# President's Task Force on Equity, Diversity, and Inclusion

# Final Report

**December, 2020**

# Contents

# INTRODUCTION

## Task Force Mandate

On October 29th, 2019, President Barnard announced the establishment of a President's Task Force on Equity, Diversity, and Inclusion (the Task Force). The Mandate of the Task Force (see Appendix A) was to address the following questions:

- Who are we?
- What are we doing at the unit-level and centrally to identify and eliminate obstacles and inequities in order to create a diverse, equitable, and inclusive community?
- What is needed to ensure that equity, diversity, and inclusion (EDI) principles are embraced and supported within the University of Manitoba (UM) community?
- What is considered best practice in advancing EDI in post-secondary institutions?
- What are the processes/action steps that should be undertaken to advance EDI at UM in the context of ongoing initiatives and in light of best practices and recommendations in the *A Path Forward* report (specifically, recommendations 4, 5, 6, & 7)?

## Task Force Composition

The Task Force was comprised of the following members:

- Chair: Dr. Diane Hiebert-Murphy, Vice-Provost (Academic Affairs)

- Vice-Presidential Appointees:
    - Dr. Jay Doering, Associate Vice-President (Partnerships) - Vice-President (Research and International) designate
    - Ms. Myrrhanda Novak, Acting Director, Government Relations - Vice-President (External) designate
    - Ms. Laurie Schnarr, Vice-Provost (Students)
    - Ms. Darlene Smith, Associate Vice-President (Human Resources)

- Academic Administrators:
    - Dr. Annemieke Farenhorst, Associate Dean (Research), Faculty of Agricultural and Food Sciences
    - Dr. Lalitha Raman-Wilms, Dean, College of Pharmacy

- Faculty Members:
    - Dr. Kristine Cowley, Assistant Professor, Department of Physiology and Pathophysiology, Max Rady College of Medicine
    - Dr. Nancy Kang, Associate Professor, Women's and Gender Studies Program, Faculty of Arts
    - Dr. Cary Miller, Associate Professor and Head, Department of Native Studies, Faculty of Arts
    - Dr. Robert Mizzi, Associate Professor, Department of Educational Administration,

Foundations & Psychology, Faculty of Education
- o Dr. Tracey Peter, Professor, Department of Sociology and Criminology, Faculty of Arts
- o Dr. Samar Safi-Harb, Professor, Department of Physics and Astronomy, Faculty of Science

- Staff:
  - o Ms. Christine Cyr, Director, Indigenous Student Centre
  - o Ms. Nusraat Masood, Director, IEEQ Program and WISE Kid-Netic Energy

- Students:
  - o Ms. Jelynn Dela Cruz, President, UMSU
  - o Ms. Alicia Kubrakovich, Co-President, Indigenous Students' Association
  - o Mr. Cody Ross, Vice-President Finance & Administration, UMGSA/Ms. Tanjit Nagra, Vice-President Academic, UMGSA

Support to the Task Force was provided by a project assistant (Dr. Karen Schwartz, Faculty Relations Officer), project consultant (Maire McDermott), communications specialist (Mariianne Mays Wiebe), and four resource people (Jackie Gruber - Director EDI, Rady Faculty of Health Sciences; Tracy Mohr - Director, Research Services; Randy Roller - Executive Director, Office of Institutional Analysis; and Valerie Williams - EDI Facilitator, Human Resources).

## Task Force Activities

In order to complete its work, the Task Force formed three working groups. Each working group addressed specific elements of the mandate, collecting and analyzing data as necessary, and integrating the findings into a summary which was then shared with the entire Task Force for consideration in developing recommendations. In addition, a review of best practices was conducted to inform the recommendations. Following is a summary of the activities of the Task Force:

### Working Group #1 – Baseline Data

The mandate of this working group was to:
- Identify demographic information related to the diversity of faculty, staff, and students currently being collected;
- Summarize what is known about the diversity of the UM community based on available data;
- Determine what should be measured going forward based on best practice;
- Determine how to get engagement from the university community to self-declare based on best practice;
- Determine how to represent intersectionality in the data collection process;
- Consider how the activities of other working groups might inform this mandate and how the work of this group might inform the mandates of the other groups;
- Report back to the Task Force on ongoing progress; and
- Prepare a written report for the Task Force summarizing findings.

Working Group #1 was comprised of the following members: Tracey Peter (Lead), Christine Cyr, Jelynn

Dela Cruz, Jay Doering, Laurie Schnarr, and Darlene Smith. Members met to discuss UM data that are available and the limitations of that data. Possible sources of information were identified and specific questions were sent to the EDI Facilitator, UMGSA, UMSU, HR Business Systems, the Office of Institutional Analysis, the Registrar, and Student Accessibility Services. A summary of Working Group 1's findings can be found in Appendix B.

## Working Group #2 – Environmental Scan

The mandate of this working group was to:
- Develop a data collection method(s) to determine what EDI work is being undertaken by academic and administrative units;
- Determine how to engage unit heads/faculty/staff/students in the data collection process;
- Determine how to organize/analyze the data collected;
- Consider how the activities of other working groups might inform this mandate and how this work might inform the mandates of the other groups;
- Report back to the Task Force on ongoing progress; and
- Prepare a written report for the Task Force summarizing findings.

This Working Group was comprised of the following members: Kristine Cowley (Co-Lead), Annemieke Farenhorst (Co-Lead), Nusraat Masood, Cary Miller, Robert Mizzi, Tanjit Nagra, Tracey Peter, Samar Safi-Harb, and Laurie Schnarr.

Two data collection tools were developed (separate tools for academic and administrative units) to collect information from administrative units and faculties/schools/colleges on activities and initiatives to advance EDI in their respective units. The Survey Review Committee confirmed that these documents did not require review. A summary of the findings of this environmental scan can be found in Appendix C.

## Working Group #3 – Community Consultations

The mandate of this working group was to:
- Identify the issues/questions that require stakeholder input;
- Liaise with other working groups to ensure that questions relevant to their work were included;
- Decide which groups of stakeholders would be consulted;
- Develop a method(s) for consultation and method of analysis;
- Attend data collection sessions to hear from stakeholders;
- Summarize the data from the consultations;
- Consider how the work of other working groups might inform this mandate and how this work might inform the mandates of the other groups;
- Report back to the Task Force on ongoing progress; and
- Prepare a written report for the Task Force summarizing findings.

Working Group #3 was comprised of the following: Cary Miller (Lead), Jelynn Dela Cruz, Nancy Kang, Alicia Kubrakovich, Tanjit Nagra, Myrrhanda Novak, Tracey Peter, Lalitha Raman-Wilms, and Laurie Schnarr.

The Task Force decided to provide several ways for UM community members to provide feedback on how UM could advance EDI within the institution:

*Focus Groups:*
A series of stakeholder-specific focus groups (student only, staff only, faculty only) were held at both Fort Garry and Bannatyne campuses. Working Group members discussed and approved guiding questions for the focus groups. All questions were vetted by the Survey Review Committee. Given the potentially sensitive nature of EDI consultations, an external facilitator, Prairie Research Associates, was chosen to facilitate and lead the discussions. It was hoped that this would encourage participation and openness. The focus groups were promoted using multiple approaches including an email from the President, a UM Today story, discussion with deans and directors, via the website, through unit-level communications, through promotion by UMSU and UMGSA, through Task Force member networks, and via printed posters and virtual signage. In addition to the above sessions, additional focus groups were held for groups who felt that an open forum was not a safe place in which to share their experiences and views. Sessions for Indigenous students, staff, and faculty (one for each stakeholder group) were facilitated on Fort Garry campus by Indigenous faculty and staff. They also facilitated one focus group at the William Norrie Centre. Two other focus groups were facilitated by the Spiritual Care Coordinator. A total of thirteen focus groups were conducted with a total of 109 participants (including 59 students, 35 staff, and 15 faculty).

*On-line Responses:*
In addition to the focus groups, anyone who either could not attend an in-person group or who felt uncomfortable participating in a focus group had the opportunity to provide responses to the consultation questions on-line via the website. A total of 110 on-line responses (including responses from 30 students, 38 staff, and 28 faculty members; 14 respondents did not identify membership in a stakeholder group) were received. A summary of findings from the focus groups and on-line responses can be found in Appendix D.

*Climate Survey:*
In addition to soliciting input about how the University might advance EDI, Working Group members felt very strongly about piloting a stakeholder climate survey. While the focus group questions were primarily concerned with issues at the institutional level, the climate survey captured individuals' experiences. The climate survey was drafted by Dr. Tracey Peter with input from Task Force members. The survey was approved by the Survey Review Committee and the Office of Fair Practices and Legal Affairs provided guidance around the incentives offered to bolster participation. Questions were uploaded into the on-line survey platform, Qualtrics, and tested by Working Group members before the public launch. The survey was live between March 11 and June 1, 2020. Participation was encouraged by an invitation from the President, stories in UM Today, a link to the survey via the webpage, email reminders, and promotion by UMSU, UMGSA, the Vice-Provost (Students), UMFA, and Task Force members. A total of 3,958 responses to the survey were received (including 2,750 from students, 759 were from staff, and 449 from faculty). Results of the climate survey can be found in Appendix E.

## A Review of Best Practices in Post-Secondary Institutions

A review of best practices in EDI in the context of post-secondary institutions was also conducted and

included a consideration of literature and current practice within universities. The purpose of this review was to identify broad areas for Task Force consideration and to provide examples of innovative initiatives. The review provided an opportunity to examine the range of definitions for each of the key terms; understand the role of leaders in advancing EDI; explore the ways in which diversity and equity among students, staff, and faculty have been encouraged; consider efforts undertaken to make post-secondary institutions more inclusive; and understand how to address the challenge of monitoring progress. This review can be found in Appendix F.

## FINDINGS

Through the analysis of baseline data, the environmental scan of current EDI activities and initiatives at UM, community consultations, and the climate survey of community members' experiences, the Task Force heard that in order to advance EDI across UM, action is needed to (a) strengthen leadership and planning, (b) increase diversity and equity, and (c) build an inclusive community.



A summary of what the Task Force heard and learned in key thematic areas is provided below and is followed by a reporting of specific findings from the various data collection activities. Further detail on the findings can be found in the Working Group summaries appended to this report.

## Leadership, Planning and Policy/Practice, and Monitoring

The need for strong leadership to set direction, guide, coordinate, support, and monitor efforts to advance EDI within UM emerged as a strong theme in our data collection. There are many members of the community who are committed to the principles of EDI and are engaged in activities to advance these principles within their academic and administrative/support units. There is a perceived need to coordinate those activities and ensure greater consistency across the institution. A senior administration position of EDI lead together with a central office and resources to support this work is seen as critical to ensure progress. It is also recognized that advancing EDI will require the efforts of many individuals and units across the institution. Commitment by all senior administrators is seen as essential. Greater diversity among leaders was identified as a necessary goal as was greater knowledge, commitment, and accountability of leaders to ensure that EDI is a priority.

EDI is present in UM's former strategic plan although not identified as a distinct focus. There is variability across UM in the extent to which EDI plans exist at a unit level. We heard that EDI must be integrated into UM's strategic plan as well as within the plans of all units. Clear goals, monitoring, and accountability were identified as necessary to ensure appropriate planning, implementation, and evaluation of EDI initiatives. Integration of EDI goals within the overall planning framework for the institution as well as for each unit is seen as critical to ensure that EDI is considered in all central and unit activities and adequately resourced. It was noted that EDI is addressed in some existing UM policies although there is a perceived need to review the adequacy of current policy to promote the advancement of EDI and address barriers to creating an inclusive community.

Following is a summary of what we learned and heard through the various data collection activities:

## Leadership

*Environmental Scan:*
- There is no central leadership or governance structure to coordinate or support the advancement of EDI across UM.
- There are many faculty, staff, and students committed to advancing the principles of EDI and actively engaged in supporting various initiatives being undertaken across UM.
- While there are some efforts to embed the advancement of EDI into the ongoing governance, planning, and administrative functions of individual units, it appears that the extent to which EDI is being advanced depends on the commitment of specific individuals which results in variability across units and across departments within large faculties.
- Several central units have an important role in leading the University in advancing EDI. The most activity reported is on Indigenous engagement and achievement. Other EDI issues are being addressed centrally (e.g., accessibility, self-declaration of identity) although there are limited resources in place to support these initiatives. Central units identified that they are participating on University committees addressing EDI issues (e.g., addressing access).

- Many units indicated that they follow UM policies and/or look to central administration for direction and support for advancing EDI. They reported utilizing the resources that are available centrally.

### Community Consultations:
- UM is lacking in diversity among leaders, especially at senior levels, which is limiting progress on EDI. Identified issues include, for example, few women leaders, insufficient turn-over among senior leaders, and not highlighting EDI and Indigenous issues in hiring processes.
- EDI work is seen as decentralized, devalued, and a "side project" that is not coordinated or resourced which results in uneven progress across the institution.
- EDI requires a senior leader to ensure the work moves forward.
- There is a perceived need to centralize some EDI efforts – A centralized office could process workforce data and help ensure consistent policies and procedures. Many respondents identified many small projects, processes, and policies that have had a positive impact, but suggested that if there was an organized central approach, these best practices could be shared and EDI moved forward more quickly.
- EDI needs baseline funding and dedicated positions for EDI work that aligns with and builds on the momentum of the establishment of the VP (Indigenous) to support systemic change.
- There is a lack of accountability for implementing EDI recommendations, for enforcing existing policies, or for addressing problematic practices and cultures.
- There is a need for leaders to be proactive on advancing EDI and not just respond once an EDI problem has become public.
- Indifference or resistance of middle mangers means that those "working in the trenches" see little change.
- Those engaging in EDI work are often isolated in their faculties and units leading to stress and burnout. Projects are siloed and uneven.

## Planning and Policy/Practice

### Environmental Scan:
- Elements of EDI are in UM's previous strategic plan, although they were not a key focus.
- There is very limited evidence of strategic planning around EDI at the unit level in terms of either stand-alone EDI strategic plans or the integration of EDI within units' overall strategic plans. Few units have set out clear actions for advancing EDI within their units.
- Some academic and administrative units have EDI Committees or a Task Force to lead the advancement of EDI in their units and/or are engaged in developing EDI strategic plans.
- There are a number of policies that express UM's commitment to EDI and include processes to address inequity and/or discrimination. UM's *Respectful Work and Learning Environment* policy expresses the University's vision for "a community which embraces diversity and inclusion, provides for equity, and recognizes the dignity of all people" (section 2.2) and includes procedures for dealing with harassment and discrimination based on protected characteristics under the Human Rights Code. The *Accessibility* policy reiterates UM's commitment to EDI and specifically its commitment "to ensure that all members of the University community, including those with disabilities, are provided with an accessible learning and working environment" (1.2).

This policy speaks to "removing the barriers that prevent full and meaningful participation in all aspects of campus life" (1.1).

- Some units have developed policies to advance EDI – e.g., one faculty has developed an anti-racism policy, several faculties have EDI admissions policies for their programs, and one unit identified having an EDI hiring policy.
- Both academic and administrative units are engaged in initiatives to advance EDI. There is variability across units in the extent to which this is a focus and the range of activities undertaken.
- In general, the focus of units is on increasing diversity and supporting members (especially students) who are members of under-represented groups. There are fewer initiatives that address equity (e.g., equity admissions or hiring policies) or are focused on inclusion more broadly (e.g., addressing racism).
- Indigenous achievement and engagement have been a focus for many units. EDI activities as they relate to other marginalized populations (especially individuals who are members of the 2SLGBTQ+ community, people with disabilities, racialized persons) have been more limited.
- Numerous central administration and support units are addressing EDI principles in their work and/or are participating in University-wide initiatives that are addressing EDI issues.
- Few units reported activity addressing discrimination such as racism, sexism, homophobia, transphobia, ableism, and/or ageism.
- The focus of EDI initiatives has been students and faculty; it appears that much less attention has been given to addressing EDI among staff.

## Community Consultations:

- The lack of an overall EDI strategy was noted including a lack of EDI policies.
- Some participants wanted a list of tangible steps to achieve EDI goals in their unit suggesting a need for unit-specific EDI planning.
- There is a perceived need to identify indicators of progress within plans so that progress can be measured.
- The focus of participants' discussion was on the implementation of policies to address violations of EDI principles.
- Many faculty, staff, and especially students reported that they don't know what processes are in place to make a complaint regarding sexual harassment, racism, sexual violence, etc.
- Concerns were raised about the Respectful Work and Learning Environment policy and procedures including, for example, the legal-like approach to dealing with formal complaints, the need for alternative methods of conflict resolution, and power differentials which favour the accused.
- There is a perceived lack of accountability regarding the handling of complaints. Some participants expressed that Human Resources and the Office of Human Rights and Conflict Management (OHRCM) work on behalf of University administration and not victims. Concern was raised that aadministrators are not held accountable for how they respond to complaints of discrimination or harassment.
- There is a sense that problems are not resolved (e.g., people aren't fired, no action is taken).
- Some fear reprisal for making complaints. Members of under-represented groups reported feeling particularly vulnerable as they are easily identified if a complaint is made.

- Collective agreements and unions were identified as part of the problem by supporting members accused of violations.
- Those on remote campuses have less access to the OHRCM which is a barrier to reporting.
- Lack of accountability at the unit level contributes to an environment that both actively and passively discriminates against marginalized groups. At times, complaints are not taken seriously or are dismissed.
- There was recognition that UM is making some progress to increase diversity including increasing representation of Indigenous people, racialized persons, and women.
- It was acknowledged that official communications associated with UM matters include a statement about the commitment to EDI.
- There have been opportunities for members of the UM community to have a voice (such as participating in the work of the Task Force).
- Some participants acknowledged that there are activities, initiatives, and events that provide evidence of UM's commitment to EDI (e.g., attention to diversity in hiring, in the creation of new positions in support of empowering marginalized populations, in ceremonies, in the naming of spaces, in publications that address EDI, in working groups, through awards, through awareness days, in official statements, etc.)
- While work is underway, there are many changes that are needed to ensure that EDI is a focus at UM.

## Monitoring and Measuring Progress

*Environmental Scan:*
- UM has a system and process for the collection of baseline diversity data on faculty and staff (UCount). The response rate has been relatively low. An initial communications plan was implemented although there are no ongoing campaigns to promote self-declaration.
- Diversity data for students is collected by the Registrar's Office (RO). Self-declaration currently is limited to gender identity and Indigenous identity. Current data systems limit the extent to which various categories of identity can be included and the ease with which changes in self-declaration can be made (e.g., changes to self-declared gender identity must be done in person at the RO).
- The Office of Institutional Analysis has the expertise and resources to generate reports. Intersectional analyses can be undertaken if sufficient data is available to ensure that privacy is maintained. Reporting is limited by the type of the data collected and the response rate.
- Several academic and central units collect data on diversity to address particular needs within their unit. These data are of use to the unit but are limited in terms of the scope and usefulness for assessing diversity across the broader UM (given that they use different categories, are not implemented across all units, etc.).
- The literature confirms challenges to collecting diversity data which include a reluctance to self-identify, a lack of resources to collect data, and low response rates.
- There is no process by which efforts to advance EDI are consistently monitored or reported. There is no clear accountability by which units are expected to report activities undertaken or progress achieved towards EDI goals. Some reporting occurs through a review of the strategic plan, strategy resource allocation requests, and approval for academic hiring although the extent to which this is tied to unit decision making is not always clear.

*Community Consultations:*
- Respondents identified a lack of accountability within UM regarding action taken on the stated commitment to EDI.
- Progress made within units is not monitored.

## Increasing Diversity and Equity Across the UM Community

There is evidence that units are interested in promoting diversity and have engaged in activities to increase diversity within their units. Fewer examples of initiatives to address equity were found. There is some attention to increasing the diversity of our student population through recruitment efforts. Several programs have equity admissions policies in place and/or have funding to support students from historically marginalized groups; these initiatives have shown success in increasing student diversity. Units are engaged in a range of activities and programs to support the success of students from under-represented groups although the need for additional support for specific student groups was identified. There is awareness of the lack of diversity among faculty. The most common approach to increase diversity among faculty is to ensure diversity among members of hiring committees and to require implicit bias training for hiring committee members. Equity initiatives for faculty hiring are less common. There has been some targeted recruitment and hiring to increase the number of faculty from historically marginalized groups (primarily through the Indigenous Scholars program). Supports for faculty from marginalized groups are not even across the institution. There is the perception of a lack of equity among some faculty who are members of marginalized groups. It appears that less attention has been given to promoting diversity and equity among UM non-academic staff compared to students and faculty.

Numerous barriers to increasing diversity and equity were identified including a lack of funding that limits access to a university education, low faculty salaries that create challenges for recruitment and retention, union rules governing staff hires that constrain efforts to increase diversity, lack of mentorship and role models, lack of attention to EDI in decisions regarding staff and faculty advancement and filling of leadership positions, and inequitable workloads for staff and faculty who are members of marginalized groups.

Increasing accessibility was identified as an important component of addressing diversity and equity at UM. The challenges to ensuring physical accessibility within older buildings was recognized including that significant resources are needed to achieve accessibility within UM campuses. The need for greater resources to support recruitment of individuals with disabilities was also noted as was the need for resources to address accommodation for faculty and staff. Support and monitoring to ensure that all UM resources for learning and work meet accessibility standards was identified.

What follows is more detailed reporting of the findings regarding diversity and equity that emerged from our analysis of current practices across UM and from our consultations with students, staff, and faculty:

## Student Outreach, Recruitment, and Support

### Environmental Scan:

- Some faculties have equity admissions policies, some have programs specifically for students from under-represented groups (ACCESS programs), and some are engaging in recruitment efforts to attract a diverse student body.
- There is evidence that many units are offering supports for students from under-represented groups to encourage student success – e.g., targeted scholarships, mentorship programs, advisors for specific groups of students, student groups for specific populations of students, and Elders in residence.
- There are a few academic units with equity admissions policies to increase diversity and address equity within their student bodies.

### Community Consultations:

- Respondents noted that poverty and increasing financial inequality limit access to a UM education and limit diversity among students.
- The inadequacy of the student loan system was noted as was the complexity in accessing funding. Cuts to the bursary program for students in ACCESS programs was cited as an example of a lack of support for students from under-represented groups.
- Funding issues particular to Indigenous students were noted including limited band funding and the timing of this funding.
- Reductions in funding threaten ACCESS programs which have been helpful in increasing access and success of students from under-represented groups.
- Scheduling of courses creates barriers for certain groups of students. For example, limited online and evening classes and programs make it difficult for students with families to earn a living while they seek to obtain an education.
- There is inequity in the preparation of students for university-level study which affects student success. This was identified as an issue that may be particularly salient for Indigenous students coming from Northern communities.
- International students were identified as a group of students who experience many challenges including language issues for those for whom English is a second language and difficulty adjusting to Canadian culture. International graduate students were identified as vulnerable to exploitation by advisors.
- Application forms are too binary and alienating to the 2SLGBTQ+ community.
- A lack of social supports was noted as a challenge for certain groups of students (e.g., childcare for students who are parents, low-income housing close to UM for low-income students).
- There was acknowledgment that there are many positive supports in place for students including the summer program for Indigenous students that helps to attract Indigenous students to campus, supports for students with disabilities through Student Accessibility Services, supports for Indigenous students including the Indigenous Student Centre and Elders , the International Centre, counseling services for all students, the Sexual Violence Resource Centre, and free tuition for students aged 65+.

### Climate Survey

- The majority of student respondents agreed with positive statements regarding equity at UM for women students, Indigenous students, racialized students, students who identify as 2SLGBTQ+, and students with disabilities.
- Indigenous students, students who identify as 2SLGBTQ+, and students with disabilities were less likely to perceive equity for students in their groups compared to other students.

## Staff Recruitment, Support, and Advancement

### Environmental Scan:

- In general, EDI initiatives directed towards non-academic staff are limited.
- Little attention has been given to increasing diversity among staff or to initiatives to support staff from under-represented groups.
- Only one unit indicated that they have engaged in a targeted staff hire to increase diversity.
- Several units are addressing EDI in hiring processes by increasing diversity within their hiring committees and incorporating implicit bias training for hiring committee members.
- Some units identified that union rules pertaining to hiring constrain their efforts to increase diversity among their staff.
- Many units encourage staff to attend UM-wide educational/training events.
- Many units reported participating in the University's Indigenous summer student internship program.

### Community Consultations:

- A lack of diversity among support staff was noted. With a few exceptions, it was noted that there is a lack of diversity among staff serving diverse student populations.
- Staff perceive inequity in advancement due to factors such as gender or the lack of a degree.
- Staff from marginalized populations are disproportionately assigned or select additional EDI work which is not compensated and can lead to significant unpaid overtime.
- There is inadequate funding for staff positions that provide support to students from marginalized groups.
- Some staff reported not knowing where to get training or were confused by the number of trainings offered.
- There are some staff who do not support the principles of EDI or see attention to EDI as unnecessary.

### Climate Survey:

- Staff from under-represented groups were less likely to perceive that members from their group were treated equitably.
  - Women staff were less likely to perceive women staff to be treated equitably in relation to men staff particularly in terms of receiving equitable salaries or having their comments receive attention and credit.
  - Indigenous staff were less likely to see Indigenous staff treated equitably; this was especially notable in terms of perceptions of equitable workloads and salaries.

- o Racialized staff were less likely to agree that racialized staff are treated equitably in terms of workload and consideration for leadership positions.
- o Staff who identify as 2SLGBTQ+ were more likely to disagree that staff who identify as 2SLGBTQ+ are considered for leadership.

## Faculty Recruitment, Support, and Advancement

### Environmental Scan:
- Many units reported that they are attending to EDI in academic hiring and/or recognize the need.
- Efforts to increase diversity among faculty have focused on increasing diversity within hiring committees and engaging committee members in implicit bias training. There has been very limited targeted hiring and EDI hiring plans were not reported.
- Several units identified hiring priorities with a focus on increasing the number of Indigenous faculty members.
- One unit stated that they require EDI statements from applicants.
- Some units mentioned that at the department level there is attention to mentoring new faculty from under-represented groups – it doesn't appear that there is consistency across the faculty or across all faculties within the institution.
- One unit mentioned that they consider contributions to advancing EDI in their performance reviews.

### Community Consultations:
- The lack of diversity among faculty was noted including the lack of women professors in some faculties, the lack of faculty who identify as 2SLGBTQ+, and the lack of faculty members who have disabilities.
- Low UM salaries were seen as a barrier to hiring Indigenous scholars as there are many institutions looking to hire and offer better salaries.
- Hiring committees were seen as needing more training not just on implicit bias, but on where to advertise positions and the importance of including an EDI statement in each posting.
- The need for targeted hiring was identified.
- The Indigenous Scholars program was identified as an example of a positive initiative to increase diversity among faculty.
- Concern was raised that tenure and promotion criteria give insufficient attention to (a) the impact of community-engaged research on the form and quantity of research output and dissemination, and (b) the service expectations related to EDI that many faculty from under-represented groups experience.
- Lack of mentorship and role-models from other academics from under-represented groups was noted.

### Climate Survey:
- Women faculty, Indigenous faculty, racialized faculty, faculty who identify as 2SLGBTQ+, and faculty who identify as having disabilities were less likely to agree that there is equity in how faculty members from under-represented groups are treated.

- o Women and transgender/non-binary faculty were less likely to perceive the University as equitable to women faculty members. This was particularly in relation to women receiving mentoring, being considered for leadership positions, and receiving equitable salaries.
- o Indigenous faculty members were more likely to disagree that Indigenous faculty receive as much mentoring from senior faculty or have their comments given attention compared to their non-Indigenous colleagues.
- o Racialized faculty members were more likely than their White colleagues to disagree that racialized faculty are frequently considered for leadership positions or receive as much mentoring from senior colleagues.
- o 2SLGBTQ+ faculty were more likely to disagree that faculty members who identify as 2SLGBTQ+ are considered for leadership positions or get as much mentoring from senior colleagues.
- o Faculty members with disabilities were less likely to agree that faculty with disabilities get as much mentoring from senior colleagues or have their comments given as much credit or attention.

## Accessibility

*Environmental Scan:*
- There is some attention to accessibility issues including awareness of standards required by the Accessibility for Manitobans Act (AMA) including a steering committee that has responsibility for the UM accessibility plan.
- There is some awareness of problems related to physical accessibility of spaces and recognition that this requires greater attention. An accessibility audit of all UM buildings is currently underway which will outline issues within each building.
- Physical Plant has identified areas for improvement – the focus has been on wayfinding/signage, washrooms, external pathways, and building entrances.
- Faculties most often referenced accessibility of spaces, gender inclusive washrooms, accessible parking, and signage as areas of concern.
- Services for students with disabilities have a dedicated office to coordinate accommodation and support. There is no such centralized office to address accommodation for staff and faculty.
- There is no central support for ensuring that all UM materials meet accessibility standards.

*Community Consultations:*
- Respondents identified many ways in which UM campuses are inaccessible and noted that this prevents the inclusion of people with disabilities from becoming part of the UM community. Some of the problems include inaccessible washrooms, insufficient elevators, poor ramps, lack of automatic openers, online materials that do not meet accessibility standards, poor signage, and inadequate accessible parking.
- There is a perceived lack of human and/or financial resources to address accessibility.
- Those with hidden disabilities feel that there is a lack of awareness of their needs for accommodation.
- There is awareness of the efforts being made to meet the standards of the AMA.

*Climate Survey:*
- Respondents who reported a physical disability that had a severe or very severe impact when engaging in their daily/regular activities on campus were less likely than other respondents with disabilities to agree that the University is accessible.
- Newer buildings were reported to be more accessible than older buildings especially in regards to the adequacy of washrooms.
- The majority of respondents with physical disabilities that have a severe impact on their functioning reported the following to be inaccessible: recreation centres, campus services, elevators, washrooms, offices, and classrooms.

## Building an Inclusive Community

The task of creating an inclusive community requires a multi-faceted strategy that addresses education, engagement, support, and safety. The Task Force identified many events, activities, and initiatives whose primary goal is to create greater understanding and support for diversity and equity across the institution. While important EDI work has begun, the Task Force heard about many areas of need and many suggestions for how to further advance EDI principles. The need for greater awareness and understanding of EDI among students, staff, and faculty was noted. Integration of education regarding EDI within academic programs is variable and requires greater attention. Increasing instructors' knowledge about EDI and skills for addressing EDI in teaching was identified as an important component of advancing education about EDI. It was acknowledged that not all members of the UM community support the principles of EDI. Strategies to address resistance to advancing EDI as an institutional priority are needed. It is clear from our consultations and the climate survey that some UM community members do not experience a sense of belonging. Racism and other forms of discrimination are experienced and there are members of historically marginalized groups who do not feel safe or included. Reports of discrimination and other behaviours that create an unsafe environment are not always addressed. Moving forward, attention must be given to actions aimed at making UM an institution where all feel included and able to fully participate.

Specific findings related to increasing awareness of EDI, integrating EDI in teaching and learning, and building a greater sense of inclusion and belonging are as follows:

### Building Awareness and Support

*Environmental Scan:*
- There are University-wide events that celebrate diversity - e.g., graduation pow wow.
- Units are engaged in activities intended to create an environment of inclusion among students – e.g., educational events and social events.
- Many units reported that they are encouraging engagement with UM-offered learning opportunities – i.e., modules in UM Learn, and Learning and Organizational Development workshops.
- Some units are offering in-department or in-faculty events – workshops, lectures, and readings groups.

- Units reported outreach activities that target and/or support members of under-represented groups.
- Units providing services to students noted many specific initiatives to support students from under-represented groups.
- Some units recognize that there is a low level of understanding of EDI, particularly as it relates to equity.

*Community Consultations:*
- Numerous activities were recognized as contributing to a greater inclusion – e.g., orientation events that provide an introduction to Indigenous issues and ways of knowing, the land acknowledgement, cultural events, Fireside Chats & other Indigenous Speaker events, events for Black history month, availability of information and workshops on EDI, and participation in Pride events.
- There were comments that indicated that there are unit-level cultures and attitudes that need to change.
- There is some resistance to change and/or resistance to EDI principles.
- Concerns were expressed that if EDI training is voluntary, those who most need it won't participate.

## Academic Programs, Teaching, and Research

*Environmental Scan:*
- Some units are attending to EDI in their development of curricula/course content. Some units are reviewing their entire program curricula with attention to content on diversity. Other academic units are focusing on Indigenous content in individual courses or to ensuring some inclusion within a program's curriculum. Some units appear to be at the beginning stages of addressing EDI in academic program content.
- While initiatives are in place in some units to increase content related to Indigenous Peoples in their curricula, less attention is being given to content that brings attention to other under-represented groups or to addressing the principles of EDI more broadly.
- There are some examples of attention to including the works of scholars from under-represented groups.
- Several central support units are providing leadership and support for advancing EDI in teaching generally and/or in integrating Indigenous content and knowledges into teaching.
- Some units are encouraging researchers in their units to engage in partnerships with under-represented groups.

*Community Consultations:*
- There is the perception that there is a lack of diversity in some curricula.
- Students identified that there are very few Black, Indigenous, and people of colour professors leading to limited safe classroom environments in which to discuss issues related to race.
- Some students indicated that it is not safe for them to be critical of assigned readings – they don't find their professors open to discussing EDI issues.
- Poorly informed faculty are seen as a barrier to advancing EDI.

- There are examples of units and programs which are addressing EDI – e.g., ACCESS programs, Ongomiizwin, and the MSW-IK Program.
- There is recognition that there has been considerable improvement in the extent to which Indigenous content is included in curricula.
- The Indigenous Initiatives Fund was identified as useful in advancing Indigenous content in curricula although it was pointed out that this is project funding which does not ensure long-term stability for the initiatives.
- There is awareness that EDI is increasingly important in research, including in applications for research funding.

## Inclusion and Safety

### Environmental Scan:
- Units are engaging in initiatives to promote a greater sense of inclusion among students.
- There are various student groups across campus that provide support and a sense of belonging to students from under-represented groups.
- There is some recognition of the importance of space in promoting inclusion. Some faculties are addressing the need for "safe spaces" and are creating spaces for students from under-represented groups (e.g., smudging rooms).
- There have been initiatives to increase support and create a safer campus especially in relation to sexual violence (e.g., the Sexual Violence Resource Centre, Bringing in the Bystander training).

### Community Consultations:
- Racism exists on campus and includes racist acts directed towards individuals and actions that reflect racist attitudes (e.g., "It's OK to be White" posters, NCTR tipi slashed, and racist online comments). Some respondents indicated that racism is part of their everyday experience.
- Individuals also reported experiencing sexism, ableism, homophobia, transphobia, ageism, and bullying.
- Some staff experience middle managers as discriminating against members of under-represented groups in term of compensation and advancement.
- There were reports of faculty from under-represented groups being assigned to teach the largest classes with no recognition of the workload, sitting on a disproportionate number of committees, and feeling that their work is devalued.
- Age discrimination was identified by some individuals and reported as demoralizing, isolating, unfair, and lacking any sense of equity.
- Accessibility and accommodation for persons with disabilities (including those with age-related disabilities) may not always occur or be adequate.
- Members of marginalized communities need safe places to express their shared values and worldview without criticism. Migizii Agamik was identified as an important space although it is not accessible to students on other campuses and is used by members of other groups because they do not have access to safe spaces. The need for more safe spaces was identified (including an Interfaith center, a 2SLGBTQ+ center, study space for students aged 30+, and a safe space for international students).
- Even when EDI appears on meeting agendas, some faculty and staff reported being afraid to

discuss because of a lack of understanding of the issues among colleagues and a desire to avoid difficult conversations.

- Members of the Bannatyne campus and the William Norrie Centre noted that greater attention needs to be given to increasing physical safety.
- The University Calendar does not respect dates of significance to those who practice non-Christian faiths. Staff of these faiths must use vacation time to observe these holidays.
- Concern was raised that certain events (e.g., anti-abortion displays) allowed on campus are offensive and triggering for some members of the community.

*Climate Survey:*
- Experiences of microaggressions were disproportionately reported by members of under-represented groups.
  - Among students, Indigenous and Black students, students who identify as 2SLGBTQ+, and students with disabilities were more likely to report experiences of microaggressions.
  - Indigenous and racialized staff, staff who identify as 2SLGBTQ+, staff who identify as transgender/gender non-binary, and staff who indicated experiencing one or more disabilities reported experiencing more microaggressions than other staff.
  - Indigenous and racialized faculty, faculty who identify as 2SLGBTQ+ and faculty with a disability reported above average incidents of microaggressions.
- Overall, the majority of students, faculty, and staff reported having witnessed/learned about or personally experiencing at least one of the listed acts of incivility, discrimination, or harassment/assault at UM within the last two years. The most frequent reasons respondents identified for experiencing incivility, discrimination, or harassment were gender followed by racialized identity.
- These incidents were rarely reported, especially among students. Qualitative responses suggested six reasons for not reporting: (1) lack of confidence that incident(s) would be taken seriously and/or something would be done about it; (2) fear of retaliation; (3) knowledge of previous incidents being dismissed; (4) lack of proof; (5) power dynamics; and (6) lack of awareness about reporting processes. The majority of students, staff, and faculty reported being dissatisfied with the extent to which the incident(s) was/were resolved.
- Many comments suggest that people do not feel that behaviour such as bullying and racism are being adequately addressed.
- The majority of students reported that they consider UM to be safe. Their ratings of safety were higher than those of faculty members and staff. Safety concerns were more frequent among those who attend the Bannatyne campus. Among students and faculty, women and those who identify as transgender/another gender identity were more likely than men to feel unsafe. Among staff and students, safety was related to racialized identity, gender, and disability; identifying as Indigenous, 2SLGBTQ+, or having a physical disability were associated with a decreased sense of safety. Places most frequently identified as unsafe included bus stops, tunnels, walking outside, stairwells/hallways, and parking lots/parkades.
- Qualitative responses suggested that there are other groups of students who experience feelings of exclusion (e.g., international students, older students, students from lower socio-economic backgrounds, students with certain religious beliefs, and students with conservative political beliefs).

# RECOMMENDATIONS

The Task Force integrated the findings from the analysis of the various data collection activities and identified key issues to address in order to promote the advancement of EDI across the institution. The following recommendations comprise core elements of a plan for moving forward and include specific actions to guide implementation.

## Recommendation 1: Leadership

Create an administrative structure for advancing EDI that includes a senior EDI lead to oversee EDI across the institution as well as a network of leaders working at the unit level to engage the entire UM community in working towards change.

