Equity, Diversity and Inclusion in Higher Education

Trends, challenges and best practices of
EDI work in Colleges and Universities
November 2020

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Executive summary

This scan details the trends, challenges, and best practices of equity, diversity, and inclusion (EDI) in higher education institutions (HEIs), specifically for women, Indigenous Peoples, people with disabilities, racialized peoples and members of the 2SLGBTQ+ community (referred to collectively as equity-seeking groups). Data was drawn from best practice literature, HEI websites and reports, and academic research.

HEIs can promote EDI in three main ways: within the infrastructure of the institution – the offices, committees, policies, services and buildings that make up the HEI; within its academic work – the curriculum development, course requirements, teaching techniques, learning environment and research approaches embraced by the HEI; and within the practices of an institution – the initiatives, hiring and retention practices, leadership approaches and assessment tools that the HEI employs.

Best-practices indicate that for EDI work to be effective, it must be system-wide, varied, tailored, and invested in for the long-term. Efforts need to be coordinated across campus and appropriately resourced. HEIs must promote collaboration, integrate EDI principles into all the work and create a holistic and intersectional framework for change. Whilst valuing the experience and expertise of equity-seeking peoples, the burden of EDI work should not be put solely on already marginalized peoples. Realistic and measurable goals should be set. Disaggregated data must be collected in an ethical manner and plans, progress, results, and recommendations should be shared publicly. Robust and regular data collection and assessment of programs should be built into everyone's job and classroom experience. This should be upheld by the developing of a culture of care, which will not only foster a more inclusive community, but also a culture of accountability.

EDI offices enhance the coordination and effectiveness of EDI efforts. EDI committees must be diverse and inclusive to support horizontal implementation of EDI. Policies must be created by diverse people in an inclusive manner, uphold the principles of EDI, be accessible, and be implemented equitably. Services and clubs geared towards the needs of equity-seeking groups can provide much needed support and spaces of inclusion, although they are not above reproducing systemic oppressions, and therefore must also work to address their internal culture and policies.

Curriculum, teaching approaches and research practices need to incorporate inclusion. Courses should be offered regularly that explore the histories, experiences, and knowledges of equity-seeking groups, and the "canon" should be scrutinized for how it upholds inequities. Research needs to incorporate EDI in its practices, as well as carry out more evidence-based research into effective EDI practices.

Trainings, campaigns, events and awards can provide meaningful engagement with and actualization of EDI principles, although if offered without larger systemic change efforts, can contribute to a perception of an HEI only paying lip service to EDI. Leadership should be diverse and model EDI practices. Targeted recruitment and equitable hiring practices can support greater diversity. Retention requires supportive policies and programs geared to the realities of equity-seeking groups as well as organizational culture changes. Mentoring is particularly effective at promoting and supporting equity-seeking peoples throughout the HEI. HEIs should strive to break down siloing; collaboration and interdisciplinary work are key venues for and drivers of EDI.

Despite a plethora of opinions and data there remains a paucity of research focused on what works best for EDI in HEIs. Many efforts have focused on greater "diversity" on campus. However, that is not enough – without campus cultures, policies and practices that actively promote equity, exclusion will continue to be the rule, not the exception.

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Introduction

This report examines the trends, best practices, and challenges of implementing equity, diversity and inclusion (EDI) practices to support equity-seeking groups[1] within higher education institutions (HEIs). Many Canadian HEIs are engaged in some form of EDI work, with 77% of universities referencing EDI in their planning documents (Universities Canada, 2019). However, the situation with equity-seeking groups in higher education remains bleak. For example:

- In 2016, only 32% of racialized female college instructors held full-time full-year positions, and racialized female university professors experienced the highest unemployment rates (9.2%) compared to the average university professor unemployment rate of 4.9% (CAUT, 2018);
- Perry's 2011 study of student experience in Ontario HEIs found 40% of student respondents had been victims of hate crimes on campus, with 1 in 10 reporting victimization from verbal assaults;
- A Ryerson study (2010) found that 22.5% of students who self-identified as visible minorities disagreed with the statement "my professors show sensitivity to racial issues";
- Although the numbers have been increasing steadily over the last ten years, Statistics Canada reported only 22% of Aboriginal persons attained university certificates, diplomas or degrees, compared to 45% of non-Aboriginal people as of 2016 (as reported in Assembly of First Nations, 2018). This gap has remained consistent over the last decade (ibid).

To adequately address systemic inequities, a variety of tools and strategies are required, as well as adequate resourcing and time. These tools and strategies must also be tailored to the needs of specific equity-seeking groups, as not all groups are excluded equally. For example, within employment in HEIs, Universities Canada (2019) found:

- People with disabilities account for 22% of the general population and 22% of faculty, but only 5% of senior leaders at Canadian universities;
- Indigenous people constitute 3% of senior HEI leaders, which is lower than in the general population (5%), but higher than the proportion of full-time faculty (1.3%) and doctorate holders (0.9%);
- 2SLGBTQ+ people make up 8% of senior leaders, and 3% of the general population; and
- Black people make up 1.9% of full-time faculty and represent 3.5% of the Canadian population; Japanese people make up 0.6% of full-time faculty and represent 0.3% of the population.

More in-depth intersectional data would complicate this snapshot further. Thus, not only do individual HEIs need toy gather their own, nuanced data, but they also must develop responses that are reflective of their unique context, strengths, and challenges.

For every area of EDI intervention discussed in this report, supportive leadership and adequate resourcing are key. A particularly challenging aspect of EDI work is that if it is not done right, if methods don't embody EDI, and if leadership does not model EDI principles, then the work itself undoes EDI. Best practices are thus *vital,* yet information on them is perceived by many leaders as insufficient (Universities Canada, 2019). This environmental scan aims to address that gap.

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[1]In this report, the equity-seeking groups focused on are women, Indigenous people, people with disabilities, racialized people and the 2SLGBTQ+ community. Placing 2S at the start of the acronym aims to acknowledge the primacy of Indigenous peoples in Canada and their important relationship to Turtle Island. However, this acronym may not be representative of populations some of the services and initiatives described cater to, therefore, terminology may vary in the context of the examples given.

Methodology and Scope

This report draws mainly from three data sources: (1) academic research and reports on best practices related to EDI in higher education; (2) environmental scans, strategic plans and progress reports around EDI at HEIs; and (3) University and College websites detailing their EDI-related activities, programming and offices. Various publicly available online articles were also consulted.

Best practice is defined in a variety of ways: (a) a practice identified as "best" by the equity-seeking group themselves - this is the best scenario; (b) a practice identified by academic research as best; and (c) a practice identified in a report on best practices, a strategic plan, or a report-back to a community as "best". Some practices were drawn from where the literature identified challenges. Finally, some practices are identified as "best" given anecdotal evidence. Some examples are highlighted as "promising" based on being innovative, but evidence of effectiveness is yet to be measured in a publicly available manner. One challenge to this work is the lack of evaluative data on many EDI initiatives, so there is often no indication as to effectiveness.

Data is drawn primarily from North America, specifically Canada and Ontario as available. As much as possible, the most recent trends were reviewed.

When referring to specific groups, terminology may change throughout the report: this is to accurately reflect how an individual or group self-identifies; to reflect how an author, organization or HEI refers to a group; or to update an out-of-date term. Should this be confusing, please refer to Appendix A for a list of definitions of terms.

This report does not look at complaints or appeals processes when harm has been done to a member of an equity-seeking group. These processes are laid out by individual universities, unions, and legislative bodies and are in place because EDI has already failed, and are as such, out of the scope of this review. This paper focuses on what can be done to promote equity, diversity and inclusion and mobilize systemic change in the following sections:

> ❯ Section I – Institutional Structure reviews the offices, committees, positions, policies, services, and buildings of the HEI within which EDI is pursued;
> ❯ Section II – Academic Affairs looks at the academic pursuits of the HEI and where EDI can enhance curriculum, teaching, learning and research; and
> ❯ Section III – Practices, which frames some suggested cultural shifts, investigates what practices promote EDI, including initiatives, recruitment, retention, assessment, and community-building.
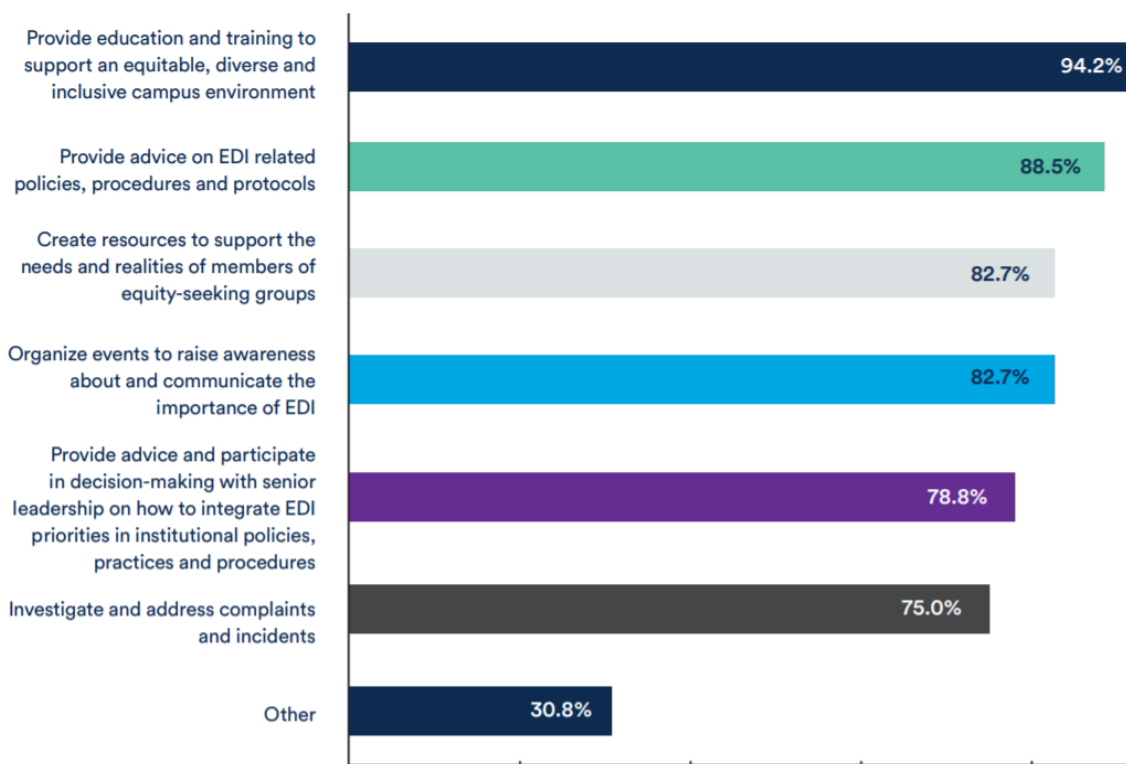
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I. Institutional Structure

This section looks at how the structure of the HEI can promote EDI. Institutional structure here includes offices, committees, and positions dedicated to EDI, as well as policies, services, clubs and the buildings themselves that should consider EDI in their design and use. This section is placed at the beginning of this scan to highlight its importance; indeed, as Kalev, Kelly and Dobbin (2006) find, the instituting of structures of responsibility (such as affirmative action plans, EDI committees or EDI staff positions) have proven to achieve the most significant increases in managerial diversity.

EDI offices

Just over half (54%) of Canadian universities have an EDI office (Universities Canada, 2019). Most university equity offices are mandated to focus on staff and faculty (Henry et al., 2017). Of institutions with EDI offices, a third had one or fewer full-time staff (Universities Canada, 2019). Vallianatos (2018) found that most equity officers lacked sufficient time, staffing, and resources to fulfill their mandates. Thus, not all HEIs have EDI offices; when they do, many are limited in scope and resources (Dua & Bhanji, 2017a).

Figure 1: **Trends in EDI office responsibilities**

Activities undertaken by EDI offices (n=52)

- Provide education and training to support an equitable, diverse and inclusive campus environment — 94.2%
- Provide advice on EDI related policies, procedures and protocols — 88.5%
- Create resources to support the needs and realities of members of equity-seeking groups — 82.7%
- Organize events to raise awareness about and communicate the importance of EDI — 82.7%
- Provide advice and participate in decision-making with senior leadership on how to integrate EDI priorities in institutional policies, practices and procedures — 78.8%
- Investigate and address complaints and incidents — 75.0%
- Other — 30.8%

Source: Equity, Diversity and Inclusion at Canadian Universities, Report on the 2019 National Survey, https://www.univcan.ca/wp-content/uploads/2019/11/Equity-diversity-and-inclusion-at-Canadian-universities-report-on-the-2019-national-survey-Nov-2019-1.pdf

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Despite this, HEIs with EDI offices collected more EDI data, had more unified and coherent EDI messaging and programs, conducted more monitoring of EDI activities, and were more proactive in EDI than those without them (Foo & Fong, 2009; Tamtik & Guenter, 2019). EDI offices tend to be the source of EDI training, support and resources on campus. As Coleman (2019) articulates, like IT, EDI work needs people with high level knowledge to support the HEI. **EDI offices can make a difference**.

The institutional placement and support of the EDI office can impact effectiveness. Tate and Bagguley (2017) recommend increasing institutional access for equity officers to implement change; currently 51% of EDI leads report to the president (Universities Canada, 2019). Senior leadership support for the work of the EDI office is integral to the office's effectiveness: Dua's study of 37 HEIs found only one equity officer who did not report facing resistance from senior administrators in the form of lack of support for initiatives, hostility, condescension, ostracization or the undermining of anti-racist policies (2009). Universities Canada (2019) found institutional pushback to be a top challenge to effective EDI change. The difference an EDI office can make will depend on where it is in the institution and what kind of support it has.

The typical activities of an EDI office are outlined in Figure 1, drawn from Universities Canada's (2019) research. Beyond that list, some EDI offices also serve as repositories for EDI reports and resources, some collect research and track EDI progress, and some give out awards and grants for EDI work.

Best practices for EDI offices include **ensuring adequate professional development and support for critical reflection and growth** for staff (Reddick, 2019). EDI trainers often work in an inhospitable environment, are expected to speak truth to power and must neutralize hostility (Reddick, 2019; Voyer, 2009). EDI work can be emotionally draining, because of its personal nature: many work in EDI because of strong convictions and are deeply invested in what they do (Parker-Toulson & Harrison, 2010). **A culture of care and self-care in the EDI office** that is responsive to challenges, encourages balance, self-compassion and growth, could help avoid burn-out (Amey-Taylor, 1997; Estable, Meyer, & Pon, 1997).

Communities of Practice (CoPs)

CoPs were identified as a promising practice by the E(RACE)r Summit on Race and Racism on Canadian University Campuses, to provide a forum to question, learn, discuss systemic challenges, share resources, and provide updates on the equity-based needs of faculty, staff and students (Lindo, 2017). Evidence of CoPs being effective in other fields, such as by supporting increased evidence-based practice in children's mental health (Barwick, Peters, & Boydell, 2009), or promoting a sense of connectedness and confidence in leadership in the private sector (Hemmasi & Csanda, 2009), or in teacher learning (Lai, Pratt, Anderson, & Stigter, 2006) is promising. Although based on a limited dataset, Mortier, Hunt, Leroy, van de putte, and Van Hove (2010) found CoPs supportive of inclusive education for students with disabilities. Gabay, Voyles, Algozzini and Batchelor (2019) found that virtual CoPs were effective in supporting the development of faculty members' critical consciousness, which itself supported the development of skills to address learning equity and gaps in educational achievement. However, CoPs are no silver EDI bullet, and as McLoughlin, Patel, O'Callaghan, and Reeves (2018) find, issues of participation, trust, confidentiality, and technology can inhibit effectiveness.

Examples of CoPs:

- The Canadian Association of College & University Student Services has a national CoP for Equity, Diversity and Inclusion professionals in the many fields of student affairs (https://www.cacuss.ca/communities-and-networks.html).

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- Ryerson's Community of Practice[2] provides input, expertise and shared knowledge for campus-based initiatives related to EDI. Members share knowledge, engage in professional development and develop best practices.

Committees dedicated to EDI

"On one campus, the committee members reported that they felt empowered and engaged, and they attributed that to the fact that the chair of the committee was the campus provost. On another campus, the committee expressed that they felt irrelevant and disengaged, and they attributed that to the fact that the chair of the committee was the campus provost." (As quoted in Foo & Fong 2009)

Half of the universities in Canada have a taskforce dedicated to EDI (Universities Canada, 2019). Kalev, Kelly, and Dobbin's (2006) study found a 27% increase of Black women in management in organizations with a diversity committee. Foo and Fong (2009) found that a well-run and constituted EDI committee empowers the members, ensures EDI engagement from all levels of the HEI, allows for a comprehensive lens to be used to implement change, and fosters collective ownership of changes.

Felix and Castro's (2018) study found no correlation between committee size or institutional make up (what parts of the HEI members represented) and the effectiveness of the strategies implemented by the committee. While taxation can occur if the same pool of people is continually drawn upon to support EDI, representation from equity-seeking groups on committees is vital, and therefore EDI committees are best served when robust diversity efforts in hiring and retention are already well underway (Universities Canada, 2019). Best practices include **recognizing and compensating equity-seeking groups for their contribution,** giving committees a budget to promote EDI and ensuring members are trained in and comfortable talking about equity issues and systemic barriers (Carter, Skiba, Arredondo, & Pollock, 2017; Kelly, Gayles, & Williams, 2017; Nicolazzo, Marine, & Wagner, 2018).

Examples of the work of EDI committees:

- Identifying issues, designing responses, and promoting comprehensive employee commitment to EDI, reporting to senior management (Canada Research Chairs [CRC], 2018b).
- Reviewing senate by-laws to address barriers to inclusion in senior governance (UBC, 2018)
- Ensuring anti-racism strategies align with the current needs of racialized and Indigenous peoples; assessing the impact of implemented programs; and examining employment equity programs aimed to increase numbers of racialized people in the HEI (Lindo, 2017).
- Advising on trends and resources, and measuring effectiveness of accommodation policies and processes (Condra & Condra, 2015).

For more examples of HEIs' EDI committees, see Appendix G.

> ### EDI in committees, not just an EDI committee
>
> Not only do there need to be committees to further EDI, but equity-seeking groups also need to be represented in discipline and interest groups, such as sustainability or STEM groups etc. These groups are just as important for moving the work of diversity and inclusion forward throughout the HEI (Coleman, 2019).

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[2] For all examples of work done at HEIs, links to websites can be found in the "Universities and Colleges" section.

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Positions dedicated to EDI

Many Canadian HEIs have new senior leadership positions related to EDI (Tamtik & Guenter, 2019, see Appendix G for examples). As mentioned, to integrate EDI throughout campus, similar to integrating the use of technology, high level positions with an overview of best practices and an in-depth knowledge of *how* EDI works facilitates change. Foo and Fong (2009) found **HEIs with a senior administrator dedicated to EDI had more coherent and consistent EDI messaging and programs**.

This can take the form of positions within the institutions created for the purposes of promoting and coordinating an EDI strategy, as well as making sure EDI is part of leadership portfolios. This can be further parsed into positions to support equity-seeking faculty and staff (Universities Canada, 2019), and positions to administer EDI programs across the HEI.

Examples of roles to support EDI and equity-seeking groups:

> Traditional Knowledge Keepers (Ryerson TRC, 2018).

> Elders in Residence (see spotlight). For recommendations for this program, see Appendix H.

> Patient advocate for trans* and other students to report concerns (Trans* Policy Working Group, 2014).

> VPs of Equity: for example, at Queen's the Deputy Provost role was revised to provide leadership for EDI in the university's operations and retitled as Deputy Provost (Academic Operations and Inclusion).

> Ombudspersons, equity advisors, endowed chairs, provost or deans for faculty development and diversity (Bilimoria, Joy, & Liang, 2008).

Policies

Policies define how people operate in an institution. They define what is possible. Policies supporting 2SLGBTQ+ students, for example, are related to student success and lower rates of on-campus

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SPOTLIGHT: ELDERS IN RESIDENCE

The 2015 study of 10 Indigenous Elders in Residence at the **University of Washington** found that the most effective and engaging aspects of the program were the lunch meetings, workshops, one-on-one mentoring and class sessions led by the Elders. The main take-away for students was a focus on storytelling as both pedagogy and community-building, lessons not otherwise experienced in the classroom (Lewis, 2017, p. 824).

Martin and Meijer Drees' (2011) study of **Vancouver Island University**'s Elder in Residence program found that:

- 94% of students thought the program should continue, even if they had not had a lot of contact with the Elder, and even if they were not clear on the exact link to course content.
- 82% of faculty intended to include Elders in classes in the future.

Both Indigenous and non-Indigenous students thought the program brought them benefit within and outside of the classroom. However, faculty and staff felt that the role of Elders was unclear, creating confusion and inappropriate treatment on several levels. Students were concerned by the lack of institutional respect for the Elders-in-Residence which "suggests the teachings of respect and sharing they receive from the Elders have brought students to consider the larger context of Elder presence in a postsecondary setting." (Martin & Meijer Drees, 2011, p. 39). One recommendation to address power imbalances is to pay Indigenous elders on par with senior faculty (Iqbal, 2017).

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discrimination (Nguyen, Brazelton, Renn, & Woodford, 2018; Woodford, Kulick, Garvey, Sinco, & Sung Hong, 2018). Policies can make a difference.

1. Who makes the policy
Members from equity-seeking groups that are affected by the policy and equity officers should be involved in policy development (Tator & Henry, 2010; Tate & Bagguley, 2017). HEIs should be mindful of placing the burden of work on equity-seeking people who are already facing systemic disadvantages (Marquis et al., 2016). Equity-seeking groups must be brought into discussion about oppression with care, recognizing the trauma of experiences of marginalization (Lindo, 2017). The process by which the policy is developed, and reviewed should not tokenize, belittle, or disregard the contributions of equity-seeking participants (or anyone on the committee) and seek to hold valuable everyone's contribution.

> **Questions to consider when drafting a policy**
>
> - Whom is the policy intended to benefit?
> - Does the policy improve the HEI experience for the intended beneficiaries?
> - Whom might the policy exclude?
> - Does the policy serve people at the intersections of identity?
> - Does it address the struggles and needs of historically marginalized groups? (Pitcher, 2015)

2. Policy content
Not all policies will be *about* EDI, but all policies should consider EDI. Any policy that does not employ an intersectional lens easily reproduces existing power dynamics (Crenshaw, 1991). Clarity is important for EDI: policies that leave room for discretion also leave room for discrimination; until bias is eliminated from society, **polices should make it harder, not easier, to employ discriminatory bias** in providing a service or setting a standard.

From an EDI lens, policies should acknowledge the context within which they are to be enacted. Buitendijk, Curry and Maes (2019) in their report on EDI in universities, argue that best practices include EDI policies that are seated in an in-depth knowledge of the history, both institutionally and nationally, of racism in its many forms and intersections. Ryerson's [Discrimination and Harassment Prevention policy](#) is an example of a user-friend, accessible policy that addresses the context of racism and power in plain language in the policy itself.

Specific examples of EDI-related policies are offered throughout the report.

3. Access to the policy
Condra and Condra (2015) found that almost a third of faculty were unaware of relevant disability accommodation policies; combined with frequent attitudinal barriers (Moriña, 2017), this affects student experience and retention. Best practice is to provide policies that are clear, publicized, **widely communicated and located in one easy-to find location, including online** (Concordia, 2019; Trans* Policy Working Group, 2014). The language of the policy should be accessible and gender-neutral and ideally, translated into languages relevant to those affected by the policy. Best practice also includes offering access to the policy in a variety of formats.

The Trans* Policy Working Group (2014) also advocates for designating an EDI trained point person for a policy and including their contact information near the policy (i.e. online). This can facilitate access to the policy and ensure that those seeking to interact with it will be met with someone invested in upholding EDI.

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Not all problematic policies are old

McMaster's 2018 [Tobacco & Smoke-Free University Policy](#) was flagged by stakeholders as having accessibility implications. Dress code policies are still being created and can be a barrier to trans students (Nicolazzo et al., 2017). McGill's medical school, for example, as recently as May 2019, implemented a dress code policy calling for all chests to be covered, a rule with implications for and likely roots in sexism and slut shaming. York's school of nursing implemented a dress code in 2012 prohibiting stockings with patterns on them. For a discussion of how the "cloak of professionalism" is a manifestation of whiteness, see Marom (2019).

4. Actualization of the policy
Dua's (2009) review of employment equity and anti-harassment policies found that effectiveness of a policy is tied to strong mechanisms for implementation. Often, enforcement of policies is punitive, which may not best embody the principles of EDI. Education, support, and space for learning and mistakes may instead be conducive to long-term actualization of a policy. Trainings, outreach, announcements and one-on-one conversations may be necessary to scaffold behaviour change.

5. Revision of the policy
It is often difficult to keep HEI policies current, however, even if a policy is not being used, its presence sends a message. Policies should be assessed for effectiveness on an on-going basis. As Chen, Davis and Ingram (2014) find, providing accessible mediums to receive student feedback on policies increases student satisfaction and eases tensions between students and administrators. Should an apparently neutral policy have adverse effects on equity-seeking groups, it should be amended or struck down (Queen's, 2017, 21; Law, 2017). Reviews should also be carried out regularly to ensure 2SLGBTQ+ culturally competent language is used (Darville, 2018; Lindsay, Porter, & Yendt, 2019). **Best practices include mechanisms to address harm as well as change or update policies**. Ongoing assessment is necessary.

Clubs and Services
Student clubs, supports and services are an important non-academic context within which belonging can happen. Strayhorn (2019) found belonging and involvement affect one another, and ensuring adequate and appropriate avenues to get involved promotes the possibility of belonging. Further, student clubs have been found to build a more inclusive and equitable campus (Concordia, 2019). HEIs benefit from providing space to, supporting and highlighting equity-promoting student clubs (Universities Canada, 2019). Promoting EDI supports and services to *everyone* takes the burden of research off those who need to access them and normalizes the need for them, thus destigmatizing their access.[3]

Equity-seeking student supports
The following will focus on supports, spaces and groups for equity-seeking students. Student groups that do not focus on identity (such as those organized around shared hobbies, providing a service or supporting a cause) or that focus on identities beyond the scope of this scan (such as faith-based groups or groups based on nationalities) are also sites of important EDI work, but are not covered below.

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[3] For example, OUSA (2016) found that the majority of students were either somewhat or very uncomfortable discussing their disability with their professor. Widely sharing the process and services may facilitate greater comfort with addressing the issue with faculty, and faculty may be more aware of how to appropriately respond.

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Equity-seeking groups are divided by identity here in order to facilitate discussion of some identity-specific needs, however, the issues should not be understood as exclusive to those identities; indeed, the activism discussed under racialized students and the intra-group dynamics highlighted in the 2SLGBTQ+ section for example are by no means unique to these groups, nor are they essential to them.

2SLGBTQ+

Queer Student Centres exist in 73% of Canadian universities (Ecker, Rae, & Bassi, 2015). These organisations have a positive impact on 2SLGBTQ+ student success and lower rates of on-campus discrimination (Woodford et al., 2018).[4] However, many trans students feel marginalised in these spaces by problems in the organisation, funding, leadership, and a failure to address intersectionality (Goldberg, Smith, & Beemyn, 2019; Marine & Nicolazzo, 2014). White homosexual cisgendered men often dominate in these spaces, leaving racialized 2SLGBTQ+ people feeling excluded and certain sexualities, such as asexuality or bisexuality, treated as invalidate sexual orientations (Pitcher, 2015; Sloan, 2019). Westbrook (2009) argues that these organizational conditions are re-created given the relative youth and lack of experience of many of 2SLGBTQ+ centres' leaders, underlying issues of sexism, leadership burn out, and low turn-out. Despite research findings that participation in groups is necessary for feelings of inclusion on campus (Tatum, 2018), Yarhouse, Stratton, Dean, and Brooke (2009) found that only 14% of 2SLGBTQ+ students utilized 2SLGBTQ+ specific campus resources. These centres need adequate funding, prominence, and must ensure trans* specific support is included (ibid.). Trainings such as Boston University's "LGBTQ + POC Ally Training" may address issues of white dominance in these spaces (Morsberger, 2020).

SPOTLIGHT: INDIGENOUS SPACES AT TRENT

The Enwayaang Building houses the First Peoples House of Learning, the Chanie Wenjack School for Indigenous Studies, the School for Business, the Departments of Mathematics and Economics, the Research Department and the Gzowski College;

Giizhigaatig (Cedar) Room is an Indigenous Learning Space with a beautiful view of the river and the land for Indigenous students;

The Indigenous Environment Institute includes the Duty to Consult, Northern and Indigenous Community Health and the Trent Aboriginal Cultural Knowledge and Science program for children and youth education about the integration of Indigenous ways of knowing and western science;

The Nozhem: First Peoples Performance Space is designed by Elder Edna Manitowabi, who established it as the first publicly funded Indigenous Performance Centre in Canada;

The Ernest and Florence Benedict Gathering Space is the most beautiful room on campus, hosts many ceremonies, meetings and houses original artworks;

The First Peoples Lecture Hall houses an original artwork depicting muskrat diving for the earth from which the Earth was created - by Woodland Cree artist Ray Kakegamic, alum;

Mnidoowag A'Kiing (the Spirit Lands) with Tipi, Wigwam, Medicine Garden, celebrates 50 years of Indigenous Studies at Trent. The Traditional Area, Mnidoowag A'Kiing, provides a social fire for students, celebrates regular full moon ceremonies and many other ceremonies as requested.

The Gilbert Monture Oral History Lab - offers computers with specialized software and support for the production of digital stories by faculty and students.

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[4] Further, Buitendijk et al. (2019) discuss evidence of the existence of LGBTQ+ and Gay-Straight Alliances as being beneficial even to members of the LGBT+ community who do not use them, and that in fact non-LGBTQ+ individuals also report benefitting from the opportunities of allyship offered.

Software should enable students to indicate the pronouns they use and/or use a name other than their legal first name to appear on course and grade rosters, directory listings, transcripts and advisor lists. Suggested options include: she, he, ze, and they, or "prefer name only". This should be supported by a **chosen-name policy**, which allows this to happen as needed without a letter from a therapist or doctor or the need to change other documents (Lockhart, 2015; Schenk Martin, Sasso, & González-Morales, 2020; Trans* Policy Working Group, 2014). This should be accompanied by a **gender-identifier policy**, stating that the HEI will always recognize and respect the stated gender identity of the individual (Trans* Policy Working Group, 2014).[5] Best practice is to **only ask for gender identifiers if necessary, and if so, have it included as a blank field that can be filled out by the person themselves**.

Indigenous

Universities Canada (2019) identifies providing **an Indigenous student centre** as a best practice. Walton et al.'s (2020) study found that 53% of Indigenous students experienced racism on campus. In Indigenous cultures, where community is intrinsic to support systems, without which many Indigenous students struggle to succeed, Indigenous student spaces provide some of the *only* HEI spaces Indigenous student feel comfortable in; Indigenous spaces do not expect the Indigenous student to adapt to the existing culture, but instead value their own (Indspire, 2018a).

Indigenous student centres not only work to counter racism and settler colonialism, but have been found to provide students "strength and a desire to become a role model and mentor to other Indigenous students" (Indspire, 2018a, p. 2). Purposely creating an environment that celebrates Indigenous culture and arts, and addresses Indigenous history and experience, can enhance a vital sense of belonging. Best practices include **culturally appropriate design, development, maintenance and staffing of Indigenous Student spaces, with smudging permitted.** Outdoor spaces featuring traditional plants can also reflect the importance of nature to Indigenous knowledge and culture (Macdonald, 2016).

