

Are we having an impact? Using an impact framework to map and measure educational initiatives aimed at operationalizing equity, diversity and inclusion

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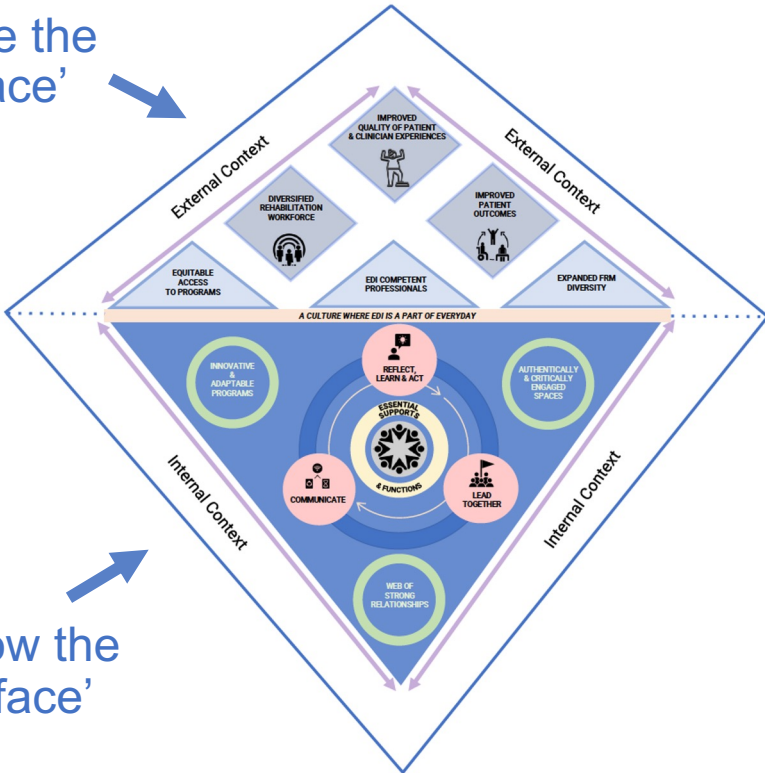
Impact is the
DIFFERENCE made
within the department,
faculty, broader
communities and society

Micro, Meso, Macro
CHANGE

“So What” “So That”
“Now What”

'Impact Iceberg'

'Above the surface'



'Below the surface'

IMPACT CATEGORIES	IMPACT STATEMENTS
ESSENTIAL SUPPORTS & FUNCTIONS	FRM provides supports and executes key functions essential for advancing teaching and learning programs and spaces that shape the development and maintenance of an equitable, diverse, and inclusive teaching and learning culture.
COMMUNICATE	Clear and coordinated flow of communication between partners (internal and external to FRM) keeps all involved parties informed and engaged with EDI in teaching and learning.
LEAD TOGETHER	Working concurrently under a shared vision, individuals throughout FRM are empowered to respond within their scope to needs within their context in order to initiate and sustain change (within the immediate context and broader organization).
REFLECT, LEARN & ACT	Personal and professional growth, and translation of EDI information and knowledge into practice, in teaching and learning manifests through individual and social mechanisms.
INNOVATIVE & ADAPTABLE PROGRAMS	FRM professional programs identify and develop creative solutions to seamlessly integrate EDI throughout curriculum, pedagogy, and assessment or evaluation.
WEB OF STRONG RELATIONSHIPS	A web of strong relationships helps to restructure existing silos and enable collective action toward achieving common EDI goals within FRM and beyond
AUTHENTICALLY & CRITICALLY ENGAGED SPACES	All individuals are able to engage in FRM teaching and learning as unique individuals with various identities, knowledge, skills, ideas, experiences, and contributions.
A CULTURE WHERE EDI IS A PART OF EVERYDAY	EDI principles, integrated in various ways and institutional levels, contribute to ways of knowing that inform everyday considerations, decisions, and actions.
EQUITABLE ACCESS TO PROGRAMS	Albertans have the opportunity to apply to, fully participate in, and complete a FRM professional program.
EDI COMPETENT PROFESSIONALS	All students, instructors, staff, and administrators are competent in reflecting on and applying EDI-related principles, knowledge, and skills in their professional decisions and actions.
EXPANDED FRM DIVERSITY	FRM has thoughtfully and appropriately addressed compositional, cognitive, and curricular diversity to address complex challenges within and beyond FRM.
IMPROVED PATIENT OUTCOMES (aspirational)	The health of patients/persons in the Alberta health system has improved through FRM's contribution to a more diverse and inclusive rehabilitation workforce
IMPROVED QUALITY OF PATIENT & CLINICIAN EXPERIENCES (aspirational)	FRM has contributed to patients/persons and clinicians having better quality experiences receiving and delivering care in the Alberta health system.
DIVERSIFIED REHABILITATION WORKFORCE (aspirational)	FRM has contributed to a rehabilitation workforce in Alberta that has compositional and cognitive diversity.

14 Impact Categories Describe Types of Impact

Using the Impact Framework,
we asked ourselves:

*Where will
Success Make the
Most Difference?*

*What is Needed
to be
Successful?*

*Are any Impact
Categories Being
Missed?*

Examples

**Diversity of case studies
used in curriculum**

**Liaison(s) and joint
position(s) between OT
department & community
partners/organizations**