In order to ensure that the principles of EDI are integrated throughout all aspects of the University's mission, leadership is needed at the senior administration level and well as within each academic, administrative, and support unit. Advancing EDI is challenging; meaningful change requires UM to address systemic and structural issues that create inequity and exclude members of groups that have historically been marginalized. Progress towards the goals of greater equity and diversity within our community, and the creation of an inclusive learning and working environment requires engagement at all levels of the University. Central leadership at the level of the President's Executive Team is required to set UM's overall strategic direction for EDI; to initiate university-wide policies, processes, activities, and supports; and to coordinate and support EDI initiatives undertaken at the unit level. A network of strong leadership within faculties and administrative/support units is also required to ensure the engagement of the entire institution in working towards change that is responsive to the needs, priorities, and opportunities related to EDI that exist at the unit level.

The Task Force recommends the following actions to address the need for leadership and structure to advance EDI:

- Establish an EDI lead in senior administration to work directly with the President's Executive Team to advance EDI across UM. Working with the team of Vice-Presidents, the EDI Lead will ensure that EDI is integrated into all aspects of the institution including academic programs, research, administration, and community life. The EDI lead will need to work especially closely with the VP (Indigenous) to identify ways in which collaboration and coordination can occur between efforts to advance Indigenous achievement and engagement and EDI more broadly. The EDI lead will require an understanding of university governance and have the ability to work with and across all historically excluded groups.
- The EDI lead should undertake a thorough review of existing structures, programs, positions, and offices that address EDI across the University to determine next steps for creating a structure that ensures leadership, coordination, accountability, and active engagement in advancing EDI across the entire institution.
- Building on the findings of the review outlined above, establish an EDI Office to support the EDI Lead in providing strategic direction, addressing accessibility, directing and coordinating the

work of central support units/positions engaged in activities to advance EDI across the institution, and supporting EDI work undertaken at the unit level.

- Allocate ongoing resources through the centralized budget process to support the work of EDI.
- Ensure that increasing diversity and a commitment to EDI are considerations in the hiring of all senior administrators at UM. Applicants for senior administrative roles should be required to submit an EDI statement.
- Require new senior administrators to attend training on EDI as part of their on-boarding.
- Require all administrators (including senior administrators, department heads, and administrators of administrative/support units) to engage in activities to increase their knowledge and skills to advance EDI. Require annual reporting on their activities to advance EDI within their units/areas of responsibility.
- Ensure that all leaders of academic and administrative units appoint EDI leads to engage faculty, staff, and students in working towards the advancement of EDI within their units. This appointment should be a senior position with responsibility for advancing EDI within the unit.
- Develop a course for administrators including EDI leads that addresses EDI leadership.

## Recommendation 2: Planning and Policy

Ensure that advancing EDI is a key element of the University's strategic plan, is integrated into academic and administrative/support units' plans, and is supported by the policies and guidelines governing the University.

If UM is to make significant movement towards achieving greater equity, diversity, and inclusion, EDI must be a key priority within the strategic plan of the University as well as within the unit-level strategic plans of all faculties/departments and administrative/support units. These plans must establish clear and actionable goals that lead toward greater alignment with the principles of EDI. In an effort to both lead and support change, EDI principles must be integrated into the policies and guidelines that govern the functioning of the University.

The following actions are recommended:

- Establish EDI as an institutional priority in the University's new strategic plan with goals clearly articulated.
- Faculties and central administrative and support units should situate their EDI plans and priorities within the framework set by the University and integrate specific EDI goals and plans within their overall strategic plans. Specific action plans with measurable outcomes should be identified with annual reporting on progress.
- Develop and implement a plan to evaluate key policies that address EDI (e.g., the newly revised RWLE Policy and Sexual Violence Policy) regarding the extent to which they are effective in promoting the principles of EDI and addressing discrimination. This review should inform the need for additional policies (e.g., an EDI policy, anti-racism policy) or revision to current policies (e.g., hiring policies) to ensure that UM's commitment to EDI is clear and actionable. There should be a regular review of EDI-related policies in light of new research and evolving best practices.
- Review hiring and advancement provisions in existing collective agreements and engage in

discussion with unions about how agreements could better align with EDI goals.

- Include the advancement of EDI as an important element in the review/evaluation/approval process for of all policies and guidelines (including both University policies and unit-level guidelines).

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## Recommendation 3: Monitoring, Measuring Progress, and Accountability
Develop plans, processes, and supports for evaluating and reporting progress on EDI goals to ensure accountability and to inform future action.

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In order to ensure ongoing movement towards advancing the principles of EDI, the progress of the University and each unit towards achieving it strategic goals related to EDI must be monitored and measured. This will require that goals be defined in measurable terms and that data be collected and available to assess change. While relatively recent changes have been made to the collection of diversity data on faculty and staff (through UCount), the collection of student data is very limited. There are a number of challenges to data collection that will need to addressed to improve UM's baseline data on diversity. Other markers of progress will also need to be identified, measured, and monitored. The effectiveness of specific activities and initiatives implemented to achieve goals will need to be assessed, both to chart progress and, when necessary, to signal the need for new approaches. Accountability for ongoing efforts towards advancing EDI is critical to ensuring that EDI remains a core commitment and priority.

The Task Force recommends the following actions:

- Develop a process by which the University and academic and administrative/support units monitor and report on progress towards EDI goals that are identified in their respective strategic plans. Oversight of this process should be given by the EDI Lead with results shared with the President and the President's Executive Team and reported to the UM community.
- Improve the collection of data on the diversity of students, staff, and faculty. There are a number of issues to address to better benchmark diversity within the UM community and monitor change including the need to harmonize the collection of diversity data across students, staff, and faculty; review UM's data systems to ensure the ability for more robust collection and updating of baseline diversity data; develop a comprehensive, multi-pronged plan for increasing participation in self-declaration; and develop a plan for ongoing analysis and reporting of diversity data.
- Create central supports for the evaluation of EDI plans including assistance in developing evaluation criteria, identifying and collecting relevant data, data analysis, and reporting.
- Review current practice and policy regarding oversight, responsibility, and reporting on actions taken to address complaints of discrimination and harassment to ensure clarity of process, transparency, and accountability.
- Allocate resources to the ongoing study of EDI within UM. This should include, but not be limited to, regular implementation of a climate survey that assesses experiences of inclusion among members of the community.

Recommendation 4: Increasing Diversity and Equity Across UM
Develop unit-level plans for increasing the diversity of students, staff, and faculty that include initiatives that address equity.

There is a need to assess diversity at the unit level and to set goals based on an assessment of the lack of representation of historically marginalized groups among a unit's students, staff, and faculty. Attention must be given to developing strategies that address inequity in order to be effective in achieving diversity.

The following actions are recommended to achieve the goal of greater diversity and equity:

- Increase awareness of equity and its importance in increasing diversity, including the ways in which equity might be enhanced among students, staff, and faculty (e.g., equity admissions policies, targeted hiring, recruitment practices that encourage greater diversity among applicants, targeted funding to support members of marginalized populations, etc.).
- Support faculties in analyzing the diversity of their students, setting goals for student diversity, and developing recruitment strategies and admissions policies that align with their goals.
- Develop unit-level plans for advancing EDI among staff that include goals related to increasing diversity among staff, supporting EDI training for staff, and activities that create a greater sense of inclusion among staff.
- Faculties should develop academic hiring plans that are informed by their assessment of the diversity (or lack thereof) of faculty members within their units.
- Provide central support to assist hiring committees in developing processes that encourage diversity among applications (e.g., develop ads that avoid unnecessary requirements that exclude certain applicant groups, use active recruitment strategies that encourage application from members of historically under-represented groups, engage the assistance of firms with expertise in recruiting diverse applicants).
- Develop and require that hiring committee members participate in training that addresses best practices to advance EDI in hiring.
- Communicate the expectation that faculty and staff promote EDI in their work. EDI activities should be tracked in annual reporting of activities and discussed as part of performance evaluations.
- Recognize efforts by faculty and staff to advance EDI as important service to the University. Administrators should be aware of service expectations related to EDI and the burden of service that may be placed on members of historically under-represented groups. Such contributions should be acknowledged and influence the extent to which other service or teaching is expected or assigned. The level of service expected of a faculty or staff member should be accurately reflected in their assignment of duties.
- Assess commitment and contributions to promoting EDI in advancement processes (e.g., tenure, promotion) of faculty and staff.

## Recommendation 5: Accessibility
Ensure central planning and support for increasing accessibility at UM.

Increasing accessibility is critical if UM is going to support full participation by students, staff, and faculty with disabilities. Increasing the participation of peoples with disabilities will only be possible if UM ensures accessibility in all its spaces, services, processes, and materials. Support for ongoing efforts to meet the standards set by the AMA is an important step. While there is currently significant expertise and support for addressing accommodation for students, support for addressing accommodation for faculty and staff is in need of greater coordination and resources. There is also a need for greater support to ensure that all teaching and administrative materials meet accessibility standards.

The Task Force recommends the following actions:

- Allocate significant resources to increase the physical accessibility of UM and comply with the standards set out by the AMA. Physical inaccessibility exists relating to older structures that would not meet current building code guidelines and within areas that fall outside of current building code guidelines (e.g., lab and lecture room physical layout).
- Report on current physical accessibility highlighting areas most accessible and those which are least accessible.
- Guided by the results of the accessibility audit and completed in consultation with experts in accessibility, develop a multi-year plan for increasing physical accessibility across campuses. Annual reporting on progress should be required.
- Create a central office to coordinate accessibility and accommodation. There is a need for coordination and consistency across UM to address accessibility and accommodation including, for example, support for individuals with disabilities when applying for positions, and expertise and resources to assist in the development and implementation of accommodations plans. The services offered by this office should work in collaboration with Physical Plant and build on the experience of, and be coordinated with, Student Accessibility Services.
- Provide central support and monitoring to ensure that all UM content (including the website, teaching materials, forms, and educational/training materials) is accessible.

## Recommendation 6: Building Awareness and Support for EDI
Develop and implement a plan for increasing awareness and support for EDI among all UM community members.

Building an inclusive environment is key to both supporting and sustaining progress towards goals of increasing diversity and addressing inequity. One component of an overall strategy to increase inclusion involves ongoing education and awareness-building initiatives to ensure that all members of the UM community understand the principles of EDI and the values embedded in UM's commitment to EDI. Education about the meaning and differences between diversity, equity, and inclusion as well as their interrelatedness are needed as a foundation for planning and action. Given that membership in UM's community is constantly changing, education and awareness initiatives must be ongoing and embedded

within orientations, onboarding processes, and professional development opportunities. The Task Force acknowledges that there are many activities already in place that address EDI and provide opportunities for learning.

The Task Force recommends building on existing activities with the following actions:

- Create an inventory of workshops and resources available at UM to increase understanding of EDI. Such an inventory would support unit-level plans for increasing awareness and commitment to EDI and would assist individuals interested in learning more about EDI. Gaps in resources could be identified and addressed through new initiatives.
- Offer education regarding equity and its importance in systemic change including ways in which equity can be addressed in meaningful ways in post-secondary institutions (e.g., through equity admissions policies, targeted hiring, awards that support members from historically marginalized groups, etc.).
- Assign responsibility for promotion of EDI awareness at an institutional level to the EDI Office. This Office should also serve as a resource to academic and administrative/support units as they develop unit-specific educational initiatives.
- Provide resources through the EDI Office to individual units for the development and implementation of new initiatives that increase awareness of EDI and create opportunities for engagement and dialogue regarding EDI among students, staff, and faculty.
- Develop strategies and supports to engage those reluctant to accept EDI as a University priority.

## Recommendation 7: Addressing EDI in Academic Programs, Teaching, and Research
Encourage, support, and monitor the integration of EDI within academic programs and enhance the knowledge and skills of academic staff to address EDI in their teaching and research.

Given that teaching is key to UM's mission, education that advances EDI is a critical component of advancing EDI within the institution. Recognizing the diversity of disciplines and programs within the institution, the ways in which EDI is integrated in curricula is best addressed at a faculty level through existing collegial processes that determine course and program content. To be effectively implemented, instructors require support to enhance their knowledge and skills to address EDI and facilitate learning opportunities for their students. Promoting EDI in research should also be encouraged and supported.

The Task Force recommends the following actions:

- Encourage units to assess ways in which content related to EDI is relevant and best addressed in their programs. Supports should be provided to units to facilitate such discussions within program curriculum committees with goals and plans developed in a collegial manner, implemented within academic programs, and monitored.
- Require submissions for program and course introductions/revisions to indicate how EDI has been considered in the development of the proposal.
- Provide funding for EDI teaching and learning projects (similar to the Indigenous Initiatives fund).

Consideration should be given to the sustainability of initiatives once proven effective.

- Encourage instructors to incorporate EDI into their teaching. Faculty should be provided with the opportunity for advanced training so that they can bring more diverse content and readings into their courses. Resources need to be developed to support efforts to modify curricula/courses (e.g., a bank of EDI materials that are relevant for various topics/disciplines).
- Provide support for instructors to develop skills for addressing issues like systemic racism, sexism, ableism, discrimination based on sexual identity and/or orientation, ageism, etc. in the classroom.
- Include education for researchers on how to incorporate EDI into their research programs including addressing EDI considerations in research design and practices, data collection and analysis, trainee recruitment, and research team participation.
- Include EDI considerations in the criteria used to award internal research funding.
- Include instruction on how to incorporate EDI activities and goals in teaching and research dossiers, tenure and promotion applications, and annual performance reviews. For example, as part of developing a teaching or research dossier, faculty should be encouraged to incorporate statements about their values, beliefs, and goals for addressing EDI.
- Incorporate reporting and discussion of how faculty have addressed EDI in their teaching and research as part of their annual performance review.

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## Recommendation 8: Promoting Inclusion and Safety

Develop and implement a plan for promoting a greater sense of inclusion and safety at UM that involves both university-wide and unit-specific activities that encourage engagement and participation of all students, staff, and faculty; that foster greater understanding, acceptance, and mutual respect among community members; and that celebrate diversity.

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For the principles of EDI to be fully realized within UM, there is a need for ongoing attention to building an inclusive environment in which all members of the community experience a sense of belonging and where diversity of backgrounds, experiences, and perspectives are celebrated and seen as contributing to a vibrant learning and working environment. Building inclusion is an ongoing project that must address engagement and participation, interaction and dialogue, and safety for all members of the community. The goal of increased inclusion requires university-wide planning and initiatives as well as more targeted efforts at the level of departments, faculties, and administrative/support units.

The Task Force suggests the following actions to address this recommendation:

- Provide funds centrally and at the unit level to encourage and support events and ongoing activities specifically directed towards creating a sense of inclusion for all members of the community.
- Request that academic and administrative/support units identify specific tactics aimed at building an inclusive environment as a component of their EDI plans.
- Gather further feedback from students to identify and respond to areas where gaps in support for particular groups of students are experienced.
- Develop an anti-racism strategy that encompasses prevention (including education) and

processes to address racism when experienced. The extent to which the RWLE policy and procedure is effective in addressing racism must be evaluated.

- Explore the need for strategies that address other types of discrimination.
- Establish processes and protocols for the approval of activities on campus that are controversial and experienced as offensive by some, recognizing the need to balance freedom of expression with the responsibility to provide a work and learning environment that does not harm individuals.
- Develop a plan to create more safe spaces on campus where members of under-represented groups can gather and connect with others who have a shared identity for support and dialogue. This will require engagement with various groups across campus to assess their specific needs.
- Develop a campus map that clearly identifies EDI related resources and safe spaces.
- Implement ongoing safety audits to identify areas of concern. Respond to concerns and suggestions to improve safety.
- Recognize the diversity of faiths within our community and support students, staff, and faculty who wish to observe holidays within various traditions.

# CONCLUSION

The Task Force is encouraged by what we have seen and heard through reviewing current initiatives, event, policies, and practices and by listening to the voices of the many members of UM's community who took the time to share their experiences and views. We want to thank all who engaged in the process and contributed information and ideas. There is evidence of commitment to EDI within our community; many students, staff, and faculty are engaged in activities to address inequities, increase diversity, and contribute to a more inclusive environment. We applaud you for this ongoing work. We have also learned and heard that there is much work still to do to advance the principles of EDI across the institution. Our hope is that this report will assist in moving UM forward towards achieving the following vision:

*We are committed to promoting awareness and understanding of equity, diversity, and inclusion, and to advancing these principles within UM's mission of teaching and learning, research and scholarship, and service. We believe that UM should reflect the diversity of the communities we serve, ensuring access and opportunity for all. We are committed to building a learning and working environment where differences are valued and respected, where inequities and barriers to full participation are identified and eliminated, and where all students, staff, and faculty feel a sense of safety, support, and belonging.*

# LIST OF APPENDICES

Appendix A – Terms of Reference

Appendix B – Summary of Findings on Baseline Data

Appendix C – Summary of Findings of the Environmental Scan

Appendix D – Summary of the Focus Groups and On-Line Responses

Appendix E – Climate Survey Report

Appendix F – Best Practices Review

## Appendix A – Terms of Reference

**The President's Task Force on Equity, Diversity, and Inclusion Terms of Reference**

The Equity, Diversity, and Inclusion (EDI) Task Force is accountable to and provides recommendations to the President.

<u>Purpose</u>

To provide recommendations to the President and the Vice-Presidents on the process and actions required to identify and eliminate obstacles and inequities facing faculty, staff, and students at the University of Manitoba (UM) to advance the principles of equity, diversity, and inclusion.

<u>Background</u>

The University of Manitoba's Strategic Plan, Taking our Place, provides an over-arching framework for placing equity, diversity, and inclusion at the forefront of how our community teaches, learns, creates, and shares new knowledge, and engages with one another and the larger community. Although EDI is reflected throughout the document, two strategic priorities are particularly notable – "Creating Pathways to Indigenous Achievement" and "Building Community that Creates an Outstanding Learning and Working Environment." Individuals and groups at the UM have long been engaging in events, activities, and initiatives designed to advance EDI.

Organizations with which the UM is affiliated have also turned their attention to EDI. For example, in the fall of 2017 Universities Canada, of which the UM is a member, made a commitment to EDI as articulated by 7 key principles. In the spring of 2019, the UM endorsed the Dimensions: Equity, Diversity and Inclusion Canada Charter to demonstrate our commitment to EDI.

Most recently, the UM's President has accepted the report based on an independent review of UM's practices related to discrimination, harassment and sexual violence entitled Responding to Sexual Violence, Harassment & Discrimination at the University of Manitoba: A Path Forward. Several of the recommendations have an EDI focus as the authors note that "sexual violence, harassment and discrimination are more likely to arise in environments that are not as respectful, diverse and inclusive as they should be" (p. 65).

<u>Definitions</u>

To have a shared understanding of EDI, we provide the following definitions:

- Equity means 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 marginalized groups.
- Diversity means all the ways that people differ, including characteristics, personal experiences, values, and worldviews.
- Inclusion is the process of creating an environment in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate in all the opportunities

afforded by the University.

Mandate

The Task Force will be asked to investigate the following:

- Who are we? (Data from U Count questionnaire and student data)
- What are we doing at the unit-level and centrally to identify and eliminate obstacles and inequities in order to create a diverse, equitable, and inclusive community? (Environmental scan)
- What is needed to ensure that EDI principles are embraced and supported within the UM community? (Community consultations)
- What is considered best practice in advancing EDI in post-secondary institutions (a review of current literature)
- What are the processes/action steps that should be undertaken to advance EDI at the UM in the context of ongoing initiatives and in light of best practices and recommendations in the A Path Forward report (specifically, recommendations 4, 5, 6, & 7)? (Recommendations)

Membership

- Vice-Provost (Academic Affairs) – Chair
- Vice-Provost (Students)
- Associate Vice-President (Human Resources)
- Vice-President (Research) designate
- Vice-President (External) designate
- Academic Administrators
- Faculty Members
- Students (UMSU designates, GSA designate)
- Staff

Resources to the Committee

- Karen Schwartz, Project Assistant
- Maire McDermott, Project Consultant
- Mariianne Maye Wiebe, Communications Specialist
- Jackie Gruber, Director EDI, Rady Faculty of Health Sciences
- Tracy Mohr, Director, Research Services
- Randy Roller, Executive Director, Office of Institutional Analysis
- Valerie Williams, EDI Facilitator, Human Resources

It is expected that the Task Force will be formed in October 2019 and meet monthly thereafter. An interim report will be submitted in May 2020, and a final report with recommendations by September 30, 2020.

## Appendix B – Summary of Findings on Baseline Data

**INTRODUCTION:**

As part of the work of the Task Force, in order to better understand the baseline data currently being collected on the diversity of faculty, staff, and students, focused questions were sent to the following people:

- Mr. Randy Roller, Office of Institutional Analysis (OIA),
- Mr. Joel Comte, HR Business Systems;
- Ms. Valerie Williams, Equity, Diversity, & Inclusion Facilitator;
- Mr. Neil Marnoch, Registrar;
- Ms. Carolyn Christie, Student Accessibility Services;
- Ms. Jelynn Dela Cruz, UMSU; and
- Ms. Tanjit Nagra, UMGSA.

We received responses from everyone except a representative of the UMGSA. UMSU responded but had no additional information to share.

**FACULTY & STAFF:**

The UM's tool to collect baseline data on the diversity of faculty and staff is UCount. Launched in the spring of 2019, the voluntary survey can be accessed by all faculty and staff through the JUMP portal and is called the "Workplace Diversity Self-Declaration." The survey asks about the following:

- Indigenous identity,
- Racialized identity,
- Disability identity,
- Gender identity, and
- Sexual orientation.

Data are stored in the VIP system. Although there was an initial push to have people complete the new survey when it was released and a follow-up communications plan was prepared, there have not been any ongoing campaigns to promote the survey.

As of October, 2020 the response rate for the survey was approximately 18%. This makes the data of limited use in establishing a baseline of diversity. If the UM is to have the ability to report on and benchmark the diversity of its faculty and staff, significant efforts will need to be undertaken to promote the survey and increase the response rate.

Once those efforts have succeeded, the OIA will be able to analyze the data. Although reports can be generated at any time, having a consistent reporting schedule is key to measuring change over time. Intersectional analyses can be undertaken. However, it should be noted that more fine-grained analyses can only be done insofar as privacy can be maintained.

In its 2019 report *Equity, Diversity and Inclusion at Canadian Universities*, Universities Canada identified three challenges to collecting diversity data: a reluctance to self-identify, a lack of resources to collect data, and low response rates. While the mechanism is in place to improve the collection of diversity data among faculty and staff, low response rate is clearly an issue. While the reasons for the low response rate have not been formally assessed, it certainly suggests that more attention needs to be given to reducing barriers to participation in the process of self-declaration. Addressing this issue will require the communication of a compelling rationale that outlines why it is critical that faculty and staff participate.

**STUDENTS:**

Diversity data for students is collected by the Registrar's Office (RO) through the Radius online application system. This process is managed by the Undergraduate Admissions Office for undergraduate students and by the Faculty of Graduate studies for graduate students. Self-declaration includes an identification of gender (male, female, two-spirit, non-binary, another gender identity described in a fillable box) and self-declaration as Indigenous.

Students do have an opportunity to update data on their identity. Legal name changes can be made through the RO. A preferred name category has been created which can be used by students who go by a name other than their legal name. Gender identity can be updated but requires in person attendance to the Registrar's Office. Aurora allows a student to update their declaration of Indigenous status.

Barriers to data collection include privacy considerations, the Banner system itself which limits gender fields (male, female and "n/a"), and dealing with separate systems for students who are also employees.

OIA can analyze additional data collected from specific academic units. The College of Medicine collects data on racialized identities and those identifying as members of the 2SLGBTQ+ community. In addition to the above two diversity categories, the faculties of Social Work and Education also collect information on students with a disability.

Student Accessibility Services (SAS) also collects data on students with disabilities who require their services to receive academic accommodations. Data are tracked in Clockwork, with required information on courses pulled from Aurora. Information collected includes the number of students registered with SAS, gender (if identified), faculty/college/school, and type of disability. Data can be aggregated by faculty/college/school and type of disability.

**A BRIEF LOOK AT CANADA AND ELSEWHERE:**

Based on a review of English-speaking U15 university websites, other universities collect data on the diversity of faculty, staff, and students. A brief overview table is below:

| University | Data Collection Faculty/Staff | Data Collection Students |
|---|---|---|
| UBC | Ucount – mandatory but not all questions must be answered | Student Diversity Initiative |
| Alberta | Workforce Diversity Census - voluntary | N/A |
| Calgary | Employment Equity Survey | Data on international students |
| Saskatchewan | Employee Equity Identification Form | Campus Climate Survey (2013) |

| | Indigenous/Aboriginal Employee Self-Declaration | |
|---|---|---|
| McMaster | Employment Equity Census | Data on students by gender (M/F only) and international |
| Ottawa | N/A | Data by gender (M/F only) and international |
| Queen's | I count – Equity Census | Data on international students |
| Toronto | Employment Equity Survey | N/A |
| Waterloo | Employment Equity Survey | N/A |
| Western | Employment Equity Survey | Aboriginal Self-Identification Survey |
| McGill | Employment Equity Survey | N/A |
| Dalhousie | Be Counted Census | Be Counted Census |

**POSSIBLE RECOMMENDATIONS:**

- Further study the reasons members of the UM community are not participating in self-declaration. This feedback would be helpful in informing the development of a strategy for improving this data.
- Develop a clear and compelling rationale for the importance of collecting diversity data which can be used to encourage greater participation in UM self-declaration processes . This rationale must be linked to the broader development of an EDI strategy for the University so that the request for data is clearly connected to action plans.
- Harmonize the diversity data collected across faculty, staff, and students. Attention will need to be given to developing a process for the collection of more fulsome information on student diversity, including information on racialized students, students identifying as 2SLGBTQ+, and students with disabilities. This will require an in-depth evaluation of the ability of current University systems to be adapted and/or the need to consider new systems to meet data collection needs.
- Develop a multi-pronged communications plan to promote self-declaration among faculty, staff, and students. Communications will need to be ongoing to encourage self-declaration among new students, staff, and faculty, and to encourage all groups to update their information as needed.
- Develop a comprehensive plan for ongoing analysis and reporting of diversity data.

## Appendix C – Summary of Findings of the Environmental Scan

### ACADEMIC UNITS

(Faculties and Schools, and Affiliated Colleges; *N* = 14)

Following is a summary of EDI-related activities reported by UM Faculties and Schools grouped within thematic areas:

**Strategic Planning**

- There is very limited evidence of strategic planning around EDI in terms of either a stand alone EDI strategic plan for the unit or the integration of EDI within the overall strategic plan for the unit.
- In a few units, EDI values are referenced in the strategic plan or in the mission statement.
- Some units have EDI Committees or a Task Force to lead the advancement of EDI in their units.

**Policies**

- There is limited development of specific policies such as an EDI policy, anti-racism policy (only one faculty reported such policies).
- Several faculties have EDI admissions policies for their programs.

**Initiatives Directed to Faculty Members**

- Many units identify that they are attending to EDI in academic hiring and/or recognize the need.
- The focus in hiring seems to be on EDI or Implicit Bias training for hiring committee members.
- Several units mentioned ensuring diversity among hiring committee members.
- Several units identified hiring priorities with a focus on increasing the number of Indigenous faculty members.
- One unit stated that they require EDI statements from applicants.
- Some units mentioned that at the department level there is some attention to mentoring new faculty from under-represented groups – it doesn't appear that there is consistency across the faculty or across all faculties.
- One unit mentioned that they consider contributions to advancing EDI in their performance reviews.

**Initiatives Directed Towards Staff**

- In general, there is limited attention to EDI initiatives directed at non-academic staff – either in terms of hiring or support. Some units identified that union rules re: hiring constrain their efforts to increase diversity among their staff.
- Many units provide support to attend UM-wide educational/training events.

**Initiatives Directed Towards Students**

- As noted above, some units have equity admissions policies, some have programs specifically for members of under-represented groups (ACCESS programs), and some are engaging in recruitment efforts to attract a diverse student body.
- There is evidence that units are offering supports for students from under-represented groups to encourage student success – e.g., targeted scholarships, mentorship programs, advisors for specific groups of students, student groups for specific populations of students, Elders in residence.
- Some units have activities intended to create an environment of inclusion among students – e.g., educational events, social events.

**Teaching**

- Some units are attending to EDI in their development of curriculum/course content – the most attention is being given to inclusion of Indigenous content (this varies from reviews of entire program curricula with attention to content on diversity [least common] to a focus on content in individual courses or some presence within a program's curriculum [e.g., a course that includes Indigenous content])
- There is some attention to including the works of scholars from under-represented groups.

**Education/Training**

- Many units report that they are encouraging engagement with UM offered learning opportunities – i.e., modules in UM Learn, LOD workshops.
- In general, units indicate that they are providing support for education on EDI.
- Some units are offering in-department or in-faculty events – workshops, lectures, readings groups.

**Spaces**

- There is some attention to accessibility issues including awareness of AMA Standards.
- Units most often referenced accessibility of spaces and gender inclusive washrooms.
- There is some attention to the need for "safe spaces" for members of under-represented groups.
- Some units reported efforts to create spaces to meet the needs of students from under-represented groups (e.g., smudging rooms).
- There is some recognition that there is a need for greater attention to increasing accessibility.

**Research and Outreach**

- Some units are encouraging researchers in their units to engage in partnerships with under-represented groups.
- Units report outreach activities that target and/or support members of under-represented groups.

**Summary Observations**

- There is attention to issues related to EDI at the faculty level; there is a wide range of activities and initiatives currently being undertaken.
- Some units recognize that there is a low level of understanding of EDI, particularly as it relates to equity.
- The level of activity is variable – some units are giving the issues greater attention. This difference does not appear to be related to the size of the unit.
- While there are some efforts to embed the advancement of EDI into the ongoing governance, planning, and administrative functions of the unit, it appears that the extent to which EDI is being advanced depends on the commitment of specific individuals taking the lead which results in variability across units and across departments within large faculties.
- The focus of current efforts is on diversity, with some attention to inclusion, particularly in relation to students. Fewer initiatives and activities address equity.
- The focus of work is on advancing EDI for Indigenous peoples and women. There are relatively fewer initiatives that address the needs of other under-represented groups (i.e., persons with disabilities, sexual minority groups, racialized peoples).
- There has been uptake of centrally developed initiatives and supports. Many units indicate that they follow UM policies and/or look to the UM to centrally guide them on advancing EDI within their units.
- The focus of activity has been on students and faculty; it appears that much less attention has been given to addressing EDI among staff.

## NON-ACADEMIC UNITS

Administrative and Academic Support Units (*N* = 17) And Research Centres (*N* = 5)

Following is a summary of EDI-related activities reported by administrative/support units and research centres grouped within thematic areas:

**Strategic Planning**

- Several central units are engaged in developing EDI strategic plans for their units.
- Several central units have an important role in leading the University in advancing EDI. The most activity reported is on Indigenous engagement and achievement although other EDI initiatives are also being addressed (e.g., accessibility, self-declaration of identity).
- Smaller units do not report having strategic plans that address EDI.

**Policies and Practices**

- Some units are working to increase diversity in all of their committees.
- Only one research centre identified having an EDI hiring policy.
- Central units identified that they are participating on University committees addressing EDI issues (e.g., addressing access).

- Several central units are playing a leadership role in promoting Indigenous achievement and engagement across the University including supporting the efforts of faculties.
- In a more limited way, units are involved in supporting the advancement of EDI more broadly throughout the University.
- One research centre indicated that it includes reporting of activities related to advancing EDI in performance reviews.

**Hiring**

- Several units are addressing EDI in hiring processes by increasing diversity within their hiring committees.
- Only one unit indicated that they have engaged in a targeted hire for an Indigenous staff member.
- Several units are incorporating training in implicit bias for their hiring committees as part of the hiring process.
- Many units reported participating in the University's Indigenous summer student internship program.

**Educational Opportunities**

- Many units are offering learning opportunities on EDI for their staff and students.
- Some units identified encouraging participation in University learning opportunities.
- Units providing services to students note many specific initiatives to support students from under-represented groups.

**Spaces**

- There is some attention being given to physical accessibility with a focus on accessible parking and signage. There is some awareness of problems related to physical accessibility of spaces.
- Several units identified having gender neutral washrooms.
- Some units have developed "safe spaces" for members of under-represented groups.

**Summary Observations**

- Several central units are providing leadership on EDI generally and/or Indigenous engagement and achievement more specifically – they are working to provide support to other units (including academic units) in advancing EDI principles.
- Few units have developed their own strategic plan or action plan to advance EDI although there is some evidence that units are addressing EDI principles in their work and/or are participating on University-wide initiatives that are addressing EDI issues.
- There is some attention to EDI in hiring processes although this is focused on increasing diversity on hiring committees and implicit bias training for committee members. There is little evidence of EDI hiring plans or targeted hires.
- Units generally indicate that they support learning opportunities that support EDI and utilize University-wide training and resources.

- Units that work directly with students report a range of initiatives to meet the needs of students from under-represented groups.
- Little activity is reported that addresses the needs of staff from under-represented groups.
- There is some awareness of physical accessibility. The extent to which this has been a focus appears limited; there has been some attention to accessible parking and modifying space to increase accessibility.
- Some units have addressed the need for gender neutral washrooms, safe spaces for members of under-represented groups, and improved signage.

## OVERALL CONCLUSIONS FROM THE INTERNAL ENVIRONMENTAL SCAN

- Both academic and administrative units are engaged in initiatives to advance EDI although there is variability across units on the extent to which this is a focus and in the range of activities undertaken.
- In general, the focus of units is on increasing diversity and supporting members (especially students) who are members of under-represented groups. There are fewer initiatives that address equity or are focused on inclusion more broadly.
- With the exception of one unit which has developed an anti-racism policy, no units reported activity specifically related to addressing discrimination including racism, sexism, and/or ableism.
- Few units have developed unit level strategic plans or policies that set out clear actions for advancing EDI within their units.
- Indigenous achievement and engagement have been a focus for units. EDI activities as they relate to other under-represented groups (especially individuals who are members of sexual minority groups, people with disabilities, racialized persons) have been more limited.
- Efforts to increase diversity among faculty have focused on increasing diversity within hiring committees and engaging committee members in implicit bias training. There has been very limited targeted hiring and EDI hiring plans are not reported.
- There are a few academic units with equity admissions policies in place to increase diversity within their student bodies. Many units reported that they have initiatives in place to support students who are members of under-represented groups.
- Little attention has been given to increasing diversity among staff or to initiatives that might support staff from under-represented groups.
- Initiatives are in place in some units to increase content related to Indigenous peoples in their curricula. Less attention is being given to content that brings attention to other under-represented groups.
- Units look to central administration for direction and support for advancing EDI. They report utilizing the resources that are available centrally.
- There is awareness of accessibility across units. Activity at the unit level appears more limited with a focus on accessible parking, gender neutral washrooms, and improved signage.
- There is some recognition of the importance of space in promoting inclusion. Some units have developed safe spaces to support members of under-represented groups.
- Appendix D – Summary of the Focus Groups and On-Line Responses

## Appendix D – Summary of the Focus Groups and On-Line Responses

Prepared by Dr. Cary Miller, Associate Professor and Head, Department of Native Studies

## **Executive Summary**

By the numbers:

The Community Consultation subcommittee held thirteen focus group sessions that had participant attendance.  Additionally four sessions were scheduled that did not have any attendance, one at Fort Garry, and three at Bannatyne.  Of the thirteen attended sessions, twelve focus groups took place on the Fort Gary and Bannatyne campuses prior to the COVID19 shut-down.  Seven were broadly defined by faculty stakeholder group (three student groups, two staff groups, and two faculty groups), three which Christine Cyr and Cary Miller facilitated for Indigenous constituencies (one each for Indigenous students, staff, and faculty). Two focus groups were led through campus spiritual care.  All of these focus groups were held between February 13-March 12.  One additional listening session was held via zoom with William Norrie faculty and staff took place in September over zoom during COVID lock-down.  Other planned sessions were curtailed by the imposition of the COVID 19 lockdown.  Additionally, an independent departmentally organized focus group involving three undergraduate students, one graduate student who is also a full time staff member, and three full time staff members was posted to the online response portal which had over 100 responses submitted.  No individuals who attended listening sessions did not think equity diversity and inclusion were important, rather those that held this view used the online portal.  Six students, eight staff, two faculty, and four who did not report their role advised the university to give up this project.  The other 83 online respondents and all of those who attended the listening sessions felt that there were barriers on our campus to various marginalized groups and had concrete recommendations to put forward.  It is often the case that large institutions will err on the side of caution and listen to the 20 naysayers rather than the distinct majority who very stridently feel action is needed.  It is my hope that the voices of the majority, which are in keeping with the policies moving forward in the various accrediting bodies to which the university is accountable, will prevail.

 Participants were asked the following questions:

1. What are the barriers to the University of Manitoba being an institution where all students, faculty members, and staff have an opportunity to participate fully; feel safe, valued, and respected, and succeed?
2. What is the University of Manitoba doing well to address the inequities experienced by under-represented/marginalized groups (including racialized persons, Indigenous peoples, persons with disabilities, women, and members of the 2SLGBTQ+ communities?
3. What would promote a sense of inclusion for all members of our community?
4. If there is one thing that the University could do to ensure that EDI is embraced and supported throughout the University of Manitoba community, what would it be?
5. How might the University of Manitoba engage all of its students, faculty members and staff in advancing EDI?

## Barriers

I have grouped responses to the Question 1 into 14 Identified Barriers.  These are offered in no particular ranked order and perhaps could be further condensed at the recommendation of the committee.

*Barrier 1: Absence of visible and invisible minorities among campus faculty, staff, and administration*

*Barrier 2: Overt bias, discrimination, racism and colonialism on campus*

*Barrier 3: Lack of physical accessibility at University facilities*

*Barrier 4: Problematic complaint processes*

*Barrier 5: International students, staff, and faculty and others whose 2nd language is English*

*Barrier 6: Lack of meeting spaces/safe spaces/drop-in spaces across campus for various EDI communities*

*Barrier 7: Systemic barriers*

*Barrier 8: Financial barriers to EDI programming and to student, faculty and staff success*

*Barrier 9: Free practice of non-Christian faith*

*Barrier 10: Faculty and staff lack sufficient EDI training to meet University goals*

*Barrier 11: Union protections*

*Barrier 12: Perception of administrative apathy or hypocrisy regarding EDI goals*

*Barrier 13: Lack of organized central approach to EDI*

*Barrier 14: Barriers to students who are also parents*

## Detailed Explanations and Comments Regarding Barriers

*Barrier 1: Absence of visible and invisible minorities among campus faculty, staff, and administration*

A. **Faculty:**
   1. **Hiring and retention:** A student commented "The fact that Indigenous faculty and staff keep leaving the institution should demonstrate that U of M is failing at EDI – no one wants to be a token."
      a. Faculty pay equity - While we had an Indigenous Scholars hiring program, successful hires were few due to U of M being the lowest paid institution among the U15 and national media coverage of racially motivated incidents on campus.  Because all U15 institutions are courting Indigenous scholars to their campuses, we will not have success unless we encourage spousal hires, pay grade adjustments, and targeted CRCs.  So long as U of M salaries are stagnant, we will lose faculty to institutions where pay increases that at least pace the rate of inflation are possible particularly as faculty benefits are also not competitive.

