

**BLUEPRINT TO BELONGING:**  
**Equity, Diversity  
and Inclusion  
Strategic Plan  
(2022)**



**haskayne**  
School of Business



**UNIVERSITY OF  
CALGARY**

# EDI Strategy 2021 | Territorial Acknowledgement

The University of Calgary is located on the traditional territories of the people of Treaty 7 region in Southern Alberta, in the City of Calgary, which is also the home of the Métis Nation of Alberta, Region 3. As a university, we are committed to a research, teaching, learning, and working environment in which all members of the campus community can flourish. We acknowledge the rights, responsibilities, and obligations of Treaty 7 as being integral to the equity, diversity, and inclusion commitments contained in this document. Treaty 7 and our renewed commitment to respect and honour the land and the lives of our indigenous brothers and sisters establish the bedrock upon which we build a future together, a future fully available to all indigenous peoples.

# EDI Strategy 2021 | Dean's Message

*"In class, our instructor showed us a video of white people acting stereotypically as Black Americans, and everyone in the entire class laughed at the video. I found this video harmful because it perpetuated Black American stereotypes and trivialized Black American culture with no concern for the damage that does. As a mixed race Canadian, I have often been reduced to Black American stereotypes and I don't think showing a video like that in class is remotely appropriate. I didn't bring this issue to my instructor's attention because it made me too angry." [HSB EMBA student, class of 2020]*

The vision of the Haskayne School of Business is to be a place where big ideas come to life and bold leaders thrive. This vision will never be realized without a foundational commitment to equity, diversity, and inclusion, and the order is important.

Our first commitment is to ensure equity in access, respect, and support of ideas, leadership development, and impact. Big Ideas require collaboration, discussion, and debate.

Our second commitment is to recruit, retain, and embrace a diverse community that mirrors the communities we serve. Big ideas address complex problems, and complex problems require input from a diversity of perspectives.

Finally, no matter who you are, you belong. Our commitment to inclusion means that we each safely engage with complex problems and each share our ideas and experiences. Each one of us need to feel comfort and confidence as we bring our full selves to work.

It is disheartening but not surprising to learn that students at the Haskayne School of Business still have experiences like the one described in the quote above. We have been working to raise awareness and educate faculty, staff, and students about anti-racism, sexism, and other forms of discrimination. With this Inclusive Excellence Strategy, we are committed to taking a much more comprehensive perspective on EDI. We will create an inclusive environment where racism, sexism, homophobia, ableism, Islamophobia, and discrimination of any kind have no place. We are committed to creating a generative environment where everyone can thrive. Only in this kind of environment will we be able to develop the bold leaders of the future.

-- Jim Dewald, Dean

# EDI Strategy 2021 | Introduction

This strategic plan aims to integrate Equity, Diversity and Inclusion into the fabric of the Haskayne School. The plan sets a strategic direction, including a time-line and appointed accountability, to ensure that Haskayne walks the talk to enhance equity, diversity, and inclusion.

In this document, we refer to “equity-deserving” groups. For the purposes of this document, equity-deserving groups refers to any group who has been historically disadvantaged due to structural, societal, and institutional inequities. These groups include, but are not limited to, racialized groups (Black and other people of colour), Indigenous peoples, LGBTQ+ identified people, women, people with disabilities, and other minorities.

The emphasis in this document is on institutional accountability. Haskayne recognizes its role in propagating structural inequities that disadvantage equity-deserving groups, and we seek to take an active role in learning about and acknowledging our wrong-doing, making reparations, and being accountable. This includes plans to dismantle classroom racism and other discriminatory practices, adding a budget line to address equity, diversity, and inclusion, examining policies and practices through a lens of racial and other inequities, committing to institutional and personal investment in anti-racism, and promoting intersectionality.

# EDI Strategy 2021 | Process

## Completed

HSB struck an EDI strategic taskforce in early 2021. The committee met to discuss a process for developing the strategic plan. The process included the following steps:

1. Conduct a gap analysis to identify areas of strength and weakness
2. Analyze data to identify key gaps and make recommendations that inform the strategic plan
3. Meetings to identify vision, mission, values, and strategic objectives for the EDI strategy
4. Break into sub-groups aimed to address Haskayne's four strategic pillars (research, teaching & learning, community engagement, and culture). Subgroups each identified
  - a. Primary goals of the subgroup
  - b. Tactics to achieve goals
  - c. Metrics to assess effectiveness
  - d. Timelines for achieving goals
  - e. Accountability (who will be responsible for ensuring goals are achieved)

## Next Steps:

The committee is now tasked with obtaining feedback from key stakeholders, including faculty, staff, students, and members of the business community. To do this we will:

1. Conduct focus groups with each of the stakeholder groups above
2. Compile and discuss feedback from focus groups
3. Integrate helpful feedback into the current plan
4. Send out the revised plan for further comment to members of the Haskayne community
5. Revise as necessary
6. Finalize plan

# EDI Strategy 2021 | Key Definitions

This plan aims to address and advance equity, diversity, and inclusion. To be able to do so, it is important that we hold a common understanding of these terms.

**Equity** is about creating a work environment in which everyone is treated fairly and has fair access to opportunities and advancement. This includes recognizing and removing structural inequities that create barriers for equity-deserving groups.

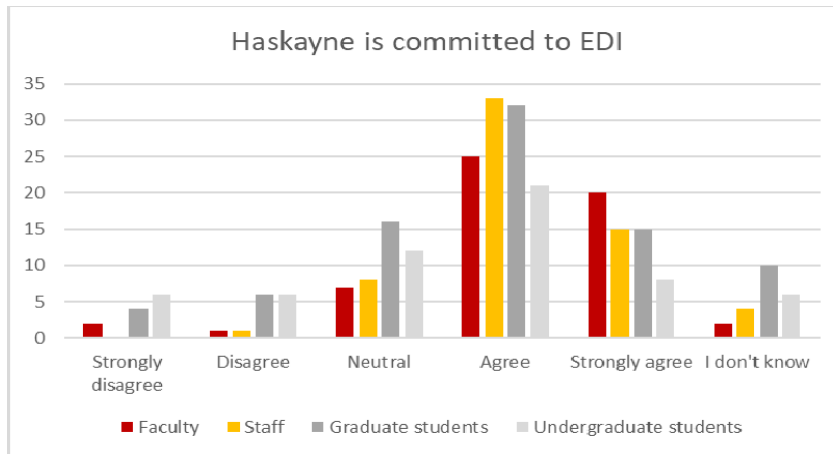
**Diversity** refers to the composition of a group or organization with a focus on increasing the demographic mix of students and workers such that they proportionally represent the societal composition of these groups.

