



Rady Faculty of Health Sciences Policy

Policy Name:	Equity Diversity & Inclusion
Application/ Scope:	Staff, Faculty Members and Learners of the Rady Faculty of Health Sciences
Approved (Date):	February 4, 2020
Review Date:	5 years from approval date
Revised (Date):	
Approved By:	Dean's Council, Rady Faculty of Health Sciences: January 21, 2020 Faculty Executive Council, Rady Faculty of Health Sciences: February 4, 2020

1. PREAMBLE AND COMMITMENT

- 1.1 On January 26, 2018 (revised January 21, 2020), the Rady Faculty of Health Sciences (“**RFHS**”) and its Colleges of Dentistry, Medicine, Nursing, Pharmacy and Rehabilitation Sciences (collectively, the “**Colleges**”) agreed upon a joint commitment of Equity, Diversity and Inclusion (also referred to herein as “**EDI**”) which included the commitment of ensuring that its learners, faculty, and staff are reflective of the population served.
- 1.2 The RFHS wishes to set out its commitment to EDI into policy form, in an effort to promote and support a community that embraces EDI, provides for equality of opportunity, and recognizes the dignity of all people.
- 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 Principles of Reconciliation issued by the Truth and Reconciliation Commission of Canada (“**TRC**”). In furtherance of this commitment, the RFHS pledges to work with Ongomiizwin, the Indigenous Institute of Health and Healing, in accordance with the RFHS Reconciliation Action Plan, led by Ongomiizwin.
- 1.4 Equity, Diversity and Inclusion are linked to all five University of Manitoba’s Strategic- priorities:
 1. Inspiring Minds through innovating and quality teaching;
 2. Driving Discovery and Insight through excellence in research, scholarly work and other creative activities;
 3. Creating Pathways to Indigenous Achievement;
 4. Building Community that creates an outstanding learning and working environment; and
 5. Forging Connections to foster high impact community engagement that build on the advantages of a diverse and inclusive workplace.

- 1.5 Equity, Diversity and Inclusion align with the RFHS' shared set of values in community and collaboration, scholarship and innovation, equity and inclusion, professionalism and social accountability.
- 1.6 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 (RWLE) 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. Unacceptable discrimination, including racism, micro aggressions, sexism, ableism, ageism, homophobia and transphobia will not be tolerated. An RFHS Anti-Racism policy is currently in development.
- 1.7 Learners, faculty, or staff found to have engaged in such conduct will be counselled, warned or disciplined. Severe or repeated breaches will lead to formal discipline up to and including leave without pay or dismissal.

2. PURPOSE

- 2.1 To set out the minimum principle-based requirements to be implemented by the RFHS and its member Colleges in accordance with their joint commitment to Equity, Diversity and Inclusion. We, individually and collectively, are committed to ensuring the following:
 1. The RFHS community is a safe and welcoming place for all people.
 2. All Learners, faculty, staff and other individuals in the RFHS community are respected.
 3. The RFHS community is stronger because it recognizes, embraces and values its differences.
 4. The faculty, staff and Learner populations are representative of the populations we serve in Manitoba.
 5. We seek to understand the effects of colonization on Indigenous communities.
 6. We treat each other with unconditional respect.
 7. We are accountable to each other for our behaviour.
 8. We are open, honest and authentic in our dealings with each other.
 9. We will take action and speak up when we believe others are disrespected in our presence.
 10. We will continually grow and learn together to be a strong community of valued people.

3. DEFINITIONS

- 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, education, marital status, 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 Learners, 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: women, Indigenous peoples, persons with disabilities, and members of racialized communities, as well as other historically under-represented groups such as 2STLGBQ+¹, refugee and immigrant groups as well as others.
- 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.
- 3.5 **“Indigenous peoples”** means First Nations, Metis and Inuit people.
- 3.6 **“Learner”** means an individual registered, enrolled, or classified as a student within or with the University of Manitoba, participating in any of the College programs or Rady Faculty of Health Sciences programs including the IHP Program.
- 3.7 **“Principles of Reconciliation”** are as documented by the Truth and Reconciliation Commission of Canada to guide its renewed relationships with First Nations, Metis, and Inuit people. As set out in the RFHS Reconciliation Action Plan, these principles include:
1. The United Nations Declaration on the Rights of Indigenous Peoples is the framework for reconciliation.
 2. First Nations, Inuit and Metis peoples have Treaty, constitutional and human rights that must be respected.
 3. Reconciliation is a process of healing of relationships that requires truth sharing, apology, and commemoration that acknowledge and redress past harms.
 4. Reconciliation requires constructive action on addressing the ongoing legacies of colonialism that have destructive impacts on Indigenous peoples’ health.
 5. Reconciliation must create a more equitable society and close the gaps in health.
 6. All Canadians share the responsibility.
 7. The perspectives and understandings of Traditional Knowledge Keepers are vital.
 8. Reconciliation requires political will, joint leadership, trust building, accountability, transparency and a substantial investment of resources.

