Public Report
from the President's Advisory Committee
on Diversity, Equity, and Inclusion
and the President's Executive
March 2019

We will be Canada's destination for all who seek a comprehensive, liberal education-based university that promotes a diverse and inclusive environment and inspires research-informed teaching and learning, creative discovery, scholarship, professional endeavor, experiential opportunities, and community engagement.

Destination 2022 University of Lethbridge Strategic Plan

We strive to be a community that supports those who work here – while inspiring our students and extended community – to live with a sense of well-being.

University of Lethbridge People Plan

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Introduction

As a destination university, the University of Lethbridge strives to create a diverse and inclusive community where students, faculty and staff feel welcome, are treated equitably, and can thrive in their various endeavours. Achieving this requires intentional and systemic action. This means creating policies, procedures, programs, events, and interventions that work to eliminate barriers and establish the conditions that enable everyone to fully participate in campus life. As a place of research, teaching and learning, the full and equal participation of the widest diversity of people is crucial for excellence in creating and sharing knowledge. Advancing people's human rights includes actively creating the conditions for their full participation and realization of their goals. As well, our own work, research, teaching, learning and creative activity are all enriched when we interact with a broad range of people with diverse experiences and perspectives. We serve society and ourselves when we create a university that respects everyone's human rights and promotes diversity, equity and inclusion.

We know from an increasing body of research that the barriers of discriminatory beliefs, attitudes, structures and systems found in the broader society also exist in universities. Many universities across Canada are taking active steps to address these barriers to learning and working on their campuses. The University of Lethbridge has undertaken sporadic initiatives over the years though not, as yet, an extended, comprehensive approach. In April 2018, the President's Advisory Committee on Diversity, Equity, and Inclusion was established with terms of reference approved by President's Executive (see Appendix A). The work of this committee was seen as an initial step in the development of a long-term approach to addressing diversity, equity and inclusion at the U of L. On the premise that issues of diversity, equity and inclusion need to be the concern of the entire campus community, committee members were chosen not based on their already existing expertise in the area but on their general interest and to ensure representation from across campus groups. Members were selected with an eye to diversity from across campus in all employee groups and included student representatives. A list of U of L subject matter experts was created for the committee to contact about the state of diversity, equity and inclusion at the U of L. The committee reached out to these people as well as others across campus (students, staff, and faculty) for their comments on diversity, equity and inclusion at the University.

This report and its appendices will also serve as a resource for the development of plans and initiatives to begin addressing the crucial issues identified herein.

Committee members:

> Nicole Eva (chair), Imarú Baquero, Wim Chalmet, Rhonda Crow, Gideon Fujiwara, Helen Kelley, Maya Many Grey Horses, Kori-Lee Nicolle, Ariane Tennant (replaced Nancy Pastoor), Araba Sagoe-Wagner, Jacqueline Preyde, Mike Whipple (replaced Laurel Corbiere)

Purpose:

> To conduct an inventory of current diversity, equity, and inclusion related policies, plans and initiatives throughout the institution

> To identify gaps between stated institutional commitments and the Universities Canada Inclusive Excellence Principles

> To conduct a survey of such practices at comparator institutions

> To make recommendations for action

Following is a brief overview of the work, findings and recommendations of the President's Advisory Committee on Diversity, Equity, and Inclusion.

Overview of Recommendations

The committee identified 19 recommendations of immediate and longer-term actions and strategies to advance diversity, equity and meaningful inclusion, especially of individuals from underrepresented groups, at the U of L. The recommendations can be generally grouped into the following categories. The full list of recommendations follows on pages 5 and 6.

People

Fulfilling the commitment to advancing diversity, equity and inclusion at the U of L will require people specifically tasked with implementing the recommendations, the creation of support networks for people working in the area, and targeted hirings. The President's Advisory Committee recommends the temporary appointment of a 'point person' to oversee the immediate creation of a standing committee comprising elected members of all employee and student groups, both campuses and with a commitment to diverse representation. This new Diversity, Equity and Inclusion (DEI) Committee will include representatives from groups on campus currently involved in various aspects of diversity, equity and inclusion initiatives. Eventually, the point person, in collaboration with the DEI Committee, would facilitate a search for a full-time equity officer, with associated staff.

