

2020 STRATEGIC PLAN FOR

EQUITY, DIVERSITY, AND INCLUSIVITY

UNIVERSITY OF ALBERTA FACULTY OF NURSING



UNIVERSITY OF ALBERTA
FACULTY OF NURSING

INTRODUCTION

The Equity, Diversity and Inclusivity (EDI) Committee promote a high-level, consistent, and reliably strong commitment to EDI and facilitate the implementation of the Faculty of Nursing's vision and mission through initiatives that foster equity, diversity and inclusivity.

Faculty of Nursing Vision:

To be the world-renowned academic and influential voice in professional nursing.

Faculty of Nursing Mission:

To promote health, equity and quality of life for the public good by creating vibrant and supportive environments, advancing health science, and developing nurse leaders.

Faculty of Nursing Core Values:

The Faculty of Nursing embraces:

- Learner-centered teaching and learning
- Cutting-edge research
- Ethical behaviours, relationships, and partnerships
- Inclusive approaches to health, equity, global health, and well-being

DEFINITIONS

(ADOPTED FROM THE UOFA EDI PLAN)

DIVERSITY

Diversity refers to difference or variety. In a broad societal EDI context, diversity refers to demographic or identity diversity, including that based on the protected grounds. Within universities, diversity encompasses these, as well as difference or variety in education, perspectives, opinions, heuristics, disciplines, faculties, skills, and learning opportunities. The University of Alberta supports and encourages diversity through the identification and removal of barriers and biases, and the creation of workplaces and learning environments that are free of harassment and discrimination.

EQUITY

Equity is about fairness in access to education and employment and in the opportunity to succeed in these domains. Employment equity principles, policies, and practices enable equitable access, representation, opportunities, and meaningful participation of socially diverse people—from the federally designated and other equity-seeking groups such as women, members of visible minority groups, Indigenous peoples, persons with disabilities, and LGBTQ2S+ people. We recognize that policies, practices, informal processes, and language created by and for particular groups of people, with a default norm in mind, produce structural barriers that limit access and inclusion for other individuals and groups. Taking equity as a guiding principle means that the university will respect and value the differences of our members by actively identifying and removing barriers, including structural barriers, to ensure that historically excluded groups have the same opportunity to fully flourish at the University of Alberta.

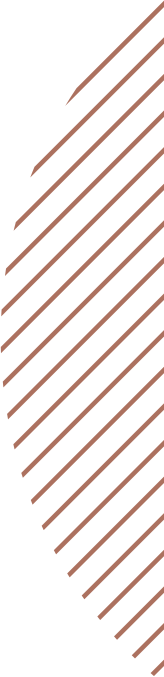


INCLUSION

Inclusion means that we value and cultivate full and meaningful engagement of historically and structurally excluded individuals and groups. Inclusion refers to enabling all individuals on our campuses to fully enjoy the opportunities the university has to offer, and to have all equity seeking groups meaningfully represented in all aspects of university life and decision-making roles university wide.

HUMAN RIGHTS

Every person, by virtue of being human, is entitled to certain fundamental rights regardless of race, colour, ancestry, place of origin, religious beliefs, gender, gender identity and gender expression, physical disability, mental disability, marital status, family status, sexual orientation, age, political beliefs, and any other protected ground as amended over time. Each person is entitled to a life of dignity, equality, and respect, free from discrimination, harassment, and bullying. The university's commitment to human rights is reflected in its policies and practices, as well as the supports it makes available to the members of its community.





EQUALITY - SUBSTANTIVE

The University of Alberta embraces a substantive approach to equality—this means that achieving equality is not only a matter of treating likes alike (formal equality), but also requires us to consider and address the range of conditions that create experiences of disadvantage for some individuals and groups. We consider the full context and impacts of our practices and processes, recognizing that these may be experienced differently by different individuals and groups.