    **b.** We also need to better inform hiring committees how to attract indigenous and EDI candidates across the board not only through implicit bias training, but information on where to advertise the position and include an EDI statement in each posting. Respondents also spoke to the lack of women professors in some faculties, and lack of 2SLGBTQ+ and visibly disabled professors on our campus.

    **c.** Where recruitment firms are used, Indigenous and EDI materials should be a part of every recruitment package, both to emphasize the importance of these concerns for our campus, but also to attract individuals from marginalized communities.

    **d.** Prospective new hires need to be screened for EDI and Indigenous awareness

    **e.** Finally, the academic bias against hiring students that have graduated from U of M limits the pool of Indigenous candidates from Manitoba (who are more likely to remain) and International students of color who have come to develop ties in our province.

2. **BIPOC (Black, Indigenous, and People of Color) faculty retirements:** BIPC faculty hired in the 1970s, 80s, and 90s are now retiring and their positions are not flagged as diversity positions, so that some faculties have become less diverse despite hiring programs like the Indigenous Scholars program. Can such retirements be reviewed by HR for recommendation on diversity/EDI targeted search for replacement?

3. **Tenure and promotion metrics:** Faculty from marginalized communities are more likely to be engaged in community and to deeply feel this engagement as a responsibility. This engagement is often expected by communities - for example, significant relationship building which may include volunteer service or serving on boards of community organizations is expected for healthy research relationships with Indigenous communities. Communities also want relationships to continue after the data collection has been completed. This has consequences for tenure:

    **a.** Relationship building takes time slowing down a scholar's research output

    **b.** Community-focus may make the scholar less internationally relevant, and be more difficult to place in what are defined by non EDI scholars as the top-ranked journals. Opportunities to present at International conferences may also be more limited.

    **c.** Expectations (or personal drive) to provide EDI service to the academy is a heavy burden on junior BIPOC scholars due to UM weak ability to retain BIPOC scholars until tenure. This prevents research necessary to attain tenure creating a vicious cycle and the unintended perception that these scholars are "lazy" due to low research output.

        **i.** The university may need to look at adjusting the service balance in designated faculty contracts: example: one Indigenous faculty hire was told that realistically, their job would be 40% teaching, 40% research and 40% service which is patently inequitable.

        **ii.** The weight of changing institutional culture disproportionately falls on faculty from underrepresented groups. (This is to some extent inescapable as is clear in the saying "Nothing about us without us". Until numeric representation of BIPOC scholars changes, we will do a disproportionate amount of the EDI work).

        **iii.** There is no compensation structure for all of this disproportionate work.

        **iv.** Recognition of the weight of this work should not stop one from asking an

individual if they would like to do the work – give them the sovereignty to choose their projects.

4. **BIPOC scholars launch academic careers later in life**
   a. BIPOC scholars are more likely to launch an academic career later in life and as a result may not receive the same supports as junior faculty members or need different ones.
5. **Indigenous Knowledge**
   a. Indigenous Knowledge qualifications and research are not always perceived by supervisors as a legitimate area of inquiry or as an Intellectual credential for hire even though there are often not advanced university degree programs in these areas
6. **Lack of Supports**
   a. Lack of mentorship and role-models. One respondent said: "it is hard to tell students who look up to me that I don't know of anyone who is like me or them and made it to instructor or professorial level in my faculty/discipline and need to fall back on folks from other institutions to find individuals who look like us outside of graduate students, sessionals, research assistants, or general staff."

B. **Staff**
   1. There is a gender inequity in the support staff pool comprised primarily of women. Because these positions are some of the best paid positions in Winnipeg for women who lack graduate degrees, women can become trapped in abusive, bullying relationships with supervisors. Others reported having more education than their supervisor but earning lower wages.
   2. Lack of diverse persons in staff positions. Libraries mentioned twice in this category.
   3. Of the anti-EDI statements submitted to the online feedback portal, those from staff were in a distinct majority supporting student claims of disrespectful interactions with staff.
   4. With the exception of Migizii Agamik and Ongomiizwin, lack of staff diversity in areas serving diverse student populations
   5. Prospective new hires need to be screened for EDI and Indigenous awareness as a competency.
   6. Staff from marginalized communities are also disproportionately assigned or select additional EDI work which is not compensated and can lead to significant unpaid overtime.
   7. Staff serving marginalized students on a caseload model need more time to build trusting relationships with students, and often become a touchpoint for students to get referrals to other services. However, this means listening to student stories which can take time. Lower case-loads and longer appointment times will significantly benefit student success.
      a. Students seeking advising at Migizii Agamik has dramatically increased as their appointment blocks are thirty minutes to one hour depending on the student and their needs. However, staffing levels have remained stagnant to meet the increased load.
      b. When staff members are too busy and stressed, they stop paying attention to the impact their actions can have on another's feelings of safety, value, and respect. This is when stereotypes kick in as a shortcut.
   8. Staff need to be allowed time to engage in professional development particularly when the training is not offered on their campus.

C. **Faculty and Staff**
   1. Too many individuals from marginalized communities lack permanent positions in some

cases despite working at U of M for more than 20 years.

D. **Students**
1. There are very few black, Indigenous, and people of colour professors leading to limited safe classroom environments in which to discuss race
2. U of M curriculum is very white and Eurocentric. There is an extreme lack of diversity in curriculum and comprehensive exam reading lists.
3. Students -especially in their first year – need to be encouraged, supported, and *believed*
4. Application forms are too binary and alienating to the LGBTQ+ community
5. Students from marginalized communities are also disproportionately assigned or select additional EDI committee work which is not compensated
6. Limited online and evening classes and programs make it difficult for adults with families to earn a living while they seek to obtain an education

E. **Administration**
1. Relative to other U15 institutions, UM is slow to progress in recognizing women as leaders. There is a dismal record of women as deans in almost all faculties, and a lack of women at more senior levels of administration as a result of direct and implicit biases.
2. Insufficient turn-over of deans of some faculties and administrators at more senior levels – particularly those selected through narrow internal selection processes has led to a stagnation of progress on EDI concerns. Hiring from within rarely challenges the status quo.
3. Because EDI and Indigenous programming has not been highlighted as a value at our campus in dean's searches, successful programs have been cancelled when a new dean is brought in who is not committed to EDI. It needs to be clear to newly hired administrators that the university has a commitment to teaching, research, and EDI.

## *Barrier 2: Overt bias, discrimination, racism and colonialism on campus*

While a few respondents expressed that they saw no evidence of barriers or overt racism on campus, BIPOC students and staff in particular repeatedly noted experiencing exclusionary social contexts if not overt racism. One individual who has been both a student and a staff member at the university stated "you couldn't pay me enough to send my kids to this university, and in fact, I have so far sent two outside of province for their education." Another individual stated "We aren't labeling racism. If we aren't labeling it, we can't deal with it." That said, we need to recognize and prepare the university community for the reality that while we are on the way to getting EDI right, we will still make unintentional missteps.

A. **Environment**
1. Racist acts on campus such as "Its OK to be White" posters, NCTR tipi slashed
   a. Several students and staff also objected to anti-abortion signage with excessively graphic images of foetuses which were noted as triggering for individuals who have had miscarriages. Questions were also raised why these signs were regularly set up near the entrance to Migizii Agamik as if targeting a particular population particularly since that population has the highest birth rate in the province.
   b. Circulation of racist memes and racially charged fake news on face book
   c. Several students, faculty, and staff suggested that elderly white male professors who are out of touch with current thinking on EDI should be offered incentives to retire. These incentives may need to include expanded health coverage – particularly prescriptions – as older faculty members have commented on staying

at the university so they can pay for medications for themselves or family members.

    i. "faculty who can't create an open learning environment need to retire"

    ii. Faculty and staff who are abusive to students need to be trained, disciplined, and/or fired.

    iii. Students have the right to make valid criticisms of assigned readings

d. Experience of racism is more acute for first year students as their peers have not yet had diversity content in a course or courses.

e. Dormitories were identified as a space where first year students, especially international students, have not yet been educated on equity issues (and perhaps Canadian norms) and so express racist, sexist, and homophobic attitudes to their peers.

f. One student said "I have interacted with no African Staff at U of M in the two years I have been here."

g. Another student said "white supremacy and low key racism are still very much a part of my everyday experience"

h. Diverse students and faculty report carding and having security called on them when they are doing normal aspects of campus life or work like going to the office, using a photocopier, or looking for your keys to open an office door.

i. Students complain some professors stalk students on FB and other social media

j. Belief in the superiority of western ways held by mostly white administrators make it very difficult to work for changes to existing hierarchies whose members are not cognizant of their unearned privileges and react to proposed change with white fragility.

k. Several also identified weight, height, age and appearance discrimination

B. **Faculty-based racism**

1. Indigenous racism identified as a problem for students especially in health fields and law according to students and some faculty.

a. "recently a seminar in my department that had to do with water systems and impact on Indigenous peoples. Other students complained that it was not scientific enough and that there was too much Indigenous worldviews[in the presentation]

b. Students find it exhausting and triggering to shoulder the burden of completing homework and exams that contain overt racism, systemic racism, colonialism. This can lead to delays in completion leading to lower grades and reinforcement of stereotypes among the faculty that assigned inappropriate projects in the first place

c. Student who attempted to transfer from U Saskatchewan medical school to UM medical school was told during admission interview that since she was Indigenous, she should just go get a degree in Native Studies which both was a racist statement to the student and a slight against the field of Native Studies as a legitimate field of inquiry.

d. Rady faculty members state that while the dean's office is supportive department head and unit managers don't necessarily follow suit and suggest that these individuals suppress the work of employees when those employees represent

diversity or champion it. Senior leadership is failing to correct/restrain middle management when administrators at that level go out of their way to end a contract or prevent progression, or deny pay increases that are due to diverse individuals and subject them to bullying if they consider complaining.

e. Some units are known to be xenophobic or Islamophobic, and are making determinations about students based on visual preconceptions rather than actual affiliations or ability

2. Students report multiple occasions on which they have gone to professors with concerns and been dismissed as inherently dumb, unprofessional, or simply wrong despite presenting valid arguments leading the student to believe that their positionality (LGBT or Indigenous, etc.) and intersections of marginalized groups is leading to not being taken seriously in academia and therefore feeling unwelcome on campus.

3. Persons with disabilities are given extra time to complete exams, but are not given the opportunity to take reduced credits in programs with rigid year to year requirements such as pharmacy. For the differently abled, every simple task takes more time to accomplish, leaves less time for study, and thus makes certain degrees unattainable.

**C. Faculty/sessionals**

1. Teaching evaluations – studies show that women, BIPOC, disabled, and less attractive faculty tend to score lower on evaluations because students have as much implicit bias as anyone else if not more. This is particularly true in large lecture courses where it has been more difficult to establish relationships between student and instructor.

2. "I have been a female faculty member in a male dominated faculty for over 30 years and even to this day, I am marginalized by my colleagues, openly criticized, and disrespected." Women in my faculty end up teaching the largest classes with no recognition of the workload, sit on a disproportionate number of committees, and the work we do is not valued.

**D. Age discrimination** – individuals from all categories raised ageism as demoralizing, isolating, unfair and lacking any sense of equity

1. Concern that there is not mention of ageism in strategic plan or in portfolio of EDI – the aged are not imagined in the university space and are therefore not considered normalized participants at UM

a. Isolation a problem

b. Age-related disabilities are not always visible, so accessibility an issue

*Barrier 3: Lack of physical accessibility at University facilities*

Many suggested that this was the most physically inaccessible campus they had attended or worked at. This prevents some from community from coming to campus for our events and others from applying to jobs with our university. Likely this also impacts connecting with Alumni -or at least Alumni ties to campus. Too many older buildings are not required to meet Manitoba code placing an unfair burden on people with physical disabilities.

**A.** Bathrooms

1. Not enough

2. Needed on all floors of every building

3. Some labeled accessible that do not comply with ADA standards

4. More gender inclusive bathrooms are needed
5. Bathrooms are poorly marked and difficult to find if you are new to campus.

B. Need more handrails
C. Elevators – few, ridiculously slow, such as the one in Tier, and poorly marked so hard to find.
D. Some ramps are too steep for wheel chair safety
E. Lecture halls have too few left-handed seats
F. Many doors lack automatic openers
G. Poorly maintained infrastructure – ceilings collapse in Isbister halls and lecture hall annually
    1. Library, labs, and classrooms particularly a problem for physical accessibility
H. Poor cleanliness
I. Online presence needs more alternative size and text formats to make sites more accessible
J. Accessibility considerations need to take into account non-visible physical disabilities (arthritis, chronic back injury)
K. Poor transit services for persons with disabilities
L. Need better wayfinding information
M. Need more benches between buildings
N. More accessibility parking needed at Fort Garry
O. Lack of awareness of how challenging the physical and social landscape at U of M is
P. Lack of human/financial resources to make accessibility changes
Q. Employees with hidden disabilities feel pressured to work long hours under stressful conditions while supporting vulnerable students, faculty, staff, and community members.

### *Barrier 4: Problematic complaint processes*

Faculty, staff, and especially students don't know what processes are in place to make a complaint regarding sexual harassment, racism, sexual violence, etc. While many are aware of the RWLE process, it is viewed as the nuclear option that will involve lawyers, and the trusted person to whom the victim initially spoke is often no longer allowed to give the victim support regarding the issue. Many are seeking a more mediated resolution that would allow a student to complete a class or inform a staff member of inappropriate choices with accountability for changed behavior. Many also associated both the formal and informal options open to them to be fraught with avenues for those with more power than the accuser to be protected and the victim to be retaliated against.

A. **Process punishes victims further**
    1. The Process of reporting an event is often re-traumatizing
    2. Support staff and short term staff feel especially vulnerable to retaliation and often put up with emotionally draining and painful bullying for long periods of time as a result.
    3. Multiple Students and staff report feeling unsafe to voice any concerns with respect to racism to RWLE, HR, advisor, or professor.
    4. Members of small departments/units struggle more with reporting and accountability – too easy to determine who made the complaint and don't want to be seen as "the problem" in a very small group – the smaller the group, the greater this is a problem
        a. Related is bring the only BIPOC or LGBTQ2S + student in a class and filing a complaint – obvious who complained.
    5. Students, faculty, and staff expressed that even if there are policies in place, they are not implemented respectfully.

6. International students very vulnerable to abuse due to dependence on funding from grant holding faculty. Staff person reports that these students are expected to do yard work at supervisor's home without payment among other things. Complaints to department head result in no action. Being taken off grant means loss of student visa.
7. Victims need to be BELIEVED.

B. **Those reviewing complaint are not reliable**
1. Lack of accountability within faculties regarding these complaints
2. Impression that HR department and RWLE office work on behalf of the administration and not university faculty, staff or student victims
   a. Recirculates staff with known problems to other units rather than addressing the problem or firing the individual.
   b. Staff person relates "HR doesn't want to actually fix anything, they want people to stop complaining about disrespect in the workplace and make the life of whistle-blowers hell until they practice 'learned helplessness' and walk away."
3. Several Individuals mentioned seeing supervisors who had pending complaints against them get promoted – this is demoralizing to staff and signals to them that they don't matter – related to problem of promoting insiders.
4. Reporting harassment to an office that takes no action is not just useless, it often leads to the harassment increasing and the victim leaving the university
5. Perception that complaint will only be addressed if there is a perceived financial consequence for the university
6. Student Advocate case load is too heavy to support the cases brought to it, especially during winter term. This delays resolution, frustrates victims, and exacerbates their trauma in a context where they are still not protected against faculty retaliation.
7. Sometimes supervisor believes complaint addressed, but the harassment moves underground and continues when out of sight of supervisor.
8. Collective Agreements protect racists and abusers.
9. Some supervisors regularly use bullying behavior to correct work and have been doing so for decades making staff leave or feel small.

C. William Norrie Campus does not have its own office of Human Rights and conflict management as the one at Bannatyne serves both campuses, so the complainant either has to go to another campus to file the complaint (if they can get time off work) or the HR staff person must come to William Norrie where she lacks an office – so difficult for meetings to be confidential. Staff and students don't feel safe pursuing this option.

D. University needs to have more respect for alternative methods of conflict resolution particularly when indigenous concerns are at stake.

### *Barrier 5: International students, staff, and faculty and others whose 2nd language is English*

Students whose second language is English or whose standard English preparation has been impacted by underfunded k-12 schools face unique challenges in the university environment. Add to this the handful of staff who stated that they wanted all students, faculty, and staff to assimilate to the language and culture of Manitoba in order to remain a part of the university community, and even wanted to see an English only rules instituted on campus (much to the chagrin of our foreign language departments I am sure) and one can see that these students face significant barriers.

A. International educational experiences (even US) are not considered equivalent to Canadian for hiring.

B. Students coming to our campus from northern communities , especially isolated First Nations, may have been taught in local English dialects that maintain Indigenous language word order or grammar with English words.

C. Need more campus supports/tools for second language speakers – some students are using data apps to convert/translate their words.

D. Filling out visa and Permanent Resident forms for Canada is a difficult and time-consuming process with multiple steps when English is your first language.  At present UM has only one staff member serving the needs of all International staff, faculty, and students which is insufficient to demand resulting in the need to involve the not inconsiderable expense of lawyers.  Other institutions provide significantly more support and assist the candidate with filling out forms.

E. Support to assist non-academic spouses to find work.

F. Support to get to know Winnipeg.

G. Support to identify and engage daycare/schools

H. Need EDI training for new International students

I. International graduate students are particularly vulnerable to being exploited by advisors.  Need guidelines regarding work hours, appropriate behavior of advisors toward students and have follow-up monitoring.  Too many International students report being screamed at by their advisor, being forced to share personal information about their health or religion and being forced to endure challenging work conditions such as unpaid yard work, or additional lab work unrelated to their research or RA appointment that would not pass labor laws.  They feel powerless because if they complain, their advisor can refuse to keep them in the program, and cut off funding, which would invalidate their student visas.  Complaining to department heads only leads to being labeled as trouble-makers.

## Barrier 6: Lack of meeting spaces/safe spaces/drop-in spaces across campus for various EDI communities

A. While students can book rooms on campus to gather at no cost, staff and faculty cannot – and need the opportunity to do so.

B. People of marginalized communities need safe places to express their shared values and world view without criticism.

C. Faith groups shouldn't have to do everything in a mosque, church, synagogue, etc.  need common spaces to share knowledge and work towards spiritual health

D. Migizii Agamik

 1. Is distant from some faculties, and very difficult to access from Bannatyne and William Norrie campuses and is not connected to the tunnel system at Fort Garry.

 2. Because it is one of the only safe spaces on campus Migizii Agamik is used not only by Indigenous students but also by international undergraduate students, with the result that it is too small, and Indigenous students cannot always finds space to study there

 3. Need more spaces to feel safe besides Migizii Agamik at Fort Garry campus which is quite large and some faculties can be a very long walk to Migizii Agamik in the winter.

 a. this is additionally problematic as it is the only place Indigenous students know they can go to smudge without alerting physical plant two days prior.

b. many spaces in the Student Union are unsafe both due to racism and microaggressions of other students.
E. Requested Centers Include:
1. Interfaith center
2. LGBTQ+ center
3. Study space for students 30+
4. International student center
5. Space for those with spinal injuries or other invisible disabilities to lie down between classes – for some both sitting and standing are painful
F. Need more general use culturally based spaces both indoors and outdoors that provide visual cues to others to recognize and respect multiculturalism and inclusion
G. Need better lighting and more call stations in Bannatyne parking garages
H. Students at William Norrie also face physically unsafe conditions – students have witnessed violence on their way to campus.

### *Barrier 7: Systemic barriers*

We cannot look at issues around EDI in isolation from the University's history which has constituted a century and a half of discrimination and colonization. In consequence the UM today is consequently an inheritor of cultural and historical barriers ingrained in the fabric of society and in university policies. The university must therefore engage in self-examination of its policies and procedures to identify and eliminate systemic barriers and not suggest that procedures must continue simply because they have always been.
A. Systemic attitudinal barriers, some of which are held unconsciously, result in good policies that may be compromised as those who must carry them out may not believe in them and may circumvent the policy or not enforce it. This has led to inconsistent application of policies across UM.
B. Faculty, staff, and administrators need unconscious bias training.
C. Outdated bureaucratic processes need to be addressed.
D. Belief in the superiority of western ways makes it very difficult to work for change in terms of existing hierarchies held mostly by individuals not cognizant of their unearned privileges. Example: GPA as a measure of academic potential does not recognize the historic underfunding of First Nations schools in Canada generally and Manitoba in particular, placing all Indigenous students at an obvious disadvantage to students from other backgrounds, yet it is used as an entrance criteria across all programs.
E. Insistence that all students follow the same rules is a cookie cutter approach that ignores the reality that not all students are starting from the same place.
F. Some policies supporting BIPOC, Differently Abled, and 2SLGBTQ+ need more consistency across faculties

### *Barrier 8: Financial barriers to EDI programming and to student, faculty and staff success*

Poverty and increasing financial inequality across Canada make access to a U of M education much more difficult and limits the ability of the university to be an accessible space for all demographics as the expense of an education continue to rise. The diversity of our campus community of students will not be

enriched if they cannot afford to come and if faculty and staff cannot afford to remain in the employ of the university. Respondents suggested that there are significant financial barriers that impact EDI in a variety of ways from concerns that operating the University on a business model may be antithetical to EDI programming, to barriers to the economically disenfranchised, to difficulties recruiting and retaining diverse faculty and staff when we have the lowest salaries and benefits of the U15 while all U15 institutions are seeking to make these hires, to concerns that funding for EDI programs need to be institutionalized for these programs to have the intended impact.

A. **Operating the University as a business is perceived as oppositional to recognizing the value of people attending and employed at the university**.
1. Moving to a performance-based workforce-oriented institution will heighten competition and exclude students whose success and learning is not gauged by such metrics.
2. Business models do not value equity, diversity and inclusion which they also do not understand.
3. The decentralized budget model negatively impacts EDI and Indigenous Engagement and allows faculties and units to view these programs and people as side projects and additional costs rather than central to the core mission of the university.
4. Running the university as a business creates an oppositional positioning between the administration and faculty/staff/students which rather than keeping anyone safe valued and respected fails to form a warm inclusive community of learning.
5. This business model encourages faculties to avoid fiscal responsibility for long-term institutionalized EDI investment and instead engenders reliance on short term funding from philanthropic donors or temporary internal grants rather than rewarding the faculty for engaging in foundational change or institutionalizing EDI programming.
   a. Programming itself becomes tokenized while involving a great deal of effort from those who prepare proposals and significant investment in start-up, hiring, training, and evaluation for a six to eighteen month program that is not guaranteed to continue.

B. **Disenrolling students for non-payment of tuition by an arbitrary date determined by the University. This can result in students repeatedly losing access to courses required to graduate extending time to completion.**
1. Ignores significantly differential access to funds to pay for university and how those funds are distributed
   a. Those just completing high school who due to financial need must take out a student loan must have a parent co-signer who in turn must meet minimum income standards and not have a history of bad debt.
      i. Given the high rates of unemployment in reserve communities, and the low-income employment of some Indigenous people in Winnipeg, this leaves a much larger percentage of Indigenous students without loan access.
      ii. Children of refugees and recent immigrants may also have parents whose credit is not yet trusted by lending institutions
      iii. Young people aging out of CFS will categorically lack a parent co-signer. The state will not serve as that co-signer. 90% of children in care in Manitoba are Indigenous. Recommendation: in light of the specific

hurdles for students aging out of CFS with regard to student loan access, could we request donor relations to seek funding of scholarships specifically for students who have been in care in the past five years and have maintained at least a C average?

**b.** Students eligible for FN Band funding or MMF funding are essentially receiving federal funding that can't be distributed until the bands receive it. This timing is determined by the federal government rather than our tuition deadlines. This has in the past resulted in students being deregistered from courses until the tuition bill is paid with the consequence that they may not be able to get back into courses they had registered for that are required for their major. At the University of Wisconsin-Milwaukee, we negotiated an agreement between the University and the Great Lakes Inter-tribal Council (Wisconsin equivalent of AMC) that as long as the university received letters of commitment from GLITC education office regarding which students had funding, those students would not be disenrolled or have registration holds placed on their accounts. Recommendation: Can we work with the AMC education office on a similar agreement? I could likely get a copy of the one used at UWM we could look at for ideas. This would relieve a lot of stress at the start of the semester for funded Indigenous students and likely improve time to completion rates.

    **i.** Bands do not receive enough education funding from the federal government to serve all interested students, so that while yes, there is an opportunity for all Indigenous students to receive education funding, not all will. Often bands select students on the basis of educational merit until the funds run out, although some divide the existing funds among eligible students (meaning they may have to provide a balance themselves) or decide to only disburse funds at the undergraduate level. The pool of eligible students will be both young people just out of high school and older students seeking training as non-traditional undergraduate students or advanced degrees. This leaves some students interested in university educations out of funding every year.

    **ii.** COVID has exacerbated this problem – in previous semesters, a student could often sit in on some courses while waiting for their funding to come through. However, now that all courses are online, students can't access the UM Learn and Cisco WebEx sites for the course and so once funding comes in are significantly behind.

**c.** Those students who have minimum wage jobs, scholarships, bursaries, stipends as their ONLY funding options for university tuition and fees, as well as room, and board. This makes the completion of these applications a priority even when due dates are in the middle of semesters and conflict with term work. The student then has to choose between using their time to complete assignments in current courses or apply for funding for the next term/year.

    **i.** need more workshops on funding for undergraduate and graduate students – with sessions specifically for International students

    **ii.** need templates and timetables.

    **iii.** need funding specialist who can connect them to grants and bursaries

that are right for them.
C. **Many coming from poverty will be the first in their family to attend college.**
This means these students will have less knowledge of basic university policies and procedures, less guidance concerning how to navigate them, and a greater likelihood of encountering intersectional barriers.
D. **Financial stress**
1. Financial stress over tuition and fees is a significant cause of stress and anxiety for our students impacting their mental health and ability to complete work
2. One female faculty member indicated that she had to go to the anomaly fund *three* times in order to reach pay equity with her male peers.
3. Due to being the lowest paid faculty in the U15, we can't recruit and retain top scholars let alone scholars from marginalized communities.
E. **Loss of dedicated funding for access programs**
1. Provincial funds for access program bursaries were moved to the general bursary funds by provincial mandate. This is a "color blind" approach that has been proven to reduce diversity and opportunity for those who need it most. Access programs in engineering, business, nursing, education, and the general access program have been very successful at lifting up students graduating hundreds of entrepreneurs, engineers, health professionals, and others to contribute to building our provincial economy and community. This has resulted in increased financial stress for the population of students most in need.

## Barrier 9: Free practice of non-Christian faith

As a diverse campus with international students from around the world and Indigenous students from across Canada is bound to bring together people of multiple faiths. However, the traditional university calendar and daily schedule don't necessarily respect the expectations of these faiths leading to increased stress and anxiety for practitioners even if they are not experiencing discrimination due to their faith, which they often are.
A. **University calendar is not ecumenical**
University calendar automatically provides days off on Christian holidays, but requires faculty and staff of other faiths to use their vacation days to practice their religion. As a result, they cannot use vacation time for its intended purpose – to rest and recharge – and often return to work more stressed than when they left.
Example: In Manitoba Indigenous people who follow their traditional teachings engage in Sun Dance or Midewiwin. Each of these ceremonies lasts one to two weeks and involves daily preparation of feats, building of lodges, gathering medicines, supervising child care, cleaning up after feasts, chopping wood and tending fires, and other tasks that are necessary for the ceremony to take place, but can leave the individual sunburned and exhausted at the end of their "vacation". We have staff who struggle with this in the summer months when these ceremonies are held. If an individual has family members at both Sun Dance and Midewiwin that they need to support by doing this work, they have no vacation left to regenerate.
B. **Daily class schedule a barrier to Muslim students**
Muslim religious expression expects adherents of the religion to pray five times per day. However, the breaks between classes do not accommodate the times for prayer three hour labs/seminars

do not accommodate this, and there are not enough safe spaces to pray without disturbance or interference.

C. **Display of graphic images by protest groups**

Why are Anti-Abortion activists allowed to post large poster boards on campus with violent images of aborted foetuses. This is triggering for women who have had miscarriages or have had abortions due to rape, incest, or at the recommendation of their doctor. The beliefs of this group can be expressed without the accompanying images, and without handing out small plastic foetuses.

### Barrier 10: Faculty and staff lack sufficient EDI training to meet University goals

In its last strategic plan, the university prioritized bringing Indigenous content into classrooms and creating a safe and respectful work and learning environment. However, because of inadequacies in teaching colonization and Indigenous experience as a part of Canadian history, a failure which has until recently been perpetuated at universities, many non-Indigenous faculty and staff who wish to support these policies fear to due to recognition of their own ignorance, fear of making things worse, and fear of inadvertently perpetuating stereo types. Numerous respondents indicated poorly informed faculty and staff were a barrier to implementing EDI.

A. **Indigenous Students are not paid faculty.** Indigenous students must not be expected to teach a class when a professor lacks the knowledge – they are not being compensated for doing so, may be triggered by the topic, and may be embarrassed by their own lack of knowledge.

B. **Where is the training?** Some staff report not knowing where to get training, despite the many options on campus and the will to do so.
   1. Some seemed confused by the number of training offerings and wanted a list of tangible steps to achieve EDI goals in their unit suggesting a need for unit-specific strategic EDI planning

C. **Lack of Degree:** Some staff considered their lack of a degree a barrier to upward mobility despite having years of experience in their current position leading them to feel undervalued

D. **Resistance to Training:** As long as EDI training opportunities are voluntary, those who most need them won't take them and continue to enforce the status quo

E. **New Faculty Training:** New faculty, especially those joining us from other countries, need training on the EDI landscape in Manitoba including mental health issue

F. **Fear to Discuss:** EDI appears on meeting agendas but faculty and staff are afraid to discuss because of ignorance and desire to avoid difficult conversations.

G. **Training for Faculty who want to teach EDI content:** Faculty willing to incorporate EDI content into their classes need to take advanced training so that they can bring more diverse content and readings to their courses.

### Barrier 11: Union protections

Unions have been criticized for always providing an active defense and seeking large severance packages for those caught engaging in the worst violations, for protecting those who resist EDI initiatives, and the way that they privilege labor issues over EDI concerns - sometimes even when the victim is also a member of the union. Unions also shuffle misbehaving members to other positions rather than holding them accountable.

## *Barrier 12: Perception of administrative apathy or hypocrisy regarding EDI goals*

Many respondents commented on administrative complicity or indifference to implementation of EDI goals; that claims to support these goals are made to improve public relations but actions are little more than window-dressing; and complicity in sheltering abusers for as long as possible and easing their departure when it can't be avoided

A. **Lack of Leadership on Preventative Measures –** most act only once an EDI problem has become catastrophic and is impossible to ignore and public.  In the absence of this, serious mismanagement of EDI concerns and complaints go unaddressed, and problems, sometimes legal in nature, arise that could have been avoided.

B. **Lack of Accountability at the Unit Level** contributes to an environment that both actively and passively discriminates against marginalized groups.

C. **Lack of Diversity in Senior Leadership:** University administration is dominated by white cis-gender men many of whom have spent their career at UM enforcing conformity to older  policies and limiting  acceptance for EDI initiatives and creative ideas for addressing and    implementing them.  Diversity in leadership needs to be prioritized.  A student states that "the university cares more for numbers and profit than people and is dominated by white men who don't want to change or share their power.  It does nothing related to EDI well and offers only lip service to these concerns."

D. **The University Does Not Live Up to its Own Basic EDI Recommendations:**
   1. Faculty and staff report having to re-argue why a program or policy is needed even when it is listed as a priority in the strategic plan.
   2. People responsible for equity work are put in a position of constantly having to remind managers and senior leaders of what they do and why it is important to the UM community.  Having a senior leader at their table to apply this lens will ensure this work moves forward.

E. **Protecting Perpetrators:** When professors have been accused of impropriety, their misdeeds have been covered up for extended periods, especially if they bring significant grants or notoriety to the university at the expense of their victims.

F. **Complaints Ignored:** Complaints are not taken seriously and are dismissed out of hand allowing harassers to continue their behavior, and victims to leave the university

G. **Lack of Enforcement and Transparency**: Lack of enforcement of existing policies, and any transparency regarding accountability.

H. **Students Unaware of Steps Taken Toward Improvement**: Students seem particularly concerned about the lack of accountability for EDI policy implementation, and seem unaware that the university offers EDI training to faculty and staff.

I. **Senior Administrators Fail to Ensure Middle Management Compliance:** Senior  administration engages in lots of publicised policy development, and inter-institutional agreements, but the indifference or resistance of middle managers means that those of us "working in the trenches" see little change.  We exist in a culture in which if you complain, you are the problem which is a difficult cycle to break.

J. **Non-Compliance is Tolerated Even When Facts Are Known:** The faculties and units on campus with EDI compliance issues are well-known, and senior administration does not press deans and managers to fix their unhealthy cultures.

K. **Lack of Human and Monetary Resources Means Lack of Accountability:** Lack of political will and meaningful action from senior leadership to move EDI forward in a timely and concrete way is demonstrated by the lack of human and monetary resources allocated to this work, and lack of accountability for violations. Leaders set the tone and stifle or encourage change throughout all levels of the university. Those resistant to change see lack of resources as a lack of commitment and choose not to become involved.

L. **EDI Won't be Accomplished through Easy Fixes:** University prefers easy but flashy fixes that make the news or at least alumni magazine rather than the harder things like helping to improve housing security for students who are renting low-income housing, requesting express bus lines between campuses or expanding childcare services.

### Barrier 13: Lack of organized central approach to EDI

Many respondents identified many small projects, processes, and policies that have had a positive impact, but suggest that if there was an organized central approach, these best practices could be shared further and EDI moved forward more quickly.

A. **Create more effective and inclusive pathways to successful admissions and completion**
UM needs to work closer with communities, governments, and school divisions to ensure that all k-12 students have access to the prerequisites and possess the requirements to apply for university immediately after high school.

B. **Baseline Funding:** EDI needs baseline funding and dedicated positions for EDI work that aligns with and builds on the momentum if the establishment of the VP. Indigenous Engagement which is the only structural position at the university that has the potential to support systemic change.

C. **EDI Workers are Isolated:** Currently, those engaging in EDI work are often isolated in their faculties and units. Being the lone voice for a cause that is undervalued leads to stress and burn-out. Projects are siloed, uneven, and often temporary.

D. **EDI Data Requires Analysis:** Centralized office could process workforce data – need to have the numbers of faculty, staff and students to have a clear picture of whom the university serves.

### Barrier 14: Barriers to students who are also parents

A. **Single Parent Students:** Many who want to earn a degree and have the aptitude to do so can't because as single parents, they lack a support network for childcare.
   1. **Impacts of Transportation:** If they are also low income and are reliant on public transit, this may involve taking one bus route to child care, and another to classes making being on time and focused for class difficult.
   2. **Inadequate Campus Child Care:** The child care facility at Fort Garry campus has an impossibly long wait list, and is inaccessible to students attending other campuses. Parents seek childcare near where they learn in case of emergencies.

B. **Housing Insecurity** – lack of low-income housing near to Fort Garry campus so may live a distance away. The university used to have a housing office to help students transition when their housing situation became insecure. This was eliminated in a past round of cuts to the detriment of student safety and success. If students don't have safe housing, they will put school on hold until they do.
   1. For students living in the projects, apartments have huge mold and insect problems, and students can end up living with a partner who is abusive, be thrown out by a roommate

with no redress because their name is not on the lease, or live near neighbors with substance abuse problems. How can students do well at university if they don't have a safe and healthy place to live?  Can Family Student Housing be a part of University expansion?

## Question 2: What is the University Doing Well

What University of Manitoba is doing well to address the inequities experienced by underrepresented/marginalized groups (including racialized persons, Indigenous peoples, persons with disabilities, women, and members of the LGBTQ2S+ communities?

The following is a list of what respondents identified U of M is doing well.  That said, other respondents did criticize some of the items on this list for going too far or not going far enough or even being tokenistic. This list is not intended to provide an explanation of the items listed or to delve into their relative value or to rank them (note that the question as posed did not ask individuals to indicate why they felt a particular program, event, etc. was part of what the university does well to address inequities).  This is simply a list of things that members of the University of Manitoba community who attended one of the 11 focus groups or submitted comments through the online feedback portal identified in no particular order.  Duplicate mentions of the same item have been omitted.

1. Bannatyne campus requires every first year student to attend an Indigenous presentation for 30 minutes and discuss campus safety.
2. The University of Manitoba is making a point to have Indigenous representatives, International representatives and women's representatives who are accessible.
3. Summer research track for Indigenous students that helps to attract more Indigenous students to our campus.
4. The Land Acknowledgement – Although some also criticized this for not recognizing colonialism as present and ongoing.
5. Migizii Agamik
   a. Indigenous Student Center programming space – provides safe sanctuary and supports for all people doing EDI work.
   b. Indigenous academic advisors who understand the social, spiritual, educational, and funding needs of Indigenous students.
6. Cultural events
7. Supports for those with learning disabilities through Student Accessibility services
8. Non-denominational spiritual care advisor
9. Inclusion of Indigenous Knowledge in the curriculum – there is a huge way to go, but glad it has started.
10. Fireside Chats & other Indigenous Speaker events
11. Muslim chaplain
12. Indigenous Connect newsletter
13. Access to elders
14. Lots of information, dialogue, and workshops
15. Says the right things in official communications
16. Supports for Indigenous students

17. Counseling services for all students
18. Sexual Harassment support Center
19. Supporting students so that they have a voice is being done really well
20. Access Programs (business (ABEP), engineering (ENGAP), Health (HCAP), general (UMAP)) but they are endangered since provincial funding cut and need a stronger funding commitment
    a. ENGAP (Indigenous Engineering access program) – to date more than 123 Indigenous graduates
    b. Access 3 week orientation for social work program – helps with student fears – creates sense of belonging. –serves new immigrants and Indigenous students
21. EDI Task Force  - online portal for feedback
22. Events for black history month
23. Survey on disability and customer service
24. Pride events and participation in Pride Day Parade
25. Indigenous awareness events and dedicated personnel
26. Sexual violence protocol and support services
27. Lunch and learns
28. Native Studies head Cary Miller's workshops
29. Efforts for Indigenous people and women's safety
30. Graduation powwow
31. Indigenous hiring program
32. VP Indigenous Engagement with associated support structure
33. Under-represented/marginalized groups are being addressed in research, staff hiring, creation of new positions to assist these groups, university initiatives, ceremonies, namings, publications, working groups, policies, student and university groups on campus, awards, awareness days, statements, etc.
34. Indigenous Initiative Fund – but need to look at what projects should earn baseline funding. Project-based initiatives are exhausting to constantly apply and report on and offer no long-term stability for great initiatives.
35. Creation of anti-racism lead at Bannatyne
36. Talks that educate staff about marginalized groups such as Indigenous people and 2SLGBTQ+ community
37. AMA Initiatives
38. Supports for UM Black Alliance
39. First University in Canada to join global Age-friendly University (AFU) network
40. Free tuition for the 65+ student
41. Reallocation of resources to Indigenous Achievement
42. Ongomiizwin
43. Really Robust Native Studies Department
44. There is more Indigenous content, but it's often being taught by non-Indigenous people due the University's challenges in retaining Indigenous hires. We need to hire people as associate or full professors, or provide lucrative research funding.
45. The work being done by Native Studies and the International Centre is fantastic.
46. The Summer Institute by Dr. Cary Miller is a great model.

