadership of the “Black Student Mentorship Program” by the African and Caribbean Faculty Association of McMaster.

For faculty and staff, the focus is on enhancing and promoting EDI training and resources, improving leadership activities, and creating new programs to support early-career faculty from equity-deserving groups. Additionally, the university has implemented an Employment Equity Program to train and coordinate faculty and staff hiring managers in advancing employment equity within their areas.

## More...

McMaster University has outlined six objectives in its Action Plan to promote Equity, Diversity, and Inclusion across campus.

These objectives include (1) enhancing community understanding of inclusive excellence, (2) improving data-informed decision-making, (3) fostering interdisciplinary approaches in curricula and scholarship, (4) developing inclusive leadership, (5) engaging with equity-deserving groups, and (6) improving recruitment and retention of diverse employees. To achieve these goals, the university has established eight Implementation Teams focusing on various strategic actions, such as assessment and evaluation, research capacity-building, inclusive teaching and learning, and leadership development.



# Queen's University

## Overview (State of EDIA)

EDIA services are managed by the Human Rights and Equity Office (HREO) at Queen's University, aiming to foster an inclusive community. Despite efforts, disparities persist in Employment Equity representation, notably among visible minorities and persons with disabilities in professional roles. To address this, the HREO has appointed an Inclusion and Anti-Racism Advisor.

The University Council on Anti-Racism and Equity (UCARE) oversees campus-wide initiatives to combat racism and promote diversity and inclusion. The Queen's Coalition against Racial and Ethnic Discrimination (QCRED) works to eliminate discrimination, prioritizing the well-being of marginalized groups. The Principal's Implementation Committee on Racism, Diversity, and Inclusion (PICRDI) offers recommendations to foster a welcoming and respectful campus environment.

## Admissions

Queen's University offers an alternative admission pathway for first-generation candidates, including those from Pathways to Education, Crown Wards, and the Boys and Girls Club Raising the Grade program, allowing them to apply for full-time undergraduate programs.

To enhance inclusivity, Student Affairs has established the position of the Student Inclusion and Engagement Coordinator to conduct a student experience survey and foster a more inclusive campus culture. Furthermore, the university provides programs to promote a sense of belonging among accepted first-generation and equity-deserving students. For instance, the Equity Ambassadors program offers paid positions to upper-year students who share their experiences and connect with prospective students from similar backgrounds. Additionally, the Queen's Peer Connections (QPC) program, a collaboration between QCRED and Queen's Health, Counseling, and Disability Services, pairs self-identified racial and cultural minority students with upper-year mentors to ease their transition to university life.

## Hiring

The Employment Equity Policy was reviewed and approved by the University Council on Anti-Racism and Equity (UCARE) Sub-council in November 2021. The university's recruitment plan for Equity, Diversity, and Inclusion (EDI) encompasses various initiatives.

The plan includes developing employment equity plans for administrative units, implementing a Recruitment Bootcamp with an equity focus, and enhancing the self-identification process and tracking system. To support inclusive recruitment practices, HR and HREO have developed a list of suggested EDI Interview Questions, available on the Queen's HR intranet. The Faculty of Arts and Science has expanded its Black Studies program by welcoming seven new faculty members. Retention strategies include establishing an advisory group for BIPOC faculty recruitment and retention, incorporating Diversity and Equity Assessment and Planning (DEAP) requirements, and initiating a speaker series for BIPOC Queen's Mentoring and Peer Group (QMPG) members.

## Curriculum

The Centre for Teaching and Learning (CTL) at Queen's University offers resources to faculty and staff for creating inclusive classrooms and decolonizing the curriculum.

The Transforming Teaching Toolkit serves as a comprehensive resource hub for course design and teaching practices, covering inclusive pedagogies, decolonization, accessibility, Indigenous pedagogies, and social presence for both in-person and remote teaching. "Each One, Teach One" is a bi-weekly event at the Four Directions Centre, providing a supportive space for historically marginalized ethnic groups to share their perspectives. The Faculty of Education's Equity, Diversity, Inclusion, and Decolonization (EDID) committee supports students and develops resources to foster inclusivity in learning and work environments. They are currently developing an interactive web page for Anti-Racism/Anti-Oppression Teaching Resources.



## Funding

Racialized and first-generation students at Queen's University have access to financial support through various awards aimed at supporting these communities.

Additionally, Queen's University has established an Access and Inclusion team for Undergraduate Admission and Recruitment. The team has introduced new initiatives such as the Commitment Scholars Award, providing \$48,000 annually to 10 eligible students demonstrating leadership in racial and social justice, and the Commitment Bursary program, which disbursed \$935,000 to over 300 incoming students in Fall 2021. These initiatives complement the existing Promise Scholars program, which supports first-generation students from the local community.

## Professional Development

The Employment Equity Plan 2022-2023 outlined initiatives to foster diversity and inclusion at the institution.

These included developing online modules on anti-racism and microaggressions, reviewing diversity and inclusion competencies, and integrating diversity guidance into faculty orientation. Efforts also included creating an Indigenous certificate program, reviewing data, and promoting EDI-related professional development for managers. Additionally, seven modules are being developed for an Indigenous Awareness certificate, and a Diversity and Equity Assessment and Planning (DEAP) tool has been designed for individual researchers in collaboration with the Office of VP Research.

## Faculty and Mentorship

Queen's Faculty Mentorship Program supports visible minority students by pairing them with faculty mentors/sponsors/friends, coordinated by the Queen's Centre for Teaching and Learning (CTL) in partnership with QCRED.

The Faculty of Arts and Science is developing a Black Faculty mentoring program to enhance the experience of Black faculty, building on recent cluster hires to support the new Black Studies program. Modules from the Human Rights and Equity Office (HREO) cover EDI topics for teaching and learning, facilitating integration into departmental professional development. Queen's faculty are engaged in initiatives like Black Youth in STEM and Indigenous and Black Engineering and Technology Fellowship. The Faculty of Arts and Science launched post-doctoral fellowships in Indigenous and Black Studies and established a faculty-wide EDII Council. Queen's Health Sciences created a space for EDIIA initiatives and offers a course on Racism and Health. The Queen's Accelerated Route to Medical School program reserves seats for Black and Indigenous students. The Faculty of Education appointed its first Post-doctoral Fellow in Indigenous Education, and the Faculty of Law introduced the Black Student Applicant Category. Smith's School of Business launched the Equity, Diversity, Inclusion, and Indigenization Internship program for Commerce students.

## More...

The Yellow House was established in 2020, as a dedicated space to providing a safe and empowering environment for Queer, Trans, Black, Indigenous, and/or People of Colour (QTBIPOC) communities on campus.

It serves as a place for community-building, celebrating and honouring stories, and empowering each other. The space provides hosting to student groups engaged in EDI work on-campus. The Yellow House has added additional staff positions, including a new Sexual and Gender Diversity Advisor and several part-time student positions.



# University of Calgary

## Overview (State of EDIA)

The University of Calgary's Office of Equity, Diversity, and Inclusion (OEDI) serves as a centralized liaison for EDI-related resources and education. The Presidential Task Force on Equity, Diversity, Inclusion, and Accessibility (EDIA) collaborates with university stakeholders to develop an institutional strategy, and action plan. The university is implementing an Inclusive Excellence Cluster Hiring initiative to recruit 45 professors in tenure-track positions from equity-deserving groups by 2025.

The OEDI oversees an institution-wide EDI committee and network, administering EDI Awards to recognize contributions toward equity, diversity, inclusion, and accessibility. The university is a signatory of the National Scarborough Charter on Anti-Black Racism and Black Inclusion, committing to specific actions to combat racism. Additionally, campus services and supports promote inclusivity through various facilities and centers, including the Campus Community Hub, Faith & Spirituality Centre, Writing Symbols Lodge, Women's Resource Centre, and Q Centre.

## Admissions

The University of Calgary prioritizes an equitable, diverse, and inclusive campus environment. The Equitable and Inclusive Admission Process acknowledges diverse student backgrounds and experiences, aiming for inclusive excellence in admissions.

This process considers factors impacting access and success, encouraging applications from communities facing social barriers such as any type of discrimination. Their applications will be considered competitively and may qualify for additional pathways within their degree program or Open Studies. Open Studies applicants can request consideration under this process upon submission of their application. Applicants must also complete and upload a Personal Profile outlining their circumstances, achievements, and goals. Deadlines for profile submission vary based on admission terms.



## Hiring

The employment equity census at the university reveals fluctuations in Indigenous representation within the professoriate, from 1.1% in 2016 to 1.3% in 2017, declining to 1% in 2018 and 2019.

The OEDI conducted an Employee Equity Consensus in 2021-22 and it revealed that visible minority representation slightly increased from 10.1% to 11.9%. The Inclusive Excellence Cluster Hiring Initiative aims to hire 45 professors from equity-deserving groups, including members from LGBTQ+ community and people with disabilities, over three years from 2022-2025. Various initiatives, such as the CRC-EDI Action Plan and EDI in Research and Teaching Awards Plan, aim to diversify recruitment practices. However, some practices like salary review and tenure requirements await institution-wide evaluation. The GFC Academic Staff Criteria and Processes Handbook outlines inclusive hiring, while the Indigenous People and Working at UCalgary website provides resources.

## Curriculum

The Taylor Institute for Teaching and Learning has been actively involved in EDIA work through various programs, workshops and learning modules on anti-racism, positionality and incorporating EDI lens in teaching and learning.