INTERSECTIONALITY

An intersectional approach to equity, diversity, and inclusivity begins from the understanding that the different vectors of social diversity, (race, class, gender, sexuality, disability, nationality, religion, language, age, etc.) do not exist separately or in isolation from each other. Instead, the various vectors of social diversity are interwoven and affect each other. Intersectionality focuses on how multiple, interwoven vectors shape social belonging, cultural representations, social and political institutions, as well as the material conditions of our lives in ways that are not reducible to any singular vector or social category. Initially developed by women of colour seeking to understand how their existence and experiences of marginalization could not be reduced to gender or racial categorization alone, today we understand that everyone's life is shaped by intersecting social categories. Intersecting social categories play a role in exclusion and shape social, political, and material marginalization and dominance. Experiences and systems of persistent social inequality cannot be understood without an intersectional framework.

ACCESSIBILITY

Accessibility refers to the degree to which physical, pedagogical, and administrative structures of the University of Alberta are (re)designed to enable the full, meaningful, and equitable engagement of all of the university's community members. Accessibility includes, but is much broader than, ramped access to buildings. It also includes, for example, designing for physical, financial, sensory, social, and language-level access. Whereas accommodation refers to making specific changes to support the full participation of an individual who has encountered barriers, an accessible campus is one that seeks proactively to reduce as many barriers as possible, while creating efficient and transparent processes for individuals to gain the accommodations they require and are entitled to by law.

RECONCILIATION WITH INDIGENOUS PEOPLES

Reconciliation refers to a process of building and sustaining respectful, ethical relationships between Indigenous peoples and the rest of Canada based on mutual understanding and respect. Universities across Canada have responded to the Truth and Reconciliation Commission's 94 Calls to Action in ways relevant to their institutional context. The University of Alberta has responded with an emphasis on capacity building and foundational change in support of Indigenous initiatives, programming, and personnel with a vision for making the U of A a welcoming place for Indigenous students, faculty, and staff. The university's EDI initiatives will endeavor to support the principles of the Indigenous strategic plan and prioritize cross collaboration with it.

STRATEGIC DIRECTIONS



We will prepare undergraduate (UG) nurse leaders who have expertise in: relationship development, clinical practice, knowledge use, research application, and interdisciplinary teams by:

- Meeting current and emerging needs of the nursing profession in Alberta and beyond.
- Implementing newly developed and approved undergraduate curriculum commencing September 2018 across all UG Programs.
- Integrating an intersectionality (gender, culture, religion, power, age, sexuality, race, ethnicity, ability) informed approach to prepare nurses to work in complex and diverse settings.
- Reviewing and promote application of intersectionality in the curriculum.
- Exploring faculty & staff members understanding and application of intersectionality in their work



We will prepare the next generation of expert nurses in advanced clinical practice, education, and research (Master of Nursing and Doctoral programs) who are ready to advance professional nursing roles in diverse and complex contexts by:

- Attracting and retaining a robust body of outstanding graduate students.
- Reviewing criteria (e.g. holistic admission) to promote an intersectionality approach to admissions.
- Building a community of graduate students marked by excellence, engagement, equity, and inquiry that is open and diverse.
- Creating orientation and professional development activities that are respectful to the diverse needs of all students.
- Reviewing and revising the graduate programs in anticipation of the comprehensive requirements of future nursing researchers and leaders.
- Imbedding Indigenous ways of knowing, where appropriate, throughout the courses offered across the graduate programs.



We will advance health and nursing science through cutting-edge programs of research by:

- Enhancing strategic development of cutting-edge programs of research.
- Strategic recruitment of faculty whose research aligns with EDI initiative, signature areas related to RIG (Queer, (dis)ability, indigenous research).
- Enabling diverse scholars to be successful.
- Developing targets, plans, incentives for incorporating EDI principles and practices into conducting, evaluating, and disseminating research.
- Assessing FoN's culture and climate, develop strategies to promote EDI in research training.
- Developing a mechanism/community for sharing best practices in EDI in research activities.