## Questions 3-5: Response from Focus Groups: Recommendations

The final three questions from the focus group were framed around eliciting recommendations for advancing EDI at the University of Manitoba. During listening sessions, attendees moved back and forth between these questions as they shared their recommendations for improvement in EDI practice at the University of Manitoba.

- What would promote a sense of inclusion for all members of our community?
- If there were one thing that the University could do to ensure that EDI is embraced and supported throughout the University of Manitoba community, what would it be?
- How might the University of Manitoba engage all of its students, faculty members and staff in advancing EDI?

Below are recommendations people put forward for EDI programming at our campus categorized, but presented in no particular order as follows:

**A.** Training
- for supervisors
- for students
- for faculty/staff
- for hiring
- for everyone

**B.** Academic Curriculum
- course
- degree programs
- access programs

**C.** Senior Leadership and Management Commitment to EDI
- senior leadership must include diverse voices in visioning and strategic planning
- senior leadership must take substantive training
- senior leadership must act on complaints and hold individuals accountable to campus codes of conduct.
- executive recruitment

**D.** Equity-Based Hiring
- EDI targets
- qualifications and interview process
- areas where diversity is especially needed

**E.** Central EDI Office in Senior Leadership
- central administration
- embedded in the faculties

**F.** Accessibility
- spaces
- supports

**G.** Campus Safety
- reporting mechanisms
- supports
- physical safety from violence
- climate

**H.** Concerns of Faith

**I.** Unions and Collective Agreements
- central administration should act with integrity in collective bargaining
- need to support faith-related work concerns
- AESE
- UMFA
- CUPE

**J.** Improved Communications
- publicity
- transparency
- building bridges

**K.** Financial
- tuition and fees
- graduate and international students
- general

**L.** Family and Housing Supports

Below are detailed listings of recommendations submitted within these categories in the words of those who submitted them.

**A.** *Training*

    **1. For supervisors**

        a. More training for supervisors to understand racism and how to discuss it respectfully so that employees can discuss uncomfortable situations with them

        b. Seeing senior leadership commit to a significant training program for EDI will help to encourage buy-in for the rest of campus.

        c. Educate the senior managers who are primarily white older men that they are responsible for most of the cases of non-inclusion in our university. They take for granted the privileges of being where they are with the power they have in hand to exclude the underrepresented groups in our university community.

        d. supervisors must allow more time for their personnel to attend EDI training particularly when the training is only offered on another campus. This is not one and done – Indigenous and EDI training are lifelong commitments. – engaging in this could become part of evaluation criteria.

        e. require all personnel to undergo training to the highest levels including PET, VPAC and BOG.

        f. Managers should be educated on the finer points of dealing with damaging behavior, on the subtle ways behavior can be damaging to an individual even if it seems "small" to others.

        g. All senior and middle staff managers should be educated to understand why EDI is so important to make our University a safe, healthy, and fair place to the invisible minority. The managers must take compulsory workshops to learn how the principles of not being white, not being majority, not being born in this country, not being straight, not being born with disabilities are cruel tools that they have the tendency to use against the invisible minority. It is the University

obligation to educate our senior and middle managers to realize how unfair they are with their views of benefitting the majority of employees.

2. **For students**
   a. sexual assault and self-defence training available to all women students.
   b. mandatory sexual assault prevention workshops for all male students.

3. **For faculty/staff**
   a. trauma training that informs regarding intergenerational trauma is needed.
   b. privilege and implicit bias training is needed – particularly on those that exist uniquely in academia. Power structures should be explored.
      i. encourage people to listen to those with less power and privilege.
      ii. encourage people to use their power and privilege on behalf of others.
   c. need more training in mental health (accessibility issue).
   d. Have courses and workshops for faculty and staff on feminism, racism, cultural competency, etc. that are free.
   e. Offer one-hour talks/seminars at times possible for profs on topics such as transsexuality, common responses to sexual assault, who to go to on campus if approached by a student in distress.
   f. Training for university staff on barriers marginalized populations face in the academy, on anti-racism, and policies that accommodate diversity and are inclusive.
   g. Training for faculty and staff on best ways to support International students.
   h. Educational sessions where historical struggles are outlined clearly and systemic racism, which often developed in the past, is revealed as an impact on everyday life.

4. **For hiring**
   a. EDI training for all hiring committees is needed however one respondent stated: "I recently participated in EDI training for a search committee that I serve on. This training was largely telling us how we should think and what we should watch for in our thinking. I do not think that this is very effective. Few people realize their biases by just being told what their biases may be. A much more effective training session would be to actively engage participants in exercises that help them to identify their own biases. Then from there, help them to identify ways to recognize their biases and to counter these biases objectively. People learn much better by being active participants than passive participants." – note: as someone who frequently serves on hiring committees and does EDI training, I strongly agree with this statement – Identifying stereotypes is not as effective unless you also take the time to explain why the stereotype is incorrect. This is the weakness of implicit bias training – it shows you that you have a bias, but doesn't help you deconstruct and shift away from that bias.
   b. Make significant and ongoing EDI training and reflection mandatory for the onboarding process.

5. **For everyone**
   a. More implicit and explicit bias training.
   b. Everyone must receive EDI training as a part of normalizing EDI.
   c. Training must go deep and reflect NCTR call to action 57 – can't be superficial

"one and done" two-hour blanket exercise.

**d.** Educate the university about the importance of EDI.

**e.** Set levels of cultural and EDI competencies for campus jobs.

**f.** Training for university personnel on barriers, racism, and racialization of marginalized communities and people, policies that accommodate diversity.

**g.** Training sessions for faculties and departments on the importance of supporting their international students and staff.

**h.** Provide educational sessions where struggles are outlined clearly. Historical education on racism and indigeneity and the impacts of systemic racism on everyday life. This is important so that students and staff of color don't have to suffer in silence because the knowledge is known throughout the campus community.

**i.** Professional development regarding inclusion, accessibility, and mental health as well as where campus supports are when we need to turn to them.

**j.** Add a required component to every course and make every program have some core content about history, colonization, whiteness, privilege, and marginalization – it should no longer be possible to graduate from UM without this foundational core knowledge.

**k.** Provide everyone with an education on the benefits of EDI.

**l.** Mandatory and continuing education and training with swift and severe consequences should it not be completed. Several other professions withhold privileges to apply or register for programs/ course work, or suspend or not renew applicable licenses to practice their trade. If a student doesn't complete compulsory training; they simply can't register for course work. Should staff/ faculty not comply and complete training's then ensure a clear and concise policy is in place that demonstrates to them that it will not be tolerated and a rapidly increasing level of disciplines with be invoked against them; 1 warning to eventual termination without a lot of time in between may send the message EDI is not an option, but a requirement of their acceptance to have the privilege, honor and responsibility to work for UM and SERVE THOSE THAT PAY TUITION THAT IN TURN ALLOWS THEM TO EARN A PAYCHEQUE.

**m.** How do we promote learning events around fragility and privilege in ways that don't cause some members of the community to feel attacked/targeted.

**n.** Need to engage better with white men in positions of power (including faculty) to help them understand what inclusion and equity does and does not mean.

**o.** Always offer a U1 human rights course that is well funded and promoted.

**p.** Student responded "I find the pop-up stands/booths that people have about their culture or what they believe in or stand for to be super helpful and an easy non-pressured environment for me to ask questions to understand others better.

**q.** Make time for training– Embracing EDI requires more than just good will, it requires knowledge, and acquiring knowledge takes time. Yet the one commonality across the UM community is that everyone is overburdened and lacks time to do the work. This needs to be addressed in some way.

**r.** Training needs to require students to implement something. People can only

see the value of EDI once they implement a new program and experience positive changes.

**B.** _**Academic Curriculum**_

    **1. Courses**

      **a.** Students should take a required Indigenous course that discusses Indigenous world views, colonialism and its impacts, the history of Indigenous-settler relationships in Canada. This is particularly important for students in the professional schools.

      **b.** offer more courses and programs that are centered around Indigenous traditional knowledges and history, ways of knowing, and ways of being.

      **c.** Make Indigenous language courses free (waive tuition) to students, faculty, and staff who are residential school survivors as reparation for UM complicity in operation and training of personnel for residential schools.

      **d.** Students should have to take a required diversity course.

      **e.** Create a course entitled decolonialization and make mandatory for all students.

      **f.** Compulsory race relations course

      **g.** While we have started on curricular inclusion, we need more perspectives of underrepresented/marginalized groups in the curriculum..

      **h.** University should offer some Indigenous courses on the land and offer courses and degree programs in Indigenous communities or at hubs serving nearby communities.

    **2. Degree programs**

      **a.** Black Studies major or minor.

      **b.** More degree programs should be delivered in Indigenous communities whether by in-person or distance based teaching.

    **3. Access programs**

      **a.** U of M needs to support all access programs as fundamentally necessary given the k-12 education inequity between rural and urban schools in the province.

      **b.** U of M should recognize and create pathways to reconcile the differences in education level and aspirations of the students it recruits.

          **i.** Direct Entry admission criteria is changing to require pre-Cal 40s, but Frontier School districts do not offer the class, especially on reserve, and supports for success in the course if offered are non-existent – many don't have parents that can give guidance on this homework.

          **ii.** Students who otherwise are high performing, but lack pre-cal 40 could be conditionally admitted and given one year to take a course that meets that proficiency. If this will delay their progression so that they will graduate in 4 rather than 3 years – be up front about this.

          **iii.** Implementation of Canadian Indigenous Ancestry Categories under the special admissions categories for admitting students into faculties such as Asper including co-op programs.

              **a.** This implementation should not exclude 60s scoop or those who have aged out of CFS who are unsure of affiliation.

   **b.** This implementation needs to exclude various Metis groups in Nova Scotia that have been deemed fraudulent.

**C.** *Senior Leadership and Management Commitment to EDI*

We need more transparency about the direction and actions of senior leadership, and we need them to fearlessly lead the community as we try to right historical injustices and inequities to bring equity to our workplace and learning institution. This means that we cannot fear challenge or critique as we try to make the University an inclusive space for those who have been historically barred and who still feel they do not belong.

1. **Senior leadership must include diverse voices in visioning and strategic planning**
   a. LISTEN X2 – too often diverse voices are ignore – need inclusion in planning and visioning process for the whole campus, not just EDI programming.
   b. The university must embrace the idea that it is the ***people*** who make the institution what it is, and value them and their experiences.
   c. Administration needs to establish participation baselines, targets for improvement, and actions ( not just policies on paper) to achieve those targets.
   d. Include EDI as an integral and explicit practice/posture of the university's mission/vision.
   e. Need to make sure EDI voices and stakeholders are a part of the next strategic planning exercise.
   f. EDI mandate is identified as a top strategic priority in the next strategic plan including priorities for all staff and students.
      i. EDI must be a strategic priority embedded in our campus culture and not seen as isolated or side-bar programing.

2. **Senior leadership must take substantive training**
   a. Senior leadership taking EDI training will encourage campus buy-in.
   b. Ensure the managers have a protocol or extra resources to teach them what to say and do when these kinds of issues are brought to them. Many are uncomfortable, don't know what to do, or don't want to cause a huge fuss for the accused employee – this causes the manager to be more likely to be unhelpful and leave the troubled employee in the lurch.
   c. Start from the top. One of own senior University administrators is one of the worst examples of someone who does not treat people fairly or with respect. I have been on the wrong end of this treatment and so have a number of my female colleagues. My male colleagues have not been treated this way. Administrators need to walk the talk.
   d. The University should make every effort to involve marginalized groups in the conception, planning, and execution of university politics, panels, and workshops. It is very obvious when those first-hand perspectives are missing.
   e. Have upper administration and managers embody and promote the values inherent in EDI (and provide them the time and resources needed to grow in their understanding of diversity and allow their staff to do so as well).

3. **Senior leadership must act on complaints and hold individuals accountable to campus codes of conduct.**
   a. Seeing consequences for damaging behavior to ensure that it stops would go a

long way towards making marginalized groups feel safe. Watching abuse or mistreatment be swept under the rug repeatedly by managers makes people feel very unsafe when it comes to raising their own concerns in a positive way.

b. Central administration should stop covering up misconduct, but rather hold people accountable.

c. Each unit should sit together once a year to discuss EDI issues with a mediator present so that managers cannot sweep things under the rug and are held to account to address issues that are brought forward in a productive way. We have to be able to talk about these issues as adults.

    i. Some suggested they did not like that the RWLE policy only led to penalties and did not use alternative conflict resolution for lesser conflicts so they could become teaching moments.

d. Have a check in place that gives employees a place to go when they have gone to their manager and nothing occurs (or make it very clear to the UM community that this is not the manager's job).

e. Hold department heads accountable to ensure that all curriculum meets EDI requirements.

f. Zero tolerance to managers and staff who are unaware of EDI.

g. New administration to commit to dealing with EDI concerns as they arise with transparency and measures with real outcomes rather than chiefly dealing with self-preservation and self-promotion – fundamental house cleaning is needed.

h. Leaders, faculty, and staff must have EDI indicators in performance reviews.

i. Accountability that starts from the top – victims need to feel safe coming forward and that something will be done.

    i. Have to believe that the university hierarchy listens to the people.

j. Discipline and or early retirement packages to senior professors uncomfortable with EDI.

    i. This may need to include extended medical benefits especially for prescription drug coverage – some are staying on for medical reasons only.

k. Listen and act upon requests. Don't say that it can't be done.

l. Don't put the burden on marginalized campus communities to volunteer to strategize and implement EDI without compensation.

4. **Executive recruitment**

a. Ensure that criteria are set for all executive positions at the deans level and above that indicate EDI, Indigenous presence and accessibility are core concerns of administration at this university.

b. Identify and recruit women, BIPOC, LGBTQ+, differently abled to serve in senior leadership from the deans on up.

c. Women need to be better represented in University administration – the university has only had one woman president ever!

d. Go to all senior managers and count how many individuals from underrepresented groups belong to the top levels of the university hierarchy. Hire at least 30% more under-represented people for the senior and middle management positions.

e. There is not enough diversity at the leadership level.  The university prides itself on being named a top employer in the area of equity and diversity, however that is not reflected in the university administration leadership or in the faculty tenured positions.

f. More Indigenous, BIPOC, non-binary/transgender persons in positions of leadership including top administrative positions as this sends an important signal of the university's commitment.

g. Too many white privileged staff members in HR who every day bring their barriers, prejudices, and biases to job interviews.  It is unacceptable to have so many white and privileged people in decision-making positions at our university.  This creates and perpetuates a hierarchical system that is unfair, toxic, and discriminatory.

h. Demand that faculties are held accountable for their lack of diversity among faculty and staff and do not permit a lack of capacity to be a reason.  If it is used, then ask faculties how they will support mentorship and training opportunities.

i. Increased diversity within the University of Manitoba's administration and faculty could help to begin opening up dialogue – students and staff are more likely to engage when they feel that they have an ally who sincerely understands.

j. Emotional intelligence needs to be a hiring criteria for unit managers and administrators.

k. Hire more Indigenous and racialized minorities and individuals who have experience/courage to address difficult topics in leadership roles and empower them to do the work.

D. *Equity-Based Hiring*

1. **EDI targets**

   a. Need to recruit more Indigenous people across all campus positions from entry level to leadership.

   b. Ensure EDI representation on every campus and in every faculty.

   c. Need to hire more individuals with visible disabilities – some fear they are not making it into the hiring pool.

   d. Need to recruit Indigenous people in all units and ensure those units have a climate that is comfortable for people to openly express their Indigenous identity.

   e. Ensure that EDI target positions are spread across visible minorities and don't all go, for example, to white women.

   f. Need a diversity quota (affirmative action) – this will be unpopular, but remarkably effective.

   g. Need more hires from underrepresented/marginalized groups with attendant administrative supports.

   h. Hire people in staff and administrative positions who at least seem like they want to help you – everyone is so impersonal.

   i. Employment equity needs to be reinstated at UM with timelines and dates for all units to achieve this.

   j. Need elders in every faculty and school.

   k. Offer early retirement packages to senior professors uncomfortable with EDI.

   l. Need a critical mass of faculty and staff who will support all students/colleagues

in culturally safe ways.

 **i.** Hire EDI faculty with a robust research agenda for role modeling for students.

 **ii.** Hire EDI faculty with a passion to contribute to long-term change in the academy and the service obligations required to ensure this – can service or admin component of contract be expanded for some BIPOC hires to ensure this? This also ensures tenure protections for individuals advocating for change.

2. **Qualifications and interview process**

 **a.** Indigenous Knowledge perspectives need to be valued in the hiring process alongside colonized perspectives.

 **b.** When hiring Indigenous or other EDI personnel, include a question about how to make their workplace better – don't assume that you know how to make it culturally safe for them.

  **i.** Could a question like this be added to performance review questions?

 **c.** When hiring for Indigenous designated positions, candidates have frequently inquired regarding the state/degree of racism on our campus. One reported being followed around by staff in a store near his downtown hotel.

 **d.** There has been a lot of form over substance and limited substantive change. Every policy and program must be viewed through a minority lens. Hiring and recruiting must change for ALL faculty and staff.

 **e.** Create cultural and EDI competencies for jobs. Ensure all new hires and vacancy management processes undergo a process for reviewing their EDI competencies and if they are achieving UM goals for employment equity groups.

 **f.** Implement employment equity policy for all levels of hiring at the UM and hold faculties accountable. Do not permit lack of capacity as an excuse for lack of diversity in specialized positions (e.g. Bison Sport Coaches). Include equity competencies in job descriptions so you hire people with actual lived and work experience for all jobs since MB is a diverse province.

 **g.** Make EDI proficiency a qualification for getting hired and for keeping your job. Make significant, critical, and ongoing EDI training and reflection mandatory for the onboarding process and continuing professional development.

 **h.** Need to value Indigenous Knowledge along side western degrees as qualifications in some fields.

 **i.** Job postings need more language to acknowledge equitable hiring practices for mental/cognitive based disabilities that can be invisible vs. the current language that focuses on the physical appearance of disability and diversity.

 **j.** A recognition of the very different and expanded service work that faculty and staff from under-represented groups do as well as compensation structure for this work.

 **k.** Consider "grow your own" faculty approach – fund doctorate for students who will commit to teaching at UM for a minimum of 5 years – especially in faculties or departments where recruitment is difficult.

 **l.** Consider hiring practices like dean funds on-campus interview for top three candidates and central funds top ranked EDI candidate. This creates equity as EDI

candidates often receive less guidance and mentorship regarding how to apply for academic jobs.

3. **Areas where diversity is especially needed**

   a. Too many white privileged staff members in HR who every day bring their barriers, prejudices, and biases to job interviews. It is unacceptable to have so many white and privileged people in decision-making positions at our university. This creates and perpetuates a hierarchical system that is unfair, toxic, and discriminatory.

   b. Need diverse employees in recruitment, fundraising and governance branches.

   c. Hire marginalized people for a broader range of positions with the university. For example, the Native Studies department and Ongomiizwin Health are understandably made up of mostly Indigenous folks; however Indigenous applicants should not feel like those are their only options here at U of M. Similarly, I've seen plenty of people with disabilities working for Student Accessibility Services, but rarely in other areas on campus.

   d. HR needs to intervene in IST hiring practice that skews toward hiring only white men for certain IST teams which is not in step with IT hiring anywhere else in the province.

E. *Central EDI Office in Senior Administration*

   1. **Central administration**

      a. Office of EDI needs to be a full office with its own units – one person can't be tasked alone for moving this forward on our campus.

      b. EDI should not be in competition with or merged with Indigenous Engagement. The university needs both – this is not an either or discussion.

      c. EDI office that can facilitate difficult conversations on racism, sexism, ageism, classism, heterosexism, religious bias, stereotype threat, and unconscious bias.

      d. EDI commitments need long-term base budget support with real accountability. We can't just temporarily address them when convenient and highlighted in the media.

      e. Conduct regular EDI audits of units – could units be "graded" with grade posted on their website the way restaurants are required to show their cleanliness grade in the window.

      f. Change management processes for all units to meet EDI goals within a defined time frame.

      g. Have a governing body that the university would be accountable to regarding EDI

      h. Direct funding and report structure from the president's office. Meaningful funding goals and objectives with strict timelines. Move beyond required minimums. Show that you mean business – move beyond platitudes – quit consulting and do something!

      i. Support structure similar to VP Indigenous – consider processes and ways to align the work of all groups doing EDI to avoid redundancy and let no one slip through the cracks.

      j. Need a centralized EDI office led by a senior D&I professional who is an equal and influential partner on the senior leadership team whose office could produce

workforce analysis reports, conduct exit interviews, mediate complaints, and engage in campus training.

k. It needs to be a multi-year, multi-faceted strategy that tackles barriers and inequities on all fronts and levels of the university.  Its not just about staff/HR, or just about professional development, or just about students – it's about all of it. Everything is interconnected.

l. Because structural racism exists in all faculties and campus, not just Rady, need a coordinated approach to dismantling barriers within policies throughout U of M.

m. Need better statistics on EDI concerns with clear information as to why it is being collected and an interest in using them to enhance outcomes and implement changes.

n. Direct funding and report structure from the President's office.

o. Examine all existing policies (not just HR) to accommodate Indigenous world views.

p. Provide the actual funding and resources to back your stated intent and commitment to EDI.

q. Senior BIPOC faculty and staff want some leadership in EDI as we are used to doing the heavy lifting with regard to this work.
    i. Knowing that marginalized faculty and staff are likely overburdened is not a reason to exclude them.  Reach out and give them the sovereignty to decide what projects to prioritize.

r. Needs an effective and experienced project manager.

s. Ensure EDI work plan has some short-term achievables, so students who are only here for three years can see meaningful action before they graduate and become alumni.

t. Firm commitment of funding and resources to support equity, diversity, and inclusion work.  This work is routinely critiqued on our campus for lacking real teeth and impact.  Projects must address the structural roots of oppression not just superficial feel-good projects.

u. Increase collaboration between social sciences and natural/hard sciences to cross-pollinate perspectives.
    i. Further encourage inter-faculty collaboration and interaction with the community, particular inner city.

2. **Embedded in the faculties**
    a. Identify one person in each faculty/department or unit to liaise with central EDI office.
    b. All units must include EDI in their mission statements and have a statement on their websites to which they are accountable.
    c. Establish clear written policies that create a safe environment and clearly communicate them to the community online but also in hallway displays.
    d. EDI strategic plan and follow-up report to central EDI.
    e. Faculties need to be required to set aside a percentage of their own funds for EDI work and complaint procedures.
    f. While centralization is key to success, EDI programs must reach down to each committee, program, unit, and department.  If a person does not feel they are

listened to, valued, and respected, they will not feel safe and can't succeed.

**g.** It has to start with each committee, program, unit and department.  If a person doesn't feel they are listened to, valued, and respected within his/her committee/department/unit, he/she won't feel safe and can't succeed.

**F.** *Accessibility*

**1. Spaces**

**a.** Need a place on campus for students with accessibility issues that cause pain when sitting or standing to lie down.

**b.** Make all spaces on all campuses fully physically  -- not just meet minimum requirements – decisions on this should be left not just to architects and engineers but also to the people who will actually be reliant on the infrastructure being developed to fully participate in university life.

**c.** Improve signage for accessible areas, elevators, etc.  It is difficult for people to find places on campus at both Forth Garry and Bannatyne.

**d.** Reconsider our spaces and services from the perspective of accessibility – are the spaces we work in and the people that provide services welcoming? Do they draw people in or intimidate?

**2. Supports**

**a.** Provide more supports to those with disabilities – their voices are seldom heard.

**b.** More robust funding and staffing for Student Accessibility Services.

**c.** Undertake a full and complete audit of the physical environment for all individuals with disabilities (visible and invisible such as arthritis, chronic back pain, or mental health).  Until all buildings are fully accessible to people with differing disabilities, having us watch a video regarding accessibility is frankly a joke when you know that the physical space is such a barrier.

**d.** Can the accessibility of the room be identified when booking rooms for classes and events?  Could this information also be available on aurora and UM Learn.

**e.** Mental health on campus needs to shift from a personal responsibility to seek out help to an institutional/social responsibility mindfulness workshops are a banded solution to academic pressures, discrimination, etc.

**f.** Include stories about people with disabilities in UM Today and other promotions

**g.** Move beyond a medicalized understanding of disability to social justice.  There has to be serious attitude shift within the University community at all levels.

**G.** *Campus Safety*

**1. Reporting mechanisms**

**a.** Online feedback portal for students to share experiences of discrimination/bias that would be screened by qualified staff who would reach out to students

**b.** Safe complaint structure without being identified for retribution – the first step of which is that the complaint is taken seriously – and provide staff with the tools to confront hurtful words of others rather than being complicitly silent.

**c.** A process to report on EDI concerns that achieves results (growth in worldview and behaviors) rather than imposes punitive disciplinary action.

**d.** Hold people who express racism, homophobia, sexism, transphobia and ableist attitudes accountable.  There should be repercussions for how such individuals

mistreat people in the campus community.

e. Faculty accused of racism are currently protected to the detriment of student safety.

    i. Students need to have their concerns validated not punished and should not have to battle huge systems by themselves.

    ii. Currently the onus is on the victim to prove they were wronged rather than on the accused to prove themselves innocent.

        a. This is unfair given the differential power relationship between faculty and student.

f. Prompt action on complaints rather than a long drawn-out process and public reporting of the complaint outcome.

g. Need to create a ways for contract staff to provide input without being fired.

h. Administration must own its mistakes and bad HR practices.

i. Administration must acknowledge past hypocrisy.

2. **Supports**

a. Distribute emergency contact cards that can be posted in each office with referral numbers (suicide, sexual harassment, etc.).

b. Syllabus should include a list of supports for various communities – or perhaps links on landing page of UM Learn.

c. PTSD Supports for vets.

d. Faculty and Staff support groups – share best practices – we need the opportunity to be a community within the university that supports one another.

    i. Although we have more than 135 staff and 35 faculty who are Indigenous, at a university of 50,000 students, if you are the only Indigenous person in your unit, it can feel isolating.

    ii. EDI self-declaration needs to be for more than administrative bean counting. Needs to be a vehicle to bring people together.

e. Need a mechanism for older students to connect with campus peers – being surrounded by early 20s students is isolating.

f. Need anti-racism leads at all three campuses, not just Rady.

g. Establish programs for other underrepresented minorities like those established for Indigenous, students, staff, and faculty as appropriate recognizing that the legal status of Indigenous people in relation to all Canadians as identified in our treaties entails unique obligations from the university community that are not necessarily shared.

h. Aftercare program for students who have experienced racism and microaggressions.

i. More programming and services for queer, Black, and Latino communities on campus.

j. Safe spaces and normalized opportunities to have discussions about racism, equity, etc.

k. Need more allyship – ways to encourage others to join with the EDI individual to call out barriers – support group?

l. Indigenous Aunties (not elders) whose role is to take care of students.

m. More Indigenous ceremonies available to students and more elders to perform

them.

n. Need an elder in the Faculty of Arts.

o. Week-long orientation for Indigenous students similar to the one done for international students that incudes computer skills and writing practice.

p. Need more round meeting rooms and lecture halls, and community   spaces on campus.

q. Show respect to all the underpaid and undervalued support staff and sessionals especially those who are women, gender non-conforming, Indigenous, or racialized.

r. Professors should have a social justice statement on the syllabus that is discussed with their students on the first day of class to open the door to open up about     these issues.

3. **Physical safety from violence**

   a. Parkades need more emergency call stations and better lighting, particularly at Bannatyne campus.

   b. Brody does not have enough spaces to eat lunch and casually study given that the chairs in the common area are flimsy and unsafe for heavier faculty, staff, and students.

   c. It is dangerous to go for a walk outside near Bannatyne at lunch time.  Could groups coming together for a walk be organized at 20 minute intervals?

   d. Safe ride program for women.

   e. Process for people to formally declare as ally – possibly a door sticker to post as well.  This will help those looking for support.

4. **Climate**

   a. More awareness around pronoun usage.

   b. Territorial acknowledgement only acknowledges the harms and mistakes of the past, and doesn't include the present or future when colonialism and its impacts are ongoing. It needs revision.

      i. Stronger treaty acknowledgement that recognizes the genocide against Indigenous people.

      ii. Can't think reconciliation is accomplished through a land acknowledgement – university must act on all of the relevant NCTR calls to action.

         a. Educational self-determination means allowing Indigenous academics and students to determine how and what they need to provide in an education that is suitable for them and the university must provide them the support required.

   c. Discussion of EDI cannot be separated from discussions of racism, particularly anti-Indigenous and anti-black racism.

   d. Campus should develop an EDI code of conduct.

   e. Use correct terms in all communications, publications, and personal interactions

   f. Acknowledge that ageism exists at U of M and educate professors and department chairs regarding the challenges of older students – isolation, caregiving, distance from earlier former education.

   g. A stronger policy against blunt racism that occurs on campus against Indigenous

peoples and BIPOC – need to reject "all lives matter" and "everyone must be treated exactly the same" as anti-equity statements and stances.

h. Members of the campus community need to feel safe when on campus. This involves dealing quickly and decisively with racist incidents on campus and creating safe spaces for racialized and marginalized groups.

i. University has acknowledged past mistakes but has not apologized for them

j. Understand that people don't just have one identity, but many (ethnic, religious, gender, racial identity, disabled, aged). However our shared experiences and identities as students, staff, and faculty can create a more comfortable space in which to talk about the difficult subjects that divide us.

k. More round classrooms and meeting spaces.

l. Increased diversity among slates of candidates for UMSU elections.
    i. Student EDI reps for each faculty.

m. Include US Indigenous on the campus I declare Indigenous form.

n. Acknowledge that the university's past rests on colonial foundations so that we can move into the future without blinders on

o. University needs to publicly acknowledge the contributions of EDI/BIPOC faculty, staff, and students in advancing BIPOC inclusion on campus rather than always taking credit for the work of BIPOC faculty and staff without acknowledgement..

p. Recognize that the university system is a western colonial system that Indigenous people will feel some degree of discomfort in without being abnormal.
    i. Many believe at issue is cultural difference but it is so much more than that.
    ii. There is wide mistrust of educational institutions which have in the past been used as tools of assimilation (cultural genocide) and vocational preparation for labor-class jobs rather than a tool for upward mobility.

q. Hold "get to know you" days/celebrations for different communities on campus that are informative.

r. More events for faculty to mingle across department and faculty lines.
    i. "First Friday" events hosted by provost.

s. Celebrations recognizing accomplishments – keeps morale high and excellent way to promote inclusion and attract community and student support.

t. Do more to really understand what actual reconciliation between UM and Indigenous communities will look like – this work will take time – possibly a generation.

u. Need more EDI/Indigenous events at Bannatyne campus with enough advanced notice given so that people can attend given that students and faculty are often dealing with clinics/patients. Can those scheduling events make a greater effort not to conflict with clinics or to conflict with as few as possible?

v. Improving climate requires changing hearts and minds which can be a longer process. – make sure those trying to avoid engaging with EDI training and policy can't do so.

w. Recognize that there is no aspect of University activity where EDI is not relevant

**x.** Several student and staff complaints that pro-life student groups should not be allowed to display disturbing graphic images of dead foetuses or distribute potentially disturbing objects (plastic foetus) and doing so should result in immediate removal from campus by security. Hearing their voice on campus is protected by free speech, but these images and objects are painfully triggering for women who have miscarried, or who have had an abortion due to rape or incest. There are also complaints that these displays are pointedly set up at entrance to Indigenous center making that community feel targeted.

**y.** Sponsor early retirement for senior faculty who can't/won't embrace EDI – be clear on penalties they will face if behavior continues and they have chosen to stay.

**z.** Each unit and department needs a dedicated staff space for lunches and gathering where the members of the unit can get to know one another better on an informal basis.

**aa.** Employment equity groups and people with positions to support EDI need to be able to gather together to discuss their work, the unique and common challenges that they face, and to collectively create a plan. Funding support is needed for this work as it needs to be done thoughtfully to ensure a respectful intersectional approach.

**bb.** Opportunities for faculty and staff to get to know their diverse colleagues – food often facilitates this – hard to maintain bias when you get to know real people.

**H.** *Concerns of Faith*

**1.** Students want to see their faith communities reflected in their faculties.

**2.** Students want to feel comfortable when faith is visible (such as wearing hijab).

**3.** Class scheduling

  **a.** Does not have breaks for Muslim prayer – greatest problem is 3 hour labs.

  **b.** Need to schedule exams based on a multi-faith calendar.

  **c.** Students should have the right to defer exams for religious holidays – or better messaging needs to go out to faculty, instructors, and students if this is already allowed. – put on syllabus and encourage discussion at start of term.

**4.** Indigenous faculty, staff and students need time to attend Indigenous ceremonies and funerals.

  **a.** While some Indigenous people are Christian, if the family is traditional, the funeral services will take a week with significant labor responsibilities.

  **b.** Indigenous ceremonies in often last a week to ten days, sometimes longer in the summer. The two most common summer ceremonies in Manitoba are sun dance and Midewiwin, both of which entail labor responsibilities of attendees. Those who attend both may use up all of their vacation time without actually having a rest and come back to work more drained than when they left. It is unfair that vacation has to be used for this when others have Saturdays or Sundays off on a regular basis for their observances.

    **i.** Staff report micro-aggressions when requesting time off for ceremonies.

    **ii.** Staff report being told they can't use their vacation time to attend

ceremonies due to "black-out" dates.

5. Students would like more Indigenous ceremonies available to them on campus.
6. Need more events that celebrate Muslim faith.
7. Campus needs a non-denominational chapel for people of all faiths.
8. Need basic rights for those associated with UM who practice recognized religions with respect to religious holidays – UW allows any member including teaching faculty to give about two weeks notice to book a day off for religious holidays in their faith without the day being counted against sick leave or vacation or violation of teaching contract. Why do we have Christmas off and not Eid or Hanukkah?
9. Gatherings that are not focused around Christian holidays are difficult to get bus transportation to, especially from campus.
   a. This is particularly an issue for those living in the dorms who have no place of worship for their faith on campus.

I. *Unions and Collective Agreements*
1. **Central administration should act with integrity in collective bargaining**
   a. pay equity.
   b. pay parity with other institutions.
2. **Need to support faith-related work concerns identified in #8 above**
   a. A recognition of the very different and expanded service work that faculty and staff from under-represented groups do as well as compensation structure for this work.
3. **AESES (UNIFOR local 3007, CUPE local 1482)**
   a. needs to stop protecting staff who discriminate by shuffling them to a new office without prejudice.
   b. Create more paths for new hires to enter the system and bring diversity to the staff pool.
   c. Contracts need to recognize a service % commitment like faculty and instructor contracts do. Staff also serve on multiple university committees especially if they are from a marginalized community.
      i. Classification is very difficult to increase, and currently assessments for classification increase do not recognize service as relevant because it is considered optional.
      ii. Needs greater whistle-blower protections so they can report sexual harassment and discrimination without retaliation. This is also true of non-unionized staff.
         a. Some now make complaints through faculty members who are protected by tenure. Staff shouldn't have to seek a faculty ally in order to hold difficult conversations or file a complaint.
4. **UMFA**
   a. Needs to stop protecting predators.
   b. Need to develop a method for students to file complaints of sexual harassment or discrimination anonymously so that the victims don't face retaliation in a manner that still is fair to the accused.
   c. Need to allow differently balanced contracts for faculty hired to do the work of

diversifying the university. A recent candidate for an Indigenous position in science was told that they would have a 40-40-40 workload across teaching, research, and service, because EDI work is extra.

    i. This needs to be addressed in tenure and promotion

5. **CUPE (sessional and TA)**

    a. CUPE is job insecure. Should their members be part of UMFA?

        i. Do different levels of job security contribute to lateral violence?

        ii. Can we introduce more equity on job security?

**J.** ***Improved Communications***

1. **Publicity**

    a. University needs to publicly acknowledge the contributions of EDI/BIPOC faculty, staff, and students in advancing BIPOC inclusion on campus rather than always taking credit for the work of BIPOC faculty and staff without acknowledgement.

    b. Opportunities to share our stories concerning when EDI has been achieved or undermined (faculty).

    c. Signage in halls promoting EDI.

    d. More articles and discussion concerning how diversity enhances creativity and increases productivity, a subject for which there is a body of peer-reviewed evidence.

    e. Indigenous student center page should also link to chaplain services page.

    f. University should spend more money marketing itself as an inclusive, welcoming workplace and learning environment.

    g. Current multicultural posters are pretty bland and look like they are from the 1970s – design new ones.

    h. University turns to marginalized groups to write statements for the university – often at precisely the time when that community is traumatized by the very event the university feels obliged to speak to – and once again, this is currently unpaid work.

    i. EDI Information hub.

    j. Budget to plan events and have a newsletter.

    k. Need Indigenous specific advertising materials produced centrally and within each faculty that must pass branding but not other content review.

        i. Recognize that the material may need to be formatted differently and include different information.

2. **Transparency**

    a. Communicate with campus marginalized communities on an ongoing basis.

        i. Listening sessions with students, staff, faculty should continue.

    b. Continue listening sessions/town halls as EDI is implemented to receive feedback and continue outreach.

    c. Increased transparency.

    d. Follow-up to determine which initiatives are working and which are not, and which need better messaging.

    e. Open discussions about the challenges and barriers within the university.

    f. Continuous push toward ongoing discourse.

g. Need to have robust communication accompanying the implementation of EDI programs and work to the UM community, making sure the messaging is clear and consistent, and campus members understand the importance and value of this work. Too often this work is done in silos in a fragmented way, but effective EDI strategies must be holistic and all-encompassing.

h. Constant, effective, and consistent communications about what is being done, why it is being done, and how this affects the university community.

3. **Building bridges**
   a. Need to help cultivate relationships among people across groups in a way that does not feel like home work.
   b. Need increased openness, transparency, and empathy to change toxic cultures currently present.

K. *Financial*

1. **Tuition and fees**
   a. More funding and opportunities for students of colour, particularly black and Indigenous students.
   b. Give all members of the university community a free gym membership to encourage health regardless of ability to pay.
   c. Work with AMC and MMF to establish tuition due date for their funded students since their federal funds are not always received in time to make our deadline.