This encourages programs to embed EDI strategies within the discipline, curriculum, and teaching environment. For example, the School of Architecture and Planning (SAPL) has a mandate to expand awareness and proactively address inequities in all aspects of the faculty, including curriculum development through its Equity, Diversity, Inclusion, and Accessibility (EDIA) initiative. The school aims to redesign coursework to reflect the global community, engage students, and allow them to draw from their own identities and experiences to enhance their work.



## Funding

EDIA considerations are increasingly integrated into evaluation criteria for awards and funding opportunities.

Some examples include the School of Architecture, Planning, and Landscape, establishing targeted funding for fellowships and scholarships to ensure equitable student success. Dr. Kathleen Sitter received over \$400,000 from the Canada Foundation for Innovation for a multisensory storytelling research studio project. The Critical Gender, Intersectionality & Migration Research Group (CGIM) research group, led by Dr. Pallavi Banerjee, received \$1 million to advance anti-racism & equity programs research with immigrant and refugee youth. There is also increased consideration for EDI in selection criteria for internal research funding opportunities.



## Professional Development

The OEDI works in collaboration to regularly organize workshops and events about EDIA such as Courageous Conversations and EDIA Week which is held annually.

Workshops covering various topics related to Equity, Diversity, Inclusion, and Accessibility (EDIA) are available upon request. The OEDI curates resources to address anti-Black racism, showcasing the diversity of the Black population in Alberta and Canada. The Office of Indigenous Engagement provides non-credit learning opportunities for faculty, students, and staff. Courses, workshops, and resources are available for all academic staff, including graduate students and Postdoctoral scholars engaged in advancing EDI and Anti-racism practices through their pedagogical practices.

## Faculty and Mentorship

In 2024, a new award category was established as part of the UCalgary Teaching Awards. The Inclusive Excellence Award grants recognition to individuals and teams at the institution who promote inclusive learning communities through their teaching.

In leadership development, the Faculty of Science provides programs like WinSETT and ELATE, alongside training on systemic biases for committee members. The Faculty of Arts supports EDI initiatives through a committee, grant funding, and strategic plan integration. The Cumming School of Medicine (CSM) initiated the Support to Entry Program (STEP) to combat historical exclusion and discrimination in medicine and health science studies, offering mentorship and resources to equity-deserving groups. The Faculty of Law established an EDI committee aligned with Eyes High's goals and hosted a series of events. The Faculty of Science is implementing EDI initiatives under InspiR3E principles, including search committee training and diversity dialogues. Additionally, the Equity Committee in the Department of Biological Sciences is focused on improving equity, offering support systems and educational seminars to address EDI challenges.

## More...

The Office of Diversity, Equity, and Protected Disclosure (ODEPD) at UCalgary offers training and support on equity and diversity matters and serves as the central point for handling protected disclosures, including those concerning research integrity.

The office provides resources for addressing discrimination and harassment and offers guidance on filing or responding to claims. A Senior Advisor on anti-racism and racial equity has been appointed, the university's first-ever appointment for this role. The Faculty of Nursing launched the "Share Your Experience" initiative to foster dialogue and enact positive change. The Communication, Media and Film Department implemented strategies to support equity-deserving students and faculty, including establishing an EDI Committee, a climate survey, curriculum reviews for inclusivity, and plans for a public lecture on Race in Film/Media.

# Dalhousie University

## Overview (State of EDIA)

The University's Office of Equity and Inclusion (OEI), formerly known as Human Rights & Equity Services (HRES), consists of three integrated units: Human Rights & Equity Services (HRES), Community Engagement (focused on Indigenous and African Nova Scotian communities), and Equity, Diversity, Inclusivity, and Accessibility (EDIA). These units are supported by data collection and analysis aimed at promoting human rights and equity.

The Office of Equity and Inclusion (OEI) addresses issues such as racism, gender-based violence, homophobia, personal harassment, and various forms of discrimination at all institutional levels. It comprises three caucuses (Black Faculty & Staff, Queer Faculty & Staff, Faculty & Staff with (dis) Abilities) and two advisory councils (African Nova Scotian and Indigenous), with encouragement for a caucus for other racialized faculty and staff. OEI reports provide principles for building transformational structures, and its committees implement these recommendations. The OEI aligns its efforts with the Truth and Reconciliation Commission Report (TRC) and the Scarborough Charter on anti-Black racism and Black flourishing at universities and colleges.

## Admissions

The university has a centralized team for undergraduate recruitment, admissions, financial aid, and awards, guided by the principle of inclusive excellence, catering to learners' unique needs.

Initiatives at the Black Student Advising Centre (BSAC) and Indigenous Student Centre (ISC) connect prospective students with recruitment teams and support systems. The Student Access & Success EDI Committee works to increase access and support for underrepresented students through programs like the Transition Year Program (TYP), Indigenous Black and Mi'kmaq Program (IB&M), Aboriginal Success Program, and Promoting Leadership in Health for African Nova Scotians (PLANS). Faculties also focus on EDIA initiatives in recruitment and admissions. For example, the Faculty of Agriculture recruits from local Indigenous communities

and across Nova Scotia, while the Schulich School of Law's IB&M Initiative aims to increase Indigenous Black and Mi'kmaq representation in the legal profession. The Faculty of Computer Science offers the African Nova Scotian and African Descent Student Entrance Scholarship, providing financial support, peer mentorship, and professional development for the first two years.

## Hiring

The university plans to create a diversity hiring program similar to the Dalhousie Diversity Faculty Awards (DDFA) for staff positions.

This initiative aims to collaborate with the Provost's office to support interdisciplinary cluster hiring for equity-deserving faculty, initially focusing on Black faculty in alignment with the Scarborough Charter's principles and actions. Additionally, video modules related to equitable hiring practices and the application of the Principles of Fair Consideration for search committees are being used in both faculty and staff recruitment.

## Curriculum

The Curriculum, Teaching & Learning EDI Committee focuses on enhancing diversity in education through curriculum development, learning modules, experiential learning, and study abroad programs.

Its three primary objectives are developing initiatives to incorporate African Nova Scotian and Afrocentric perspectives into curricula, reviewing awards and honours to ensure they are inclusive, and supporting the Truth and Reconciliation Commission (TRC), mobilizing recommendations for non-Indigenous faculty and staff. These efforts aim to foster an inclusive educational environment that acknowledges and integrates diverse perspectives and experiences.



## Funding

Dalhousie University is establishing a funding model to support caucuses in organizing events and exploring avenues for caucus-led projects, including the provision of honorariums for caucus chairs.

Additionally, the university plans to offer partial funding for tuition, books, and living allowances for students from Indigenous Black Nova Scotian or Mi'kmaq communities, tailored to meet individual needs. These initiatives aim to improve access and provide targeted support to underrepresented communities within the university.



## Professional Development

Dalhousie University plans to enhance its support for equity-deserving employees through several key initiatives.

First, the university aims to increase the incorporation of the “ACHIEVE Program” to assist supervisors in conducting equitable and fair annual performance reviews, with follow-ups and extended support to ensure consistency. Second, there will be an exploration of expanded opportunities for equity-deserving employees to access programming offered by the Faculty of Open Learning and Career Development. Third, the university will establish an Aspiring Leaders Pool to identify and support potential leaders from equity-deserving groups, enabling them to access acting appointments and secondments in leadership positions.

## Faculty and Mentorship

Equity-deserving members often lack professional development, training, mentorship, and onboarding opportunities. To address this, Dalhousie University is establishing university-wide mentorship programs for faculty and staff, prioritizing equity-deserving groups.

New programs will offer leadership training focusing on EDIA to expand professional goals and boost retention. Current efforts include the Indigenous Health in Medicine Program, supporting Indigenous community members, and the Black Student Advising Centre's peer mentorship. Dalhousie University's Research & Innovation EDI Committee aims to improve EDI in research, centering underrepresented groups' experiences and supporting Indigenous scholars. Plans include a pay equity analysis, inclusive benefits policies review, and updating the Employee and Family Assistance Program with anti-racist and culturally responsive approaches. Furthermore, the university is exploring support like course releases for employees returning from parental leave, expanding on-campus childcare, and promoting the Healthy Workplace Wellness program to caucuses.

## More...

The Employment Equity Plan for 2022-26 highlights six main priorities.

First, it aims to enhance communication, education, and awareness of employment equity policies. Second, it focuses on increasing the representation of marginalized groups, particularly Mi'kmaq and African Nova Scotians, within the workforce. Third, it seeks to improve EDIA-related aspects of recruitment, assessment, and selection processes. Fourth, it explores ways to ensure inclusivity in benefits, leaves, and employee support. Fifth, it aims to enhance career development and advancement opportunities for marginalized faculty and staff. Lastly, it emphasizes increasing EDIA education to empower staff and faculty to address related issues while also recognizing and rewarding historical unpaid labour and community work undertaken by members of marginalized groups.



# University of British Columbia

## Overview (State of EDIA)

The Equity & Inclusion Office (EIO) at UBC is dedicated to fostering diversity, inclusion, and excellence across the university through proactive leadership and collaboration. Their vision is to cultivate a community where human rights are upheld, and equity is seamlessly integrated into all aspects of campus life. The office’s mission involves championing diversity, combating discrimination, and facilitating community dialogue and action to advance equity and human rights at UBC.