Further, a commitment to targeted hirings and accompanying support initiatives is crucial to begin increasing the proportion of underrepresented people amongst students, faculty and staff. The Equity Officer, ultimately, should facilitate targeted cluster hiring and provide enhanced supports to students, and to faculty and staff. These supports would include developing formalized mentoring initiatives, support groups, and other assistance as identified.

Plans and policies

The point person and the DEI Committee will update all existing relevant plans and policies immediately and develop a strategy for promoting them. They will also develop a Diversity, Equity, and Inclusion strategic plan through a consultative process, with distinct targets and metrics. This plan will inform the work of an Equity Office, once established. The Equity Office will collect, analyze, and work with the data to support the Deans and managers in their efforts to address inequities in areas such as hiring, salary, and promotion.

Resources

Implicit bias training should be implemented immediately for all hiring committees and evaluation processes. As many modules and training protocols designed for universities already exist, these do not need to be created. Several U of L documents, such as the Best Practices for Hiring Guide, need to be updated. The point person, in consultation with the DEI Committee, should create a website with existing resources for creating, enhancing and supporting diversity on campus. This would include teaching resources for incorporating indigenous and international knowledge practices into courses; resources to aid with creating accessible materials; resources to support minority-status students and faculty (such as the use of gender-neutral language and forms, support services, and the like); and resources to improve hiring and promotion practices. These resources should be collected with the assistance of campus offices and faculty working in the relevant areas. The website will eventually be maintained by the Equity Office.

In the short term, a website or landing page should be created with links to all student support services; a kind of virtual co-location to ensure students can more easily find all the services the University offers. A longer-term goal is to actually co-locate in one building all of these student support services, including, but not limited to, Iikaisskini, International Services, Student Success, Student Counseling, and the Health Centre.

Process

Consultations
The committee invited input from University members via several means and have incorporated many of the resulting issues raised and suggestions into this report and its recommendations. A list of questions along with a draft of the inventory was emailed to 34 subject matter experts seeking their thoughts and suggestions for addressing diversity, equity and inclusion at the U of L. We received seven responses. An online survey made available to the entire University community was completed by 35 people. Five open sessions were held inviting staff, students, and faculty to provide their input in person, attracting 11 attendees, including 2 retired faculty. Also, a white board with the question, "What does diversity, equity, and inclusion mean to you" was positioned in the UHall Atrium to gather feedback during international Week (November 5-9). The board was filled with a range of comments. See Appendix B for questions posed and themes of responses.

Inventory
An inventory was created of all of the reports, policies, documents and recurring activities that directly or even tangentially address issues of equity, diversity, exclusion/inclusion, etc. That inventory reveals that various efforts have been made since 2002. While there have been many policies, projects, reports and initiatives over the years in the area of equity and inclusion, they have not been part of a concerted, comprehensive, long-term plan, and many are now outdated. Noticeably absent from the inventory are resources or modules to support implicit or unconscious bias training for hiring and evaluation committees. See Appendix C for the inventory.

Universities Canada Inclusive Excellence Principles – Analysis
Of the seven Principles outlined by Universities Canada, the U of L falls short on the six requiring action. While we do outline our commitment to diversity in our Strategic Plan, we do not have the action plan (Principle 2) required to follow through on that commitment. We lack a formal Diversity and Equity plan, and without one we are not able to measure and demonstrate our progress in this area. Recruitment and retention practices need work, especially at the upper administration level (Principle 3), but along with this we need better support for those hired from diverse backgrounds (Principle 4). There have been several individual sessions offered to address the incorporation of the Truth and Reconciliation Commission's Calls to Action into the curriculum, but more coordinated work can be done to integrate both indigenous and international content into our teachings (Principle 5). Principle 6 speaks to the evidence that would be collected by an Equity Action Plan and associated metrics, which we do not have so we are lacking data about our own context. Finally, many of our consultations spoke to a need for more education and training, which refers to Principle 7. On the whole, many of our recommendations will cover the Principles as recommended by Universities Canada. See Appendix D for the Universities Canada principles on equity, diversity and inclusion.