2. **Graduate and international students**
   a. Create a fund to support graduate and international students who are disadvantaged because of illness (mental or physical). The current practice places undue stress on the advisor, especially those early in their career, as they may wish to help but have no resources to do so. There should be a pool of funds available for the student/advisor to apply to in such scenarios, rather than leaving it up to the individual advisor. In the case of international students, the circumstance is even more dire since they no longer are covered by Manitoba health and will be in danger of losing their visa status if the illness threatens their educational progression. The status quo is not equitable and graduate students are falling between the cracks.

3. **General**
   a. Continue to invest in one of our province's competitive advantages – diversity
   b. Refund to faculties part of tax to central budget for implementing strong EDI programs – tokenism should NOT be rewarded.
   c. Need to stop trying to run profits. Public education should be about people – who did the capital campaign really benefit? Students need safe places to live both on and off campus, and this was not addressed. The mission statement of the university has no reference to financial success – it speaks to the wellbeing of the community and the world. Need a serious reallocation of resources at the institution to live up to this mission by making EDI happen.
   d. Stop thinking about money first.

L. ***Family and Housing Supports***
1. Childcare services for everyone in the university who needs it.
2. Ensure childcare services satisfy CFS requirements, so that parents whose children are being monitored don't have to miss class if their children are sent home or there is a scheduled in-service day.
   a. Some majors, such as education, are out of reach to such parents due to mandatory attendance policy.
3. HR needs to recognize "modern families" and not be so narrow in their definitions regarding family policies.
4. Guarantee supports in all its forms for parents with dependents (children or adults)
5. Need a housing office to support out-of-province and international students in finding off-campus housing and to help students who end up in a housing crisis part way through semester find a place to live quickly so that they can complete their semester (apartment fire, relationship break-up, unsafe housing environment, etc.).
6. Students need low-cost family housing on campus
7. It is well documented that women progress in their careers more slowly due to maternity leave. Can maternity leave include paying a research technician or post-doctoral fellow so that a faculty member's research minimally impacted during a leave? This is a common practice in the US. Many women would prefer this option and the ability to keep pace with their peers rather than a hold on the tenure clock. The clock stop that comes with maternity leave is not necessarily beneficial – studies show that simply stopping the clock for men results in a 19.4 percent increase in probability of achieving tenure while for women it declines by 22.4 percent. – in other words, men use parental leave to do research, while women tend to spend it caring for the child. Further the additional time gives men the ability to resubmit rejected papers to top journals and to take more risks with regard to where they submit their work. https://www.gendereconomy.org/gender-neutral-par.

# The University of Manitoba Equity, Diversity, and Inclusion (EDI) Climate Survey: A Final Report

## Prepared for the President's Task Force on EDI

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# Acknowledgement and thanks

This report was written on Treaty 1 land – the traditional territory of the Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene Peoples, and the homeland of the Métis Nation. I recognize their continuing connection to land, water, and community, and as the cultural authority of the Indigenous peoples, especially the elders both past and present. I acknowledge and respect the traditional custodians whose ancestral lands I remain a humble guest.

A heartfelt thank-you to all the students, faculty members, and staff who participated in the survey. Your honesty, openness, and willingness to participate is much appreciated and, as always, informative and inspiring.

Sincerely,

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# EXECUTIVE SUMMARY

## Introduction

In the fall of 2019, the President created a Task Force on Equity, Diversity, and Inclusion (herein EDI). As part of the Task Force's work, a survey was developed to better understand the present climate at UM from the perspectives of students, faculty members, and staff. A total of 3,958 individuals from the UM community participated in the survey ($n$=2,750 students; $n$=449 faculty members; $n$=759 staff). Data were collected over a three-month period (March to the end of May, 2020). The survey consisted of a 72-item questionnaire that included demographic information as well as measures pertaining to: diversity; sense of belonging to UM; perceptions of safety at UM; incivility, harassment, and discrimination; microaggressions; equity; and campus accessibility. Included in the survey were five open-ended questions where participants were invited to explain or elaborate on their experiences, perspectives, and opinions. All responses were recorded anonymously.

## What we learned

In general, the majority of students, faculty members, and staff who responded to the survey were positive in their perceptions of diversity and inclusion at UM and agreed that UM is welcoming, cares about diversity, is accessible, and is inclusive. That said, the survey found differences in the perceptions of EDI, experiences of microaggression, and sense of inclusion among various members of the community. The least positive perceptions of EDI generally were reported by women faculty and trans/non-binary students, faculty, and staff. Students, staff, and faculty who reported various types of disabilities also reported lower than average perceptions of EDI. Faculty members reported lower scores than students and staff on the overall measure of EDI at UM (using an adapted version of the Index of Inclusion).

## Perceptions of Equity

*Students*: The majority of student respondents agreed with positive statements regarding equity at UM for women students, Indigenous students, racialized students, students who identify as 2SLGBTQ+, and students with disabilities. UM was perceived to be more equitable by undergraduate students (compared to graduate students) and students who had never lived in student residence (compared to students who either reported currently living in student residence or who used to live in student residence). Indigenous students were less likely to perceive equity for Indigenous students than were non-Indigenous students; although, in general, all students were less likely to agree that there is adequate representation of Indigenous students in their faculties. Sexual minority students were less likely to agree to the equity statements regarding 2SLBGTQ+ students compared to heterosexual students. Students with a disability, mental health-related issue, or chronic health condition had lower perceived equity ratings for students with any form of disability than those who did not. With the exception of physical disability, ratings of equity were lower for students whose disability had a severe impact on their ability to carry out regular tasks and activities on campus.

*Faculty*: Overall, women faculty, racialized faculty, faculty who identify as 2SLGBTQ+, and faculty who identify as having disabilities are less likely to agree that there is equity in how faculty members from under-represented groups are treated. Further analyses of faculty data found that members of various under-represented groups were less likely to agree to statements reflecting that there is equity for

the group of which they are members. For example, women faculty were less likely to perceive the University as equitable to women faculty members. This was particularly in relation to women receiving mentoring, being considered for leadership positions, and receiving equitable salaries. Indigenous faculty members were more likely to disagree that Indigenous faculty receive as much mentoring from senior faculty or have their comments given attention compared to their non-Indigenous colleagues. Racialized faculty members were more likely than their White colleagues to disagree that racialized faculty are frequently considered for leadership positions or receive as much mentoring from senior colleagues. Similarly, 2SLGBTQ+ faculty were more likely to disagree that faculty members who identify as 2SLGBTQ+ are considered for leadership positions or get as much mentoring from senior colleagues. Faculty members with disabilities were less likely to agree that faculty with disabilities get as much mentoring from senior colleagues or have their comments given as much credit or attention.

*Staff*: Responses by staff also indicate differences in perceptions by members of under-represented groups. Women staff were less likely to perceive women staff to be treated equitably in relation to men staff particularly in terms of receiving equitable salaries or having their comments receive attention and credit. Indigenous staff were less likely to see Indigenous staff treated equitably; this was especially notable in terms of perceptions of equitable workloads and salaries. Racialized staff were less likely to agree that racialized staff are treated equitably in terms of workload and consideration for leadership positions. Staff who identified as 2SLGBTQ+ were more likely to disagree that staff who identify as 2SLGBTQ+ are considered for leadership.

*Intersectionality Analysis*: Across all sample subgroups (students, faculty, and staff), intersectionality analyses indicated differences in perceptions of equity based on the intersection of identities. Although the particular intersections resulted in specific differences in findings depending on the group, overall, there is evidence that multiple marginalized identities were associated with less agreement with statements related to equity.

In addition to the quantitative findings, respondents provided written feedback about how they perceived equity at UM. These comments highlighted the need for greater diversity to counteract a lack of representation and voice, the importance of leadership for EDI, the emotional labour and heavy workload experienced by members of under-represented groups, the variability of equity across campus, the importance of an intersectionality lens from which to view equity, and the need for education about equity. There were also comments, largely from respondents who do not identify with one or more marginalized groups, that were critical of equity arguing that it is unnecessary and results in exclusion of other groups.

## Microaggressions
*Students*: Among students, there were differences in microaggressions based on gender and racialized identities. Men and White students were less likely to experience microaggressions. Indigenous and Black students were more likely to experience microaggressions than students with another racialized identity. The highest reported encounters of microaggressions were observed among students who identify as 2SLGBTQ+. Intersectionality analysis revealed further differences. For example, among Indigenous students, men and women students reported fewer microaggressions than did Indigenous Two Spirit/transgender/gender non-binary students. Disability was also an important factor in experiences of

microaggression; students who reported having a disability or mental health-related issue were more likely to report experiencing microaggressions than students who do not have a disability or mental health-related issue. As the impact of the disability, mental health-related issue, or chronic health condition increased, so too did students' reported experiences of microaggressions.

*Faculty*: Among faculty, many indicated that they had experienced verbal or non-verbal cues as a result of their identities that made them feel uncomfortable or unsafe and many indicated that they had experiences where people suggested they don't belong. Indigenous and racialized faculty reported above average incidents of microaggressions. Faculty members who identify as 2SLGBTQ+ were more likely to report experiencing microaggressions than those who identify as cisgender heterosexual. With the exception of sensory disabilities, faculty members with a disability, mental health-related issue, or chronic health condition reported above average incidents of microaggressions. The presence of multiple disabilities increased the likelihood of experiencing microaggressions as did the severity of the disability, mental health issue, or chronic health condition.

*Staff*: Staff were the most likely group to report "never" experiencing microaggressions which may be due, in part, to the relative lack of diversity of the staff sample in terms of racialized identity and sexual identity, especially when compared to students. Indigenous and racialized staff were more likely to experience microaggressions than were White staff. Staff who identify as 2SLGBTQ+ were also more likely to report experiencing microaggressions than cisgender heterosexual staff. Staff who identify as transgender/gender non-binary reported the highest microaggression score. Similar to faculty members, staff who indicated experiencing one or more disabilities, including a mental health-related issue or a chronic health condition, reported experiencing more microaggressions than staff with no disability, mental health-related issue, or chronic health condition. As well, increased severity of the disability, mental health-related issue, or chronic health condition was associated with increased experiences of microaggressions.

## Harassment and Incivility

While incidents of sexual assault were low within the UM community, reports of sexual harassment were more commonly experienced by students, faculty, and staff in the past two years. Faculty members reported the highest incidents of receiving insulting, derogatory, and offensive remarks, being excluded from formal networks, being the recipient of mean rumours, being excluded after challenging discriminatory practices or incidents, and experiencing cyber-bullying. Staff members reported the highest incidents of receiving insulting, derogatory or offensive remarks in front of others, and experiencing intimidating or hostile behaviours. In addition to experiencing acts of harassment and incivility, many respondents reported having witnessed or learned about such behavior. Overall, the majority of students, faculty members, and staff reported having witnessed/learned about or personally experienced at least one of the listed acts of incivility, discrimination, or harassment/assault at UM within the last two years. The most frequent reasons respondents identified for experiencing incivility, discrimination, or harassment were gender followed by racialized identity.

These incidents were rarely reported, especially among students. Qualitative responses suggested six reasons for not reporting: (1) lack of confidence that incident(s) would be taken seriously and/or

something would be done about it; (2) fear of retaliation; (3) knowledge of previous incidents being dismissed; (4) lack of proof; (5) power dynamics; and (6) lack of awareness about reporting processes. The majority of students, staff, and faculty reported being dissatisfied with the extent to which the incident(s) was/were resolved.

Qualitative responses further revealed that experiences of harassment, discrimination, racism, and incivility can lead to trauma and poor mental health, and are barriers to feeling safe and included. Many comments suggest that people do not feel that behaviour such as bullying and racism are being adequately addressed. Some respondents suggested that more diverse leadership, and more education and training would help address these issues.

## Safety

The majority of students reported that they consider UM to be safe. Their rating of safety were higher than those of faculty members and staff. Safety concerns were more frequent among those who attend the Bannatyne campus. Among students and faculty, women and those who identify as transgender/another gender identity were more likely than men to feel unsafe. Among staff and students, safety was related to racialized identity, gender, and disability; identifying as Indigenous, 2SLGBTQ+, or having a physical disability were associated with a decreased sense of safety. Survey participants who reported experiencing incivility, discrimination, or harassment were less likely to consider the University campus to be safe. Places most frequently identified as unsafe included bus stops, tunnels, walking outside, stairwells/hallways, and parking lots/parkades. Suggestions to improve safety include more signage, better lighting, and more cameras.

## Connection/Inclusion

The majority of students, faculty, and staff were positive in their responses to items related to connection and inclusion. There were differences, however, in the extent to which respondents reported feeling connected to the UM. Students and faculty who identify as Indigenous or Black reported lower connectedness scores. 2SLGBTQ+ students, faculty members, and staff all reported below average sense of connectedness scores. Sense of connectedness was found to decrease as the impact of the disability, mental health issue, or chronic health condition increased in severity. Further analyses determined that for all groups, the more experiences of microaggressions experienced, the lower the reported sense of connectedness/inclusivity, even after controlling for diversity measures.

Qualitative responses indicated that many students, faculty, and staff feel positively about inclusion at UM. There was some feedback that connectedness and inclusion vary depending on the faculty/unit in which one is situated and how one identifies. There were also suggestions that more diversity leads to greater feelings of inclusion. Those who reported being a part of a group, particularly student-led activities, commented on how this enhanced their sense of connectedness at UM while others expressed the need for more groups/clubs/events to promote inclusion. There were members of particular groups of students who reported feelings of exclusion: international students, older students, students from lower socio-economic backgrounds, students with particular religious identities, and students with conservative political beliefs.

## Accessibility

Respondents who reported a physical disability that had a severe or very severe impact when engaging in their daily/regular activities on campus were less likely than other respondents with disabilities to agree that the University is accessible. Newer buildings were reported to be more accessible than older buildings especially in regards to the adequacy of washrooms. The majority of respondents with physical disabilities that have a severe impact on their functioning reported the following to be inaccessible: recreation centres, campus services, elevators, washrooms, offices, and classrooms.

## Limitations

While the number of students, faculty members, and staff who participated in the survey was considerable (nearly 4,000), it only represents approximately 10% of the total University community. Given the relatively low participation rate, and that respondents were not randomly selected via probability sampling strategies, the findings cannot be generalized to all students, faculty members, and staff. The findings are illustrative of the perceptions and experiences of those who participated in the survey, but do not necessarily reflect the perceptions and experiences of the University community as a whole. Despite these limitations, we believe that much important and helpful information was nevertheless gleaned through the survey.

# INTRODUCTION

In the fall of 2019, the President created a Task Force on Equity, Diversity, and Inclusion (herein EDI). The Task Force's mandate is to provide recommendations on the process and actions required to identify and eliminate obstacles and inequities facing students, faculty members, and staff at the University of Manitoba (UM) to advance the principles of EDI.

As part of this mandate, the Task Force initiated a survey to better understand the present climate at UM from the perspectives of students, faculty members, and staff, and to inform current and future decisions about supporting an inclusive, diverse, and equitable University community.

The aim of the survey is to gain insight into attitudes, perceptions, and experiences regarding EDI as well as auxiliary factors such as perceived safety and experiences with incivility and harassment. This final report discusses the results of the UM EDI Climate Survey, which collected responses from almost 4,000 members of the University community in the late winter/spring of 2020 (n=2,750 students; n=449 faculty members; n=759 staff).

The purpose of the survey, and thus this final report, is to provide an overview of the diversity among students, faculty members, and staff as well as to investigate perceptions of equity and identify gaps to providing a safe and inclusive environment for all of the University community.  In particular, this final report will be distributed widely throughout the University community, and survey findings will be shared with key stakeholders in order to aid in the further development of EDI at the UM. We wish to express our deepest gratitude to all who participated in the survey. Thank you for providing a voice to this final report.

## WORKING DEFINITIONS

Knowledge is embedded in language, and language reflects a world that is constantly in flux and is never definitive. Put another way, language organizes experience; yet, language is not an expression of unique individuality. Language is embedded within a system full of signifiers (a sound, text, or image) that are *signified* (the meaning of the signifier). Language, then, is a powerful tool of oppressive discourses, because it classifies and orders experiences by signifying what is "normal" (e.g., cisgender heterosexuality) and, conversely, what is "abnormal" (e.g., transgender, LGB+).

*2SLGBTQ+* - Is an acronym for Two Spirit (2S), Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning plus (+) any additional marginalized sexual or gender identities (e.g., asexual, gender non-binary, etc.). Many individuals identify as "queer" or another identity (e.g., gender queer or pansexual), often to signify their opposition to what is regarded as an apartheid-like system of sexual and gender categories that oppress anyone outside the mainstream (Peter & Taylor, 2017). In this report, Two Spirit is listed first in order to acknowledge and recognize that Indigenous peoples are the first peoples on Turtle Island (Canada) and that this report has been written on Treaty 1 land.

*Chronic health condition* – The term chronic health condition usually refers to non-infectious diseases such as cancers, cardiovascular diseases, respiratory conditions, and type 2 diabetes; however, more recently, chronic health conditions also include infectious diseases such as hepatitis and HIV/AIDS, or any condition that requires care over time (Daas et al., 2007). Given the complexity of the definition, the UM EDI Climate Survey elected to leave the term undefined, and open to subjective interpretation by participants.

*Cisgender* – A person whose gender identity aligns with conventional social expectations for the sex assigned to them at birth (see: *heterosexual*).

*Cognitive disability* – Based on the Disability Screening Questions (DSQ) used by Statistics Canada, which is based on a social rather than medical model, refers to learning, developmental, and memory impairments (Grondin, 2016).

*Disability* – Refers to the categories from the DSQ including: sensory; cognitive; physical; and mental health-related disabilities (Grondin, 2016).

*Diversity* – The Terms of Reference (TOR) for the President's Task Force defines diversity as the ways that people differ, including characteristics, personal experiences, values, and worldviews.

*Equity* – The TOR for the President's Task Force defines equity as "the guarantee of fair treatment, access, opportunity, and advancement for all students, faculty members, and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of marginalized groups."

*Gender identity* – A person's deeply felt internal and individual experience of gender. This could include an internal sense of being a man, woman, androgynous, neither, or some other gender. A person's gender may or may not correspond with social expectations associated with the sex they were assigned at birth. Since gender identity is internal, it is not necessarily visible to others (Taylor et al., 2015). In this report, gender identity refers to man, woman, transgender, Two Spirit, and other gender non-binary identities – although we recognize and appreciate that gender identity is far more nuanced than these categories.

*Heterosexual* – Traditionally, heterosexuality assumed the sex/gender binary to be accurate and referred to an individual's exclusive attraction to the "opposite" sex. Examples of a heterosexual orientation is a man's attraction to a cisgender woman, and vice versa. Some transgender, gender non-binary and intersex people may also identify as heterosexual (Taylor et al., 2015).

*Inclusion* – The TOR for the President's Task Force defines inclusion as the "process of creating an environment in which any individual or group can be and feel welcomed, respected, and valued to fully participate in all the opportunities afforded by the University."

*Indigenous* – On Turtle Island (Canada), Indigenous refers to people who identify as First Nations, Métis, or Inuit. Indigenous is used instead of Aboriginal (although some participants use the term in their qualitative comments, which remain unchanged) for three reasons. First, Indigenous is internationally recognized within the United Nations' Declaration on the Rights of Indigenous Peoples. Second, and more importantly, "Aboriginal," like "Indian," is considered an external colonized creation, and has been officially denounced by the Association of Manitoba Chiefs in 2014. Third, Indigenous comes from the Latin word "indigena," which means "sprung from the land." As such, using Indigenous rather than "Aboriginal" not only recognizes territory acknowledgements and land claims, but it connects Indigenous peoples to their land.

*Mental health-related issue* – Based on the DSQ, refers to any emotional, psychological or mental health conditions such as anxiety, bipolar disorder, anorexia, and depression (Grondin, 2016).

*Physical disability* – Based on the DSQ, refers to mobility, flexibility, or dexterity impairments (Grondin, 2016).

*Racialized identities* – "Race" refers to the invention of different subspecies of people based on physical and cultural characteristics such as skin colour, accent or manner of speech, name, clothing, diet,

beliefs and practices, places of origin, etc. Racialization, then, is "the process by which societies construct races as real, different and unequal in ways that matter to economic, political and social life" (Ontario Human Rights Commission, 2005, p. 11). Recognizing that race is a social construct, this report describes racialized people as "racialized identity" or "racialized groups" instead of the more outdated and inaccurate terms "racial minority," "visible minority," or "non-White" (Taylor et al., 2015).

*Sensory disability* – Based on the DSQ, refers to seeing or hearing impairments (Grondin, 2016).

*Sexual assault* – Defined as any of the following acts without consent/permission: touching in a sexual way; forced kissing or fondling; or forced oral, anal, or vaginal penetration (rape).

*Sexual harassment* – Defined as unwanted sexual attention, including physical (e.g., slapping or pinching), verbal (e.g., unwanted sexual comments) and non-verbal conduct (e.g., gestures of posting pictures of a sexual nature).

*Transgender or Trans* – A person who does not identify either fully or in part with the gender conventionally associated with the sex assigned to them at birth. Transgender (or trans) is often used as an umbrella term to represent a wide range of gender identities and expressions (Taylor et al., 2015).

*Two Spirit* – An umbrella term that reflects the many words used in different Indigenous languages to affirm the interrelatedness of multiple aspects of identity, including gender, sexuality, community, culture, and spirituality. Prior to the imposition of the sex/gender binary by European colonizers, many Indigenous cultures recognized Two Spirit people as respected members of their communities and accorded them special status as visionaries, healers and medicine people based upon their unique abilities to understand and move between masculine and feminine perspectives. Some Indigenous people identify as Two Spirit rather than, or in addition to, identifying as LGBTQ+ (Taylor et al., 2015).

*Woman and man* – There has been scholarly debate over whether to use "female/male" or "woman/man" distinctions when referring to binary genders. Female/male is often preferred because they can be used both as nouns and adjectives (as an adjective, it modifies a noun). For example, it is grammatically correct to write "female student," "male faculty member," or "female staff;" it is grammatically incorrect to write "woman student," "man faculty member," or "women staff."

However, as linguists have pointed out, historically "female" has been used within derogatory phrases (e.g., "female dog") in large part because "female" can be used with any species. By contrast, only a human can be a "woman" (see Lakoff, 1975 for more discussion on the topic). The solution, many contend, is to turn "woman" into an adjective (e.g., woman student or women staff), which is the approach taken in this report with the exception of participant qualitative comments.

# METHODOLOGY

## SURVEY INSTRUMENT

All students, faculty members, and staff at the UM were invited to participate in a 72-item questionnaire (note: an item can contain multiple questions or statements) that included the following core concepts: demographic information; diversity; sense of belonging to UM; perceptions of safety at UM; incivility, harassment, and discrimination; microaggressions; equity; and campus accessibility. Included in the survey were five open-ended questions where participants were invited to explain or elaborate on their experiences, perspectives, and opinions.

This research was approved by the UM Survey Review Committee[1]. Informed consent was obtained by having respondents "agree" to participate in the survey after reading a detailed description of the project and what their participation would entail. Respondents were told that their participation was completely voluntary, and if they choose to participate, they may skip any question (by selecting the "Choose not to answer" option) and may exit the survey at any time.

Participants were also given the opportunity to enter their email address in a draw to win one of ten $100 Amazon gift cards. Respondents who decided to enter the draw were brought to a separate survey in which their email address was collected, and was not linked in any way to their survey responses (i.e., they were stored separately from survey responses).

## DATA COLLECTION

Cross-sectional survey data were collected between March 11th and June 1st, 2020. Students, faculty members, and staff received an email from Dr. Barnard (then President and Vice-Chancellor) inviting the University community to participate in the anonymous and confidential survey, and were provided a link

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[1] After consultation with the University's Research Ethics Board (REB), ethics approval was deemed unnecessary due to the fact that the survey is only to be used for administrative purposes with no formal research component.

to the questionnaire. Subsequent recruiting initiatives included: reminders sent to students through UMSU; announcements in UM Today; and emails sent to Faculty Dean's encouraging them to contact students, faculty members, and staff in their units to participate in the survey.

The survey took approximately 15 minutes to complete, although response time varied considerably depending on the extent to which respondents provided textual comments to the open-ended questions. All responses were recorded anonymously, meaning that participants' responses could not be matched with their identity (e.g., if respondents provided an email addresses to be entered in the prize draw, they were stored on a separate database with no linking information with the main survey).

## SAMPLE SIZE AND PARTICIPANT INFORMATION

Overall, a total of 3,958 individuals from the UM community participated in the survey (n=2,750 students; n=449 faculty members; n=759 staff) (see *Figure 1*).

Figure 1: UM Affiliation



■ **Students**  ■ **Faculty**  ■ **Staff**
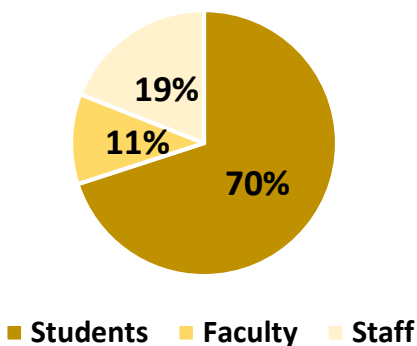
## Student information

Consistent with the overall enrollment numbers, 82% of student survey respondents were registered in an undergraduate program, 17% were graduate students, and 1% were postdoctoral fellows, residents or other trainees[2]. As shown in *Figure 2*, with the exception of University 1, the difference between the actual student enrollment (population) and survey participation (sample) was within a few percent.

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[2] In the winter 2020, 85% of students were enrolled in undergraduate programs (OIA, 2020).

Figure 2: Students' primary Faculty/College/School (sample) vs. actual enrollment (population)
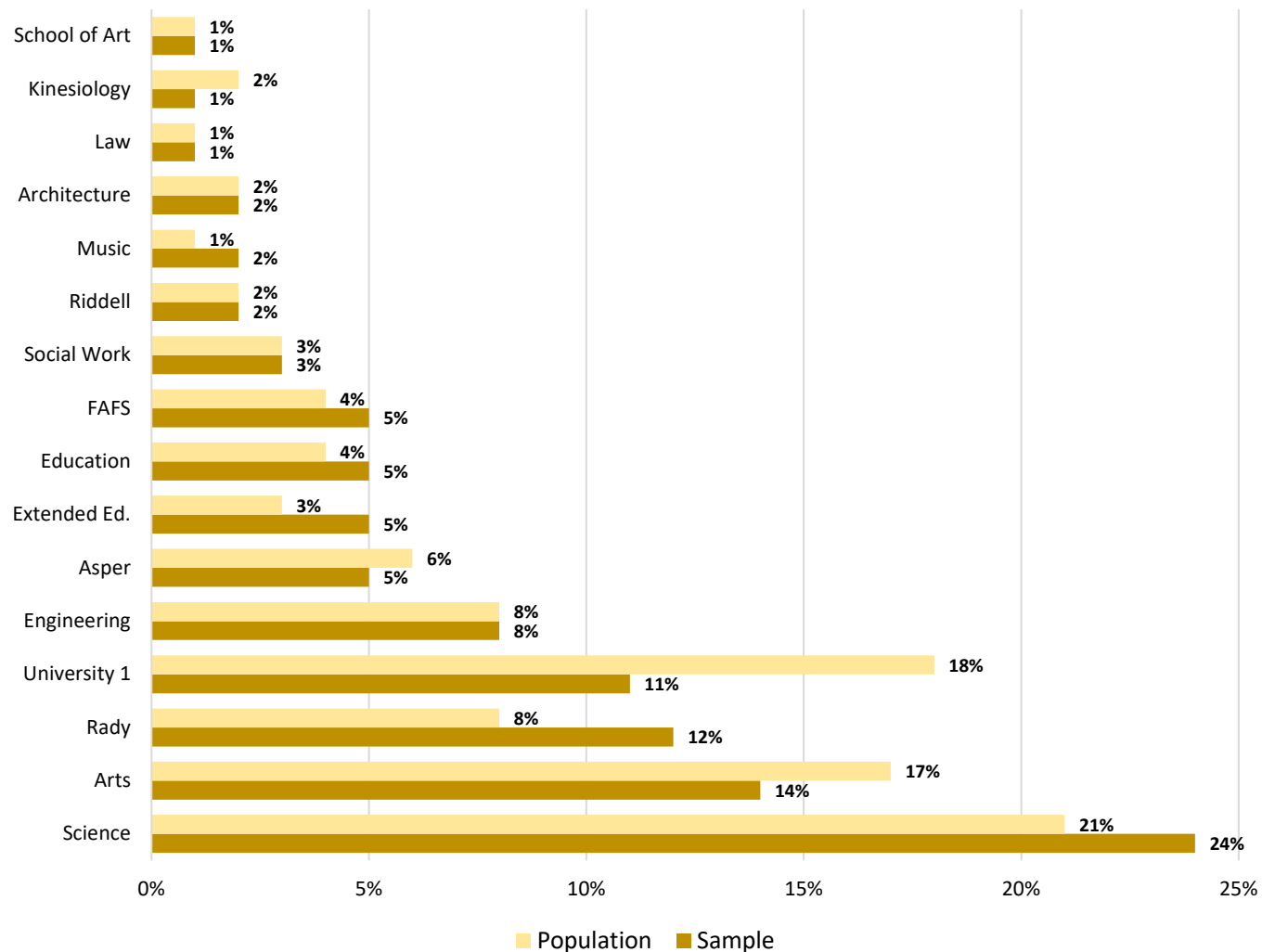


Of the 2,750 students who participated in the survey:

⇒ 89% reported being a full-time student (11% part-time);
⇒ The vast majority (84%) of students indicated that they primarily attend the Fort Garry campus, 11% the Bannatyne campus, 4% were mainly distance and online students, 1% study at the William Norrie Centre campus, and other (<1%);
⇒ A quarter (25%) reported being in their first year of studies, followed by 22% in their second year, 17% in their third year, 14% in their fourth year, and 22% in their fifth year or more;

⇒ Most reported that they have never lived in student residence (89%), while 3% currently live in student residence, and 8% used to live in student residence;

⇒ 1 in 5 (20%) were under 20 years of age, almost half (47%) were between 20 and 24, 23% were between 25 and 34, and 10% were 35 years of age or older.

## Faculty member information

In total, 449 faculty members participated in the survey. Of these participants:

⇒ 36% were from the Rady Faculty of Health Sciences; 17% were from the Faculty of Science; 16% from the Faculty of Arts; 7% from the Faculty of Agricultural & Food Sciences; 7% from libraries; 4% from the Faculty of Social Work; and 2% each from the Faculty of Architecture, the Asper School of Business, the Faculty of Education, and the Faculty of Engineering. The Clayton H. Riddell Faculty of Environment, Earth, and Resources as well as the Desautels Faculty of Music each had 1%, while the School of Art, the Faculties of Law, Graduate Studies, Kinesiology and Recreation Management each had less than 1% of the total faculty member respondents;

⇒ 23% were professors, 27% associate professors, 21% assistant professors, 17% instructors, 7% librarians, 4% retired, and 2% lecturers[3];

⇒ Over half (53%) reported having tenure, while 21% indicated having a probationary appointment, and 26% with an ongoing/continuing appointment;

⇒ 19% reported having an administrative position;
  o Of faculty members with an administrative position, 51% reported that it was within their Department or unit (49% outside their Department or unit);

⇒ Over half (58%) were between 35 to 54 years of age, while 34% were 55 years and older, and 8% were under 35.

## Staff information

Of the 759 staff who participated in the survey:

⇒ 42% reported working in an academic position, 39% in a non-academic position, 8% were managers, directors, or senior administrators, and 11% indicated being other academic staff;

⇒ Over a quarter (28%) of staff primarily conduct their work within the Rady Faculty of Health Sciences, 7% reported working in the Faculty of Agriculture & Food Science, 4% within the Faculty of Arts, 3% in the Faculty of Science, and 14% in other academic faculties. Another 6% reported being staff within the libraries, 34% primarily work in non-academic units (e.g., student affairs, central administration staff, IST, physical plant, human resources), and 4% specified working in a unit not listed.

⇒ Most (55%) were between 35 to 54 years of age, while 21% were 55 years and older, and 24% were under 35.

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[3] Note: Percentages may not add up to 100% due to rounding.

## DATA ANALYSES

In order to accommodate the closed- and open-ended nature of the survey instrument, both quantitative (i.e., statistical) and qualitative analyses were utilized.

### Statistical analyses

Statistical analyses were used in order to determine whether there are substantive differences within groups across important outcome measures. In particular, bivariate relationships were examined, appropriate to the level of measurement, between the variables. Specifically, contingency tables were used when both the independent and dependent variables were discrete (i.e., nominal or ordinal level of measurement) with chi-square ($X^2$) as the test of significance and Cramer's V (V) as a measure of effect size.

Difference of means were used when the outcome/dependent variable was continuous with independent sample t-test or one-way Analysis of Variance (ANOVA) as the tests of statistical significance and Cohen's d or eta$^2$ ($\eta^2$) as measures of effect size (respectively). For ANOVA, where applicable, Tukey post-hoc comparisons were used to access the relationship between the groups of the explanatory variable (i.e., independent variable).

Table 1 provided basic guidelines for interpreting the strength of relationship/effect size for each statistic (Cohen, 1988). These recommendations should be interpreted cautiously but are helpful to compare the relative importance of different explanatory measures on the outcome variable.

Finally, multivariate OLS regression was used in which unstandardized ($b$) and standardized ($\beta$) coefficients were computed using the microaggressions index as the predictor measure and sense of connectedness at UM as the outcome measure, while controlling for racialized, gender, sexual identities as well as disability/chronic health condition/mental health-related issues.

Table 1: Effect size interpretation

|  | Small | Medium | Large |
|---|---|---|---|
| Cohen's d (d) | 0.2 | 0.5 | 0.8 |
| Eta-squared ($\eta^2$) | 0.01 | 0.06 | 0.14 |
| Cramer's V (V) | 0.1 | 0.3 | 0.5 |

All indices have been mean-centred following the principles of the standard normal curve (i.e., a mean of zero and a standard deviation of one) whereby individual respondents are located either below or above the average score of zero according to standard deviation units.

## Qualitative analyses

Central to post-positivist arguments is that all knowledge is partial and individual narratives are critical in order to provide context, especially to closed-ended/quantitative questions. As Dorothy Smith (1975, p. 95) so eloquently writes, "In learning to speak our experience and situation, we insist upon the right to begin where we are, to stand as subjects of our sentences, and to hear one another as the authoritative speakers of our experience." Such an approach typically favours qualitative methods – as allocating space for student, faculty member, and staff narratives is unequivocally important, especially in its transformative promise.

In particular, feminist, critical race, and other marginalized groups have a longstanding tradition of giving voice, especially to individuals who have experienced prejudice, discrimination, incivility, and other forms of social injustice. In this regard, giving preference to individual narratives is a way to validate our communities' experiences and to make it authentic. As such, qualitative analyses of the five open-ended questions were conducted using categorizing and contextualizing strategies (Maxwell, 1996). Categorization schema involve verbatim coding within thematic groupings, and contextualizing strategies focus on individual narratives in an attempt to highlight emerging commonalities. In order to retain the authenticity of the participant narratives, minimal editing was done for spelling or grammar, although some statements were edited for length and/or to remove any potentially identifying information. Finally, as a means of preserving the authority of participants' voices, all qualitative narratives are block-indented in a distinctive font throughout the report.

# DETAILED RESULTS

## DIVERSITY

The sample from the UM EDI Climate Survey represents a diverse group of participants, which is presented in this section and divided by UM affiliation. Despite many similarities between the sample and the UM population data, it is vital to caution readers not to interpret the sample data as prevalence rates. There are two important reasons not to deduce prevalence rates, especially in relation to diversity. First, while almost 4,000 students, faculty members, and staff participated in the survey, the overall response rate was 10% (13% for faculty members and staff, 9% for overall students, 13% for graduate students, and 9% for undergraduate students), which is considered low. Second, while the research is inconclusive on acceptable response rates and non-response bias for online-based surveys, there is consensus that the decision to participate for many respondents is based on "issue relevance," meaning those affected the most by EDI are more likely to participate than those who interpret the topic being irrelevant to them (Fosnacht et al., 2016). In summary, while the presentation of sample data on the diversity of students, faculty members, and staff at UM cannot be extrapolated or generalized to the actual campus population, it provides a useful benchmark to appreciate the vast diversity at the UM as well as identify potential disparities between student diversity with that of faculty members and staff.

Results show that the sample is significantly more racially diverse among students, compared to faculty members and staff (*Figure 3*)[4]. The variability is particularly pronounced among White faculty members (81%) and staff (73%) who are disproportionally represented when compared to students (49%). The juxtaposition is that racialized faculty members and staff are frequently underrepresented, particularly among Black, Southeast Asian, South Asian, and East Asian faculty members and staff as well as Indigenous faculty members.

