



Max Rady College of Medicine Policy

Policy Name:	Equity, Diversity and Inclusion
Application/Scope:	Faculty Staff and Learners in the Max Rady College of Medicine
Initially Approved:	June, 2010
Revised:	December 9, 2014
Further Revised:	August 21, 2018
Next Review:	5 years from last revised date
Approved By:	College Executive Council, Max Rady College of Medicine: August 21, 2018

1. **PREAMBLE AND COMMITMENT**

1.1 The Max Rady College of Medicine (“**College**”) desires to:

- promote and support a work and learning environment that embraces Equity, Diversity and Inclusion (“**EDI**”), thereby providing for equality of opportunity and reflecting the dignity of all people;
- demonstrate that the College is reflective of the community it serves; and
- set out its EDI commitments into a policy that complements the existing EDI policies and initiatives in the College, the Rady Faculty of Health Sciences (“**RFHS**”) and University at large.

1.2 On January 26, 2018, the RFHS and its Colleges of Dentistry, Medicine, Nursing, Pharmacy and Rehabilitation Sciences (collectively, the “**Colleges**”) agreed upon a joint commitment to EDI (“**Joint Commitment**”), which states:

- All students, faculty, staff and persons in the College community are respected.
- The College community is stronger because it recognizes and values its differences.
- The College is a safe and welcoming place for all people.
- The faculty, staff and learner populations are representative of the populations we serve.

And that reflects the following beliefs:

- We treat each other with unconditional respect;
- We are accountable to each other for our behavior;
- We are authentic in our dealings with each other;
- We will take action when we believe others are disrespected in our presence.

1.3 The RFHS acknowledges its location on Treaty 1 territory, acknowledges its obligation to provide service to diverse Indigenous communities and is committed to implementing the Calls to Action and accepting the Principles of Reconciliation from the Truth and Reconciliation Commission of Canada. These are further detailed in the RFHS Reconciliation Action Plan, being led by Ongomiizwin, the Indigenous Institute of Health and Healing.

- 1.4 Learners, faculty and staff are to be free from harassment and discrimination, as defined in *The Human Rights Code* (Manitoba) and in accordance with the University of Manitoba's Respectful Work and Learning Environment Policy. That is, all learners, faculty and staff, regardless of race, ethnicity, colour, religious beliefs, national origin, rurality, gender, age, sexual orientation, disability, political beliefs, language, or socio-economic status, are to be valued for their individuality, advanced academic pursuits, and contributions to the diversity and functions of the RFHS and the University of Manitoba. Discrimination, including racism, micro aggressions, sexism, ableism, ageism, homophobia and transphobia will not be tolerated. Faculty, staff or students found to have engaged in such conduct might be counselled, warned or disciplined. Severe or repeated breaches can lead to formal discipline up to and including dismissal.
- 1.5 Learners, faculty and staff are entitled to an accessible learning and working environment, consistent with the requirements of The University of Manitoba's Accessibility Policy and the standards specified under *The Accessibility for Manitobans Act*.

2. **PURPOSE**

- 2.1 To document the commitment of the College to EDI in its learning and working environment and to complement existing EDI laws, policies and initiatives applicable to the College, including those dealing with:
- human rights;
 - the prevention of learner mistreatment;
 - accessibility;
 - recruitment and retention of students, staff and faculty;
 - career development and performance feedback;
 - strategic priorities and research initiatives of the College, the RFHS and University;
 - reconciliation action plan of the RFHS;
 - social accountability;
 - the creation, maintenance and promotion of a respectful work and learning environment; and
 - the RFHS Joint Commitment.

3. DEFINITIONS

In addition to the definitions found above:

- 3.1 **“Diversity”** includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued. A broad definition includes not only race, ethnicity, and gender - the groups that most often come to mind when the term “diversity” is used – but also age, national origin, religion, disability, sexual orientation, socioeconomic status, political beliefs, education, marital status, pregnancy/maternity, language, and physical appearance. It also involves different ideas, perspectives and values.
- 3.2 **“Equity”** is the guarantee of fair treatment, access, opportunity, and advancement for all students, faculty and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.
- 3.3 **“Historically Under-Represented Groups”** means the four designated groups pursuant to the Employment Equity Act (Canada): women, Canada’s Indigenous peoples, persons with disabilities, and members of racialized communities, as well as other historically under-represented groups including LGBT2SQ+¹
- 3.4 **“Inclusion”** is the act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people.

¹“LGBT2SQ+” is an acronym describing sexual and gender minority communities, namely the lesbian, gay, bisexual, transgender, two-spirit, queer and questioning community. The “+” recognizes the diversity of identities and represents many more sexual orientations and gender identities not captured within the acronym.

4. POLICY AND PROCEDURE STATEMENTS

Equity, Diversity and Inclusion Commitment

- 4.1 The College is fully committed to EDI and to embedding EDI throughout every area and level of the College of Medicine and RFHS.

