

YORK UNIVERSITY

# Equity, Diversity, and Inclusion Strategy

2022-2027

PREPARED BY: THE PRESIDENT'S ADVISORY COUNCIL  
ON EQUITY, DIVERSITY AND INCLUSION  
DIVISION OF EQUITY, PEOPLE AND CULTURE

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## LAND ACKNOWLEDGEMENT

We recognize that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

DRAFT

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## INTRODUCTION

Founded in 1959 on the traditional territory of the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat, York University is a leading interdisciplinary research and teaching institution with a vibrant and diverse community.

York believes that our diverse community, excellent learning and research, and commitment to collaboration allows us to address complex global challenges to create positive change in the local and global communities we serve. Our students, faculty, instructors, staff, and alumni – all members of the York community – are passionate about building a more innovative, just, and sustainable world.

York has a longstanding commitment to the values of equity, diversity, inclusion and social justice. We aim to create an inclusive and equitable environment for all where the York community experiences a strong sense of belonging, connection and well-being. Making positive change requires that all members of our community feel welcome, believe in a common purpose, and have a shared responsibility to support and enrich each other's experiences to foster individual and collective success. York's commitment to this pursuit is clearly embedded in its mission, vision and values.

The mission of York University is the pursuit, preservation, and dissemination of knowledge. We promise excellence in research and teaching in pure, applied, and professional fields. We test the boundaries and structures of knowledge. We cultivate the critical intellect. York University is part of Toronto: we are dynamic, metropolitan, and multi-cultural. York University is part of Canada: we encourage bilingual study, we value diversity. York University is open to the world: we explore global concerns. We are a community of faculty, students, staff, alumni, and volunteers committed to academic freedom, social justice, accessible education, and collegial self-governance. York University makes innovation its tradition. *Tentanda Via*: The way must be tried.

York's **vision** is to provide a broad sociodemographic of students with access to a high-quality education at a research-intensive University that is committed to enhancing the well-being of the communities we serve.

York's commitment to an enduring and distinctive set of core values:

We strive for **Excellence** in fulfilling all aspects of our mission.

We are **Progressive**, encouraging open minded inquiry, innovative approaches, and forward-looking solutions.

We are passionate about advancing **Social Justice and Equity** through critical insight, creative problem solving, and socially responsible action.

We champion **Diversity and Inclusivity**, embracing differing perspectives, peoples, and ways of knowing, and fostering global fluencies and cross-cultural knowledges.

We uphold **Sustainability** – environmental, social, and fiscal – as a vital compass for decisions and initiatives

This commitment is also embedded in the [University Academic Plan 2020-2025: Building a Better Future](#).

York University, as a leading post-secondary institution in Canada, recognizes the historical, contemporary, and systemic forces that create inequity and discrimination including colonialism, patriarchy and white supremacy. York is committed to the work of dismantling systems of oppression that pervade academia. Individual community members are situated within complex social structures and systems of oppression, within which the University is a part. The mission at York is not distinct from, but part of the collective work of achieving social justice. York recognizes that organizational change must be proactive, responsive to and inclusive of the diversity of its community. York acknowledges the foundational and ongoing work of many individuals, many of whom are from equity-deserving groups, who have done important work to advance equity and inclusion through research, curriculum, teaching, service, and programming. The ways in which the University culture and processes systemically reinforce and have reinforced social processes such as colonialism, the different forms of racism, sexism, ableism, homophobia, transphobia, ageism, and other forms of oppression – have been thoroughly documented. However, more must be done to recognize the ways in which these forms of oppression intersect. The context and the foundation for our commitment resides in the substantial body of research and reports, in which many have shared their lived experiences. These provide us with the understanding needed to begin to eradicate these inequities and work towards an equitable and inclusive environment.

York is committed to sustaining institutional efforts to ensure that Equity, Diversity, and Inclusion (EDI) is embedded across the campus, and ingrained in all functions, decision making, and planning. This EDI Strategy will support existing University efforts and be a guiding framework that individual units can use to guide localized and customized EDI strategies and actions and to encourage collaborative actions needed to advance EDI at York

This Strategy articulates York's commitment to advancing the work needed to create a more equitable, just, and inclusive organization, environment, and community.

## AN ASPIRATION

We aspire to create a network of individuals and communities that work together to build a more inclusive, respectful, collaborative ecosystem. We recognize and understand that marginalization needs to be addressed so that everyone feels connected and is part of the ecosystem in a meaningful way. We envision a future where there is no tolerance for marginalization.

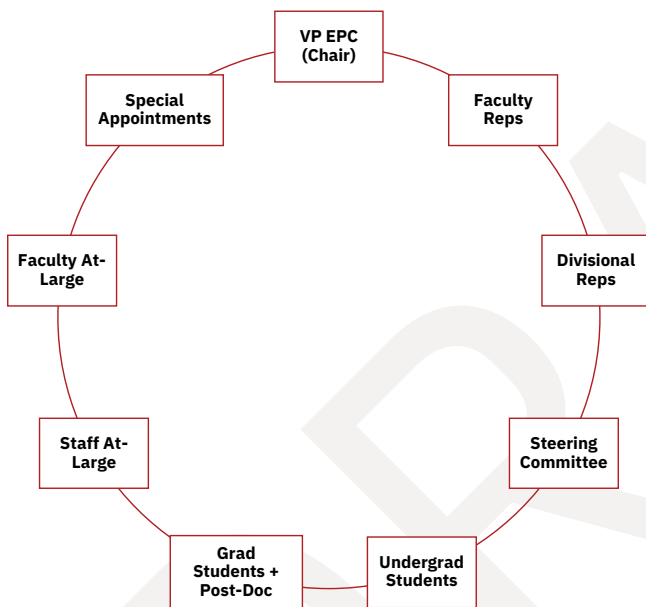
Thus, inclusivity means that people feel a sense of belonging within supportive structures and social spaces. Creating a sense of belonging includes ensuring there is space within the ecosystem to voice different perspectives on how best to advance the shared goals of equity at any one time or on any issue. Different viewpoints are acknowledged and respected, recognizing that we are all on a journey of learning. In this context, individuals and communities within the ecosystem take responsibility for their learning and understanding of different experiences so as not to create new oppressions. In this model, equity is a dynamic state of practices and processes that are always evolving. Striving toward equity in the University requires us to create mechanisms that recognize, acknowledge, account for, and redress the inequities of normative cultures and practices.

We realize that the context in which we try to achieve equity is constantly changing. We acknowledge that identities across the University are dynamic, intersectional, and change across contexts and over time (including resistance to identification itself). We aim to facilitate an inclusive and collaborative ecosystem of individuals and communities, across the University, that promote individual and collective flourishing, while remaining aware that “achieving equity” is not a destination but rather a fluid journey deserving of ongoing attention and care.

## OVERVIEW OF PROCESS

The President’s Advisory Council (PAC) on EDI was formed in the late Fall of 2020. Membership (Appendix A) is broadly representative, consisting of almost 50 members, including at-large representatives of academic and non-academic staff, selected representatives from Faculties, Divisions, specific committees, and constituencies such as undergraduate and graduate students. The Council is charged with providing advice and recommendations on how to advance an EDI strategy at York. The Council enables and supports York students, faculty, and staff to participate meaningfully in the planning and implementation of an EDI strategy, with the goal of cultivating a campus culture that is diverse, equitable and inclusive.