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[4] $X^2$[18,n=3856] = 313.5, p=<.001, V=.20

Figure 3: Racialized identity by UM affiliation
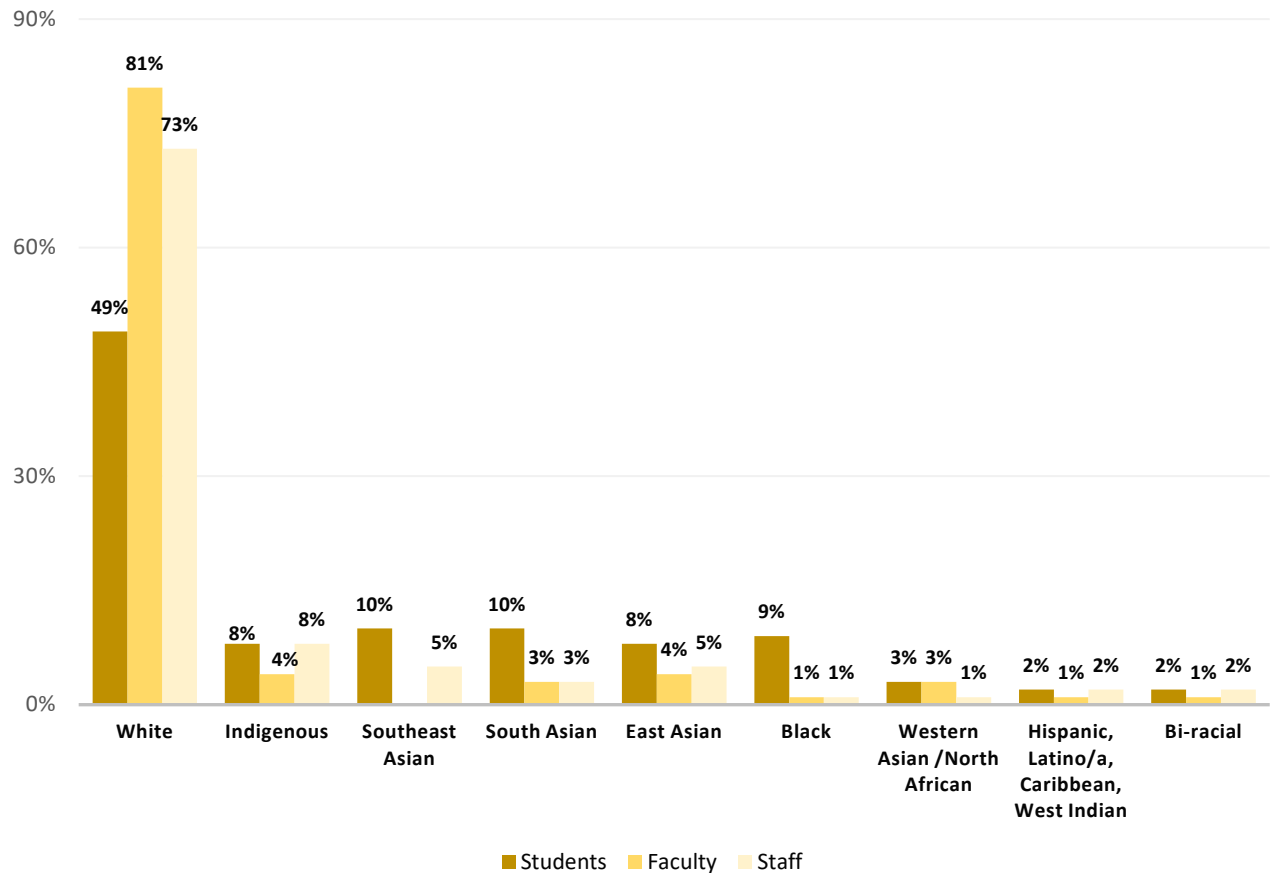


The representation of Indigenous students in the sample (8%) is consistent with the overall population of Indigenous students reported by the Office of Institutional Analysis (8.6%) in 2019 (OIA, 2020). Among Indigenous participants, three-quarters (75%) of staff, 69% of students, and 50% of faculty members identify as Métis (*Figure 4*). Although additional Indigenous identities were asked (e.g., Inuit, Native American), these data could not be presented due to low frequency counts, which is why totals do not add to 100% across UM affiliation.

Figure 4: Indigenous identity by UM affiliation
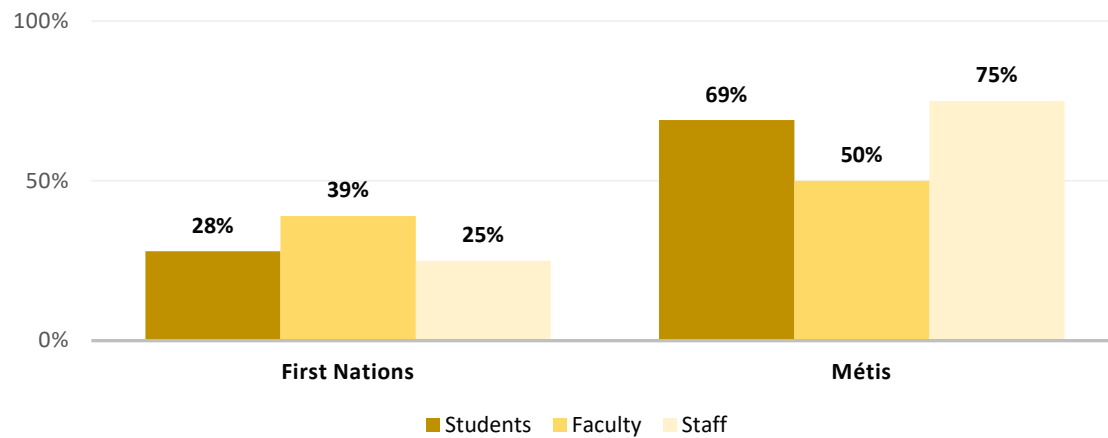


For the majority of students, faculty members, and staff, English was the first language learned; however, it was not for 31% of students, 18% of faculty members, and 20% of staff (*Figure 5*). Among students, 8% first learned Hindi, Bengali/Bangla, Urdu, Punjabi, and other Indo-based dialects, while 5% first learned Tagalog or other Philippine dialects – the latter being consistent with the city of Winnipeg data in which 11% of the population identified as Filipino in 2016 (the largest ratio in Canada) (Statistics Canada, 2017).

Figure 5: First language learned by UM affiliation
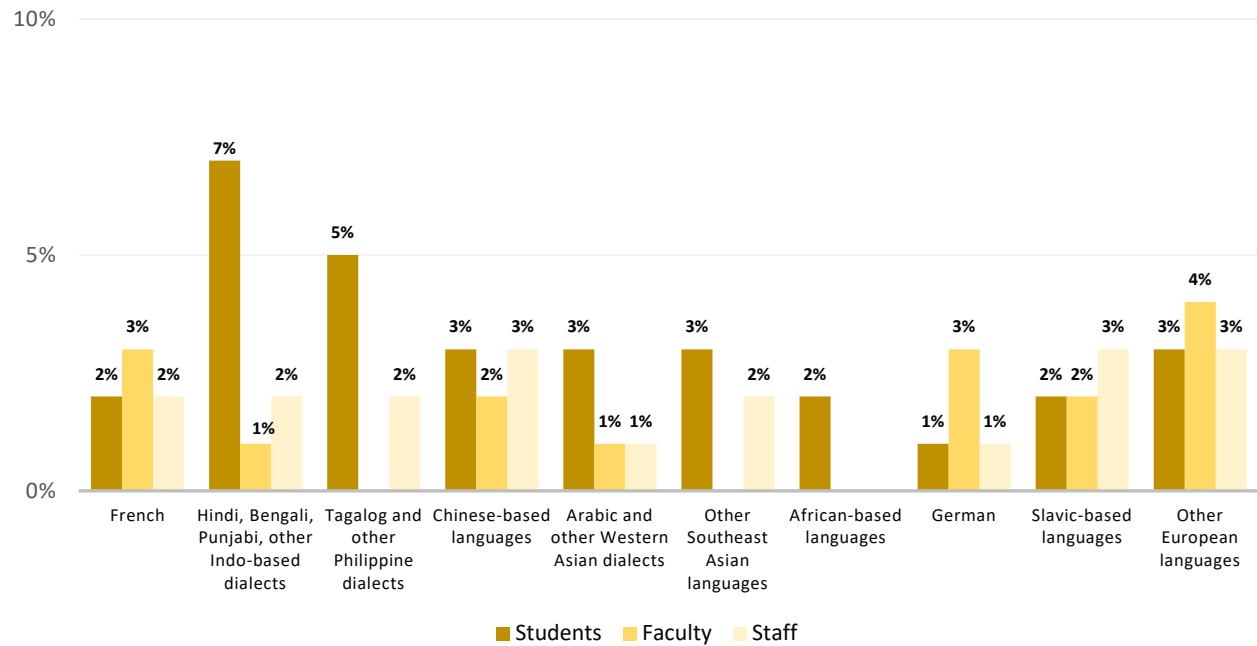


While baseline data does not exist for most diversity groupings across UM, gender identity (albeit it only within a man/woman binary, which has since changed as of 2019) has been collected for students and academic faculty. As shown in *Figure 6*, nearly two-thirds (65%) of students identify as women (vs. 54% of the actual student population), 31% as men (vs. 46% of the actual population), and 4% as gender non-binary (e.g., genderqueer, gender fluid), transgender, agender, or Two Spirit. Among faculty members, 56% identify as women (vs. 38% of the actual faculty member population), 40% as men (vs. 62% of the actual faculty member population), and 3% as a gender non-binary, transgender, agender, or Two Spirit identity. Over three-quarters (77%) of staff identify as women, 21% as men, and 2% as a gender non-binary, transgender, agender, or Two Spirit identity.

Figure 6: Gender identity by UM affiliation
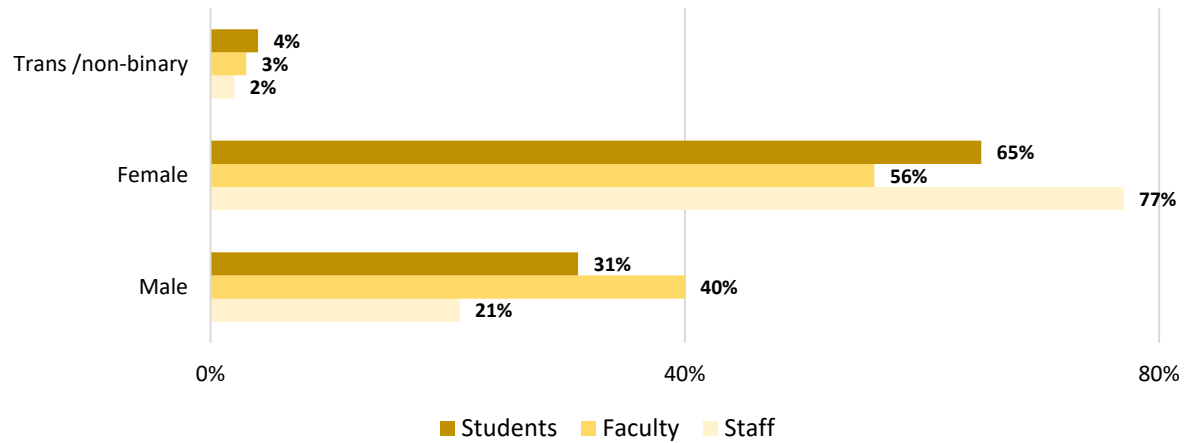


*Figure 7* illustrates sexual identity across UM affiliation. Among students, faculty members, and staff groupings, the majority of participants identify as heterosexual, although 23% of students reported a non-heterosexual identity. Consistent with research on sexual identities, younger non-heterosexual individuals are more likely to adopt 'non-traditional' sexual identity labels (i.e., lesbian or gay), but instead opted for more contemporary terms (i.e., pansexual, demi-sexual, or queer), which no doubt explains why more students selected another sexual identity (also included here were Two Spirit and questioning/unsure identities) (Morandini, Blaszczynski, & Dar-Nimrod, 2017).

Figure 7: Sexual identity by UM affiliation
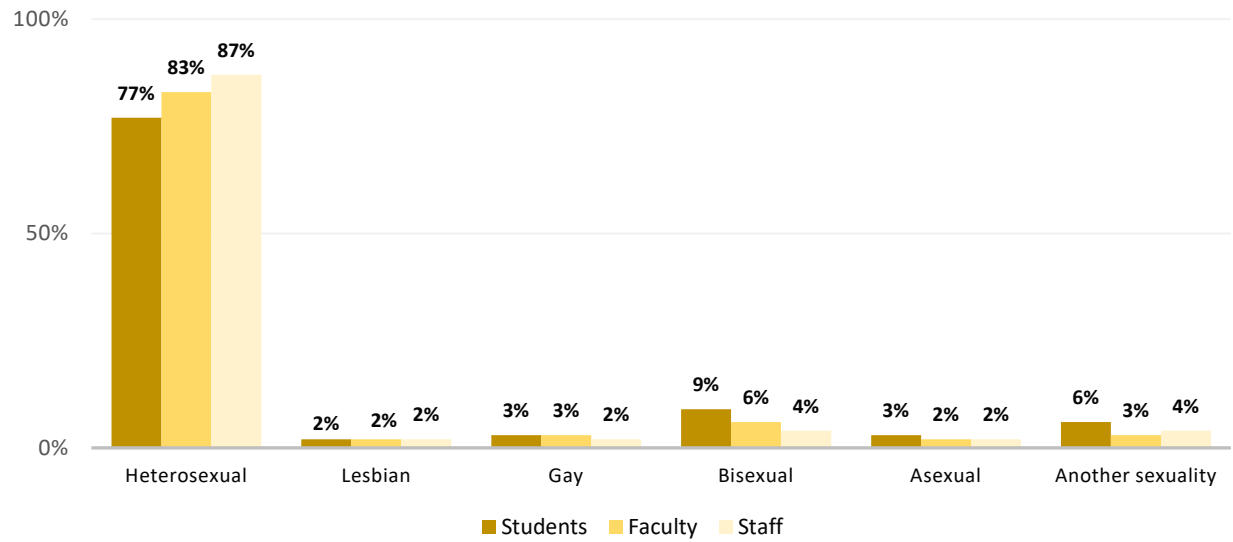


Similar to racialized identity, there was significant variability between the 'dominant' religion in Canada (Christianity) among students (29%), faculty members (37%), and staff (42%). However, as shown in *Figure 8*, there is a lot of religious diversity at the UM.

Figure 8: Religious identity by UM affiliation
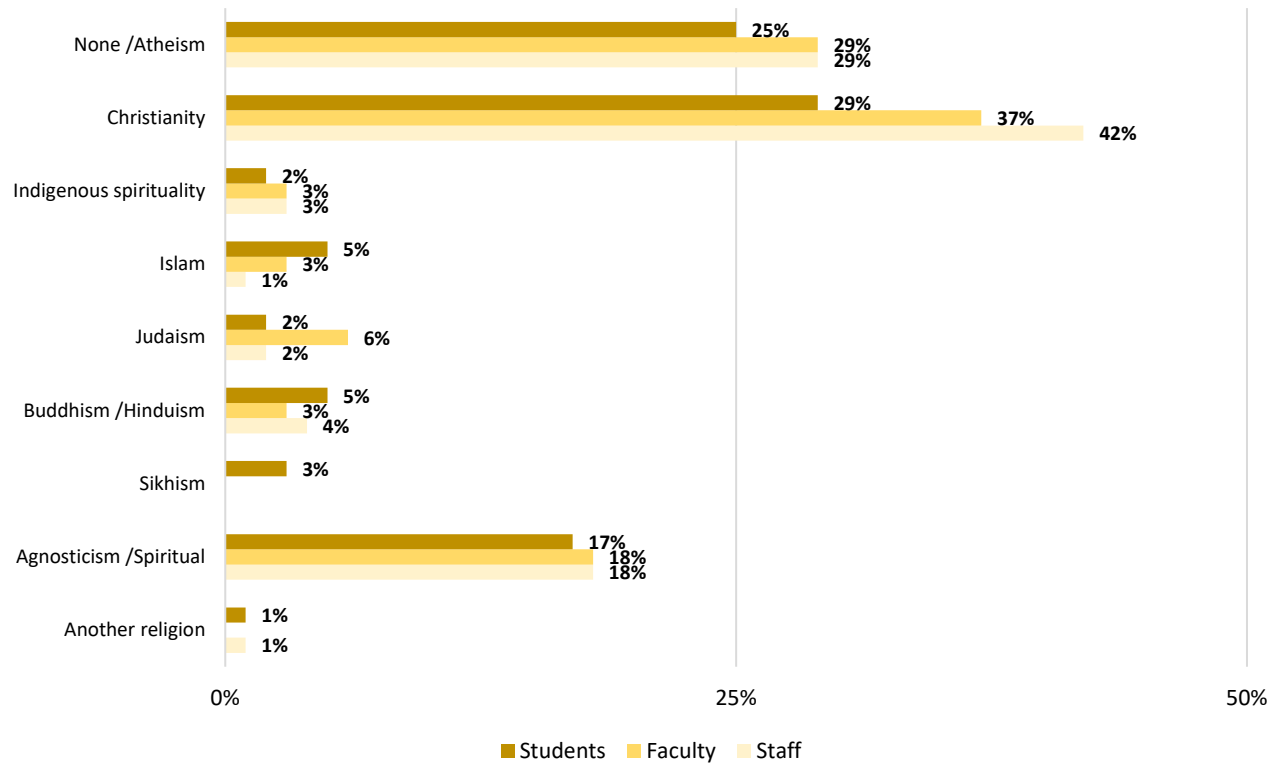


A series of questions were asked of participants pertaining to disabilities, mental health-related issues, and chronic health conditions (*Figure 9*). Two-thirds of students (67%), faculty members (64%), and staff (67%) reported not having a disability, mental health-related issue, or a chronic health condition[5]. One-quarter (25%) of students and 18% of staff reported having a mental health-related issue, while faculty members were more likely to indicate having a chronic health condition (18%).

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[5] Totals do not add up to 100% because respondents could select multiple disability, mental health, or chronic health conditions.

Figure 9: Disabilities, mental health-related issues, and chronic health conditions by UM affiliation
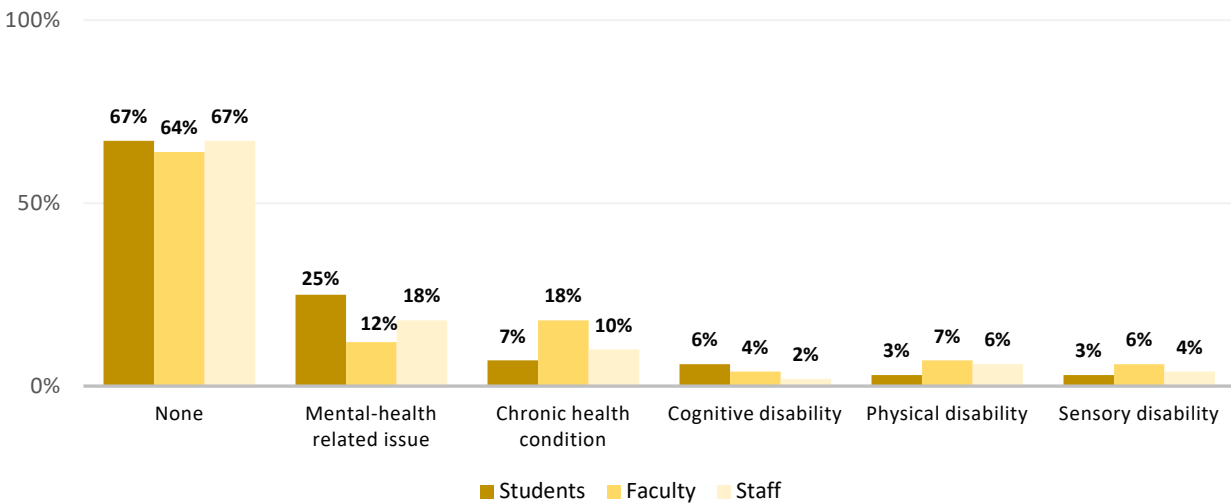


Two follow-up questions were asked of all participants who indicated having a disability, mental health-related issue, or a chronic health condition. The first asked participants about visibility in which the vast majority of students (72%), faculty members (71%), and staff (78%) reported that their disability, mental health-related issue or chronic health condition was 'invisible' (i.e., no one can see it). One-quarter (25%) of students, 21% of faculty members, and 19% of staff reported that it was 'semi-visible' or 'semi-obvious' to some, while only 4% of students, 8% of faculty members, and 2% of staff indicated it was 'visible' or 'obvious' for others to notice. Second, respondents were asked, with respect to their disability, mental health-related issue, or chronic health condition, how accessible the environment at UM is when engaging in their daily/regular activities on campus. Students (44%) were the least likely to report that it had no impact, compared to 54% of faculty members and 56% of staff. They were also more likely to indicate that it had a mild/moderate impact (47%, vs. 40% for faculty members and 38% for staff) as well as a severe or very severe impact (9% vs. 6% for faculty members and 7% for staff).

In order to further examine the various caregiving responsibilities among students, faculty members, and staff, respondents were asked if they are currently a parent/guardian of a child or children under the age of 18, and whether they are a caregiver/guardian (e.g., significant healthcare support) of adults. Not surprisingly, faculty members and staff were more likely to either currently be the parent/guardian of children under 18 (41% for faculty members and 35% for staff vs. 9% for students) or have children who are now 18 years or older (30% for faculty members and 25% for staff vs. 2% for students). However, it is noteworthy that nearly 1 in 10 students (9%) are currently a parent or guardian of underage children (*Figure 10*).

Figure 10: Children <18 by UM affiliation
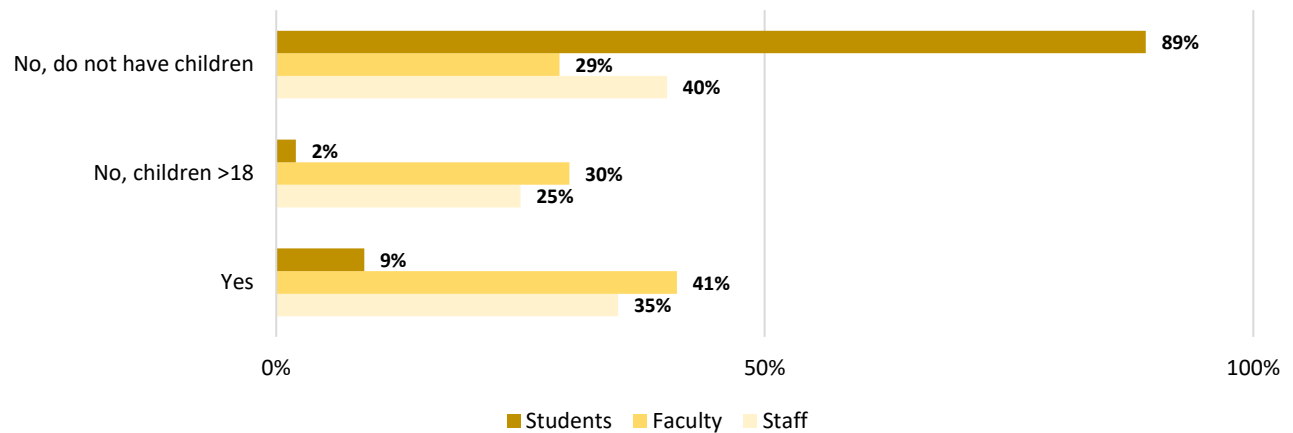


Similarly, faculty members (15%) and staff (13%) are more likely to report currently being the caregiver of adults, compared to 3% of students (*Figure 11*). Women students were slightly more likely than men or transgender/gender non-binary students to report currently being a parent/guardian of a child or children under 18 (11%, 7%, and 7%, respectively). Likewise, women faculty members were marginally more likely to report currently (16%) or formally (16%) being a caregiver to an adult, compared to men faculty members (11% for both current and past caregiving). There were no significant differences among staff.

Figure 11: Caregiver of adult(s) by UM affiliation
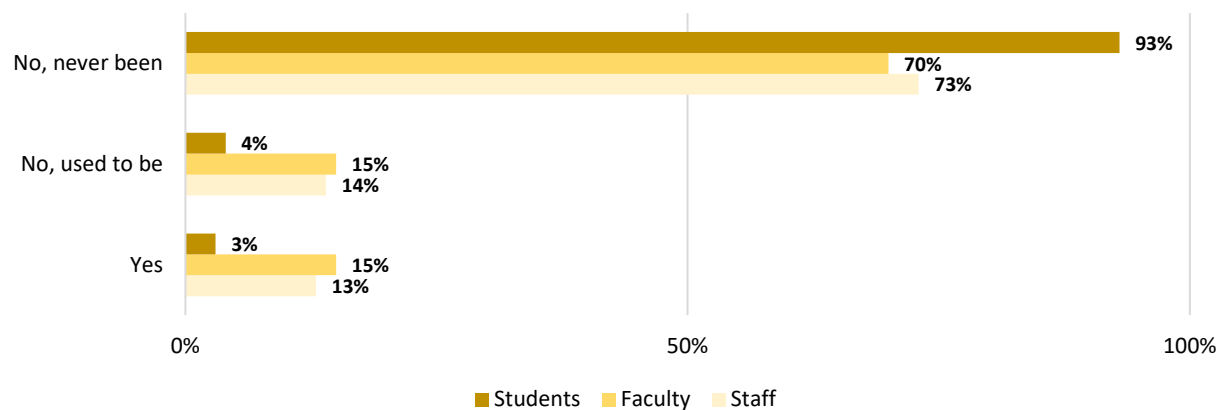
Students were asked a few additional questions around diversity. For instance, students were asked, growing up, where did they primarily live. The vast majority (63%) reported that they primarily lived in an urban or suburban community, followed by 23% who lived in a small city (<100,000 people), a town, or a rural (non-northern community), and 3% who lived in a rural (northern) community or on an Indigenous reserve. Another 7% indicated that they moved around a lot or lived in multiple urban/rural communities. Indigenous students were significantly more likely to report living in a rural (northern) community or on a reserve (14%), compared to White (3%) or racialized (2%) students. They were also least likely to indicate growing up in an urban or suburban community (46%) than White (56%) or racialized students (74%)[6].

In an attempt to examine socioeconomic status and cultural capital (Bourdieu, 1986), students were asked if either of their parents/guardians attended college or university. Overall, 72% of students replied 'yes,' which probably speaks more to the vagueness of the question (e.g., attend vs. graduation as well as college vs. university) than the socioeconomic status or exposure to cultural capital among students. There were, however, significant differences by racialized identities. Specifically, Indigenous students were the least likely to report that one or more of their parents/guardians attended college or university (60%), while Southeast Asian (81%) students and White students (78%) reported the highest[7].

Finally, students were asked if, growing up, they were ever in the care of the child welfare system, which 3% reported 'yes.' Indigenous students were more likely to report yes (8%) than racialized (4%) and White (1%)[8]. Further, Indigenous students who primarily lived in rural (northern) communities or on a reserve were twice as likely to report being in the care of the child welfare system at some point in their childhood (14%), compared to Indigenous students who grew up in an urban or suburban community (7%).

## EDI at UM

Overall, students, faculty members, and staff are positive in their perceptions of diversity and inclusion at UM. *Figure 12* presents the findings for each statement from the adapted Index of Inclusion measure (Vaughan, 2002).

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[6] $X^2$[6, n=2691] = 181.9, p=<.001, V=.18
[7] $X^2$[9, n=2676] = 38.3, p=<.001, V=.12
[8] $X^2$[2, n=2662] = 29.8, p=<.001, V=.11

Figure 12: Individual items - Index of Inclusion
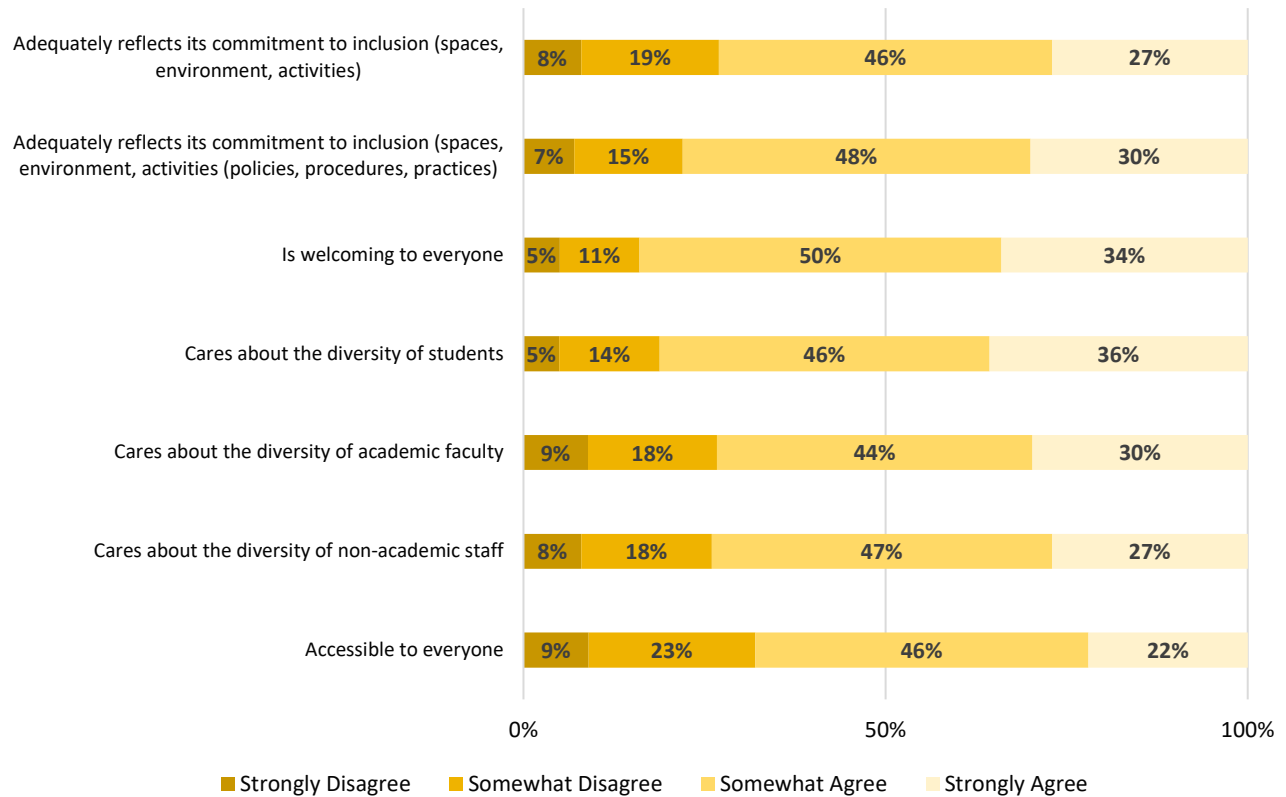


While the vast majority of participants agree that UM is welcoming, cares about diversity, is accessible, and inclusive, staff and students tended to report higher levels of agreement, and faculty members the lowest. For example, in response to the statement, "UM is welcoming to everyone," 86% of students and 85% of staff agreed (either strongly or somewhat), while only 75% of faculty members agreed[9].

As shown in *Figure 13*, the largest variability in responses, when split by affiliation, were the statements concerning the extent to which UM cares about the diversity of academic faculty[10] and non-academic staff[11]; yet, there were minimal differences when asked about students[12].

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[9] $X^2$[6, n=3814] = 47.0, p=<.001, V=.08
[10] $X^2$[6, n=3651] = 31.4, p=<.001, V=.07
[11] $X^2$[6, n=3401] = 64.1, p=<.001, V=.10
[12] $X^2$[6, n=2863] = 48.7, p=<.001, V=.09

Figure 13: "Cares about diversity" by UM affiliation



| | Staff | Faculty | Students |
|---|---|---|---|
| Cares about the diversity of non-academic staff | 74% | 60% | 76% |
| Cares about the diversity of academic faculty | 79% | 60% | 74% |
| Cares about the diversity of students | 87% | 80% | 81% |
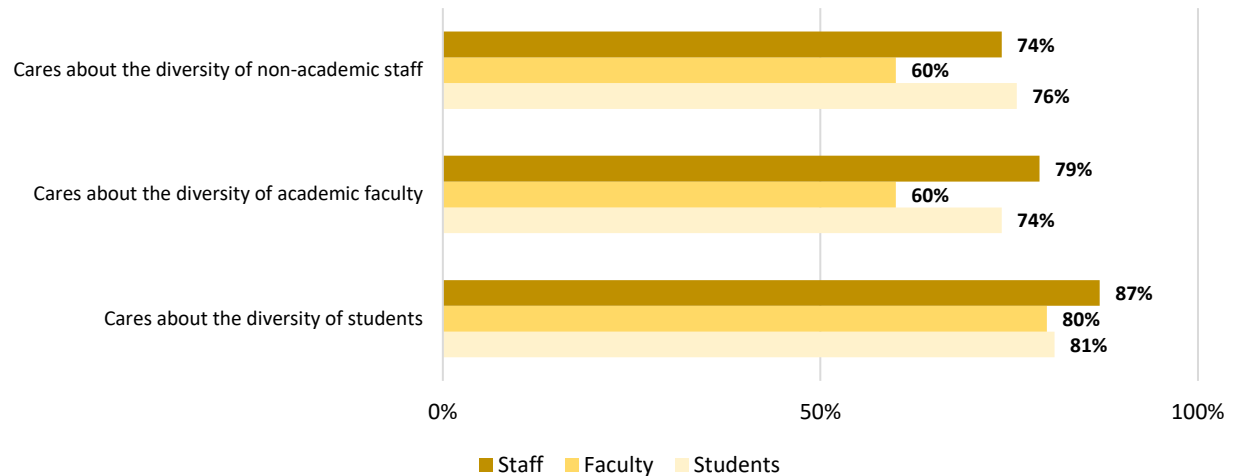
*Qualitative comments*

There were several written narratives relating to the extent to which the UM cares about diversity. Below are some examples of such comments.

*This university gathers information but does nothing to ensure safety, it has taken human rights and given it a watered down version of equity diversity and inclusion. The people here do not want change or care about the real fear and violence that faculty, staff and students with intersecting identities and abilities but to silence those folks and continue business as usual! SHAME!* Indigenous, faculty member

*The University has split values -- "commitment to diversity in policy" but a corporatist and top-heavy structure that spends money on branding and marketing.* White, faculty member

*[The] university doesn't care about ACTUAL diversity, only about diversity regarding a few select groups, mainly those which are*

*currently receiving attention from the wider population. It is frankly obvious that the university's policies are not aimed at increasing true diversity, but are instead an attempt to keep abreast of what popular opinion. You are giving this survey not out of an attempt to increase actual diversity, but merely to increase the appearance of caring about diversity, and to help in avoiding lawsuits.* White, man, student

*Classmates have no problem to work or study with. However, as a non-English speaker, I have experienced some professors and TAs do not accommodate enough and grade unfairly because of it. It is a serious issue nobody cares about. I have gone to the professor and nothing changed. Please treat students fairly.* Racialized, man, student

## Overall index of general EDI perceptions

Given the high internal reliability of the seven individual Index of Inclusion questions about the general perceptions of EDI at UM ($\alpha$ = .92), an index was computed in order to analyze overall trends. Index scores were standardized so that groups could be compared to a mean (M) of zero. As such, negative scores represent below average general EDI perceptions at UM and positive scores represent above average general EDI perceptions.

There were significant differences between UM affiliation and the Index of Inclusion[13]. Students had the highest perception of EDI at UM (M = .06, SD = 1.0), while staff centred very close to the mean (M = -.01, SD = .95), and faculty members recorded the lowest Index of Inclusion score (M = -.33, SD = 1.03). Tukey post-hoc comparisons of the three groups indicate that there are no significant differences between student and staff scores; however, faculty member scores are significantly different from students and staff.

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[13] $F_{(2,3895)}$ = 29.4, p = <.001, $\eta^2$ = .02

There were also significant differences across racialized identities for students and staff, but not for faculty members (*Figure 14*)[14]. Noticeably, Indigenous and Black students, faculty members, and staff all reported unfavourable perceptions of general EDI perceptions. Post hoc tests show that among Indigenous students their Index of Inclusions scores were significantly different from White, Southeast Asian, South Asian, East Asian, Western Asian/North African students, but not between Black, Latin American/Caribbean/West Indian, or bi-racial students. The pattern is the same among Black students. South Asian students had the highest Index of Inclusion score (M = .41, SD = .99), while Black staff members recorded the lowest (M = -1.17, SD = 1.34).

Figure 14: Index of Inclusion by racialized identity and UM affiliation
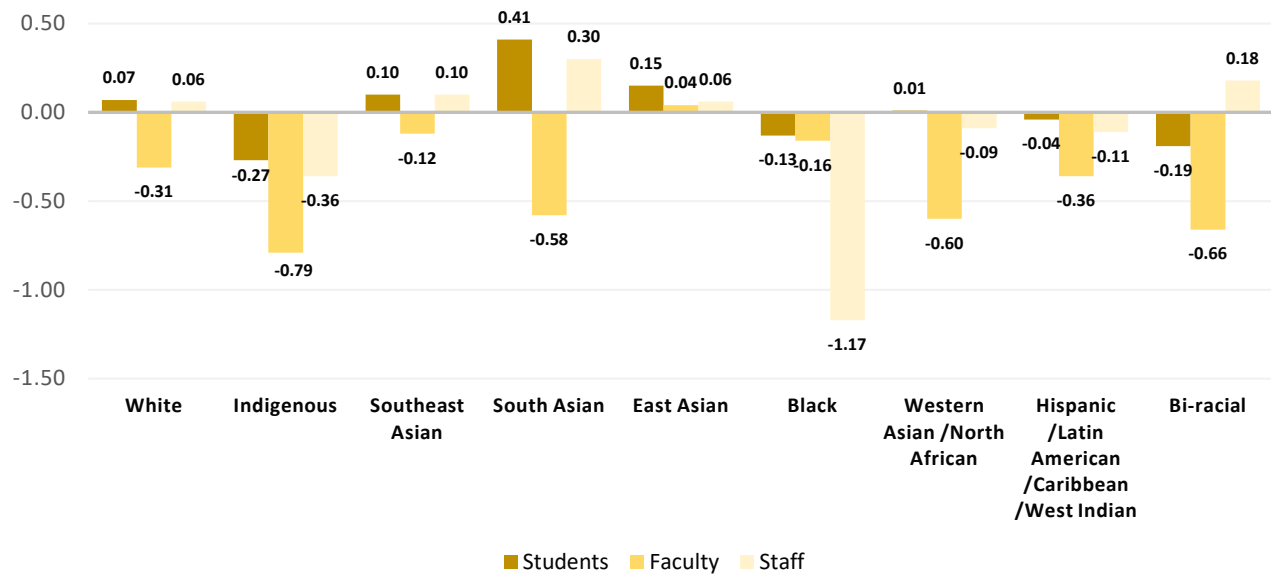


Below are some narratives from participants who commented on their experiences of racism and/or exclusion based on their racialized identity at UM. There may seem to be many, but unfortunately, this is a relatively small sample of the overall comments provided.

*My answers also reflects my graduate experience at the university. Considering the program I was in, I was quite shocked at the experience I had. The supports for international students are hardly available at the graduate level. I was incredibly grateful*

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[14] Students $F_{(8,2662)}$ = 9.1, p = <.001, $\eta^2$ = .03; Faculty members $F_{(8,402)}$ = 1.02, p =.421, $\eta^2$ = .03; Staff: $F_{(8,707)}$ = 3.9, p = <.001, $\eta^2$ = .04

*to the International Centre because they really try but they have a very limited reach. And the target is more undergraduate than graduate, but the people I met were incredibly supportive.... At present, as an employee, I would not say it is that much better... the support and interactions with co-workers is pretty challenging when you constantly hear racist remarks, comments or jokes.* Racialized, woman, staff/student

*The university needs to try to include programs for black students because it is extremely difficult making friends in* [redacted Faculty]. Racialized, woman, student

*I can't speak for the rest of U of M. The* [redacted Faculty] *does not make me feel like I belong and does not make me feel included, like I am deserving to be there, or that I am supported in any way shape or form. This has to do entirely with the fact that I am Indigenous.* Indigenous, woman, student

*I was once told by an academic staff that I was smart "for an international/African student" and that remark was gut wrenching. It completely summarized the internal prejudices one goes through by virtue of just looking different.* Racialized, man, student

*I'm an Indigenous student and sometimes I feel like a token Indigenous student as I am definitely in the minority in my on-campus courses and offering an Indigenous perspective that is not cultural in nature still seems to make my peers uncomfortable. A professor actually questioned my heritage when I shared that I was Indigenous as part of a presentation- not appreciated.* Indigenous, woman, student

*People usually assume that I am from China without realising that Asia is a continent with many countries. People also sometimes deliberately explain very simple English words or concepts to me, I think they don't think I understand although they might be helping. I am a little annoyed by these incidents but not offended enough to get angry. I usually just shrug it off.*
Racialized, man, student

*They should try at least to resonate with how we feel when left out we try our best but everything is new to us. It feels like we made a mistake of choosing better education for traumatic experience most times we keep to ourselves because we want to make our parents proud.* Racialized, woman, student

*Incidents with professors are common. Especially older professors are a tad bit racist/insensitive. (saying they are not paid enough to be in the same room with Chinese students just before the covid-19 outbreak. One of the main reasons for me to drop the course. Being an international student myself, i was concerned and felt intimidated.* Racialized, man, student

There were, however, comments about the inclusiveness within the UM, especially from those coming from less diverse places. As one racialized woman writes:

*I believe that every student would have different expectations about equity. Some might have higher. Some feels enough. For me as I grew up in a country where biracial people were not as common. Canada/ uofm is very multi cultural and I love how there is many people who has open mind!* Student

The perspective of understanding a viewpoint from the space in which the person is standing is further illustrated by a student who identified as a White man.