To further address the feelings of being ill at ease when far from home or familiar surroundings, the provision of supports such as the Sloan Indigenous Graduate Partnership Program, which pays for students' travel home for ceremonies, can work to alleviate a sense of isolation on campus (Patel, 2014). Malatest & Associates Ltd. (2002) also noted the importance of "something as seemingly small as having a staff member speak individually to new students during orientation, to ensure that students have access to a familiar person if they have questions or concerns" (pp. 44-45), as well including spouses in support activities, or providing a phone with which to make long distance phone calls

Other spaces at the HEI should acknowledge and allow for traditional Indigenous practices. For example, the University of Alberta, McMaster, and U of T Scarborough, have **smudging policies** and guidelines to support spiritual and ceremonial practices that embrace Indigenous cultural traditions, as well as giving non-Indigenous people some cultural context for the practice. Ottawa Hospital's policy[6] is a good example of being clear on where and how to smudge.

For examples of Indigenous student spaces, see Appendix G.

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[5] All of these policies should also be mirrored for faculty and staff.
[6] https://www.ottawahospital.on.ca/en/documents/2019/07/sop-smudging-ceremony-en-wcag.pdf/

Women

Campus-based women's centers[7] have been found to offer a space that: links feminist theory to practice, realizes the goals of feminist teaching, and fosters intellectual development (Byrne, 2000). Devi (2015) found that campus women's centers *augmented* feminist curriculum by educating students on how to identify and confront sexism, as well as providing a formal space to practice feminist leadership and peer mentoring – key EDI skills. They also provide an alternative form of knowledge production and records keeping (ibid). Some of the challenges faced by women's centers were funding, attitudes towards feminism, and an unsupportive administration (Kasper, 2004). Kasper suggests that addressing views of feminism as no longer being necessary involve updating practices and outreach: "what has been considered tried-and-true programming may no longer seem relevant to the new generation" (p. 197). Decentering whiteness and supporting institutional growth and flexibility are best practices.

Case study: The University of Windsor's Breastfeeding room

The University of Windsor's designated breastfeeding room is always locked and "[a]ccess forms for an electronic key card (prox/FOB) may be obtained through the University's Key Control System. Applicants will require a UWindsor ID to login." Before someone may access this quiet, private room in which to feed a child, they must find and access an online form, fill it out, submit it, be approved, and retrieve the key. Should someone be on campus without a UWindsor ID, say as a guest lecturer or as a spouse to a student, this space would not be available to them. Best practices here may include being able to lock the door from the inside only, with an EDI trained staff to support access to the room should issues arise. However, there is no publicly available data on whether this program has supported caregivers at the University of Windsor, or whether the multiple levels of security measures enhance potential user's comfort with the space and therefore access to the University as a whole, or if it does so only for a certain group of users with a particular social location (ie, groups that have negative experiences having to go through gatekeepers vs. groups that have limited access to privacy). Disaggregated data and evaluation would provide a more comprehensive understanding of what a best practice would be.

CRC (2018b) recommend **providing onsite childcare with nursing rooms**. The successful ADVANCE program which saw HEIs significantly meet greater gender parity goals, included the opening of childcare facilities and lactation centers on campus (Bilimoria et al., 2008). Ryerson is creating a list of safe spaces for breastfeeding on campus, while acknowledging that it is a "person's right to breastfeed anywhere they choose [but that the purpose of the initiative is] to ensure that [the University provides] safe and private spaces to do so" (Infant Feeding Room, 2019). Best practice would include use of language beyond "breastfeeding", as spaces to feed young children are beneficial to more caregivers than those who nurse.

Violence prevention policies on how to prevent and respond to assault, stalking, intimate relationship violence, cyber violence, harassment and hate promote a campus culture free from sexual assault (CFSO, 2015). There is evidence to suggest that campuses with strong bystander intervention trainings have fewer sexual assaults (Coker et al., 2014). Consent education and programs can be provided in partnership with community agencies throughout the year.

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[7] This includes centres that provide support to non-binary folx. Many centres have changed their name to be reflective of the spectrum of gender realities of those who are welcome to use the centre.

Racialized people

Race-based community for student can foster a sense of belonging for students who may otherwise find the campus alienating (Museus, 2008). In HEIs, participation in ethnic/cultural organizations has been found to be associated with higher levels of ethnic identity awareness, ethnic activism, and commitment to promoting racial understanding (antonio, 1998; Park, 2014; Sidanius, van Larr, Levin, & Sinclair, 2004).[8] These ethnic or cultural links can take multiple forms, as for example, Hotchkins (2017) found that Black student resilience, meaning-making and efforts to promote diversity and equity on campus were enhanced by drawing on wisdom from elders in their community.

Richards (2019) advocates for both safe and brave spaces, the latter being for all students, regardless of race "to develop authentic and sustained interracial interactions, while providing them with tools and support to do so effectively" (para. 11). For examples of initiatives to discuss race and racism, see Spotlight Talking about Race. In addition to this, Cramwinckle, Scheepers and van der Toorn (2018) found evidence of lowered prejudice between different ethnic or racial groups after cooperatively playing videogames together, specifically against a common enemy. Thus, activities that build trust and empathy across races may serve to complement more direct conversations about the realities of white privilege and racism.

Chen, Davis and Ingram (2014) found that for Black students, **a supportive campus environment** had a significant positive effect on student satisfaction. Shin (2008) found that academic performance and emotional well-being of racialized students was significantly affected by their level of integration into the academic and social networks of their departments, and therefore "support groups and buddy systems for students of colour has been identified as an important retention strategy" (p. 187). Duran, Dahl, Stipeck and Mayhew (2020) similarly find that cocurricular and campus engagement were significantly related to the experience of belonging.

However, many students do not experience a supportive campus environment, and respond to this with activism. This can have detrimental effects itself - for example, racial battle-

SPOTLIGHT: TALKING ABOUT RACE

McMaster has a "Lets talk about Race" discussion group hosted by the Race, Racism and Racialization Working Group and the Equity and Inclusion Office where racialized students, staff and faculty can drop in to talk about racism and discrimination and to share resources and ideas.

Ryerson's Racialized Students Collective is an Equity Service Centre which seeks to combat racism and colonialism with and for Racialized, Black and Indigenous students.

George Brown's Black Student Support network is a community of Black students, faculty and staff dedicated to encouraging the success of Black students. It provides a safe space in which to meet, share, socialize and learn from Black community members and allies.

Dalhousie's assistant professor Ajay Parasram established a monthly drop-in session "Safe Space for White Questions", welcoming white-identifying people in particular, who want to deepen their understanding of racism in a respectful and non-judgemental setting.

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[8] Ethnic or race-based groups or clubs on campus *do not* promote segregation. Park (2014) found that "while ethnic student organizations are generally racially homogeneous environments, students of color still frequently form

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fatigue results from managing racist environments, and includes trauma, exhaustion, and unpaid labor, leading to negative health consequences (Smith, Allen, & Danley, 2007). Linder, Quaye, Stewart, Okello, and Roberts (2019) found that many racialized students engage in activism out of necessity rather than choice "because their institutions fail to provide an equitable space for them to grow, learn, and develop" (p. 537). They recommend recognizing this as emotional labour and understanding that this work is done from a desire to improve the campus experience for other students, rather than an attack on the HEI. They suggest valuing and acting on the feedback of students in order to make EDI changes.

Students with Disabilities

People living with disabilities are often faced with non-disabled people thinking they know what is best for them (Marquis et al., 2016). Clubs and networks can be an antidote to condescension and discomfort. Disability **support groups** for students can promote self-determination skills, which are foundational for success for students with disabilities (Getzel, 2008). However, many disability-related programs are not well researched and outcome data is hard to find (Hendrickson, Carson, Woods-Groves, Mendenhall, & Scheidecker, 2013).

Transitions, especially transitions between post-secondary and the labour market, are particularly challenging for students with disabilities (NEADS, 2018). To support transitions, many HEIs use a **peer-based coaching model** (Getzel, 2008). OUSA (2016) found that most students with disabilities thought transition programs were helpful. Many students do not know about them however. Ongoing outreach to students should include information, made available in a variety of formats, about existing programs and supports (Condra & Condra, 2015).

Software can facilitate academic success for students with disabilities, with corollary implications in EDI. For students with disabilities, access to appropriate technology has led to increased participation in STEM and improved career outcomes (Burgstahler, 2005; Fichten et al., 2001; Kim-Rupnow & Burgstahler, 2004; NSF, 2014). Best practices **include letting students try out the technology** to learn how to correctly use it and determine if it is suitable for their needs (Burgstahler, 2005); and **working individually with students with disabilities on their technology needs**, which increases the likelihood that they will use the

SPOTLIGHT: ACCESSIBILITY SERVICES

At the **University of Washington**, the Alliance for Access to Computing Careers disseminates sustainable models for transitions of individuals with disabilities from high school to college, two year to four-colleges, undergraduate to graduate programs, and military to college studies in computing. They use communities of practice, webinars, mini-grants, Capacity Building Institutes and an on-line clearinghouse to broaden the participation of persons with disabilities in engineering education and careers through nationwide engagement of faculty and students.

The Paul Menton Centre at **Carleton** coordinates a wide range of support services for students with disabilities such as academic accommodations, equipment loans, financial resources, counselling, learning strategy supports and mentorship. In partnership with the university's Research, Education, Accessibility and Design initiative, they offer programs like the Accessible Career Transitions initiative which assists students and alumni with employment.

McMaster's Student Accessibility Services Transition program supports students as they transition to employment/post-graduate education, and helps them navigate the academic environment, connect with peer partners, develop new learning skills and engage with the broader community.

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meaningful friendships with students of other races during the college years; intergroup and intragroup socializing is a both-and dynamic rather than either-or" (p. 654).

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technology and not abandon it should difficulties occur (Getzel, 2008).

Disability **services must be adequately funded**. For example, students found that volunteers' notes are unreliable in content and timely delivery, and are inadequate substitutes for paid note takers (OUSA, 2016). Paying for adaptive technology and personnel for students with disabilities can mean that they can participate in HEIs (Mullins & Preyde, 2013).

Example:

McMaster's peer support group Disability DIScussions creates space to connect, network, and discuss and strategize around barriers encountered at the HEI.

General Services

The following outlines a variety of services provided by most HEIs with some recommendations about how to best serve equity-seeking groups. A common recommendation is to **employ service providers who are from equity-seeking groups**; students who see themselves represented in positions of authority and care within an HEI are more willing to access those services and get more out of those services when they do. It is also recommended to train all staff on EDI and adjust services to be more responsive to the diverse needs of equity-seeking students. Examples are provided in each heading.

Athletics & Recreation

Staring, unwelcome comments or intimidation can inhibit female-identified people from accessing athletic facilities. Ryerson Student Union's (n.d) *Women's Only Gym Time Report* found that providing **women-only gym time worked to reduce gender-based violence**, promote body positivity, and provide religious accommodation. Research has found that once women-only hours are implemented, more women also participate in the co-ed hours of the facility. Best practices would involve including trans and non-binary people in these hours, such as at George Brown College.

Some people with disabilities face physical barriers in athletic facilities, as well as a lack of trained staff to support them. Yet access to sport facilities provides many benefits for people who are disabled,[9] including an oft evasive sense of belonging (Johnson, 2000). Further, Stokowski, Goldsmith, Croft, Hutchens and Fridley (2020), found participation in varsity football promoted focus, maturity and work ethic for students diagnosed with education-impacting disabilities. To ensure inclusion, facilities should have the **equipment necessary to support people with disabilities** and staff should be trained on supporting its use as appropriate. Hiring personal trainers and coaches with specialized knowledge of adapted exercises, as well as training all staff on anti-racism, sexual assault policies, and decolonization can create a more inclusive environment.

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[9] For example, for disabled male university students "[s]port participation allowed them to demonstrate physical competence, changing deeply held beliefs about the inherent "sickness" of the disabled body. Through enhanced musculature, sport participation also improved men's perception of their physical appearance. Sport participation liberated the disabled body by demonstrating its capacity to engage in graceful movements. Sport participation for disabled college men may allow them to manage stigma and resist notions of a "spoiled" identity" (Moola, 2015).

Given that trans students are significantly more likely to report sexual violence in athletic contexts in HEIs than cisgendered students (Martin-Storey et al., 2018), policies should be developed focusing on respecting **2SLGBTQ+ students in athletics and health departments** (Lindsay et al., 2019; Schenk Martin et al., 2020).[10] For example, UMass Amherst has a policy stating that trans individuals should participate in gender designated activities of their current gender, with participation of transitioning students being handled on a case-by-case basis (Trans* Policy Working Group, 2014).[11] Another option would be to decrease the number of activities divided by gender and increase the number of activities that are gender inclusive.

Mirroring Lewis and Gunn (2007), Sato, Hodge and Eckert's (2017) study found that Black student athletes experienced racism and lack of peer support from teammates on their athletic teams. The students in that study recommended stronger **mentorship programming** from people who shared an ethnic identity with them, echoing Carter and Hart's (2010) finding that Black female student athletes relied upon mentoring for essential support. Sato et al.'s recommendations include training for coaches and teams on social responsibility.

Martignetti, Arthur-Cameselle, Keeler and Chalmers' (2020) study found that female student athletes were more at risk of depression and burn out, and therefore programs and supports should be tailored to meet their unique needs. Wilkerson, Stokowski, Fridley, Dittmore and Bell (2020) found that for Black male student-athletes, the perceived weakness of seeking mental health support and the endemic silence around the issue prevented their accessing supports when needed. These authors recommend that **student athletes be informed about the role of sports psychologists, as well as promoting mental health via programming and signage in athletic facilities** (p. 74). Sport psychologists should be on the medical staff, similar to team doctors (ibid). Dettl-Rivera's (2019) intervention of providing "Mental Health First Aid" training to athletic trainers, who play a pivotal role in athletes' well-being, enhanced the trainers' confidence and ability to provide mental health referrals to athletes, results that were maintained in a one-month follow-up.

Career Services

Equity-seeking groups have additional considerations in preparing for careers, and support staff should have resources and training to respond appropriately. NSF (2014) advocate for supporting equity-seeking students with "tools to excel", such as public speaking and resume writing training. Providing internships and other work-integrated learning opportunities for students with disabilities has led to increased participation in STEM (ibid) and an increased likelihood of achieving long-term career related goals (Getzel, 2008). Universities Canada (2019) suggests providing equity-seeking students with more

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[10] Individuals with disabilities are also disproportionately the targets of gender-based violence and sexual assault. However, specific information on best practices to address this at HEIs appears to be under-researched, as effective interventions for this kind of violence against people with disabilities is lacking in general, as noted by Mikton, Maguire, and Shakespeare (2014) and Crooks, Jaffe, Dunlop, Kerry, and Exner-Cortens (2019).

[11] Here, the boundaries of "transitioning" will be important: who gets to define who is male or female *enough* to participate has significant implications for EDI.

service-learning and international opportunities, and creating service-learning opportunities that engage Indigenous communities.[12]

2SLGBTQ+ students may need to consider policies and disclosed values of future employers. Students with disabilities may have to research employers' history with and approach to accessibility and accommodations. Career services and experiential education staff should have appropriate training to support students from equity-seeking groups and should **develop resources that recognize and address the realities of the workplace** for these groups.

Promising Practice:

University of Toronto Mississauga has developed resource guides for trans and non-binary students and for students with disabilities. These are leading the way in this area across Canadian HEIs.

Health and counselling

Equity-seeking groups are at greater risk of worse health outcomes. Racism, colonialism and microaggression cause trauma and negatively affect mental health. Over 55% of transgender graduate students report experiences of anxiety and depression.[13] 2SLGBTQ+ students' mental health is linked to homophobic and transphobic campus environments (Herek, 1992; Woodford, Han, Craig, Lim, & Matney, 2014). For sexually active students, access to contraception and abortion improve educational attainment (Bernstein & Jones, 2019a; 2019b). Sexual violence, which is often pervasive on campus and disproportionately affects women, 2SLGBTQ+ people and people with disabilities, has serious long-term effects on survivors' well-being, which in turn effects academic and work performance, and lowers retention and graduation rates. Additionally, equity-seeking students carry a heavier cognitive load.[14]

LeViness, Bershad, Gorman, Braun and Murray (2018) found that counseling services at many HEIs are understaffed relative to the size of the student body, especially for equity-seeking students searching for counselors within their group: 72% of campus mental health professionals were white, 11% were Black, 10% had a disability, 0.3% were Indigenous, 0.2% were trans.[15] Racialized students have a higher tendency to use counseling services when there are more racialized counselors (Hester & Esters, 2018).

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[12] Service learning may hold promise for EDI, given that students develop the capacity to use advanced formal reasoning by confronting dissonant information and making sense of it. This intellectual growth is promoted through experiential education. Service learning is "particularly appropriate, since it commonly focuses on issues that give rise to ill-structured problems" (Eyler, 2009).

[13] Compared to approximately 42% of women and about 34% of men.

[14] For example, students with disabilities must also handle complex systems and scenarios that their non-disabled peers may not, including: the logistics of transportation; accessible housing; management of rehabilitation services; managing access to assistive technology and/or medication; getting course material in accessible format; learning use of assistive technology; and interactions around their education-related accommodations (NEADS, 2018)

[15] The same study found that of the directors of mental health services on campus, 82% were straight, 85.4% of them were white, 99% of them were cisgendered and there were no indigenous directors. In terms of disabilities, 91% of them had no disability, 5% had ADD or a learning disability, with the remaining 4% encapsulating all other disabilities. The staff were 84% straight, 96% cisgendered, 89% had no disability, and 0.3% of the staff were indigenous (LeViness et al., 2018).

Best practices & examples to promote a healthier campus for equity-seeking groups Goldberg et al., 2019; Institute for Women's Policy Research, 2020; Jaworska, De Somma, Fonseka, Heck, & MacQueen, 2016; Lindsay et al., 2019; Ng & Padjen, 2019; Reavley, & Jorm, 2010; Schenk Martin et al., 2020; The Trans* Policy Working Group, 2014; White, Park, Israel, & Cordero, 2009.	
Provide training and education	• For caregivers about mental health and how to be effective allies • For all healthcare staff about Indigenous history and decolonization • For faculty, staff, students about mental health (Mental Health First Aid) • Develop culturally appropriate, intersectional and inclusive de-stigma campaigns on mental health, involving leaders on campus.
Offer relevant services	• Offer a support group for trans* and gender-nonconforming students • Hold a regular trans* health clinic to provide trans*-specific health care services, including trans-inclusive and trans-sensitive counselling
Make services accessible	• Provide emergency contraception vending machines • Provide free, drop-in exercise or meditation classes • Provide student-to-student or peer health educator programs which include mental health/well-being • Offer "e-health interventions," to provide equity-seeking groups culturally appropriate care with specialized providers
Make processes appropriate	• Enable people to indicate the name they use, and not just their legal name, on intake forms and use it when calling people in • Expand health coverage to include medical procedures such as gender affirmation surgery and hormone therapy • Have prescriptions and lab orders written in such a way that the name a person uses is called out at the pharmacy and lab
Hire staff from equity-seeking groups, or ensure their skills promote EDI	• Identify staff with specialties in trans* health care so that a student may request these providers • Recruit and retain mental health providers of color; ensure all mental health providers receive diversity and decolonization education and training • Have at least one therapist who has the training and experience to be able to write letters for transitioning students to access hormones
Design EDI spaces outside	• Build accessible community gardens with raised beds, spaces with greenery where people can hang out, unmanicured outside spaces, gardens growing Indigenous medicinal plants etc.
Build Community	• Strengthen ties with local health-care providers to address wait-times for equity-seeking students needing urgent or long-term care • Create forums where mental health can be discussed openly among students, faculty, and staff (e.g. Kaiser Permanente's Find Your Words campaign or StoryCorps)
Share information	• Publicize a list of area therapists who provide trans*-supportive gender therapy for people transitioning or struggling with their gender identity • Provide easily accessible information about what is covered under the health plan, such as hormone replacement therapy, and how to access PrEP or other sexual health materials • Provide campus mental health promotion/outreach programs
Seek feedback	• Provide an opportunity for users to easily provide electronic feedback

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Equity-Seeking Group Advising

Having **support services dedicated to equity-seeking groups** advances EDI and student success, and Universities Canada (2019) recommends hiring advisors such as a Black student support coordinator. Kim (2014) found that for Black immigrant students, Black advisors and counsellors played a significant role in their continued enrollment and academic success. MacDonald (2014) found that multiracial students who were assigned to white academic advisors were pressured to pursue goals that were not in line with their interests or were neglected entirely. Multiracial students who were assigned to advisors of colour reported positive experiences including that their advisors advocated tirelessly for their needs (ibid). Many HEIs have advisors specifically for Indigenous students, many have advisors for students with disabilities, but few have advisors specifically for racialized, female-identified, or 2SLGBTQ+ peoples. Spotlight: Student affairs and Appendix G have examples of advising supports for equity-seeking groups.

In creating roles that support equity-seeking groups, HEIs should also **create or connect to communities of professional practice** (see CoPs). Hiring one Black advisor puts that person at high risk of burn-out and failure. Indigenous Student Services provide examples of successful models.

Housing

Residences, and specifically on-campus housing, has been found to provide a significant sense of belonging for students from many equity-seeking groups (Hurtado & Ponjuan, 2005; Johnson et al., 2007). Tatum (2008) argues that student success is promoted when students see themselves reflected in the staff in their residence. Housing staff teams are predominantly white in Ontario, with fewer numbers of racialized staff the more senior the position (OACUHO, 2018). Professional knowledge has focused on theories that do not consider racial identity; and white work culture has resulted in isolation for racialized housing workers and students in residence (ibid). Best practices include hiring and advancement that addresses racial inequities, adequately training staff on anti-racism and EDI,

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SPOTLIGHT: STUDENT AFFAIRS

Dalhousie's Student Affairs developed a studio course on Social Justice and Advising. In 2017, they re-oriented their advising model from transactional/prescriptive advising to open a new Student Success Centre focused on developmental advising and career exploration. Advisors participated in two weeks of training, including sessions on: student development theory; the three pillars of advising; social justice and advising; and appreciative advising. They also hired a permanent advisor for their Indigenous Student Center and established a Black Student Advising Center that helps with employment, scholarships, and bursaries.

Saint Mary's University hired an African Nova Scotian and Black Student Liaison to: provide support to African Nova Scotian and Black students through programming, cultural advising, and advocacy; build relationships with local Black communities; to develop pathways and opportunities for Black students to access post-secondary education; and work collaboratively with the Diversity & Inclusion Advisor and the university community to participate in policy reviews and development.

Humber College's "The BASE" (Black Academic Success and Engagement) Equity Hub is part of the department of Student Success and Engagement, and provides students who identify as Black, African, Caribbean or African Canadian with community, resources and support to fully maximize the campus experience. Programs assist with academic support, leadership, personal and professional development and community engagement.

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and **offering residence programming that encourages interaction between mature and younger students,** which can create a climate of mentorship (Healthy Minds|Healthy Campuses 2015).

Gender-inclusive housing should be available for both new and returning students; separate from an 2SLGBTQ+ theme floor; open to all students, not just to trans* students; offered in different parts of campus and, if possible, in different types of housing (doubles, suites, apartments); and have gender-inclusive bathrooms/showers (Trans* Policy Working Group, 2014). An easily accessible policy should state that students who inform the HEI that they are trans* in a timely manner will be housed in keeping with their gender identity/ expression (ibid). Students should be able to select housing based on criteria other than assigned sex or gender (Krum, Davis, & Galupo, 2013). All residences, regardless of designation, should have gender-inclusive bathrooms (e.g. single-user, lockable) and private showers (Goldberg et al., 2019; Trans* Policy Working Group, 2014). For more on bathrooms, see [Bricks and Mortar](#).

Having accessible residential options on campus has been shown to increase participation of students with disabilities (NSF, 2014). This includes having a policy that supports having service animals.

Living and Learning communities (LLCs) have been found to enhance student's satisfaction and learning from their first-year experience (Chapman, 2018). Students in LLCs attend more residence programming, and report a positive influence on their academics (ibid). See Spotlight: Living and Learning Communities for examples.

Promising Practice:
Supporting Indigenous students to create community that will set them up for success, St. Thomas University allows first-year Indigenous students to move into residence early and invites them to participate in an orientation event to meet upper-year students on a similar path.

Libraries

As of 2016, 22% of the population in Canada were visible minorities, but only 11% of librarians were (Statistics Canada, 2016). A 2005 study of academic librarians found that 93% were white (Ingles et al.). Given the financial disparities that

racialized people experience, Greiner (2010) argues that financial barriers explain low numbers of racialized workers, as a master's degree is required for an entry level librarian position. Kung, Fraser and Winn (2020) found that most diversity initiatives focused on early-career librarians, with little done to address the needs and experiences of mid- and late-career librarians, thus maintaining the status quo in the work culture at the management level of academic libraries. Hines (2019) points out that leadership training often reinforces existing power dynamics within the library, and that these trainings rarely, if ever, address issues of equity and inclusion. For the racialized academic librarians, Kendrick (2018) advocates for **resources to be committed to mental health support** in response to on-going microaggressions and hostile work environments.

Although dated, Mallinckrodt (1987) found that the library was the only campus facility connected to the retention of Black students. Concordia (2019) found that their library offered important co-working spaces for diverse groups to interact. Best practices include purchasing **more library materials that reflect the diverse ethnoracial and cultural backgrounds of racialized students** (Solórzano, Pérez Huber, & Huber-Verjan, 2020). Vecchione (2018) advocates for library programing that is inclusive of families, which can be especially supportive of single parents. Love (2009) argues that partnerships between libraries and equity-seeking group services can help address achievement and retention gaps.

Promising Practices:
> The University of Wisconsin-Madison has a bibliography on disrupting whiteness in libraries.
> Kent State University's Department of Special Collections and Archives' Black Campus Movement Collection Development project acquired records of narratives of Black student activism, 1968–1971, whose push for some of the most culturally significant transformations on campus had been eclipsed by the predominately white anti-war movement. This is an example of acquiring, advocating, and utilizing collections to challenge the hegemonic history of HEIs (Hughes-Watkins, 2018).
> The University of Glasgow library offers a family study space where users can bring children while they study. Between July and November 2018, it was used by 322 separate families, garnering positive feedback and interest from other HEIs interested in creating a similar space.

Security

Equity-seeking groups are disproportionately the victims of crime, harassment, and discrimination. **Ongoing training in racial profiling, unconscious bias, and de-escalation are vital** to prevent the stigmatization, marginalization, and oppression of equity-seeking groups (Codjoe, 2020; Lindsay et al., 2019). Codjoe further advocates for training in how to apply critical thinking skills especially when considering using force, empathy, and critical race theory. Security officers are at the very boundary of inclusion and exclusion and their role is key in maintaining what it means to belong on campus. Policies about access to space – who is allowed where and when, and under what circumstances someone may be asked for identification – should be publicly shared, and clear; access should not be discretionary.

The Canadian Federation of Students Ontario (2015; 2017) and the Ontario Human Rights Commission (n.d) offer the following best practices:

- Safe walk services escort students in mixed gender pairs;
- Security staff reflect the diversity of the student body and campus constituents;
- The service model should balance community development with enforcement needs;

- Share information in accessible formats with inclusive language;
- Collect disaggregated data on stops, incidents, and complaints;
- Peer-based accountability, such as the New Orleans Police Department's initiative "Ethical Policing is Courageous" which recognizes that the entire department benefits when mistakes are prevented, and has resulted in substantial declines in community complaints and increased community satisfaction;
- Notify the campus community of security incidents and emergency situations in a variety of ways including e-mail, text messaging, and LCD screens;
- Regularly review policies on accessible emergency and safety procedures for community members with physical disabilities.

CFSO (2017) further recommends infrastructural interventions to support a safer campus for equity-seeking groups, such as:

- Cameras with good lighting and adequate storage;
- Safety mirrors in areas where there is a turn where one cannot see ahead;
- Emergency phones standardized in colour with large print and accessible instructions;
- Lights that automatically turn on at dusk and off at dawn to illuminate outdoor areas.

A campus with a strong culture of care will also support more effective harm-reduction practices for incidents that may have otherwise be dealt with by security services. Someone sleeping on campus is not inherently a security issue, it may be a health one, or not an issue at all. By building an active HEI community that is invested in all its members – by actualizing EDI – the role of security guards may be more limited.

Bricks and Mortar

The planning process an HEI undertakes demonstrates how "expected" particular bodies are, which sends a message about who belongs there (Pitcher, 2015; Titchkosky, 2003). Not dedicating permanent physical space for equity-seeking groups leads to infrastructure marginalization and safety concerns (Lindsay et al., 2019). The implementation of Universal Design principles in buildings and facilities increases participation of people with disabilities in STEM (NSF, 2014). Best practices include all spaces being easy to access and designed in such a way as to not stigmatize or exclude people from accessing them and providing an accessible directory of services and accessible and non-accessible entranceways (CFSO, 2017). Conducting regular accessibility audits can keep this info current (ibid).

For new infrastructure, Pitcher (2015) recommends considering:

- Being democratic and transparent in the planning process

- Input from as many equity-seeking voices as possible

- The needs of people with physical disabilities who may require an assistant (potentially of another gender)

- The needs of people who are feeding babies

- The needs of those who require privacy for medical or social reasons

- How accessing the space make individuals vulnerable to harassment or discrimination

- How accessing the space upholds dignity, respects people's time and resources

- Why and when the space may be accessed

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Bathrooms and showers

As in residences, bathrooms should be gender-inclusive and accessible across campus. They should also include single stall showers and lockable changing cubicles and change tables (Goldberg et al., 2019; Pitcher, 2015; Trans* Policy Working Group, 2014). The Trans* Policy Working Group (2014) proposes to aim for these in at least half of the buildings on campus, while Goldberg et al. (2019) argue that all buildings should have these. Best practices include good signage washrooms that avoid "male" and "female" stick figures (perhaps labeled "all gender bathrooms" or "bathrooms") and an accessible map of them and all safe zone areas (Darville, 2018; Lindsay et al., 2019; Trans* Policy Working Group, 2014). These practices should be supported with policies which state clearly that people should use the bathroom they identify with or a designated gender-inclusive bathroom, or whichever they feel safer in (Trans* Policy Working Group, 2014). Given that Lindsay et al. (2019) found that many HEIs do not inform students that they may use the bathroom of their choice, ensure policies are shared openly and often, even perhaps on the door of the washroom in plain language. HEIs should also display signs for how to contact security in an emergency in all washrooms (CFSO, 2017).

Examples:

- Ryerson has all gender washrooms with signage indicating the space is inclusive and that Ryerson respects everyone's right to choose the washroom that is appropriate for them
- The University of Windsor's Human Rights Office website has a page listing all the universal single user washrooms.

II.   Academic Affairs

This section explores the best practices of incorporating EDI into the academic aspects of HEIs: the inclusion of EDI in curriculum, teaching practices, learning environments, and research endeavours. Figure 2 outlines the top 5 challenges to EDI in research, teaching and learning. This section will speak to limited resources, resistance to change, disciplinary boundaries, and encompassing alternative ways of knowing. Institutional policies have already been outlined in Policies, lack of EDI data is discussed in Assessment and Evaluation, and campus accessibility is discussed in Bricks and Mortar. Limited resources are also spoken to in Resource Allocation. This report does not directly address concerns about academic freedom being a challenge to EDI. On a very basic level, the principles of equity, diversity and inclusion do not inherently limit the right to dissent, to have different opinions or pursue research.