**Figure 1: PAC ON EDI Membership Composition**

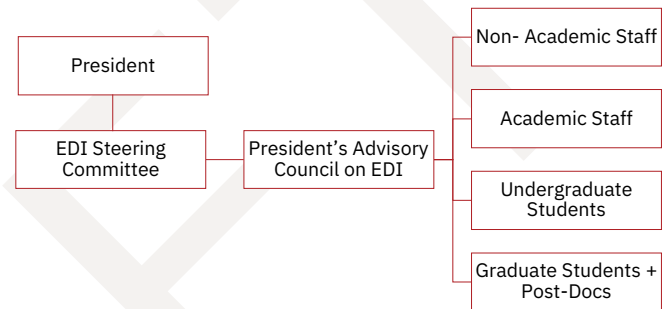


The Council spent time educating itself about EDI promising practices in the post-secondary sector in North America. This included launching Insights: A speaker series on EDI in February 2021 with the goal of sparking learning and conversations about EDI across the organization.

Structurally, the Council established four sub-committees to facilitate the development of the strategy and allow for more focused conversations. The four sub-committees were formed around constituency groups: academic staff; non-academic staff; undergraduate students; graduate students. The sub-committees were charged to explore special topics and/or to investigate specific types of experiences through research and consultation with the York community and to report

findings and recommendations to the President’s Advisory Council on EDI. Specifically, the sub-committees were charged with exploring seven thematic areas as they relate to the constituency groups: teaching and learning; research and innovation; campus environment; employment; access and community engagement; capacity building; and accountability. The recommendations informed the draft strategy.

**Figure 2: PAC on EDI Structure**



In addition to the representative input from the members of the PAC on EDI, the Council received community input through a one-question survey posed to the University community in September 2021, to help inform the Council’s understanding of the current state at York in order to develop the strategy.

Further community feedback sessions are planned for March and April to finalize the EDI Strategy.

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## A NOTE ON TERMINOLOGY

In this Equity, Diversity and Inclusion (EDI) Strategy, we strive to use current, relevant, inclusive, and affirming language. In particular, the terms used aim to be as specific and descriptive as possible. We recognize that there are limitations to language. For example, not everyone will self-identify with the terms used to refer to groups of people. We also acknowledge that there is rich diversity and difference within and across communities-- no group is a monolith, and terms are rarely capacious enough to reflect those complexities.

This document often refers to specific groups in the collective in order to address broad systemic issues. For example, we have chosen to use the term racialized people(s) to describe groups of people who experience racism, which includes Black and other people of colour. We have chosen to use the term person or people with disabilities, while understanding that not all people who live with a disability choose to use this term nor does this collective capture the nuances of disability across a broad spectrum of lived experiences. We

use the terms Indigenous and Black to honour the distinct experiences of Indigenous and Black people and to align with York University's other important frameworks that cover equity, diversity and inclusion: the [Indigenous Framework](#) and the [Framework and Action Plan on Black Inclusion](#). In some places, shorthand, such as 2SLGBTQ+ are used to denote people of various sexual orientations and gender identities. We also acknowledge that where gender is referenced, we include nonbinary, transgender, and cisgender identities within those. Broadly, we have used equity-deserving groups as an umbrella term.

As a place of learning and scholarship, we acknowledge that some of the terms used in this strategy tend to be used more frequently in academic circles, as opposed to non-academic environments. We acknowledge this tension. Terminology also shifts and changes with time, and we are committed to actively and continuously adapting our language in accordance with these changes.

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## PRINCIPLES

The following principles guided the work of the PAC on EDI and are foundational principles to York's EDI Strategy.<sup>1</sup>

### EQUITY

*Equity refers to the guarantee of fair treatment, access, opportunity, and advancement for students, faculty, instructors, and staff at every stage of educational and career development.*

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-deserving groups such as women, racialized peoples, Indigenous peoples, persons with disabilities, and 2SLGBTQ+ people.

York University acknowledges that there are historically underserved and underrepresented populations. 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 York University.

### DIVERSITY

*Diversity refers to the presence of difference and variety of personal experiences, values, and worldviews that arise from difference of culture and circumstance.*

Such differences include race, ethnicity, sexual orientation, gender identity and expression, disability, age, class, religion, and spirituality, geographic, and international, and more. Within universities, diversity also encompasses difference or variety in education, perspectives, opinions, heuristics, disciplines, faculties, skills, and learning opportunities.

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<sup>1</sup> We would like to acknowledge that these principles are informed by the ongoing work in many institutions including York University, University of Alberta, Grand Valley State University, McMaster University, Ontario Human Rights Commission, Ontario's Anti-Racism Strategic Plan, Alberta Civil Liberties Research Centre, and University of Alberta, among others.

York University 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. We affirm and celebrate diversity at York.

## INCLUSION

*Inclusion refers to enabling all individuals on our campuses to fully enjoy the opportunities the university has to offer, and ensure people feel a sense of belonging.*

Inclusion means that we value and cultivate full and meaningful engagement of historically and structurally excluded individuals and groups in a healthy and affirming climate.

Inclusion is “the active, intentional, and ongoing engagement with diversity — in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect — in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within value systems and institutions” (Association of American Colleges and Universities, AAC&U).

Inclusion establishes an environment in which all individuals and communities are able to thrive in authentic ways. Moreover, an inclusive and welcoming climate embraces differences so that all people can fully participate in the University’s opportunities.

York University is committed to the advancement of inclusion — the act of creating environments where individuals feel welcomed, respected, supported, and valued.

## SOCIAL JUSTICE

*Social Justice refers to creating a fair and equal society in which each individual matters, their rights are recognized and protected, and decisions are made in ways that are fair and honest.<sup>2</sup>*

Social justice serves as the conceptual foundation for York University’s commitment to equity, diversity, and inclusion. The University recognizes its responsibility to examine traditional power structures and to address unfair treatment of any University community member within these structures.

York intends to educate and empower all members of the community to think critically about systems of marginalization and oppression. This includes a deeper understanding of

privilege and the need for all in the community to work toward equity and fairness in the pursuit of transformation of lives, professions, and societies.

## INTERSECTIONALITY

*Intersectionality refers to the interconnection of various categories of social diversity (race, class, gender, sexuality, disability, nationality, religion, language, age, etc.) and acknowledges that they do not exist in isolation of each other and can have a cumulative impact.*

Intersectionality focuses on how multiple, interwoven vectors shape social belonging, cultural representations, social and political institutions, as well as the material conditions in ways that are not reducible to any singular vector or social category.

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.

York will act with understanding the unique lived experiences and barriers faced by different equity-deserving groups and recognize the importance of considering both intersectional and disaggregated issues and needs of these equity-deserving groups.

## INDIGENITY

*Indigeneity refers to the inherent rights and entitlements of 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. It embraces new projects and processes arising out of our response to, but not limited by, the Truth and Reconciliation Calls to Action.

The development of this work takes place against the backdrop of Indigenous treaty relationships and Canada’s constitutional and human rights obligations.

