<h1 style="color:red; text-align:center">Equity Diversity Inclusion and Accessibility</h1>
<h2 style="color:red; text-align:center">Recommendations for Program Proposal Development</h2>

Reflecting on its position within a diverse community, the University of Calgary strives to promote and maintain a learning and working environment in which all individuals are treated fairly and equally with dignity and respect. In 1989 UCalgary established its Employment Equity Policy to achieve and maintain a fair and representative workforce through the establishment of measures for the identification and removal of artificial barriers to the selection, hiring, promotion and training of members of designated groups. Most recently, the commitment to diversity has been articulated in our strategic direction, Eyes High. As a comprehensive academic and research institution, we strive to promote a a safe and inclusive learning environment that welcomes all students and "allows them to develop the skills, knowledge and personal attributes necessary to become productive citizens and leaders in their chosen fields." The University also endeavors to promote a safe, inclusive, healthy and respectful campus culture which values diversity and the dignity of every person by breaking down structural, social and cultural barriers.

The following guiding questions and recommendations provide an overview for new academic programs (or changes to existing academic programs) to promote fair access into and representation in high-quality academic programs for all individuals, and in this way, contribute to the creation of an equitable society.

The development of program proposals responds to different needs: some proposals are comprehensive (for example, those which establish new degrees, certificates and diplomas, or sub-degree credentials), while others involve fewer substantive changes or changes which are more administrative in nature (for example changes in course requirements, load changes, or restructuring of programs, among others). We encourage program proponents to consider how all areas presented in the table below could be considered when developing new programs or proposing changes to existing programs. However, not all questions may be applicable to every proposal. These guidelines will be periodically updated to reflect the most recent status of conversations on Equity, Diversity, Inclusion, and Accessibility at UCalgary and in post-secondary education.

It is important to note that Equity, Diversity, Inclusion, and Accessibility (EDIA) are separate and distinct, and each require intentional actions and approaches designed to advance each area. Definitions are provided in the following section.

Relevant definitions from *Importance of EDI Language*, Office of Equity, Diversity, and Inclusion

- **Equity**
  Equity is a principle, condition, process, and outcome rooted in human rights and the inviolability of human dignity. It is integral to the legal principle of justice, and the ethical principle and practice of fairness and doing the right thing. It requires identifying patterns of inequities and making changes to systems, cultures, and processes that obstruct members of the community from achieving their full potential.

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Equity enables proactive measures and reasonable accommodation necessary to identify structural, systemic and cultural barriers; discrimination, unfairness, and disadvantage; and ensure equitable pathways and opportunity structures for women, Indigenous peoples, visible/racialized minorities, persons with disabilities, and LGBTQ2S+ in all spheres of life.

- **Diversity**
Diversity, difference, or variety is a characteristic of nature and human society. Efforts to increase representational or numerical diversity are enabled by the institutional commitment to equity, diversity, and inclusion. Fundamental to education and employment equity is the cultivation of an environment in which those who have been historically disadvantaged and are currently under-represented, can gain access to, and flourish within the community.

  Representational diversity is an outcome of proactive measures to correct systemic disadvantage, and to create equitable opportunity structures and pathways for a critical mass of those who are historically disadvantaged and under-represented. Diversity may also refer to philosophical or perspectival differences, institutional types, disciplinary fields, ways of knowing, theoretical and methodological variations. Identity-diversity shapes, and is shaped by: voice, representation, and experiences.

- **Inclusion**
Inclusion encompasses norms, practices, and intentional actions to promote participation, engagement, empowerment, and a sense of belonging for members of historically underrepresented and disadvantaged groups in all aspects of life. It is about promoting an institutional culture and practices to ensure all can experience a welcoming space of fairness, dignity, and human flourishing.

  Where diversity may focus on the quantitative representation, inclusion focuses on the qualitative experience of belonging. Diversity may exist with inequity, isolation, and marginality, but social inclusion focuses on culture and practices that deepen participation and engagement. Inclusion requires institutions to design spaces of leadership and governance, teaching and learning, research, scholarship, artistic inquiry, and community engagement so that there are no impediments to full participation by members of equity-deserving groups. Inclusion requires proactive measures to transform cultures and relations of power and privilege, resulting in the social exclusion of under-represented groups.

- **Accessibility**
Accessibility is a foundational principle necessary for the removal of barriers to equitable participation in all aspects of life by people living with diverse visual, motor, auditory, learning, and cognitive abilities. It requires designing environments, programs, services, and products from the outset, so they are accessible to people living with various abilities.

  Accessibility is grounded in the recognition that what constitutes a disability barrier varies across visible and invisible ability differences. As an approach it enables equitable

access to, and success within for persons living with diverse visual, motor, auditory, learning, and cognitive abilities, as well as for low-income people.