Figure 2

Top Challenges/Barriers as Reported by Senior EDI Leads in Research, Teaching and Learning

Integrating EDI considerations into research	1. Limited resources and/or support services 2. Resistance to change 3. Lack of EDI data 4. Focus on research excellence rather than going beyond traditional measures of merit and encompassing alternate ways of knowing 5. Disciplinary boundaries
Integrating EDI considerations in teaching and learning	1. Institutional policies and regulations as well as disciplinary boundaries 2. Academic freedom 3. Limited resources 4. Lack of EDI data 5. Campus is not accessible

Source: https://www.univcan.ca/wp-content/uploads/2019/11/Equity-diversity-and-inclusion-at-Canadian-universities-report-on-the-2019-national-survey-Nov-2019-1.pdf

Curriculum

Universities Canada (2019) recommended that curricula promote EDI and include commitments to inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability. According to Henderson, Beach and Finkelstein (2011), two common strategies used to promote inclusive curriculum are not effective: (1) developing and testing "best practice" curricular materials and making these materials available to faculty[16] and (2) "top-down" policy-making meant to influence instructional practices. What does work is changing the culture of the HEI, or at least the department, as well as leaning on relationships, such as mentorships, to strengthen individual faculty practices to include EDI.

Offering courses that reflect students' backgrounds, identities and experiences promotes meaningful university experiences that emphasize learning, transformation, student success and lower rates of on-campus discrimination (Hernandez-Ramdwar, 2009; Henry & Tator, 2009; James, 2009; Woodford et al., 2018). Lee (2014) found that students supported with curriculums that reflect them felt more empowered to resist oppression in the classroom. According to pedagogical theorists Vygotsky (1962) and Freire (1970), students achieve deeper learning and synthesize abstract concepts better when they

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[16] Many of these materials are never assessed for utility or effectiveness. For example, an educators' accessible resource kit was developed by the Council of Ontario Universities to help faculty and staff meet AODA standards. There is no research on the impact this document had on the teaching of HEI professors (Marquis et al., 2016, p. 1).

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can build on their own life experiences. For this to happen, they need to be seen by their professors as whole people and be provided with material in which they may be able to see themselves.

Curriculum must not promote a distorted version of topics by denying or misrepresenting the history and contribution of equity-seeking groups (Dei, 1996; Lindsay et al., 2019; Smith, 2017; Vallianatos, 2018). This is true of the social sciences, humanities, STEM and professional fields (Aikenhead, 2002; Aikenhead & Elliott, 2010; Ware & Ware, 2012). The "canon" must be examined for what it offers, and whether teaching it, year after year, inhibits a move to a more equitable society. Faculty often bemoan the lack of time to include diverse viewpoints in curriculum, whilst insisting that certain parts of the curriculum remain unchanged. The call is to be critical of what is held in unquestionable reverence.

Not all "diversification" efforts are created equal: Smith (2017) found that the majority of "diversity" related courses in political science focused exclusively on women and gender. Brignall and Van Valey (2017) found that even courses designed to teach "diversity" separate curriculum by population, ignoring intersectional identities and problems within these broad categories. Best practices include ensuring that the diversification efforts focus on what *has* made a difference for positive change and diversifying what is considered diversity (ibid).

HEIs should **allocate funding to curriculum diversification, including the integration of Indigenous perspectives**. Malatest & Associates Ltd. (2002) noted that when Indigenous peoples exercised control over curriculum development, there was "a markedly higher success rate" (p. 37). In 2017, Queen's allocated $20,000/year to launch two courses, a graduate course in critical race theory and a course on Black history in Canada (Vallianatos, 2018). The University of the Fraser Valley asks faculty members seeking approval for a new course to consider how to incorporate Indigenous content (Macdonald, 2016). Making inclusion part of the regulatory process for course development normalizes EDI principles.

Examples:

- In its 2019 strategic plan, Queen's committed to establishing a process to ensure degree level expectations, learning outcomes, and assessments including: "a) global/non-western/Indigenous

SPOTLIGHT: LANGUAGES

Lakehead's Indigenous Language Instructors Program in the Department of Aboriginal Education, makes learning and instructing an Algonquian language (Cree, Oji-Cree and Ojibwe) accessible to Indigenous and non-Indigenous learners.

Tulane University offers courses in linguistic and cultural competencies in the language spoken in Haiti and creolophone speech communities such as Martinique and Guadeloupe.

St. Thomas University works with the First Nations at Tobique and St. Mary's to deliver language programs. The St. Mary's First Nation Adult Maliseet Language Program is a two-year linguistic and cultural program designed for non-speakers.

Queen's has two Indigenous language certificate programs developed with Four Directions Aboriginal Student Centre and the nearby Tyendinaga Mohawk Territory's Tsi Tyonnheht Onkwawenna Language and Cultural Centre (Lewington, 2018)

Université du Québec à Chicoutimi has a certificate program in Indigenous technolinguistics which prepares students for work in preserving, promoting and revitalizing Aboriginal languages and cultures.

The **University of Victoria and the University of British Columbia** have developed Indigenous language revitalization programs.

perspectives; and b) content pertaining to identify difference and social justice," and "to revise degree requirements to include a required course from a slate of courses carefully designed to educate students about EDI issues" (Faculty of Arts and Science Strategic Plan 2019, p. 14).

- Lakehead's Indigenous Learning Department is an interdisciplinary, cross-cultural department on subjects including history, geography, anthropology and sociology. It examines societal structures and the ways the Indigenous population relates to mainstream populations in Canada.
- UBC has focused on working in partnership with the Indigenous community in efforts to develop culturally inclusive and safe curricula across the university. It has offered a number of training opportunities to help its staff create more inclusive classrooms. Workshops have included topics such as inclusive language, mispronunciation of names and misgendering, and inclusion beyond policy.

For more examples of courses and curriculums inclusive of equity-seeking experiences, see Appendix G.

EDI can and should be incorporated into *all* curriculums. In the Spotlight on Languages, the study of language is used as an example of developing courses that center the experience of equity-seeking groups, but this is by no means the only discipline in which this should be done. Languages are a key piece of culture and how we structure thought. They are foundational for upholding EDI. The insistence on the use of "proper English" for example is a mechanism for sustaining hierarchies and discriminating against immigrants, and in the HEI context has been found to in fact inhibit learning (Kim, 2014). Shared language, on the other hand, supports solidarity and a sense of belonging. HEIs have an imperative to support the study of languages that have historically been used by equity-seeking peoples, in order to honour and understand the invisibilized histories of struggle, resistance and alternative ways of knowing.

Teaching and Learning

Universities Canada (2019) advocates for the creation of centres, resources and workshops to help instructors incorporate EDI and universal design principles in their teaching practices, and the provision of EDI training to teaching assistants and new graduate student supervisors. However, faculty are often resistant to anti-racism training (Dua, 2009), and 'top-down' measures (such as legislation) rarely lead to meaningful shifts in teaching and learning cultures (Mårtensson, Roxå, & Olsson, 2011; Henderson, Beach & Finkelstein, 2011). **Significant and lasting cultural change within academic contexts must be 'owned' by academics themselves**. For example, a finding by Marquis et al (2016) suggests the AODA's impact on teaching and learning will remain superficial unless faculty and staff are actively engaged in the practical design and implementation of change.

The K-12 school system has seen some success with coaching models to promote change in educators. Here, the teacher signs up for coaching or is asked to do so by their principal, and a trained coach visits their classroom regularly and works with them on tools and techniques to enhance student engagement and learning. The relationship between coach and teacher is important, with teachers needing to not feel threatened or condescended to. A corollary in post-secondary education may be the mentorship model or Communities of Practice.

Many faculty members feel unprepared to handle issues of inequity in the classroom, which sometimes results in equity-seeking students needing to take on the role of "educator". This distracts the student

from the learning process and creates contentious dynamics (Cote-Meek, 2014; Linder, Harris, Allen & Hubain, 2015). Although instructors may feel frozen or defensive, it is important not to ignore racist conduct (Cote-Meek, 2014; Souza, 2018). Brignall and Van Valey (2017) argue that faculty should be trained in critical pedagogy and how to handle difficult conversations, especially if courses related to equity-seeking groups are made mandatory as part of a breadth or graduation requirement. Professors should also be considerate of the effect of hard conversations or materials on students. Hartwell et al. (2017) suggest giving students some time to informally process challenging material or experiences with in-class writing time prior to discussion. Training faculty in response techniques (for examples, see text box) supports their confidence and a more inclusive environment. Best practices include modelling self-awareness and starting to build awareness of EDI issues early in the course, which establishes norms (Griffin, 2007; Hartwell et al., 2017).

> **What to do about microaggressions in the classroom?**
> Respond! Faculty can rely on a variety of models to intervene when students or staff engage in microaggressive behaviour or comments:
> - Garcia (2018) recommends relying on micro-affirmations which validate experiences of racial injustice.
> - Ishiyama (2006) advocates for ethical witnessing and social action.
> - Souza (2018) proposes asking the speaker to elaborate and then paraphrasing what they said. The intervener should describe the impact of the statement and clearly state their preferences for behaviour going forward.

Inclusive learning environments are promoted with a culture of care. Hobson-Horton and Owens (2004) found that racialized student retention was supported by faculty who showed "concern for the students" (p. 95). Every Indigenous student in Walton, Hamilton, Clark, Pidgeon and Arnouse's (2020) study stated that relationships with faculty were key to their success and persistence at the HEI, and these relationships were facilitated in part by smaller class sizes. Pete (2016) advocates for the Indigenization of HEIs partly through designing course delivery that encourages dialogue, such as in a circle format or small group gatherings. Research supports that the more **students feel like they are part of a community**, the easier it is for them to delve into challenging concepts, especially personally challenging (such as privilege), and to develop respect for differing perspectives (Cross, 1998).

Institutional practices can support a culture of care: McMaster, for example, embeds a 3-day grace periods for submitting assignments, which encourages students to plan their work and communicate with faculty about how they are managing.

"Hands-on" learning or activity-based teaching methods were found to be supportive of Indigenous student retention (Walton et al., 2020). **Experiential learning and course material relating to the "real world"** is particularly valued by racialized students, and for many, made the course "worth staying for" (Hobson-Horton & Owens, 2004). Hartwell et al. (2017) argue that when teaching from an EDI-lens, community-based learning or connecting with the community outside the course integrates EDI principles in a meaningful way. They found that, across disciplines, faculty interested in promoting EDI within the classroom: engaged experiential learning; activated student's prior knowledge; repositioned the role of the instructor; used community-based learning; and promoted reflection.

Taking this a step further, Malatest & Associates Ltd. (2002) found significant success rates for Indigenous students in community delivery programs, which allowed courses to be offered within or close to their communities; indeed, the teacher education programs that used this model "have led

Aboriginal people to make more significant gains in the area of teacher education than in all other postsecondary areas" (p. 39).

Using an interdisciplinary frame highlights that there isn't only one way of knowing or doing, which can prime students to consider what EDI means (Mitchell, Donahue &Young-Law, 2012). The breaking down of disciplinary silos allows for "new possibilities for EDI in our own work" (Hartwell et al., 2017, p. 158). Burrell Storms, Donovan and Williams (2020) write extensively of the opportunities and enhancement interdisciplinary work provides EDI and EDI provides interdisciplinary work. One example is a chemistry professor and an anthropology professor co-teaching a course that connects the chemical components of food with their origins and cultural importance. For a final project, student teams research the origins of a dish and the social, political, or economic issues related to it (Donovan & Sánchez, 2020, p. 105). This actualizes intersectional analysis and promotes out-of-the-box thinking, which opens individuals up to challenging biases and changing their behaviours.

Pedagogical interventions to address stereotype threat,[17] such as sharing counter narratives or having students affirm their self-worth in other domains, have elicited sustainable improvements in academic performance and STEM retention (Cohen, Garcia, Apfel, & Master, 2006; NSF, 2014; Walton, 2014). This requires active engagement on the part of the professor. Developing inclusive pedagogy is an on-going process, with even seasoned faculty needing support to stay up to date (Ginsberg & Wlodkowski, 2009; hooks, 1994).

Faculty members that do engage in diversity efforts across campus and beyond it affect racialized student retention by both improving the experience for students and modelling genuine commitment to EDI – work that tends to go unrewarded in tenure applications (see Retention) (Shin, 2008). Much of the resistance from faculty is that there isn't enough time and their workload is too large. **Providing course releases for EDI work** may signal that the HEI is serious about inclusive classrooms, and enhance the chances that EDI gets actualized there.

Accessibility in Courses

Students with PTSD report having to leave classes because there had been no warning in the syllabus or at the start of the lecture about triggering topics being covered (OUSA, 2016). Some students with disabilities found in-class participatory and collaborative activities inaccessible (Marquis et al., 2016). Students with disabilities often report that the size of the lecture halls, other noises, speech of professors, and the number of students in the class present them with difficulties. As a result, students are often not able to retain key points during the lecture. In the context of inaccessible classrooms, collaborative learning and discussion-based activities are challenges to inclusion (OUSA, 2016).

Formal accommodations are necessary because universal design, that would lower barriers for most, is not universally employed (Marquis et al., 2016). The process of getting accommodations can be triggering, time-consuming, and bureaucratic (OUSA, 2016). Many accommodations for students with disabilities are negotiated directly with professors who sometimes believe that accommodations give students with disabilities unfair advantages. Further, many professors are not familiar with the process of accommodating individual student needs. In fact Moriña (2017) found that the most important obstacle identified in the research by students with disabilities was the negative attitudes of faculty members who didn't believe they had a disability or required accommodation, would not adapt projects

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[17] Stereotype threat is the fear of confirming a negative stereotype about one's group (e.g., women aren't good at math). It inhibits learning, and can lead to disengagement.

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or expressed doubt as to whether these students should be in the HEI. **All faculty should be made aware, and reminded, of the accommodation process**.

This all effects participation, grades, social connections, and outcomes for students with disabilities. **Courses and educators should incorporate Universal Design for Learning** (UDL) principles, the benefits of which include greater uptake of concepts, greater retention, fewer accommodation requests and richer learning and working environments for all kinds of learners (Mullins & Preyde, 2013). Many faculty will require support to embrace UDL in course design and delivery (Condra & Condra, 2015). Some best practices include providing an outline of lectures with room for notes, and posting materials, recordings and lecture notes online (Marquis et al., 2016; Mullins & Preyde, 2013).

Examples:

- The University of Washington has a toolkit publicly available on Inclusivity and Teaching;
- The Université de Sherbrooke's training support services hosts "pedagogy month", a series of activities highlighting innovative approaches to teaching and workshops on inclusive teaching and learning including how to plan, instruct and assess inclusive classes.

Research

Academic research intersects with issues of EDI at multiple sites. The Dimensions pilot program aims to address EDI in research ecosystems in Canadians HEIs by being purposely inclusive of equity-seeking groups, supporting equitable access to funding opportunities, increasing equitable and inclusive participation, and embedding EDI-related considerations in research design and practices (NSERC, 2019). Sathy, Hogan and Sims (2020) advocate for non-equity-seeking faculty to seek out research collaborations with equity-seeking faculty, nominating them for guest speaking engagements and citing their work, as well as informal practices that include amplifying their work within

SPOTLIGHT: RESEARCH

The **University of Alberta's** Intersections of Gender is an academic hub on intersectional gender research, supporting interdisciplinary collaborations, strengthening inclusive mentorship and teaching, and engaging communities across sectors on gender + intersectionality. This includes a directory of 250 researchers and their projects related to intersectionality and gender.

OCAD's "Building Institutional Capacity for Research, Equity, Decolonization, Diversity & Inclusion (REDDI)" program extends the EDI definition to include decolonization and produces curriculum and training for all faculty and staff on equity issues pertaining to research activities.

Ryerson's Diversity Institute "conducts and coordinates multi-disciplinary, multi-stakeholder research to address the needs of diverse Canadians, and the changing nature of skills, competencies, policies, processes and tools that advance economic inclusion and success." They research complex barriers faced by equity-seeking groups, leading change practices and producing concrete results.

The **University of Manitoba** has prioritized Indigenous research and scholarship by developing the Indigenous Research Grant Program that aims to foster the inclusion of Indigenous perspectives and support non-Western ways of knowing in research.

Western's Head and Heart program is a 10 week fellowship for Indigenous students to conduct research on a topic of their interest guided by a designated faculty supervisor.

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networks and using privilege to advance the careers of their equity-seeking peers. A culture of care could promote more collegial support for research from equity-seeking faculty.

Interdisciplinary collaborations are important sites for EDI (Chun & Evans as quoted by AACU, 2015). HEIs should invest in collaboration, both between and beyond departments: "Research labs reported that working in collaborative environments with diverse community members allows for friendships and a positive multicultural and international experience" (Concordia, 2019). Community building within the institution is integral to Indigenous scholarship, and interdisciplinary work is more inline with Indigenous knowledge frameworks (Elfman, 2018; Pete, 2016). Departments should collaborate on projects, ideas, committees, or campaigns, across the institution (Diversity in Higher Education, 2016). Whittaker, Montgomery, & Martinez Acosta (2015) found that this can be accomplished through joint teaching or service assignments, promoting the informal building of research collaborations, and encouraging information, resource, workspace or tool sharing, with the goal of benefitting the group, not just individual success.

Universities tend to wall themselves off, and EDI "work is to open gates or take walls down" (Reddick, 2019). Best practices include building **institutional relationships with equity-seeking communities** (Strum, 2006; Universities Canada, 2019). Establishing partnerships with the local community, Indigenous communities and other HEIs expands awareness of and accountability to Indigenous, local and other communities; supports the indigenization of curriculum and connection of research to local systems and resilience; and can create new degree and certificate programs.

Relationship-building must be reciprocal, with communities benefitting from the relationship as well (Etowa et al., 2005; MacDonald et al., 2003). However, many research activities continue to be one-sided and not beneficial to the communities researched. In their research on ethics reviews, Flicker, Travers, Guta, McDonald and Meager (2007) recommend that review boards receive training on community-based participatory research, that they should mandate signed terms of reference with the community the researcher is working with, as well as **documentation about how decisions were made about the research design process** and how the community was consulted (p. 487).

EDI and HEIs would benefit from increased **research on EDI topics** (Chun & Evans as quoted by AACU, 2015). Sharing EDI research progress and qualitative research methods in meetings may help promote the research informally (ibid). These authors further suggest supporting diversity-related research in the tenure process. For examples of some of the gaps in EDI best practice research see Missing Data in the Index.

To promote EDI in research, Universities Canada (2019) recommend:
- Hiring from designated equity groups;
- Ensuring members of application committees for grants, scholarship and award nominations receive EDI training;
- Holding events and workshops focused on EDI in research;
- Creating guidelines on best practices in Indigenous community engagement and inclusive community engagement;
- Promoting non-traditional research; and
- Integrating EDI into strategic research plans.

See Spotlight on Research and Appendix G for examples of EDI in research work.

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III.   Practices

This section looks at practices that enhance EDI within the HEI. Many of the practices in this section focus on addressing the invisible but felt barriers to inclusion, and the requisite attitudinal shifts that enhance EDI. A culture shift is needed to make EDI a reality, which involves the complex work of changing people's minds. Many people do not like change, yet, as Coleman (2019) argues, the level of resistance reveals how important the change is to make. Once a change feels irreversible, we often rationalize it (Laurin, 2018). To make change palatable, a critical mass must get behind the cause, who create their own sense of belonging, which further empowers people to push for change (ibid). Lasting EDI change must be 'owned' by enough people to make naysayers the outliers.

HEIs must therefore learn to manage change and support the development of coping mechanisms to manage the anxiety that comes with these changes (Parker-Toulson & Harrison, 2010). The promotion of a **culture of care** allows for changes to be received in a less hostile environment and may also disrupt the culture of normalized self-neglect in academia which has worse outcomes for equity-seeking groups (Hester & Esters, 2018). This could involve checking in on each other, sharing resources or making spaces more welcoming and accessible – strategies with proven positive outcomes for equity-seeking groups (Hester & Esters, 2018; NSF, 2014). A culture of care is also in-itself an EDI intervention; research has shown that exercises that involve empathy and perspective-taking are effective in diminishing bias (Cramwinckle et al., 2018).

Coleman (2019) argues for a culture of debate in the workplace. A culture of care can help support this as "not all aspects of a healthy climate necessarily feel positive—indeed, uncomfortable or challenging situations can lead to increased awareness, understanding, and appreciation" (Study Group on University Diversity, *n.d.,* p. 1). Culture changes slowly. Not everyone will be ready for discussions that openly address anti-Indigenous racism or cisnormativity. Herein lies the importance of a multi-faceted campus-wide long-term strategy. If leadership's rhetoric is strong, those in the middle may feel more open to making a few changes, those slightly resistant may be less vocally so, and those ardently against EDI changes will not have as wide a base of support.

Resource allocation

Providing funding is one of the most popular ways HEIs offer support to equity-seeking groups (Tamtik & Guenter, 2019). One of the historical inequities that women, Indigenous, racialized and 2SLGBTQ+ peoples and people living with disabilities have had to endure is unpaid, undervalued, and unappreciated labour, not to mention endemic poverty. Economic barriers need to be addressed holistically to effectively support equity-seeking groups: for example, many Indigenous students' financial needs extend beyond tuition to include housing, food, childcare (Indspire, 2018a).

University presidents and EDI leads identified lack of resources as a top challenge to EDI (Universities Canada, 2019). Of those institutions with EDI offices, a third have one or less full-time equivalent staff (ibid). Effective EDI initiatives are often tailored to the specific needs of an equity-seeking group, which frequently means more one-on-one work, adjusted curriculums, and higher caseloads (Seifert & Burrow, 2013). HEIs need to hire, retain and support peoples from equity-seeking groups, as well as people doing EDI work**. The best practice is to ensure people are appropriately compensated and recognized for**

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their work and provide them the resources to appropriately do it. EDI work must be prioritized in the budget, which should ultimately pay for itself: should a larger number of students for example have a truly inclusive and equitable experience at an HEI, they are more likely to think fondly of their alma mater when the question of donations arise.

Trainings

Most of the literature on EDI advocates for training, although evidence of EDI culture change based on training is mixed.[18] For change to happen, change agents need to be spread across the ranks (Eckel & Kezar, 2003), and broad-based training, available to everyone can help with that. Although EDI training has limitations, Campbell's (2019) research supports its capacity to raise consciousness, reduce complacency, promote a forward-looking orientation and empower through critical self-reflection. **Training works best when integrated with simultaneous EDI initiatives**, such as disaggregated data collection, meetings, inclusive hiring and retention practices, and culture changes (Bendick, Egan, & Lofhjelm, 2001; Bezrukova, Spell, Perry, & Jehn, 2016; Rhyne, 1973). Resistance is inevitable, however if there are a variety of EDI changes underway, it may be futile.

What

Trainers must conduct needs assessments in order to provide effective training (Amey-Taylor, 1997; Holladay & Quinones, 2008; Johnson, Antle, & Barbee, 2009; Roberson, Kulik, & Pepper, 2001). While most trainers collect feedback following a session, training outcomes should be measured on an organizational level to gauge effectiveness (Parker-Toulson & Harrison, 2010). Best practices include **follow-up trainings or consultative sessions to support the sustainability and embeddedness of EDI principles and practices.**

Topics for trainings are innumerable and should be responsive to the needs of the trainees and context. See text box for some trainings the literature recommends, and Appendix G for a list of some trainings offered by HEIs.

How

For research-based guidance on best practices in EDI training, see Appendix I. Training is only effective "in the context of an organization

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Recommended trainings include:
- Anger Management
- Anti-oppression
- Anti-racism
- Barriers and concerns experienced by 2SLGBTQ+
- Bystander Intervention
- Conflict management
- Consent
- Communications
- Crises Management
- Cultural competencies
- Decolonization
- Diversity
- Inclusivity and equity
- Indigenous history
- Implicit bias
- Trans*- focused allyship
- Mental Health First Aid
- Microaggressions
- University Policies
- Violence and Harassment Prevention
- Sexual Assault
- Supporting students through bias-related incidents
- Unconscious bias

Black-Branch, 1996; CFSO, 2015, 2017; Canada Research Chairs, 2018a; Garcia, 2018; Goldberg et al., 2019; Hester & Esters, 2018; Indspire, 2018a; Lindsay et al., 2019; Nicolazzo, et al., 2017; Sue, et al., 2007; Trans* Policy Working Group, 2014; Universities Canada, 2019.

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[18] A few select examples: Holladay (2004) found training diminished bias in interviewers. Dobbin, Kalev and Kelly (2007) found that diversity training *decreased* diversity in management. Roberson, Kulik and Tan (2013) found research on diversity training effectiveness to neglect both long-term effects as well as team and organizational

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<div style="background:red; color:white">What's in a name?</div>

Pitcher (2015) argues that EDI goals are furthered more in trainings that are *not* EDI focused if they engage EDI principles and highlight equity-seeking group realities. Boening & Miller (2005) argue for modelling EDI, but not calling the workshops "diversity training." On the other hand, given that "the first step to solving a problem is to name it", Vallianatos (2018) found that "workshops must include anti-racism training to deal with racism." Tricking people into attending sessions on topics they wouldn't engage with otherwise doesn't embody EDI principles of accountability and transparency. If someone would not attend a training called "anti-racism" then they might not be open to being trained on anti-racism. In which case, there is still much to do to address workplace culture, including leadership modelling EDI, encouraging greater diversity in the workforce and classroom, and shoring up policies and practices, based on realities laid bare in the disaggregated data. Call it what it is.

genuinely interested in cultural and structural change" (Vedantam, 2008). Leadership must actualize the principles being shared, simply arranging the training is not enough. Leaders must establish the importance of educating all staff, faculty and students and encourage the idea that everyone has a stake in creating inclusive campuses.

There is debate about whether trainings should be mandatory.[19] Should mandatory training be instituted, it works better: with staff and students than with faculty (Dua, 2009);[20] when training focuses "on specific organizational skills, such as establishing mentoring relationships" (Vedantam, 2008); and at the beginning of the school year or for new hires (Vallianatos, 2018).

Many trainings have moved to online formats. One study found that students overwhelmingly didn't watch the videos they were sent to watch for training, suggesting that web-based trainings must include reminders as well as relevant incentives (Potter et al., 2015).[21] Marquis et al. (2016) found that online AODA module trainings were "highly ineffective and potentially even detrimental to accessibility" (p. 340). Many HEIs promote AODA online training as a primary method for education about accessibility. The effective use of online resources could serve as a useful supplement to in-person discussions (ibid).

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outcomes. Devine, Forscher, Austin and Cox's (2012) 12-week evidence-based anti-bias training worked best with people who already were committed to EDI.

[19] Lindo (2017) reported that anti-racism practitioners strongly believed that anti-oppression training should be mandatory for all faculty, staff and students. However, those resistant to change are unlikely to be less so if they are forced into training; the conflation of the need for change and the need for the method of delivery of that change is potentially dangerous – given Dobbin and Kalev's (2018) findings about the ineffectual nature of training in part being based in resistance to being told "how to think", and evidence from psychology about the brain's response to perceived threats (backfire effect), mandatory training may sets up individuals who are not already interested in EDI to be more resistant to it. A review of 31 years of data from 830 workplaces found that diversity training was "followed by a 7.5% drop in the number of women in management. The number of Black, female managers fell by 10%, and the number of Black men in top positions fell by 12% […]. The analysis did not find that all diversity training is useless. Rather, it showed that mandatory programs -- often undertaken mainly with an eye to avoiding liability in discrimination lawsuits -- were the problem." (Vedantam, 2008). This may also depend on what the training is on: for example, Guyan and Douglas Oloyede (2019) found that unconscious bias training was *more* effective if mandatory, which may be different than results from anti-racism training for example.

[20] Literature shows that one of the most effective tool to promote EDI with faculty is mentoring. Faculty-**led** discussions on EDI, such as those at UC Berkley, Dartmouth, and Columbia, may also hold promise, however, given the sensitivity of these topics, an external facilitator may be better suited to guide discussion.

[21] The current context requiring online learning and work may make these findings outdated.

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Some HEIs have other online EDI-related training: Queen's has sexual harassment online training, University of Waterloo offers "Equitable Recruitment and Selection" online, and U of T Scarborough offers "Equity 101" and "Prevention of Discrimination based on Gender Identity" as online workshops.

When

Bezrukova et al. (2016) found that the content of training mattered less than the length of training: the longer the training, the longer-term the effect. Best practice is to **offer on-going training to increase participant exposure to EDI** and opportunities to practice skills and change attitudes.

Training is most effective when it is relevant – when participants can contextualise the teachings and apply concepts immediately. Training is also more effective when it is not seen as adding to expected duties or taking away from regular responsibilities. Providing training at the start of an individual's time at the HEI may "stick" as individuals are more primed to learn new things when they are starting new things. Trent university, for example, provides training *before* fall term begins about consent and bystander education, as most sexual assaults take place in the first six weeks of term. However, Potter et al. (2015) point out that students are inundated with information the first weeks of the semester and many are living away from home for the first time, so it is not easy to gain their full attention: trainings should also be available throughout the year.

Promising Practices:
› McGill's Rez Project: Mandatory first year training for every student in residence on consent, sexual assault, and 2SLGBTQ+ issues in the first few weeks of the semester.
› Laurier's Diversity Certificate Program are interactive, student-led workshops with recognition on the Laurier Experience Record.
› UCLA: The Second Science Project is a collaboration between UCLA's EDI office, the Booth School of Business, and The Second City. Developed by behavioral scientists and improvisational theatre experts, the free 45-minute workshop is designed to cultivate skill in navigating conflicting views and disagreement, and lets participants try out inclusive practices.
› The University of Michigan's Rakham Graduate School has an EDI professional development certificate for graduate and post-doctoral fellows that prepares "participants to work in a diverse environment while fostering a climate of inclusivity." Participants must complete 10 trainings, write

SPOTLIGHT: ORIENTATION

At **Dartmouth**, orientation for students includes training on diversity and inclusion. Through programs and web-based resources, all members of the community are aware of opportunities for involvement in enhancing the diversity and inclusivity of the campus, as well as clear guidelines for reporting incidents of bias.

At **Queen's** recommendations include: 1. Everyone involved in the hiring of orientation leaders should receive standardized training, coordinated by the Human Rights and Equity Offices and the Alma Mater Society on unconscious bias and recruitment, interviewing, and selection practices that promote equity. 2. The Human Rights and Equity Offices, Division of Student Affairs, and the Alma Mater Society should work collaboratively to develop a suite of customized training modules for orientation leaders that ensure consistent content, delivery, and quality across all Faculties/Schools, including international/exchange/transfer students and students not in residence, and which include anti-oppression and anti-racism training. Queen's has also implemented annual orientation surveys to "gauge climate/ experience in relation to bias/discrimination" (2017, 113).

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a diversity statement, conduct an information interview and complete an Intercultural Development Inventory Assessment.

› The University of Pittsburgh's diversity and inclusion certificate program for faculty and staff features 6 courses and participation in a capstone conversation facilitated by a member of the EDI Office.

› At the University of Notre Dame all VPs and senior leaders participate in training on cultural competency, microaggressions, and benefits of diversity. This training includes awareness, skills, and knowledge building to better serve diverse populations.

Orientation

Orientation sends a strong message about expected student behaviors (Boening & Miller, 2005). Students have experienced significant exposure to racism and xenophobia during orientation (Lindo, 2017). UBC and Queen's have recommended anti-racist training for students in leadership roles during orientation week. Vallianatos (2018) argues for mandatory diversity training for student leaders. Lindsay et al. (2019) advocate for this to include 2SLGBTQ+ sensitivity. Many HEIs have mandated sexual assault training in orientation (CFSO, 2017). Best practices involve informing students of anti-racism resources and organizations, counselling services, relevant student clubs, university resources, and grievance procedures (Vallianatos, 2018). Once orientation is over, it should be evaluated – what worked last year may not be appropriate the next (ibid).