*I have never experienced a case where groups were ever excluded based on group affiliation. The university is one of the most inclusive places I've ever been to.*

Similarly, a student who identifies as a White man coming from a rural area, provides a narrative, which further highlights the importance that people who form the UM community come from a multitude of places – some of which are very homogenous and less diverse than the University environment. He writes:

*Coming from a rural area, the UofM community is much more diverse and inclusive but think work could still be done to expand inclusion of diverse and marginalized groups and create a more cohesive community for all.*

Important differences were also found among the Index of Inclusion scores for gender identity, which reveal significant differences among students[15], faculty members[16], and staff[17]. As shown in *Figure 15*, regardless of being a student, faculty member, or staff, transgender and gender non-binary respondents all had negative Index of Inclusion scores. Men students recorded the highest Index of Inclusion score, while women faculty members had the lowest (not including the transgender/gender non-binary groupings).

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[15] $F_{(2,2680)} = 46.4$, p = <.001, $\eta^2$ = .03
[16] $F_{(2,420)} = 13.5$, p = <.001, $\eta^2$ = .06
[17] $F_{(2,727)} = 7.2$, p =.001, $\eta^2$ = .02

Figure 15: Index of Inclusion by gender identity and UM affiliation
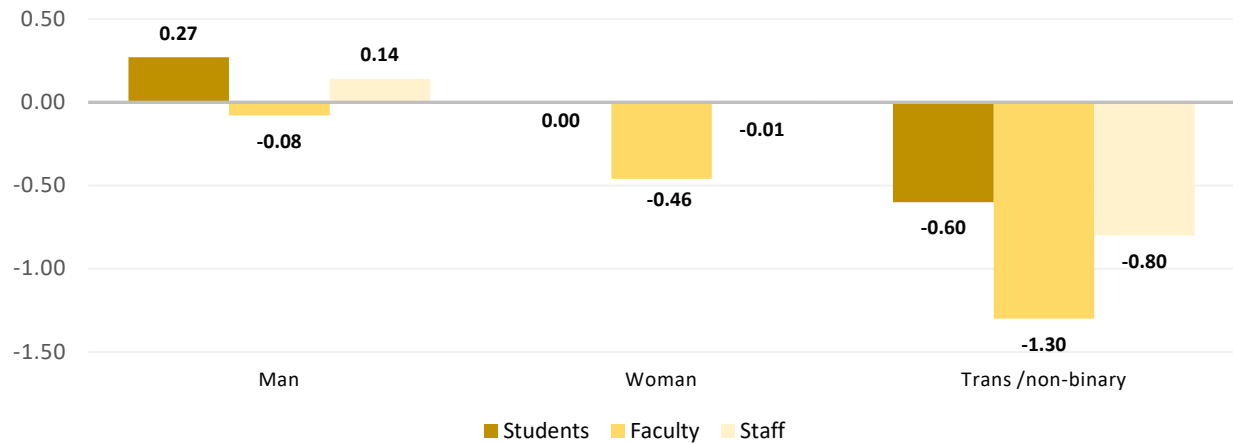


Sense of inclusion, or lack thereof, was commented on by participants in the open-ended options. Below are two examples from transgender/gender non-binary respondents.

*Anyone who isn't a cishet white man is treated as lesser. most of my experience has been in regards to being queer and a woman. The sexism at this university is worse than I ever imagined before becoming a student, as is the ridiculous lack of supports for queer and trans students. It's unacceptable.* White, transgender/gender non-binary

*Staff need to take courses regarding discrimination. I have heard a terrible comment being said about transgender people. It was one comment but one comment is not acceptable.* Indigenous, transgender/gender non-binary, student

There were also several narratives provided by women who participated in the survey. These include inappropriate/often sexualized language, exclusion, "childrearing" discrimination, and physical intimidation.

*There is a generalization that "locker room talk" is appropriate around many male-dominated faculties, like* [redacted] *and* [redacted]*. Generally in groups of 2+ males, they will talk about females in a sexual way that is hard to address when you are the only female around.* Indigenous, woman, student

*For me, it tends to be subtle, though I've more obviously felt physically intimidated by students. One student punched my office door on leaving. It's nonverbal stuff that's less clear.* White, woman, faculty member

*I think more should be done for female grad students that have to do fieldwork to make sure they are comfortable with the situation and with everyone in the group.* White, woman, student

*Female students, especially those from racial minorities, experience harassment and gender-based assault regularly on campus. Though I am careful not to require/invite them to do so, they write about and analyze their experiences in this regard in assignments for my classes. As an instructor, I also receive disclosures about these kinds of experiences from students, female faculty and staff members regularly.* White, woman, faculty member

*I joined a student group with a bunch of male students and within my group, I felt excluded as nobody talked to me. They were all guys and I was the only girl in the group. I also got less work/ projects to do because they didn't talk to me, as much as I wanted to do work for the team.* Racialized, woman, student

*It is the general, implied actions. In my case, as I read as young and am a woman, it is being treated as a student even amongst other faculty members, it is my comments being ignored until someone else repeats them, it's extra "help" with things I don't*

*need help with that I experience as patronizing, although are almost certainly well-intentioned.* White, woman, faculty member

*Becoming pregnant, letting the fact that you may become pregnant be known, or the perception that you may become pregnant in the future (I.e. being a woman of a certain age and/or lifestyle) can affect how others think you may perform at work now or in the future.* Racialized, woman, staff

A multi-variate analysis was conducted in order to examine the intersections of racialized and gender identities, which yielded further significant findings (*Figure 16*)[18]. In particular, White, South Asian, and East Asian men recorded the highest Index of Inclusion scores, while Indigenous, White, and Southeast Asian transgender/gender non-binary participants had the lowest. Indigenous and Black women also had notable negative scores, both of which were significantly different from White and South Asian women respondents. Some data in *Figure 16* were suppressed due to low sample frequencies (e.g., Pacific Islanders, transgender/gender non-binary South Asians, East Asians, Western Asian/North Africans, bi-racial, and Hispanic/Latin American/Caribbean/West Indian participants).

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[18] Men $F(8,1137)$ = 3.0, p =.003, $\eta^2$ = .02; Women $F(8,2486)$ = 6.2, p = <.001, $\eta^2$ = .02; Transgender/gender non-binary $F(8,118)$ = 2.7, p =.01, $\eta^2$ = .16

Figure 16: Index of Inclusion by racialized and gender identity



The combination of racialized and gender identities was a common theme, and illustrated in the qualitative comments throughout the report. Below, however, is a comment from a racialized woman who writes about the difficulty of confronting sexist remarks when it comes from someone who shares her racialized identity.

> *There is nothing that can be done when someone from your own race is sexist and passes offensive comments.* Student

Similar disparities were found when the data was divided by sexual identity (*Figure 17*) in which significant differences were found even when filtered by students[19], faculty members[20], and staff[21]. Only heterosexual students and staff reported an above average aggregate score. There were no significant differences between lesbian/gay/bisexual (LGB) and asexual/another sexual identity among students, faculty members, or staff.

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[19] $F_{(2,2628)} = 24.5$, $p = <.001$, $\eta^2 = .02$
[20] $F_{(2,409)} = 8.2$, $p = <.001$, $\eta^2 = .03$
[21] $F_{(2,696)} = 17.9$, $p = <.001$, $\eta^2 = .05$

Figure 17: Index of Inclusion by sexual identity and UM affiliation
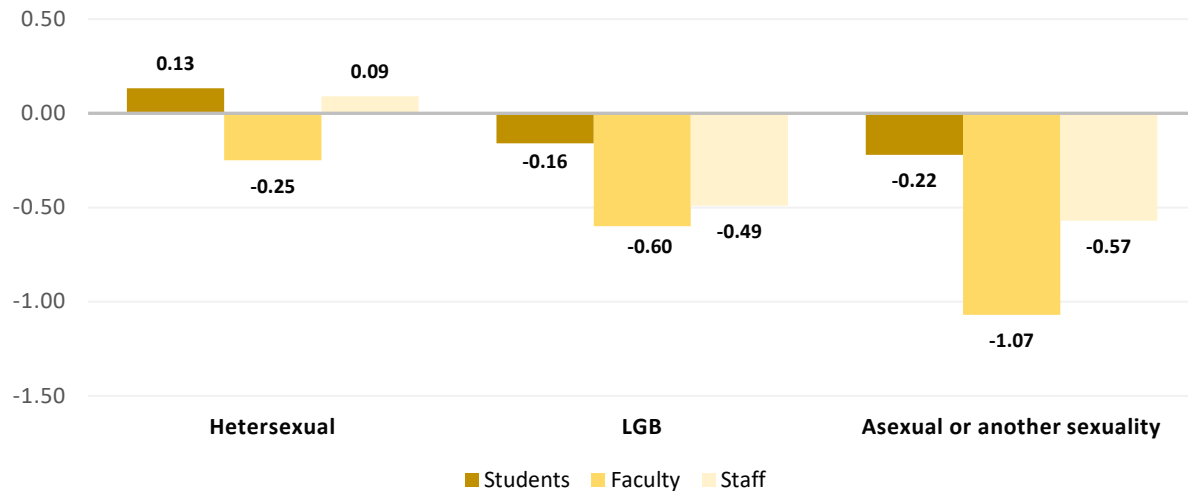


Below are qualitative narratives from 2SLGBTQ+ participants in relation to inclusion and sexual and gender identity.

*It's the worst from professors. I'm a young queer woman with a lower than middle class background who expresses myself fairly androgynous... I am in no way taken seriously. I'm assumed to be unintelligent despite being a top student, I'm assumed to be overdramatic when I Express concerns, I've dealt with sexist and homophobic remarks from those in authority. Every single time I have brought up legitimate dissent I am either ignored, dismissed, condescended, or any mixture thereof. My physical and mental health concerns are brushed aside... I started the year hopeful for my time here and for my future, now I'm broken down and angry at a system that has continuously failed to see me as a person with just as much validity and intelligence as anyone else. This university has failed me.* White, transgender/gender non-binary, student

*Your questions are missing a fair bit of the nuance. No one says "I'm rude to you because you're Queer" they just drop comments*

*here and there about "you'll change your mind when your older",
"just wait until you meet the right man" or "I used to think I
didn't want kids but now I have two".  There is SO MUCH push
towards assuming everyone is straight it doesn't even feel safe to
say if you're not.   I've even had comments about my hair where
they dance around implying it's unusual or that it will grow
back fast.  No one is going to say "that's a dyke hairstyle" but
they'll awkwardly imply it.* Transgender/gender non-binary, staff, racialized
identity unknown

Building on an intersectionality framework, data were divided by sexual, gender, and racialized identities; however, due to some small sub-sample sizes, racialized identity had to be collapsed into White, Indigenous, and racialized identities. There were insufficient data to report on White transgender/gender non-binary heterosexual and Indigenous transgender/gender non-binary heterosexual identities.

As shown in *Figure 18*, White (M = .29, SD = .92) and racialized (M = .26, SD = 1.0) heterosexual men recorded the highest Index of Inclusion scores, while Indigenous LGB men (M = -.93, SD = 1.2) had the lowest[22]. Post hoc tests found significant differences between White heterosexual men and White LGB men (p = .004), Indigenous heterosexual men and Indigenous LGB men (p = .034), and racialized heterosexual men and racialized LGB men (p = .011).

With the exception of racialized heterosexual women (M = .07, SD = .95), all women regardless of racialized or sexual identity recorded below average scores on the Index of Inclusion[23]. Aggregate scores were particularly low for Indigenous women who reported being asexual or indicating another sexual identity (i.e., Two Spirit was an option for both gender and sexual identity questions) (M = -.64, SD = .86) as well as for White asexual/another sexual identity women (M = -.32, SD = 1.09), Indigenous heterosexual women (M = -.23, SD = .98), racialized LGB women (M = -.22, SD = 1.15), and White LGB women (M = -.21, SD = .92).

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[22] White men $F_{(2,613)}$ = 4.9, p =.008, $\eta^2$ = .02; Indigenous men $F_{(2,56)}$ = 2.4, p =.101, $\eta^2$ = .08; $F_{(2,442)}$ = 3.3, p =.04, $\eta^2$ = .02

[23] White women $F_{(2,1401)}$ = 8.08, p = <.001, $\eta^2$ = .01; Indigenous women $F_{(2,185)}$ = 2.27, p =.106, $\eta^2$ = .02; racialized women $F_{(2,838)}$ = 3.89, p =.021, $\eta^2$ = .01

Overall, there were no significant differences between racialized and sexual identities among transgender/gender non-binary participants on the Index of Inclusion scores[24]. With the exception of racialized heterosexual transgender/gender non-binary participants (M = .31, SD = .95, n = 6), all aggregate intersections across racialized and sexual identities for transgender/gender non-binary respondents were below average for the Index of Inclusion. These disparities are particularly pronounced among Indigenous sexual and gender minorities.

Figure 18: Index of Inclusion by sexual-, gender-, and racialized identities
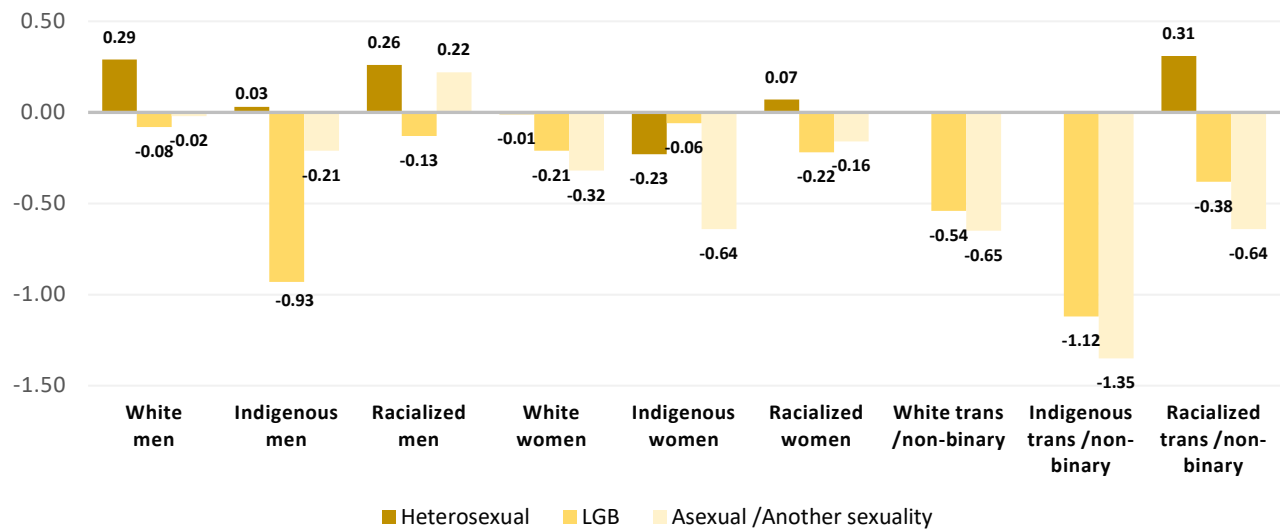


Appreciating the ways in which the principles of EDI are perceived "on the ground" cannot occur without understanding it through an intersectional lens. In what follows, a sample of qualitative comments are provided that refer to the lack of representation, which directly affects inclusion.

*There are virtually no Indigenous, racialized, or LGBTQ2S students in my program and field. There is significant White, middle/upper class bias in teaching and interpreting history and current social issues, and invisibility of other perspectives.*
Indigenous, woman, student

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[24] White transgender/gender non-binary $F_{(2,68)}$ = 2.24, p =.114, $\eta^2$ = .06; Indigenous transgender/gender non-binary $F_{(2,26)}$ = .83, p =.448, $\eta^2$ = .06; racialized transgender/gender non-binary $F_{(2,23)}$ = 9.1, p = .27, $\eta^2$ = .44

*Exclusion and discrimination are particularly troubling problems for members of targeted groups when it comes to representation on committees and having decision-making power. It is not enough to have a token person that is supposed to represent all targeted groups. Rather, it is crucial to have as many people as necessary to represent the diversity of the University, which might mean in the end that there are mostly members of targeted groups on a committee, with the minority of members being white and male. Additionally, the executive or co-chairs should come from targeted groups. Note that co-chairs is used on purpose. This kind of approach to representation is definitely not being practiced, as most committees are predominately white (and usually exclusively white), and often don't include a diverse range of identities. There might be one Indigenous person or one person of colour, but what about representation of 2SLGBTQ+, low-income, rural, disabled and other communities?* Racialized, transgender/gender non-binary, staff

*Exclusion: there is a major gap in representation of women, racialized individuals and 2SLGBTTQ folks as presenters. For example,* [redacted] *is overwhelmingly white cis-male presenters. This has been pointed out several times* [redacted] *who has responded that they are simply inviting the best expert for the topic, ignoring all scientific evidence regarding implicit bias. This is one example but reflects a known/measured phenomenon that is not being sufficiently addressed at UofM.* White, woman, faculty member

Of course, one of the difficulties with any social institution is that it is merely a microcosm of the larger society, making social change at the "local" level difficult. Especially within an intersectionality framework, such a change is difficult, albeit not impossible, to overcome. Below are two narratives.

*These are ideologies that can only change if we tackle the culture within this city. I applaud the university for their efforts, but it seems as though the differences in upbringing between groups of*

*people in Winnipeg is the issue, and some are more ignorant/inconsiderate than others - which isn't the university's fault and likely will be too difficult to change.* Racialized, woman, student

*it is a bigger problem than I think this university will be able to resolve on their own.* Indigenous, woman, student

The University is also a microcosm of the larger education system, which is verbalized by two students.

*I think the entire education system needs an overhaul but the University is doing a fairly decent job with working with what it has by incorporating inclusive programs and I welcome more to continue this positive trend.* Indigenous, man, student

*Equity opportunities to Indigenous students needs to start far before university... it needs to start in early childhood and throughout elementary school. It takes a lot of courage, dedication, and tenacity to apply to a university program... Indigenous students need to have supports available in their communities to help build that courage, dedication, and tenacity throughout childhood and adolescence. Is there a way the University of Manitoba can invest in fostering confidence and academic excellence in Indigenous students throughout Manitoba long before they enter university? I know this is easier said than done and I am aware there are already initiatives underway. I hope that the U of M continues to view this as a priority for many years to come.* White, woman, student

Comparisons of the Index of Inclusion measure were also made across multiple disability groupings (*Figure 19*). Across all student, faculty member, and staff divisions, respondents who identified having a sensory[25], physical[26], or cognitive[27] disability, a mental health-related issue[28], or a chronic condition[29] recorded below average scores on the Index of Inclusion. There were significant differences between students with a sensory disability, a physical disability, a cognitive disability, a mental health-related issue, and a chronic health condition versus those without. Among faculty members, there were significant differences between those with a mental health-related issue and those with a cognitive disability, compared to those without. For staff, there were significant differences between those with a physical disability, a mental health-related issues, or a chronic health condition than those without.

Figure 19: Index of Inclusion by disability and UM affiliation



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In what follows, qualitative narratives are presented for those who identified as having sensory, physical, and cognitive disabilities as well as mental health-related issues, all of which are seen as a significant barrier to inclusion. Below are examples among those who identify as having sensory disabilities.

*More braille signs in tunnels. I see visually students feel the wall to make their way around tunnels but signs don't actually have braille. They memorize when to go where.* White, man, student

*My disability is easily corrected with the help of glasses or contact lenses. It is not a hindrance to me 99% of the time, but larger print on signage or signage that conforms to CNIB standards for blind/partially sighted individuals would be more useful for those who have less correctable conditions than I.* White, woman, student

*Need more awareness for blind individuals in tunnels and hallways.* White, woman, student

*They could have a small quite rooms on campus with couches or beds. I was extremely noise sensitive so the loudness of university was too much. However, there were literally no places I could lie down to have quiet or rest which was what I needed to have to get through the day and I was very surprised and appalled that they didn't have any.* Indigenous, woman, student

There were some suggestions that able-bodied individuals should spend time in a wheelchair in order to empathize with those who have physical disabilities. Two participants write:

*They could use a wheelchair for a day, or crutches and see just how inaccessible a lot of spaces are. I do not see many students in wheelchairs, and physical accessibility is probably why.* Indigenous, woman, student

*I think that all staff and Faculty on campus should have to spend one day in a wheel chair and try to access all the services they require on campus. I think this would enlightening for everyone.*
White, woman, staff

Among those who identify as having a cognitive disability, several participants wrote about the need for more consideration, accommodation, and empathy. Below are a sample of narratives.

*The rigidity of academia is very daunting to someone with attention deficit.  A lot of "old school" ways of succeeding are difficult to adhere to.  The language in course outlines can be very harsh with regard to deadlines and room for error. Sometimes I have felt excluded even before I start a class.  I remember one time a professor scoffing about the shorter 50- minute classes and not having enough time to explain any concepts.  Sure 75 minutes is nothing for someone with a normal attention span, but it can feel like an eternity to someone with ADD.  I once had a professor who gave us a break mid-way through a 75-minute class regularly, and to me, he was a saint. He never said the reasoning, just gave us a quick water/washroom break and it made a world of a difference for my feeling of inclusivity and helping to hold my attention over dry material.*
Indigenous, woman, student

*I would like my faculty, staff and students to be educated on ASD. They are very ignorant about it.* White, man, student

*I feel some of the policies at the university are discriminatory toward people with ASD.  For example in my program although it is known that I have ASD, I am still expected to attend lectures regularly, despite the fact that it is well cited in the scientific literature on ASD that people with this neurodevelopmental difference don't learn well in academic lectures and are often*

*very stressed in large groups of people who they do not know well.*
White, man, student

Finally, quite a few participants commented on the need for more mental health supports as well as greater accommodation and understanding. While the sample of narratives below are from students, it is important to acknowledge that mental health-related issues were a concern among faculty members and staff as well.

*More mental health professionals on campus, better training for mental health service providers, easier access to mental health services (it takes unreasonably long to obtain an appointment), more resources for people with addiction issues.* White, woman, student

*Mental health resources and leniency/understanding from professors on the additional obstacles that students suffering with mental health issues must face in their classes. Also, no attendance marks (attendance is not always possible with students suffering from a mental health disorder).* White, woman, student

*need to increase funding for mental health services - specifically meeting the required number of counsellors for the number of students at the university.* White, woman, student

*I think that sometimes it can be counter-productive to recommend that students seek help for mental health at the on-campus student counselling service when the service is over-capacity. The counsellors are great when you get in, but I think that the wait time means that for some folks, it would be better to seek help elsewhere (and it would be useful to direct them elsewhere if the wait list is too long).* White, man, student

*re: mental health; the Counseling/Support Services available to students is not well organized and deters students from using it (barriers to intake, minimal appointments available per day for intake, no communication from centre for weeks)… can lead to dangerous situations for vulnerable students.* White, man, student

*Figure 20* illustrates Index of Inclusion scores by UM affiliation based on a count of the disability-related questions. Respondents who did not report having a disability, mental health-related issue, or a chronic health condition scored significantly higher than those who identified having one[30].

Figure 20: Index of Inclusion by count of disabilities
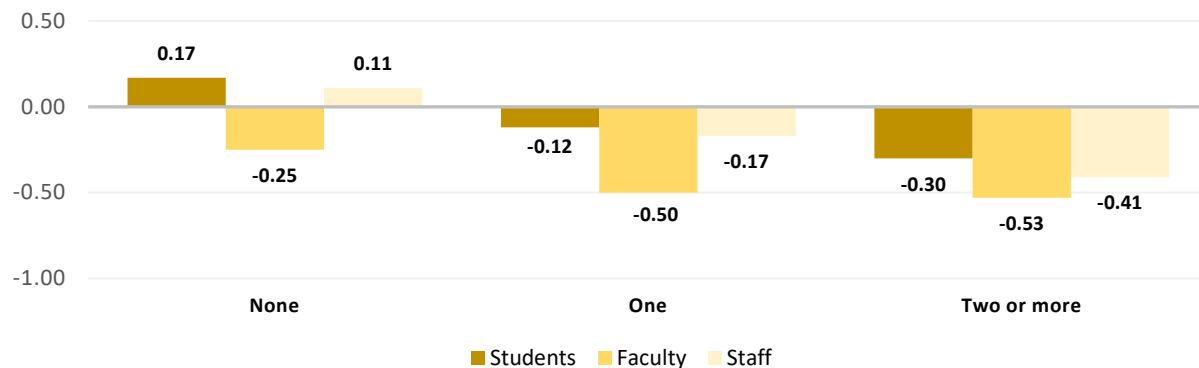


Another important indicator to consider is the extent to which one's disability impacts their ability to carry out their daily/regular activities at the UM. Results presented in *Figure 21* illustrate how the aggregate scores on the Index of Inclusion decrease as respondents' inability to carry out their daily/regular activities at UM increases, which is consistent across student[31], faculty member[32], and staff[33] groupings. Among students and staff, Tukey post-hoc comparisons reveal significant differences across all three impact subgroups; however, among faculty members, the difference between those who reported "no impact" and "mild or moderate" impact was not statistically significant.

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[30] Students $F_{(2,2667)} = 37.64$, p =<.001, $\eta^2$ = .03; Faculty members $F_{(2,415)} = 3.12$, p =.045, $\eta^2$ = .02; Staff $F_{(2,704)}$ = 11.05, p =<.001, $\eta^2$ = .03

[31] $F_{(2,2667)} = 37.64$, p =<.001, $\eta^2$ = .03

[32] $F_{(2,415)} = 3.12$, p =.045, $\eta^2$ = .02

[33] $F_{(2,704)} = 11.05$, p =<.001, $\eta^2$ = .03

Figure 21: Index of Inclusion by ability to participate in regular activities (studies /work) at UM in relation to disability
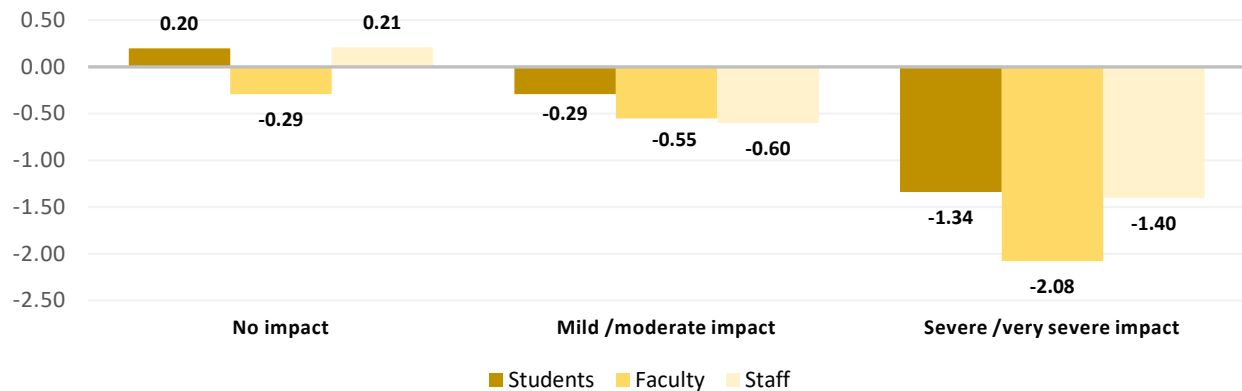


There were quite a few qualitative narratives providing context in regard to having a disability, mental health-related issue, or a chronic health condition and its impact on inclusivity.

*I have heard derogatory remarks made about staff who take time off for mental health reasons or are perceived to take more sick days than other staff. This attitude needs to change.* White, woman, staff

*Being a white male at this university makes me feel excluded because I am perceived as oppressive all the time. I have trouble voicing my opinion or getting support. My mental illness is ignored and I feel left out.* White, man, student

*the university harasses people with medical conditions to continuously provide medical questionnaires that are rudely written as if staff are purposely not wanting to come to work.* Racialized, woman, staff

Part of the difficulty in promoting EDI is the often-invisible nature of disabilities, mental health-related issues, and chronic health conditions. Below is a sample of comments reflecting issues of invisibility.

*Not enough education for invisible chronic conditions, leads to exclusion and shame from other students and sometimes profs.*
Indigenous, woman, student

*Invisible disabilities are often disregarded. If we are "difficult" and need clarity, then we are a problem.* White, woman, student

*Sometimes people make comments about my invisible disability not being real or deny that I have different experiences than them.* White, woman, student

## EQUITY

By definition, equity refers to the principles of fairness and justice. Equity is often mistakenly used interchangeably with the principle of equality. McGill University (n.d.) explains the difference:

> Equity, unlike the notion of equality, is not about sameness *(i.e., equality)* of treatment. Equity denotes fairness and justice in process and in results. Equitable outcomes often require differential treatment and resource distribution so as to achieve a level playing field among all individuals and communities. This requires recognizing and addressing barriers to provide opportunity for all individuals and communities to thrive in our University environment. (*Emphasis added*)

The EDI resource page at McGill University provides a helpful illustration depicting both the meaning and implication of equity.
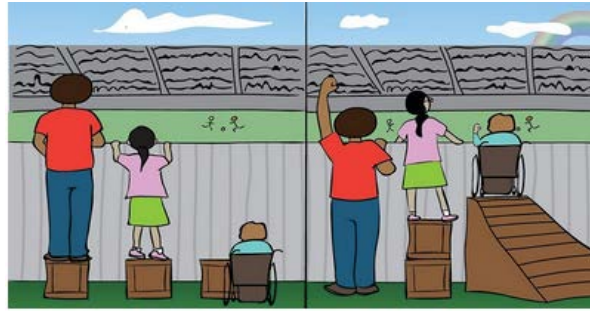
It is within this framework that the President's Taskforce defines equity as the "guarantee of fair treatment, access, opportunity, and advancement for all students, faculty members, and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of marginalized groups." The UM Climate Survey on EDI measured equity by providing a series of statements in which respondents were asked how much they agreed to issues about mentoring, group participation, and representation for the following groups: women; Indigenous; racialized; 2SLGBTQ+; and those with a disability, mental health-related issue, or chronic health condition. Questions were changed slightly in order to accommodate the varying experiences between students, faculty members, and staff. Each are discussed in term below.

## Students

In what follows, individual equity statements are presented for various "equity seeking" groups. It is important to note that while there are differences between various participant groups, on the whole, students generally held favourable views of equity at UM.

Five individual questions were asked of students in regard to perceptions of equity for woman students (*Table 2*). In general, women and transgender/gender non-binary students were significantly more likely not to perceive the University being equitable to women students. The largest variation to agreement were found with the following two statements: (1) women students get as much mentoring from instructors/professors as men students; and (2) comments made by women students are given as much credit and attention in class as comments made by men students.

Table 2: Equity for women students - Individual items

| | Agree | | Disagree | |
|---|---|---|---|---|
| | **Strongly** | **Somewhat** | **Somewhat** | **Strongly** |
| **Women students get as much mentoring from instructors/professors as men students**[34] | 49% (69%, 41%, 30%) | 29% (20%, 33%, 34%) | 15% (7%, 19%, 21%) | 6% (4%, 7%, 15%) |
| **Women students are invited to participate in study groups**[35] | 60% (77%, 53%, 47%) | 29% (19%, 34%, 29%) | 8% (3%, 10%, 19%) | 3% (2%, 3%, --[36]) |
| **Comments made by women students are given as much credit and attention in class as comments made by men students**[37] | 55% (73%, 48%, 35%) | 26% (19%, 29%, 31%) | 13% (5%, 17%, 21%) | 6% (4%, 7%, 14%) |
| **Women students are adequately represented in student groups within my Faculty**[38] | 64% (73%, 60%, 55%) | 25% (19%, 28%, 29%) | 7% (4%, 8%, 8%) | 4% (4%, 4%, 9%) |
| **There are adequate numbers of women students in my Faculty**[39] | 66% (68%, 66%, 52%) | 21% (17%, 22%, 27%) | 8% (8%, 7%, 14%) | 6% (7%, 5%, 7%) |
| * NOTE percents for men, women, transgender/gender non-binary are presented, respectively, in parentheses | | | | |

Qualitative comments are invaluable in that they provide a context to issues of inequity that cannot be conveyed through numbers. Below are examples of the importance of qualitative narrative.

*I do not see people like myself represented in the academic staff. It's all white old men and that's it. There is no diversity of people in the academic staff and it's hard to be able to see myself in those positions.* White, woman, student

*I have noticed that I am often left out of classroom discussions because I am female. Male professors often pick male students to speak and answer questions.* Indigenous, woman, student

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[34] $X^2$[6,n=2129] = 158.3, p=<.001, V=.19
[35] $X^2$[6,n=2087] = 119.5, p=<.001, V=.17
[36] There were too few cases to report in a way that ensures confidentiality through residual disclosure.
[37] $X^2$[6, n=2293] = 147.0, p=<.001, V=.18
[38] $X^2$[6, n=2239] = 42.6, p=<.001, V=.10
[39] $X^2$[6, n=2278] = 16.9, p=.01, V=.06

*I am a female student in the* [redacted] *and it is often very difficult to feel comfortable in classes with students that are almost-entirely male, professors that are almost-entirely male and the general sense that it is a male space (e.g. professors always use he/him pronouns when discussing 'students').* White, woman, student

*As a woman in* [redacted], *there were times when I felt like I wasn't treated equally as other men, depending on the TA that I had. It came to a point where it affected me not getting the same mark as my lab partner, a guy, when we did the same amount of work for our lab. All because the TA favored him more than me.*
Racialized, woman, student

*Women in* [redacted Faculty] *are becoming more common and the few problems I have encountered are from the social stand point. You can't always fit in "the guys" when you aren't one. There is also only one professor who acts like the girls shouldn't be there or never expects women to succeed in his class... Most professors I have encountered don't have a gender bias and support the effort by different groups to get more women into the* [redacted]. White, woman, student

*Table 3* presents the results for the individual equity items pertaining to Indigenous students. Across all statements, Indigenous students were less likely to agree, while there was little difference between White and racialized students. Of particular interest is that over half of all students (regardless of racialized identity) disagreed (27% somewhat and 29% strongly) that "there are adequate numbers of Indigenous students in my Faculty," and 46% disagreed (23% somewhat and 23% strongly) that "Indigenous students are adequately represented in student groups within my Faculty."

Table 3: Equity for Indigenous students - Individual items

| | Agree | | Disagree | |
|---|---|---|---|---|
| | **Strongly** | **Somewhat** | **Somewhat** | **Strongly** |
| **Indigenous students get as much mentoring from instructors/professors as non-Indigenous students**[40] | 47% (49%, 49%, 34%) | 30% (26%, 28%, 36%) | 17% (18%, 15%, 18%) | 8% (7%, 8%, 12%) |
| **Indigenous students are invited to participate in study groups**[41] | 54% (56%, 57%, 36%) | 28% (27%, 28%, 34%) | 12% (13%, 10%, 16%) | 6% (5%, 5%, 14%) |
| **Comments made by Indigenous students are given as much credit and attention in class as comments made by non-Indigenous students**[42] | 57% (59%, 57%, 44%) | 26% (26%, 24%, 30%) | 12% (11%, 14%, 15%) | 5% (4%, 5%, 12%) |
| **Indigenous students are adequately represented in student groups within my Faculty**[43] | 34% (30%, 39%, 26%) | 21% (21%, 22%, 17%) | 23% (25%, 20%, 24%) | 23% (24%, 20%, 33%) |
| **There are adequate numbers of Indigenous students in my Faculty**[44] | 26% (24%, 29%, 20%) | 19% (17%, 21%, 19%) | 27% (29%, 25%, 24%) | 29% (31%, 25%, 36%) |
| * NOTE percents for White, racialized, and Indigenous are presented, respectively, in parentheses | | | | |

The lack of diversity and representation, and therefore inequity, is demonstrated in the following narratives from Indigenous students.

*In my faculty there is very little diversity.* Indigenous, man, student

*We have no indigenous representation in my department in both faculty and (grad) students.* Indigenous, woman, student

*I chose not to answer for indigenous students getting credit because in a class once, I was the only indigenous person and*

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[40] $X^2$[6, n=1604] = 18.4, p=.005, V=.08
[41] $X^2$[6, n=1585] = 35.5, p=<.001, V=.11
[42] $X^2$[6, n=1723] = 25.2, p=<.001, V=.09
[43] $X^2$[6, n=1815] = 30.3, p=<.001, V=.09
[44] $X^2$[6, n=1892] = 20.4, p=.002, V=.07

*every time I talked, everyone would go silent and stare at me. It was nice that they listened but it was uncomfortable as I felt like I only get this treatment because they feel bad for me as the only indigenous student in the class. It was a bag of mixed feelings.*

Indigenous, woman, student

*The University is not congruent with their statement of apology and reconciliation. A lot of it seems to be done for optics not for substance. IE: No diverse staff, but sage hanging on the walls.*

Indigenous, man, student

There is little between-item variability among the five statements pertaining to equity for racialized students (*Table 4*). Notable differences within specific items across racialized groups include: "racialized students are invited to participate in study groups;" and "comments made by racialized students are given as much credit and attention in class as comments made by non-racialized students."