The EIO collaborates with university partners to pursue Equity, Diversity, and Inclusion (EDI) goals, notably through initiatives like the Dimensions Pilot, addressing barriers in research, the Student Demographic Data Project, and the Employment Equity Survey. Additionally, EIO supports the implementation of UBC’s Inclusion Action Plan (IAP), which aligns with the strategic plan “Shaping UBC’s Next Century” and focuses on fostering inclusivity through tangible actions across recruitment, systems change, capacity building, learning, research, engagement, and accountability.

## Admissions

The Inclusion Action Plan 2021-22 progress report highlights Equitable Recruitment and Admissions.

One notable initiative, Beyond Tomorrow Scholars, is the first of its kind in Canada, offering scholarships and institutional support for Black Canadian students at UBC. The program provides students with one-time and renewable awards of up to \$80,000, along with community-building programming across UBC’s Vancouver and Okanagan campuses. Additionally, VP Human Resources collaborated with the Disability Affinity Group to enhance the accommodation process at UBC, leading to the establishment of the Centre for Workplace Accessibility (CWA) in Vancouver. The CWA assists faculty and staff in removing barriers by providing workplace accommodations and identifying resources and support.



## Hiring

In 2021, UBC launched the Employment Equity Survey campaign, the first-ever administered through Workday.

The campaign aimed to enhance overall participation in the employment equity census while streamlining data collection processes. Notably, UBC has pledged to increase the representation of Indigenous and Black faculty members. To support this commitment, the Provost's office provides funding of \$75,000 per year for seven years for each of four faculty members hired under these initiatives. Additionally, UBCO appointed an Associate Provost tasked with developing programs and a teaching and learning portfolio with a strong emphasis on anti-racism and inclusivity.

## Curriculum

UBC's Centre for Teaching, Learning and Technology (CTLT) offers workshops tailored for the UBC teaching and learning community.

These workshops aim to cultivate inclusive learning environments where participants' voices are valued and respected, ensuring equitable access to educational opportunities. Workshops cover intentional curriculum design, course development, teaching practices, and assessment methods. The School of Nursing is enhancing its Bachelor of Science in Nursing program with an equity lens, facilitated by workshops and reviews in collaboration with CTLT and the Equity & Inclusion Office (EIO). Furthermore, EIO has developed online resources to support EDI in learning, teaching, and research.



## Funding

The EIO introduced a comprehensive toolkit and refined a funding program to aid units in developing and executing EDI action plans and initiatives.

The toolkit comprises 13 tools, including guides and resources, structured around planning, learning, and action phases. Key tools cover team building, data analysis, progress tracking, and evaluation. Notably, the Inclusion Self-Assessment Tool (ISAT) has been widely used, aiding units in creating action plans and fostering EDI understanding. The EIO has supported numerous units in tool engagement. Additionally, the Activating Inclusion Toolkit enables independent use by units. The EIO also provided EDI insights for a significant grant and launched a low-barrier student funding program, including the Inclusive Initiatives Fund, which has awarded over \$45,000 to student-driven projects promoting equity and inclusion.



## Professional Development

To bolster support for individuals in leadership positions, the University of British Columbia introduced enhancements to its Managing@UBC program tailored for new managers.

Among the additions are two innovative workshops: “Undoing Inequities through Leadership” and “Navigating Conflict.” These workshops are strategically designed to equip managers with the skills and insights necessary to effectively address issues of equity and inclusion within their respective spheres. By fostering greater awareness and competence in navigating these complex dynamics, the university aims to cultivate a more inclusive and equitable organizational culture under the guidance of its leadership team.

## Faculty and Mentorship

UBC's Department of Computer Science established the Committee for Outreach, Diversity and Equity (CODE) to facilitate the entry of underrepresented groups into the field of computer science.

One notable initiative involved alumni engagement aimed at recruiting and retaining women and other marginalized students. Meanwhile, the Faculty of Science has recently updated its recruitment guidelines to ensure fairness in hiring practices, with specific measures emphasizing accountability and justification for any deviation from equitable shortlisting practices. These adjustments aim to operationalize equitable hiring practices. Additionally, the Faculty of Education has been actively involved in systemic change efforts through the Task Force on Race, Indigeneity and Social Justice (RISJ) over the past two years, focusing on reforming systems, policies, and processes within the faculty.

## More...

The EDI Action Network at UBC is dedicated to fostering a culture of Equity, Diversity, and Inclusion by empowering community members to drive positive changes within their units and departments.

Using a combination of online events and information exchanges, the network actively involves individuals championing EDI initiatives throughout the university. With participation exceeding 150 changemakers across both campuses, the EDI Action Network serves as a vibrant hub for collaboration and knowledge-sharing, amplifying efforts to advance EDI across UBC.

# University of Toronto

## Overview (State of EDIA)

The University of Toronto has a rich legacy of actively pursuing equity and combating discrimination across its three campuses. This commitment is upheld by diverse groups, including students, staff, librarians, and faculty, supported by committees, offices, and affinity groups such as the Students' Administrative Council, UofT's Positive Space Committee, QUTE, Connections and Conversations, and the Special Committee on Race Relations and Anti-Racism Initiatives. Institutional offices like the Status of Women Office have also played pivotal roles.

Recent initiatives include the launch of the UofT Student Equity Census, the establishment of the Indigenous Research Network, and the creation of the Institutional Anti-Black Racism Task Force in response to global protests. Notably, the Black Research Network was established to promote Black excellence and foster interdisciplinary research capacity among Black scholars both locally and globally.

## Admissions

In Fall 2021, the Factor-Inwentash Faculty of Social Work introduced the Indigenous Student Application Program.

The program offers specialized admissions for Indigenous applicants to its MSW and Advanced Standing MSW programs to enhance support and resources for Indigenous students. Concurrently, the Faculty of Law initiated the Elder-in-Residence Program to provide tailored support and cultural engagement for both Indigenous and settler law students. Additionally, the Office of Student Recruitment (OSR) at the University of Toronto established the role of Manager, Access and Equity Recruitment in 2021, aiming to bolster recruitment efforts and outreach activities for historically underrepresented groups, including Black, Indigenous, and other marginalized communities.

## Hiring

The University of Toronto Libraries (UTL) revamped their hiring practices to promote diversity among their staff.

They implemented measures such as sharing interview questions in advance, requiring search committee members to undergo training on unconscious bias and relevant legislation, and developing standardized evaluation rubrics. Additionally, UTL conducted two Unconscious Bias Training workshops for all staff and managers through the Toronto Initiative for Diversity and Excellence (TIDE) in 2021. Moreover, the Talent Management team of People Strategy, Equity & Culture (PSEC) spearheaded the development of inclusive language in job postings to encourage applications from diverse communities.

## Curriculum

In Fall 2021, the University of Toronto Mississauga (UTM) launched the UTM Equity Network, focusing on initiatives to diversify faculty, improve learning, work environments, and foster curriculum inclusivity.

Similarly, the University of Toronto Scarborough (UTSC) commenced a campus-wide curriculum review in 2021 as part of its strategic plan. Meanwhile, the Curriculum Innovations Committee at the Factor-Inwentash Faculty of Social Work devised a strategic plan in 2020-21 to enhance the first-year MSW curriculum, emphasizing EDI principles. The proposed changes include integrating five EDI competencies into Year 1 of the MSW program and enhancing instructors' capacity to teach content that emphasizes EDI principles.



## Funding

In 2021, the UofT, launched the Achievement Scholars Award Program, offering annual scholarships to full-time undergraduate students identifying as Black or Indigenous who enrolled in any of the university's seven direct-entry divisions.

The Black Research Network provides funding through initiatives like the Ignite Grant and the Black Graduate Scholar Award in Geography & Planning. Provost Cheryl Regehr allocated \$1 million for Advancing Access Initiatives, including the Access Programs University Fund (APUF), which supported eleven projects in 2021, spanning diverse programs across all three campuses. One such initiative is “Expanding and Creating Access Pathways for Black Educators in Teacher Education,” led by OISE, offering mentorship and support for prospective students. The Provost's Postdoctoral Fellowship Program aims to boost opportunities for hiring postdoctoral fellows from underrepresented groups. Additionally, the Faculty of Information established the BIPOC Research Grants Program, while UTM (Mississauga) launched its inaugural Black, Indigenous, and Racialized Graduate Research Fellowship in 2021.



## Professional Development

The Graduate Education Innovation Fund offers funding for various initiatives, including professional development, experiential learning, and interdisciplinary studies.

The fund also supports indigenous initiatives, decolonization efforts, anti-oppression and anti-racism education, global perspectives, mentorship, and public scholarship. At UofT Scarborough, Connections and Conversations provides support, career development opportunities, and mentorship for racialized staff and their allies. The Centre for Community Partnerships launched a work-study program aimed at students with intersectional identities who face barriers to employment. The

program offers paid time for career exploration and skill-building through workshops, mentorship, and informational interviews, catering to a diverse range of equity-deserving students, including African Caribbean Black, Indigenous, Asian, Latinx, 2SLGBTQ+, with disabilities, international, and first-generation.

## Faculty and Mentorship

The School of Graduate Studies introduced the Graduate Education Innovation Fund to enhance graduate education through innovative practices and mentorships.

The BIPOC Varsity Association initiated mentorship programs for BIPOC student-athletes and alumni. The Black Future Lawyers (BFL) program aims to increase Black representation in law schools and the legal profession by supporting aspiring Black undergraduate students. The Lawrence S. Bloomberg Faculty of Nursing Admissions Committee formed a sub-committee to address equity, diversity, and inclusion in admissions, implementing changes for Fall 2022, including priority review for Indigenous applicants. UofT Engineering has also prioritized EDI, launching initiatives like the Office of Diversity, Inclusion and Professionalism, a confidential disclosure framework, and the Engineering Equity, Diversity and Inclusion Action Group (EEDIAG) to support faculty, students, and staff.