Comparator Institutions
Most of the comparable institutions contacted (nine in total) had some commonalities. These formed a 'best practice' template which generally fell under a central office to oversee diversity, equity, and inclusion initiatives. Sometimes this was known as a Human Rights office, sometimes an Equity Office, or some variation. In most cases, these were arm's length from the administration, reporting directly to the President at the VP level and not part of Human Resources. The offices serve all of campus, including staff, faculty, and students. In most cases they collect and house all equity-related data on campus groups. In many cases this office is the intake for human rights-related complaints or cases, and at some of the universities the sexual violence prevention office is included in this office. A major function of the equity offices is outreach, education, and promotion. This can include implicit bias training for hiring committees, setting up support networks for minority groups, creating

departmental equity, diversity and inclusion committees, running equity and diversity-related promotions and events, setting equity targets, running surveys, and ensuring diverse representation on committees. The equity offices also create and update equity-related policies.

The committee held more extensive WebEx conversations with people in offices at two of the universities. In both cases, they had begun with a single individual both fielding complaints and conducting education. They quickly found this arrangement to be untenable and highly recommended separating those two very different functions. For more information about the comparator institutions see Appendix E.

Recommendations

The committee noted that planning, policy, education, and training related to diversity, equity and inclusion need to be embedded as core values within the institution to foster change in attitudes and actions across campus. Creating a culture of equity and inclusivity is crucial to ensuring all students, faculty and staff can thrive and progress in their studies and their careers.

Recommendations were organized into two categories: those that could be implemented soon with little or no cost; and those that are more complex. The recommendations emanate from and are in response to the consultations, conversations, inquiries and analysis undertaken by the committee.

Short-term actions:
- Identify a point-person to initiate the implementation of the short-term actions, oversee a newly established committee, and oversee the development of a plan to address the long-term recommendations

- Establish a standing Diversity, Equity and Inclusion committee with broad, elected representation from across the University, including an elected representative from the Calgary campus

- Provide implicit (unconscious) bias training materials or modules for all hiring committees and evaluation processes

- Update the *Best Practices for Hiring with a Focus on Diversity and Equity* guide, publicize across both campuses, and provide training on its implementation as well as ensuring its use by hiring committees

- Update the Diversity and Employment Equity policy

- Create an online co-location of all student support services (a central website) including Counselling, the Health Centre, Student Success Centre, Accommodated Learning Centre, Indigenous Student Affairs, and International Centre, so they can be easily found and updated on a regular basis

- Establish an online menu of existing resources on incorporating indigenous and international aspects and analyses into courses; this could be undertaken by the Teaching Centre in consultation with the Indigenous Studies department and Indigenous Student Affairs

In addition to these recommendations for immediate implementation, the following list of more complex recommendations will require sustained efforts, comprehensive and collaborative planning, multi-level commitment, and long-term investment.

Longer-term recommendations:

- Create a culture of inclusivity by making efforts to address diversity, equity and inclusion visible across both campuses; identify them as priorities in institutional plans, reports and documents

- Create an equity, diversity and inclusion plan with distinct targets and metrics for evaluation, with a planned periodic review; ensure deliberate and meaningful inclusion of the Calgary campus

- Ensure plans and documents use clearly defined terms and explicitly address issues such as sexual violence, power differentials, racism, gender inclusive language, gender non-binary individuals, and inequities experienced by minority groups, etc.

- Staff an independent, arm's length equity or human rights office with 3 distinct functions: complaints resolution; education and promotion; and equity data collection.