- **Equity Deserving Groups**
  The language, "Equity *Deserving* Groups" has come to replace that of "Equity *Seeking* Groups." During his installation address as Vice-President and Principal at the U of Toronto Scarborough, Dr. Wisdom Tettey challenged the academic community to, "start by thinking of, and relating to, those who are marginalized or are constrained by existing structures and practices as 'equity-deserving groups' and not 'equity-seeking groups' – a concept which, while well-intentioned, perpetuates a perception of these groups as interlopers." Wisdom Tettey, "Inspiring Inclusive Excellence" (February 25, 2019).

General recommendations

- Ensure the proposal clearly connects to the EDIA strategies, plans, or actions available at the institution or at a faculty level (see Resources Section below) where relevant to the proposed program.
- Ensure the proposal clearly delineates actions or practices that address equity, diversity and inclusion separately, rather than aggregating and labelling all as 'EDIA' work.
- Consider potential students and what type of accessibility might be most beneficial for them (e.g., would potential students benefit from a bridging or pathway to make the program more academically accessible, or would they benefit from scholarships to make the program more financially accessible?).
- Consult early in the program development process with your faculty EDI Lead Member. In your proposal, discuss the specific advice and feedback provided by the EDI Lead Member as well as how their advice is reflected in the proposed program.
- Discuss questions and initiatives meant to enhance EDIA separate from questions and initiatives meant to address Indigenous engagement or internationalization of the program. In addition, being clear about which specific equity-deserving groups are being supported and why those groups have been selected, should be considered.
- Where appropriate, explain how initiatives that enhance EDIA in the discipline are considered in the development of the proposed program.
- Address institutional EDIA commitments and principles, as well as department and/or faculty plans or initiatives (if developed) that advance these goals. If department or faculty-level initiatives are presented in the proposal, provide clear connections between them and the proposed program. (e.g., if the faculty has an EDIA strategy, clearly articulate which (if any) elements of the strategy apply to the proposed program, and how they impact program function.
- If there are plans to create initiatives in the future to enhance EDIA, it is important to discuss the steps that will be taken to implement them as concretely as possible. In addition to signaling your intention to create such initiatives, you should articulate in which ways their implementation is expected to change the existing culture and conditions preventing the advancement of EDIA.

Program Areas	Guiding Questions	Recommendations
State of EDIA in your discipline, field or curriculum	• How do students and/or academic staff of diverse backgrounds experience challenges with access, retention, and/or advancement in the discipline? • How can the proposal recognize and understand institutional and systemic inequities within your field and the proposed program? • How does the proposed program align with discipline trends on the advancement of EDIA? • Which aspects of diversity are currently highlighted in the field (for example, is it gender diversity, inclusion of individuals of colour, of individuals with visible/invisible disabilities, etc.)? • What is the broader impact of embedding EDIA principles into your program? Will the proposed program enhance EDIA? • To what extent do instructors in the proposed program have expertise in EDIA? How will this expertise be developed?	• Reach out to the Office of Equity, Diversity and Inclusion and your EDI Faculty Lead • Conduct research on the state of EDIA in your discipline or field • Ensure that a diverse group of faculty members are consulted with during the proposal development. • Reach out to industry, professionals, regulatory bodies on their perspective on EDIA in the field
Admissions (for programs that manage admissions locally)	• How will the proposed program and its admission requirements advance equity and inclusivity or provide access to university education for equity-deserving students? • How will equity-deserving students be able to apply to admission into programs through equitable pathways?	• Consult with various groups of equity-deserving students to learn about the specific barriers they face in accessing post-secondary education programs • Consult with the Registrar's Office and/or the Faculty of Graduate Studies

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	• How are equitable, diverse and inclusive criteria considered during the admissions process? • How will inclusive recruitment mechanisms be employed to reach out to underrepresented groups? • What plans are in place to incorporate international students from diverse backgrounds? ○ Note: An emphasis on international recruitment does not automatically correspond to consideration of EDIA principles. • If there are honours programs, internships, work-integrated learning opportunities, or undergraduate research opportunities, how are decisions made about entrance requirements or who is accepted?	• Reach out to faculties or programs who have established admissions mechanisms for equity-deserving students
Curriculum	• How were EDIA principles woven into the proposal development committee (i.e., was it a diverse, inclusive group?) • What groups were consulted in the development of the curriculum (e.g., employers, industry, community organizations)? • How are historically underrepresented groups and their experiences reflected and/or represented in the curriculum? What are the lenses we use to explore inequities? • How does the program encourage and promote individual critical reflection and understandings of equity, diversity and inclusion?	• Ensure the curriculum drafting committee has representation from different backgrounds and with diverse experiences • Consult with EDI Educational Consultant at the Taylor Institute for Teaching and Learning on designing the curriculum with an EDIA lens • Consult with the Experiential Learning and Work Integrated Learning teams at the Taylor Institute on creating equitable and inclusive EL opportunities • Reach out to your EDI Faculty Lead • Review principles of UDL in higher education