## More...

The University of Toronto's specialized Equity Offices are dedicated to promoting Equity, Diversity, and Inclusion across its tri-campus community through education and initiatives.

These offices include the Accessibility For Ontarians With Disabilities Act Office (AODA), Anti-Racism & Cultural Diversity Office (ARCDO), Family Care Office (FCO), Office of Indigenous Initiatives (OII), and Sexual & Gender Diversity Office (SGDO). Moreover, UofT provides support through offices such as the Community Safety Office (CSO), Indigenous Student Services / First Nations House (FNH), Health & Well-Being Services & Programs (HWB), Multi-Faith Centre (MFC), and Sexual Violence Prevention and Support Centre (SVPSC).



# University of Alberta

## Overview (State of EDIA)

The University of Alberta implemented a four-year Strategic Plan for Equity, Diversity, and Inclusivity (EDI) in 2019 to embed EDI values into its culture, focusing on fostering an inclusive research environment and encouraging community-focused research projects. The plan revolves around five key themes: Vision and Leadership; Research, Teaching and Public Service; Workforce; Students and Student Life; and Climate.

Additionally, the university has an Indigenous Strategic Plan (ISP) aimed at promoting ethical research engagement with Indigenous communities. Oversight of the EDI Strategic Plan falls under the President and the Provost and Vice-President (Academic), ensuring accountability through the development and reporting of targets and benchmarks. The Vice-Provost (EDI) leads university-wide EDI initiatives, collaborating with academic support units and faculty EDI leadership to integrate and coordinate efforts. The newly established Vice-Provost (EDI) position in 2022 further strengthens the university's commitment to promoting EDI at the leadership level.

## Admissions

The University of Alberta upholds a commitment to Excellence through benchmarks that encompass various initiatives.

These include outreach programs aimed at recruiting underrepresented students, ensuring accessibility for individuals with disabilities, and addressing workplace climate issues related to protected grounds. The institution prioritizes EDI across its policies and practices, embedding these principles into its core to foster a more equitable and accessible environment for all members of its community; however, EDI is not directly addressed (besides the international students portal) on their admission webpage.



## Hiring

The University of Alberta embeds EDI values into recruitment practices and policies, fostering meaningful relationships with underrepresented communities.

UofA focuses on creating accessible pathways for people with disabilities to provide support services, and information while enhancing opportunities in STEM fields and pathways into the professoriate. Presidential and Decanal search committees undergo training on bias awareness and best practices for EDI considerations during selection processes. The institutional goal is to recognize and reward EDI attitudes, behaviours, skills, and knowledge in performance reviews and advancement practices.

## Curriculum

The Centre for Teaching and Learning (CTL) at the University of Alberta facilitates accessible participation in scholarship by adopting principles of universal design for learning, thereby addressing barriers to learning.

The university promotes innovation in teaching, scholarly activities, and curriculum development aligned with EDI goals. UofA regularly reviews and updates curricula and pedagogies to reflect evolving EDI objectives. Additionally, the university is actively developing programming in EDI studies, offering courses, certificates, and major/minor options to further promote understanding and engagement with EDI principles.



## Funding

The GrantAssist program and researcher workshops have been created to help incorporate EDI-related dimensions into major grants.

The University of Alberta provides diverse funding opportunities for researchers, postdoctoral fellows, and trainees. While EDI may not be explicitly mentioned in funding programs, the university attempts to foster these principles across its community and initiatives, striving for a more inclusive research environment conducive to innovation and excellence.



## Professional Development

The University of Alberta's senior leadership serves as ambassadors for EDI, committed to ongoing professional development in such areas.

UofA annually reviews and reports on their EDI education and development activities, reflecting a dedication to enhancing EDI efforts continually. The university promotes EDI across its research, teaching, and training activities, including post-doctoral fellowships. A benchmark of excellence is to meet or exceed diversity and equity targets for Canada Research Chairs (CRCs) and Canada Excellence Research Chairs (CERCs), with regular reporting on CRC allocations and progress against targets. EDI training is provided to all supervisory staff, with ongoing evaluation of knowledge and proficiency.

## Faculty and Mentorship

Faculty of Graduate Studies Research (FGSR), the Office of the Vice-President (Research & Innovation), and the Office of the Provost and Vice-President (Academic) collaborated on an EDI framework for research mentorship.

FGSR initiated pilot initiatives, including mentor education programs and networking events, with recognition for outstanding mentorship. The Faculty of Arts incorporates EDI measures for hiring, decolonizing curricula, providing training, establishing a process for reporting incidents of racism, and sharing demographic data. The Faculty of Education formed a committee representing various departments and groups to align with institutional EDI goals, focusing on recruitment and retention efforts. The School of Public Health's strategic plan for 2022-2027 emphasizes a strong equity commitments and goals.

## More...

The Office of the Vice President (Research and Innovation) offers a resource to guide researchers in developing EDI action plans, providing tailored suggestions for meaningful outcomes.

In collaboration with the Vice-Provost (EDI), the University of Alberta established the Provost Fellow in Black Excellence and Leadership position in 2022 to advance commitments outlined in the Scarborough Charter on Anti-Black Racism. The Fellow focuses on recruitment and retention strategies for Black excellence, addressing inequities, and developing curriculum related to Black Studies and anti-Black racism. Benchmarks for excellence include ongoing identification and remediation of inclusivity gaps, while surveys reflect institutional dedication to EDI. The Faculty of Graduate Studies and Research conducted an environmental scan to glean leading practices for promoting EDI in graduate education.

# University of Manitoba

## Overview (State of EDIA)

The University of Manitoba established the President's Task Force on Equity, Diversity, and Inclusion (EDI) in 2019 to address obstacles and inequities faced by students, staff, and faculty. In 2020, the task force conducted a survey and consultations, presenting an interim report in May 2020. They identified key issues and provided eight recommendations with specific actions to promote EDI across the institution.

Based on these recommendations, the University aims to evaluate existing policies, such as the RWLE (Respectful Work and Learning Environment) Policy and Sexual Violence Policy, to assess their effectiveness in promoting EDI principles and addressing discrimination. This review process informs the need for additional policies and revisions to current ones, ensuring the university's commitment to EDI is clear and actionable. Regular policy reviews are conducted to reflect new research and evolving best practices.

## Admissions

The University of Manitoba emphasizes EDIA throughout the institution, but it doesn't appear to be a direct factor in their general admissions process.

Based on the 2020 report, the university is developing revised admission pathways. The report recommends offering education opportunities on equity factors to create systemic change, particularly in post-secondary institutions. The report recommends developing campus-wide strategies to promote EDI, including establishing senior EDI leadership positions, implementing targeted hiring practices, and expanding existing support systems for members of historically marginalized groups.

## Hiring

To promote EDI at the University of Manitoba, the hiring of senior administrators will consider their commitment to diversity.

Applicants must submit an EDI statement, and new hires will receive EDI training during onboarding. All administrators, including senior administrators and department heads, must engage in activities to enhance their EDI knowledge and skills. The University is reviewing collective agreements to better reflect EDI when evaluating, updating, and approving policies and guidelines.

## Curriculum

The EDIA task force recommends providing central support and monitoring to ensure all University of Manitoba content, including websites, teaching materials, forms, and educational/training materials, are accessible to everyone, including those with disabilities.

The recommendations include encouraging academic units to evaluate the relevance of EDI content and facilitate discussions within curriculum committees. Program and course submissions should detail how EDI has been integrated. Instructors should incorporate EDI into their teaching, with resources provided for curriculum modifications and skill development in addressing systemic discrimination. A bank of EDI materials should be created for various disciplines. Additionally, the Centre for the Advancement of Teaching offers a 4-month peer learning course, “Inclusive Pedagogies Faculty Learning Community,” covering topics like inclusive pedagogies, anti-racist pedagogies, decolonizing content, power dynamics, and Universal Design for Learning (UDL).



## Funding

The report recommends providing funding for EDI teaching and learning projects, similar to the Indigenous Initiatives fund, in order to support emerging initiatives.

EDI considerations are taken into account for awarding internal research funding. This integration aims to promote research that specifically addresses EDI issues and furthers the university's commitment. By doing so, the University of Manitoba seeks to encourage and financially support initiatives and research projects that align with and advance its EDI objectives. This approach ensures that funding is directed towards work that not only contributes to the academic community but also drives meaningful progress in creating an inclusive and equitable environment within the university and beyond.



## Professional Development

Professional development-related recommendations include several key initiatives to enhance EDI integration at the University of Manitoba.

Advanced training should be provided so that faculty can incorporate diverse content into their courses. Researchers should have learning opportunities about integrating EDI principles into their projects. EDI considerations must be included in the criteria for awarding internal research funding. Instruction should be provided on including EDI activities in teaching and research dossiers, as well as in tenure and promotion applications and annual performance reviews. The annual performance review process should incorporate reporting and discussion on how faculty have addressed EDI in their teaching and research.

## Faculty and Mentorship

The university of Manitoba offers various mentorship programs, such as an Indigenous student/peer mentorship program within The Rady Faculty of Health Sciences.