Faculty and Staff – Recruitment (Selection and Hiring)

- 4.2 The College shall promote inclusive hiring practices, including implementing measures for the identification and removal of artificial barriers to the selection, hiring, promotion and training of individuals from Historically Under-Represented Groups, and shall take steps to improve the employment status of these individuals by increasing their participation in all levels of employment. At minimum:

- Job descriptions to be reviewed for accuracy;
- Job descriptions and advertisements for positions within the College will take into consideration EDI and use gender neutral language;
- Best practices will be developed for promoting EDI at each stage of planning for, recruiting, hiring and retaining diverse faculty and staff and will actively implement employment equity;
- Hiring committees are to understand College representation of Historically Under-Represented Groups compared to external labour market availability;
- Targeted outreach and selection methodologies will be used that avoid biases and barriers to address areas of under-representation of Historically Under-Represented Groups;
- Search and selection committees, and those in hiring and supervisory roles, will be supported in ensuring equitable employment practices and redress of invisible/unwitting discriminatory practices (i.e., unconscious bias);
- Requirements for those who participate in all aspects of human resources decisions (e.g., hiring, performance management) to regularly improve their EDI competencies through professional development and/or learning opportunities;
- Surveys to be periodically conducted to measure progress in terms of Historically Under-Represented Groups within the faculty and senior academic and educational leadership;
- Updating all recruitment guidebooks to take account of EDI;
- Use a broad array of resources to advertise positions; and
- Ensure there is diversity in all selection committees.

Faculty and Staff Retention (Training, Development and Mentorship)

- 4.3 The College commits to implementing EDI efforts in its retention (including training, development and mentorship) of its faculty and staff. At a minimum, the College shall:
- Review the College’s current orientation process for new staff and faculty to ensure it is effectively welcoming and connecting with new members;
 - Implement systemic ways to ensure women and other Historically Under-Represented Groups achieve leadership positions within the College;
 - Review and enhance the career-planning system(s) for faculty and staff;
 - Review and enhance the current mentoring programs available within the College and RFHS and ensure that learning opportunities are extended to those who wish to become mentors.
 - Encourage those from Historically Under-Represented Groups to participate in health sciences leadership programs;
 - Ensure that leaders are knowledgeable about EDI issues in their areas and are actively introducing strategies to deal with them.
 - Ensure that leaders actively share their EDI strategies internally to develop best practices;
 - Ensure that leaders are engaged in EDI issues important to employees and are actively involved in diversity networks;
 - Ensure that there is an EDI champion/leader and staff with responsibility for EDI;
 - Building a balanced, informed network of mentors for new faculty.

Learners – Recruitment, Admissions and Retention

- 4.4 The College commits to the recruitment and retention of learners from Historically Under-Represented Groups, to ensure learners are a reflection of the population served. This includes learners from rural, northern and remote communities, and learners with challenging economic, social or cultural circumstances. Learners shall receive orientation to EDI.
- 4.5 The College shall review and revise, as necessary, its admission policies, procedures and requirements to reflect its EDI commitment and to complement other merit criteria. The College shall also conduct surveys of learners in terms of EDI matters so as to monitor the effectiveness and progress of its EDI policies and practices.

Learners - Curriculum

- 4.6 The College commits to providing a diverse educational experience for all learners through an inclusive curriculum that:
- Is inclusive, respectful, safe and free from mistreatment;
 - Reflects the perspectives and experiences of a pluralistic society;
 - Promotes understanding of health disparities and inequities;
 - Builds insight about Historically Under-Represented Groups and populations and the capacity to serve them competently;
 - Provides curricular learning experiences that include patient cases that represent diversity within the curriculum, as well as a variety of practice settings (such as small, remote, northern and rural communities; complex health care facilities; and community health agencies);
 - Fosters learner interaction in a variety of settings;
 - Develops service learning experiences with volunteer and community groups;
 - Is inclusive, respectful, safe and free from mistreatment.
- 4.7 The College shall periodically review and revise, as necessary, its curriculum to reflect its commitment towards EDI.

Accessibility and Respectful Work and Learning Environment

- 4.8 **Accessibility:** The College commits to cultivating positively themed dialogue about stereotypes regarding accessibility and accommodation, with a focus on improving the understanding of the needs, the process for accommodation, and how accommodations are beneficial. The College shall review its practices and processes to ensure compliance with the University's Accessibility Policy and associated Procedures.
- 4.9 **Respectful Workplace:** The College is committed to ensuring a learning and working environment that is respectful and free from harassment. The College shall review its practices and processes to ensure compliance with the University of Manitoba's Respectful Work and Learning Environment Policy and the College's policy, Prevention of Learner Mistreatment.

Committees and Working Groups

- 4.10 The College shall strive to achieve diverse membership among its standing and ad hoc committees, working groups, consultants, advisory and community partners, to ensure differing perspectives and experiences with the goal of maintaining objectivity and a balanced skill-set for matters under review and consideration.