- This office should undertake a salary review and conduct a campus-wide self-disclosure survey of current staff and all new hires. This office should also collect data and create policy for other equity issues, such as domestic violence leaves, and other issues as they arise.

- Engage in targeted hiring of clusters of underrepresented people across the institution and provide them with supports (e.g., mentors)

- Provide education, resources, and encouragement to faculty to diversify their curriculum (indigenization and internationalization)

- Increase funding for the Accommodated Learning Centre, U of L International, Indigenous student supports

- Identify and implement specific accommodation supports on the Calgary campus and continue to retrofit the Lethbridge campus according to accessibility best practices as possible

- Co-locate all student support services in a central, accessible location (both physically and virtually) and ensure better awareness of available supports, i.e., external and internal signage, website, etc.

- Provide orientation and ongoing training to faculty and staff on implicit biases, diversity, equity and creating an inclusive work environment in consultation with those identified as experts in this field, internally and externally

- Ensure initiatives related to gender, sexuality, sexual violence, indigenization, internationalization, anti-racism, etc. that are undertaken by various groups are integrated and coordinated across both campuses for greater effect and efficiency

The President's Advisory committee believes that by undertaking these recommendations, the University of Lethbridge will join the ranks of other Canadian institutions taking concerted action to create a diverse, inclusive and welcoming environment for all who live, work, and study on our campus; a campus that actively promotes equity.

Appendices

University of Lethbridge
PRESIDENT'S ADVISORY COMMITTEE ON DIVERSITY, EQUITY AND INCLUSION
TERMS OF REFERENCE
April 2018

1. GUIDING PRINCIPLES

    The President's Advisory Committee on Diversity, Equity and Inclusion is mandated by the President to review the University's commitment throughout the institution to our shared values of diversity, equity and inclusion as stated in our Strategic Plan and our commitment to Universities Canada's Inclusive Excellence Principles. The University of Lethbridge recognizes that our success is dependent on how well we include, value and engage a diversity of students, staff, faculty, administrators and alumni to achieve the desired outcomes identified within our Strategic Plan. All University stakeholders have a role in ensuring meaningful inclusion.

2. DEFINITIONS

    2.1   "Diversity" is the dimensions and/or the characteristics that differentiate individuals from one another such as gender, disability, ethnicity/race, sexual orientation, thought/perspective, age, religion, and nationality.

    2.2   "Equity" is the state, quality or ideal of being just, impartial and fair, and takes into account differences in opportunity and resources.

    2.3   "Inclusion" is an intended outcome and can be defined by the mutual feeling of respect and demonstrated enrichment that is achieved when a mix of diverse individuals work well together.

3. PURPOSE

    3.1   The purpose of this committee is to review and provide an inventory of policies, plans, activities, and initiatives associated with diversity, equity and inclusion throughout the institution and to analyze any gaps that exist between stated institutional commitments and our commitment under the Universities Canada Inclusive Excellence Principles. A comparative analysis will also be conducted amongst similar Universities in Alberta and Canada.

    3.2   The gap and comparative analyses will be presented to the President's Executive Council for a discussion.

    3.3   Based on the feedback from President's Executive Council, recommendations will be prepared.

    3.4   Once recommendations have been formulated, the terms of reference for the Committee structure will be revisited to determine how to best achieve the principles stated above.

4. MEMBERSHIP

    The President's Advisory Committee on Diversity, Equity and Inclusion comprises 1 or 2 representatives from each employee group at the University of Lethbridge, one representative from Human Resources, two student representatives, and two resource staff from the President's and Provost's Offices. All members are appointed by the President.

5. MEETINGS

    The Committee will meet as often as necessary to meet the purpose as stated.