¹ **“2STLGBQ+”** is an acronym describing sexual and gender minority communities namely the two-spirit, transgender, lesbian, gay, bisexual, 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 STATEMENTS

Equity, Diversity and Inclusion Commitment

4.1 The RFHS and its Colleges commit to embedding Equity, Diversity and Inclusion throughout every area and level of the RFHS and the Colleges. In that respect, the RFHS Equity, Diversity & Inclusion Committee is established to act as the main discussion and advisory committee to the RFHS Dean & Vice-Provost (Health Sciences) in relation to issues of Equity, Diversity & Inclusion.

Faculty and Staff – Recruitment (Selection and Hiring)

4.2 The RFHS and its Colleges shall promote and implement inclusive recruitment and hiring practices, including implementing measures for the identification and removal of artificial barriers to the selection and hiring of Historically Under-Represented Groups, and to take steps to improve the employment status of these groups by increasing their participation in all levels of employment. At a minimum:

- a) Best practices will be developed for promoting Equity, Diversity and Inclusion at each stage of planning for, recruiting, hiring and retaining diverse faculty and staff, and will actively implement employment equity;
- b) Targeted outreach and selection methodologies will be used that avoid biases and barriers to address areas of under-representation of Historically Under-Represented Groups;
- c) Training for all search and selection committees will be provided to ensure the recruitment and retention of diverse faculty and staff, avoiding unintended bias and building strategies to build diverse candidate pools.

Faculty and Staff Retention (Training, Development and Mentorship)

4.3 The RFHS and its Colleges commit to implementing Equity, Diversity and Inclusion efforts in its retention (including training, development and mentorship) of its faculty and staff. In particular, the RFHS and its Colleges shall, at a minimum:

- a) Review the RFHS/College's current orientation process for new staff and faculty to ensure it is effectively welcoming and connecting with new members;
- b) Implement systemic ways to ensure women and other Historically Under-Represented Groups achieve leadership positions within the RFHS/College;
- c) Review and enhance the career-planning and mentoring system(s) for faculty and staff.

Learners – Recruitment, Admissions and Retention

4.4 The RFHS and its Colleges commit to:

- a) Recruitment and retention of Learners from Historically Under-Represented Groups, to ensure Learners are a reflection of the population the RFHS/Colleges serve. The RFHS/Colleges shall review and revise, as necessary, their admissions policies, procedures and requirements to reflect this commitment.
- b) Ensure all Learners receive orientation to Equity, Diversity and Inclusion.

Learners - Curriculum

- 4.5 The RFHS and its Colleges commit to provide a diverse educational experience for all Learners through an inclusive curriculum that:
- a) Is inclusive, respectful, safe and free from mistreatment;
 - b) Reflects the perspectives and experiences of a pluralistic society;
 - c) Reflects the perspective, world views and contributions of Indigenous communities;
 - d) Promotes understanding of health disparities and inequities;
 - e) Builds insight about Historically Under-Represented Groups and populations and the capacity to serve them competently;
 - f) Provides curricular learning experiences that include patient cases that represent diversity within the curriculum, as well as a variety of practice settings (such as First Nations communities; small, remote, northern and rural communities; complex health care facilities; community health agencies);
 - g) Fosters learner interaction in small group sessions;
 - h) Develops service-learning experiences with volunteer and community groups.

The RFHS/Colleges shall review and revise, as necessary, their curriculum to reflect this commitment.

Accessibility

- 4.6 The RFHS and its Colleges commit to cultivate positive 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 RFHS/Colleges shall review their practices and processes to ensure compliance with applicable legislation and complementary policies.

Committees

- 4.7 The RFHS and its Colleges will strive to achieve diverse membership among their 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

- 4.8 The RFHS and its Colleges will initiate skill-building workshops for Learners, faculty and staff aimed at addressing Equity, Diversity and Inclusion goals and challenges.