**Inclusion** involves a culture in which everyone feels respected, able to participate, and able to bring their whole selves to work.

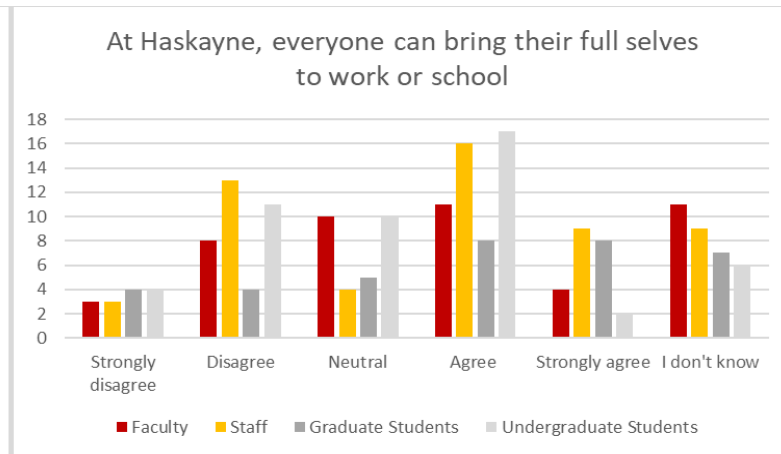
# EDI Strategy 2021 | Gap Analysis

The EDI taskforce conducted a survey to evaluate internal perceptions of equity, diversity, and inclusion at Haskayne among faculty, staff, and students. The faculty and staff response rates were 66% and 80%, respectively. The student response rate was low with only 165 respondents (47 graduate and 87 undergraduate) making up less than 5% of the student body make-up. While we asked faculty, staff, and students to self-identify in a number of equity-deserving categories, numbers were too small to draw meaningful conclusions around differences in perspectives. Going forward, we hope to be able to assess this on an on-going annual survey. Below, we highlight the strengths and areas of improvement based on these responses. Given the extremely low student response rate, please interpret the data from students with caution.

In the tables below, it is clear that while faculty and staff agree that Haskayne is committed to EDI, we still have work to do in terms of everyone feeling that they can bring their full selves to work and school.



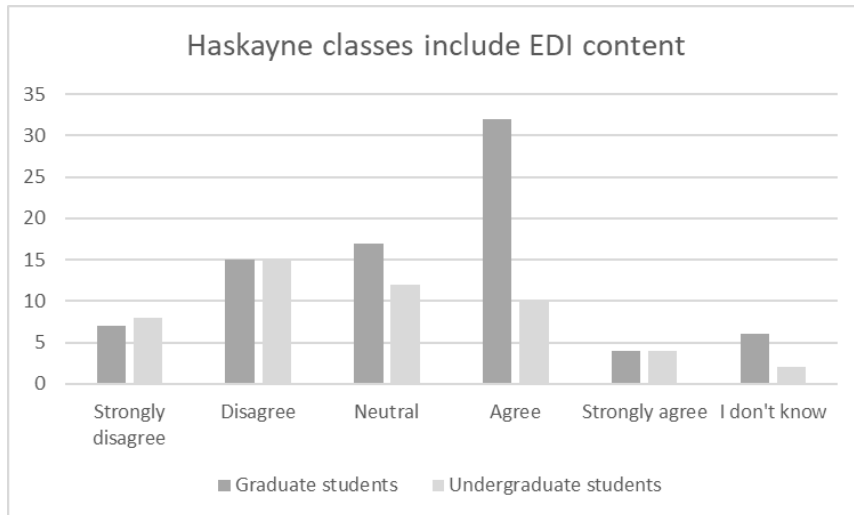
*Faculty, staff, and students generally agree that Haskayne is committed to EDI.*



*We have more work to do to ensure that everyone feels they can bring their full selves to work or school.*

## Students Perspective

Areas of Strength	Areas for Improvement	Recommendations for Improvement
<b>Most students agree that...</b> <ul style="list-style-type: none"> <li>Haskayne is committed to EDI</li> <li>EDI should be important to HSB</li> </ul>	<b>Most students feel that...</b>	
	HSB courses require more EDI content, especially at the undergraduate level	Evaluate and develop the curriculum to ensure comprehensive coverage of EDI content
	HSB requires a stronger student mentoring system	Develop a stronger mentoring system for undergraduate and graduate students
	Students from equity-deserving groups require more support, including the ability to connect with others from a similar background	Ensure extra supports and opportunities to connect for students from diverse backgrounds.
	Need to create a stronger feeling of inclusion for all students. Many students felt they could not bring their full selves to HSB.	

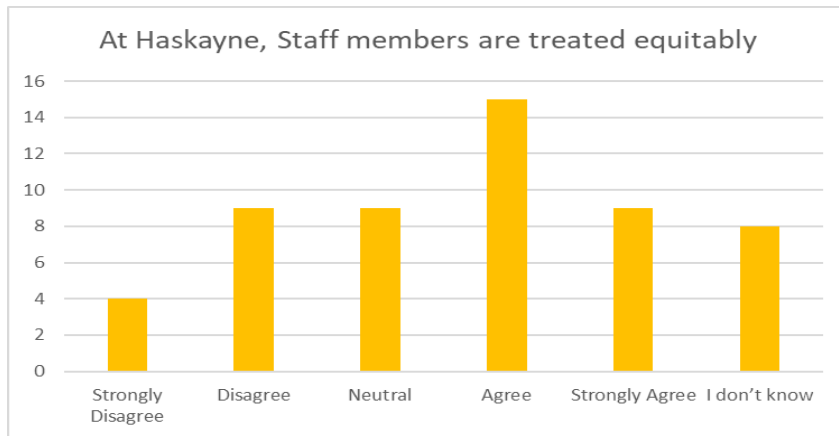


*We need to conduct a thorough assessment of our curriculum to ensure that EDI content is integrated throughout the program.*