Committee Membership

Faculty:
Nicole Eva, Library (CHAIR)
Gideon Fujiwara, History, Asian Studies

APO:
Wim Chalmet, Facilities
Imarú Baquero, International Centre

ESS/AUPE:
Kori-Lee Nicolle, General Counsel (ESS)
Rhonda Crow, Dhillon School of Business (AUPE)

Administrators:
Helen Kelley, Graduate Studies

Human Resources:
Chief Human Resources Officer (CHRO)
Nancy Pastoor (interim rep before CHRO appointed)

Student:
International Student Representative*
Indigenous Student Representative*
*Graduate and Undergraduate

Resource:
Jacqueline Preyde, Provost's Office
Laurel Corbiere, President's Office

Appendix B

Consultations, survey and responses

Interview questions

The following questions were sent by email to the list of internal experts identified. Seven written responses were received.

1. What are the issues you see regarding diversity, equity and inclusion at the University of Lethbridge?

2. In your opinion, what would an ideally diverse, inclusive, and equitable environment look like at the University of Lethbridge? Please describe with as much detail as you can.

3. What do you think are the 3 top issues that should be addressed at the University of Lethbridge when it comes to diversity, equity, and inclusion?

4. When you think about possible solutions for positive action, what are 2 solutions that you would recommend for the short term (within the next 1 - 2 years) and 2 solutions for the long term (within the next 3 – 10 years)?

5. Are you aware of any other actions or initiatives on campus that we should add to the draft inventory (attached)?

6. Please identify any gaps that you can see between existing commitments toward Diversity, Equity, and Inclusion by the University and actual practice.

7. Can you recommend other people with whom we should speak?

8. Are there any other comments that you would like to add?

Survey

The following questions comprised the online survey made available to all University members and promoted via the Notice Board, UWeekly, and the public tv monitors. A total of 35 people responded.

1. What does diversity, equity and inclusion mean to you?

2. What do you think are the 3 top issues that should be addressed at the University of Lethbridge as it relates to diversity, equity, and inclusion?

3. What are 2 solutions that you would recommend for the short term (1 - 2 years) and 2 solutions for the long term (3 – 10 years)?

Five open sessions were held inviting staff, students, and faculty to provide their input on equity, diversity and inclusion at the U of L, which attracted 11 attendees, including 2 retired faculty. These were also promoted to all University members via the Notice Board, UWeekly, and the public tv monitors.

Also, a white board with the question, "What does diversity, equity, and inclusion mean to you" was positioned in the UHall Atrium to gather feedback during international Week (November 5-9). The board was filled with a range of comments.

<u>**Themes from campus community responses**</u>

Issues/concerns/problems/needs
- Lack of diversity in administration and faculty (gender, sexuality, race, etc.); (still hear resistance to hiring of women)
- Lack of transparent data on pay equity
- Lack of leadership opportunities and support for indigenous faculty
- Calgary campus community struggles with not always being included or treated equitably within the broader U of L community
- Lack of effective supports for students requiring accommodation; lack of education and awareness (among instructors, staff, students) about accommodation supports, and accommodation requirements
- Lack of accommodation supports on Calgary campus is a significant barrier to student success and hinders enrolment growth
- Toxic masculinity/harassment; inter-staff conflict
- Challenges to ensuring trans/gender queer students experience 'inclusion' from the moment they register at U of L right through to their graduation
- Don't let costs of promoting diversity cut into supports for teaching and research
- Need to recognize that status quo is insufficient; need meaningful change, not just lip service
- Exclusion of and lack of supports for retired faculty; i.e. parking, desk/office space
- Challenges in going beyond the surface; e.g., no actions identified for achieving results of Strategic Plan
- Limited supports for non-traditional students, e.g., parents, students with aging parents, non-binary students, international students, students with disabilities, students in crisis
- Challenge in hiring diverse faculty due to qualified people often having many options
- Have no mechanism to respond to formation of an alt-right student group