Skill-Building Workshops

- 4.11 The College will initiate and participate in skill-building workshops for learners, faculty and staff, aimed at addressing EDI goals and challenges and the development of best practices for EDI in a variety of settings.

Research

- 4.12 The College encourages research that responds to the needs of the population served and encourages compliance with the EDI Action Plan of the Canada Research Chairs.

Outreach

- 4.13 The College will support outreach programs and initiatives with communities, schools, diverse community organizations and individuals in order to create maintain and enhance:

- Pipeline programs - those programs and initiatives that encourage interest in the study of medicine as a career option for those from Historically Under-Represented Groups, including those from rural, northern and remote communities, and those with challenging economic, social or cultural circumstances; and
- Social accountability measures - those programs and initiatives that include:
 - educating learners about broader determinants of health and conveying social responsibility as a core value for future practitioners;
 - providing opportunities for volunteering, co-curricular and community service learning that supports classroom learning and builds capacity for community;
 - conducting research in areas identified with and directly impacted by community.

Communications

- 4.14 The College shall ensure its commitment to EDI be considered and featured in print ads, website materials and other materials used for students, staff, faculty public promotion.

All Faculty Staff and Learners

- 4.15 All faculty, staff and learners of the College are responsible to:
- Educate themselves on matters relating to EDI;
 - Be bold and innovative in their EDI efforts and supportive of all EDI causes;
 - Create and maintain a respectful working and learning environment that respects and values the rights and dignities of all individuals;

- Report any activities that are contrary to the University of Manitoba’s Respectful Work and Learning Environment Policy, the College’s Prevention of Learner Mistreatment Policy, in accordance with those Policies. Any concerns may at any time be brought to the attention of the Dean of the College for further referral and review as necessary.
- Participate in EDI surveys as conducted by the College so as to monitor progress and effectiveness of College EDI efforts and initiatives and in other efforts to determine measurable EDI progress, status and outcomes;
- Work collaboratively to support various EDI efforts within the College, RFHS and University.

College Leads:

- 4.16 The College shall ensure that it designates one or more leads respecting the Colleges efforts in implementing the College’s commitment to EDI and shall liaise with the RFHS EDI Practice Lead, who will act as a resource to the RFHS Colleges. The RFHS EDI Practice Lead is the RFHS lead respecting the RFHS efforts in implementing the RFHS commitment to EDI as demonstrated by the RFHS Joint Commitment.

Targets:

- 4.17 The College shall set specific targets and outcome measures to meet the commitments made in this policy, keeping in mind the goal to have faculty, staff and learners reflective of the population served, and to achieve greater representation of Historically Under-Represented Groups.

Tracking/Surveys:

- 4.18 In order to determine whether the College is meeting the set targets and outcome measures, it shall, at minimum, track its faculty, staff and learners from Historically Under-Represented Groups through surveys and/or other mechanisms.

Reporting:

- 4.19 The College EDI lead(s) shall report to and liaise with the RFHS EDI Practice Lead on the College’s EDI efforts, outcomes and tracking data, so that such information may be incorporated into the RFHS EDI Practice Lead’s formal written report to the RFHS EDI Committee. Such reporting shall include reference to the following, as further detailed in this policy:

- Faculty and Staff – Recruitment (Selection and Hiring);
- Faculty and Staff – Retention (Training, Development and Mentorship);
- Learners – Recruitment, Admissions and Retention;
- Learners – Curriculum;
- Accessibility and Respectful Work and Learning Environment;
- Committees and Working Groups;
- Skills-Building Workshops;

- Research;
- Outreach (pipeline programs and social accountability measures);
- Communications;
- Targets, tracking and surveys; and
- Areas identified in the RFHS EDI Plan.

5. **REFERENCES**

- [Diversity, Inclusion and Equity Guidelines, November 2016, Dalhousie University, Faculty of Medicine](#)
- [Equity, Diversity and Inclusion Action Plan, Canada Research Chairs](#)
- [Equity, Diversity and Inclusion: Best Practices for Recruitment, Hiring and Retention, Canada Research Chairs](#)
- [Red River College Equity, Diversity and Inclusion Policy](#)
- [The Human Rights Code \(Manitoba\)](#)
- [University of Manitoba Respectful Work and Learning Environment Policy](#)
- [RFHS Rady College of Medicine Prevention of Mistreatment Policy](#)
- [University of Manitoba Accessibility Policy and Procedures](#)
- [The Accessibility for Manitobans Act \(Manitoba\)](#)
- [The University of Manitoba Strategic Plan](#)
- [The Rady Faculty of Health Sciences Strategic Framework](#)
- [The Rady Faculty of Health Sciences Reconciliation Action Plan](#)
- [The College of Medicine Strategic Plan](#)
- The Rady Faculty of Health Sciences Equity, Diversity and Inclusion Policy [under development]
- [Western University Diversity and Inclusion Plan for Faculty and Staff](#)

6. **POLICY CONTACT**

Questions regarding this Policy may be directed to Legal Counsel for the College.