Additional programs include the International Centre Welcome Mentors, Student Life Peer Helpers, and Faculty of Science Mentoring Program. Faculties are urged to develop academic hiring plans based on their diversity assessments, supported by central assistance for inclusive processes like targeted job ads. Faculties such as Science, Health Sciences, and Agriculture and Food Sciences are actively involved in EDI initiatives. For example, Western University and the University of Manitoba collaborate on a Government of Canada-funded initiative offering international learning opportunities to 102 Canadian undergraduate health professions students. This includes a virtual EDI course and 2-3-month placements in African countries, with financial and local support provided as needed.

## More...

The University of Manitoba Presidential Task Force proposed a comprehensive strategy for EDI.

Key proposals include appointing senior EDI and unit-level leaders to integrate EDI principles into strategic plans, policies, and academic frameworks. Robust monitoring and evaluation processes to ensure accountability, while unit-level plans aim to enhance diversity among students, staff, and faculty, addressing equity issues. Centralized support and community-wide initiatives promote awareness and engagement in EDI, and academic programs are encouraged to embed EDI principles, with faculty development emphasized for integrating these principles into teaching and research.

# University of Saskatchewan

## Overview (State of EDIA)

The University of Saskatchewan's Access and Equity Services (AES) ensures students facing barriers due to disability, religion, or gender identity receive reasonable accommodations. The EDI Policy emphasizes these principles to strengthen community and excellence across domains, defining terms like equity, diversity, inclusion, and belonging. The university is committed to fairness, inclusiveness, respect, and ethical behaviour.

Initiatives like the Equity, Diversity, and Inclusion Strategy, Living Our Values Policy, and Anti-Racist Policy are ongoing. The university aligns with the Canada Research Chairs Program's commitment to an equitable and inclusive research environment through its Diversity & Inclusion Action Plan.

## Admissions

The University of Saskatchewan is actively integrating EDI initiatives across campus, although it's not directly part of the undergraduate admissions process.

The College of Graduate and Postdoctoral Studies (CGPS) launched a strategic plan in 2018 focused on enhancing its profile and contributing to the value of graduate education. Aligned with the University Plan 2025, the CGPS plan emphasizes sustainability, diversity, connectivity, and creativity. By Spring 2022, significant progress in admissions was made despite leadership changes and pandemic challenges. The plan adapts to institutional priorities for equity, decolonization, and reconciliation, aiming to align with evolving needs through ongoing updates.



## Hiring

The University of Saskatchewan's CRCP Diversity & Inclusion Action Plan aims to enhance EDI in each phase of planning, recruiting, hiring, and retaining faculty for Canada Research Chair (CRC) positions.

Key objectives include ensuring transparent and barrier-free decision-making processes for individuals in designated groups (FDGs), implementing safeguards to prevent disadvantages in negotiations on salary, stipends, research support, and HQP support. The plan highlights providing training for decision-makers on diversity and inclusion, and actively promoting applications from diverse candidates through wide-ranging advertising strategies including professional societies and associations of designated groups.

## Curriculum

The university integrates Indigenous Voices, a program offering online modules and in-person activities to embed culturally responsive and grounded understandings of Indigenous histories, culture, and worldviews into curricula.

The initiative enriches educational experiences and fosters cultural understanding university-wide. Emphasizing culturally responsive teaching, it tailors education to diverse student backgrounds, builds inclusive classroom communities, and promotes clear communication to grasp diverse perspectives. Adopting Universal Design for Learning (UDL), the university offers multiple learning pathways, enhancing accessibility and inclusivity. Additionally, the initiative seeks to promote relational humility among educators, encouraging ongoing self-reflection and learning from student experiences to create inclusive and respectful learning environments.



## Funding

The Office Indigenous Engagement provides an Indigenous Engagement Conference Fund to facilitate participation in conferences and events focused on Indigenization, decolonization, and reconciliation.

This initiative supports individuals in enhancing their understanding and involvement in these key areas, contributing meaningfully to Indigenous initiatives both within and beyond the university. The College of Arts and Science also manages the EDI Initiatives Fund, providing support to units, academic departments, student and employee groups in organizing activities promoting equity, diversity, and inclusion. This fund empowers diverse university stakeholders to initiate and sustain projects that foster an inclusive environment, reinforcing the university's commitment to supporting its entire community.



## Professional Development

The University of Saskatchewan offers a variety of initiatives and training opportunities across its faculties and units to support diversity and inclusion.

These programs include workshops, training sessions, and events aimed at raising awareness and understanding of diverse identities and experiences. For instance, Positive Space workshops, facilitated by the Provost's Advisory Committee on Gender and Sexual Diversity and the USSU Pride Centre, focus on LGBTQ2S+ communities. Additionally, the Office of the Vice-Dean Research in the College of Medicine hosts three annual speakers on EDI topics, with participants eligible for a Certificate of Attendance. These efforts underscore the university's commitment to fostering an inclusive and supportive campus environment.

## Faculty and Mentorship

The University of Saskatchewan's Academic Mentorship Program pairs new faculty with a personalized research mentorship team aligned with their interests.

This support aims to help faculty understand departmental, faculty, and university research culture, develop a research vision and plan, and ensure its implementation and sustainability. The program also includes workshops on various topics to support faculty development further. The College of Medicine also collaborated with the Canadian Hub for Applied and Social Research (CHASR) to develop the EDI Survey. This survey enhances understanding of the university's working and learning environment. Furthermore, the college produced a Systemic Advocacy Report summarizing SHRC's research findings, outlining areas for improvement and action.

## More...

The University of Saskatchewan's Canada Research Chairs Program has developed a Diversity & Inclusion Action Plan focused on three key goals.

First, it aims to promote and implement employment practices that advance equity and accessibility. Second, the plan ensures fairness and equity are integrated throughout employment processes, including recruitment, training, promotion, retention, and accommodation. Third, it strives to enhance the participation and retention of underrepresented groups, such as women, visible minorities, Indigenous persons, and individuals with disabilities, in CRC positions. The university has implemented an anonymous reporting system called the Confidence Line to address incidents of racism effectively. This initiative supports creating a more inclusive and respectful environment across campus.

# McGill University

## Overview (State of EDIA)

At McGill University, the Office of Social Equity and Diversity Education (SEDE) is committed to fostering EDI across the university. SEDE aims to provide all students, staff, and faculty with an equitable and inclusive experience through various educational and awareness-raising programs and initiatives. McGill University employs four main strategies for advancing equity.

Employment Equity, Equity Education, Research Equity, and Preventing and Responding to Misconduct. Key policies include the Employing Equity Policy, the Policy on Harassment and Discrimination Prohibited by Law, and the Policy against Sexual Violence. The EDI Strategic Plan 2020-2025 includes commitments to conduct an Employment Equity Survey, enhance resources for employees with disabilities, address EDI gaps among tenure-stream academic staff, review policies with an EDI framework, ensure effective channels for addressing EDI concerns, and promote respectful, inclusive work environments.

### Admissions

McGill University is dedicated to collaborating with its alumni and donor communities, via University Advancement, to expand scholarships and student aid opportunities.

These efforts aim to enhance support for students from the university's most underrepresented groups at the undergraduate, master's, and doctoral levels. Additionally, the university plans to establish a Student Leadership Program to recruit, select, and fund current students who self-identify as members of equity-deserving groups, with a special focus on Black and Indigenous students.

## Hiring

The EDI Strategic Plan 2020-2025 at McGill University focuses on promoting the recruitment, hiring, and retention of faculty from underrepresented groups, particularly Indigenous, Black, and persons with disabilities.

The plan includes goals such as surpassing 20% representation of Indigenous persons, racialized persons, and persons with disabilities, and achieving 25% women full professors. Additionally, the university aims to have 35 Indigenous studies professors over the next 15 years. McGill is also committed to creating a Provostial Visiting Fellowship-in-Residence on Black Life and History. This program annually invites a leading Black scholar, whose research focuses on Black life and experiences, to spend one or two academic terms at McGill.

## Curriculum

McGill University plans to enhance Teaching and Learning Services (TLS) to support inclusive pedagogies and curricular approaches that foster learning and development for its diverse community.

This initiative aims to promote a sense of belonging for all students while respecting instructors' freedom to determine their course content. The university is facilitating training and resources for instructors and teaching assistants and offering SKILLS21 programming through TLS.



## Funding

The EDI Strategic Plan 2020-2025 aims to fund research by qualified experts on McGill University's historic connections to transatlantic slavery and colonialism, as well as the impact on Indigenous communities.

The plan emphasizes using the findings from this research to acknowledge these historical connections and take responsibility for them publicly. This acknowledgment will serve as a foundation for developing and implementing initiatives designed to support the presence and success of the university's Black and Indigenous students and faculty. By addressing its historical ties to slavery and colonialism, McGill University aims to create a more equitable and inclusive academic community, ensuring that the contributions and experiences of Black and Indigenous individuals are recognized and valued.



## Professional Development

The EDI Strategic Plan 2020-2025 is creating equity education modules available in-person, online, and via podcasts, in collaboration with Student Services and Teaching and Learning Services.

These modules address equity, implicit bias, cultural safety, accessibility, and universal design to support teaching staff and front-line student services. Additionally, the university is developing staff and faculty capacity to effectively respond to students disclosing mental health challenges, sexual violence, and discrimination. The plan also includes promoting universal design for learning in program structures, course materials, pedagogical approaches, and academic assessments to reduce accommodation demands and improve the educational experience for all students.