Special Initiatives

People need to talk about what is happening: their experiences as equity-seeking people, their experiences trying and failing at being allies, how they managed or didn't to institute systemic change. These conversations do not always come easily. Initiatives that are informal, time-limited, or issue focused, can start those conversations. Services, EDI offices, classrooms, and safe spaces can keep those conversations going.

HEIs should support EDI-related student activities by providing meeting spaces, resources for activities, and facilitating online outreach (Vallianatos, 2018). Materials, such as pens, paper, markers, and access to and support for technology and presentation materials can facilitate EDI work.

Champions and Allies

Allies and champions in key roles can influence culture and set the tone for how issues of EDI are handled. Research has found that a few outspoken people can influence social norms in group settings (Rankine, 2014). Requests for change by out-group members are experienced by the in-group as threats to their status, and then resistance to these discomforts by the in-group reinforces the isolation of out-group members, which in turn increases tension between groups and decreases their ability to engage in constructive change (Johnston, 2019).[22] One proven effective strategy to address this is by in-group members changing the in-group story (ibid). Advocacy and allyship are vital. Some people are more open to influence from peers than management. These horizontal relationships can provide space for more honest conversations about tough issues. Peers of influence, such as Residence Dons or Teaching

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[22] For our purposes, in-group here would refer to those who do not identify as equity-seeking, and out-group refers to equity-seeking groups.

Assistants can promote cultures of inclusion in residences, classrooms, tutorials and laboratories. Having an ally can be very helpful in a sometimes inhospitable atmosphere.

Examples:

- UCLA has "Equity Advisors" in all academic units who take leadership on EDI matters within their department. They leverage their experience with local climate to advise their deans on strategy, policy, training, climate, and accountability. They are paid $6000 a year for this added duty.
- UBC's Equity Ambassadors program has been developing students' leadership skills to help create a more inclusive environment on campus. Each year, 15-20 students are selected to facilitate events and dialogues with their peers on social justice and human rights issues.
- The Positive Space programme at St. Francis Xavier University helps LGBTQ+ allies better understand LGBTQ+ issues, how to improve allyship, and how to stand up against homophobia and transphobia (Kearns, Mitton-Kukner, & Tompkins, 2014). One outcome of this program was the emergence of a 'culture of awareness and ally building' (ibid).
- Canada Research Chairs (2018b) recommend identifying someone at the institution who can help chairholders resolve any challenges in the early years of their term.

Campaigns

Before an EDI campaign is launched, Donovan and Vlais (2006) recommend mapping the environment, developing the philosophy, setting the goals, and conducting research. **All statements and images need to be checked with target audiences and equity-seeking groups** to see if: target audiences feel that it applies to them or only to racist/ableist/sexist others; target groups understand it clearly; the message will intensify or diminish scrutiny of equity-seeking groups; and if it will help or hinder in-group consideration of their own culture (Rankine, 2014). Campaigns should seek to "challenge the dominant culture as the norm against which all others are compared" (ibid, p. 31) and avoid "good anti-racists vs bad racists" binaries (p. 46).[23] For a more detailed list of best practices for anti-racism campaigns, see Appendix F.

Posters & Infographics

Well-designed how-to posters allow messages to get into spaces where people might not otherwise vocalize these sentiments, and start conversations with people who might not come to a training. Posters that provide relevant and pointed EDI messages can be helpful. **Broad-based campaigns give *everyone* the info** about the sexual assault centre or the smudging policy, not just those who seek it out. This allows greater access to vital information, virtue signalling that this information is relevant to everyone, not just to a few.

Infographics (such as those included in Appendix K) work best when implemented in conjunction with other methods. Placement and timing of posters and campaigns should be strategic. For example, the CFSO (2017) recommend having posters on consent in housing and student bars, lounges, and classrooms, and that a preventative sexual assault campaign should be launched at the beginning of each academic year. They also recommend tabling and having materials in different locations at

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[23] Interestingly, it may be more successful to change a dominant group's view of itself than to change its view of an equity-seeking group: "If the in-group is redefined psychologically and socially to be tolerant, inclusive, and diverse, then changes in intergroup relationships are inevitable and will more likely be persistent and generalizable" (Pedersen, Walker, & Wise, 2005, p. 24).

different times. Best practices include carrying out campaigns in collaboration with: relevant community groups, campus stakeholders, behavioural researchers familiar with campaigns, public relations practitioners; and experts in measuring attitudes and evaluating complex impacts (Rankine, 2014).

Arts Initiatives

Creating art and being an audience to it enhance civic participation, social tolerance, an openness to new ways of seeing and social cohesion (Leroux & Bernadska, 2014; Smith, 2009). Cramwinckel et al. (2018) found at least temporary reduction in prejudice from exposure to artwork dealing with LGBTQ themes.[24] Matarasso (1997) found that involvement in the arts increased feelings of inclusion; promoted tolerance and conflict resolution; developed insight into political and social ideas; challenged conventional service delivery models; and raised expectations about what is possible and desirable, to name only a few benefits. That same study found arts projects that *specifically* set out to promote intercultural understanding were an excellent way to do so, however, if that was not thought about as a goal of the project, the good was not inherent to the act. The inclusion of EDI must be intentional.

Examples:

- UCLA's EDI office had a project where they reviewed and highlighted EDI-relevant pop culture.
- Laurier's Centre for Student EDI hosted the Diversity Art Series, featuring art created by students, each of whom used their creative pieces to investigate contemporary social justice issues and experiences of equity-seeking students and allies. The exhibit was part of an effort to illuminate and archive the narratives of those impacted by systemic inequities. The series curated five pieces each accompanied by workshops that engaged the Laurier community in dialogues about diversity and equity in unique ways.
- Algonquin College's podcast "inclusion Infusion" features in-depth conversations on EDI, exclusion, hardship and leadership, in Ontario's Colleges.

Events and Speakers

Universities Canada (2019) recommends holding events to celebrate student diversity and advance EDI (e.g. International Women's Day, Trans Day of Remembrance). Although hosting such events is common, there is limited evidence for their effectiveness in affecting long-term change (Pitcher, 2015). Far too often, the non-accessible stages are occupied by white, straight, cisgendered, able-bodied males. These one-off programs can have "a Band-Aid effect," (Marine, 2012) and be a public manifestation of how a HEI is not truly committed to equity but wants the benefits of being seen to be.

However, opportunities for networking, promoting of progressive ideas, and giving access to free food to students with limited means may be worth the effort. Indigenous events, such as powwows, can promote a sense of belonging for students from distant communities. Algonquin College's keynote address on 'Beyond Inclusion: Black Liberation Otherwise' by Robyn Maynard garnered 100% of attendees asserting that they learned something new. **Equity-seeking groups benefit from platforms that make it easier "for academic institutions to see the work as relevant and worth funding"** (Dr. Jami Powell, as quoted in Elfman, 2018). Pete (2016) recommends HEIs create a list of people who could work

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[24] Specifically, these authors surmised that "softer" interventions such as introduction to art of literature held more promise than more immersive interventions for people with more blatant prejudice. Those who held more subtle prejudice, however, were more likely to be affected by interventions aimed at evoking empathy and perspective taking.

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as guest lecturers "including local traditional knowledge keepers and Elders" (p. 87). In a world where EDI work can be devastatingly slow, celebrations of any sort can provide much needed encouragement.

Given their somewhat unpredictable nature, best practices around event organizing should include considerations about how a guest speaker might impact a sense of inclusion on campus and what the ramifications may be of hosting them. Organizers need to be prepared should the event become controversial. Training in event organizing and respectful dialogue, as well as grounded understandings of the meaning of free speech and freedom of expression can enhance the effectiveness of an event, and protect the principles of EDI.

EDI considerations should not be limited to EDI-related events. Buitendijk et al. (2019) suggest that best practice includes HEI develop policies to support for the provision of childcare during conferences hosted on their campus. One need not wait for a panel on Indigenous issues to invite Indigenous speakers; Indigenous perspectives on astronomy or anthropology, as well as an Indigenous person speaking about their research in beta-carotenes can have a significant impact on normative perceptions of these groups. *All* events should use an inclusion lens in their organizing, facilitation, and follow-up. Measures to ensure equity at events include (but are not limited to):

- Acknowledge the traditional Indigenous land on which the event is located, and integrate the use of Indigenous language at events (CRC, 2018b);
- Hold the event in an accessible location, where both the audience and speakers have the physical space they need for their given tasks, and where there are accessible gender-inclusive or -neutral bathrooms nearby;
- Pay speakers from equity-seeking groups;
- Train organizers in inclusive event planning;
- Provide interpretation, live captioning, childcare, food, and compensation for public transport.

For examples of EDI events from universities, see Appendix G.

Awards

Awards can **send a message about what is valued by an institution**. Sahl (2017) found that recognition is important for overall faculty satisfaction but not consistently across racial groups. Guyan and Douglas Oloyede (2019) found that recognition schemes for equity-seeking groups gave them greater visibility within their institutions and better working practices for staff. A third of the HEIs studied by Universities Canada (2019) had awards that recognized people who advance EDI. Given the pace at which EDI progress is generally made, celebrating successes can mitigate burn-out. Sahl (2017) suggests HEIs "should have both formal and informal outlets for acknowledging faculty and their achievements and these acknowledgements should come from both supervisors and peers" (p. 257). Universities Canada (2019) suggests partnering with alumni and communities to create recognition initiatives for equity-seeking students. Awards themselves can be symbolic, or tangibly supportive of EDI efforts or equity-seeking people. Vallianatos (2018) recommends

> Examples of EDI events:
> › Consent is Mandatory or No Means No weeks: a series of events, workshops, movie screenings, sex Q&As, panel and circle discussions, inclusive sex-related comedy events, craft and art-related workshops and sex-positive trivia nights (CFSO, 2017)
> › EDI alumni events and training such as an Indigenous speaker series, or queer homecoming (Universities Canada, 2019)
> › Public lectures by equity-seeking groups and on topics of concern to those groups, such as Women in Science lectures, or Indigenous approaches to research (CRC, 2018b)
> › Interactive seminars on EDI topics during lunch for faculty, staff and students that create a safe space for people who are not always heard (CRC, 2018b)

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creating a fund for students pursuing anti-racist programing and initiatives, with transparent procedures laid out by the selection committee. For examples of EDI-related awards from HEIs, see Appendix G.

The awards process itself can be culturally specific, in a gesture to unseat the practices of whiteness as the only way to honour achievement. Brayboy (2005) describes a ceremony for Indigenous students graduating from the University of Utah which involved every graduate giving thanks to the communities that supported their educational journey and telling a story about why they wanted to be a teacher and what it meant for their communities (p. 425). Dalhousie's graduation regalia to includes Elders in Residence providing medicine pouches to graduating Indigenous students, and Kente sashes are available to graduating Black students of African descent (Diversity Inclusiveness Report, 2019).

Safe(r) Spaces

Sexual assault is the most common violent crime committed on HEI campuses, with 1 in 5 women being sexually assaulted while attending an HEI (CFSO, 2015; RAINN, 2015). Black male drivers are more likely than white drivers to be searched, but less likely to receive a legal sanction when driving across campus (Moon & Corley, 2007). HEIs on this continent were originally built for the benefit of white men with the returns from the labour of slaves, profiting from policies that stole land from and committed genocide against Indigenous peoples.[25] If HEIs are a "white space" in which racialized people feel relief upon exiting, then "safe" spaces within that cannot be defined on white terms (Anderson, 2015). Although CFSO (2015) advocate for an environment where people feel safe to report incidents, there is already an environment where, for example, white women feel entitled to report Black men to authorities, with often grim outcomes. **What safety looks like for one equity-seeking group may not be the same for another**.

HEIs must reflect on their historical role in the creation of inequity and reimagine and reconstruct inclusion (Reddick, 2019). **Committing to university-wide land acknowledgements** "works to undo the intentional erasure of Indigenous peoples from the nationalist colonial narrative and […] provides exposure and a learning opportunity for individuals who may have never heard the names of the tribes that have and continue to live and learn from the land" (Beard Jacob, 2018). Creating safe spaces is about acknowledging the past and doing something about the present.

Safer spaces for racialized people can help them "feel empowered to speak up, understand systemic inequities, and receive the support they need to believe and achieve" (Gunn, n.d.). Pickett (2016) found that a lack of safe spaces for racialized students compounds the mental toll of even subtle racism. Creating safe(r) spaces on campus for community building that respect race, heritage, gender, sexual orientation and different abilities can "provide a break from judgment, unsolicited opinions, and having to explain yourself. It also allows people to feel supported" (Yee, 2019). This is especially valuable for those who don't have this otherwise, and contributes to a culture of care, ensuring that those accessing the space "can continue making thoughtful, productive contributions to difficult discussions, inside and outside the classroom" (ibid). Students who feel safe and welcomed are more likely to have a positive attitude towards inclusion (Shore et al., 2009). **Safe spaces promote EDI.**

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[25] James McGill enslaved Black and Indigenous peoples and the wealth he accrued in his lifetime was left in his will to found a university. Egerton Ryerson's recommendation were instrumental in the creation of Residential schools. Dalhousie was built with funds from the profits of slavery. Harvard, Georgetown, Brown and Columbia universities were built by slaves.

Symbols that identify positive spaces do not always reflect the positive spaces concept, with staff not being equipped to address the needs of the 2SLGBTQ+ community (Lindsay et al., 2019). This can be re-traumatizing. Staff need to be trained, their policies and practices reviewed regularly, and they need to be resourced to meet the real needs of the people who access them. Comprehensive and ongoing evaluation and support is essential to ensure that the designation of "safe" remains true. There should be many such accessible spaces across campus, in every building, every department, and open to those who need them as and when needed (see for example Darville, 2018; Schenk Martin et al., 2020). See Appendix G for examples of safe spaces at HEIs.

Promising Practice:
From the theatre context, the AdHoc Assembly's framework for a voluntary agreement is to be read on the first day of rehearsal (or, if adapted for classes, committees, or trainings, the first session) which seeks to address behaviour that falls outside formal complaint territory yet still causes harm. They offer a rubric to build from, which includes: the valuing of cultural safety; acknowledgement of "vastly skewed power dynamics"; the right to challenge the representation of one's cultural identity; the "right to work free from the responsibility to alleviate fragile responses to confrontation"; providing support to "the Only" in the room; and an acknowledgement of accountability to the community (AdHoc Assembly).

Figure 3

Top Challenges/Barriers as Reported by Senior EDI Leads in recruitment and retention

	CHALLENGES/BARRIERS
Recruiting and retaining diverse students	1. Lack of EDI data on students 2. Lack of resources and/or support services 3. Financial challenges (e.g. offering competitive scholarships, high tuition costs, affordable housing) 4. Location of institution 5. Competition with other institutions
Recruiting, retaining and supporting the advancement of diverse faculty	1. Limited diverse candidate pool (especially for Indigenous people with PhDs) 2. Lack of EDI data on faculty 3. Location of institution 4. Competition with other institutions 5. Limited resources and/or support services **Other notable challenge/barrier: Institution requires that the candidate be proficient in French which limits the number of diverse candidates that apply
Recruiting, retaining and supporting the advancement of professional staff	1. Lack of EDI data on professional staff 2. Limited resources and/or support services 3. Location of institution 4. Resistance to change 5. Low wages/lack of funding
Recruiting, retaining and supporting the advancement of diverse senior leaders (including Board and Senate members)	1. Lack of EDI data on senior leaders 2. Members are elected/appointed (e.g. by province) 3. Limited resources and/or support services 4. Resistance to change 5. Limited diverse candidate pool

Source: https://www.univcan.ca/wp-content/uploads/2019/11/Equity-diversity-and-inclusion-at-Canadian-universities-report-on-the-2019-national-survey-Nov-2019-1.pdf

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Diversity: Hiring and recruitment practices

Hiring diverse candidates should be an institutional priority (CRC, 2018b) and as explored in the clubs and services section, **equity-seeking groups need to be represented at all levels and in all sectors and departments**. There is an emotional labour involved in being "the only one" on campus (Indspire, 2018b). Maranto and Griffin (2010) found that female faculty experience the department climate differently depending on the percentage of female faculty in the department. Further, research has found that greater representation of diversity on campus begets greater EDI. For example, Bezrukova et al. (2016) found that greater numbers of female participants in EDI trainings saw more uptake of EDI ideas.

Best practices include setting targets, training selection committees, developing rigorous rubrics, and assessing qualifications with a holistic understanding of what is needed for the position and by the institution.

Figure 3 is a list of the top challenges to diverse hiring, retention and advancement. This section and the next will look at the (myth of) limited diverse candidate pool, as well as wages, support services, and other best practices identified by the literature. Resistance to change is covered in Practices, EDI offices, Leadership as well as briefly in Training. Lack of EDI Data is discussed in Assessment and Evaluation. The make up of the board is covered briefly in Leadership. The challenges of the location of the institution, and competition with other institutions are not addressed in this environmental scan.

Staff and Faculty Hiring

An EDI lens in hiring means equity-seeking groups working across the HEI, not just in "specialized" departments (CRC, 2018b; Elfman, 2018). Set clear targets in line with regional, provincial and national equity group populations, as well as the long-term vision of the HEI (Smith & Raphael, 2018; Universities Canada, 2019). Hiring framed as "replacement" tends to replicate the status quo (Smith & Raphael, 2018). Cohort hires and cluster hires

SPOTLIGHT: HIRING

U of T's 2017-2018 budget directed $2.5 million to increase the number of staff with Indigenous backgrounds.

Western has implemented:
- Advertising positions in media targeted at diverse groups and developing relationships with external associations to support diverse hiring.
- Training and information packages on employment equity for those making hiring and promotion decisions.
- Funds to assist with the recruitment and retention of female academics, which may cover expenses or programs (e.g. mentoring programs in teaching or research).
- The Office of Faculty Recruitment and Retention acts as a resource to prospective, new and current faculty and their partners. They offer assistance with spousal/partner employment placement, and have information on housing, childcare, eldercare, healthcare, ethno-cultural programs and immigration.

Dalhousie created a precedent in 2018 when it restricted its search for a a Vice Provost student affairs to racially visible and Indigenous candidates (CBC News, 2018).

The **University of Houston** has:
- An EDI recruitment tool kit;
- mandatory training for search committees, chairs and deans, and other resources to aid them in the hiring process;
- Committees and trainings talk openly about implicit bias;
- Search committees have rubrics to evaluate all candidates in an equitable manner; they have resources on how to write job announcements to attract more diverse candidates; they are given information on where they could post jobs to reach more diverse candidates; they are encouraged to utilize their networks

for equity-seeking groups help support culture change (Coleman, 2019; Smith & Raphael, 2018; Universities Canada, 2019).

One of the myths that inhibits EDI is that there aren't enough quality equity-seeking applicants. To bring more diversity into the applicant pool: recruit in partnership with equity-seeking communities; retain and promote PhD and postdoctoral equity-seeking students; mentor and sponsor equity-seeking candidates and the passive candidates that these practices create (Coleman, 2019; Universities Canada, 2019). **Relationships with external communities can support hiring and retention, as well as help guide what supports are needed for equity-seeking groups** (Dunn, Hanes, Hardie, Leslie, & MacDonald, 2008).

Job descriptions should be representative of the skills and qualities that are actually needed for the job with clear parameters of what is wanted, rather than a set of accumulated credentials (Coleman, 2019). **Changing the job description attracts a different candidate**. For example, scientists are often expected to be assertive, but to do good science, curiosity and persistence are more important, and thus coding assertiveness as a requirement works against women, since when they display it, they more likely to be seen as difficult (Georgi, 2000). Avoid superlatives like "excellence" or "exceptional" which tend to reduce the number of applications from equity-seeking groups (Smith & Raphael, 2018). Consider equivalents to a PhD for under-represented groups (Universities Canada, 2019). Make sure the ad itself is clear on the HEI's and department's commitment to EDI, and consider asking candidates to include their own commitment to and experience with EDI in their application (Smith & Raphael, 2018).

Shortlists should include at least one equity group candidate and equity-seeking groups should be prioritized in hiring of leaders (Universities Canada, 2019). Hiring and recruitment should be done in teams that are diverse themselves and trained in EDI (CRC, 2018a A.6; Coleman, 2019; Universities Canada, 2019). Search committees need implicit bias training, and hiring decisions should consider what the HEI needs across the organization, not just in a department (Potter as quoted in Weissman, 2020).

Include interview questions about experience advancing EDI (Universities Canada, 2019). Interviews should be evaluated on a clear rubric. Be as transparent as possible and consider

SPOTLIGHT: STUDENT RECRUITMENT

The **University of Houston's** law school developed a pipeline program for undergraduate juniors and seniors from equity-seeking groups who are interested in becoming lawyers. Students from any HEI can apply. Held in the summer, each program — one for juniors, one for seniors — is offered as an eight-week experience that gives participants a good grounding in law and better prepares them for the law school application process. Juniors take truncated law classes, do an LSAT review, and participate in an internship with a law firm or public interest organization. Seniors prepare for the LSAT for eight weeks, five days a week, eight hours a day. They also receive general assistance with the law school application process, including writing a personal statement. The program helps participants become better law school applicants and makes them feel less intimidated when they apply (Vollman, 2016).

University of Washington visits 'diversity' sites such as high schools, community colleges, churches, and community centres. The program offers a variety of annual outreach programs designed to provide students an opportunity to visit the campus (Foo & Fong, 2009). It has a series of events that support student recruitment including Native American Student Day, Rising SEAs Conference (Southeast Asian students), and the Esperanza En Educación Conference.

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universal design principles: offering interviewees written copies of the interview questions for example can support all individuals to focus as well as being inclusive of people living with auditory processing challenges, with the added benefit of ensuring the interviewers adhere to a standardized rubric. In hiring, self-consciousness about the processes, criteria, and justifications for employment decisions minimizes expression of bias (Strum, 2006). Hiring committee members should provide evidence to support their opinions about a candidate, and they should try to spend an equivalent amount of time evaluating candidates prior to ranking them (Smith & Raphael, 2018). All candidates should get the same information about the process (ibid).

References should be screened for coded language – women tend to get attributed softer skills than men in reference letters (Coleman, 2019). For a list of best practices, CRC has extensive information on their website.

Equitable Hiring Case Studies

Guyan and Douglas Oloyede (2019) describe two examples of hiring practices that resulted in more equity-seeking groups being hired. One intervention involved encouraging applicants (of all races) to reflect on why they would be a good addition to the team, with a control group (of all races) given no such instruction. Within the test group, racialized applicants got more interviews, and secured more positions. Their hypothesis was that "this intervention was effective because it encouraged applicants to imagine themselves [in the position], and go with their gut instinct when answering questions, rather than with the 'correct' answer they felt they were expected to give" (p. 29).

The other intervention was at the University of Nottingham's Faculty of Engineering. This included:
- Rewriting recruitment materials to improve inclusivity
- Not considering CVs in the shortlisting process
- Removing candidates' biographical details
- Candidates were not being asked to attend any 'informal' assessments before the assessment.

Two high-quality female candidates were subsequently hired. The project suggested that success was predicated on the reduction of bias at each stage of the recruitment process, basing decisions on firm evidence and the use of predetermined criteria.

Student Access and Recruitment

Campuses with greater student diversity have lower levels of microaggressions and greater numbers of inter-racial friendships, which in turn and reduce ethnic tension (Hurtado & Ruiz, 2012; Park, 2014; Sidanius, Levin, Van Laar, & Sears, 2008). However, increases in representation on campus did not equate to deeper understandings of equity-seeking groups (Nicolazzo et al., 2017). Diversity is only a start.

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Most universities have plans for targeted recruitment campaigns, with a range of programs in place (Tamtik & Guenter, 2019). Universities Canada (2019) recommends however, that before those are implemented, that gaps be identified and goals set to address specific barriers to access.

Attractive financial aid packages are key for the recruitment of equity-seeking students. Shin (2008) found that the "availability of financial aid is consistently identified as the most important factor associated with the retention of students of color" (p. 186). Universities Canada (2019) advocates for targeted scholarships, bursaries, loans and tuition waivers for equity-seeking students. There is a great deal of evidence that financial support can make a great deal of difference to equity-seeking students.

Von Robertson and Chaney (2017) argue that partnering with local communities and school districts particularly support Black male students, as research finds that they are more likely to succeed at an HEI should they participate in a pre-college or preparatory program. Shin (2008) found established institutional relationships or "pipelines" effective for racialized student recruitment. Similarly, Universities Canada (2019) calls for partnering with businesses and community groups on outreach, recruitment and student support activities; improving college-university transfer pathways; and offering pre-university preparatory programs, transition years or bridging programs. The provision of early offers of admission to students from equity-seeking groups may also be supportive of recruitment (ibid).

Promotional material should target equity-seeking groups. Lindsay et al. (2019) advocate for information in the prospectus about the experience of and support for 2SLGBTQ+ students on campus. Dunn et al. (2008) advocate for an accessible brochure that identifies services for students with disabilities, including accommodations, scholarships/bursaries, faculty advising and disability student groups, with representative student pictures and personal stories, as the latter accounts may breakdown isolation and promote inclusivity.

Shin (2008) also found the involvement of racialized faculty and students in the recruitment process, as well as personalized contact, promoted greater racialized student enrolment. Given the importance of feeling supported and being part of a community for equity-seeking groups for learning and perseverance (see Teaching and Learning), best practice may involve the creation of personal connections and relationship building to the HEI – in short, exemplifying a culture of care.

Case Study: Hydro One Women in Engineering University Partnership

The Hydro One partnership with Ryerson, the University of Waterloo, Western and Ontario Tech University claims a 65% increase in the number of women entering engineering degree programs since the initiative's inception. The number of women in electrical engineering internships tripled between 2014 and 2016, with a 256% increase in the number of applications from women at Hydro One. In fall 2016, 40% of the University of Toronto's (a school not in the partnership) incoming engineering class were women, the highest proportion of any engineering school in Canada (U of T Engineering, 2017). For all this program's lauded successes, nuanced disparities may be lost without disaggregated data. The program does not address the effects of intersectionality: Ryerson's Senate (2018) found of the program that "issues of privilege play a more significant role in marginalization than gender alone". The University of Waterloo's school of engineering progress report 2018 includes under "diversity" only female enrollment (Waterloo Engineering, 2018). The idea that women are a monolith, that gender is a binary, and that culture can change with mere numbers is limiting. Greater numbers of women in the field does not result in more women in senior positions (Carr et al., 2017). Getting women in is one step, but if the gendered power dynamics remain the same, the experience of women will not be one of belonging.

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For examples of recruitment of equity-seeking students, see [Appendix G](#).

Equity and Inclusion: Retention practices

HEI retention requires reasons to stay, and systems of exclusion are not conducive to good working or learning environments. Given how socially unacceptable and "unsayable" it is to discuss whiteness, privilege and power, these topics tend to go unaddressed (Tate & Bagguley, 2017, 293; Vallianatos, 2018). Exclusion can masquerade as "professionalism", "standard practice," or "fit". The glass ceiling in academia is maintained by everyday interactions occurring over the spectrum of faculty life (Strum, 2006). Marom (2019) advocates for exposing the racism hidden within "professionalism" by deploying counter-stories to call out and respond to the forces of assimilation. Although formal [policies](#) manage behaviours that are egregious, the experience of exclusion can be fostered within the confines of legislated acceptability. Thus, as Coleman (2019) argues, it is how behaviour is informally policed that must change. EDI trainings often encourage discussions that people avoid in work environments (Parker-Toulson & Harrison, 2010). [Trainings](#), [mentoring](#), [champions and allies](#), and other "safe" relationships are important avenues for EDI changes to be processed.

Stopping the practices that push people out and starting or maintaining practices that keep people in requires **adequate and disaggregated data**. This includes the intersectional identities of who is in what position, as well as what kind of work is rewarded and valued, and how those rewards and values are experienced or shared by equity-seeking groups (see [Awards](#)). One study found that while Black women were more likely to have comments about being a "diversity hire" affect how they felt about themselves in the HEI, Black men did not internalise these comments to the same degree (Kelly, Gayles, & Williams, 2017). Different harms will come to different people, and HEIs need to provide a buffet of supports to respond appropriately. Mentoring and reward structures may support someone who feels their sense of worth is undermined, training and culture change may inhibit the frequency of microaggressions. The solutions need to be tailored to the realities they seek to address.

For both faculty and staff, one promising practice is to create incentives to **reward the time and effort EDI work takes** (Concordia, 2019)**,** or to make it a requirement of the job. Work towards collective agreements, performance evaluations and tenure applications that value EDI in a way that is ideally in line with the EDI plan for the HEI (Tator & Henry, 2010; Universities Canada, 2019; Weissman, 2020).

Many of the reasons that equity and inclusion are not realities within the academy is that they are not realities outside the academy. Universities Canada (2019) advocate for having resources to support employees in their lives outside of the institution, such as recognizing the need for childcare, mental health services or access to nature or the arts. Similar to with students, support for a sense of belonging and a culture of care can make a difference.

Although there is some overlap between the practices that support equity-seeking staff and faculty retention, the following two sections will look at a few examples that have been shown to specifically support each group.

Retention: Faculty
Many reward structures at HEIs do not recognize constructive team behaviours, EDI endeavours, or the realities of equity-seeking groups: excellence is viewed as an individual pursuit, with

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intense focus on personal career trajectories and gains in specialized research subfields (Johnston, 2019). Given the increased burden of undervalued work on equity-seeking groups, it is important to take service into account in faculty contracts (e.g. work on committees, mentoring) and reduce teaching workloads accordingly (Universities Canada, 2019).[26] Shifting from valuing the white, cis-male, able-bodied, heterosexual as the ideal member of the academy means re-thinking a tenure clock that requires the greatest effort during child-bearing years and is predicated on the belief that success in academia means giving total priority to work (Bailyn, 2003).

For many equity-seeking groups, a sense of community is important in retention. Pete's (2016) recommendations for Indigenization at HEIs include the recognition within tenure and promotion practices that Indigenous scholarship is based on "relational capital", and therefore mechanisms should be in place to value faculty efforts to develop, sustain, and maintain relationships with Indigenous peoples. Further, faculty satisfaction has been shown to be particularly important for retention of racialized faculty (Sahl, 2017). To enhance retention it is important to **support equity-seeking affinity groups** and offer equitable salaries (Weissman, 2020).

The process for tenure needs to be clear and transparent (ibid). Information sessions and panels should be held on the topic (Canada Research Chairs, 2018a). Research has found that **student evaluations are biased against equity-seeking groups.**[27] Therefore, unless HEIs can provide convincing evidence otherwise, student evaluations should not be used (Flaherty, 2016). Canada Research Chairs (2018a) recommend conducting "an analysis of success rates of individuals from the Federally Designated Groups to monitor for bias in the program's peer review process" (D.1). As in hiring, systems of assessment and tenure selection should use pre-determined rubrics that screen for bias, and everyone involved should be trained in EDI, specifically on unconscious/implicit bias (Universities Canada, 2019).