Interventions and supports needed
- Set targets for hiring to ensure more diversity at decision making levels
- Cluster hiring of indigenous, racialized, and disabled faculty
- Supports for minorities in new positions
- Develop more transparent hiring and evaluation processes
- Unconscious bias training (all areas of campus community, i.e. via departmental/office meetings); equity training for STP committees. Should be mandatory for administrators, deans, chairs, and hiring committees.
- Ensure pay equity across employee type and staff levels
- Need to collect and analyze the data regularly
- More Blackfoot / indigenous faculty; more elders & support for indigenous students (i.e. mentors, debriefing sessions/labs)
- Provide guidelines on provision of specific accommodations for students
- Provide training on homophobia, heterosexism, ableism, racism; how to overcome internal biases and how to address in the classroom and unit; part of student, faculty and staff orientation

Interventions and supports needed, *continued*

- Curriculum changes to address and acknowledge inequities
- Institutional policies (i.e. hiring policy) and practices need to be deeply embedded in change
- Need a unified message about equity and inclusiveness across campus; need a good communications piece
- Need to ensure language that is 'gender inclusive' of trans/gender non-conforming people in university documents, application for campus housing, forms for accessing support, etc.
- Need a process in case a student files a human rights complaint
- Need a handbook for each group that includes policy, law, resources, where to go with complaints
- Create a website with a list of resources around diversity, implicit bias, videos, curriculum resources, online courses, etc.
- Better promotion of support services and resources to students
- Enhanced supports for students in crisis, especially towards the end of their programs

Ideas for new initiatives and collaborations

- Create a working team to listen, collect perspectives, and learn from gender non-conforming students, faculty and staff what challenges they face and what their needs are
- Consider establishing a separate working group or special outreach to engage members of the Calgary campus and to ensure any new programming and initiatives reflect the needs of the Calgary campus as well as the Lethbridge campus
- Hire key personnel to run diversity and equity programming, i.e. diversity officer, equity office
- More opportunities for social interaction between students, staff and faculty of different races, cultural backgrounds, sexual preferences, etc.
- Anonymous feedback mechanisms, and/or other respectful, safe and public ways to raise issues
- Invite all indigenous faculty, staff, and students to collaborate to propose desired routes to increased participation in university governance
- Create a diversity, equity & inclusion certificate or minor with a group of courses and/or activities and/or attendance at talks
- Explore making INDS 1000 Intro to Indigenous Studies mandatory, OR of developing a 1000-level course that introduces students to a variety of topics related to indigenous studies, diversity, equity, inclusion, cross-cultural learning
- Ongoing events to create a culture of inclusion; e.g., U of A has an inclusion week with activities by a range of people and offices
- Co-locate Women's Centre, Iikaisskini space, International Office, Pride Centre, Sexual Violence Support Office, and other support groups/spaces nearby. Members of these various important initiatives should coordinate and work together in order to maximize the results of their efforts
- Coordinate efforts across the University and with the City to maximize effect. Initiatives include: ULFA diversity & equity committee; Retired Faculty committee; Indigenization; Sexual Violence Prevention, Internationalization, City of Lethbridge initiatives and programs, etc.

Appendix C

Inventory of University of Lethbridge policies, plans, activities and initiatives related to diversity, equity & inclusion

U of L Reports

Equity Working Group Report (pdf)   Dec. 2017
>   Joint Initiative of the Board of Governors of the University and the University of Lethbridge Faculty
>   Association
>   Purpose: "prepare a report with recommendations on how Equity and Diversity issues at the University
>   can best be identified and addressed, where they are found to exist, with due reference to ensuring that
>   ongoing attention to such issues is paid by appropriate means."

Salary Equity Report (not public)   2002/2003

Salary Equity Committee Report (not public)   2008
>   (Included a commitment to repeat salary comparisons in the future. None have been done to date.)