## Faculty and Mentorship

The EDI Strategic Plan 2020-2025 aims to create a mentorship network for early career professors, fostering shared social and networking spaces.

It prioritizes developing leadership roles for women and underrepresented groups, preparing them for senior university positions. The plan includes initiatives to support career advancement, networking, and mentoring for diverse students and staff. Additionally, an alumni mentorship network caters to the specific needs of students from underrepresented backgrounds. The Faculty of Education and Faculty of Engineering each have Equity Committees addressing systemic barriers. At the same time, the Department of Art History & Communication actively promotes EDI through policy restructuring, workshops, advocacy for diverse hiring, curriculum revision, and ongoing student engagement.

## More...

McGill University's EDI Strategic Plan 2020-2025, developed through extensive university-wide consultations, focuses on five key areas:

Student Experience, Research & Knowledge, Outreach, Workforce, and Physical Space. The Action Plan to Address Anti-Black Racism at McGill aligns with these axes. Each Faculty creates individualized EDI plans, incorporating specific commitments to combat anti-Black racism.



# Western University

## Overview (State of EDIA)

Western University's Office of Equity, Diversity, and Inclusion aims to foster campus-wide engagement and celebrate diverse voices. Aligned with the Western Strategic Plan's values of Equity, Diversity, Inclusion, Excellence, Innovation, and Citizenship, the office focuses on four key commitments outlined in Towards Western at 150. These include creating an inclusive campus, enhancing diversity in the university community, combating racism and discrimination, and engaging diverse groups.

The university conducted a Western Equity Census on October 6, 2021, revealing greater student diversity than faculty and staff. Underrepresented groups identified include Indigenous peoples, Black individuals, those with disabilities, and Southeast Asian communities. Western University is developing its EDI Strategic Plan through comprehensive environmental scans, policy reviews, and inclusive engagement processes. The university's Equity, Diversity, Inclusion, and Decolonization Central Working Group advises the AVP-EDI, fostering equity, anti-racism efforts, and accountability across faculties, administrative units, and student organizations.

## Admissions

The University established multi-level scholarships for incoming Black students starting in the 2022-2023 academic year.

The Office of Equity, Diversity, and Inclusion at Western University, in collaboration with Western Human Resources, has initiated a pilot program aimed at providing new graduate positions. Starting in June 2022, these positions offer full-time employment with competitive salaries and benefits for a duration of twenty-two months. The program aims to increase enrolment and support recent graduates, particularly from Indigenous and Black communities, by creating meaningful employment opportunities within the university.

## Hiring

The University's EDI office progress report highlights initiatives such as the Western Cluster hiring and Western Career Launch, which prioritize recruiting from equity-deserving groups, especially Black and Indigenous communities.

These efforts align with EDI principles, aiming to increase racial diversity among staff and faculty through encouragement and incentives. The report also notes key hires, including a Director of Knowledge Mobilization and an ongoing search for a Manager of EDI in Research, reflecting ongoing commitment to advancing EDI goals.

## Curriculum

The Centre for Teaching and Learning (CTL) at Western University leads the EDI Pathways Program, focusing on enhancing instructors' skills in inclusive education across three areas: foundational, pedagogical, and curricular.

This initiative aims to empower instructors with the knowledge, resources, and confidence to drive programmatic change. Additionally, the Office of Equity, Diversity, and Inclusion prioritizes combating racism and discrimination by assisting faculty in integrating anti-racist content and pedagogies into their teaching practices. They also support the implementation of Universal Design for Learning (UDL) and address concerns raised by students with disabilities.



## Funding

The cluster hire is supported through the Provost's Academic Renewal Fund, to support the recruitment of five Black and four Indigenous tenure track/tenured faculty members.

While Western does not have a dedicated funding scheme for EDIA, these principles are integrated into various funding opportunities across the university. Western's Equity and Accessibility Services provide scholarships and awards for students from underrepresented groups or facing financial barriers. Research funding bodies like SSHRC and CIHR prioritize equity and inclusion, with Western's research office offering guidance on incorporating EDIA aspects into research proposals. Additionally, faculties and departments offer their own awards supporting diversity and EDIA-focused research projects.



## Professional Development

The office of EDI works with CTL to launch workshops, training and programs to support the faculties across campus in their EDI goals.

The Office of Equity, Diversity, and Inclusion at Western University is developing mandatory anti-racist training modules. These modules are designed for senior administration, faculty, staff, and students, focusing on critical issues such as Antisemitism, Islamophobia, anti-Black racism, and homophobia/transphobia. This initiative aims to deepen understanding, foster empathy, and equip participants with tools to actively combat discrimination and promote inclusivity across campus.

## Faculty and Mentorship

Western University is actively advancing equity and inclusion through innovative programs and initiatives regarding mentorship and faculty.

The Western Black Leadership University Experience (B.L.U.E.) supports Black students in leading community initiatives while creating income opportunities and fostering a network of student leaders for mentorship. The Faculties of Arts and Humanities and Social Sciences at Western University are collaborating on a committee to develop a multi-disciplinary major in Black Studies and a decolonization diploma certificate program.

## More...

In April 2022, the EDI office at Western University presented their 6-month report, focusing on implementing recommendations from the President's Anti-Racism Working Group (ARWG) Final Report.

This strategic initiative aims to address systemic issues of racism and discrimination across campus. Additionally, Western University provides an Employment Equity Guide for hiring practices. The guide outlines policies and procedures designed to promote fairness and inclusivity in recruitment and employment processes. It serves as a valuable resource for aligning hiring practices with equity and diversity goals at the university.

# University of Waterloo

## Overview (State of EDIA)

The University of Waterloo's Office of Equity, Diversity, Inclusion, and Anti-racism aims to disrupt systemic oppression and foster a transformative culture change centered on equity and anti-racism. Their mission is to develop and enhance EDI-R competencies across campus, identifying and addressing institutional barriers while embedding equity within policies, processes, environments, and experiences.

Their guiding principles include collective impact, targeted universalism, Sankofa (learning from the past), inclusive leadership, intersectionality, systems focus, restorative and transformative justice, evidence-based decision making, universal design, and anti-oppressive practice. In September 2023, the Office created a policy development guide or toolkit to integrate EDI principles.

## Admissions

The University's commitment to EDI is evident through outreach initiatives targeting underrepresented groups.

Although the University of Waterloo does not explicitly mention using EDIA frameworks in admission, there is a clear commitment to reach international and Indigenous communities. The University of Waterloo offers tuition waivers and financial aid to Indigenous students, enhancing accessibility for those facing financial barriers. The Waterloo Indigenous Student Centre (WISC) provides cultural support, social events, and guidance, supporting the admissions committee to offer a holistic review of applications. Additionally, the School of Architecture is working to enhance its admissions process to increase access for marginalized and underrepresented groups.

## Hiring

The University of Waterloo acknowledges that there can be hidden biases in the faculty hiring process.

To address this, the university offers mandatory training to search committees. They also provide a toolkit with best practices and resources to guide committees in creating a more equitable recruitment process. Additionally, they encourage the creation of diverse hiring committees with multiple perspectives. The Office of Equity, Diversity, Inclusion, and Anti-racism at the University of Waterloo trains senior hiring committees, provides learning opportunities for selection committee members, develops faculty hiring resources, and collaborates with campus stakeholders to collect data for removing employment barriers.

## Curriculum

The University of Waterloo integrates EDIA into its curriculum by incorporating diverse perspectives and teaching approaches across faculties.

This includes challenging dominant narratives, promoting inclusive learning environments, and fostering critical examination of social issues. Programs also embrace interdisciplinary approaches and incorporate Indigenous knowledge systems, alongside providing experiential learning opportunities that engage students from equity-deserving groups. Institutional support through the Centre for Teaching Excellence and Program Area Leads ensures ongoing development of inclusive practices across campus.



## Funding

The University of Waterloo includes a variety of funding opportunities that welcome EDIA frameworks and initiatives.

The Strategic Plan of the Office of Equity, Diversity, Inclusion, and Anti-racism at the University of Waterloo aims to enhance access and support for equity-deserving students, faculty, and staff through scholarships, grants, and program opportunities. Key objectives include establishing a funding stream, cultivating partnerships to bolster program support, and collaborating with WatSPEED to develop a professional EDI-R certificate or workshop.



## Professional Development

The University of Waterloo's EDI-R office provides a range of resources to support professional development.

The “Education and Outreach” webpage and “Community Corner” event listings feature workshops and events addressing topics like anti-racism and gender equity. These opportunities equip staff and faculty with skills to foster inclusivity. Roadmaps such as the “Anti-Racism Education Road Map” and “Gender & Sexuality Equity Road Map” offer frameworks for professional growth in EDI-related areas, empowering departments and individuals. The “How to Build Student Programming Through an EDI-R Lens” webpage offers a guide for integrating EDI principles into program design, enhancing the inclusiveness of student experiences.



## Faculty and Mentorship

The Strategic plan launched the Black Excellence Orientation Series for new Black faculty in August 2023 and established the Sankofa Network for Transformative & Community Research.

The Plan's goals also involved defining the EDI-R Office's organizational structure, roles, and responsibilities, and implementing a centralized complaints/case management database. The School of Architecture also prioritizes equity and environmental justice across its curriculum, policies, practices, and spaces through initiatives led by the REEJ Task Force and Standing Committee. Similarly, the Psychology department's EDI Working Group is addressing systemic barriers at multiple levels.

## More...

The Strategic Plan includes goals of conducting annual/biannual institutional needs assessment and evaluation of the Office's programs and initiatives.