York will act to understand the inherent rights and entitlement of Indigenous peoples, Indigenous ways of knowing & being, and recognizing the importance of education, relationship building, and reconciliation in advancing Indigenous priorities.

<sup>2</sup> Source of definition: Oxford Dictionary <https://www.oxfordreference.com/view/10.1093/oi/authority.20110803100515279>



## HUMAN RIGHTS

*Human Rights refers to fundamental rights, by virtue of being human, that entitles everyone to a life of dignity, equality and respect, free from discrimination, harassment, and bullying.*

York is committed to upholding human rights including 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 defined by the Ontario Human Rights Code and amended over time. We will reflect this in our work and practices. We will work to identify root causes of discrimination and bring forth ideas of how to bring about broad, systemic change where possible.

## ANTI-RACISM

*Anti-racism refers to taking proactive steps to fight racial inequity. It differs from other approaches that may focus on multiculturalism or diversity because it acknowledges that systemic racism exists and actively confronts the unequal power dynamic between groups and the structures that sustain it.*

Anti-racism involves consistently assessing structures, policies and programs, and through monitoring outcomes, ensuring they are fair and equitable for everyone.

It actively examines the power imbalances between racialized people and non-racialized/white people. These imbalances play out in the form of privileges that white people benefit from, and racialized people do not.

York will endeavour to practice anti-racism in our work by identifying systems of power and privilege at the University to understand how they affect the lived experiences of racialized and Indigenous peoples who work and study on our campuses, and work to make change to create a more equitable community.

## ACCESSIBILITY

*Accessibility refers to the degree to which physical, pedagogical, and administrative structures are (re)designed to enable the full, meaningful, and equitable engagement of all community members.*

Accessibility includes, but is much broader than, physical access to buildings. It also includes, for example, designing for physical, financial, sensory, social, and language-level access. Accessibility is a foundational principle for the removal of barriers that limit the equitable access to participation and experiences necessary for people with visual, motor, auditory, learning, medical, mental health and cognitive disabilities. Accommodation refers to making specific changes to support the full participation of an individual who has encountered barriers. York will seek to pro-actively seek 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.

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## EXTERNAL ENVIRONMENT

In order to provide an understanding of the current trends and practices in the area of equity, diversity and inclusion (EDI), we undertook an external environmental scan. The scan provides a snapshot of current trends, challenges, and promising practices on EDI in higher education institutions (HEIs) for women, Indigenous peoples, people with disabilities, racialized peoples and members of the 2SLGBTQ+ community (referred to collectively as equity-deserving groups).

The scan identified three broad themes around EDI, briefly summarized below:

### (1) Institutional Structures

This theme includes offices, services, staffing, committees and policies/plans that enhance or facilitate EDI within HE.

### (2) Academic Affairs

This theme includes curriculum development and course requirements, teaching and learning including pedagogy and learning environment, and research approaches.

### (3) Practices

This theme includes hiring and retention practices, leadership approaches and assessment tools that HEI's utilize.

Additionally, we undertook a survey of trends in EDI plans and strategies at a variety of Canadian and American HEIs, which also contributed to the discussions of the Council and Steering Committee and helped inform this strategy.

To read the full scan, please visit the [President's Advisory Council on EDI website](#).

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## INTERNAL ENVIRONMENT

The Council also undertook an internal environmental scan early in the process, to understand where there are policies, programs, departments, committees, and activities related to EDI happening across the University. There is a great deal of activity happening, a sampling of which is identified in the internal environmental scan presented to the Council in February 2021, and available on the Council's [website](#). The Council also received a detailed slide deck on Addressing Indigenous & Black Racism in Higher Education and related institutional activities from a Justice, Equity, Diversity and Inclusion (JEDI) group convened by the Senior Advisor on

Equity and Representation, Dr. Carl James, who undertook a survey of activities happening across the University and identified some key considerations for this strategy.

York is committed to sustaining institutional efforts to ensure that EDI is embedded across the campus, and ingrained in all functions, decision making, and planning. This EDI Strategy will support existing University efforts and be a framework that individual units can use to guide localized and customized EDI strategies and actions and to encourage collaborative actions needed to advance EDI at York.

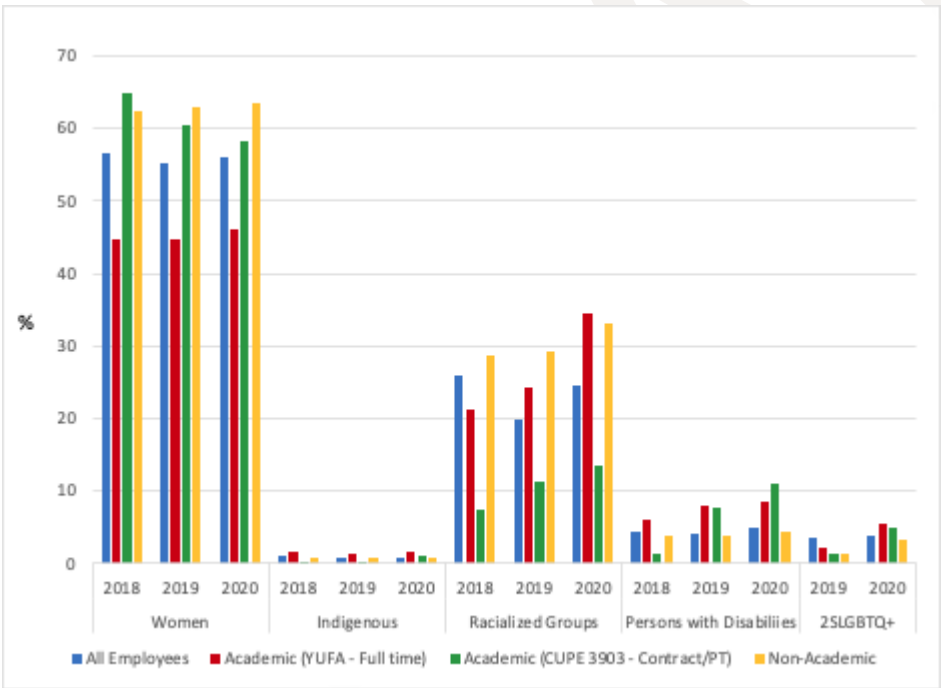
# SNAPSHOT OF REPRESENTATION AT YORK TODAY

York has collected self-identification data for employees since as early as 2004, and in 2020 began disaggregating the data. Student self-identification data is being collected for the first time at York in the Fall of 2021, with the launch of a new student census, and was not available at the time of writing. The details below are sourced from the Employment Equity Survey data and the [2020 Annual Report](#). To see further disaggregated data, readers can review the Employment Equity Annual Report online.

Please note that intersectional data is not available at this time. As the conversations and research around EDI continue to evolve, we anticipate that deeper levels of data analysis will follow and allow us to see beyond the current categories.

Figure 3 provides a summary of employee representation rates across five groups (women, Indigenous, racialized, persons with disabilities, 2SLGBTQ+) from 2018 to 2020.