U of L Policies   (www.uleth.ca/policy/external-resource)

Diversity and Employment Equity policy   2004

Canada Research Chairs (CRC) program's requirement   2017
>   Equity, Diversity and Inclusion Public Accountability and Transparency

Aboriginal Education Policy   2013

Academic Accommodations for Students with Disabilities   2016

U of L Related Policies

Harassment & Discrimination Policy   2016

Sexual Violence Policy   2016
>   Review completed in fall 2017

Workplace Violence Policy   2015

Animals on Campus Policy   2015
>   Includes reference to assistance/service dogs

Student Housing Policy   2008

Behavioural Intervention Policy   2014

Weapons Policy   2012

Policy Against Hazing   2006

Social Media Guidelines   2012

Student Discipline Policies Non-Academic Offences (Academic Calendar)

Appendix C

U of L Other documents

Employment Equity Plan   2005
        (Only a hard copy seems to exist – in Central Records)

Statement of Allyship (pdf)   2018
        Arts & Science, Dean's Advisory Council

Blackfoot and First Nations, Métis and Inuit Protocol Handbook   2013
        (Update in progress)

Sweat Lodge Ceremonial Procedures   2010

Principles of Student Citizenship (Academic Calendar)

Best Practices for Hiring with a Focus on Diversity and Equity   2007
        Human Resources. To support Faculties in the search and selection of new Faculty and Professional
        Librarians
        (Quite out of date)

University of Lethbridge Campus Accessibility Review   2017

Equity, Diversity and Inclusion Action Plan   2017
        (as required by the Canada Research Chairs Program)

Activities

International Education Week   November

Indigenous Awareness Days   February/March

Other

Inclusive Post-Secondary Education Program   2018/19
        Funding from Inclusion Alberta to support 2 students with developmental disabilities

Certificate of Commitment number
        from Human Resources and Skills Development Canada
        Federal Contractors Program for Employment Equity
        (The number is an acknowledgement that U of L had submitted a Certificate of Commitment to
        Implement Employment Equity via a form signed in 2011 by U of L's VP Finance & Administration. A
        requirement of receiving federal funds.)

Diversity Advantage project and website   2004 - 2011
        The website supported the work of the Diversity Advantage task force established in 2004. The above
        noted Employment Equity Plan was completed by this committee for submission to Human Resources
        & Skills Development Canada as part of the commitment to the Federal Contractors Program. The task
        force also created the Best Practices for Hiring with a Focus on Diversity and Equity. The last activity
        on the website was in Feb. 2011. The site was accessed in April 2018 but was subsequently removed
        when the University websites were updated.

Appendix D

Universities Canada principles on equity, diversity and inclusion

Canadians value an inclusive country, where equity is deeply embedded and diversity welcomed. Our identity is expressed in the shared values of openness, fairness and tolerance.

Members of Universities Canada reflect those values in their approaches to teaching, research and community engagement. Universities recognize the vital importance of a diversity of identity and thought, with room for a variety of ideas, geographies, cultures and views. While progress has been made over the past few decades, we recognize that there is more we can – and must – do to truly achieve inclusive excellence.

To complement Universities Canada's Principles on Indigenous Higher Education and building on international movements such as the United Nation's HeforShe campaign, members of Universities Canada commit to attracting and retaining students, faculty, staff and leaders from all backgrounds. To serve their missions, our university leaders commit to being active champions of equity, diversity and inclusion on our campuses, in our communities and across the country.

To this end, the members of Universities Canada make an explicit public commitment to seven principles. These principles acknowledge the differences between university communities across Canada and the autonomy of individual institutions to advance change appropriate to local context and needs.

1. We believe our universities are enriched by diversity and inclusion. As leaders of universities that aspire to be diverse, fair and open, we will make our personal commitment to diversity and inclusion evident.
2. We commit our institutions to developing and/or maintaining an equity, diversity and inclusion action plan in consultation with students, faculty, staff and administrators, and particularly with individuals from under-represented groups [1]. We commit to demonstrating progress over time.
3. We commit to taking action to provide equity of access and opportunity. To do so, we will identify and address barriers to, and provide supports for, the recruitment and retention of senior university leaders, university Board and Senate members, faculty, staff and students, particularly from under-represented groups.
4. We will work with our faculty and staff, search firms, and our governing boards to ensure that candidates from all backgrounds are provided support in their career progress and success in senior leadership positions at our institutions.
5. We will seek ways to integrate inclusive excellence throughout our university's teaching, research, community engagement and governance. In doing so, we will engage with students, faculty, staff, our boards of governors, senates and alumni to raise awareness and encourage all efforts.
6. We will be guided in our efforts by evidence, including evidence of what works in addressing any barriers and obstacles that may discourage members of under-represented groups to advance. We commit to sharing evidence of practices that are working, in Canada and abroad, with higher education institutions.
7. Through our national membership organization, Universities Canada, we will work to generate greater awareness of the importance of diversity and inclusive excellence throughout Canadian higher education.