The plans seeks to implement at least 40% of the President's Anti-racism Taskforce (PART) recommendations. Additionally, the plan includes developing a branding and communications strategy. The Equity Data Advisory Group launched an equity survey to collect demographic data confidentially from students and employees.

# Université Laval

## Overview (State of EDIA)

The university upholds a commitment against discrimination and values the enriching impact of an EDI environment on teaching, research, and its community. The EDI plan fosters understanding while supporting underrepresented groups so that they can thrive. Concrete actions include establishing an EDI Office and committee, supporting community activities, and providing training and resources.

Aligned with its 2017-2022 Strategic Plan, which focused on experience, engagement, and excellence, EDI initiatives are integral to university objectives. The Dimensions pilot program assesses the university's practices and culture to develop an action plan that enhances inclusion and addresses systemic barriers.

### Admissions

The Student Office at Université Laval supports international students with cultural challenges, counseling, and social activities, including twinning programs.

Language accessibility is ensured with application processes and resources are available in French and English, accommodating applicants who may not be fluent in French. Financial aid information, including scholarships and awards, is available on their website, although it does not explicitly specify targeting students from equity-deserving groups or in financial need.

## Hiring

Under its Equal Opportunity Employment Programs, Université Laval has been working toward equal access to employment opportunities for underrepresented groups.

These initiatives aim to address disparities by providing specialized training in employment equality. This includes programs focused on workplace accommodation, addressing unconscious bias in recruitment and selection processes, and enhancing intercultural communication skills. These efforts underscore the university's commitment to fostering a fair and inclusive workplace environment.

## Curriculum

The Teaching Support Service at Université Laval provides educational resources to support faculty in developing and incorporating an inclusive pedagogical approach.

The Université Laval 2023-2028 Institutional Plan, “Working Together to Boost Our Impact,” emphasizes EDI as a core value. While specific curriculum changes aren't outlined, the plan's focus on inclusivity and diversity suggests an impact on curriculum development. Initiatives like lifelong learning and research on societal issues promote ongoing education and could lead to new courses addressing EDI topics. The plan sets a framework encouraging the incorporation of EDI principles into the curriculum.



## Funding

The Equity, Diversity, and Inclusion Scholarships at Laval University are designed to support graduate students from underrepresented groups.

These scholarships aim to provide financial assistance to ensure that students can pursue their academic goals without financial barriers. In addition to supporting students, scholarships may be awarded to those who plan to undertake an essay or thesis project related to the rights and issues facing marginalized groups. This initiative encourages research and academic work that highlights and addresses underrepresented populations' unique challenges and experiences, promoting a more inclusive and equitable academic environment.



## Professional Development

The Laval University has a certificate course of second cycle studies “Equity, Diversity, and Inclusion in the Workplace.”

It is a multidisciplinary microprogram jointly developed by the Department of Industrial Relations and the Department of Management at Laval University. The program consists of 12 credits, including two compulsory courses and two optional courses. The microprogram provides a comprehensive understanding of the foundations of equity, diversity, and inclusion in employment and the workplace.

## Faculty and Mentorship

Université Laval offers a welcome program and training opportunities for new faculty and staff, focusing on the specific and general needs of underrepresented groups, particularly foreigners.

These training sessions on intercultural communication help participants understand and interact more effectively with people from different cultures. Additionally, the Chair for Women in Science and Engineering (CFSG) and the Faculty of Engineering at Université de Sherbrooke organized a symposium titled “Initiatives for EDI in the Faculties of Engineering in Quebec” in May 2023.

## More...

The EDI 2 [square] Institute (Equity, Diversity, Inclusion, Intersectionality) at Université Laval was established in 2020 as an interdisciplinary hub.

The hub brings together chairs, centers, research groups, student associations, researchers, faculty, and student researchers working on equity, diversity, and inclusion from an intersectional perspective. Their webpage has a comprehensive list of tools and resources for EDI training: [ulaval.ca/equite-diversite-inclusion/formations-et-outils](https://ulaval.ca/equite-diversite-inclusion/formations-et-outils)

# University of Ottawa

## Overview (State of EDIA)

The University of Ottawa is dedicated to promoting equity, diversity, and inclusion (EDI) among students, staff, and faculty. To support these goals, the position of Special Advisor, Diversity and Inclusion was established. Key objectives include developing policies, proposing best practices in EDI, collecting data, and leading activities such as training and mentorship.

The 2018 EDI Report to the President outlines challenges and recommendations for EDI implementation. Following the 2022 Anti-Racism and Inclusive Excellence Report, the Special Advisor created four working groups focusing on 1) Student Experience, 2) Pedagogy and Training, 3) BIPOC Employment Equity and Diversity, 4) Inclusion in Research.

## Admissions

The 2018 EDI Report recommends expanding the Undergraduate Research Opportunities Program (UROP) to enhance students' hands-on research experience and mentorship opportunities.

The University aims to reduce precarious employment for students by promoting work-integrated learning, such as CO-OP placements. Student Affairs and the Registrar are working on inclusive admissions with the help of four special advisors. These advisors also collaborated on reviewing the financial survey to improve access to scholarships. Additionally, teams assessing scholarships receive extra training to increase awareness.

## Hiring

The 2018 EDI Report recommended adopting a holistic Human Resources model, which addresses all stages of the employee cycle.

These include recruitment, onboarding, performance management, retention, separation, and the policies, programs, and practices in each stage. The University needs to meet the minimum Employee Equity representation targets, as there are significant gaps in representation for all four designated groups. The goal of addressing this is to implement targeted hiring strategies. The University has identified several underrepresented groups in research, including women, Indigenous people, visible minorities/racialized persons, persons with disabilities, and LGBTQI2S+ individuals.

## Curriculum

The report also recommends to develop curricula that equips students with workforce and advanced education skills.

To do so, the Teaching and Learning Support Service (TLSS), the Office of Quality Assurance (OQA), and academic programs are to collaborate at each stage. The TLSS offers a webpage on inclusive pedagogies to guide inclusive teaching practices. According to the 2022 anti-racism and inclusive excellence report, five faculties are implementing active curriculum changes, and four others (Civil Law, Common Law, Education, Social Sciences, and Mathematics) are working on curriculum transformation.





## Funding

The Institute of Gender and Feminist Studies, established a fund specifically for women professors.

The 2022 anti-racism and inclusive excellence report recommends prioritizing and funding EDI and anti-racism professors' development initiatives, including providing financial and human resources, such as embedding a dedicated anti-racism specialist in each faculty.



## Professional Development

The Faculty of Science appointed a Vice Dean of Equity, Diversity, Inclusion & Professional Development to support EDI efforts.

The University's EDI Action Plan for Research recommends enhancing professional development to create an inclusive and diverse research environment. This includes EDI training as well as ongoing anti-racism and anti-oppression training for all research committee members.

## Faculty and Mentorship

The University's International Mentoring Centre supports international and exchange students with services related to Canadian culture, academic life, learning strategies, and challenges.

The Mentor STEM Leaders Program, a six-session initiative, aids the development of female students and post-doctoral fellows in STEM fields. Faculties are responsible for admission standards, hiring practices, and staff accommodation, with some faculties having implemented equity admission streams. The Education Equity Office in the Faculty of Law has diverse admission categories and actively recruits students from varied backgrounds. The 2022 anti-racism and inclusive excellence report recommends that faculties and departments submit a brief annual report on their anti-racism and EDI initiatives.

## More...

In January 2017, the University of Ottawa conducted a qualitative Diversity Study involving 38 one-hour interviews.

The study identified five major challenges in EDI work: 1) white, male-dominated decision-making, 2) ethnocentric curricula and a predominantly white workforce, 3) inadequate access for individuals with mobility or sight impairments, 4) campus building names celebrating only one culture and gender, and 5) biased funding, hiring, and promotion processes.

# Université de Montréal

## Overview (State of EDIA)

The University of Montreal is dedicated to fostering an inclusive environment that is free from prejudice and encourages integration. To achieve these goals, the university has implemented an Equity and Inclusion Action Plan. This plan focuses on several key areas: student recruitment, support for success, diversity training, human resources, living together and governance, knowledge production, and citizen engagement.

A key aspect of the plan is supporting women in underrepresented fields. The university has several associations and committees to support these initiatives, such as the Diversity Committee, Women and Law Committee, Association of Black Students in Law (AEND), and Access to Justice Committee.

## Admissions

The Action plan, For Equity and Inclusion, aims to “Identify and address barriers to equitable access to higher education.”

The Université de Montréal’s Action Plan fosters a diverse and inclusive academic community by enhancing institutional capacity, promoting cultural change, and ensuring data-driven decision-making. It prioritizes the recruitment and support of diverse students, faculty, and staff, while integrating EDI principles in governance, research, and teaching. The plan also positions the university as a leader in national EDI discussions, promoting collaboration with external stakeholders and increasing federal support for diversity initiatives.

## Hiring

The University launched the Employment Equity Access Program (PAÉE), encouraging women, Indigenous peoples, visible minorities, ethnic minorities, and individuals with disabilities to apply for opportunities.

The program also aims to improve employment data collection, create an EDI-focused environment, promote relationships with First Nations, and analyze career progression once self-identification data is available.

## Curriculum

The Action Plan emphasizes integrating inclusive pedagogy and diversity into program evaluation, revision, and creation.