**Figure 3: Summary of Employee Representation Rates Across Five Groups (2018-20)**



Based on the data in Figure 3, women represented 56% of York employees in 2020. This compares to an aggregated external availability figure of 52.4% provided by Statistics Canada.<sup>3</sup> The internal representation of women for the academic group was 50.3% and the aggregated external

availability was 48.8%. Within the non-academic group the internal representation of women is 62.9% and the aggregated external availability was 56.4%. Overall, the internal representation of women at York exceeded the aggregated external availability figures. Representation rates of Women at the University remained relatively stable over the three years 2018-2020, with a slight increase in the academic employee group.

Overall Indigenous peoples represented 0.9% of York employees in 2020. This compares to an aggregated external availability figure of 1.8% provided by Statistics Canada. This is similar for both academic and non-academic employee groups. Overall, the internal representation of Indigenous peoples is below aggregated external availability figures overall at York.

Overall racialized peoples represent 24.5% of York employees in 2020. This compares to an aggregated external availability of 29.9%. The academic group had an internal representation of 18.6% versus an aggregated external availability of 27.6%. The non-academic group had a higher internal representation of 33.1% versus an aggregated external availability of 34.9%.

Overall, the internal representation of racialized peoples is below aggregated external availability figures overall at York.

People with disabilities represented 5.0% of York employees in 2020. This compares to an aggregated external availability figure of 8.9%. Internal representation of people with disabilities for the academic group is 5.3% versus an aggregated external availability of 8.9%. The non-academic group had an internal representation of 4.5% versus an aggregated external availability of 8.9%. Overall, the internal representation of people with disabilities is below aggregated external availability figures overall at York.

Overall, persons identifying as 2SLGBTQ+ represented 4.8% of York employees in 2020. The internal representation of 2SLGBTQ+ for the academic

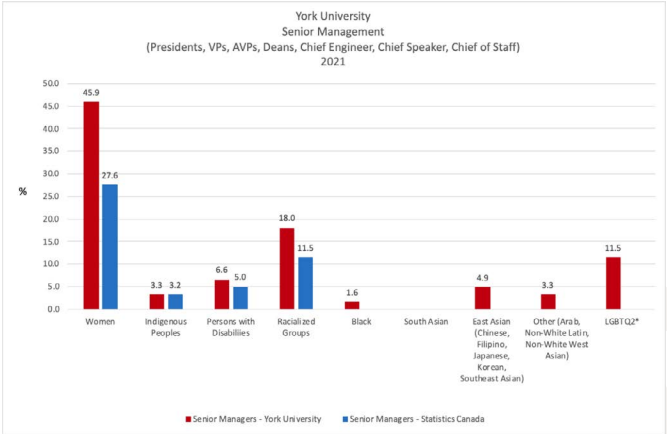
group was 2.5%. Within the non-academic group, the internal representation of 2SLGBTQ+ was 1.2%. Aggregated external availability figures from Statistics Canada are not available currently for the 2SLGBTQ+ community.

<sup>3</sup> The external availability figures originate from the 2016 external availability data provided by Statistics Canada.

The data provides information on where to focus our efforts to increase the representation rates of certain groups, in particular, Indigenous peoples, racialized peoples and people with disabilities, where the overall representation rates fall below the external availability data provided by Statistics Canada. Note that there is nuanced and difference when we examine the data at smaller unit levels. This data may point to specific areas requiring focused efforts that are different from the pan-University analysis. Additional detailed data is available in the annual [Employment Equity Report](#).

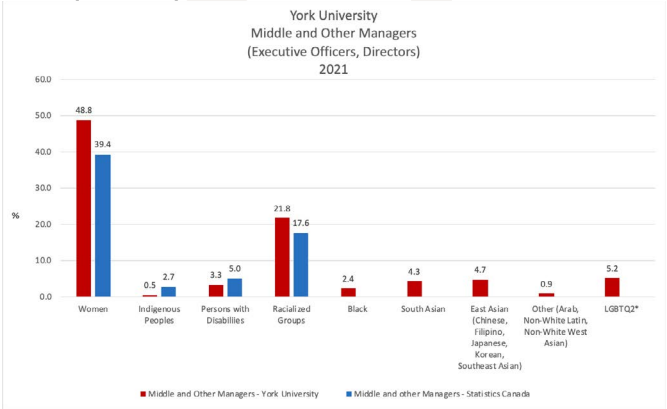
Overall, in the data represented in Figures 3-5, York University seems to outperform Statistics Canada representation rates in most cases, with the exception of peoples with disabilities and Indigenous peoples in middle managers. Again, at different levels of analysis, this will not always be true. This analysis in relation to the numbers from Statistics Canada must be taken with the understanding that representation will be unevenly distributed across the university and that Statistics Canada data will reflect the impacts of biased systems, so although they provide a benchmark for comparison, they are not necessarily the goals to which we aspire to drive true equity, diversity and inclusion.

**Figure 4: Summary of Senior Management Representation Rates (2018-20)**



A further look at representation in leadership at York, as compared to Statistics Canada representation rates is found in Figures 4 and 5. Note in these that Statistics Canada representation rates for Senior Managers and Middle and Other Managers is not available for Black Peoples, South Asian, East Asian and Other (Arab, Non-White Latin, Non-White West Asian).

**Figure 5: Summary of Middle Management Representation**



# OVERARCHING STRATEGIC DIRECTIONS AND MAJOR NEW CAMPUS-WIDE ACTIONS

This EDI Strategy is a starting point. It serves as an umbrella to support and complement individual Faculty, Division and unit-specific strategic planning, development, and implementation of focused activities to advance EDI at York. The overarching five strategic directions are informed by the insight and innovative thinking of the sub-committees of the PAC on EDI; their collective experience, including existing EDI work and research undertaken by individuals and units; existing available self-identification data; and an internal and external environmental scan. These core campus-wide strategic directions are grouped into the following:

- (1) Teaching and Learning
- (2) Leadership and Capacity Building
- (3) Research and Innovation
- (4) Campus Climate and Environment
- (5) Representation and Success.

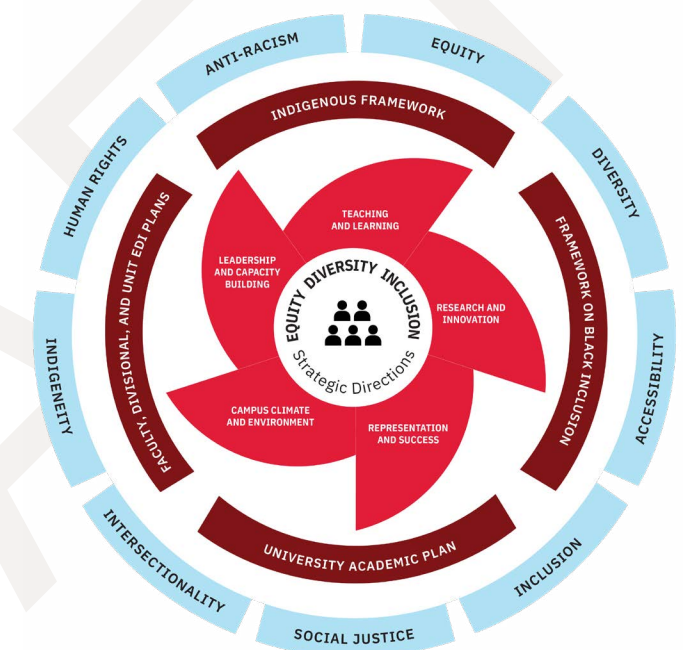
There are several enabling activities that support the implementation of the EDI strategy at an institutional level that include the current University Academic Plan, the Indigenous Framework, the Framework on Black Inclusion, and the EDI plans that exist in various Faculties, Divisions and units. The EDI Strategy is meant to augment these existing frameworks and plans. Using the Strategy as a foundation, individual Faculties, Divisions and units will identify and resource appropriate enabling activities for implementation of their specific EDI strategies and activities. In terms of the academic implications, it is also important that Senate and Senate committees, including Faculty Councils, also engage and foster the work of EDI.