Examples of HEI retention efforts

- The University of Houston's retention efforts include informative symposiums, forums, and workshops on topics such as the tenure process; faculty resource groups for minorities; and resources from the National Center for Faculty Development and Diversity.
- As part of Dalhousie's strategy to support accessibility of leadership opportunities for equity-seeking groups, their Faculty of Medicine struck a Diversity in Leadership task force to explore professional pathways to leadership positions.
- For their Junior faculty from "underrepresented minorities" (URM), The University of California, San Diego School of Medicine provided counseling in career and research objectives, assistance with academic file preparation, introductions to institutional culture, a workshop on pedagogy and grant writing, and, proactive mentoring by senior faculty. The program saw retention rates of URM junior faculty go from 58% to 80% (Daley, Wingard, & Reznik, 2006).

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[26] Women and other equity-seeking faculty tend to provide extra service, such as (1) mentoring equity-seeking students and faculty, (2) serving on a variety of committees, (3) helping local communities or student groups, and (4) educating non-equity-seeking faculty, students, and staff on diversity (Stanley, 2006; Edwards & Ross, 2018). Equity-seeking faculty believe these activities are important, but also that they are time-consuming and rarely count toward promotion (Stanley, 2006; Britton, 2017).

[27] In Ryerson University vs Ryerson Faculty (2018) it was found that student evaluations are "imperfect at best and biased and unreliable at worst" and are therefore not to be used to assess the quality of teaching.

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Retention: Staff

Providing professional support, funding, development opportunities and leadership training for equity-seeking groups broadens participation efforts and supports retention (NSF, 2014; Universities Canada, 2019). Providing EDI-related professional development options may be particularly effective in HEIs. Bezrukova et al. (2016) found that EDI trainings in educational contexts tended to be more successful than those in workplaces, hypothesizing that this may be because they are not perceived to take time away from "real work". Thus, encouraging workplaces to include learning and growth as a job *expectation* may support EDI change.

For **Indigenous employee retention**, the best assets "are existing Indigenous employees" (Morris, 2017, pp. ii). Creating an inclusive culture begets inclusive culture. Best practices include: an Indigenous Employee Network, career counselling and mentoring, visibly valuing Indigenous culture in physical spaces, and learning from exit interviews with Indigenous employees (ibid).

Given that gender inequity is most evident when women enter the workforce or take on a parenting role (Guyan & Douglas Oloyede, 2019), supports for new employees and caregivers are vital to EDI. For **retention of employees with children**, specifically female-identified employees, best practices include developing, and marketing a "family-friendly" workplace, which results in greater employee satisfaction and retention (Brough & Driscoll, 2010). This may involve implementing: flexible part-time options, especially for transitions after parental or sick leave; guaranteed high-quality childcare spots; discounting of family-related resume gaps in the hiring process; establishing school-break childcare and summer camps; emergency backup childcare programs; and adoption benefits (CRC, 2018a, C.5; Mason & Goulden, 2002, p. 19).

There is an under-utilization of work-life policies and programs (Lester, 2013). [28] A major reason for this lack of usage is stigma; taking advantage of a work-life balance policy may imply that the employee is weak or somehow flawed (ibid). Promoting a culture of care and training staff on EDI issues especially around gender and its intersections may empower employees to care for themselves.

Further, given the size and complexity of HEIs, and lack of coordination of EDI efforts, often employees do not know about programs: in their research on women in academic medicine, Carr, Gunn, Raj, Kaplan, and Freund (2017) found even senior leadership were unclear as to whether or not their institution had programming to support women. Information on programs to support equity-seeking groups should be made available to everyone.

HEIs can also develop an **employee gender transition protocol** that clearly delineates responsibilities and expectations of supervisors, colleagues, and other staff, as well as affirming that any employee who wishes to transition will be supported (Grenier & Hixson-Vulpe, 2017).[29] Similar to supporting 2SLGBTQ+ students, name change and chosen pronoun policies also create inclusive workplaces. For example, the University of Toronto allows employees to select "X" as a gender option on the HR Information System, along with male or female. Updates can be made to gender without legal documents.

Creating opportunities for **community-building for equity-seeking employees** can support retention. Grenier and Hixson-Vulpe (2017) advocate for institutional support of Employee

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[28] Guyan and Douglas Oloyende (2019) recount one somewhat successful intervention to increase uptake of parental leave policies by men that showed *simplifying* the information to prospective parents improved comprehension of the scheme and reduced the perceived effort related to uptake.

[29] For a guide on how to support transitioning in the workplace, see the 519's Creating Inclusive Spaces.

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Resource Groups, especially for new employees given how critical the first three months of employment are for equity-seeking groups. These can be vehicles for EDI change in the workplace (ibid). For example, McMaster hosts an Employee Accessibility Network which delivers programming, peer support, consultation and strategizing on a variety of topics related to disability in the workplace or classroom to students, staff and faculty that self-identity has having a disability.

Race-based caucuses are a common strategy used in HEIs to deepen the competencies of administrators and student affairs practitioners "to create equitable, inclusive campus environments for students and staff" (Obear & martinez, 2013, p. 79). Race caucuses provide a forum to educate members of privileged groups, create organizational change, and support members of marginalized groups, as well as a space to engage in authentic dialogue and personal work vital to sustainable EDI (ibid). To enhance caucus effectiveness, best practices include being part of a larger comprehensive organizational change effort; pre-requisite facilitated trainings and readings on power and privilege; developing accountability frameworks which may include performance measurement and regular supervisory meetings to assess progress; and ongoing professional development, including awareness building around other areas of oppression (ibid pp. 84-85).

Curious about a culture of curiosity?

Hopelabs employs the following tools to maintain a culture of curiosity:
- Encourage inquiry tools such as a deck of cards called "Questions for Curious Leaders" with categories, including "beauty", "candor", "emotions" or "100% responsibility" can be found around the office, in conference rooms and at desks; people use them on their own and in meetings;
- Write agendas as questions: employees are more likely to engage in meetings when they know they can affect the outcome;
- Avoid blame, but not accountability: when things go wrong, work together to fix it;
- All Learning Is Good: employees choose their own professional development, without having to justify how it relates to their work. The person who requested funds to pay for a portion of her photography cruise is now the company's de facto in-house photographer. Curiosity benefits the organization.

As outlined by the Harvard Business Review (Smith Milway & Goldmark, 2013)

Promising Practice: Culture of curiosity

Supporting an environment where people feel comfortable asking questions has pedagogical salience and should be true across campus. Munro (2020) calls for a shift towards curiosity for academic librarians in their pursuit of EDI; Diaz, Navarro and Chen (2020) call on curiosity to foster inclusion and address racial bias in academic medicine. As per Kennedy (n.d.), benefits to a "culture of curiosity" include:

- Better quality decision making and problem-solving, as this can undermine confirmation bias;
- Better well-being as curiosity lowers defensiveness and enhances confidence in difficult situations;
- More innovation and better performance as curiosity is strongly correlated with competence in adapting to changing environments;
- More open communication and reduced group conflict as curiosity helps people empathize, which also results in better teams.

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Mentoring

Mentoring is crucial to retention of equity-seeking groups. In Bilimoria, Joy, and Liang's (2008 – see Appendix D) schema on how to support women through tenure track and academia, mentoring shows up at almost every level of intervention. Kalev et al. (2006) found mentoring programs particularly effective for Black women in their study across industries, Bush and Bush (2010) it found important for the retention of Black men at HEIs. According to Coleman (2019), it is **the number one way to retain diverse faculty and staff.**

Within STEM, mentor support for students with disabilities has led to increased participation (NSF, 2014). According to a study by Indspire (2018a) Indigenous students want more mentoring. Pairing students from similar backgrounds to support each other, improves their chances of success (Bruno, Artis, Bligh-Glover, Joseph, & Tabor, 2014; Patel, 2014; Stassun, Burger, & Lange, 2010). Best practices for supporting equity-seeking students include intentionally developed peer support within cohorts, and connections to community role models and mentors (Smith & Gottheil, 2011).

EDI work can be de-stabilizing, and having a strong network of support and safe spaces in which to share fears and questions can make a transition to a more equitable and just workplace possible. The mentoring relationship is conducive to being aware of what is happening with proteges, which can be a valuable tool to addressing issues of discrimination and mental health (Hester & Esters, 2018). This can promote retention as the widely successful Meyerhoff Scholars Program at the University of Maryland's pro-active mentoring and ongoing retention risk assessment by faculty and staff has shown (NSF, 2014).

Guyan and Douglas Oloyede (2019) reviewed multiple studies of HEI mentorship programs; one study found that mentees had applied for more senior posts, participated in national and international networks and taken a greater interest in other equality initiatives. Another study saw equity-seeking groups expressing increased job satisfaction after engaging in a mentoring relationship (ibid). The key factors for determining the success of mentoring schemes were: institutional support; matching and training participants; monitoring and evaluation; and well-defined program goals, expectations and roles (ibid).

The structure of mentoring programs should take EDI into account. For example, Nicolazzo, (as quoted by Gardner, 2017), warns against matching mentors and mentees along binary gender divisions. Dunn et al. (2008) recommend designing "circles of support" offered prior to entry to the HEI and lasting potentially until they leave. Mentoring programs should **include incentives to serve as mentors, provide training for both mentors and mentees on how to optimize the experience, and allow for cross-departmental mentoring** (CRC, 2018a). Drawing on equity-seeking alumni with experience navigating equity issues with the HEI may also be effective (Vallianatos, 2018).

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Academia often places value primarily on scholarship, leaving mentorship as an add-on which falls to equity-seeking groups (Griffin & Reddick, 2011). Black professors are more often engaged in mentoring, particularly with racialized students or colleagues (Allen, Epps, Guillory, Suh, & Bonous-Hammarth, 2000; Umbach, 2006; Griffin & Reddick, 2011). Within Black faculty, women are more likely to engage in close mentoring relationships and face high gender-based expectations of student contact, which results in heavier mentoring burdens (Griffin & Reddick, 2011).[30] If mentoring is *not* recognized as valuable, the effects are felt more intensely by equity-seeking faculty (Lindo, 2017).

Records keeping

Institutions must maintain records of past incidents, initiatives and responses to issues of discrimination and oppression. Attention is needed on what a HEI projects and values. For example, an examination of what pictures are placed on the walls of the institution - are they all of white males? More recently, questions have been raised about the prominence of statues of figures who owned slaves and the naming of buildings after colonial settlers, both of which send messages as to what "greatness" looks like.

A history of change is also a history of failure to change and many HEIs are silent on the historical efforts that were quashed. As Smith (2020) writes, keeping hidden stories that have been "lost in the fog of repetitive absence" maintains the status quo. Intentional or not**, lack of institutional memory of EDI serves as erasure of the history and struggle of equity-seeking peoples.** This creates yet another barrier for those who seek EDI to navigate the HEI bureaucracy, especially in HEIs "that have maintained no institutional memory of prior racist incidents or past student efforts of organizing for change" (Vallianatos, 2018). Given the rate of student turn-over in HEIs, much continuity is lost between successive efforts to make changes. An EDI practice is to honour and share the history of equity-seeking group struggle to promote EDI.

Tamtik and Guenter (2019) found that statements addressing historical harm done to Indigenous peoples were

SPOTLIGHT: MENTORING

The **University of Ottawa** offers a variety of mentoring opportunities, including The Women Faculty Mentoring Program at the Faculty of Medicine, the Medical Diversity and LGBTQA Advocacy Interest Group have established a mentoring program for LGBTQ2SA+ learners. Many department mentoring programs highlight the ethnic origin and languages spoken by their mentors. Student mentors at the Learning and Technology Mentoring Center promote learning technologies that complement learning styles for students with disabilities.

Lakehead's Aboriginal Mentorship Program delivers educational programming and a hands-on experience to Indigenous youth, matching graduate and undergraduate Indigenous students with high school students across Thunder Bay.

Cornell offers a small group mentoring program, which features 3-9 women and/or faculty from underrepresented racial and ethnic groups who share an interest in a broad topic, a discipline (e.g., "engineering") or a career stage (e.g. associate professor).

Duke University has fostered a mentoring culture by making mentoring a priority and regularizing sound mentoring practices among faculty and across generations of undergraduate, graduate and professional students, and post-doctoral fellows. They have developed a mentoring "toolkit."

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[30] Black male faculty members are more formal and compartmentalize their relationships, partly due to perceived visibility and surveillance, and fear of being accused of inappropriate relationships with female students (Griffin &

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the most common "institutional strategy to express concerns over historical legacies" (p. 50). They found these policy and planning documents silent on the historical disadvantage of other equity-seeking groups (ibid). Best practices include addressing historical legacies of harm, providing more fulsome and honest institutional histories to the HEI community, and incorporating the representation of equity-seeking histories into the infrastructure of the HEI. Vallianatos (2018) recommends publicly sharing this timeline and history. From the naming of buildings to the accuracy of meeting minutes, being inclusive in institutional memory-marking is an act of EDI that marks what is valued at an institution.

Examples of HEIs considering equity-seeking groups in their history, records keeping, and recognition:

- The Queen's Report recommended that HEIs publicize their own timeline of racism and anti-racism (2017, 24-25).
- Ryerson updated the plaque underneath the statue of Egerton Ryerson to contextualise his colonial legacy of the residential school system and its cultural genocide.
- In 2010, UBC's Okanagan campus erected street signs on campus roads in both English and Nsyilxcen, the language of the Okanagan's original people.
- St. Thomas University released a logo specifically for First Nations students and alumni to better represent the dual identities held by Indigenous alumni.

Communications

Without being explicitly written, the unacknowledged principles remain those of the in-group. (Johnston, 2019, p. 1065)

Communication of EDI efforts:

Transparency is important to EDI, and cannot happen without effective communication. Promoting EDI is also about sharing that it is being done: HEIs should provide **information on how EDI principles and best practices are built into processes and policies at all levels** (CRC, 2018b). These efforts can be supported by a centralized database where anyone can access information on policies, procedures, and climate as it relates to their community (Lindsay et al., 2019). Vallianatos (2018) also promotes the practice of publicly sharing research on anti-racism, including programs and centers which are dedicated to researching it within the HEI. As much as possible, messages and information should be made

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SPOTLIGHT: EDI STATEMENTS

Humber College's Centre for Human Rights Equity and Diversity "recognizes the intersectionality and interlocking of socially constructed identities. All Centre initiatives integrate a holistic framework that extend beyond binaries and addresses the simultaneity of the individual's experiences. This intersectional and integrative approach, grounded in a practice of care, is woven throughout the Centre's programs and services".

Dalhousie's Diversity and Inclusiveness Progress Report states that "equity, diversity and inclusiveness are related but distinct goals which must be addressed together, not in isolation"

Several HEIs have endorsed Universities Canada's seven principles of EDI (Appendix E)

Reddick, 2011). It may be important to note here the prevalence of both the myth of false accusations and the societal perception of Black men as threatening towards white women, and thus the combination of these two narratives, both based on constructions of identities that are neither true nor just, harm all those concerned. The result here is a lack of access to resources and supports for equity-seeking groups, and an over-burden on Black women to fill in the gaps.

SPOTLIGHT: TERMINOLOGY

The **University of Ottawa** has a page on terminology around Sexual Violence; **Laurier**'s EDI site has a definition and vocabulary list about gender and sexuality terms and identities; **Ryerson** includes the following: "Aboriginal peoples in Canada include persons who are First Nation, Inuit or Metis. The term Aboriginal peoples was established by the federal government as an umbrella term for diverse Indigenous peoples in Canada. First Nation(s) has been adopted in Canada to replace the term "Indian band" or "Indians," however, this may not be a term with which Indigenous peoples identify. They may identify with their Nation, e.g. Anishinabe, Haudenosaunee, Mi'kmaq or Dene and/or other terms such as Native, Native Indian, Native American or Indigenous peoples. All of these identities can be part of the umbrella term of Aboriginal Peoples in Canada. Status refers to First Nations peoples who are recognized by the federal government as "Indians" under the federal Indian Act; Treaty refers to those who are Status and belong to a First Nation that signed a treaty with the Crown; Non-Status refers to individuals."

UVIC provides guidance for inclusive language on:
- Guiding principles
- Indigenous Peoples
- Sex and gender
- Sexuality and gender identity
- Mental and physical disabilities
- "Race" and ethnicity
- Typography and transliteration
- Pronunciation support

Algonquin College has a page that looks at the historic foundation of common phrases, or what they call "racist lexicon".

inclusive and accessible: for example, the Office of Human Rights, Equity and Accessibility at the University of Windsor provides brochures for its services in Arabic, Bengali, Chinese, Farsi, French, Hindi, Russian and Spanish.

Proactively providing answers to questions frequently asked by non-equity-seeking groups can support a climate where it is safe to learn if the issue is unfamiliarity (Nicolazzo, et al., 2017). HEIs should make information on appropriate terminology easily accessible to all.

Communication of EDI commitments:

Most HEIs have formal, broad and vague commitments to diversity, with few mechanisms of accountability in those commitments (Carr, 2008). Tamtik and Guenter (2019) found that many HEIs did not define equity, diversity, and inclusion as separate concepts in their commitments or their plans to enact them. Black-Branch (1996) advocated for the use of **EDI messaging that is succinct and unambiguous** for it to be effective and have a wide reach. Other recommendations include reviewing institutional guiding documents to unpack language such as "committed to diversity" and reach common definitions across the HEI (Lindo, 2017; Carr, 2008). However, best practices are hard to ascertain: there is no evidence that strongly worded, well-defined and well-grounded statements represent more equitable, diverse or inclusive institutions.

The shared responsibility for EDI must be communicated, and research has shown that framing the issues honestly affect how people respond (CRC, 2018b). Leslie's (2020) research found that, although more common and more productive than "diversity is bad" messaging, "diversity is good" messaging did not result in employees putting in the effort to actualize it. The organizations who used messaging along the lines of "diversity is good, but hard" saw the greatest engagement in EDI initiatives (ibid). May and Bridger (2010) specify that inclusion is particularly promoted with messaging that highlights student voice. Buitendijk et al. (2019) further recommend that non-equity-seeking groups be explicitly included in the messaging by, for example, extolling the benefits of diversity management for all in the communication strategy, in order to counter potential resistance to EDI,

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which tends to come from those traditionally advantaged in the workplace and education system.

As indicators of campus climate (Taylor, Dockendorff, & Inselman, 2018) and "what the institution is proud to publicly share" (Schenk Martin et al., 2020), the prominent posting of EDI statements and programs is important. Canada Research Chairs (2018b) urge HEIs to prominently post their commitment to EDI, including media from campus leaders discussing diversity.

<u>Communication to and about equity-seeking groups</u>:

Resources for equity-seeking groups should be easily located on websites, and terminology should be appropriate (Schenk Martin et al., 2020); for example, Hobson & Taylor (2020) found in their research on websites about mentoring programs at HEIs in Canada that dozens of institutions lacked adequate information on the nature of the program, such as who was mentoring who. For Trans* people, the internet is *incredibly* important for community building: Nicolazzo found (as quoted in Gardner, 2017) one trans* participant summed it up saying, "The internet is basically my hometown." As Schenk Martin et al. (2020) explain, for 2SLGBTQ+ people, electronically available resources can shield anonymity, which can be life saving. Privacy is especially important for students who are still exploring their identities, which often occurs during post-secondary education (Epstein, O'Flynn, & Telford, 2003; Gutkin, 2012). Online resources are available year-round, any time of day. This is helpful for equity-seeking groups, who may be juggling working and caregiving with education, and therefore access to information beyond work hours can be the difference between having it or not. Access to information is an issue of inclusion.

The framing of issues related to equity-seeking groups should involve sensitivity, and relevant communities should be consulted on how their information is shared. For example, Schenk Martin et al. (2020) found that many HEI websites focused on health resources for 2SLGBTQ+ students, mentioning sexuality and coming out in a list of health concerns, suggesting that minoritized sexual and/or gender identities are ailments, conditions, or concerning. These should not be pathologized (Trans* Policy Working Group, 2014). Pages regarding equity-seeking groups should be representative of the diversity *within* these groups as well (CRC, 2018b).

Leadership

> *The Provost says: I don't have the power. It's the Deans.*
> *The deans say: I don't have the power. It's the chairs.*
> *The chairs say: I don't have the power. It's the faculty.*
> *The faculty says: There is no leadership on this issue!*
> *(Strum, 2006)*

Strong leadership on EDI models that change is both possible and important (Foo & Fong, 2009). Studies have found that once we feel stuck with something, we are less resistant to it and we rationalise it (Laurin, 2018). If leadership on EDI is strong, then changes may feel inevitable and will be met with less resistance.[31]

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[31] Strong leadership is particularly important for those most resistant to EDI changes who are "high on social dominance orientation — the degree to which an individual prefers majority groups dominating minorities within a

Leadership should be understood broadly as not just the University President, but also department heads, deans, managers, executive officers, and student leadership. Most people do not interact with a president; leadership on EDI must come from all leaders that they do interact with.

Leaders must acknowledge that a problem exists (Dua, 2009; Adserias, Charleston, & Jackson, 2017; Henry & Tator, 2003; Lindo, 2017). To do this, leaders need to be educated and articulate about what the problems are, and with a significant level of specificity and acuity. Buitendijk et al. (2019) argue that this familiarization with research evidence of structural inequalities in HEIs is in fact the "first and pivotal step towards change" (p. 11). Ammerman and Groysberg (2019) argue that leaders need to understand, for example, that sexual harassment is not a women's problem, but a "leadership one. Women do not need to be 'protected' from the misbehavior of men in their workplaces. They need their managers to foster cultures in which sexual bullying is treated as a threat to the organization" (para. 9). **Leadership must understand EDI as critically important to their success** (Reddick, 2019). Tying EDI metrics to evaluation of senior leaders structurally ensures accountability and prioritization of these issues.

Leaders should use language that acknowledges power structures and historical legacies of harm, and not shy away from being clear: using terms like white privilege, ableism or transphobia gives permission to others to talk about these issues, and threatens the culture of silence around them. Acknowledging these dynamics "endorses the value of both the in- and out-groups and allows them to confront the discomforts of culture change together" (Johnston, 2019, p. 1065). Re-branding the work to make it more palatable to white, able-bodied people does little to de-center their voices and may only serve to further erase the victimization of equity-seeking groups (Ahmed & Swan, 2006). The language of leadership sets the tone.

Cultures are changed by modelling – leaders should show when they don't know something, and then show that they found it out for themselves without expecting someone else to do the work for them. Modelling growth and learning sets up expectations that things may change. Pete (2016) recommends leaders visit Indigenous communities to learn more about that context if they don't already – leaders who model going beyond their comfort zone may promote the practice of brave spaces. A leader who promotes EDI knows their triggers, is constantly learning and generates conditions for leadership for others (Coleman, 2019; Reddick, 2019).

EDI work is promoted with a culture of care. Conversations about equity can be hard. Being able to respond with compassion can prevent hard conversations from poisoning work environments, and can result in hard conversations happening more often, which makes change more sustainable. This can change the way conversations are policed (as not being appropriate for the workplace, for example), as well as enhancing the effect they have (white fragility may be addressed openly, for example). Normalizing conversations about well-being, honouring healthy boundaries and promoting active listening skills can make EDI change less daunting.

Leadership positions must also be held by more members of equity-seeking groups. Dua (2009) found that institutional failure to deal with racism was in part due to the under-representation of racialized and Indigenous senior leadership (p. 187). Research should yield insight into *which* racialized identities are accessing positions of power, how and why. Disaggregated data is needed.

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social hierarchy" as they are more likely to change their behaviours if leadership endorses EDI (Lindsey, King, Membere, & Kwan Cheung, 2017).

The culture *within* leaders must promote EDI, as "'out-group' leaders face unique challenges in trying to promote discussions of diversity and change, so it is crucial for in-group members to actively advocate for such considerations" (Johnston, 2019, p. 1065). Leaders must call other leaders out for not upholding EDI (Coleman, 2019).

Institutional change is founded on senior administrative support and collaborative leadership (Eckel & Kezar, 2003). **Transformational leaders adopt strategies to engender deep cultural change**. Ashikali and Groeneveld (2013) found that inclusive organizational cultures are well served by leaders that balanced attending to individual growth with inspiring the collective endeavour. Adserias et al. (2017) saw leaders who have achieved some success in introducing anti-racism measures adopt a "full range" style, relying on transactional approaches[32] and transformational approaches[33] (p. 318-319). Coleman (2019) recommends inspiring change with culture goals, not compliance goals: "I said this is the future. And do you want to be in the future, or do you want to be in the past?"

The "6 C's of leadership" may hold promise for EDI leadership.[34] They are:
- Cognizance: being self-aware about bias allows leaders to do something about it. This is also related to knowing one's own triggers and committing to constantly learning.
- Curiosity: being curious is a helpful mindset to be ready to implement change.
- Cultural Intelligence: This is not knowing another's culture, but rather being open to learning, not having one's way of doing things be the only way, expressing gratitude and acknowledgement to the work that came before that allows you to do the work you are doing today.
- Collaboration: solutions from a well-functioning diverse team will be more robust, have more buy-in, and be longer lasting than those implemented by a monoculture.
- Commitment: EDI does not work without hard work and commitment.
- Courage: this work requires speaking truth to power. It sometimes requires asking people to be uncomfortable. It requires being uncomfortable yourself.

The following chart, originally from Vallianatos (2018) and edited for this report, offers an overview of some of the best practices for leadership in EDI, as supported by the literature.

Effective Leadership and Accountability	Support in the Literature *[sections in this report]*
Senior-level administrators at the university must demonstrate leadership and a commitment to EDI and organizational change	Adserias et al., 2017, 324; Henry & Tator, 2003, 155. Lindo, 2017, 20; Queen's, 2017, 10; Dua & Bhanji 2017b, 219. [*Leadership*]
Implementing EDI change requires that HEI units be accountable. Equity goals should be set and consequences must be attached for those units that fail to meet their goals	Queen's, 2017; Dua, 2009. Tator & Henry, 2010: administrators generally face zero consequences for failing to meet EDI goals. [*Assessment and Evaluation, Retention*]

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[32] Exchanging valued things – economic, political, psychological benefits – between leaders and followers, controlling budgetary processes, allocating resources, assessing faculty and administrative appointments.

[33] Serving as teachers and moral guides, interpreting and manipulating organizational cultural symbols, leading by example, providing inspirational motivation, intellectual stimulation and individualized consideration.

[34] See Appendix J for a visual of this information

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Offices with the mandate to oversee EDI must be sufficiently resourced and systematically included in HEI policy-level decisions	Tator & Henry, 2010; Queen's, 2017. [*Resource allocation, EDI offices*]
University administrators should engage in transparent problem-solving and making space for honest dialogue about systemic discrimination, and not "hush-up" problems raised by equity officers, faculty, and students.	E(Race)r Report, 2017, 26-27; Tator & Henry, 2010. [*Safe(r) Spaces, Records Keeping*]

Board Appointments

"You **need at least 3 people to change the culture of a board** otherwise, the culture of the board will eat them up" (Coleman, 2019, emphasis added). Develop EDI guidelines and a skills and background matrix to guide board appointments (Universities Canada, 2019). Earlier research on women's presence in corporations found that stereotyping and discrimination were heightened in organizations with "token" women, but that those effects began to diminish in organizations that achieved a range of 30-35% representation of women (Kanter, 1977). Guyan and Douglas Oloyede (2019) describe interventions to increase board diversity with limited success in retaining equity-seeking people, however, they did note that the efforts to diversify did in and of themselves "increase awareness of the need to diversify governing bodies and increased engagement with EDI among governors" (p. 28).

Examples of EDI initiatives on boards:

- At St Thomas University, board appointments must consider: "gender, ethnic background, interest in and support for diversity, membership in or association with recognized groups of persons whose interests are sought to be advanced by the University on an affirmative action basis and who may have been historically under-represented on the Board or disadvantaged in society generally".[35]
- Dalhousie's progress report 2019 included having given EDI training to 16 Faculties and Administrative units, the Board of Governors, Senate and Dalhousie Senior Administration.

Assessment and evaluation

Effective EDI interventions, like any initiative, require a **baseline assessment from which goals and a plan to achieve those goals are developed, the tracking of progress, and on-going evaluation and adjustment** as needed. Outcomes should be measurable, and staff, students and faculty must have a stake in their achievement.

However, systematic review of EDI work is uneven and rare, yet integral to learning about what works.[36] Most of the discussion about EDI work is descriptive, and rarely includes failures or lessons. This lack of

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[35] They also mention fundraising, financial literacy, "relationship development" and other criteria that insinuate a very high level of privilege. HEI boards remain inaccessible to most.

[36] For example, after an incident of racial profiling in September 2019 at the University of Ottawa, the review ordered by the administration found that "there **may** be a higher level of PSO engagement with racialized

transparency is antithetical to EDI. The process of data collection, the data itself, and the plan to address gaps and inequities should be transparent and available to the HEI community, if not the public (Hart & Fellabaum, 2008). This should all be communicated in accessible formats as clearly and often as needed. These could take the forms of publicly available information on process; a **published an accountability report** which includes anonymized outlines of the kinds of complaints that the HEI is seeing disaggregated by identity; and **a progress report** – how far initiatives have gotten, what their effect has been, lessons learned, and next steps.

Data collected needs to cover diversity (number of people at the institution, in a program, at a certain level), equity (pay, promotion, hiring, graduation - how people are treated and rewarded) and inclusivity (the experience of belonging). Assets and strengths should be evaluated as well as areas of growth (Ottenritter, 2012). Analyses should be intersectional (Universities Canada, 2019). Data should then direct the action, keeping in mind that the data must be collected again, and action redirected based on it, on an ongoing basis (Hart & Fellabaum, 2008).

Data collection

For people that have historically not been counted, even sometimes as full humans, having an opinion that matters and a presence that is counted can change the legacy of oppression. Gathering data is a platform to see equity-seeking groups more holistically. The measurement of experience – the good, bad, all of it – allows for the HEI and the individual to see and be more than their encounters with discrimination.

Seeking insight from equity-seeking groups should also value their time and expertise, by, for example, financial incentives (Nicolazzo et al., 2017). Make sure this entire process is resourced; as Nicolazzo et al. (2017) found, a result of rigorous assessment being seen as a luxury was that their own interviews with trans∗ students were the first time these students had been asked about their experiences on campus. Embedding ongoing assessment into regular work reduces the amount of time required to collect data, and promotes a culture of assessment (ibid). It also supports the idea that EDI is everyone's job.

Universities Canada (2019) found that the main challenges with collecting self-identification data include:

> A reluctance to self-identify and concerns regarding privacy and how the data will be used.
> A lack of resources to undertake data collection.
> Low response rates (voluntary nature of self-identification requests or survey fatigue).
> A lack of consistent terminology or outdated terminology in self-identification data collection.

Definitions can cause complications for some groups. For example, Nicolazzo (in Gardner, 2017) warns that gathering data on trans* people may create boundaries and standards around who is trans "enough" to be counted. **The collection and reporting of data must emphasize *self-identification* and confidentiality**. HEIs need to collect data on identity with purpose, store it securely and gather it in an

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community members than there is with White community members. […] The Investigator recommends that the University begin collecting race-based data for its student population generally. This data will help enhance the University's knowledge about its community makeup and the services that they require" (Codjoe, 2020, p. 32, emphasis added).

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What data is being collected?

HEIs are **not** collecting data on (Universities Canada, 2019):

- board of directors
- senate
- committee members
- institutional challenges
- best practices in EDI.

Universities Canada (2019) also found:

- Most collect data on age and gender
- Few collect data on sexual orientation or race
- The *least* data is collected on adjunct and sessional faculty members
- 71-73% collect data on Indigenous students
- 23-25% collect data on racialized students
- 40% collect data on disability
- More HEIs collect data on undergraduate students than on graduate or postdoctoral students
- HEIs are more likely to collect self-identification data on staff than on students.