## Staff Perspective

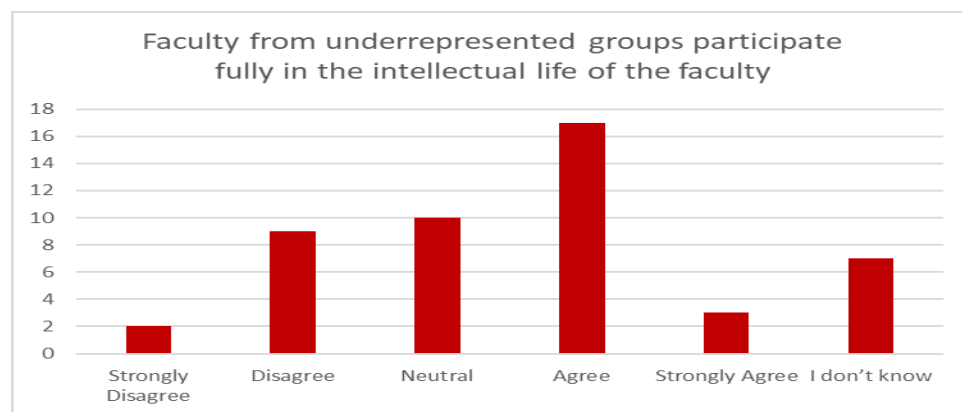
Areas of Strength	Areas for Improvement	Recommendations for Improvement
Most staff agree that...	Most staff agree that...	
<ul style="list-style-type: none"> <li>Staff members participate in the major activities of the school</li> <li>Staff agree that EDI should be important to Haskayne</li> <li>Staff have opportunities to participate in community-based learning</li> <li>Haskayne supports their professional growth</li> </ul>	People from diverse backgrounds are not proportionally represented in leadership positions	Increase diversity and representation in staff leadership positions – needs to go beyond gender
	We need to do more to seek diverse staff	Ensure hiring practices support greater diversity
	More staff members need to engage in professional development/dialogue about EDI	Increase opportunities for staff to participate in EDI related professional development
	We need to do more to ensure staff feel equitably treated	Gain understanding about gaps in equitable treatment and develop a plan to ensure all staff are equitably treated
	Need to do more to ensure accessibility of all facilities and services	Assess accessibility and ensure that HSB facilities and events support the needs of all staff



*Haskayne needs to assess staff processes to ensure all staff feel equitably treated.*

## Faculty Perspective

Areas of Strength	Areas for Improvement	Recommendations for Improvement
Most faculty agree that...	Most faculty feel that...	
<ul style="list-style-type: none"> <li>• HSB is responsive to the needs of our increasingly diverse provincial, national, and global context</li> <li>• EDI should be important to Haskayne</li> <li>• Our external speakers come from equity-deserving groups</li> <li>• Haskayne supports their professional growth</li> <li>• We aim to seek faculty from diverse backgrounds when hiring.</li> <li>• They are included in the major activities of the school</li> </ul>	We need to evaluate and improve course content to make it culturally relevant	Ensure programming integrates comprehensive coverage of EDI-related content. Evaluate courses for culturally relevant and inclusive content.
	We need to offer students from equity-deserving groups more research opportunities	Assess research opportunities for equity-deserving groups to ensure access .
	We need to do more to ensure diversity in our applicant pools	Check early in the hiring process on the representation of our applicant pool and take action to increase it if needed.
	We need to improve our faculty mentoring system	We recently launched a faculty mentoring system – evaluate this system to assess its efficacy, ensure faculty are aware of the new system, and make improvements if needed.
	Need to do more to ensure that faculty from equity deserving groups are included in intellectual life of the faculty	Ensure that all faculty are included in major activities of the school – and develop a plan to ensure all faculty are equitably treated.
	We need to evaluate and ensure that we use the best hiring practices to enhance diversity	Improve communication and education about EDI hiring practices.



*Identify where some members do not feel they can participate, and ensure all faculty feel included*

# EDI Strategy 2021 | Mission, Vision, Objectives

## **Mission**

Haskayne purposefully creates and nurtures a diverse, equitable and inclusive culture that addresses systemic injustices and generates optimal outcomes for our employees, students and the community we serve.

## **Vision**

We use the full power of the resources and expertise at Haskayne to create and steward bold leaders for equity, diversity, and inclusion.

## **Values**

- Respect
- Integrity
- Community
- Belonging
- Thriving
- Vulnerability
- Intersectionality

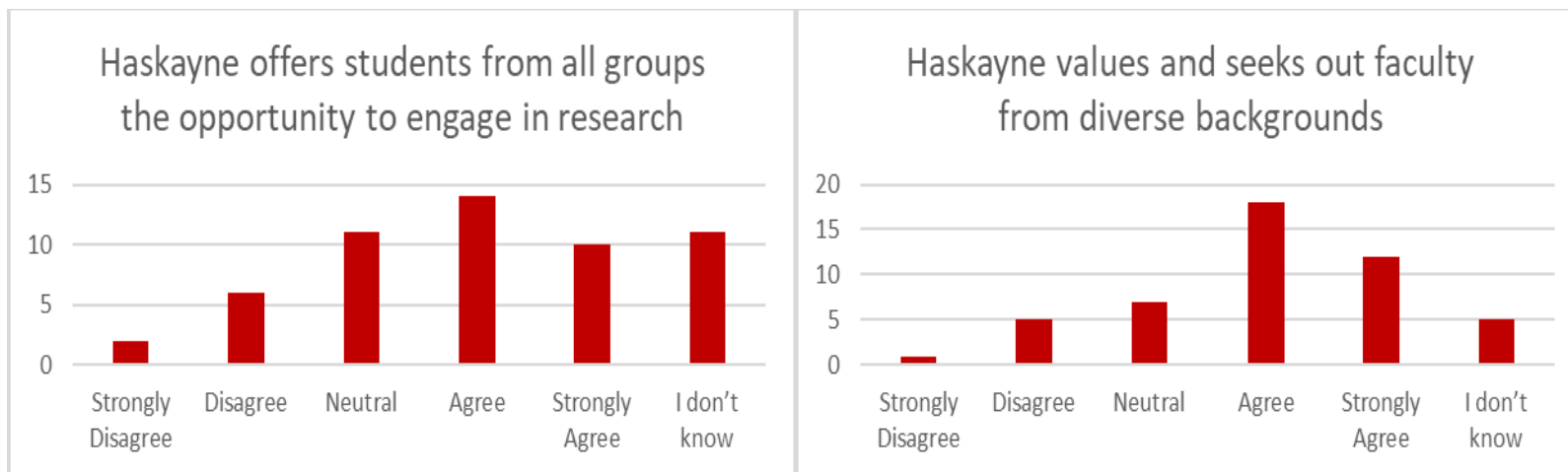
## **Strategic Objectives**

1. To build programs that continuously improve the representation of equity-deserving groups in management and decision-making.
2. To create a culture that values participation from all faculty, staff, and students and nurtures each individual's development and well-being.
3. To be a school that takes actions with measurable impact against systemic injustices (racism, homophobia, and other injustices) within our spheres of influence.