## THE EDI STRATEGY IN ACTION

The EDI Strategy consists of several interdependent dimensions. At the core of the EDI Strategy represented by an inner circle are people: undergraduate students, graduate students, faculty, instructors, and staff. The petals of the pinwheel, which are red in colour, identify the five strategic directions that provide an intentional focus for the next five years to drive transformative change by embedding EDI principles, practices, and actions institutionally. We ask the community to understand that initiatives listed here cannot all happen at once, and that they will be prioritized over the lifespan of this plan. We envision that this EDI Strategy will serve the University beyond the five years of this plan, knowing that the initiatives will change in an ever-evolving climate and context. The next ring of objects, in a red-brown colour, identifies the current plans and frameworks that support the EDI Strategy. These include

the University Academic Plan, the Indigenous Framework, the Framework on Black Inclusion and the individual Faculty, Divisional and Unit EDI plans that already exist, or are being formed. The final outer circle of objects, in light blue, consists of the principles discussed early in this document that serve as reminders of the purpose and goals behind EDI. These principles form the basis for a common understanding and framing for EDI work across the university.

York University 2022-2027 EDI Strategic Directions



**While the Division of Equity, People and Culture takes a leadership role in advancing this EDI Strategy, success depends on the participation of the entire community including our students, faculty, instructors, and staff. Everyone has a responsibility to support this work.**

The Strategic Directions that follow are described in more detail to guide future planning and goal setting. Each Strategic Direction is defined and discussed in terms of major new campus-wide initiatives; initiatives already in progress; calls to action for the university community to consider; and benchmarks to signal success.

This strategy is a long-term endeavour that we know will evolve over time. The ultimate goal is to embed EDI into the very fabric of York University in its pursuit of living its mission and values.

## STRATEGIC DIRECTION: TEACHING AND LEARNING

*York University will cultivate inclusive teaching and learning environments that nurture multiple and intersectional ways of knowing, including the incorporation of EDI principles in curriculum and programs.*

The teaching and learning environment, and experiences in that environment, encompass a wide range of activities including the design of curriculum; experiences accessing, teaching and learning in a classroom (physical or virtual); supporting academic activities (such as lab environments, tutoring programs), degree or program design; design & implementation of learning assessments; addressing barriers to success in specific roles related to teaching and learning; and the array of supports associated with these activities (e.g., learning management systems, accommodations, etc.).

Students have indicated that psychological and emotional safety in the classroom is important. Some of the ways in which student safety has been compromised include, but are not limited to, the following: inappropriate/insensitive course content, unmediated debates, faculty and/or instructors singling out students unnecessarily (e.g., inviting Indigenous students to address the class on Indigenous topics thinking they are experts on everything Indigenous), and problematic use of language. Further, the ways that certain topics are taught in a classroom can reproduce and perpetuate stereotypes. It is important that attention is paid to what is taught and how it is taught in the classroom.

To promote safer learning environments, the University must address this issue through policies, practices, and training for everyone.

### Major New Campus-Wide Initiatives

- Request Senate to consider undertaking a review of the program creation and review process to ensure EDI and anti-racism principles are embedded in policy and practice.
- Request Senate to consider, review and revise the standard components of course syllabi to ensure EDI and anti-racist principles are included, such as reference to the Human Rights Policy and procedures, development of an inclusion and non-discrimination statement that references available support services, complaint procedures, a statement on use of pronouns, etc.
- Develop and implement an education campaign on how to report incidents of discrimination or harassment in the classroom for all individuals who intersect the teaching and learning environment (e.g., students, faculty, instructors, TAs, lab staff, etc.).

### Continuing Initiatives

- Training, education and development opportunities for faculty, instructors, librarians, and academic support persons such as teaching assistants related to EDI will continue to be developed and delivered by the Teaching Commons. Existing training will be communicated more effectively, and new training will be developed, such as the topic of problem-solving techniques in managing bias and racism in the academy (e.g., managing macro and microaggressions including but not limited to interpersonal violence such as misgendering and mispronouncing names, racial slurs etc., dealing with supervisors who evidence bias and racism, promotion of existing internal mechanisms for conflict resolution and support, how to disrupt whiteness in the academy).
- Continue work to ensure appropriate systems, policies and accommodation guidelines are in place for transgender non-binary and other gender identified students, instructors, faculty and staff. This work will continue to engage SexGen as an advisory and advocacy body.
- Continue actively creating, supporting, and promoting accessible and inclusive experiential education opportunities through expansion of supports for engagement of and with equity-deserving student populations and continued collaboration with diverse community partners and organizations.

### Taking Action, Making Impact:

We call on faculties, divisions, units, departments, and community members to identify and implement actions to:

- Ensure that different histories, global perspectives and ways of knowing are reflected in curriculum including syllabus, content, course delivery and assessment.
- Encourage faculty and instructors to build flexibility into the course requirements to accommodate diverse student needs. For example: Create opportunities for students to show they understand course content/topics in different ways that are meaningful to them and move beyond traditional assessments and methodologies.
- Ensure that faculty and instructors are well informed on culture, history, diversity and associated topics and issues and have opportunities to develop the capacity and skills to facilitate delivery of such content and classroom discussions.
- Be open to learn about systemic/ personal bias and dominant assumptions about behaviour/professionalism. These include unacknowledged assumptions of what is valued, permitted, stereotypes of communities that are reinforced, and what is being said in the learning environment, that may inadvertently advance a hidden or secondary curriculum.



- Create and promote inclusive experiential education opportunities.
- Utilize universal design in curriculum development and course/training delivery, which may include training and professional development opportunities for instructors, faculty and staff.

### Benchmarks

- Evaluation metrics on training opportunities provided for faculty, instructors and facilitators of training and development sessions for staff are established and monitored for progress over time.
- Senate undertakes a review of program creation and standard course syllabi guidelines and reviews relevant policies and processes related to teaching including Experiential Education and the use of new & emerging technologies for curriculum delivery.
- Education campaign related to discrimination and harassment in learning environments is developed and evaluated.
- Monitor key questions on learning and the learning environment, as identified by the Office of Institutional Planning and Analysis (in consultation with key stakeholders), from regular recurring student surveys at the undergraduate and graduate levels, for improvement/progress.