Program Areas	Guiding Questions	Recommendations
	• How will the curriculum content be inclusive of students of various backgrounds, and physical and cognitive abilities? Could employing a framework such as Universal Design for Learning (UDL) help meet the needs of diverse learners? • Where will associated classes/learning activities be hosted, and are these spaces inclusive of students of various backgrounds, and physical and cognitive abilities? • How are EDIA considerations integrated into EL/WIL opportunities? How will equity-deserving students be supported to have access to such opportunities? • When online delivery is employed to enhance access to programs, how will you ensure students in online sections and those in face-to-face sections receive equitable experiences?	• Consider developing a disciplinary biography to evaluate whether the curriculum excludes knowledge produced by scholars and researchers such as women, people of colour, ethnic minorities, individuals with disabilities, etc.
Funding	• How does the program consider funding for any/all of the following groups: immigrants, refugees, first-generation university students, international students? • How will EDIA criteria be considered when making funding allocations?	• Explore whether the faculty/unit has existing funding opportunities and explore the creation of new funding opportunities to support this work.
Mentorship	• Who will serve as mentors in your program, and how will they be compensated? • How will equity-deserving students be able to access mentorship programs?	• Reach out to the Office of Equity, Diversity and Inclusion and your EDIA Faculty Lead

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Program Areas	Guiding Questions	Recommendations
	- How will equity-deserving students have access to mentors through either formal or informal avenues? - Which specific equity-deserving groups will be supported through these programs? - How would mentorship programs address specific needs of equity-deserving students? - What supports will be made available to allow students from diverse backgrounds to successfully complete the program?	
Faculty and Staff	- What is the current complement of the faculty – is there representation across a variety of diverse groups? What initiatives are planned to ensure a diverse professoriate, mentors, and coaches? - How are faculty members supported in learning about/implementing principles of EDIA in their classes and/or research? - How is inclusive leadership woven into the program?	Reach out to the Office of Equity, Diversity and Inclusion and your EDI Faculty Lead

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University of Calgary, Office of Equity, Diversity and Inclusion
https://www.ucalgary.ca/equity-diversity-inclusion

University of Calgary, Office of Equity, Diversity and Inclusion, Importance of EDI Language
https://www.ucalgary.ca/equity-diversity-inclusion/literacy-and-education/glossary-terms

University of Calgary, Office of Equity, Diversity and Inclusion, Scarborough Charter
https://ucalgary.ca/equity-diversity-inclusion/strategies-and-policies/scarborough-charter

University of Calgary, Office of Equity, Diversity and Inclusion, Faculty EDI Leads
https://www.ucalgary.ca/equity-diversity-inclusion/edi-leads

University of Calgary Equity, Diversity and Inclusion Dashboard
https://public.tableau.com/app/profile/university.of.calgary.office.of.institutional.analysis/viz/UniversityofCalgaryEquityDiversityandInclusionDashboard-Public/TABLEOFCONTENTS

Taylor Institute for Teaching and Learning, Universal Design for Learning in Higher Education
https://taylorinstitute.ucalgary.ca/resources/universal-design-learning-higher-education

Taylor Institute for Teaching and Learning, Incorporating Universal Design for Learning in Disciplinary Contexts in Higher Education
https://taylorinstitute.ucalgary.ca/resources/incorporating-universal-design-for-learning-in-disciplinary-contexts-in-higher-education-guide

Faculties' strategic EDIA initiatives:
- Cumming School of Medicine
  https://cumming.ucalgary.ca/office/professionalism-equity-diversity
- Faculty of Arts
  https://arts.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion/our-values
- Faculty of Kinesiology
  https://kinesiology.ucalgary.ca/about/edi
- Faculty of Law
  https://law.ucalgary.ca/about/equity-diversity-inclusion
- Faculty of Nursing
  https://nursing.ucalgary.ca/equity-diversity-inclusion
- Faculty of Science
  https://science.ucalgary.ca/connections/equity-diversity-and-inclusion
- Faculty of Social Work
  https://socialwork.ucalgary.ca/about/about-faculty/anti-black-racism-task-force-0
- Faculty of Veterinary Medicine
  https://vet.ucalgary.ca/about/wide
- Schulich School of Engineering
  https://schulich.ucalgary.ca/about/strategic-plan/expanding-access-engineering

- Werklund School of Education
  https://werklund.ucalgary.ca/research/research-topics/diversity-equity-and-inclusion

University of Calgary, Types of Credentials and Sub-Degree Nomenclature
https://www.ucalgary.ca/pubs/calendar/current/types-of-credentials-and-sub-degree-nomenclature.html

Government of Canada 2019. Dimensions: equity, diversity and inclusion Canada
http://www.nserc-crsng.gc.ca/NSERC-CRSNG/EDI-EDI/Dimensions-Charter_Dimensions-Charte_eng.asp

Feedback or Questions:

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