# EDI Strategy 2021 | Research

**Committee:** Natalya Alonso, Sandy Hershcovis, Anne Kleffner

**Accountability:** Primary accountability for the research-related EDI goals will rest with the Associate Dean (Research) in collaboration with the Associate Dean (Faculty). To measure success, Haskayne will conduct an annual EDI survey to assess the metrics identified. In addition, the office of the Associate Dean (Research) will gather data, such as the number of EDI-related papers and awards, as part of its monthly data gathering activities.



*We need to do increase the opportunity for students from equity-deserving groups to engage in research opportunities.*

*Most faculty agree that Haskayne seeks to hire people from diverse backgrounds.*

GOAL	TACTICS	METRICS	Timeline/Responsibility
<p><b>Encourage and support EDI-related research output and dissemination.</b></p>	<ol style="list-style-type: none"> <li>1. Invite EDI-related researchers to present in area speaker series.</li> <li>2. Focus on hiring EDI-related researchers in areas where this is an active area of research.</li> <li>3. Develop workshops to support and integrate EDI into the research ecosystem</li> <li>4. Target funding to support EDI research and adapt research reward systems to incorporate EDI</li> <li>5. Dedicate a budget line for EDI-related research.</li> </ol>	<ol style="list-style-type: none"> <li>1. At least 10% of speakers across the school present EDI-related research each year.</li> <li>2. Number of faculty/grad students engaged in EDI related research as a percentage of total faculty/grad students.</li> <li>3. Number of EDI related workshops.</li> <li>4. Increase in EDI supported research and awards for equity-deserving research faculty</li> <li>5. Budget line for EDI has been added to master budget.</li> </ol>	<ol style="list-style-type: none"> <li>1. Short-term – shared responsibility of Associate Deans Research and Faculty</li> <li>2. Medium and long-term – Associate Dean Faculty</li> <li>3. Short and medium term – Associate Dean Research</li> <li>4. Medium-term – Associate Dean Research</li> <li>5. Dean – short term</li> </ol>
<p><b>Promote and support a diversity of research topics, methods, and output.</b></p>	<ol style="list-style-type: none"> <li>1. Active efforts (beyond journal lists) to value and recognize all types of high-quality research.</li> <li>2. Recognize and value the social impact of research (e.g., in research round-up add media interest, outreach activities, etc.).</li> <li>3. Profile research topics in research round-up that have a diversity component</li> </ol>	<ol style="list-style-type: none"> <li>1. Revisions to recognition systems (e.g., Research Round-up, Dean’s awards) to recognize a broader set of research outputs and impact.</li> <li>2. Year-over-year improvements in feelings of inclusion (assessed in a faculty survey).</li> <li>3. Addition of EDI profiles in research round-up.</li> </ol>	<ol style="list-style-type: none"> <li>1. Short term – Associate Deans Research and Faculty</li> <li>2. Short term – Associate Dean Research</li> <li>3. Short term – Associate Dean Research</li> </ol>

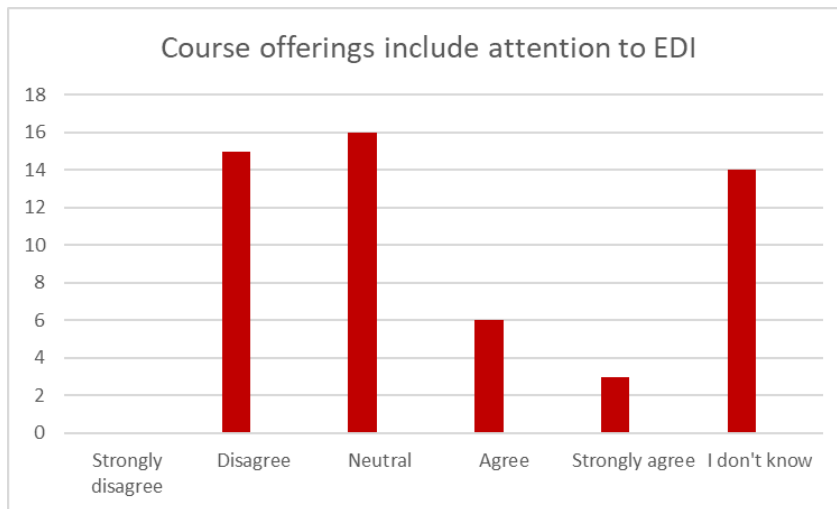
<sup>1</sup>This would be one aspect of a broader Haskayne initiative to identify an industry research liaison.

<p><b>Equity-deserving groups are proportionally represented in achievements, awards, leadership opportunities, and graduate programs.</b></p>	<ol style="list-style-type: none"> <li>1. Increase the proportion of people from equity-deserving groups who present research at Haskayne.</li> <li>2. Develop training and mentorship programs (e.g., path to tenure, regular check-ins, peer mentors either within or outside Haskayne) that specifically help to support faculty from equity-deserving groups to succeed.</li> <li>3. Increase proportion of faculty in equity-deserving groups attaining research-related leadership positions (e.g., associate editor, conference chair, SSHRC committee membership).</li> <li>4. Ensure award processes are transparent and consider diversity and inclusion as part of the process.</li> <li>5. Remove GMAT/GRE requirements to increase access to PhD programs.</li> <li>6. Remove economic inequality as a barrier for applicants from equity-deserving groups to the PhD program.</li> </ol>	<ol style="list-style-type: none"> <li>1. At least 30% of speakers come from equity-deserving groups and invite at least one Indigenous speaker per year to present their research (across any area in the school).</li> <li>2. Year-over-year increase in proportion of faculty and graduate students from equity-deserving groups who agree they receive adequate support.</li> <li>3. Number of faculty from equity-deserving groups attaining research-related leadership positions.</li> <li>4. Number of research related awards and grants awarded to faculty from equity-deserving groups (as a percent of all awards).</li> <li>5. GMAT/GRE requirement has been removed.</li> <li>6. Percentage increase in applicants from equity-deserving groups in PhD program.</li> </ol>	<ol style="list-style-type: none"> <li>1. Short to medium-term – Associate Dean Research</li> <li>2. Medium to long term – Associate Deans Research and Faculty</li> <li>3. Long term - Associate Dean Research</li> <li>4. Short term – Associate Dean Research</li> <li>5. Medium Term – Director of PhD Program</li> <li>6. Short term – Director of PhD Program</li> </ol>
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# EDI Committee | Teaching & Learning

**Committee:** Kaili Xu, Maliheh Mansouri, Sherry Weaver, Rochelle Lamoureux, Alireza Sabouri

**Accountability:** Primary accountability for the teaching and learning related EDI goals will rest with the Associate Dean (Undergraduate) and Associate Dean (Graduate) programs in collaboration with the Associate Dean (Teaching & Learning). To measure success, Haskayne will conduct an annual EDI survey to assess the metrics identified.