## STRATEGIC DIRECTION: RESEARCH & INNOVATION

*York University will cultivate inclusive and equitable research environments that nurture multiple and intersectional ways of knowing. York will create and nurture diverse research teams and encourage research programs in traditionally equity-deserving settings. This includes the continued support of scholarship for equity-deserving groups, the Dimensions Charter, and the advocacy and work related to Tri-Council funding and programs.*

Research encompasses all areas of research and innovation activities, including funding; who conducts research; what informs how the research is carried out; what gets recognized as scholarly work and scholarly excellence; how research is approved and conducted; power dynamics in research groups; and how a researcher pipeline is cultivated. All aspects of innovation work and how a group may intersect with this area of activity are also included here.

### Major New Campus-Wide Initiatives

- Conduct education sessions for Tenure & Promotion Committees on the ways to recognize community-engaged research, mentoring and other forms of service and knowledge creation.

- Develop a Best Practice Guide for Researchers on EDI in the lab (for graduate students and research teams).
- Identify opportunities to support Tri-Council funding opportunities related to EDI; equity-deserving faculty in writing grant applications; and to further advocacy efforts related to EDI and research with grant-funding bodies and agencies
- Identify opportunities to develop & implement strategies and programs to improve knowledge, mobilization, entrepreneurship, and innovation pipelines for equity-deserving groups and research.
- Support the strengthening of research partnerships with equity-deserving communities with the goal of knowledge mobilization, recognizing that knowledge mobilization for those working with equity-deserving communities may take non-traditional formats.
- Identify educational opportunities for researchers on how to meaningfully incorporate EDI principles and practices into their research programs including addressing EDI considerations in research design and practices, recruitment, data collection and sex- and gender-based analysis plus (SGBA+) analysis, trainee recruitment, and research team participation.

### Continuing Initiatives

- Embed equity, diversity, and inclusion principles into the review processes for all funding programs and award nominations including Division of Research & Innovation-administered internal funding competitions, internal research awards; institutional nominations for external awards and honours; and funding programs that require adjudication and peer-review, ensuring transparent and equitable criteria and processes.
- Continue to support seed research funding for diverse scholars from equity-deserving groups (graduate, postdoctoral, professorial) to support capacity building in applying for external funding.
- Continue targeted hires of researchers and research chairs in fields of study focused on EDI while also ensuring inclusive and equitable processes in all faculty hiring.
- Continue to advance the [York-Canada Research Chairs EDI Action Plan](#) and the [Dimensions Charter](#), as well as other existing and future government funding programs.

### Taking Action, Making Impact:

We call on faculties, divisions, units, departments, and community members to identify and implement actions to:

- Ensure that EDI principles and practices are embedded into research plans.

- Develop targeted access and outreach to research opportunities for diverse student populations (e.g., BIPOC, Student with Disabilities, 2SLGBTQ+, first-generation, international) recognizing that there are significant barriers to inclusion for students that need to be addressed in program design.
- Support initiatives to create inclusive research environments in work and learning, specifically in research labs and teams, including mentoring.
- Embed equity, diversity, and inclusion principles and practices in the review processes for all funding programs and award nominations that are localized in unit. For example, ensure that nominees for research and other scholarly awards are representative, including under-represented equity-deserving individuals, and are sought out using inclusive practices.
- Identify opportunities to strengthen meaningful research partnerships with equity-deserving communities.
- Ensure research-related committees, research teams and supervisory committees have representative membership and operate with inclusive practices.
- Ensure that conference representation enables participation of researchers, students and partners from equity-deserving groups and settings.
- Ensure that research is not only disseminated in traditionally scholarly formats but also mobilized in formats accessible to the diversity of broader society.
- Ensure that recommendations related to tenure and promotion encompass all the examples in the [Tenure and Promotions Policy, Criteria and Procedures](#) and not recapitulate the sole reliance on traditional forms of scholarly production and dissemination.

### Benchmarks

- Embed EDI practices and principles in unit research plans.
- Track application and award rates from equity-deserving groups in grant and scholarship competitions and award nominations. See progress over time.
- Promote and support diversity of partnerships.

## STRATEGIC DIRECTION: REPRESENTATION AND SUCCESS

*Through a diversity of efforts across the University, York will work to build a community that is representative and equips members with the support, tools and opportunities necessary for their success. York will actively recruit, support, retain, and advance students, faculty, instructors, and staff from equity-deserving communities.*

Representation across all sectors of the university is important. This includes all aspects of the employment cycle and the student life-cycle. In order to address representation, we must pay attention to recruitment and retention initiatives as well as create conditions for success.

### Major New Campus-Wide Initiatives

- Undertake a study on barriers including financial for students (undergraduate and graduate); identify and seek funding and support opportunities to both reduce barriers for equity-deserving students and support affordability strategies/programs for students. The University Advancement Division will initiate a fundraising effort to support diversity, equity and inclusion-related initiatives, as part of the overall goals and objectives for the division, with a particular emphasis on support for scholarships, awards and bursaries.
- Conduct analysis on student representation throughout recruitment, pathway, and admissions processes, actions and systems, and which, considering both domestic and international students, undergraduate and graduate students, is informed by data such as the student census. This work will help to not only increase diversity within the student body generally, but also in specific programs by developing targeted outreach and recruitment strategies for equity-deserving groups.
- Create an EDI program that will assist graduate student admission selection committees, which may include education or tools in areas such as: reviewing the language in program descriptions; information on the selection of diverse admission interview committee members; materials to understand and identify unconscious bias; information on best practices for recruiting women, people with disabilities, Indigenous peoples and racialized peoples.
- Create an EDI education program or set of tools for all student award committee members (e.g., scholarships, bursaries, etc.) to enable more inclusive approaches to recipient selection.
- Develop a strategy and action plan for employment equity at York, including benchmarks for recruitment, hiring, and retention of equity-deserving individuals, qualitative and quantitative reporting mechanisms with the goal of increasing representation, career progression, success and retention across all employee groups. This includes:
  - Reviewing and revising interview and hiring practices to ensure universal design and ensuring gender-neutral language is used in job postings;
  - Embedding EDI as a competency in the York competency framework for Confidential, Professional and Managerial (CPM) employees;



- Identifying and implementing opportunities to ensure university-provided learning opportunities utilize universal design principles and are accommodating to learners' needs;
- Developing and maintaining a resource guide aimed at decreasing barriers and increasing satisfaction and retention of staff with disabilities;
- Review and revision, as appropriate, to any existing employment equity related programs or policies; and
- Reviewing and revising our understanding of qualifications for employment, for example what counts as 'experience' through an EDI lens and examining expectations of experience in areas/positions from which equity deserving individuals have been systemically and historically excluded.
- Create and embed best practice guidelines for the recognition and valuing of EDI-related work in collaboration with Provosts, Deans, and collective bargaining units, in scholarship, teaching, educational leadership, and service for faculty.
- Ensure diverse representation on all standing committees (scholarships and awards, petitions, Faculty Council, Resource-faculty graduate curriculum committees, etc.).
- Increase representation in leadership roles, such as program directors, chairs, etc. with the aim of achieving increases in representation from underrepresented equity-deserving groups.
- Embed EDI principles and practices in the delivery of student-focused initiatives, programming, and events including the recruitment and training of staff and students engaged in such work.
- Identify opportunities to hire underrepresented individuals and assess a state of readiness to welcome a diversity of individuals to the unit. If the unit is not ready to welcome diverse individuals, then actions need to be identified and taken to address the culture of the unit to change and be one that is inclusive and ready.