Research

- 4.9 The RFHS and its Colleges encourage research that responds to the needs of the population the RFHS and its Colleges serve, and encourages compliance with the Equity, Diversity and Inclusion Action Plan of the Canada Research Chairs as well as other EDI plans that may be applicable.

Outreach

- 4.10 The RFHS and its Colleges will actively seek out and build partnerships, including supporting outreach programs and initiatives with communities, schools, diverse community organizations and individuals, including Indigenous peoples, in order to create, maintain and enhance career pathing programs and social accountability initiatives, coordinated through the RFHS Office of Community Engagement and other units of the RFHS and member colleges (e.g., Ongomiizwin).

Communications

4.11 RFHS External Relations shall ensure the commitment to Equity, Diversity and Inclusion be considered and featured in print ads, website materials and other materials used for Learners, faculty, staff and public promotion.

All Faculty, Staff and Learners

4.12 All Learners, faculty, and staff of the RFHS and its Colleges are responsible to:

- Educate themselves on matters relating to Equity, Diversity and Inclusion;
- Create and maintain a respectful working and learning environment that respects and values the rights and dignities of all individuals;
- Report any activity that is contrary to the Prevention of Learner Mistreatment Policy or the University of Manitoba Respectful Work and Learning Environment Policy, including use of the “Speak Up” button.

5. PROCEDURE STATEMENTS

Implementation Plan

5.1 The above policy statements are minimum principle-based requirements. Working through the RFHS Director, Equity, Diversity and Inclusion, implementation/action plans will be developed for each policy statement, which may include the establishment of working groups to develop specific action items.

RFHS and College Leads

5.2 At the request of the RFHS Director, Equity, Diversity and Inclusion, each College and RFHS Program (not otherwise associated with a College) shall identify one or more lead(s) respecting the Colleges’/Programs’ efforts in implementing particular policy statements relating to the Equity, Diversity and Inclusion.

Targets

5.3 As part of the implementation/action plans, the RFHS/Colleges, with the RFHS Director, Equity, Diversity and Inclusion shall set specific targets and outcome measures to meet the commitments made in this policy, keeping in mind the RFHS goal to have Learners, faculty, and staff be reflective of the population served by the RFHS and its Colleges, and to achieve greater representation of Historically Under-Represented Groups.

Tracking

5.4 In order to determine whether the RFHS and its Colleges are meeting the set targets and outcome measures, the RFHS/Colleges shall, at minimum, track its Learners, faculty, and staff from Historically Under-Represented Groups through surveys and/or other mechanisms, and adopt mechanisms to address gaps.

Reporting

5.5 The RFHS Director, Equity, Diversity and Inclusion shall coordinate the reporting on the implementation and outcomes in Equity, Diversity and Inclusion. A formal written report shall be provided to the RFHS Equity, Diversity and Inclusion Committee at least once per year. Each College/RFHS Program shall provide the necessary information respecting the College’s implementation of Equity, Diversity and Inclusion, including efforts, outcomes and tracking data, to the RFHS Director, Equity, Diversity and Inclusion.

6. **REFERENCES**

- 6.1 [Diversity, Inclusion and Equity Guidelines, November 2016, Dalhousie University, Faculty of Medicine](#)
- 6.2 [Equity, Diversity and Inclusion Action Plan, Canada Research Chairs](#)
- 6.3 [Equity, Diversity and Inclusion: Best Practices for Recruitment, Hiring and Retention, Canada Research Chairs](#)
- 6.4 [The Rady Faculty of Health Sciences Reconciliation Action Plan](#)
- 6.5 [The Rady Faculty of Health Sciences Strategic Framework](#)
- 6.6 [Red River College Equity, Diversity and Inclusion Policy](#)
- 6.7 [The Accessibility for Manitobans Act \(Manitoba\)](#)
- 6.8 [the Employment Equity Act \(Canada\)](#)
- 6.9 [The Human Rights Code \(Manitoba\)](#)
- 6.10 [Framework for Research Engagement with First Nation, Metis, and Inuit Peoples](#)
- 6.11 [The Prevention of Learner Mistreatment Policy \(Max Rady College of Medicine\)](#) *(under review)*
- 6.12 [University of Manitoba Respectful Work and Learning Environment Policy](#)
- 6.13 [University of Manitoba Accessibility Policy and Procedures](#)
- 6.14 [The University of Manitoba Strategic Plan](#)
- 6.15 [Western University Diversity and Inclusion Plan for Faculty and Staff](#)

7. **POLICY CONTACT**

Please contact the RFHS Director, Equity, Inclusion and Diversity with questions regarding this policy.