*Like our students, Haskayne faculty mostly disagree or don't know whether our courses reflect EDI. We need to do much more to integrate EDI into our curriculum.*

GOAL	TACTICS	METRICS	Timeline/Responsibility
<p><b>Raise student awareness about the importance of inclusion, discrimination, oppression, and their effects.</b></p>	<ol style="list-style-type: none"> <li>1. <u>Non-academic</u>: Develop equity and inclusion education activities, events, and modules in consultation with student groups and associations on existing programs. Topics can include equity, implicit bias, cultural safety, accessibility, and inclusion.</li> <li>2. Develop an annual EDI case competition (for homegrown and international students)</li> <li>3. <u>Academic</u>: Adopt EDI related content in program structures, course materials, pedagogical approaches, and academic assessments to enhance the educational experience of all students.</li> <li>4. Conduct a curriculum review of all programs aimed to (1) meaningfully integrate racial (and other equity-deserving) content into curricula, and (2) identify and eliminate racist, sexist, and homophobic content.</li> <li>5. Create a hub of resources for all instructors to use</li> <li>6. Ladder EDI knowledge from 1<sup>st</sup> year to last year.</li> </ol>	<ol style="list-style-type: none"> <li>1. Collect EDI report from different departments. Audit the BOLD program and Career Development programming for inclusion of these topics. Survey of student groups and all HSB activities for inclusion of these topics.</li> <li>2. Year-over-year increase in number of students and schools that attend the EDI case competition.</li> <li>3. Through audit of course outlines, 10% of HSB courses include EDI material. Ensuring use of inclusive language, cases, and examples in courses. Ongoing assessment to ensure effectiveness of this training for students through student survey.</li> <li>4. Ongoing assessment and annual review of curriculum with final report in the EDI Annual Report.</li> <li>5. Hub created and updated annually, with year-over-year increase in recourses and usage.</li> <li>6. Purposeful redesign of curriculum has been completed with inclusion of EDI topics. Ongoing assessment to ensure effectiveness of this training for students through student survey.</li> </ol>	<ol style="list-style-type: none"> <li>1. Medium term through annual reporting of EDI Report- Associate Dean Undergraduate Program.</li> <li>2. Long term- Associate Dean Undergraduate Programs.</li> <li>3. Medium term – T &amp; L Office</li> <li>4. Medium Term – T &amp; L Office</li> <li>5. Short to medium term – EDI Committee</li> <li>6. Medium term- BComm Review Committee</li> </ol>