### Continuing Initiatives

- Implement Student Census, including use of data to inform reviews of student support services and development of new initiatives to support student success and retention.
- Engage with SexGen advisory/advocacy body to continue the work to ensure appropriate systems, policies and accommodation guidelines for transgender, non-binary and other gender identified students and staff are in place.
- Continue to cultivate donor relationships that support EDI projects and that include financial support programs for equity-deserving students at both the undergraduate and graduate levels.
- Continue to support the creation of employee affinity groups to provide visibility, support and opportunities for staff, faculty, instructors, and student employees from equity-deserving groups to connect (e.g., Black Staff Affinity Group). Resource appropriate supports, including budget allocations to the network(s) to organize events or activities.
- Continue regular reviews of accommodation policies and practices for all student and employee groups.
- Support the development and implementation of alumni networks for equity-deserving groups and engagement activities for these alumni.

### Taking Action, Making Impact:

We call on faculties, divisions, units, departments, and community members to identify and implement actions to:

### Benchmarks

- Monitor proportion of equity-deserving groups enrolled as students (undergraduate, graduate, continuing education, etc.), annually for progress and against local representation rates where possible.
- Monitor proportion of equity-deserving groups to ensure representation in employment at all levels and in all categories within the institution, annually for progress and against local representation rates where possible

## STRATEGIC DIRECTION: LEADERSHIP AND CAPACITY BUILDING

*York University strives to be a community where all members demonstrate the knowledge and skills necessary to navigate through and lead in a diverse world. York commits to building capacity in its leadership to advance EDI for today, tomorrow and the future.*

Advancing EDI requires leadership as well as building capacity to lead. Building capacity for advancing EDI for today, tomorrow and the long-term future will be critical. Part of this includes building and supporting a culture where EDI becomes integrated into everything we do. This will require a shift in the organization itself. This may encompass activities such as education and training, leadership development, building communities of practice, developing toolkits, support from institutional leadership, and building mechanisms for accountability.

### Major New Campus-Wide Initiatives

- Build a vibrant campus network (community of practice) of professionals across the university who undertake EDI work. The Centre for Human Rights, Equity and Inclusion (CHREI)

will continue to expand its programs and activities designed to support these professionals, facilitate collaboration, and share and further enhance their work individually and collectively. The CHREI will develop leaders throughout the institution, matching their commitment with the skills required to shepherd real and lasting progress in individual units.

- Further develop EDI education programming for leadership at all levels to deepen understanding and encourage modelling of inclusive and equitable behavior and practices, with a focus on applied skills and performance management in diverse workplaces.
- Develop and implement criteria for advancing into mid-level and senior-level leadership that requires that all leaders demonstrate commitment to principles of equity, diversity, and inclusion and reflect the diversity of the York community.
- Consult, develop and implement guidelines and toolkits for decision-making, policy writing, and program development that incorporate equity, diversity, and inclusion principles.
- Create a new advisory council on EDI building on the work of the current President's Advisory Council on EDI and President's Advisory Committee on Human Rights and their sub-committees.

### Continuing Initiatives

- Continue to identify and resource EDI strategic initiatives through existing budget processes, as one of the key values of the University.
- Continue to resource, develop, implement, and evaluate comprehensive education and training programs on equity, diversity, and inclusion for students, faculty, instructors, and staff. Embed this education and training in recruitment processes, onboarding, assessment and performance reviews, and professional development for staff, faculty and instructors, and in curricular and co-curricular contexts for students.
- Facilitate and provide opportunities for open and respectful dialogue through continued implementation of the recommendations made during the President's Initiative on Open and Respectful Dialogue. This includes continued efforts to build conflict engagement skills and practices among all members of the York community to equip people for working across differences.
- Review the Work-Study/Student Employee Becoming YU process and program with an EDI Lens and further embed EDI as a competency and learning opportunity.

### Taking Action, Making Impact:

We call on faculties, divisions, units, departments, and community members to identify and implement actions to:

- Support the training and development of all employees as it relates to EDI.
- Provide opportunities to foster the leadership skills and knowledge of under-represented equity-deserving groups.
- Create opportunities to foster respectful dialogue across differences and to build conflict engagement skills and practice in community members.

### Benchmarks

- Identify and develop metrics to monitor employment progression of equity-deserving groups across all employee groups and levels, with annual monitoring for progress.
- Build EDI competency into CPM performance management program.
- Regularly evaluate and review EDI training and education activities, to ensure leadership at all levels is provided opportunities to increase awareness and understanding of EDI.

## STRATEGIC DIRECTION: CAMPUS CLIMATE AND ENVIRONMENT

*York University will work towards creating a more inclusive and equitable community where everyone feels a sense of belonging and that they are respected. York University will undertake initiatives to enhance the accessibility of physical and virtual spaces for students, staff, and faculty.*

Campus climate is understood to be the current perceptions and attitudes of staff, students, faculty and instructors regarding issues of equity and diversity on a campus. Campus environment is generally understood to be the sum of environmental factors that influence students' learning and life, which involves three elements: the physical environment, cultural environment and interpersonal environment. This can be applied to all community members, including employees.

Campus climate includes the circumstances, objects, or conditions that surround all community members. Environment is not limited to the physical (built) environment, though that contributes significantly to a sense of place and belonging. In this area, we also include co-curricular activities for students and how they are supported; experiences that contribute to the development of culture; how York community members are engaged; and the structures of the organization that help create and shape the environment where we live, work and study (such as policy or organizational structure).

We will consider

- Physical environment/space;
- Culture and well-being;

- Digital environments; and
- Community outreach.

### Major New Campus-Wide Initiatives

- Develop and implement a Campus Climate Survey. This will be run on a regular cycle (for example, every three years) to measure progress and inform policy, system review, and program review and development. The findings of the survey will be shared with the community.
- Undertake a review to ensure that all student success/ experience/engagement programs have embedded EDI principles, with emphasis on peer-led programming/ initiatives/events. Examples include Peer Mentoring, Peer Tutoring, Peer-Assisted Study Sessions (PASS), Peer Health Educators, Peer Ambassadors, Course/Class/Cohort Representatives, Peer Volunteers.
- Proactively build and strengthen York’s relationships and improve institutional systems to appropriately recognize, and where appropriate, compensate community members’ engagement with the institution, and work more effectively with communities and organizations representing equity-deserving groups, especially those close to our campuses.
- Undertake a review to understand and propose actions related to recognition and/or compensation for additional labour undertaken by equity-deserving students in university equity-committee work.
- Identify opportunities to enhance the inclusivity of physical spaces on campus such as, but not limited to, the following:
  - Creating spaces for equity-deserving groups (students, employees, etc.) to convene and create communities of support for each other;
  - Ensuring campus infrastructure, including ceremonial spaces, are physically accessible;
  - Identifying of designated space for chest-feeding (change the language in current York policy to encompass all-gender language);
  - Consider hiring an Accessibility Planner to help inform and advise on future builds, in addition to adding their feedback into the University’s 30-year Master Plan;
  - Consider improvements to wayfinding through use of technology such as connecting QR codes to campus maps/wayfinding apps; and
  - Ensure representation of art from equity-deserving artists is displayed in public areas across campus.
- Identify and address potential barriers to accessing the digital campus environment(s).