[1] Under-represented groups include those identified in the federal Employment Equity Act – women, visible minorities, Aboriginal peoples, and persons with disabilities – as well as, but not limited to, LGBQT2 and non-binary people and men in female-dominated disciplines.

About Universities Canada
Universities Canada is the voice of Canada's universities at home and abroad, advancing higher education, research and innovation for the benefit of all Canadians.

Appendix F

Comparator Universities

Universities	Office
University of Winnipeg	Human Rights & Diversity Office
Lakehead University	Office of Human Rights and Equity
MacEwan University	Office of Human Rights, Diversity, and Equity
Mount Royal University	Office of Campus Equity & Meaningful Inclusion
Trent University	Centre for Human Rights, Equity and Accessibility
University of Regina	(Embedded in Human Resources; work done by HR)
University of British Columbia - Okanagan	Equity and Inclusion Office
University of New Brunswick	Human Rights and Positive Environment Office
University of Windsor	Office of Human Rights, Equity & Accessibility

Most of the comparable institutions contacted had some commonalities. These formed a 'best practice' template that generally fell under a central office to oversee diversity, equity, and inclusion initiatives. Sometimes this was known as a Human Rights office, sometimes an Equity Office or some variation. In most cases, these were arm's length from the administration, reporting directly to the President at the VP level (or even directly to the Board/Senate) and not part of Human Resources.

The various offices serve all of campus. In most cases they conduct and house all equity-related data on campus groups. In many cases this office is the intake for human rights-related complaints/cases, and in some cases the sexual violence office is included in this office. A major function of this office is outreach, education, and promotion. This can include implicit bias training for hiring committees, setting up support networks for minority groups, creating departmental committees, running equity and diversity-related promotions and events, setting equity targets, running surveys, and ensuring diverse representation on committees. They also create and update equity-related policies.

Every institution contacted had a variation on this type of office, except for the University of Regina. The U of R had had a diversity coordinator embedded in HR but the position was cut in 2016 and the work is now done by the HR partners in collaboration with the Employment Equity committee.

Members of the U of L committee had a WebEx conversation with the Equity Facilitator at UBC – Okanagan, and with the Human Rights Officer and three committee members at UNB. The committee members at UNB were the AVP Academic (Learning Environment), the VP Research, and the Acting Dean, Faculty of Business (St. John campus). Both universities had started with a single individual fielding complaints and conducting education. They quickly found this arrangement to be untenable and highly recommended separating those two, very different, functions.

Appendix F

Committee activities

Workshop led by Roy Pogorzelski, with an inclusiveness exercise to explore dimensions of diversity and intersectionality

Questions sent to 34 U of L subject matter experts via email. Seven of the 34 submitted written responses. (See Appendix B for the questions asked.)

An inventory of U of L policies, documents and practices was created and circulated to the experts and the committee members for review and additions. (See Appendix C for the list.)

The chair conducted interviews with 9 comparator (similar student size) institutions across the country. (See Appendix E for a list of institutions.)

WebEx conversations were held with the committee and staff of equity offices of 2 institutions. (See Appendix E for a list of institutions.)

Public consultations were held on 5 dates. Student groups were specifically invited to 3 of them. A total of 11 people participated.

An online survey was made available to the University community for 2 weeks; 35 people completed the survey.

A whiteboard was positioned in the hall during International Week to solicit participants' comments.

The committee met regularly throughout the process to develop questions, identify sources, and analyze and thematically group the community input (see Appendix B).