	<p>7. EDI Guest lectures.</p> <p>8. Raise awareness, through multiple communication platforms, about relevant University of Calgary reporting channels and resources.</p> <p>9. Formal, confidential, and supportive complaints process.</p>	<p>7. 10% of all guest lectures focus on EDI topic</p> <p>8. Annual review of EDI and social media/ communications platforms.</p> <p>9. Develop a formal outline of the exact steps for complaints. Create resource on the EDI hub. Collect anonymous feedback through teaching/ staff/ student survey to ensure effectiveness of this survey</p>	<p>7. Medium term- EDI Committee</p> <p>8. Short – Medium term – Communications/ Marketing Office</p> <p>9. Medium term – EDI Committee.</p>
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<p><b>Enhance capacity of teaching staff and student services to create and maintain respectful, and inclusive student life and learning experiences.</b></p>	<ol style="list-style-type: none"> <li>1. Develop training and supports for teaching and support staff, particularly those who engage with difficult and sensitive topics in the classroom.</li> <li>2. T &amp; L workshops, lunch and learns, etc.</li> <li>3. Improve communications to Support staff to leverage Central EDI learning and develop home-grown workshops/ courses for all staff to attend which will increase awareness of unconscious biases and balancing our commitments to freedom of expression, respect, and inclusion. (e.g., What are the common misconceptions of diversity, what does inclusion really look like? How can this be practiced daily? What are the blind spots?)</li> <li>4. Support the development of staff and faculty capacity to be effective “first responders” to students who disclose experiences related to EDI.</li> <li>5. Allocation within T&amp;L budget to support EDI related learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Hub created and updated annually, with year-over-year increase in resources and usage</li> <li>2. Curriculum of workshops and session is developed and scheduled annually. Year-over-year increase in attendee numbers.</li> <li>3. Collect anonymous feedback through teaching/ staff survey to ensure effectiveness of this training. Collecting EDI report from different departments.</li> <li>4. Collect feedback through staff survey.</li> <li>5. Budget for EDI grows year over year or increases in line with, total budget for T&amp;L. These funds to be allocated to resources development and improving EDI education in HSB Faculty.</li> </ol>	<ol style="list-style-type: none"> <li>1. Short to medium term – EDI Committee and T&amp;L Office</li> <li>2. Medium term- T &amp; L office</li> <li>3. Reporting through the Annual EDI Report.</li> <li>4. Medium term- EDI Committee.</li> <li>5. Medium term – Long term - Dean</li> </ol>
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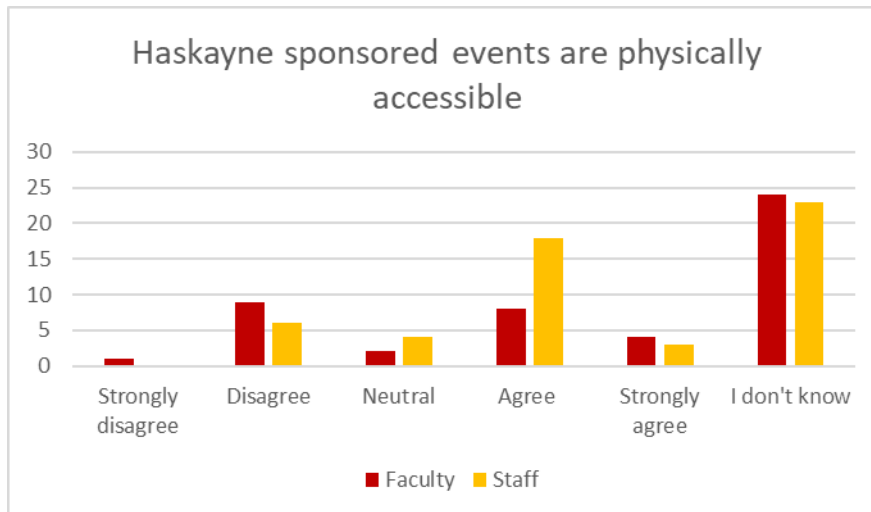
<p><b>Promote student wellness, success, and support, especially for those from equity-deserving groups</b></p>	<ol style="list-style-type: none"> <li>1. Create and support opportunities for students from equity-deserving groups to come together in shared social and networking spaces.</li> <li>2. Purposeful opportunities for their inclusion and mentorship (co-op, WIL, mentorship programs),</li> <li>3. Support Student Clubs that intersect with EDI.</li> <li>4. Pay particular attention to student populations who may be especially susceptible to alienation, isolation, or harassment (e.g., students with disabilities, racialized students, international students, LGBTQstudents).</li> <li>5. Foster a culture and vision that embraces and values diversity and inclusion within the school and acknowledges different identities among students and celebrate differences as a key strength of success.</li> <li>6. Approach Academic Development Specialist to offer workshop covering the intersection between diversity and mental wellness.</li> <li>7. Develop a process (e.g., a suitability score) to evaluate potential academic partners/study locations (exchange, study abroad, dual degrees etc) to include EDI-related and human rights criteria when choosing such partners.</li> </ol>	<ol style="list-style-type: none"> <li>1. Establish a space and program, with yearly increase of student usage.</li> <li>2. Year-over-year increase in number of programs and number of new co-op partnerships.</li> <li>3. Number of workshops, student retention, student complaints/concerns resolved.</li> <li>4. Track and analyze information on student retention, graduation rates, and time to graduation using demographic data. Develop and implement plans to address differential outcomes identified through data analysis with a view to identifying and reducing barriers to student success and wellness.</li> <li>5. Subjective measurement in annual EDI report through student/ staff/ teaching surveys. Implement systematic evaluation criteria. Share results and benefits to create positive attitude change.</li> <li>6. Establish workshop and year-over-year increase in participation.</li> <li>7. Suitability score implemented and used for all new partnership/travel agreements and renewal decisions going forward.</li> </ol>	<ol style="list-style-type: none"> <li>1. Long-term – EDI Committee</li> <li>2. Short to Medium term – Student Experience Office.</li> <li>3. Medium term – EDI Committee.</li> <li>4. Medium to long term – EDI Committee.</li> <li>5. Short to medium term- EDI Committee.</li> <li>6. Medium- term – ADS</li> <li>7. Medium term – AD UG &amp; AD GRAD, with implementation through directors and international exchange team.</li> </ol>
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<p><b>Recruitment and Admission/ Scholarship Processes</b></p>	<ol style="list-style-type: none"> <li>1. Develop and identify student scholarship opportunities for EDI.</li> <li>2. Auditing how scholarships are awarded (through an EDI lens).</li> <li>3. Development of Alternate Admission policies.</li> </ol>	<ol style="list-style-type: none"> <li>1. Year-over-year increases in number of scholarships for equity-deserving students.</li> <li>2. Annual audit and criteria established for awarding</li> <li>3. Track and analyze information on student admission, retention and graduation rates, and time to graduation using demographic data. Develop and implement plans to address differential outcomes identified through data analysis with a view to identifying and reducing barriers to student success and wellness</li> </ol>	<ol style="list-style-type: none"> <li>1. Short- medium term - Student Experience Office and EDI Committee</li> <li>2. Medium term- EDI Committee</li> <li>3. Long-term – EDI Committee in conjunction with impacted offices/ stakeholders (Central Admissions)</li> </ol>
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# EDI Committee | Community Engagement

**Committee:** Robyn Warsylewicz, Mo Keyhani, Elizabeth Henderson

**Accountability:** Primary accountability for the community engagement related EDI goals will rest with the Senior Director (External Relations) and the Associate Director (Community Engagement).



*There is a general lack of awareness among faculty and staff about accessibility concerns, and about feelings of inclusion for those from equity-deserving groups more generally. We need to work to increase awareness of these issues.*

GOAL	TACTICS	METRICS	Timeline/Responsibility
<p><b>Increase opportunities for equity-deserving groups in the community to benefit from Haskayne’s community engagement activities.</b></p>	<ol style="list-style-type: none"> <li>1. Create a process to identify and broaden our community base through active information sharing and/or dialogue with diverse business and community groups.</li>   <li>2.               <ol style="list-style-type: none"> <li>a. Create a new protocol for events and marcomm to increase the priority level of communications for activities and events that include or focus on EDI components.</li> <li>b. Increase the promotion of activities to improve the ability of equity-deserving groups to participate.</li> </ol> </li> <li>3. Community engagement/events team Implement physical accommodations for live and virtual event venues to ensure equal access for equity-deserving groups.</li>   <li>4. Widely communicate post-activity content to ensure access to its benefits.</li> </ol>	<ol style="list-style-type: none"> <li>1.               <ol style="list-style-type: none"> <li>a. Number of individuals from equity-deserving groups who are represented at and participate in Haskayne community engagement activities.</li> <li>b. Number of individuals from new groups previously uninvolved with Haskayne who begin to engage with community-engagement activities and events.</li> </ol> </li>   <li>2. Create a new events/marcomm EDI protocol to identify EDI issues/goals and communicate accordingly.</li>   <li>3. Percentage of total events with physical accommodations to ensure equal access.</li>   <li>4.               <ol style="list-style-type: none"> <li>a. Percentage of content generated in community engagement activities freely accessible post-</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. (a + b) Long term: Community engagement, event/activity owners.</li>   <li>2. Short term: Community engagement, marcomm.</li>   <li>3. Short term: Community engagement, event owners.</li>   <li>4.               <ol style="list-style-type: none"> <li>a. Short term: Marcomm.</li> </ol> </li> </ol>