### Continuing Initiatives

- Support activities that enhance spaces and initiatives toward inclusion for students, such as co-curricular programming, events, mentoring and peer support programs, academic support programs and skill development opportunities.
- Continue to ensure AODA compliance in all areas
- Continued implementation of social procurement policies and procedures, which may consider creation of EDI criteria to engage all external contractors to work toward supporting an inclusive environment at York, and as a condition for being added to the preferred list of vendors or contractors for York.
- Continue to educate the campus community about the new Human Rights Policy and Procedures and to identify ways to have clear means for raising complaints and finding resolution.

### Taking Action, Making Impact:

We call on faculties, divisions, units, departments, and community members to identify and implement actions to:

- Improve accessibility and inclusivity of built and digital environments, documents, etc., where it is within their scope to do so.
- Respond to the climate survey results when they become available.

### Benchmarks

- Monitor Campus Climate Survey, once implemented for progress.

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## ENABLING THE PLAN

The work of building an inclusive, respectful, pluralistic, and collaborative ecosystem of communities through equitable policies and practices is the responsibility of all members of the York University community. We are accountable to each other and in relation to each other. While overall accountability for driving this strategy resides within the Division of Equity, People and Culture (EPC), every community member carries responsibilities, both in relation to the plan and to each other, for the creation and maintenance of an inclusive, welcoming, equitable community.

As we seek to advance the objectives of the strategy, we also need to create meaningful and transparent mechanisms of accountability across the system. On an annual basis, the university will evaluate its progress, report to the community, and update the plan as necessary.

The University will identify means to build accountabilities into existing evaluation and performance tools, such as the Integrated Resource Plan. These accountabilities will be incorporated into the formal performance evaluations for senior positions, with the expectation that leaders, in turn, hold their own units accountable for developing and implementing their own strategies to support the EDI goals laid out in this plan.

We will track—over time—metrics that represent important factors in assessing progress toward our goals. We will use these metrics in combination to determine whether specific shifts up or down, or lack of activity, represent positive outcomes relative to creating a more diverse, equitable and inclusive campus. At regular intervals, we will update the community on our progress

Our review of the existing information regarding the state of the University has highlighted critical gaps in our data— among them, the lack of a comprehensive campus-wide climate survey, as well as deeper levels of data analysis to aid the institution in tracking equity and inclusion. These gaps will be addressed as implementation moves forward.

### Key Initiatives

To support the community and to enable the plan, several key initiatives have been identified and will be funded:

- The Office of the VP EPC will design and oversee an awards program to recognize outstanding accomplishments of community members that have enhanced equity and contributed to a more diverse and inclusive campus environment. All diversity-, equity- and inclusion-related awards will solicit nominations from a broad pool of prospects, and will be widely publicized.

- The office of the VP EPC will establish a dedicated EDI Activity Fund. University community members will be eligible to apply for one-time grants. (Similar to the Academic Innovation Fund).
- We will work in alignment with the Indigenous Framework to support learning, research, and engagement at York that reflects the Truth and Reconciliation Commission of Canada's Calls to Action, the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice, and that are consistent with the United Nations Declaration on the Rights of Indigenous Peoples.
- We will work in alignment with the Framework on Black Inclusion and its accompanying Action Plan to support learning, research and engagement advancing Black inclusion at York and that reflects the Scarborough Charter.
- With this plan being written, the President's Advisory Council will have fulfilled its mandate. There also currently exists the President's Advisory Committee on Human Rights and its three sub-committees. The University will dissolve both groups in the creation of one new Advisory Council on EDI. This new group will provide guidance to the University on matters related to EDI, which may include accountabilities, initiatives, accountability systems and more.

### Taking Action, Making Impact:

We call on faculties, divisions, units, departments, and community members to identify and implement actions to:

- Adopt policies and procedures that set accountability and responsibility towards implementing, monitoring, tracking the progress of and reporting about EDI-based initiatives, which may include a local EDI committee or council

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## CONCLUSION

York University is proud of its commitment to Equity, Diversity and Inclusion and its long-standing historical commitment to social justice. We envision that this Strategy continues to advance EDI and contributes to:

- Community members including staff, students, faculty and instructors feeling a greater sense of safety, and belonging;
- Decision-making that is reflective of a diversity of voices represented in leadership and at decision-making tables;
- Enhanced student experiences;
- Community members feeling empowered to achieve their best, however they define excellence in achievement;
- Equity-deserving individuals having opportunities to progress in their academics and careers; and
- A community empowered to respectfully have difficult conversations and a greater understanding of the importance of equity, diversity and inclusion.

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## APPENDIX A: PAC ON EDI MEMBERSHIP

### Chair

Sheila Cote-Meek, VP Equity, People and Culture

### Steering Committee

Annette Boodram  
Enakshi Dua  
Beyhan Farhadi  
Carl James  
Marian MacGregor  
Mayoori Malankov  
David Phipps  
Rebecca Pillai Ridell  
Randy Pitawanakwat  
Vinitha Gengatharan  
Vanessa Thompson

### Appointed Members

Annette Boodram (Equity Diversity & Inclusion Officer)  
Sharon Henry (PACHR – RISE)  
Carl James (Sr. Advisor, Equity & Representation)  
Ruth Koleszar-Green (Indigenous Council)  
Marian MacGregor (Executive Director, Centre for Human Rights, Equity & Inclusion)  
Gin Marshall (PACHR – SexGen)  
Lori Mishibinijima (Indigenous Council)  
Roxanne Mykitiuk (PACHR – Enable York)

### Faculty Representatives

Gerald Audette (Science)  
Sarah Barrett (Education)  
Rosanna N Chowdhury (Environment & Urban Change)  
Louizandre Dauphin (Glendon)  
Andrea Davis (Liberal Arts & Professional Studies)  
Mazen J Hamadeh (Health)

Paulina Karwowska-Desaulniers (Lassonde School of Engineering)  
Joy Kirchner (Libraries)  
Brent Lyons (Schulich School of Business)  
Judith MacDonnell (Health)  
Aryn Martin (Graduate Studies)  
Hengameh Saberi (Osgoode Hall Law School)  
Sarah Bay-Cheng (Arts, Media, Performance & Design)

### Divisional Representatives

Debbie Montanera-Bojda (Provost & Vice-President Academic)  
Vinitha Gengatharan (Students)  
David Phipps (Research & Innovation)  
Jayne Rop (Finance & Administration)  
Vanessa Thompson (President)  
Kairi Williams (Advancement)

### Undergraduate Students (appointed)

Kien Azinwi resigned XX  
Nathaniel Boateng  
Bo Joseph  
Riaz Nandan  
Stephen Teong

### Graduate Students (appointed)

Zahra Brown  
Amarachi Chukwu  
Jake Okechukwu Effoduh  
Post-Doc Representative (appointed)  
Beyhan Farhadi

### Staff At-Large Representatives

Habibah Haque

Mayoori Malankov  
Amy Poon

### **Faculty At-Large Representatives**

Simon Adam  
Enakshi Dua  
Uwafiokun Idemudia

### **Technical Support Team**

Amy Gaukel  
Stella Kowalchuk  
Alicia Pinter

DRAFT