It aims to foster EDI in courses, develop multidisciplinary courses on diversity, including a mandatory intercultural relations course for students in international exchange, and create diversity-related capsules and EDI materials for teaching staff and students on StudiUM, the university's digital learning platform. Additionally, it involves preparing a pedagogic guide on inclusivity, respect, freedom of expression, and academic freedom.



## Funding

The University of Montreal integrates EDIA into its funding strategies in collaboration with the Canadian Institutes of Health Research (CIHR).

The university aims to increase the diversity of funded researchers, focusing on women and other underrepresented groups. Key strategies include collecting and analyzing data on applicants and funded researchers to identify disparities, providing mentorship and training for underrepresented researchers, facilitating networking and collaboration among diverse researchers, and promoting EDI principles within the research community. The UdeM action plan assesses available undergraduate scholarships university-wide and their accessibility for students from underrepresented groups.



## Professional Development

As part of its Action Plan, UdeM offers comprehensive diversity training and curriculum designed to enhance cultural competence, address oppression, and promote social inclusion.

The university offers specific programs to recruit and support underrepresented groups through mentoring, counselling, and peer support. UdeM also provides teaching fellowships for last-year degree students from equity-deserving groups to gain teaching experience. The “Brave the Way” campaign raises funds to support diversity initiatives, enhance the student experience, and improve living conditions.

## Faculty and Mentorship

The Action Plan outlines diverse career advancement support for targeted groups, such as mentoring and multi-linguistic pairing, along with measures to address systemic biases.

For faculty and staff, the plan includes developing a centralized resource for sharing information and supporting faculties in their EDI efforts. Each faculty appoints a representative to coordinate their action plan on equity, diversity, inclusion, and Indigenous relations.

## More...

The Action Plan for Equity and Inclusion 2020-2023 proposes several key steps.

First, it calls for a retrospective evaluation to assess the impact of the plan's three years of implementation. This evaluation aims to understand what has been achieved and identify areas for improvement. Second, the plan emphasizes the importance of prospective reflection in exploring new challenges and opportunities that have emerged. Finally, based on these insights, a new action plan was developed for the period 2023-2026. This new plan builds on past successes and addresses identified gaps to continue advancing equity and inclusion at the university.

# Key Learnings

Based on the trends across Canadian U15 institutions, some key learnings observed are:

## Enhance Collaboration and Knowledge Sharing

Universities could benefit from increased collaboration and sharing of best practices. Establishing inter-university EDIA forums, hubs, or networks might probe institutions to learn from each other's successes and challenges.

## Standardized Metrics and Reporting

Developing standardized metrics for EDIA initiatives can facilitate consistent reporting and comparison across institutions, helping to identify effective strategies and areas needing improvement.

## Expand Targeted Support Programs

Expanding financial and educational support programs for underrepresented groups can significantly enhance their academic success and retention. Tailored initiatives, like those at Dalhousie and UBC, could be scaled and adapted to other universities.

## Continuous Professional Development

Continuous professional development in EDIA for all university members, including leadership, faculty, and staff, is crucial. Regular training and workshops could be a requirement to maintain high levels of awareness and competence.

## Integrate EDIA on all Institutional Levels

Integrating EDIA principles into all levels of the institution, from strategic planning to daily operations, is essential for fostering a truly inclusive environment. This includes embedding EDIA into performance reviews, promotion criteria, and decision-making processes.





## Egalitarian and Dialogic Participatory Spaces

Institutions must ensure that task forces, committees, and working groups include diverse student representation. These groups should be grounded in fundamental ethical principles, including humility, respect, reciprocity, radical listening, and solidarity.

## Develop Clear and Inclusive Admission Policies

Institutions need to integrate EDIA more explicitly into their admissions processes to ensure equal access for underrepresented groups, ensuring holistic reviews considering diverse backgrounds and experiences, as well as, clear funding schemes.

## Strengthen Policy Implementation and Review

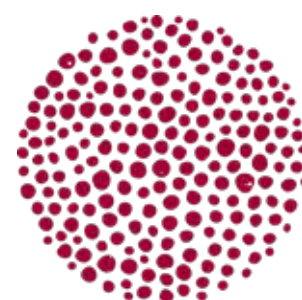
Regular assessments ensure accountability, allowing institutions to track progress and make necessary adjustments. Inclusive curriculum development and enhanced support systems, such as scholarships and mentorship programs, foster a more inclusive environment. Ongoing training for faculty and staff promotes a supportive campus culture.

## Enhance Student Support Services

To develop effective academic support services, institutions should combine evidence-based resources with faculty support and community-oriented approaches. Key elements include enhancing accessibility services, robust financial aid and funding to address affordability, community-building architecture, and faculty-student partnerships.

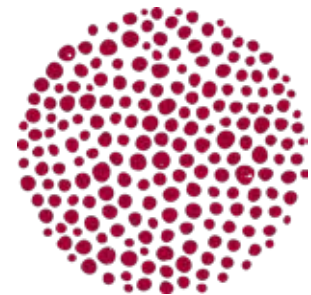
## Zero Violence

Zero-tolerance policies that extend beyond physical violence are critical for EDIA in higher education. Institutions and campuses should work to preserve human dignity by creating safe spaces for respectful dialogue and activism.



## More Than One Way

As noted throughout this scan, approaches to embedding EDIA principles vary across institutions. Depending upon the institutional capacity, there are multiple pathways to achieve equity and inclusivity in post-secondary education. Few are noted below:



### **Situated Practices**

Universities focus on different aspects of EDIA based on their contexts. For instance, Dalhousie emphasizes supporting Mi'kmaq and African Nova Scotians, while the University of Alberta focuses on inclusive research environments.

### **Implementation Strategies**

Approaches to implementing EDIA strategies vary. UBC uses a comprehensive toolkit for unit-level action plans, while McMaster relies on its EDI Strategy Steering Committee to oversee implementation.

### **Data Collection and Accountability**

Methods for data collection and accountability differ. McMaster's Student Census and Experience Survey gathers detailed data on marginalized student groups, while UBC's Employment Equity Survey focuses on faculty and staff demographics.

## Advancing EDIA

In recent decades, Equity, Diversity, Inclusion, and Accessibility (EDIA) have gained prominence in Canadian universities, driven by the imperative to cultivate inclusive environments that advance academic excellence, social justice, and equitable opportunities. Truth and Reconciliation, and movements such as Black Lives Matter, and #MeToo have underscored pervasive historical systemic barriers, further amplified during the pandemic. These initiatives have urged universities to create spaces where diverse perspectives, identities, and experiences are not only acknowledged but centered. In response, Canadian universities have adopted comprehensive strategies to integrate EDIA into their core values and strategic plans. These initiatives aim to enhance access and success for underrepresented groups, enrich learning environments, and foster diversity across campuses, thereby addressing the evolving needs of their communities.



# Glossary

## **Universal Design for Learning (UDL)**

An educational approach that aims to accommodate the needs and abilities of all learners, ensuring equal opportunities for success. UDL involves providing multiple means of representation, expression, and engagement.

## **Equity-Deserving Groups**

Communities that face systemic barriers to full participation in society, such as racialized individuals, women, persons with disabilities, LGBTQ2S+ individuals, Indigenous peoples, and minoritized persons.

## **Inclusive Excellence**

A framework for institutions to integrate diversity, equity, and inclusion into all aspects of their work. It focuses on embedding these values into organizational practices, policies, and structures.

## **Implicit Bias**

The attitudes or stereotypes that affect an individual's understanding, actions, and decisions unconsciously. In academic settings, implicit bias can impact hiring practices, student evaluations, and more.

## **Cultural Humility**

An approach to understanding diverse cultural identities by recognizing personal biases and actively engaging in ongoing self-reflection and learning from others.

## **Intersectionality**

The study of how different aspects of a person's social and political identities (e.g., gender, race, class) intersect and create different modes of discrimination and privilege.

## **Employment Equity**

Policies and practices aimed at ensuring fair employment opportunities for all individuals, particularly those from groups that have been historically marginalized and underrepresented in the workforce.

## **Cluster Hiring**

A strategy to recruit multiple faculty members in a particular area, often used to increase diversity within departments or academic programs.

## **Indigenization**

The process of integrating Indigenous perspectives, knowledges, and values into educational practices, policies, and systems.

## **Decolonization**

“Decolonized education seeks to reconcile contemporary education with the past and with the peoples’ present ensuring that the ideological and self-interests within Eurocentric education are not imposed on Indigenous peoples and they build their own present with their own agency and power” (Battiste, 2013, p. 26).

## **Egalitarian Dialogic Spaces**

A framework for engagement where each participant’s contribution is equally valued, thereby facilitating an inclusive and collaborative process of knowledge co-creation. By actively working to reduce power imbalances, egalitarian dialogue emphasizes the respect and inclusion of all voices, particularly those that are often less prominent in discourse. It upholds principles of human rights and is committed to maintaining an environment free from violence, sexism, and racism.

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University of Alberta - Equity, Diversity, and Inclusion Strategic Plan

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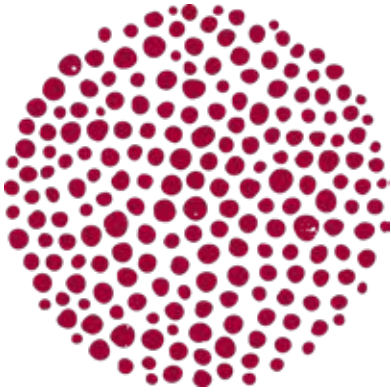
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