	<p>5. Community engagement/events, event owners (Centres, functional groups) design inclusive activities permitting free expression of self, full participation (equally, safely and with dignity) and access to content relative to physical, financial and other barriers.</p>	<p>activity to equity-deserving groups.  b. Number of communications to equity-deserving groups about activities and opportunities.</p> <p>5. Percentage of total events with inclusive elements including closed captioning, remote and/or in-person access, post-event recordings and minimal cost to participate.</p>	<p>b. Medium term:  Event marcomm team.</p> <p>5. Medium term: Community engagement events team.</p>
<p><b>Enable students, faculty and staff in equity-deserving groups to benefit from relationships with external community stakeholders.</b></p>	<p>1. Leverage technology to create accessible activities with ease of participation (e.g., closed captioning, hybrid options).</p> <p>2. Design marketing and communications strategies that provide access to information about the environment pre, during and post-activity.</p> <p>3. (Centres, functional groups) Design inclusive activities for internal stakeholders permitting free expression of self, full participation (equally, safely</p>	<p>1.  a. Percentage of activities and events which include technical accommodations to ensure equal access for equity-deserving groups.  b. Number or percentage of people who participate remotely in a hybrid activity due to accessibility issues or concerns.</p> <p>2. Percentage of content generated in community engagement activities freely accessible post-event to equity-deserving groups at Haskayne.</p> <p>3.  a. Percent of participants who indicate in post-event surveys that events are inclusive and accessible and where they feel safe to freely</p>	<p>1. Short term - Community engagement/events, event owners.</p> <p>2. Short term - event marcomm, event owners.</p> <p>3. Short to medium term: Community engagement and events, event owners.</p>

	and with dignity) and access to content relative to physical, financial and other barriers.	express who they are while participating with equality, safety and dignity. b. Percentage of events with EDI-related topics as a main theme of discussion. c. Create post-activity survey question(s) to measure accessibility and relevance of content for equity-deserving groups.	
<b>Align our community engagement activities and events to advance broader societal goals of equity, diversity and inclusion.</b>	<ol style="list-style-type: none"> <li>1. Encourage Haskayne staff, faculty and student participation in UCalgary and broader community initiatives promoting EDI through targeted communications.</li> <li>2. Design Haskayne events that align with and advance broader community EDI goals.</li> <li>3. Recognize diverse community events and celebrations in our communications and respectfully avoid programming on those dates.</li> <li>4. Redesign project kick-off documents, agendas, event briefs and project request forms to include EDI questions and actions for project owners.</li> </ol>	<ol style="list-style-type: none"> <li>1. Number of Haskayne students, faculty and staff who participate in UCalgary and community-led initiatives promoting EDI for which we can access registration data.</li> <li>2. Number and diversity of equity-deserving groups whose voice is included in content decisions, project planning and execution of activities, especially when the content applies to them.</li> <li>3. Distribution of Haskayne communications and tools (e.g., multi-faith calendar) sharing information of importance for equity-deserving groups.</li> <li>4. Redesigned process/forms.</li> </ol>	<ol style="list-style-type: none"> <li>1. Short term: Marcomm, community engagement.</li> <li>2. Medium term: Community engagement, event marcomm, event owners.</li> <li>3. Short term – community engagement event marcomm, event owners.</li> <li>4. Short term– Events, event marcomm teams.</li> </ol>

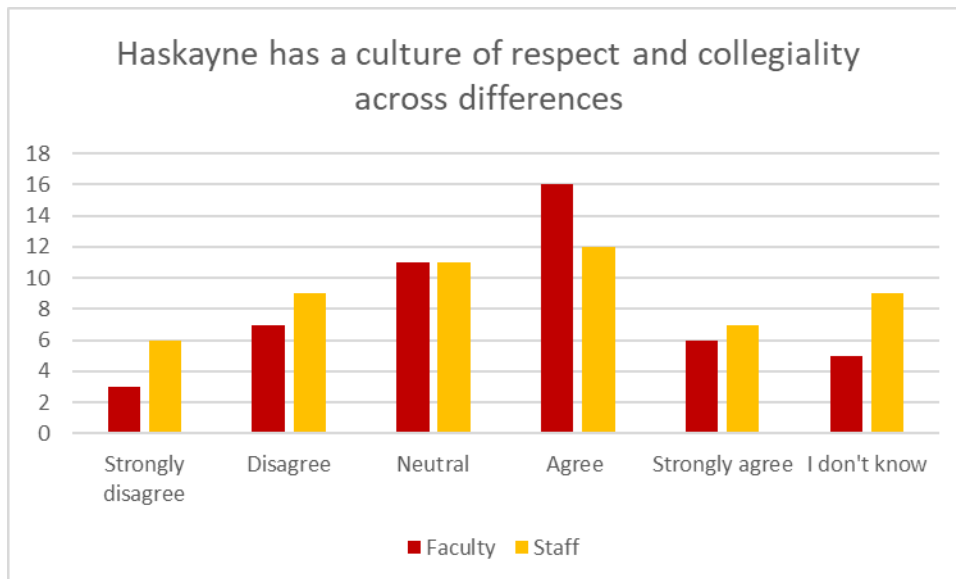


	<p>5. Integrate EDI into community engagement team reps on signature events and other event teams to help focus on the importance of assessing projects and activities through this lens.</p> <p>6. Identify the broader EDI goals for each project and communicate these to the teams who manage them.</p> <p>7. Seek diverse nominations for internal Haskayne awards (Distinguished Business Leader and the Haskayne Alumni Awards) by including diversity as a significant criterion.</p> <p>8. Ensure that committees who select Haskayne award recipients are diverse.</p>	<p>5. Number of events that have an assigned EDI event specialist.</p> <p>6.       <ul style="list-style-type: none"> <li>a. Number of Haskayne-led activities and events that advance broader EDI societal goals.</li> <li>b. Number of community engagement projects and activities that have a focus on EDI in the initial project phase.</li> </ul> </p> <p>7. Number of nominees from equity-deserving groups and number of award recipients selected from this group.</p> <p>8. Include at least 50% committee members from equity-deserving groups with a focus on maximizing diversity.</p>	<p>5. Short term – community engagement.</p> <p>6. Medium term – project owners, community engagement.</p> <p>7. Short-term – Dean (for DBLA) and Director of Advancement/Alumni (for HAA)</p> <p>8. Short-term – Dean (for DBLA) and Director of Advancement/Alumni (for HAA)</p>
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# EDI Committee | Organizational Culture Subcommittee Goals

**Committee:** Sarah D’Alton, Susan Basudde, Shannon MacGillivray, Alya Jinah

**Accountability:** Primary accountability for the organizational culture-related EDI goals will rest with the Dean of the Haskayne School of Business in collaboration with associate deans and directors.