Generally, good data that is disaggregated and intersectional for members of racialized groups and for Indigenous peoples is lacking (Smith & Bray, 2019).

ethical manner (CRC, 2018a; Lindsay et al., 2019). Consistent and clear terminology and common definitions are vital in data collection (CRC, 2018a; Universities Canada, 2019).

Campus climate surveys are tools that look at the experience of equity-seeking groups on campus and assess areas of improvement and strengths of individual HEIs. There is some critique of campus climate surveys as being inconsistent and not using standardized tools (Hart & Fellabaum, 2008). However, they are commonly used as a tool to gather information to inform policies and practices on campus. Canada Research Chairs recommend:

Conduct an environmental scan that asks faculty, staff and students of every background and ability about the institution's collegiality and climate and how well it is doing in its equity, diversity and inclusion work. Use the findings to gauge the institution's effectiveness in retaining and advancing faculty members from underrepresented groups. Publicly define what the institution's definition is of a healthy campus climate. (2018a)

Climate is not fully understood using only quantitative methods, so **a mixed-method approach is recommended** (Allan & Madden, 2006; Condra & Condra, 2015). Price Waterhouse Coopers (PWC) has developed a *total impact analysis*, which is a lens to measure an entire organization's impact (see Appendix C). Coleman (2019) argues that tools such as this can enhance our understanding of where EDI fits within the HEI, and how it can be enhanced. The Government of Ontario has produced *Data Standards for the Identification and Monitoring of Systemic Racism* (2018), which includes guidance on collecting data on Indigenous groups. Tamtik & Guenter (2019) recommend using the **Global Diversity & Inclusion Benchmarks or the Intercultural Development Inventory** to get a sense of the diversity and inclusivity at the HEI and where their areas for improvement are. For campus climate reviews around racism, Vallianatos (2018) recommends applying the evaluative criteria developed by the University of California to monitor campus climate and utilizing Dei's grounds of inquiry to Anti-Racism measures (Appendix B).

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Examples of EDI data collection in HEIs:

> In 2014, the University of California conducted a campus climate survey of demographics and the university experience. The survey was offered in English, Spanish and Mandarin, with 93 questions, some open-ended. UCLA now has a real-time student climate assessment mobile app.

> Queen's Equity Services has a **Diversity and Equity Assessment and Planning (DEAP) tool** that assists units to better understand the environments and climate relating to equity and diversity in their Units. The information it provides allows for goals to be set, and adjusted, as needed. It is a self-audit tool for internal use for units to:
> - Understand the demographic profile of their staff, faculty, and students;
> - Assess how inclusive the Unit is;
> - Provide an opportunity to reflect on areas in need of improvement using the Diversity Score Card assessment template;
> - Support requests for resources or modifications to further commitments to equity and diversity;
> - Develop an action plan and timeline to enhance inclusion.

> One effort that helped Ryerson be recognized as one of Canada's best diversity employers for 5 years in a row is a Diversity Self-ID survey for staff and students that tracks representation, recruitment and retention trends for equity-seeking groups. The report does a breakdown of occupations and which roles are held by which equity-seeking groups.

For more examples of Canadian HEI EDI data collection and measurement, see Appendix G.

Strategic or action plans
Currently, 1 in 4 universities in Canada have an EDI action plan, with another 45% in the process of developing one (Universities Canada, 2019); every institution with a Canada Research Chair position is required to have an EDI action plan.

SPOTLIGHT: INTERSECTIONAL IDENTITIES

> Women of color consistently face more barriers, describe the campus climate as more hostile, are more likely to see their research as devalued, and are less likely to have mentors than men of color, white women, and white men (Griffin & Reddick, 2011).

> Historically Black Colleges and Universities typically have low campus pride index ratings (Darville, 2018).

> Having an LGBT+ identity exacerbates the anxiety of students in the process of seeking accommodation for disabilities (Waterfield & Whelan, 2017).

> Students who identify as both 2SLGBTQ+ and any combination of racialized, a person with a disability, or Indigenous are more likely to experience stigmatization, marginalization, and oppression, and have less access to the supports necessary to succeed (Lindsay et al., 2019).

> The majority (77.8%) of university 2SLGBTQ+ website pages make no link between sexual and gender identities and other identities (Schenk Martin et al., 2020).

> Indigenous women are more than three times as likely to be victims of violence than non-Indigenous women. 83% of women with disabilities will experience some form of violence in their lifetime and are three times as likely to be forced into sexual activity by the use of threat or force. Racialized women are less likely to report incidents of sexual assault or seek help due to previous community experiences of racism from the police (CFSO, 2015).

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The primary reasons that EDI measures are unsuccessful at universities is a lack of prioritization and neglect (Tator & Henry, 2010; Dua, 2009; Queen's Report, 2017). **Once goals are set, they must be prioritized then publicized.** The plan itself should be accessible (CFSO, 2017). Publicizing of goals and priorities, and assigning responsibility to a senior administrator to regularly assess and report on the campus climate, helps hold the HEI accountable (Vallianatos, 2018).Updates should be provided yearly on progress (CRC, 2018b).

Tamtik and Guenter (2019) found that most EDI strategic plans were developed by "the university leadership, consisting of a privileged racial group" (p. 47). The creation of these action plans should follow similar guidelines as the creation of a [policy](#)**,** and **ensure they are developed with members of equity-seeking groups**. Universities Canada (2019) recommends conducting community consultations, and Lindo (2017) advocates for traditional Indigenous knowledge to be applied to large-scale strategic initiatives (Lindo, 2017). Felix and Castro's (2018) recommendations for effective HEI equity planning involves the expansion of training and capacity-building opportunities for the planning team to develop effective and specific solutions.

Having **a clear vision of the end-goal** is crucial for organizational change (Galpin, 1996; Garvin, 2000; Jick, 1991). Canada Research Chairs (2018b) advocate for the development of S.M.A.R.T. objectives (specific, measurable, aligned with the wanted outcome, realistic and timely) with extensive consultations to implement specific plans and initiatives. The metrics of progress must be concrete and actionable (Lindo, 2017). At the same time, institutional change also requires flexible vision (Eckel & Kezar, 2003). If goals or practices are shown to be problematic or re-inscribe the harm that they seek to redress, they must be adapted or discarded.

Interventions should be long-term (Henderson, Beach & Finkelstein, 2011). For example, Ryerson's University Advisory Council on Aboriginal Issues and Education's vision is that the next seven generations of Indigenous people benefit from the plans set out and work embarked upon today. Deller, Kaufman and Tamburri (2019) recommend the use of longitudinal data that tracks a student from high school to employment. Shorter-term goals must also be set: setting goals that can be reached within a president's term for example, even if the project itself will take a generation or more to come to fruition, helps the individual strive for excellence within their capacity.

The language and orientation of the plan should foreground institutional responsibilities rather

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Disaggregated Data

"There is no such thing as a single-issue struggle, because we do not live single-issue lives." Audre Lorde

A lens of intersectionality must be used to understand the realities, struggles and barriers of equity-seeking groups, as well as the tools to address them (Crenshaw, 1991). Universities Canada (2019) found:

- Only 23% of universities in Canada consider intersectionality in policy and program development;
- Of those in senior management, 49.5% identified with one of the 5 designated groups, but only just over 10% identified with more than one equity-seeking groups;
- Of the 2SLGBTQ+ leaders, 93.2% indicated they are white. None identified as Indigenous.

Whiteness is a profound indicator of access; individuals with "white" as one of their identifiers have a greater chance at being in positions of power. Yet many "diversity" programs focusing on gender exclusively (Smith, 2017). Smith also found that male scholars outnumber female scholars in all racialized groups. Gender *does* matter, it matters *especially* in racialized groups. Only by gathering and analyzing intersectional disaggregated data can appropriate supports be put in place to address the needs of equity-seeking peoples.

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than student deficiencies; name positive goals; reflect identities that groups themselves use (does a student see themselves as "at risk"?); and do not engage in blaming students (Center for Urban Education, 2015; May & Bridger, 2010).

Goals and plans must also be specific to the issues and the institution. Many HEIs in Canada use the CRC program requirements as guidelines, without addressing the unique challenges and strengths of EDI at a specific institution or their broader community (Tamtik & Guenter, 2019, p. 47). Move away from generic "diversity strategies" towards eliminating anti-Black racism, anti-Indigenous racism, Islamophobia etc. (Lindo, 2017). In Felix and Castro's (2018) study of equity initiatives in California colleges, they found only 16% of programs implemented to support Black and Latinx students were culturally-specific to those group; most were initiatives that benefitted everybody and were often just an extension of hours of the services already provided. Research has found that **culturally-relevant strategies and interventions have seen greater success at addressing equity and inclusion than more general approaches** (Contreras & Contreras, 2015; Rendón, 2002). Kalev et al. (2006), in their study assessing the merits of diversity programs, found different initiatives were effective for different populations: mentoring showed a strong positive effect on Black women's access to managerial positions, where white women were more likely to be helped by networking.

Naming the kind of discrimination allows targets to be set and progress to be measured. For example, STEM's gender parity is poorer than in the arts, but is doing a better job at promoting racialized people into leadership roles (Johnston, 2019). If the strategy is "diversity" then programs are less prepared to address the specific problems that do exist. By naming the problem, you are also naming a set of possible solutions that might be more useful than simply a "more diverse campus." Disaggregated data must not be used to promote aggregated programs.

Effective change strategies require understanding of and designing for the complex HEI system (Henderson, Beach, & Finkelstein, 2011). The changes need to be integrated into the system as a whole, and not just piecemeal. It is both the entire campus climate that predicts student retention, as well as the individual interactions that employees have with a colleague that can make them feel like they belong.

Promising Practices:

› The University of Alberta's EDI office provides **training to the university community on the EDI Strategic Plan**, which provides a high-level overview of the strategy and identifies the responsibilities and goals outlined in the 3-year roll-out of the plan.
› At UCLA, they are trying out "**progress dashboards**" to be transparent about the work they are doing and the progress they are or aren't making in certain projects.

See Appendix G for examples of data collection and measurement of EDI progress.

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Conclusion

Many of these recommendations involve concepts of *community* and *collaboration*. We cannot do this work alone. Skills and patience are needed to work in a team and work with other teams. EDI work requires courage, it requires patience and it requires humility. None of these things come easily in our hegemonic culture. Whiteness, patriarchy, heteronormativity, cisnormativity and ableism do not ask us to be courageous, patient, or humble in the way meant here, they ask us to conform, to submit, to self-aggrandise. A network of solidarity, communities of support, and people committed to bring about change including allies and mentors, can challenge this system.

One challenge to EDI identified by Universities Canada 2019 that was not addressed in this report was the low turnover of personnel, particularly in the professoriate, which can inhibit greater diversity. Academia produces more academics than it has room to accommodate. This exacerbates inequities, with intense competition meaning that those with enhanced access and power continue to capitalize on their advantages. Without purposeful measures in place, such as those recommended in this report, intense competition will continue to squeeze out equity-seeking groups.

A mix of EDI actions is required to supplant institutionalized exclusion and inequity (Imrie, 2014). Efforts must be *integrated*, and strategies must allow for quality control and the proliferation of information in a systemic and systematic manner (Coleman, 2019). The current trend in higher education – different programs trying different approaches that aren't aligned or connected - has not worked. It must be understood that doing this work *will fail* many times before change happens. It is not easy, and it is not easy to get right. We need measurement, evaluation, and sustainability built into all EDI activities.

Insufficient information on EDI best practices was among the top external challenges identified by presidents (Universities Canada, 2019). A third of EDI leads indicated that they are not currently engaging in sharing promising practices with other HEIs (ibid). Forums to share best practices, such as the National Association of Diversity Officers n Higher Education (NADOHE) in the United States or The Canadian Association for the Prevention of Discrimination and Harassment in Higher Education (CAPDHHE) in Canada are supportive of best practice sharing, however there is room for greater transparency within EDI work about what has and has not worked and why. This review is a step in that direction.

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Universities and Colleges

Algonquin College

Inclusion and Diversity Circle https://www.algonquincollege.com/diversity/inclusion-and-diversity-circle/

Indigenous student spaces https://www.algonquincollege.com/college-blog/algonquin-colleges-new-indigenous-spaces/

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Inclusion and Diversity Annual Report 2019-2020 https://www.algonquincollege.com/diversity/files/2020/06/EDI-Annual-report-19-20_Final.pdf

Organizational Chart https://www.algonquincollege.com/organizational-chart/

Brock University

Human Rights and Equity AODA training, 2020, https://brocku.ca/human-rights/accessibility/aoda-training/)

Human Rights and Equity, Sexual Violence training 2020, https://brocku.ca/human-rights/sexual-violence/training/

List of EDI-related committees https://brocku.ca/human-rights/committees/

White Pine Garden https://brocku.ca/brock-news/2015/10/pine-tree-plants-roots-of-native-engagement-on-campus/

Cambrian College

Equity, Human Rights and Accessibility https://cambriancollege.ca/about/official-documents-and-policies/equity-human-rights-and-accessibility/

Carleton

Paul Menton Center for Students with Disabilities https://carleton.ca/pmc/

Centre for Indigenous Initiatives https://carleton.ca/indigenous/about-us/

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Department of Equity and Inclusive Committees, 2020, https://carleton.ca/equity/governance-committees/

Equity and Inclusion Promotion Trainings https://carleton.ca/equity/focus/equity-inclusion-promotion/

Organizational Chart https://carleton.ca/provost/wp-content/uploads/Organizational-Chart-Provost-and-Vice-President-Academic.pdf

Concordia

Winterfest workshops https://www.concordia.ca/offices/ctl/workshops/winterfest.html

"Queering the Map" https://www.concordia.ca/news/stories/2019/07/09/queering-the-map-comes-to-concordia-s-4th-space.html

Collaboration with PROFILE to confront Racism https://www.concordia.ca/news/stories/2020/06/16/concordia-collaborates-on-toolkit-to-help-users-confront-biases-combat-social-and-racial-profiling.html

Report of the Advisory Group on Equity, Diversity and Inclusion http://www.concordia.ca/content/dam/concordia/offices/provost/docs/Report-Advisory-Group-Equity-Diversity-Inclusion.pdf

Dartmouth

Diversity and inclusion training in orientation for new students https://inclusive.dartmouth.edu/incorporate-diversity-and-inclusion-training-orientation-new-students

Dalhousie

Diversity and Inclusiveness Strategy https://www.dal.ca/cultureofrespect/diversity-strategy.html

Diversity Inclusiveness Report 2019 https://cdn.dal.ca/content/dam/dalhousie/pdf/cultureofrespect/5.2-Diversity-Inclusiveness-Report-2019-Web.pdf

On track program https://www.nacada.ksu.edu/Portals/0/Clearinghouse/documents/Program%20Manuscript.pdf

Guidelines for creating and maintaining an inclusive classroom https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/clt/First_Year/Guidelines_for_Creating_and_Maintaining_an_Inclusive_Classroom.pdf

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Strategic Direction Report 2014-2018
https://cdn.dal.ca/content/dam/dalhousie/pdf/about/Strategic-Planning/Annual-Progress-Report-Year-5-June-2019.pdf

Belong Research Fellowship Award https://www.dal.ca/news/2019/01/30/new-belong-research-fellowship-awards-recognize-rich-diversity-i.html

Safe Space for White Questions https://www.dal.ca/news/2020/10/27/creating-a-safe-space-for-white-questions.html

Duke University

Mentoring Toolkits https://gradschool.duke.edu/professional-development/mentoring/mentoring-resources/toolkit-cultivating-culture-mentoring

George Brown

No Big Deal campaign http://www.nbdcampaign.ca/wp-content/uploads/2018/10/NBD.pdf

Power, Equity, Privilege Speaker Series https://www.georgebrown.ca/about/anti-racism-equity-and-human-rights-services/anti-racism

Multi-Year Accountability Report Back
https://www.georgebrown.ca/sites/default/files/about/ir/reportsandanalysis/mya/report.pdf

Black Student Success Network (BSSN) https://www.georgebrown.ca/current-students/campus-activities-clubs/black-student-success-network-bssn

Humber

Human Rights Equity and Diversity Office https://hrs.humber.ca/human-rights-equity-diversity/about-us.html

Centre for Human Rights Equity and Diversity About us https://hrs.humber.ca/human-rights-equity-diversity/about-us.html

Annual Indigenous Awards Gala https://humber.ca/indigenous/AIAG

Inclusive Curricular Design Certificate https://humber.ca/staff/events/ctl-inclusive-curricular-design-certificate

Indigenous Cultural Markers https://humber.ca/about/welcome/indigenous-cultural-markers.html

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 "The BASE" (Black Academic Success and Engagement) Equity Hub https://humber.ca/thebase/

Lakehead

Indigenous Learning Department https://www.lakeheadu.ca/indigenous/indigenous-programs/indigenous-learning

Indigenous Language Instructor's Program https://www.lakeheadu.ca/programs/departments/education/aboriginal-education/nlip

The Gichi Kendaasiwin Indigenous Student Centre https://www.lakeheadu.ca/sites/default/files/uploads/286/18June13/Kendaasiwin%20Schematic%20Presentation.pdf

Anti-Racism Committee https://www.lakeheadu.ca/faculty-and-staff/departments/services/human-rights-and-equity/news/archive/2017/node/42456

Indigenous Partnership Research Award https://www.lakeheadu.ca/indigenous/call-for-nominations

Laurentian

Guidelines for Assessing and Responding to Students of Concern: Faculty and Staff https://laurentian.ca/assets/files/EDHRO/Guidelines%20for%20assessing%20and%20responding%20to%20students%20of%20concern%20(1).pdf

Equity Diversity and Human Rights office with annual reports of stats from complaints https://laurentian.ca/human-rights

MacEwan

The Equity Diversity and Inclusion Committee https://www.macewan.ca/wcm/CampusLife/HumanRights/EducationInitiatives/CampusInitiatives/index.htm

Kihêw waciston Indigenous Centre https://www.macewan.ca/wcm/CampusLife/kihewwaciston/index.htm

The Disability Studies Leadership and Community https://www.macewan.ca/wcm/SchoolsFaculties/HCS/Programs/DisabilityStudies/index.htm

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Human Rights, Diversity, and Equity Student Award
https://www.macewan.ca/wcm/Registrar/FeesandFinancialInformation/ScholarshipsAwardsBursaries/Awards/SAB_922000001048#:~:text=To%20be%20eligible%20for%20the,volunteerism%2C%20advocacy%2C%20or%20other.

McGill

Medical school dress code policy https://www.mcgill.ca/ugme/files/ugme/dress_code_v2.0.pdf

Equity Committees https://www.mcgill.ca/equity/edi-research/internal-mcgill-resources

Canadian Ethnic and Racial Studies https://www.mcgill.ca/study/2018-2019/faculties/arts/undergraduate/ug_arts_canadian_ethnic_racial_studies

Right To Campus McGill Toolkit https://www.righttocampus.com/about-the-toolkit

EDI strategic plan feedback https://www.mcgill.ca/equity/edi-plan-feedback

McMaster

Accessibility and Disability Inclusion Update, 2017-2018
https://equity.mcmaster.ca/documents/2019-eio-annual-report.pdf

Service Animals in Residence policy https://housing.mcmaster.ca/wordpress/wp-content/uploads/2018/06/McMaster-University-Residence-Service-Animal-Agreement-2018-2019.pdf

Student Accessibility Services https://sas.mcmaster.ca/transition/.

McMaster University EIO, 2020 https://equity.mcmaster.ca/events/lets-talk-about-race-drop-ins

Tobacco & Smoke-Free University Policy https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/

President's Advisory Committee on Building an Inclusive Community working groups
https://pacbic.mcmaster.ca/working-groups

Community Contribution Awards
https://academiccalendars.romcmaster.ca/content.php?catoid=38&navoid=8088

New Employment Equity Recruitment Initiative
https://dailynews.mcmaster.ca/worthmentioning/new-employment-equity-recruitment-initiative/

OCAD

OCAD University https://www.ocadu.ca/taxonomy/term/25149

OCAD https://www.ocadu.ca/about/governance/VP-academic-and-provost/The-BLG-Faculty-Equity-Awards-2019

OCAD U, supra note 35 at 1. OCAD University, "Educational & Employment Equity" (2019) at 1, online: https://www.ocadu.ca/services/odesi/employment-equity.htm [*Educational & Employment 2019*].

OCAD University, "Employment Equity Sub-committee" (2019) at 1, online: https://www.ocadu.ca/services/odesi/employment-equity/employment-equity-sub-committee.htm

Building Institutional Capacity for Research, Equity, Decolonization, Diversity & Inclusion (REDDI) at OCAD University https://www.ocadu.ca/taxonomy/term/25149

Big Ideas Fund https://www.ocadu.ca/services/odesi/community/big-ideas-fund

Faculty Curriculum and Development Centre https://www.ocadu.ca/services/faculty-curriculum-development-centre

Student Union Safe Space Mandate http://ocadsu.org/about-su/

Organizational Chart https://www.ocadu.ca/sites/default/files/legacy_assets/content/hr/Administrative%20-%20August%202020.pdf

Purdue University

Purdue University Gender Inclusive Residential Community https://www.purdue.edu/learningcommunities/profiles/University-wide%20LCs/gender_sexuality_studies.html

Queen's University

Faculty and Arts and Science Strategic Plan 2019 https://www.queensu.ca/artsci/sites/default/files/fas_strategic_plan_2019.pdf

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Navigating Difficult Conversations
https://www.queensu.ca/studentaffairs/sites/webpublish.queensu.ca.vpsawww/files/files/Navigating%20difficult%20conversations%20techniques.pdf

Inclusive teaching
https://www.queensu.ca/studentaffairs/sites/webpublish.queensu.ca.vpsawww/files/files/inclusive%20learning%20experience.pdf

DEAP tool https://www.queensu.ca/equity/educational-equity/deap

Queen's Tracking our Progress, 2020, https://www.queensu.ca/inclusive/content/tracking-our-progress

Equity, Diversity, and Inclusion Committee at the Faculty of Education
https://educ.queensu.ca/community/equity-diversity-and-inclusion

Inclusion in the Classroom https://www.queensu.ca/inclusive/learning/classroom

Ryerson

Awards https://www.ryerson.ca/equity/initiatives/awards/

The Office of the Vice President Equity and Inclusion, "All Gender Washrooms" (2019) online: https://www.ryerson.ca/equity/initiatives/all-gender-washrooms/

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Ryerson University (2018). Truth and Reconciliation Ryerson University: Building and New Foundation for Generations to Come. Community Consultation Summary Report. Office of the Vice-President Equity and Community Inclusion. Available at:
https://www.ryerson.ca/content/dam/aboriginal-news/aboriginal-report-web.pdf

Ryerson University Our Time to Lead: Academic Plan 2014-2019 Report to Senate May 2018
https://www.ryerson.ca/content/dam/senate/senate-meetings/agenda/2018/Academic_Plan_Update_May_2018.pdf

The Office of the Vice President Equity and Inclusion, "Anti-Black Racism Campus Climate Review" (2019). Online: https://www.ryerson.ca/equity/initiatives/anti-black-racism-campus-climate-review/ https://www.ryerson.ca/diversity/about/

Hydro One powers Women in Engineering
https://www.ryerson.ca/alumni/enewsletter/2018/11/featured/hydro-one-powers-women-in-engineering/

The Diversity Institute https://www.ryerson.ca/diversity/about/

Community of Practice https://www.ryerson.ca/equity/initiatives/community-of-practice/

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Truth and Reconciliation at Ryerson https://www.ryerson.ca/equity/initiatives/truth-reconciliation/

Diversity Self-ID, "Why Self Identify?" (2019) https://www.ryerson.ca/diversity-self-id/employees/why-self-identify/

Diversity Self-ID, "Student Diversity Self ID" (2019) https://www.ryerson.ca/diversity-self-id/students/

10 tips for driving diversity and inclusion in the workplace https://www.ryerson.ca/content/dam/diversity/news/2019/10-Takeaways-infographic-diversity-inclusion-workplace-illustration.jpg

Ryerson Equity and Community Inclusion, (2020) https://www.ryerson.ca/equity/community-networks-and-committees/cultural-awareness-committee/

Racialized Students Collective http://www.scsu.ca/rsc/

Diversity Self-ID. Office of Equity and Community Inclusion, 2018, https://www.ryerson.ca/content/dam/diversity-self-id/reports/2018-Employee-Diversity-Self-ID-Report.pdf

Equity and Community Inclusion Committees https://www.ryerson.ca/equity/community-networks-and-committees/

Positive Space https://www.ryerson.ca/equity/community-networks-and-committees/positive-space/

Discrimination and Harassment Prevention policy https://www.ryerson.ca/policies/policy-list/dhp-policy/

Saint Mary's University

African Nova Scotian and Black Student Liaison https://news.smu.ca/news/2020/2/25/charisma-grace-walker-joins-saint-marys-as-full-time-african-nova-scotian-and-black-student-liaison

Indigenous Studies https://smu.ca/academics/calendar/indigenous-studies.html

Indigenous Student Advisor https://smu.ca/indigenous-community/student-advisor.html

Indigenous Student Space https://smu.ca/about/news/2016/-smu-opens-indigenous-student-space-on-campus.html

Sexual Violence Awareness Programs https://smu.ca/svs/sexual-violence-awareness-programs.html

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Seattle University

Faith and Justice cohorts https://www.seattleu.edu/campus-ministry/social-justice/education-and-conversation/faith--justice-cohorts/

Sheridan College

Centre For Equity and Inclusion https://www.sheridancollege.ca/about/equity-diversity-inclusion/centre-for-equity-and-inclusion

Simon Fraser University

Diversity Meter https://www.sfu.ca/edi/updates/announcements/2020/diversity-meter-2019-congratulations-and-next-steps.html

EDI Advisory Council https://www.sfu.ca/edi/about.html#advisorycouncil

Student Centre's Women's Centre https://sfss.ca/wctr/

Staff Awards https://www.sfu.ca/sfunews/stories/2020/03/meet-sfus-2019-staff-achievement-award-winners.html

St. Francis Xavier

Positive Space Program https://www.stfx.ca/about/news/creating-safe-and-positive-spaces-learning-positive-space-program-continues-grow

St. Thomas University

Board of governors By-Laws/Policies https://www.stu.ca/media/stu/site-content/about/board-of-governers/docs/1---By-laws-and-Appendices---2019-August.pdf

Strategic plan 2013-2018 https://www.stu.ca/media/stu/site-content/about/Strategic-Plan-2013-2018-Progress-and-Summary-Report.pdf

STU Leads! https://www.stu.ca/leadershipanddevelopment/

Trent University

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Trent Welcomes Results of Student Voices on Sexual Violence Survey: Trent prioritizes awareness, training and support (Feb 2020) https://www.trentu.ca/sexualviolence/student-voices-survey

Indigenous Recruitment https://www.trentu.ca/fphl/recruitment-admissions/indigenous-recruitment

First Peoples House of Learning Academic Program Services https://www.trentu.ca/fphl/cultural-programming/tipi

Indigenous Spaces on Campus https://www.trentu.ca/indigenous/experience/cultural/indigenous-spaces-campus

Indigenous B. Ed https://www.trentu.ca/education/programs/indigenous-bed

Tulane

Haitian Creole https://liberalarts.tulane.edu/departments/french-italian/academics/undergrad/haitian-creole

UC Berkeley

Faculty Dialogue Series: Creating Inclusive Classrooms https://campusclimate.berkeley.edu/faculty/our-programs-and-services/faculty-dialogue-series

Université du Québec à Chicoutimi

Indigenous technolinguistics http://www.uqac.ca/programme/4144/

Université de Sherbrook

Pedagogy Month

https://www.usherbrooke.ca/ssf/pedagogie-universitaire/mois-de-la-pedagogie-universitaire/

University of Alberta

Intersections of Gender https://www.ualberta.ca/intersections-gender/index.html

"Fulfilling a Promise" https://www.ualberta.ca/equity-diversity-inclusivity/index.html

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Workforce Diversity Census https://www.ualberta.ca/equity-diversity-inclusivity/survey-and-reports.html

Equity, Diversity and Inclusion Learning and Development Trainings https://www.ualberta.ca/faculty-and-staff/learning-development/equity-diversity-and-inclusion/index.html

Key Equity & Human Rights Milestones in Alberta & Canada https://www.ualberta.ca/equity-diversity-inclusivity/guides-and-resources/index.html#Presentations

Focus on Visible Minorities: Key Equity & Human Rights Milestones in Alberta & Canada https://www.ualberta.ca/equity-diversity-inclusivity/media-library/edi/resources-page/focus-on-visible-minorities---historical-resource.pdf

University of British Colombia

University of British Columbia (2018). Shaping UBC's next century: Strategic plan 2018-2028. https://strategicplan.ubc.ca/wp-content/uploads/2019/09/2018_UBC_Strategic_Plan_Full-20180425.pdf

UBC Educational Programming, 2020, https://equity.ubc.ca/how-we-can-help/training-and-education/programming/)

Workplace Experience Survey https://focusonpeople.sites.olt.ubc.ca/files/2020/02/2019-WES-Pulse-Results-for-UBC-Overall-Website-Version.pdf

University of Calgary

University of Calgary, "Canada Research Chair Program: Equity, Diversity and Inclusion Awareness Strategy" (2017) https://ucalgary.ca/odepd/files/odepd/crcp-public-strategy_d8.pdf

University of Calgary Climate of Equity https://live-hr.ucalgary.ca/hr/campus-culture/workplace-diversity-and-employment-equity/climate-equity

EDI trainings https://www.ucalgary.ca/odepd/education-and-training/edi-workshops

Student Enrollment Services Annual Report 2017-2018 https://ucalgary.ca/live-uc-ucalgary-site/sites/default/files/teams/1/SES%20annual%20report_2017-2018_0.pdf

Writing Symbols Lodge https://www.ucalgary.ca/student-services/writing-symbols/about

University of California, LA

Pop culture recommendations https://equity.ucla.edu/bruinx-recommends/

YORK U

Equity salons https://equity.ucla.edu/crosscheck/crosscheck-live/

Clearing house of EDI related reports at stats at the university https://equity.ucla.edu/data-hub/

Real-time student assessment mobile app https://equity.ucla.edu/data-hub/

Equity Advisors https://equity.ucla.edu/about-us/our-teams/equity-advisors/

Equity Advisor memo https://ucla.app.box.com/v/equityadvisormemo

University of Glasgow

Family Study Lounge
https://www.gla.ac.uk/myglasgow/library/openinghoursandlocations/mainlibrary/familystudy/

University of Guelph

https://www.uoguelph.ca/diversity-human-rights/educational-resources-training/education-outreach

Best Practices for Teaching online https://opened.uoguelph.ca/instructor-resources/Best-Practices-for-Teaching-Online

Indigenous Student Centre https://www.uoguelph.ca/studentexperience/isc

Guelph Resource Centre for Gender Empowerment and Diversity
https://gryphlife.uoguelph.ca/organization/grcged

Indigenous Student Support Working Group https://aboriginal.uoguelph.ca/ais-student

University of Manitoba

Indigenous spaces on campus https://umanitoba.ca/admin/indigenous_connect/6570.html

Access Awareness Day https://umanitoba.ca/student/accessibility/access-awareness-day.html

Indigenous Student Awards http://umanitoba.ca/financial-aid-and-awards/indigenous

University of Michigan

Rackham Professional Development DEI Certificate https://rackham.umich.edu/professional-development/dei-certificate/

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University of New Brunswick

Bridging Year Program https://www.unb.ca/mwc/programs/bridgingyear.html

Mawoluhkhotipon: Ally and Safe Space Program https://blogs.unb.ca/newsroom/2019/02/unb-launches-mawoluhkhotipon-ally-and-safe-space-program.php#:~:text=Newsroom,the%20University%20of%20New%20Brunswick&text=The%20Ally%20%26%20Safe%20Space%20Program,and%20visit%20UNB%20Saint%20John.