We will partner with health and community agencies, academies, professions, associations and alumni to tackle complex global health issues by:

- Expanding the FoN's global activities in line with the United Nations Sustainable Development Goals (SDGs).
- Ensuring partnerships with affiliate universities build toward achieving SDGs with a focus on EDI principles.
- Endorsing United Nations Declaration of the Rights of Indigenous People (UNDRIP).
- Enhancing EDI education in global health within the Faculty of Nursing.
- Developing and exploring global health experiences in local, national and international level for students.
- Presenting guest lectures on global citizenship to undergraduate students.
- Enhancing global health research within the Faculty of Nursing.
- Providing support and preparing future nursing leaders (doctoral, post-doc and early career researchers) with knowledge and skills to improve maternal, newborn and child health (Canadian Queen Elizabeth II Diamond Jubilee Scholarship).
- Evaluating global clinical experiences by conducting research.
- Increasing knowledge translation of global placement opportunities through presentations and publications.
- Raising awareness of global/international research funding.
- Continuing with global capacity and relationship building.
- Demonstrating innovative nurse practitioner health services for seniors.
- Implement C3 (Collaborative Community Care) clinic in collaboration with the Seniors' Association of Greater Edmonton.
- Providing clinical placement opportunities for graduate nurse practitioner and undergraduate nursing students that focus on EDI principles.



We will promote a culture of accountability, collaboration, diversity, integrity, recognition, resilience, and philanthropy by:

- Developing effective pathways for internal and external communication.
- Ensuring visibility of the diversity of the student community and accomplishments through multimedia channels to strengthen recruitment to graduate programs.
- Facilitation of EDI resources, easily accessible and readily available.
- Developing FoN webpage for EDI resources, and calendar that covers yearly religious holidays and social events relating to EDI.
- Building a sense of community and cohesion by creating frequent opportunities and activities to engage staff, students, emeriti and alumni.
- Revising admissions criteria and policies to promote Holistic Admissions.
- Processing policies, and structures of the UG programs and office are efficient, equitable, transparent, and aligned with our mission and vision.
- Providing tenure track faculty with support and resources in their unique graduate and honors supervisory roles.



We will support our people and sustain our programs by attracting and stewarding appropriate resources by:

- Reviewing of all relevant policies and procedures for recruitment, retention, and selection of all faculty and staff to explicitly incorporate structures and steps to support EDI focus.
- Reviewing annual evaluation processes for staff to ensure support and recognition of EDI.
- Collecting data on demographics (faculty & staff) perspective on EDI.
- Reviewing of committees' structures and selection process.
- Creating an inventory of existing supports for faculty and staff.
- Hosting brown bag sessions on EDI related matters (e.g. mental health awareness, discrimination, sexual assault and harassment).



We will advance the process of Canadian reconciliation by acting on the Truth and Reconciliation Commission of Canada Calls to Action (#18-24) by:

- Preparing nursing graduates to meet the healthcare needs of Indigenous persons and communities.
- Increasing the number of clinical placements in Indigenous Healthcare Agencies, and/or locations that provide care primarily to Indigenous Communities.
- Integrating Indigenous Health Issues and considerations throughout all courses in the UG and Graduate Program(s) (e.g., case studies, plans of care, issues/ethics).
- Developing thoughtful, respectful, meaningful and sustainable relationships between Indigenous Communities and the Faculty.
- Reassessing the current structure of Indigenous Advisory Board to ensure effective ways to engage indigenous partners and advisors.
- Fostering relationship and collaboration with the Canadian Indigenous Nurses Association.
- Partnering with UA Council on Aboriginal Initiatives for volunteers to serve on the FON Advisory Board.
- Establishing a closer collaboration and connection with UA Town Youth Participation Strategies (TYPS) program.
- Implementing purposeful recruitment of indigenous Faculty members, as well as undergraduate and graduate students.
- Reviewing structure and processes of Indigenous Health Nursing Strategy.
- Providing ongoing education/development opportunities for faculty, students and staff on Indigenous Issues/TRC.
- Promoting Indigenous scholarship and research.
- Develop a database that will include all past, current and future EDI activities.



UNIVERSITY OF ALBERTA

FACULTY OF NURSING

Faculty of Nursing EDI Committee Members:

Dr. Solina Richter

Dr. Diane Kunyk

Dr. Anna Santos Salas

Dr. Carla Hilario

Dr. Linda Ogilvie

Dr. Judith Mill

Susan Lynch

Jessica Ley

Keith King

Corinne Rogers

Nooria Naeemi

Ruby Prinsen

Arnel Ramic

Jennifer Feng

ualberta.ca/nursing