*While many faculty and staff agree that we have a culture of respect across differences, there is significant room for improvement.*

GOAL	TACTICS	METRICS	Timeline/Responsibility
<p><b>Create a respectful environment where diversity of all employees is celebrated and valued.</b></p>	<ol style="list-style-type: none"> <li>1. Diversity moment at Faculty Council, Donuts with the Dean and other meetings.</li> <li>2. Use closed captioning in online meetings</li> <li>3. Deliver workshops (e.g., anti-racism) to educate faculty, staff, and students about such topics as racism, homophobia, antisemitism, sexism and how to stop it</li> <li>4. Implement an annual EDI survey of Haskayne students, faculty and staff.</li> <li>5. Use Dean's Digest to promote EDI initiatives, learnings and events.</li> <li>6. Create EDI staff and faculty award.</li> <li>7. Create a forum for anyone interested in discussing EDI related topics or experiences. Allow the use of physical spaces for EDI-related topics (ie, decrease barriers to accessing space, like the Centre for Dialogue in Mathison Hall).</li> <li>8. Review Golden Bull and Dean's awards terms of reference to be inclusive and recognize diversity.</li> <li>9. Increase overall participation/ contribution in Haskayne events, committees, meetings, etc.) by promoting events, letting employees speak first, manager suggesting</li> </ol>	<p>30% more positive responses on Haskayne Faculty and Staff surveys (Haskayne Culture + EDI Survey).</p>	<ol style="list-style-type: none"> <li>1. Short term/Dean</li> <li>2. Short term/Individuals</li> <li>3. Short term/Associate Dean Faculty</li> <li>4. Short term/Dean, Communications</li> <li>5. Short term/Recognition Committee</li> <li>6. Short term/Associate Dean Faculty</li> <li>7. Mid term/Recognition Committee, Executive Council</li> <li>8. Mid term/Leaders and Managers</li> <li>9. Mid term/HR</li> </ol>

	<p>growth opportunities. Development and contribution mindset.</p> <ol style="list-style-type: none"> <li>10. New Haskayne employee orientation webinar/info session.</li> <li>11. Initiate review of written guidelines/office procedures, to include EDI.</li> <li>12. Ensure physical space is welcoming and accessible for all. (Create an “Accessibility of Space” review committee to look at signage, classroom set up i.e. high podiums, doorways, etc.).</li> <li>13. Review of procedures with a diversity lens (since people may not be aware of their biases).</li> <li>14. Multi-faith room in Mathison Hall (mirror the space in the Dining Centre, the Vitruvian Space).</li> <li>15. Recruit and train EDI champions internally to help focus on the importance of assessing projects and activities through this lens.</li> </ol>		<ol style="list-style-type: none"> <li>10. Long term/Managers, Directors, Area Chairs</li> <li>11. Long term/Haskayne Facilities</li> <li>12. Long term/Associate Deans</li> <li>13. Long term/Dean, Facilities</li> <li>14. Long term/Associate Dean Faculty</li> <li>15. Long term/Associate Dean Faculty</li> </ol>
<p><b>Increase the representativeness of the workforce, in all ranks and roles, to be reflective of Canada’s demographic composition.</b></p>	<ol style="list-style-type: none"> <li>1. Monitoring and updating recruiting and hiring practices. Keep current on U of C HR practices on hiring with an EDI lens.</li> <li>2. Actively advertise job postings to equity-deserving groups and ensure advertisements strongly signal interest in such groups.</li> </ol>	<p>Diversity that matches or exceeds that of our communities.</p>	<ol style="list-style-type: none"> <li>1. Short term/Hiring Managers</li> <li>2. Short term/Hiring Managers, HR</li> </ol>

	<ol style="list-style-type: none"> <li>3. Promote the use of the “Hiring Manager Toolkit” for MaPS and AUPE hires.</li> <li>4. Conversations around meritocracy in Academic recruitment.</li> <li>5. Actively increase representation of equity deserving groups in leadership roles.</li> <li>6. Identify critical positions that will increase the pool of diverse candidates, and initiate strategic hires in these areas. Define a recruitment strategy for those positions.</li> <li>7. Provide support, training, development, mentoring to equity-deserving staff and faculty (e.g., consider structural disadvantage in tenure and promotion guidelines).</li> <li>8. Training on recruitment best practices, particularly for equity-deserving groups.</li> <li>9. Teach staff how to be empowered—promote core competency of leadership, how to meaningfully contribute, use tuition support, development opportunities.</li> <li>10. Leadership opportunities for equity-deserving groups, development of future leaders/succession planning/personal development goals.</li> <li>11. Blind hiring practices to decrease risk of biases. For example: removing</li> </ol>		<ol style="list-style-type: none"> <li>3. Short term/Managers, HR</li> <li>4. Short term/ Dean, Associate Dean Faculty</li> <li>5. Short term/Senior Leadership</li> <li>6. Mid term/Senior Leadership</li> <li>7. Mid term/Dean, Associate Dean Faculty</li> <li>8. Mid term/HR</li> <li>9. Mid term/Managers</li> <li>10. Mid term/Senior Leadership</li> <li>11. Long term/Hiring Managers</li> </ol>
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	names (gendered or racialized names) from applications.		
<b>Address EDI knowledge gap among existing staff and faculty.</b>	<ol style="list-style-type: none"> <li>1. Add EDI goal to annual performance review for Support Staff and MaPS.</li> <li>2. Add EDI discussion to annual meeting with the Dean.</li> <li>3. Raise awareness of guidelines for reporting misconduct (harassment training).</li> <li>4. EDI training at Faculty Retreat with mandatory attendance.</li> <li>5. Empower staff and faculty to have respectful conversations around a difficult topic.</li> <li>6. Offer training to Haskayne faculty and staff focusing on improving EDI awareness and active inclusion in communications, everyday interactions and at meetings and workshops</li> <li>7. Train managers to mediate issues with staff/faculty – promote the use of Central training through EDI office and Training and Development workshops.</li> <li>8. Liaise with staff in student-facing roles who interact daily with equity-deserving individuals, and ensure that they receive communication to send directly to specific individuals</li> </ol>	Building EDI into our everyday work and processes (i.e. goals in annual reviews)	<ol style="list-style-type: none"> <li>1. Short term/Staff members</li> <li>2. Short term/Faculty members</li> <li>3. Short term/Managers</li> <li>4. Short term/Associate Deans, Managers, Area Chairs</li> <li>5. Short term/Managers</li> <li>6. Mid term/HR</li> <li>7. Mid term/HR</li> <li>8. Long term/HR</li> </ol>