Mi'kmaq-Wolastoqey Centre Events https://www.unb.ca/mwc/events/#stq=safe%20spaces&stp=1

Canadian Federation of University Women - Fredericton Scholarship https://www.unb.ca/academics/calendar/undergraduate/current/awards/search/canadian-federation-of-university-women---fredericton-scholarship.html

University of Notre Dame

Diversity and Inclusion Initiative https://diversity.nd.edu/take-action/

University of Ottawa

Sexual Violence Terminology https://www.uottawa.ca/sexual-violence-support-and-prevention/definitions

Introduction to Inclusive Teaching Practices https://www.uottawa.ca/respect/sites/www.uottawa.ca.respect/files/accessibility-inclusion-guide-2013-10-30.pdf

University of Pittsburgh

Diversity and Inclusion Certificate program https://www.diversity.pitt.edu/education/diversity-and-inclusion-certificate-program

University of Regina

Organizational Chart https://www.uregina.ca/president/Org-Chart1.html

Introduction to Powwow https://www.uregina.ca/student/asc/programs-services/cta/intro-to-powwow.html

UR Respect https://www.uregina.ca/external/communications/feature-stories/current/2018/10-29.html

Inspiring Leadership Forum https://www.uregina.ca/external/inspiringleadership/

University of Saskatchewan

Vice-Provost Indigenous Engagement
https://executiveleadership.usask.ca/provost.php#AbouttheRole

Indigenization https://teaching.usask.ca/curriculum/indigenization.php#WhatisIndigenization

Indigenous Spend-a-Day https://admissions.usask.ca/tours-and-events/spend-a-day.php

University of Toronto

University of Toronto, Engineering. ANNUAL REPORT 2017 PERFORMANCE INDICATORS
https://www.engineering.utoronto.ca/files/2017/08/AR-2017-FULL-web.pdf *[U of T Engineering 2017]*

Division of Human Resources and Equity (2017-2018) "Human Resources & Equity Annual Report" (2017-2018) at 9, online (pdf): http://reports.hrandequity.utoronto.ca/wp-content/uploads/sites/15/2018/11/UofTHRE_AnnualReport_Full-10-FINAL.pdf

The Anti-Racism & Cultural Diversity Office offers professional development courses.
https://antiracism.utoronto.ca/request-a-training-workshop/

Community of Support, MD Program https://applymd.utoronto.ca/community-support

Anti-racism training https://antiracism.utoronto.ca/request-a-training-workshop/

Race, Equity and Action Speaker Series: https://antiracism.utoronto.ca/education-events/race-equity-action-series/.

Equity and Identity LLC http://www.newcollege.utoronto.ca/current-students/residence-at-new-college/current-residents/living-at-new-college/residence-life/llcs/

UTSC, 2020 online workshops https://www.utsc.utoronto.ca/studentlife/online-workshops

Indigenous Curriculum https://indigenous.utoronto.ca/wp-content/uploads/2019/05/2.0-Indigenous-Initiatives-Annual-Progress-Report-2019.pdf

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University of Victoria

List of resources on equity related topics
https://www.uvic.ca/equity/education/resources/index.php

Inclusive Language https://www.uvic.ca/brand/story/style/inclusivity/index.php

Strategic Research Plan 2016-2021
https://www.uvic.ca/research/assets/docs/researchplan/VPRE05233StrategicResearchPlanwebOUT.pdf

Training topics https://www.uvic.ca/equity/education/workshops/index.php

First People's House https://www.uvic.ca/services/indigenous/house/

Recruitment Officers https://www.uvic.ca/future-students/undergraduate/connect/recruiters/index.php

Organizational Chart https://www.uvic.ca/vpacademic/assets/docs/orgchart/vpac_orgchart.pdf

Five Days of Action: 365 Days of Commitment https://www.uvic.ca/equity/education/5-days-action/index.php

University of Washington

Multicultural outreach and Recruitment http://depts.washington.edu/reach/

Inclusive teaching toolkit https://www.washington.edu/teaching/topics/inclusive-teaching/inclusive-teaching-at-uw/

The Alliance for Accessing to Computing Careers
http://www.washington.edu/accesscomputing/about-us/lessons-learned

University of Waterloo

Waterloo Engineering Strategic Plan 2011-2018 Building on Excellence
https://uwaterloo.ca/engineering/sites/ca.engineering/files/uploads/files/engineering_strategic_plan_annual_report_2017-18_final.pdf

Online Anti-Racism Anti-Oppression workshop https://uwaterloo.ca/human-rights-equity-inclusion/events/online-eq203-anti-racism-anti-oppression-workshop

Waterloo Indigenous Student Residence https://uwaterloo.ca/stpauls/waterloo-indigenous-student-centre/waterloo-indigenous-student-residence

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Centre for Teaching Excellence, Inclusive Teaching course https://uwaterloo.ca/centre-for-teaching-excellence/events/inclusive-teaching-cte2409-1

Research Equity, Diversity and Inclusion Council https://uwaterloo.ca/research/about-research/research-equity-diversity-and-inclusion-council

Equity Applicant Tracking survey https://uwaterloo.ca/equity-applicant-tracking-survey/

Employment Equity Census https://uwaterloo.ca/human-resources/about-human-resources/employment-equity

Organizational Chart https://uwaterloo.ca/secretariat/sites/ca.secretariat/files/uploads/files/org2_0.pdf

Indigenous Speaker Series https://uwaterloo.ca/human-rights-equity-inclusion/news

University of Windsor

Breastfeeding room http://www.uwindsor.ca/ohrea/breastfeeding-room

List of Universal Single user washrooms on campus http://www.uwindsor.ca/ohrea/159/universal-single-user-washrooms-campus

Translated brochures for OHREA http://www.uwindsor.ca/ohrea/15/about-ohrea

University of Wisconsin-Madison

Disrupting Whiteness in Libraries and Librarianship: A Reading List https://www.library.wisc.edu/gwslibrarian/bibliographies/disrupting-whiteness-in-libraries/

Western University

https://www.uwo.ca/equity/diversity/initiatives/index.html

The Indigenous Student Centre https://welcome.uwo.ca/pdfs/viewbooks/indigenous.pdf

New post offers support in Indigenizing curriculum https://news.westernu.ca/2020/07/new-post-offers-support-in-indigenizing-curriculum/?utm_source=rss&utm_medium=rss&utm_campaign=new-post-offers-support-in-indigenizing-curriculum

Head and Heart Program https://studentexperience.uwo.ca/student_experience/headandheart.html

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Academic Transition Opportunities
https://indigenous.uwo.ca/Student_Programs/academic_transition_opportunities.html

Wilfrid Laurier

Diversity Art Series https://students.wlu.ca/student-life/diversity-and-equity/programs.html

Gender and Sexuality Terms https://students.wlu.ca/student-life/diversity-and-equity/lgbtq-associations.html

Indigenous Student Services https://students.wlu.ca/student-life/indigenous-student-services/services/index.html

Indigenous Curriculum Specialist https://www.wlu.ca/about/discover-laurier/indigenization/programs-and-education.html

University of Winnipeg

Human Rights program https://www.uwinnipeg.ca/human-rights-ba/index.html

Aboriginal Student Service Centre https://www.uwinnipeg.ca/indigenous/for-students/support-services/index.html

York University

York's school of nursing dress code policy https://nursing.info.yorku.ca/student-policies/professional-appearance-and-dress-code-policy/

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Appendix A – Definitions and Acronyms

Definitions and acronyms

2SLGBTQ+: Two-Spirit, Lesbian, Gay, Bisexual, Trans, Queer/Questioning and other gender and sexual identities that fall outside of heteronormative and cisnormative binaries of identity, expression and attraction.

Aboriginal: This includes persons who are First Nation, Inuit or Metis. The term was established by the federal government as an umbrella term for diverse Indigenous peoples in Canada and came into popular usage in the Canadian context after 1982, when Section 35 of the Canadian Constitution defined the term as such.

CFSO: Canadian Federation of Students Ontario

CRC: Canada Research Council

EDI: Equity Diversity and Inclusion

Equity-seeking groups: In this report, this term refers to women, racialized people, people with disabilities, Indigenous peoples, and 2SLGBTQ+ people. The spirit behind choosing this term was to acknowledge the generations of struggle that these groups have experienced in order to push for equity and inclusion in society, and the hard and unrewarded work these groups have undertaken in order to survive unjust systems.

HEI: Higher Education Institution, which includes post-secondary bodies such as Universities and Colleges.

Indigenous: this term is used as the preferred term in this report, as it is widely seen to recognize a global community of Indigenous Peoples (for example, in the United Nations' Declaration of the Rights of Indigenous Peoples), and includes a wider range of people than those who were specifically governed by colonial legislation in Canada.

Marginalized: This terms refers to the experience of being pushed to the margins of society, that is, not being given equal opportunities based on an individual's identity, experiencing harm because of that identity, facing starker economic and social realities and being perceived as "lesser than" other group identities. This can manifest in many ways, not the least of which is violence, poverty, dislocation, mental and physical illness, criminalization, and subjugation. It is about one's identity not being seen as the "norm" and therefore is less valuable.

NEADS: National Educational Association of Disabled Students

NSF: National Science Foundation

OUSA: Ontario Undergraduate Student Alliance

Racialized: This term refers to an identity of people who are seen as less valuable because of the colour of their skin. In contrast to "people of colour" this term aims to highlight the fact that it is society that

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has designated this group as different (and therefore "inferior") rather than simply by virtue of having a non-white-passing skin tone.

STEM: Science Technology Engineering and Mathematics

Universal Design: The idea of designing spaces, materials, and methods in such a way that they can be accessed, understood, and used to the greatest extent possible by all the people who wish to use it, regardless of identity, ability, or experience. This does not just benefit those already at the margins of society, but everyone.

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Appendix B – Anti-Racism Initiative Evaluation Metrics

Dei's (2014, 246) grounds of inquiry to evaluate the success and failure of anti-racism initiatives.

1. Do students have both equal opportunity and equality of conditions? Do all have opportunity to achieve excellence and access to higher education? Do students feel welcome at school?
2. Who is represented, how and why in educational spaces? Who is teaching? How is our curriculum diversified to tell multiple stories? Is education relevant from where we draw our students? Are we making honest and sufficient attempts to provide educational outreach to communities?
3. Do we consider the body of the knowledge producer and the context in which the knowledge is produced? Do we question how Europe succeeds in inserting itself onto the African, Asian and Aboriginal realities?

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Appendix C – Total Impact Measurement Tool

PwC uses its Total Impact Measurement & Management (TIMM) framework to help organizations value positive and negative contributions to the environment, the economy and society created. It is a tool that allows management to understand and explain the overall consequences of their decisions, providing a holistic view of what organizations need to understand risk, identify opportunities and maintain a positive impact on society. The tool makes qualitative data, quantitative, and the resultant visual wheels make impact clear in order to support decision making. The video available here also gives

Figure 13: Using TIMM to weigh up the options

Source: PwC   © 2013. PricewaterhouseCoopers LLP. All rights reserved.
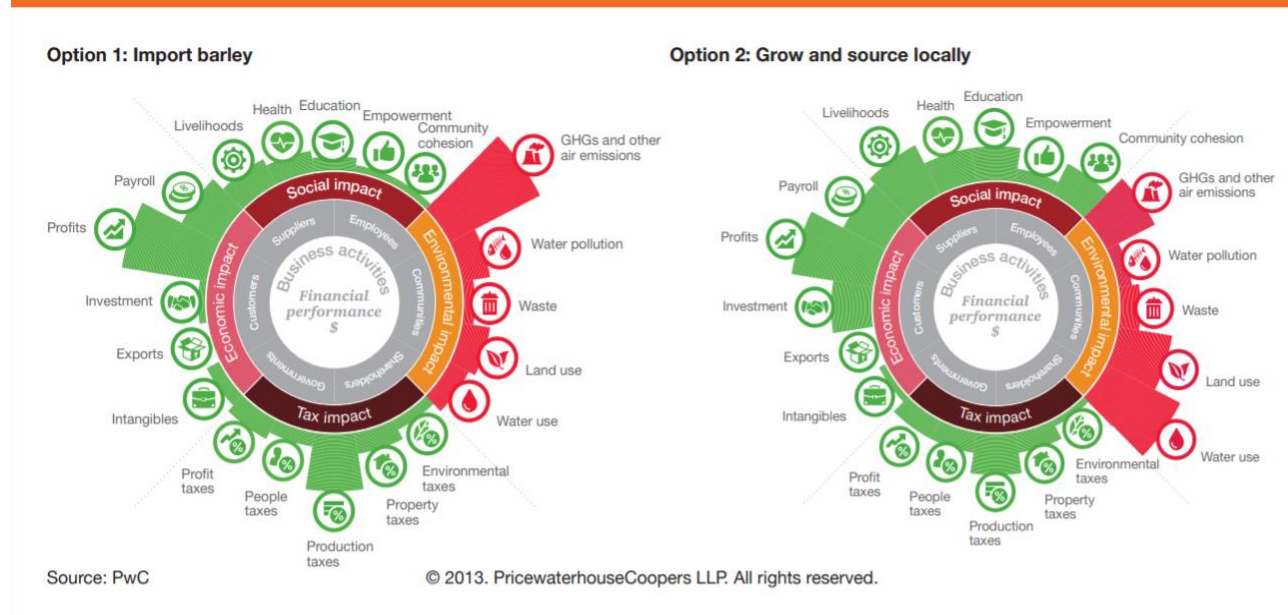
an introduction to the tool.

Although it is primarily a tool for the private sector, being able to measure and see impact could be highly valuable to leadership as well as the university or college community.
For more information on PwC's total impact measurement, see
https://www.pwc.com/gx/en/sustainability/publications/total-impact-measurement-management/assets/pwc-timm-report.pdf

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Figure 12: Applying TIMM – the five-step process

Total impact includes social, environmental, economic and tax impacts

Define scope

What's the objective? ... to gauge the long-term sustainability of strategies, determine the right investment choice or demonstrate value to stakeholders?

What impacts to include? ... timeframe, business areas, geography, parts of the value chain.

Define dimensions of value

How far do the impacts reach along the value chain? This requires mapping of the total impacts and understanding of each one – how they arise, what methodologies to assess them with and the data needed to do so.

Collect existing data

What information can the business provide? A significant amount of information is likely to be available within existing corporate systems (e.g. employment, tax payments and resource use).

Source new data

What additional information is needed and how can it be generated or provided? Any necessary additional information is sourced externally – from suppliers or targeted evaluations eg. community well-being.

Analyse data and value impacts

What is the value of the impacts? Put an economic and social value on the impacts and assess these over time. This involves using techniques such as economic and process modelling to estimate impacts and valuation techniques to monetise these.

Source: PwC

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Appendix D – Example Interventions to Create Gender Parity
Bilimoria, D., Joy, S., & Liang, X. (2008). Breaking barriers and creating inclusiveness: Lessons of organizational transformation to advance women faculty in academic science and engineering.

This schema outlines the series of interventions implemented by the ADVANCE program to create greater gender parity in a number of HEIs.

Increasing the Flow into the Pipeline	Improving Institutional Structures and Processes Related to Transition Points		Equipping Women to Successfully Progress in the Pipeline	
For non-tenure-track faculty - Research funds - Mentoring, coaching - Training For undergraduates, graduates, and post-docs - Special programs for academic career tracks - Scholarships - Summer research experiences - Mentoring - Mentoring training for faculty advisors - Information and networking sessions For high school students - Specially developed science and math courses - Introductory program into engineering	**Recruitment** Special committees to study and help with recruitment Assistance to search committees in identifying and meeting with candidates Training to search committees on potential biases and best practices Funding for targeted recruitment Dual career hiring policies and practices Tools and resources for search committees	**Promotion, Tenure, Retention, and Advancement to Leadership** Special committees to study processes of promotion and advancement Tools and training for decision makers on evaluation biases and best practices Information sessions for faculty to increase transparency in decision making Special consultants and mentors for women reaching promotion/tenure Tenure extension policies	**Junior Women** Career development programs Professional/academic training and development related to teaching, research, lab, and student supervision, work-life integration, leadership Informational lecture series Mentoring Coaching Providing role models Networking Funding for research and career advancement Showcasing women scholars	**Senior Women** Leadership development programs Professional/academic training and development Mentoring Funded professorships Funding for research and career development Special funding and programs for restarting research after a hiatus Showcasing women leaders

Pipeline Initiatives

Academic Pipeline for Women

Climate Initiatives

Academic Climate

Improving the Awareness and Practices of Male Colleagues	Improving Departmental (Micro) Climate	Increasing Organizational Awareness
Professional development and training Informational lecture series Mentorship education Leadership development coaching Faculty awards Grassroots committees and taskforces	Department transformation programs Funding for departmental transformation projects Assistance to department strategic planning Department-specific seminars/workshops Training and presentations to department chairs Coaching department chairs and senior faculty Cross-departmental committees	Advisory councils on women and minorities Information sessions and presentations Conferences Distinguished lectureships by senior women Awareness training for students Interactive theater presentations Publicizing family-friendly policies

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Appendix E – Principles of EDI

Universities Canada (2017) Principles of Equity Diversity and Inclusion

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, LGBTQ2+ people and men in female-dominated disciplines.

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Appendix F – Anti-Racism Campaign Best Practices

Below is an edited list of best practices taken from Rankine (2014) for anti-racism campaigns, grounded on the work of Donovan and Vlais (2006).

1. Campaigns should be well and sustainably funded, and part of a long-term, multi-level strategy. Previous under-funded anti-racism campaigns which relied on free work by advertising agencies and did not pre-test their strategies have caused damage. When the budget is small, a campaign should focus on limited audiences - for example one region or one social area - and small, achievable goals.

2. Campaigns should focus on the specific economic and social contexts in which racism is expressed, such as employment, sport, housing or public spaces, decided by the environmental map.

3. Campaigns should focus on changing racist behaviour rather than beliefs or attitudes.

4. As prejudices differ about specific ethnicities, an anti-racism campaign should focus on racism against one ethnicity at a time. A sequence of campaigns could focus on different ethnicities. Campaigns should represent many members of the ethnic group rather than one or a few individuals.

5. The campaign should promote antiracism as a norm for the whole society, as well as organisations and individuals in the specific fields on which the campaign focuses.

6. Anti-racism campaigns need to counter in-group negative beliefs and talk about other ethnicities. If they are based on false information, then supplying accurate information may be helpful. Simply asking an in-group to accept other ethnicities will not affect behaviour.

7. The balance of emphasis on differences and similarities between in-groups and out-groups needs to be decided based on the political context at the time of the campaign and the environmental map. Ideally, campaigns should emphasise the diversity of cultural groups, including the dominant culture, under an overarching theme that unites them, and aim to increase in-group perceptions that the other ethnicity is similar in ways that the in-group value positively. Campaigns should avoid superficial features of other cultures that may seem alien to the in-group, and should not evoke stereotypes, appeal to nationalism or national values. If the environment at the time of the campaign emphasises differences of out-groups, then the campaign may need to focus on their similarities to the in-group.

8. News editors, TV and radio producers and journalists should be major campaign audiences, as news and entertainment media consistently reinforce negative attitudes towards minority ethnicities.

9. Campaigns should have specific goals about changes that will reduce institutional and societal racism, and include strong advocacy for these changes. This could include changes in institutional standards, practices, structures, rules, policies, regulations, laws and norms. These changes could be measured using existing data or quality systems and reported annually.

10. Anti-racism campaigns need to get the support of key politicians and public figures at the preparation phase and messages should not be contradicted by statements and actions of political and other persons in power positions. If this is unavoidable, campaign goals need to be limited and modest.

11. Campaigns should include community-based anti-racism and pro-diversity activities that enable target audiences to discuss the issue with their peers, as well as interact with members of ethnic

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groups who experience racism. This could be done at sporting or arts events, in workplaces or schools.

12. The campaign should upskill people in how to intervene in racist and discriminatory incidents, using a variety of experiential, written and audio-visual methods. These skills include knowing what racism is; being aware of how damaging it is; accepting a responsibility to intervene; knowing how to intervene in different situations; and feeling supported to do so by their organisational and social environment.

13. The campaign should bring together a group of committed leaders from a range of cultures and backgrounds, such as public life, academia and sport, who are carefully and discreetly vetted for prior and current attitudes about racism, and well trained about what racism is and how to argue against it. Campaign leaders would need to negotiate the terms of their involvement, and get a guarantee of irreproachable behaviour about racism as long as they are associated with the campaign. Their involvement should be treated as a long-term relationship.

14. The campaign should include evaluation research at all stages, from strategy development, pre-testing of visual and text messages and their communication channels, the implementation process, and a range of outcome measures. Early impact evaluation should check for unintended damaging effects.

Appendix G – Canadian HEI EDI Examples

The following table lists examples of EDI initiatives at various HEIs across Canada. **The list is not exhaustive of either HEIs or the EDI work** that they undertake or services they offer.

	Algonquin College	Brock	Carleton University
Committees	The Inclusion and Diversity Circle is a group of employees who act on behalf of the College to manage Inclusion and Diversity progress. Leadership Development for Women is a grassroots committee who works to: empower women for future leadership opportunities; enhance awareness regarding issues related to women in leadership and gender equality across the College; and increase the number of women who chose to pursue positions of formal and informal leadership at Algonquin College.	The Human Rights Task Force (advancing human rights policies, processes, services and supports by providing recommendations to the President.); Anti-Racism Task Force (students, staff and faculty examining the dynamics of race within the Brock context); Accessibility Advisory Committee (to form an inclusive environment based on viewing disability as human rights issue); Sexual Violence Prevention Committee (recommending strategies to improve policies and processes on sexual violence prevention and response).	An Indigenous Strategic Initiatives Committee which seeks to "facilitate widespread engagement sessions in order to develop a set of Carleton-specific recommendations as part of an institutional response to the Truth and Reconciliation Commission Report"
Indigenous Student Spaces	The gathering place **Nawapon,** the Indigenous Learning Commons is place where Algonquin can host events; **The Lodge** is a circular space for smaller gatherings; **Ishkodewan** is an outdoor courtyard with a Gathering Circle with a fire-vessel and outdoor classroom; **Pìdàban** ("past, present, and future") is the Institute for Indigenization; The library has a repository of traditional Indigenous knowledge and **Kejeyàdizidjigwogamig**, or Knowledge Keeper's Place, showcases Indigenous storytelling.	The White Pine Garden	The Centre for Indigenous Initiatives aims to "increase the recruitment and retention of Indigenous students, faculty and professional services staff" and "provide space on campus where Indigenous students' cultures, traditions and worldviews are represented and respected."
Training	Algonquin Leadership in Education Institute (ALEI) level 2 workshop on 'Communication, Culture and Conflict'	Sexual Violence Prevention training with 6 different topics (and a Sexual Violence Prevention certificate program), AODA training and Human Rights Training	• Inclusive Leadership • Cultural Competencies for Inclusive Workplaces • Unconscious Bias Training • Equity in the Classroom and Workspaces
Senior Positions	Vice President – Truth, Reconciliation & Indigenization	Appointed Cree filmmaker Shirley Cheechoo as chancellor	Assistant Vice-President and University Advisor, Equity and Inclusive Communities; Assistant Vice-President (Indigenous Initiatives)

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	Concordia	Dalhousie	George Brown
EDI Events	a Teaching and Learning Winter Festival. In 2019, sessions included: strategies for addressing racism in the classroom; strategies for engaging in challenging conversations; and a workshop to increase knowledge and understanding of decolonizing and Indigenizing.	Bissett Student Success Centre hosted a campus-wide Advising and Social Justice Symposium in 2018 and 2019, and their MacEachen Institute's Public Policy Speaker series contains regular EDI content.	Power, Equity, Privilege Speaker Series are engaging conversations about the issues, trends, and topics that matter to them. This speaker series aims to share ideas, raise awareness, and challenge pre-existing concepts.
Research	Researchers are collaborating on PROFILE a toolkit to help users confront biases, and combat racism and discrimination.	The Belong Research Fellowship for pre-tenured faculty members from equity-seeking groups awards up to $10,000 for research projects.	Past research projects include: Re-entry Mothers at Community College: What are their support needs?; Intercultural Competency in International Students' Experience While Studying in Canada; Redesigning How to Live in the Inner Suburbs
Safe Spaces	"Queering the map" is a collaborative archive of 72,000 queer memories across Montreal, created by a student in Concordia's Department of Design and Computation Arts	Inaugural Mi'kmaq Grand Council and Pan African flags are flying on campus; Mi'kmaq & African Nova Scotia Art Installation in the Design building and the IDEA building; Indigenous Student Centre has enhanced space through art and artifacts; EDI built into plans for the Bicentennial Plaza; Mural installed at Faculty of Agriculture recognizing Mi'kmaq territory.	Women in Business creates a safe space to discuss experiences, hardships and successes within a business framework. It supports women in attaining the skills needed to effectively position themselves in a competitive workplace via appropriate programming and advocacy. In addition, we will empower students through creating meaningful connections and networks with prominent leaders within the community.
Data collection and measurement	The Report from the Advisory group on Equity Diversity and Inclusion and identified five priority areas for improvements — policy and processes, hiring, training and education, leadership and university responsibility, and campus culture. The advisory group worked with a private consultation firm, Percolab, and conducted structured interviews, ethnographic listening, and creative consultations to gather input across the university. From this data, a plan is being implemented.	Publishes annual progress reports on its Diversity and Inclusiveness Strategy, which centres on the four pillars of campus activity: climate, student access and success, education and research and governance structures.	Publishes Multi Year Accountability report back to measure the participation of students from under-represented groups.

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	Humber College	Lakehead	MacEwan
Committees	The Human Rights, Equity and Diversity office co-lead Humber's Equity and Inclusion Committee, AODA Committee and Sexual Assault/Sexual Violence Awareness Committee and support the development and functioning of affinity groups at the College.	The Anti-Racism Committee is co-led by the Office of Human Rights and Equity, Lakehead University Student Union and the Multi-Cultural Centre. This committee is comprised of students, faculty and staff members and plans to be both a safe space for racialized persons as well as platform for leading anti-racism initiatives. The committee meets monthly and welcomes all racialized persons and allies.	The EDI Committee is an advisory committee comprised of administrators, faculty, staff and students. It provides input on the development of MacEwan's Equity, Diversity and Inclusion Action Plan and institutional insight on strengths and opportunities related to diversity and inclusion practices across campus.
Indigenous spaces	The Indigenous Cultural Markers at the North and Lakeshore campuses are designed to place the college in the context of the long history of Indigenous peoples in what is now called the Greater Toronto Area.	In the process of building an the Gichi Kendaasiwin Indigenous Student Centre	kihêw waciston Indigenous Centre offers personal, academic, financial and cultural support.
Curriculum	Offered an Inclusive Curricular Design Certificate that focuses on a proactive approach to course design, founded in equity, collaboration, flexibility and accountability. The curriculum teaches that students are not meant to fit into a traditional "one size fits all" model of education and that applying the principles of inclusive design will ensure that the range of student diversities, abilities, and needs are met through a number of teaching and learning strategies.	Requires students to take at least one semester course with 50% Indigenous course content, or 18 hours of class time. The content is folded into courses students take anyway, such as including indigenous case studies in course readings and assignments. They also provide an Indigenous Transition Year program, Native Nurses Entry program, Indigenous Teacher Education and Indigenous Language Instructors.	The Disability Studies Leadership and Community diploma prepares students to make a positive difference in the lives of people with disabilities. The program works with community agencies, people with disabilities and their families, and government departments. Graduates build inclusive and welcoming communities that value the strengths of every member.
Awards	The Indigenous Awards Gala for graduating students, family and friends celebrates academic success as a community. The event recognizes Indigenous grads, alumni and Education & Engagement members. Awards include: • Indigenous Award of Merit • Indigenous Awards of Excellence • Indigenous Community Leadership Award • Indigenous Wellness & Leadership Award • Emerging Artist Award	The Indigenous Partnership Research Award is jointly awarded to a Lakehead University researcher or research team and a representative from their Indigenous partner(s), be it an individual, community or organization. The award consists of framed certificate and a $500 cheque, one for researchers and one for the Indigenous partner.	MacEwan University Human Rights, Diversity, and Equity Student Award: Demonstrate a strong commitment to human rights, diversity and equity. This can be through volunteerism, advocacy, or other.

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	McGill	McMaster	OCAD
Committees	Joint Board-Senate Committee on Equity; Geography Equity Committee; Dept of Integrated Studies in Education Diversity & Equity Committee; Engineering Inclusivity, Diversity and Equity Advancement; Law Equity Committee; Faculty of Medicine Equity Committee; etc.	The President's Advisory committee working groups include: Disability, Inclusion, Madness, Accessibility, Neurodiversity Working Group; First Nations, Métis & Inuit Priorities; Interfaith Issues; Gender and Sexualities; Priorities & Planning; Race Racialization & Racism	The Employment and Educational Equity Committee & the Employment Equity Sub-Committee work to increase representation in faculty. Student Advisory Committee assists with equity initiatives such as funding student-led equity projects.
Curriculum	Canadian Ethnic and Racial Studies is an interdisciplinary program affiliated with the Institute for the Study of Canada.	The Occupational Therapy program and Social Work program have incorporated principles of universal design into their teaching and evaluation.	The Faculty & curriculum development center advances inclusive teaching practices and supports the development of critical and transformative pedagogies.
Awards	Award for Equity and Community Building for commitment to equity, diversity & community engagement; Teaching/mentoring under-represented populations; Promotion of inclusive policies/practices; Facilitation of recruitment & retention of staff/students from diverse backgrounds.	Has a long list of community contribution awards for students who positively contribute to their community.	Human Rights, Diversity and Equity Student Award for: promoting human rights, equity and social justice; Commitment to meaningful inclusion of students from systemically, structurally and historically marginalized communities.
Safe Spaces	Right To Campus McGill has a toolkit for students to ensure an equitable and safe campus for all. It includes and Indigenous Territory map, an accessibility map, a guide to conducting a safety audit and much more.	3 permanent sites for Indigenous people wishing to smudge are exempt from requirements to request accommodation or provide prior notice. Disability DIScussions are space for students with disabilities to connect, network, & address barriers.	The Student Union's safe space asks all who enter to be respectful, non-discriminatory, check assumptions at the door. As the SU office is a safe space for all members, OCAD U security is not permitted.
Recruitment and hiring	"Careers in Health Camp" invites underrepresented high school students to learn about medicine, nursing, dentistry, physical therapy, occupational therapy, speech language therapy, genetics & pharmacology.	As part of a new initiative aimed at bolstering equity hiring practices, McMaster began collecting data on diversity from applicants to any open position as of July 1, 2020.	A 2020 job posting for 3 tenure-track positions was open only to qualified people who self-identify as Black peoples of African Descent "to address 144 years of Black underrepresentation"
Data collection	The McGill community can provide online feedback and comments on measures to implement the EDI Strategic Plan.	The Strategic Mandate Agreement "Access and Equity" section reports on the numbers and satisfaction of students with disabilities.	Creates and publishes Strategic Mandate agreements and report-backs with disaggregated data.
Senior Positions	N/A	Associate Vice-Presidents, Equity and Inclusion	Director, Diversity, Equity & Sustainability Initiatives

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	Queen's	Ryerson	Simon Fraser
Committees	EDI Committee at the Faculty of Education cultivates an inclusive community; creates welcoming spaces for all students, faculty, and staff; ensures equitable and inclusive policies, processes, curriculum, and events; and supports marketing, recruitment, and retention initiatives for a diverse community.	Aboriginal Education Council; Black History Awareness Committee; December 6th Memorial Committee; Mental Health Committee; ECI campus wide Steering and Implementation Committee. Access Ryerson aims to remove barriers to the full participation of people with disabilities.	An EDI Advisory council, made up of faculty, staff and students provide guidance on and strategic direction on EDI priorities, initiatives, programs and outreach.
Advising	Queen's University has appointed an inaugural Diversity and Inclusivity Coordinator within the Division of Student Affairs to increase the visibility of existing supports that are available for underrepresented students.	Aboriginal Student Services provides specialized services for First Nations, Métis and Inuit students while "developing a mutually productive relationship between Ryerson and the Aboriginal community"	The Indigenous Student Centre provides academic advising among other services
Curriculum	On the Inclusion in the classroom page, they list a selection of course that include significant content on gender, race, age, mental health, socioeconomic differences, and/or disability.	Developing new Indigenous focused programs and providing training and support to faculty on how to bring Indigenous knowledges and research methodologies into the classroom and curriculum	The Curriculum and Instruction: Equity Studies in Education (MA, MEd) develops an equity framework for education, conceptualized broadly to include schooling and other social forces that shape knowledge in society.
Research	The eligibility criteria for the Queen's National Scholar program were revised so that successful candidates must demonstrate their understanding and support of the principles of EDI;	DiversityLeads examined over 6,000 leaders to track diversity in 6 sectors of the economy. The project suggested best practices to advance women and visible minorities to senior leadership.	Research includes: Understanding & allyship between Indigenous & migrant communities; White teacher identity development; Normative Masculinities in Children's Fiction
Awards	Equity Diversity and Inclusivity Award for contributions to furthering an understanding of the interplay and intersections among different identities on campus and their work.	Viola Desmond Day Awards recognize strong Black females who contribute to the promotion and empowerment of the Black community at Ryerson and beyond.	The Diversity and Inclusion Award is given to staff for supporting campus members to enhance a sense of belonging and inclusion.
Safe space	Accessibility Cafes to encourage sense of community for students with disabilities	Positive Space is a volunteer staff and faculty network for people of diverse sexual orientations, gender identities and expressions, creating a safe & inclusive environment.	The Women's Centre offers a safe space that is Pro-feminist, Sex-positive, Trans & Intersex Inclusive, Pro-choice and Anti-racist
Data collection measurement	Developed the Diversity and Equity Assessment Tool (DEAP) which was given an award by the federal government as a leading tool in employment equity.	See "Diversity Self-ID". The Anti-Black Racism Campus Climate Review looks at current issues faced by Ryerson's Black community via focus groups and interviews.	Their "diversity Meter" and received a higher than expected response rate. When the report is completed, it will be made public.

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	St. Mary's	St. Thomas University	Trent
Indigenous Student Spaces	In 2016 an Indigenous Student Space opened.	Wabanaki Student Centre is a culturally and spiritually rich environment for academic and personal support for many Indigenous students. Whether for a coffee, to finish an assignment, or relax with friends, the Centre is a home away from home. The space is decorated with Indigenous artwork and photos that reflect the history of First Nations in New Brunswick.	See Spotlight on Trent Indigenous Spaces
Advising	Has a staff person to support African Nova Scotians and Black students and a designated Indigenous Student advisor	The LGBTQIA+ Resource Advisor meets with students, supports queer and trans equity initiatives, and advises staff and faculty.	First Peoples House of Learning Academic Program Services provide support with Course selection; Creating an academic plan; Learning support; Academic advising; Skill building workshops; Career counselling; Navigating campus life; Accessing campus resources; Coaching
Training	Bystander Intervention. Intercultural Training.	STU Leads! is a one-day event that aims to teach student leaders about various leadership topics and styles, while developing tangible skills. Presenters speak on topics such as the networking, conflict resolution, diversity training, public speaking, self-care for leaders and more. Harassment and Discrimination for faculty and staff.	sexual violence prevention and sexual assault response training or consent and bystander education; Positive Space; AODA, Accessible Documents; Valuing Diversity
Curriculum	An interdisciplinary minor in Indigenous Studies is available	Courses include Feminist Legal Studies; Racialization, Racism & Colonialism; Gender Expression, Sexual Orientation, and Human Rights; Language studies in Mi'kmaq; Native Literature.	B. Ed program in Aboriginal education
Recruitment	No Information Available	Indigenous student enrollment grew by 31% between 2013 and 2018. Recruitment included visiting high schools, holding an Indigenous Post-Secondary Recruitment Fair, First Nations' Powwows, info sessions in communities, and relationship-building with First Nations Education Directors and community leaders.	The Indigenous Enrolment Advisor's mandate is to engage Indigenous learners through presentations, one on one visits and participation in the Aboriginal Post-Secondary Information Program. The aim is to reach and connect with Indigenous learners from senior elementary, high school and mature students.

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	University of Alberta	University of British Columbia	University of Calgary
Indigenous Student Spaces	First Peoples' House is the hub of the Indigenous student community on campus and provides an environment of empowerment through dedicated programs, services, advising, staff, and scholarships.	The Indian Residential School History and Dialogue Centre is for students, survivors, and their communities to access records and historical materials, share their experiences and consider the consequences and implications of what happened to them; and is a source of educational information.	Writing Symbols Lodge provides academic, personal, and cultural support services and programs to prospective and current First Nations, Métis, and Inuit students, and offers a welcoming and supportive learning environment for the whole campus community.
Advising	**In consultation with appropriate University units, Accessibility Resources will provide the following personal and academic advising for students with disabilities**	A Human Rights Advisor position was created in 2017 to offer a space for students' confidential conversations on campus	New Community Outreach Advisor position provides support to prospective students from underrepresented groups, e.g.: first-generation students, Indigenous students, new immigrants and students from low-socioeconomic backgrounds
Training	EDI: What is it and why does it matter?; Overview of the EDI Strategic Plan; Recognizing and Addressing Bullying in the Workplace; Creating Inclusive Workplaces; From Bias Awareness To Action	What's in a Name? Navigating Mispronouciation and Misgendering with grace But where are you really from? Building a Welcoming and Inclusive Campus.	Managing Diversity: Implementing Diversity and Inclusion Initiatives; Gender Equity Issues in Higher Ed; Intent and Impact: Promoting a Culture of Equity and Inclusion; Power and Privilege; Anti-racism or Difficult Dialogues; Anti-discrimination Response Training; Microaggressions in the work, learning & teaching environments
Curriculum	"Focus on Visible Minorities: Key Equity & Human Rights Milestones in Alberta & Canada" is a teaching resource on events that impacted the equity and human rights experiences of visible minorities in Canada, specifically Alberta.	Mandatory courses on indigenous legal issues.	The Inclusive Teaching and Learning in diverse Classrooms workshop explores the implications of diversity and the need for creating an inclusive teaching and learning environment at the university.
Recruitment	Indigenous Student Discovery Day is an event for prospective Indigenous students.	Aboriginal Access Studies provides support for Indigenous students to access higher education.	New Indigenous student website to profile pathways for admissions and available services
Data Collection	Workforce Diversity Census: a demographic census every 3 years to collect data on EDI measures.	The workplace experiences survey is undertaken every three years and captures demographic data	A bi-annual Employment Engagement Survey, including questions related to the effectiveness of EDI initiatives.
Senior Positions	No Information Available.	Associate Vice-Presidents, Equity and Inclusion.	No Information Available.

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	University of Guelph	University of Manitoba	University of New Brunswick
Indigenous Student Spaces	The Indigenous Student Centre engages a community of people from a variety of First Nations, Métis and Inuit cultures, backgrounds and world views, striving to foster a diverse and holistic community based on Indigenous kinship models.	Mamawipawin is an Indigenous governance and community-based research space; Migizii Agamik has a computer lab, student lounge, gathering space and kitchen; Medicine Garden of Indigenous Learning; National Centre for Truth and Reconciliation is the permanent home for all statements and documents gathered by the TRC.	Medicine wheel garden
Curriculum	Provision of instructor resources on accessible education that includes principles and resources on Universal Instructional Design and Universal Design for Learning.	Master of Social Work based in an Indigenous Knowledges program.	First Nations Studies Includes courses reserved for students registered in courses administered by the Mi'kmaq-Wolastoqey Centre for First Nations Students.
EDI Events	Feminist Coffee Break; Trans and Non-Binary folx Community Mural Meet and Greet; The Body Project.	Access Awareness Day is an annual event designed to promote the inclusion of persons with disabilities on the University of Manitoba campus.	Peace and Friendship Treaty Days; Sisters Standing Together: Honouring MMIWG; UNB Powwow; Indigenous language gathering; National Indigenous Peoples Day
Awards	EDI Enhancement fund seeks to enhance inclusion and equity on campus via creative activities, educational projects, speaker/lecture series, research activities, curriculum initiatives or space design changes to better support traditionally marginalized communities. Up to $200,000 is provided annually.	A range of awards for Indigenous students.	A scholarship awarded to a mature female Fredericton campus student who has completed at least the normal requirements for the first year of the program in which the student is registered at the University. Selection is based on academic achievement and financial need.
Safe Spaces	Guelph Resource Centre for Gender Empowerment and Diversity is a safe space where individuals feel heard, believed and validated while they explore options that best meet their concerns and needs.	The Indigenous Planning and Design Principles were established to guide planning and design on all University lands and campuses.	The Mawoluhkhotipon: Ally & Safe Space Program is an innovative project to support a campus community that affirms, welcomes and supports Indigenous peoples.
Recruitment	The Indigenous Student Support Working Group provides focused attention and work on the outreach, recruitment, retention and support of First Nations, Métis and Inuit students.	A free Access program for Indigenous peoples, residents of Northern Manitoba, low-income earners, and newcomers transitions learners into degree programs; The Faculty of Education has developed a diversity admission policy following five diversity categories.	The Mi'kmaq-Wolastoqey Centre Bridging Year program.

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	University of Ottawa	University of Regina	University of Saskatchewan
Training	Prevention of Harassment and Discrimination; A series of mandatory training sessions for senior administrators, vice-presidents and deans, to increase sensitivities to internalized racial biases. All members of the vice-presidential and decanal selection committees and faculty hiring committees attend anti-bias training sessions.	UR Respect, an interactive eLearning tool developed by Respect Group Inc., co-founded by child advocate Sheldon Kennedy. The program delivers online training programs aimed at preventing unacceptable behaviours in sports, education and the workplace.	Introduction to conflict resolution: Dealing with difficult people; Resolving Conflict Constructively; Bringing in the Bystander.
Curriculum	Provision of "Introduction to Inclusive Teaching Practices" resource.	A course on the basics of powwow; Forms of Racism in Canadian Society.	Indigenization and Indigenous Education Professional Development includes: Indigenous course (re)design; The 4 Seasons of Reconciliation online modules; Land Acknowledgement Session; and Conversations About Indigenization. They also offer 4 three-hour sessions designed to provide instructors with the opportunity to learn how to facilitate critical conversations in classes and with individual students, and how to create a safe space for doing both.
EDI Events	Coming Out Day; Indigenous Games during Snow Festival.	The always sold-out Inspiring Leadership Forum to highlight the inspirational stories of internationally renowned women leaders.	Building Bridges: International Women's Day documentary night; Indigenous Achievement Week Pipe ceremony; Urban Indigenous Storytelling; Indigenous Scholar Speaker Series; Uncomfortable Truths and Inclusive Excellence in STEM: Building the Toolkit for Change; Traditional Hand Games Tournament; etc.
Recruitment	Faculty of Law has created admission categories to diversify the incoming classes with regard to age, Indigenous and immigrant status, and socio-economic circumstances.	No Information Available.	Indigenous Spend-a-Day
Senior Positions	No Information Available.	Associate VP Indigenous Engagement	Vice-Provost Indigenous Engagement

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	University of Toronto	University of Victoria	University of Waterloo
Indigenous Students Spaces	Native Medicine Garden. The Dalla Lana School of Public Health is an Indigenous designated space and a permanent smudging site.	The First Peoples House (FPH) is a social, cultural and academic centre for Indigenous students and serves as a safe and welcoming place that encourages the building of community.	A Living Community for Indigenous First Year students, which facilitates Indigenous knowledge sharing and provides culturally relevant information.
Training	Online Accessibility Training Used by over 6,000 employees; The Anti-Racism and Cultural Diversity Office offers anti-racism programming, including professional development to increase understanding of roles/responsibilities and strategies to advance racial EDI.	Addressing discrimination harassment & bullying; Creating diverse, inclusive work and learning spaces; Interpersonal and intercultural communication and conflict resolution; Challenging privilege, power and oppression; Equitable recruitment practices.	Anti-racism workshop that critically engages which in anti-racism practices on campus, as well as a variety of other custom workshops.
Curriculum	The Indigenous Trauma and Resiliency stream at the Faculty of Social Work; Faculty of Arts and Sciences have 97 courses with Indigenous content; the Scarborough campus offers 35 courses with Indigenous content; The Faculty of Architecture integrated Indigenous issues from into the core curriculum.	A joint degree in Indigenous and non-Indigenous law studies, the first such degree available in the world, which enables students to graduate with one degree in Canadian Common Law ("JD"), and one in Indigenous Legal Orders ("JID").	The Centre for Teaching Excellence offers a course on Inclusive Teaching, which focuses on culturally relevant teaching strategies, including how to facilitate discussions in diverse classrooms and how to create a classroom that values diversity.
Research	The Institutional Strategic Research Plan is guided by the Equity and Diversity in Research and Innovation Working Group, who advises on diversity requirements in federal research programs.	Winner of the 2012 and the 2015 CRC Equity Recognition Award for exceeding equity targets for chairholder representation by women, visible minorities and Indigenous peoples.	The Research EDI Council: Supports research by equity-seeking groups and young researchers; Supports networking; Develops leadership training; Oversees equity action plan activities; Encourages recruitment/mentorship of equity-seeking groups in STEM.
Recruitment	A Community of Support provides info about programs to prospective medical students who identify as Indigenous, Black, Filipino, economically disadvantaged or who have a disability.	Recruitment officers work specifically with Indigenous high school and transfer students.	The Equity Office collects applicant data to determine the diversity of the applicant pool and to assess the effectiveness of outreach strategies.
Data	Published an Indigenous Initiatives progress Report 2019.	Each faculty completes an annual recruitment and retention report to work towards a diverse community.	All employees (faculty and staff) are asked to complete a short employment equity census.
Senior Positions	Vice-President, Human Resources and Equity	Executive Director, Equity and Human Rights	Associate Vice-President, Human Rights, Equity and Inclusion
EDI Events	The Race, Equity & Action Speaker Series; the Black History Month Symposium explores challenges, successes & strategies to end anti-Black racism.	"Five Days of Action: 365 Days of Commitment" 2020 line up included: Talking about Racism in Times of COVID; Preventing Sexualized Violence; and How to Incorporate EDI into academic and professional life.	Indigenous Speaker Series

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	University of Winnipeg	Western University	Wilfrid Laurier
Committees	Employment Equity Committee; Senate committee Indigenous Course Requirement Committee; Ad Hoc Committee on the Status of Women; Employment Equity Advisory Committee	The Barrier-Free Access Committee; The University Students Council Accessibility Development Committee; The President's Standing Committee for Employment Equity; The President's Committee for the Safety of Women on Campus; The Joint Faculty/Administration Employment Equity Committee; The Professional and Managerial Association Committee on Employment Equity; The Aboriginal Education and Employment Council; Caucus on Women's issues.	University Employment Equity Advisory Committee working groups: Woman and LGBTQ2S+ Working Group; Indigenous Persons Working Group; Persons with Disabilities Working Group; Racialized Persons Working Group.
Indigenous Student Spaces	The Aboriginal Student Services Centre creates a sense of community for First Nations, Métis, and Inuit students throughout the educational experience. We provide a sense of belonging, a place to gather, and a hub for educational, cultural, and social activities. The student lounge includes a computer lab and locker and kitchen facilities.	The Indigenous Student Centre is "a vital space that acts as a central focus for Indigenous students and the Western Indigenous community to gather and find a sense of belonging within the larger institution." The Indigenous Food and Medicine Garden	The Indigenous Student Centre (ISC) is a place for Indigenous students and the Indigenous community to gather and find a sense of belonging. The ISC provides services and programs to undergraduate and graduate Indigenous students. Elder offices and a communal kitchen are onsite, and smudging is available.
Advising	Aboriginal Student Services Centre provides individualized help with admission and registration, academic advising, and free tutoring to enhance academic success.	Academic Transitions Opportunities (ATO) provides Indigenous students academic, cultural and personal support during first two years of study and thereafter.	The Indigenous Student Center offers academic advising, tutor matching, assistance with course selection, peer mentoring, and academic skill development.
Curriculum	A graduation requirement for all students to complete one Indigenous Studies course. One course, "Indigenous Ways of Knowing", is taught by a local Indigenous educator and elder, and discusses how Indigenous people in the Winnipeg area may view the world and their place in it. The course includes Indigenous history and students may participate in traditional practices, such as visiting a sweat lodge. They also have a Human Rights major that focuses on questions of social justice, global citizenship and human rights and is the only one of its kind in Western Canada.	Hired an Indigenous Curriculum and Pedagogy Advisor to assist with indigenizing the curriculum.	Created an Indigenous curriculum specialist role to provide support to instructors as they integrate Indigenous ways of knowing and Indigenous curriculum into courses and programs.

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Appendix H – Elder in Residence Program Best Practices

Below are the recommendations made by Martin and Meijer Drees (2011) based on their research findings of the Vancouver Island University's Elder in Residence program (p. 41-42).

1. More time with the Elders would be beneficial for everyone. Elders are welcomed and appreciated in the classrooms and as visitors to the many areas of VIU's campuses. Creating and facilitating culturally appropriate and adequate opportunities for all on campus to interact meaningfully with Elders on campus should be treated as a priority. This will no doubt require additional Elders, since those who already work on campus also carry substantive community responsibilities as well. Part of what gives Elders-in-Residence their "credentials" is their ongoing and active presence in the life of their home communities.

2. Improved protocols and policies for the "care" of Elders would enhance their work. With increasing demand on Elders' time and attention at VIU, it will be important for the institution to work with Elders to plan carefully how many Elders are required and how to apportion their time. In addition, it will be critical that the institution create an appropriate "care" system to address Elders' specific needs as senior citizens and as highly valued and deeply respected members of their aboriginal communities. Such policies and protocols should address issues such as: parking, distribution of work hours, number of hours present on campus, number of hours accorded to representation of VIU off-campus, the nature of their supervision, and questions around honoraria.

3. It is important to confirm at all levels that the Elders are present for the benefit of all. Misunderstandings and concerns exist on the part of students, and particularly faculty and staff, around "who can and should have access to Elders." As a result, it will be important for VIU to publicly and pro-actively develop mechanisms supporting the ongoing clarification for all stakeholders (including the Elders themselves) of their various roles. This includes ongoing discussions around "best practices," rather than codifying and defining the roles of Elders narrowly. As the Canadian Council of Learning points out, the teachings of the Elders are for everyone. How best to make such knowledge available broadly in a manner that is not prescriptive, nor targeting a minority audience only, is a challenge VIU has an opportunity to address.

4. Faculty and staff want to learn more about Elders. Prescriptive guidelines and definitive codes for the roles of Elders are counterproductive to offering as many people as possible access to this invaluable resource. It is recommended that VIU eschew workshops, seminars or conferences as a means of facilitating understanding around the role of Elders. Instead, VIU would be better served by creating experiential professional development opportunities for faculty and staff through direct contact with Elders. It will be important that Elders participate in the planning of appropriate types of increased contact opportunities. Research shows that unmediated contact with Elders has the greatest positive outcome for the building of meaningful professional and academic relationships.

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Appendix I – Best Practices in EDI Training

Although evidence of EDI training resulting in EDI change is mixed, best practices within the training that is delivered can be identified. One best practice is to always situate the content of the training within the context in which it is given – the examples, case studies or literature used in the training should be relevant to the realities of attendees (Bernard & Hamilton-Hinch, 2006; Boening & Miller, 2005; Parker-Toulson & Harrison, 2010; Srivastava, 1996). However, training should not *individualize* the participants by either leaning on equity-seeking groups as spokespersons for The Oppressed or as the only authentic knowers of racism, nor should it zoom in on individual trainees' prejudices and biases (Voyer, 2009).

Link the training to the goals of the organization and group. Kidder, Lankau, Chrobot-Mason, Mollica and Friedman (2004) found that presenting EDI training as being motivated by external forces – avoiding a lawsuit for example – provoked more resistance to training than when it was framed within internal organizational needs. Further, linking training to a legislative requirement or social justice imperatives may be less effective than to a specific organizational objective (Parker-Toulson & Harrison, 2010). For example, research has found that in the social services sector, underserved populations are more likely to prompt diversity training than workplace racism issues (ibid). Drawing on the motivation of the staff for why they want to do the job can support buy-in.

In the context of higher education, most attendees at a workshop will be adult learners, and drawing on their existing knowledge and experience can help prime participants for learning and help them "view knowledge as something they can produce" (Amstutz, 1999, p. 26). Effective tools include sharing and engaging with case studies and reviewing the law or policy, combined with conversations of where people are coming from (Dua & Bhanji, 2017b). In a social change context, dialogue can be particularly effective with adult learners (Amstutz, 1999; Hardaway, 1999). By exploring how we know (rather than what we know), participants are given the opportunity to explore both what is going on for them, as well as what is going on in society (Bernard & Hamilton-Hinch, 2006; Srivastava, 1996).

> **Promising Training Exercise:**
>
> The Harvard Business Review, Human Resource Management did research on most effective EDI trainings.
>
> › Perspective taking (writing a few sentences imagining the distinct challenges a marginalized minority might face) improved pro-diversity attitudes and behavioral intentions toward these group, even after eight months.
>
> › Goal Setting (setting specific, measurable, challenging and attainable goals related to diversity, e.g. challenge inappropriate comments about marginalized groups when overhearing them (in combination with receiving training on how best to handle such situations)) led to more pro-diversity behaviors three months after training and improved pro-diversity attitudes nine months after training. (Lindsey et al., 2017)

There is significant controversy over the relevance and effectiveness of unconscious bias training. Of note however, Dobbin and Kalev (2018), in their research on the ineffectual nature of training, point to research findings that unconscious bias training, for example, can easily result in learners becoming more complacent about their own biases, reacting harshly to claims of discrimination, and becoming

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increasingly "blind to hard evidence of discrimination" (para 10). In the face of this, they offer the use of "moral licensing" literature[37] as a way to bring learners' attention to their own processes and thereby be more likely to interrupt them. These authors do not offer evidence of the effectiveness of this strategy.

An important component of EDI training is having a robust analysis of power (Parker-Toulson & Harrison, 2010). Facilitators need to have an analysis of their own power and positionality in order to engage in a discussion about how power manifests and unfolds and avoid reinforcing the hierarchies that the EDI training is supposed to interrogate (Bernard & Hamilton-Hinch, 2006; Clements & Jones, 2008; Crenshaw Smith, 2008; DiAngelo, 2010; Parker-Toulson & Harrison, 2010; Srivastava, 1996). Trainings should emphasize systemic, organizational, and institutional manifestations of injustice and teach about the manifestations of white/heteronormative/settler/patriarchal/able-bodied culture and its manifestations in organizations (Pender Greene, 2007).

Knowledge, however, should not be the only outcome from an EDI training based in best practices (Parker-Toulson & Harrison, 2010). Much of the literature supports skills-based hands-on learning, specifically how to confront discrimination and dissuade problematic language and behaviour (ibid). Various models for this are available, such as Dr. Ishu Ishyama's "active witnessing", or being an "active bystander" or more recently being an "Upstander." Research supports experiential learning that requires active participation as the most effective method to change behaviour (Clements & Jones, 2008; Dua & Bhanji, 2017b; Holladay, 2004; C. Johnson, 2008; Johnson, Antle, & Barbee, 2009; Sippola, 2007; Vallianatos, 2018). Thus, as Parker-Toulson & Harrison (2010) find:

> "A diverse set of teaching techniques reify intellectual concepts through active, often physical, participation. Trainers trained in experiential or active techniques will be prepared to facilitate group activities and exercises that allow for a deeply personal acquisition of knowledge about racism and other inequities without compromising in-group trust"

This "in-group trust" is integral to support the somewhat difficult learning "in the open" of a group training session (Parker-Toulson & Harrison, 2010; Pitcher, 2015). EDI trainers should be skilled in responding to negative reactions and behaviours given the sensitive and challenging content of the training (Parker-Toulson & Harrison, 2010). Content should be delivered in a variety of formats to embody universal design, thus making content accessible to as wide an audience as possible. Retention of information also increases with the variety of methods used to teach (Potter et al., 2015).

It is worth noting that the literature consistently called for facilitators to maintain a high level of self-awareness and self-reflection (Bernard & Hamilton-Hinch, 2006; Parker-Toulson & Harrison, 2010; Srivastava, 1996). Nicolazzo et al. (2017) found EDI staff training largely inconsistent, which can be addressed with regular assessment and follow up with both trainers and trainees. Trainers must themselves engage in on-going learning, seeking out best practices and professional development opportunities. Having an acute awareness of their own diversity issues, subject position and privilege allows facilitators to help trainees navigate the difficult terrain of EDI without being hindered by their own emotional triggers (Parker-Toulson & Harrison, 2010). Not only is this vital for the trainer to stay both up-to-date and engaged, but also to model for trainees how valuable and possible it is to be reflective, make mistakes, and change. Much of what keeps injustice alive is that it is the way we have always done things. Modelling that it is possible to change makes it more possible for others to do so.
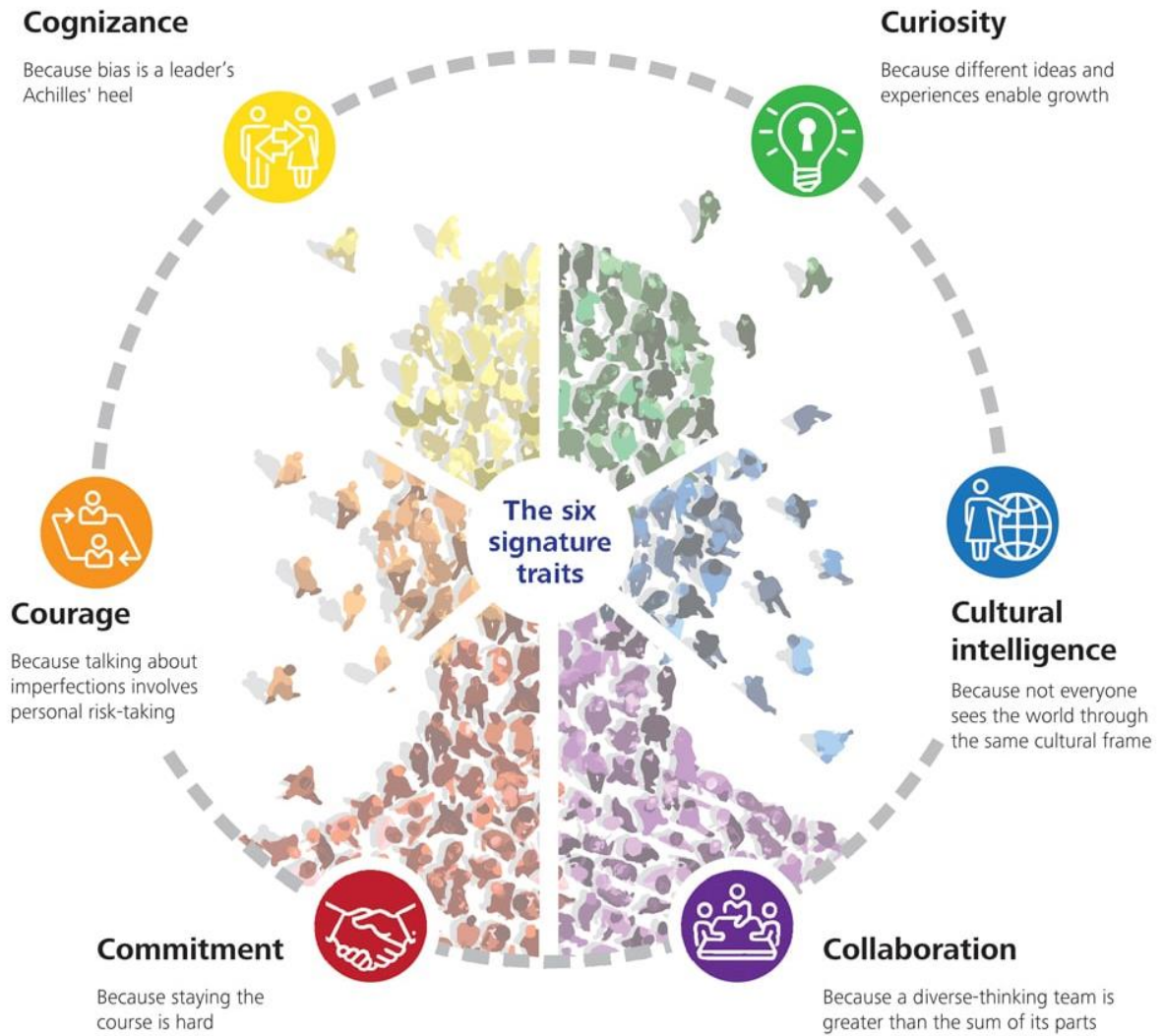
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[37] This literature brings to light the tendency to feel "licensed" to do something "bad" after you've done something "good" (like attend a diversity training).

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Being reflective also builds the much-needed trust that is a requisite for many adult-learners to adopt new or somewhat uncomfortable teachings.

Given the intensity of the work, staff should work in pairs when delivering trainings (Reddick, 2019). Not only can this facilitate the critical-reflective process discussed above, but it can also enhance in-session trust-building and mitigate against burn-out. As discussed, the environment within which EDI trainers is not always welcoming towards them or their input – indeed, their work often makes participants very uncomfortable. Having a support system in place to can alleviate some of the long-term effects of that.

Despite this, Lindsay et al. (2019) found that some participants that had completed training on 2SLGBTQ+ issues were still unable to provide meaningful allyship. Often the most experienced facilitators spend more time consulting at the leadership level than conducting trainings, which results in less experienced facilitators delivering a lot of the material (Stringer & Deane, 2007). Although the impact of experienced facilitators may be greater attending to leadership, the impact of training as a whole may be diminished. If training isn't done well, or isn't supported with institutional initiatives, toxic work environments, cultures of silence and bullying, and trauma may be relived, propagated or created. People who had thought they were safe may no longer feel so if a problematic comment in a training is not dealt with appropriately.

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Appendix J – Traits of Inclusive Leadership

Cognizance
Because bias is a leader's
Achilles' heel

Curiosity
Because different ideas and
experiences enable growth

Courage
Because talking about
imperfections involves
personal risk-taking

**Cultural
intelligence**
Because not everyone
sees the world through
the same cultural frame

Commitment
Because staying the
course is hard

Collaboration
Because a diverse-thinking team is
greater than the sum of its parts

The six
signature
traits

Graphic: Deloitte University Press | DUPress.com

Figure 1 - the six signature traits of an inclusive leader

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Appendix K – EDI Posters
Examples of EDI-related posters from HEIs

Figure 3: Ryerson U - Diversity & Inclusion in the Workplace

Figure 2: George Brown College - No Big Deal

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Figure 4: Queen's U - Navigating Difficult Conversations