Table 4: Equity for racialized students - Individual items

| | Agree | | Disagree | |
|---|---|---|---|---|
| | **Strongly** | **Somewhat** | **Somewhat** | **Strongly** |
| **Racialized students get as much mentoring from instructors/professors as non-racialized students**[45] | 51% (57%, 43%, 45%) | 32% (30%, 36%, 32%) | 12% (9%, 14%, 15%) | 6% (4%, 8%, 8%) |
| **Racialized students are invited to participate in study groups**[46] | 55% (62%, 45%, 50%) | 31% (29%, 34%, 32%) | 10% (7%, 13%, 12%) | 4% (2%, 7%, 6%) |
| **Comments made by racialized students are given as much credit and attention in class as comments made by non-racialized students**[47] | 54% (60%, 48%, 48%) | 29% (28%, 30%, 31%) | 12% (9%, 13%, 15%) | 5% (3%, 9%, 6%) |
| **Racialized students are adequately represented in student groups within my Faculty**[48] | 47% (50%, 39%, 46%) | 30% (29%, 34%, 30%) | 15% (14%, 15%, 15%) | 8% (7%, 12%, 9%) |
| **There are adequate numbers of racialized students in my Faculty**[49] | 48% (50%, 39%, 46%) | 30% (29%, 30%, 32%) | 13% (13%, 16%, 13%) | 10% (8%, 16%, 10%) |
| * NOTE percents for White, Indigenous, and racialized are presented, respectively, in parentheses | | | | |

Despite the little quantitative variability, there were a lot of comments from racialized students in regard to their experiences at UM. Below is a sample of such comments.

*Include more ethnic people in jobs at University like GPAs or Degrees.* Racialized, man, student

*Basically if you are Black and in* [redacted Faculty] *you will very rarely see a professor who looks like you. I wish an effort could be made to put for Black professor at the U of M considering the population of Black/African students there is.* Racialized, woman, student

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[45] $X^2$[6, n=1939] = 39.4, p=<.001, V=.10
[46] $X^2$[6, n=1918] = 48.7, p=<.001, V=.11
[47] $X^2$[6, n=2028] = 48.8, p=<.001, V=.11
[48] $X^2$[6, n=2026] = 11.2, p=.083, V=.05
[49] $X^2$[6, n=2075] = 14.0, p=.030, V=.03

*The U of M needs more faculty and staff of colour.* Racialized, man, student

*The university (in my experience) has a sense/culture of either ignoring or avoiding Minor issues pertaining to the differences in the ethnicity of its students. I feel as though we're all lumped into one category "international" and treated accordingly, forgetting that we have all come from different parts of the world and are new to each other…as well as the Manitobans/Canadians themselves.* Racialized, man, student

*To be honest, UM is still a white institution. We have a long way to go.* Racialized, man, student

Similar to racialized and gender marginalized groups, sexual minority students were significantly less likely to agree to the 2SLGBTQ+ equity statements than heterosexual students. As shown in *Table 5*, the largest differences were found in the following statements: "students who identify as 2SLGBTQ+ are invited to participate in study groups;" and "2SLGBTQ+ students are adequately represented in student groups within my Faculty."

Table 5: Equity for students who identify as 2SLGBTQ+ - Individual items

| | Agree | | Disagree | |
| --- | --- | --- | --- | --- |
| | **Strongly** | **Somewhat** | **Somewhat** | **Strongly** |
| **Students who identify as 2SLGBTQ+ (or are perceived to be) get as much mentoring from instructors/professors as students who do not identify as 2SLGBTQ+**[50] | 55% (60%, 39%, 44%) | 31% (29%, 40%, 35%) | 9% (7%, 16%, 11%) | 5% (4%, 5%, 11%) |
| **Students who identify as 2SLGBTQ+ (or are perceived to be) are invited to participate in study groups**[51] | 56% (61%, 39%, 43%) | 32% (29%, 43%, 40%) | 8% (7%, 12%, 6%) | 4% (3%, 6%, 11%) |
| **Comments made by students who identify as 2SLGBTQ+ (or are perceived to be) are given as much credit and attention in class as comments made by students who do not identify as 2SLGBTQ+**[52] | 57% (62%, 41%, 49%) | 31% (28%, 42%, 31%) | 8% (7%, 11%, 9%) | 4% (3%, 5%, 11%) |
| **Students who identify as 2SLGBTQ+ (or are perceived to be) are adequately represented in student groups within my Faculty**[53] | 44% (49%, 30%, 31%) | 28% (28%, 28%, 29%) | 17% (15%, 24%, 20%) | 11% (8%, 18%, 21%) |
| **There are adequate numbers of students who identify as 2SLGBTQ+ (or are perceived to be) in my Faculty**[54] | 40% (44%, 28%, 27%) | 28% (28%, 27%, 31%) | 20% (18%, 26%, 20%) | 12% (10%, 19%, 22%) |
| * NOTE percents for heterosexual, LGB, and asexual/another are presented, respectively, in parentheses | | | | |

Below are some examples of qualitative comments from students, especially in terms of being comfortable identifying as 2SLGBTQ+.

> *I feel those who identify as LGBTQ+ aren't comfortable expressing who they are/ coming out to colleagues.* White, man, student

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[50] $X^2$[6, n=1555] = 62.7, p=<.001, V=.14
[51] $X^2$[6, n=1547] = 71.4, p<=.001, V=.15
[52] $X^2$[6, n=1621] = 64.0, p=<.001, V=.14
[53] $X^2$[6, n=1580] = 73.5, p=<.001, V=.15
[54] $X^2$[6, n=1556] = 53.5, p=<.001, V=.13

*In the* [redacted Faculty] *it hard to answer these questions because most of the people and staff are white or they might be binding these aspects of themselves from others within their faculty. I have been in* [redacted Faculty] *for 4 years and only met one other LGBTQ2+ person, and never a female professor for any of my classes.* White, man, student

*There probably is more LGBT people than people think, but they often don't come out because it is unsafe.* White, transgender/gender non-binary, student

There were no statistically significant differences between those with a visible or semi-visible disability and those without (*Table 6*); however, this is no doubt due to the generalized nature of grouping all disabilities within one 'category,' which was necessary in order to keep the survey to a manageable length. Despite the non-significant findings, over a third of all students disagreed that "students who identify as having a disability are adequately represented in student groups within my Faculty" and "there are adequate numbers of students who identify as having a disability in my Faculty."

Table 6: Equity for students with a disability or chronic health condition - Individual items

| | Agree | | Disagree | |
|---|---|---|---|---|
| | **Strongly** | **Somewhat** | **Somewhat** | **Strongly** |
| **Students who identify as having a disability or chronic health condition get as much mentoring from instructors/professors as non-disabled students[55]** | 53% (54%, 47%) | 30% (29%, 35%) | 11% (11%, 11%) | 6% (6%, 8%) |
| **Students who identify as having a disability or chronic health condition are invited to participate in study groups[56]** | 51% (52%, 47%) | 30% (29%, 32%) | 13% (13%, 14%) | 6% (5%, 8%) |
| **Comments made by students who identify as having a disability or chronic health condition are given as much credit and attention in class as comments made by non-disabled students[57]** | 53% (53%, 50%) | 31% (32%, 30%) | 11% (11%, 11%) | 5% (4%, 9%) |
| **Students who identify as having a disability or chronic health condition are adequately represented in student groups within my Faculty[58]** | 40% (40%, 32%) | 26% (26%, 30%) | 21% (21%, 21%) | 14% (14%, 18%) |
| **There are enough students who identify as having a disability or chronic health condition in my Faculty[59]** | 34% (34%, 31%) | 27% (27%, 26%) | 23% (22%,24%) | 16% (16%, 19%) |
| * NOTE percents for those who do NOT have a disability or chronic health condition THAT is visible or semi-visible and those who do are presented, respectively, in parentheses | | | | |

Below are comments from students in regard to issues of equity for those who identify as having a disability, mental health-related issue, and/or a chronic health condition.

*I am sick of the phrase, " we are trying to be fair to the other students". Fair treatment isn't always equal treatment. a neurotypical student can do very well with the current systems in*

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[55] $X^2$[3, n=1632] = 3.6, p=.313, V=.05
[56] $X^2$[3, n=1602] = 2.7, p=.449, V=.04
[57] $X^2$[3, n=1679] = 7.7, p=.053, V=.07
[58] $X^2$[3, n=1618] = 5.5, p=.137, V=.06
[59] $X^2$[3, n=1550] = 1.8, p=.606, V=.03

*place, students who are atypical, require different or less or more supports to be as successful as the nuerotypicals. It is not equitable to expect students with different health issues to do the exact same stuff as those who don't.* Indigenous, woman, student

*It's likely that there a bunch of people with disabilities in my faculty, but they're the sort that's invisible to onlookers. We don't have any leaders that flaunt their disability - and rightly so, since people in my faculty really only care about competence* Racialized, man, student

*Do you hire profs with mental health disabilities, or strictly those who present with physical disabilities? The profs who teach mental health in my faculty don't know anything about mental health, but our disability prof lived with a physical disability... Should the profs not be either better informed or have lived experience? It's sad to us who live with disabilities to see this situation.* White, woman, student

*This is not from my experience or from my faculty, but I have witnessed students with disabilities being treated unfairly by professors and academic advisors. The students' opinions are not received and sometimes ignored. Students with disabilities are also treated with condescension, and inappropriate attitude (rolling their eyes, tone of their voice, excuses to not perform their duty…).* Racialized, man, student

*Students by various diversity groups*

As with the previous perception questions, there was a high degree of internal reliability ($\alpha$=.98) for all twenty-five statements gauging the overall equity among various student groups (women, Indigenous, racialized, 2SLGBTQ+, and disability). A complete index was created in order to examine overall equity trends – again with negative scores representing below average perceptions of equity and positive scores

indicating above average views. In addition, sub-indices were computed for each of the marginalized groups.

As shown in *Figure 22*, men students, regardless of racialized identity recorded above average overall aggregate scores; however, there were significant differences between racialized groups with Black, Southeast Asian, and Indigenous men giving the lowest, albeit positive, overall equity ratings[60]. Post hoc tests also show that there are significant differences between White men students and Southeast Asian, Indigenous, and Black men students.

Results were more mixed between racialized identities among women students[61]. For example, South Asian and Western Asian /North African recorded above average overall equity scores, while Black, Latin American /West Indian, and Indigenous women students had the lowest aggregate ratings. Post hoc tests found significant differences between White women students and Indigenous, Black, and Latin American /West Indian women students, as well as South Asian women students who recorded a positive overall equity rating. Finally, although data could not be presented across most racialized identities for transgender /gender non-binary students, collective totals for these students were significantly below average (M = -.86, SD = 1.15)[62].

Figure 22: Overall equity index by gender and racialized identities
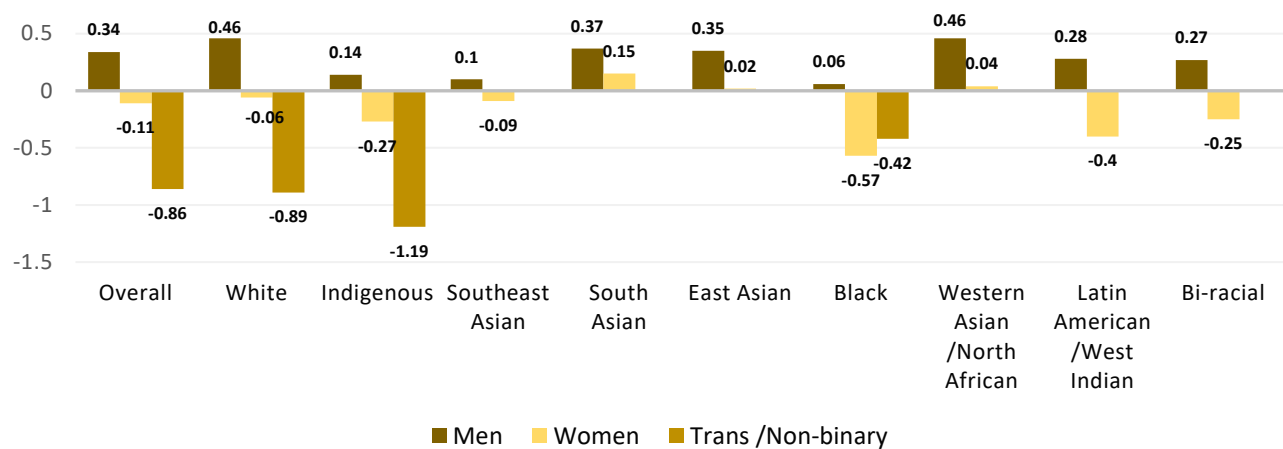


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Overall, there were significant differences between students who identify as 2SLGBTQ+ (M = -.31, SD = 1.09) and those who do not (M = .10, SD = .94)[63]. There were also significant differences between those who identify as 2SLGBTQ+ and those who identify as heterosexual across the following racialized identities: White[64], Indigenous[65], Southeast Asian[66], and South Asian[67] (*Figure 23*).

Figure 23: Overall equity index by sexual and racialized identities
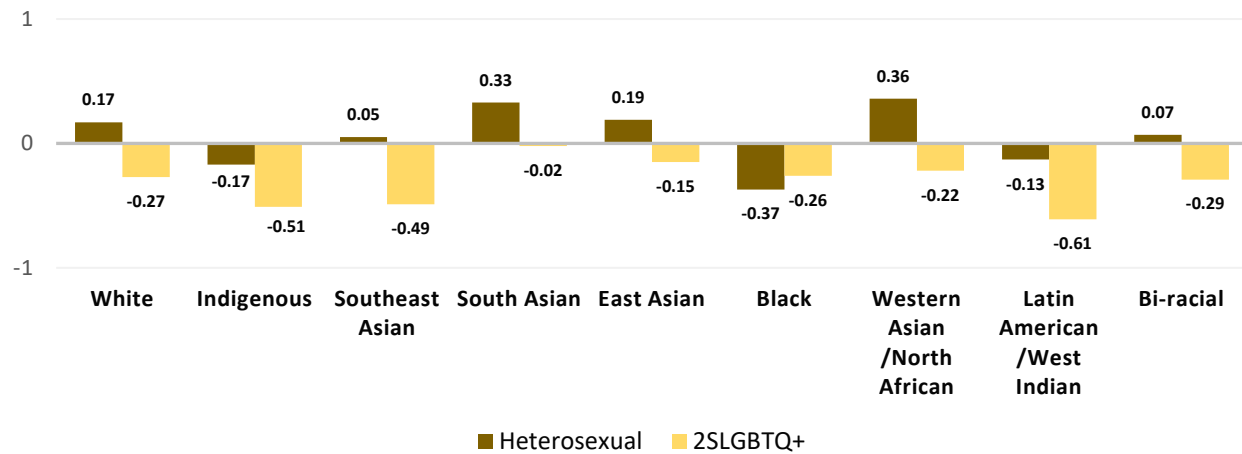


Given the large sample size among students, further intersectional analyses were possible. *Figure 24* displays results divided by sexual identity, gender identity (the sample was too small to include transgender/gender non-binary identities), and racialized identity. There were significant differences between White 2SLGBTQ+ (M = -.24, SD = .96) and White heterosexual women students (M = -.01, SD = .93)[68], as well as between White 2SLGBTQ+ (M = .19, SD = .96) and White heterosexual (M = .52, SD = .74)[69], Southeast Asian 2SLGBTQ+ (M = -.07, SD = 1.29) and Southeast Asian heterosexual (M = .23, SD = .87)[70], Western Asian /North African 2SLGBTQ+ (M = -.26, SD = .96) and Western Asian /North African heterosexual (M = .62, SD = .66)[71], and Latin American /West Indian 2SLGBTQ+ (M = -.09, SD = .73) and Latin American /West Indian heterosexual (M = .72, SD = .53)[72] men students. Negative overall equity ratings were particularly low for the following: 2SLGBTQ+ Latin American/

[63] t(2147) = 8.14, p =<.001, Cohen's *d* = .40
[64] t(1063) = 6.64, p =<.001, Cohen's *d* = .46
[65] t(181) = 1.97, p =.05, Cohen's *d* = .29
[66] t(215) = 3.37, p =.001, Cohen's *d* = .54
[67] t(193) = 2.03, p =.043, Cohen's *d* = .36
[68] t(696) = 2.76, p =.006, Cohen's *d* = .24
[69] t(313) = 2.62, p =.009, Cohen's *d* = .38
[70] t(56) = 2.81, p =.007, Cohen's *d* = .80
[71] t(20) = 2.24, p =.037, Cohen's *d* = .1.07
[72] t(11) = 2.23, p =.043, Cohen's *d* = 1.26

Hispanic/Latina/Caribbean/West Indian women students (M = -.79, SD = 1.18); Black women students (2SLGBTQ+ and heterosexual, M = -.46, SD = 1.38 & M = -.56, SD = 1.38, respectively), bi-racial 2SLGBTQ+ men students (M = -.48, SD = 1.43), and Indigenous women students (2SLGBTQ+ and heterosexual, M = -.23, SD = 1.07 & M = -.23, SD = 1.07, respectively).

Figure 24: Overall student equity index by gender, sexual, and racialized identities
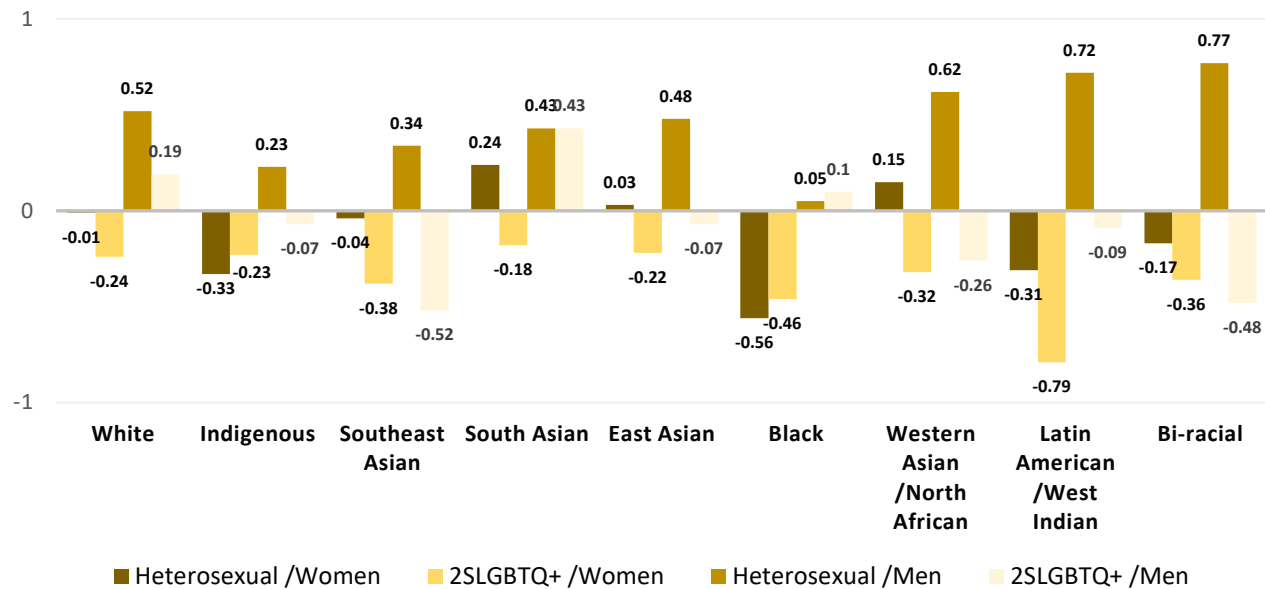


There were also some significant differences with respect to disabilities, mental health-related issues, and students with chronic health conditions, which did vary by the severity of their condition(s). For instance, students with a disability, mental health-related issue, or a chronic health condition that had no impact in regard to their daily/regular activities on campus reported above average aggregate ratings on the overall equity index (M = .07, SD = .95), compared to those who indicated it had a mild to moderate impact (M = -.29, SD = 1.01) and those who reported it had a severe or very severe impact (M = -.94, SD = 1.17)[73].

In general, students with a disability, mental health-related issue, or chronic health condition gave lower aggregate ratings on the overall equity scale than those who did not disclose having one or more of these circumstances (*Figure 25*). Despite variations across all groups, there were only significant differences

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[73] $F_{(2,719)} = 30.07$, p <=.001, $\eta^2 = .08$

between those who reported having a cognitive disability[74] or a mental health-related issue[75] with those who did not.

Figure 25: Overall equity index by disabilities, mental health-related issue, or chronic health condition
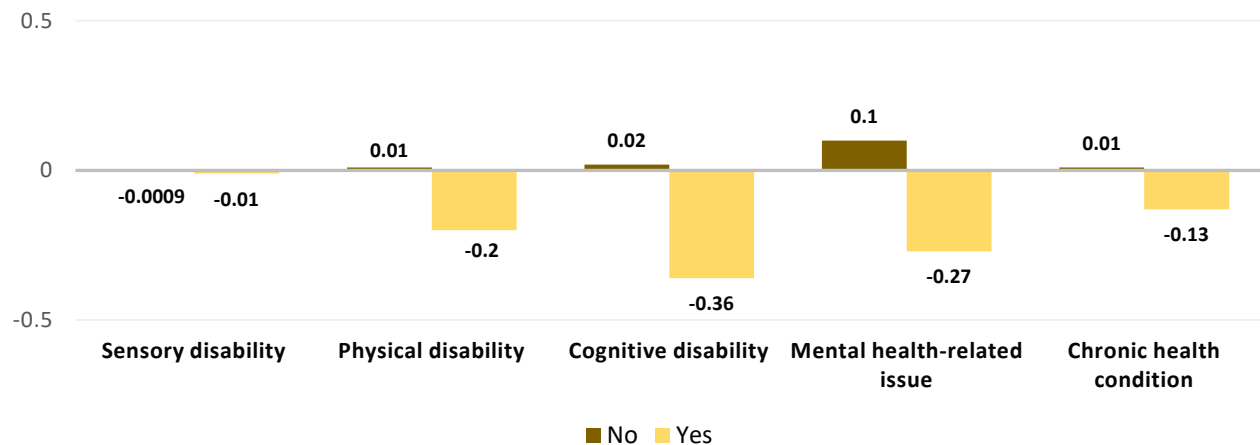


With the exception of physical disability[76], there were significant differences among those who reported having a sensory[77] or cognitive[78] disability, mental health-related issue[79], or chronic health condition[80] when impact on their daily/regular activities at UM was factored in. As shown in *Figure 26*, the greater the impact, the lower the overall equity index was for all disabilities as well as mental health-related issues and chronic health conditions.

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[74] t(2171) = 4.12, p =<.001, Cohen's *d* = .35
[75] t(2171) = 7.59, p =<.001, Cohen's *d* = .36
[76] $F(2,73) = 1.25$, p =.36, $\eta^2$ = .03
[77] $F(2,61) = 6.84$, p =.002, $\eta^2$ = .18
[78] $F(2,121) = 12.44$, p =<.001, $\eta^2$ = .17
[79] $F(2,554) = 17.91$, p =<.001, $\eta^2$ = .06
[80] $F(2,146) = 4.14$, p =.015, $\eta^2$ = .05

Figure 26: Overall equity index by impact of disability, mental health-related issue, or chronic health condition
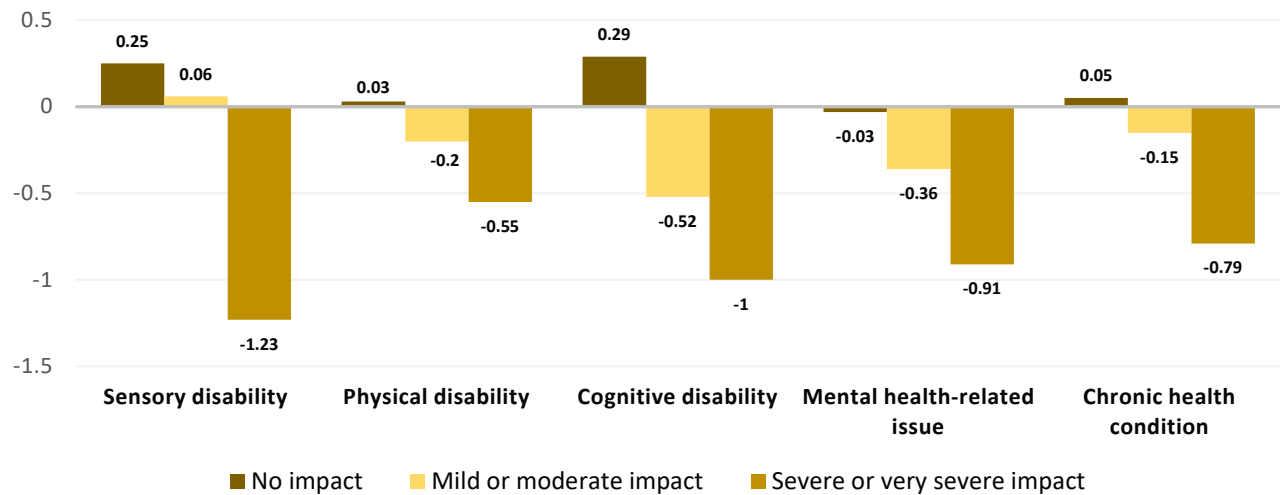


While there were no significant differences between the overall equity index and being a parent or guardian to children under 18, there were some noteworthy findings in regard to being a caregiver to an adult or adults[81]. Significant differences were also found between undergraduate[82] and graduate[83] students (Figure 27).
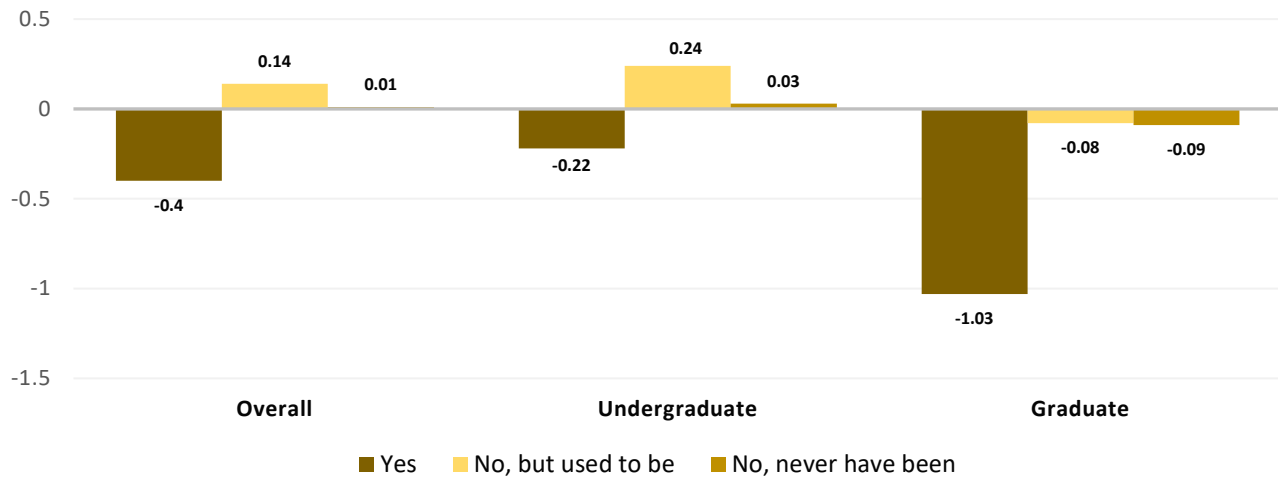
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[81] $F(2,2176) = 6.88$, p =.001, $\eta^2$ = .01
[82] $F(2,1773) = 3.18$, p =.042, $\eta^2$ = .004
[83] $F(2,375) = 7.42$, p =.001, $\eta^2$ = .04

Figure 27: Overall equity index by being a caregiver of adults



*Student Status*

A similar analysis was conducted between undergraduate and graduate students. Overall, undergraduate students perceived the University as being more equitable (M = .02, SD = .98) than graduate students (M = -.13, SD = 1.06)[84], which did not significant vary by gender identity. There were, however, significant differences between undergraduate and graduate students and racialized identities among those who identify as White (undergraduate M = .09, SD = .96 & graduate M = -.12, SD = .95[85]) and Indigenous (undergraduate M = -.18, SD = 1.10 & graduate M = -.70, SD = 1.12[86]).

In general, there is an inverse relationship between the number of years spent studying at UM and the overall equity index score[87] – meaning first year students (M = .25, SD = .94) hold more favourable perceptions of equity at UM than students who have been studying at the University for two years (M = .03, SD = .99), or for three or more years (M = -.11, SD = 1.01) (*Figure 28*). This relationship remained when the data were further split by undergraduate and graduate student status, although the correlation was only significant for undergraduate students[88] even though graduate students who have been at the UM for three or more years had the lowest overall equity aggregate rating score (M = -.22, SD = 1.04).

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[84] t(2181) = 2.62, p =.009, Cohen's *d* = .14
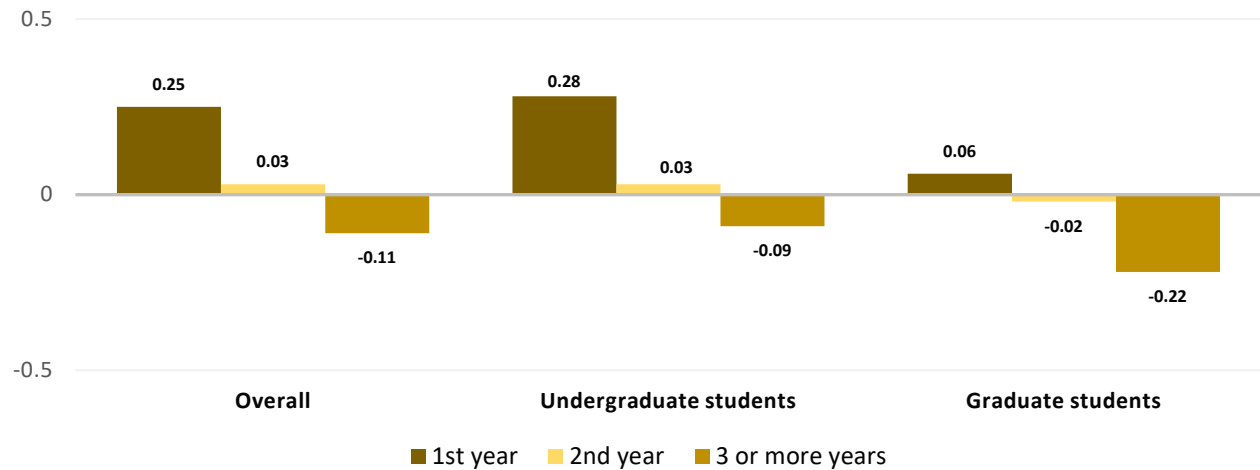[85] t(1069) = 2.75, p =.006, Cohen's *d* = .22
[86] t(182) = 2.39, p =.018, Cohen's *d* = .46
[87] F(2,2169) = 24.01, p =<.001, $\eta^2$ = .02
[88] F(2,1775) = 21.28, p =<.001, $\eta^2$ = .02

Figure 28: Overall equity index by years at UM



The pattern of a decreased perception of overall equity at UM was generally maintained when the data were analyzed by racialized identity (*Figure 29*). Among Indigenous[89] and Black[90] students, this inverse relationship is particularly pronounced, especially for Black women students (1st year, M = -.02, SD - .88; 2nd year, M = -.47, SD = 1.07; 3 or more years, M =.85, SD = 1.08)[91].

Figure 29: Overall equity index by years at UM and racialized identity



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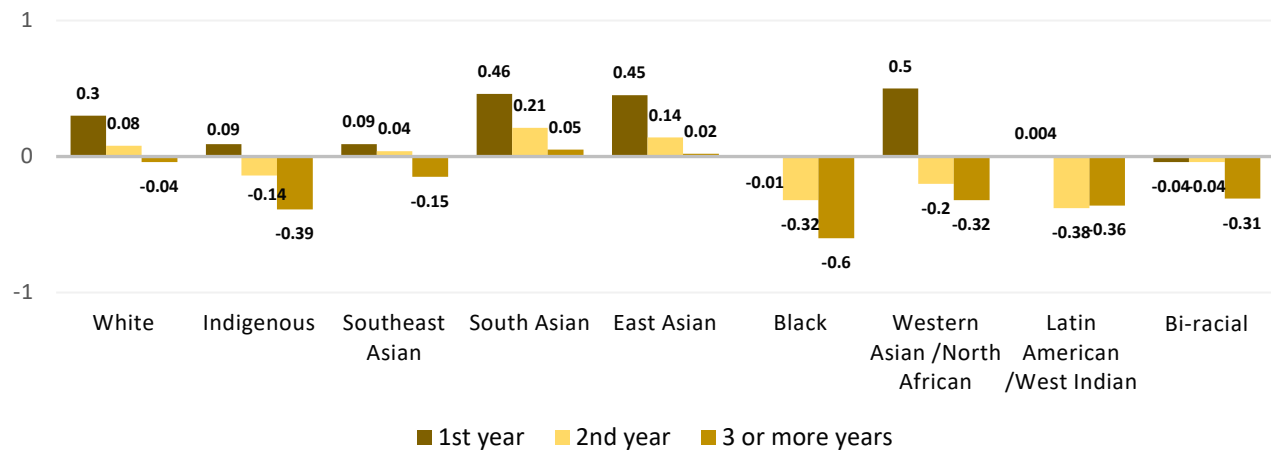
[89] F(2,179) = 2.78, p =.065, $\eta^2$ = .03
[90] F(2,170) = 4.70, p =.01, $\eta^2$ = .05
[91] F(2,110) = 5.45, p =.006, $\eta^2$ = .09

Consistent with other marginalized identities, 2SLGBTQ+ students[92] (especially 2SLGBTQ+ women students[93]) were more likely to hold more negative views of equity at UM. For 2SLGBTQ+ students, perceptions of overall equity decreases significantly after their first year at UM, although the same pattern holds for heterosexual students (*Figure 30*).

Figure 30: Overall equity index by years at UM and gender and sexual identities
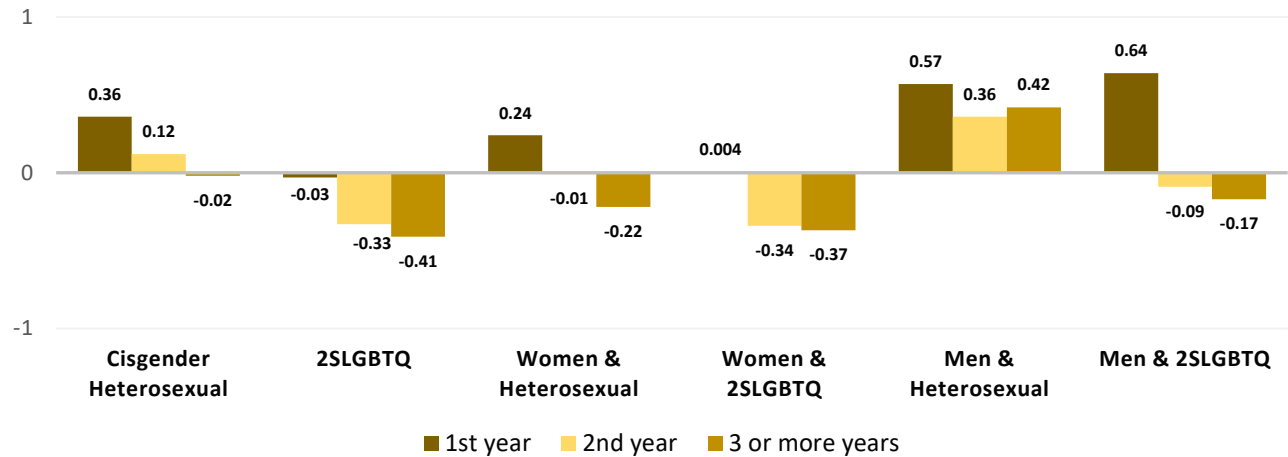


Finally, students who either reported currently living in student residence at UM (M = -.20, SD = 1.16) or those who indicated that they used to live in student residence (M = -.29, SD = 1.05) were more likely to hold negative perceptions of overall equity at the University than students who have never lived in student residence (M = .03, SD = .98)[94]. Overall equity perceptions were particularly low for 2SLGBTQ+ students who were either currently living in student residence (M = -.82, SD = 1.35) or who used to live in student residence (M = -.63, SD = 1.20), compared to 2SLGBTQ+ students who never lived in student residence (M = -.25, SD = 1.05)[95]. This relationship was maintained even when controlling for gender identity (Figure *31*).
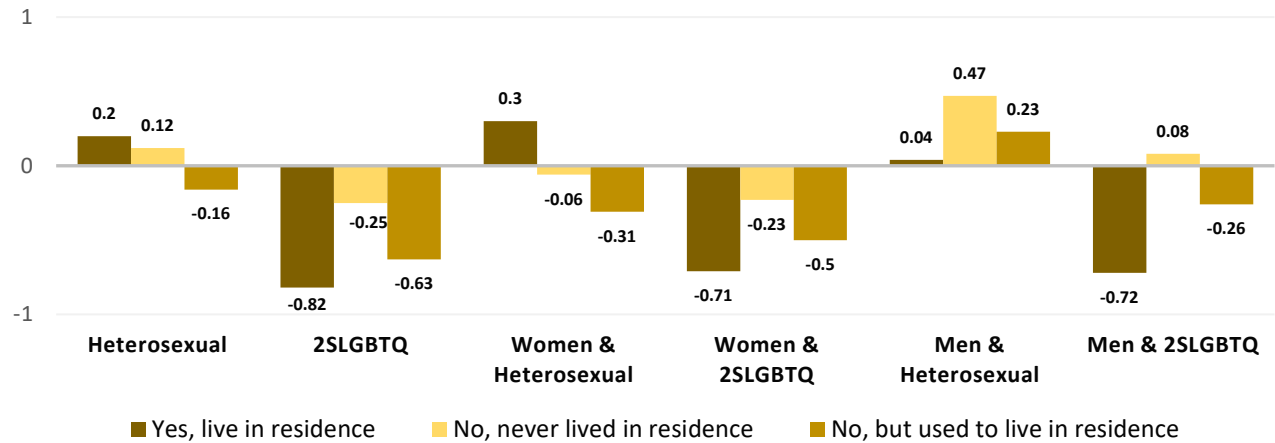
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[92] $F_{(2,495)} = 5.13$, p =.006, $\eta^2 = .02$

[93] $F_{(2,291)} = 3.71$, p =.026, $\eta^2 = .03$

[94] $F_{(2,2205)} = 9.55$, p =<.001, $\eta^2 = .01$

[95] $F_{(2,502)} = 5.76$, p =.007, $\eta^2 = .02$; heterosexual $F_{(2,1638)} = 4.55$, p =.006, $\eta^2 = .01$

Figure 31: Overall equity index by living in student residence by gender and sexual identities



**Faculty members**

Similar to students, five questions were asked among faculty members in regard to perceptions of equity for women faculty members (*Table 7*). In general, women and transgender/gender non-binary faculty members were less likely to perceive the University being equitable to women faculty members. The most pronounced differences were observed with the following statements: (1) women faculty members are frequently considered for leadership positions; (2) junior women faculty members get as much mentoring from senior faculty members; and (3) women faculty members receive equitable salaries.

Table 7: Equity for women faculty members - Individual items

| | Agree | | Disagree | |
|---|---|---|---|---|
| | **Strongly** | **Somewhat** | **Somewhat** | **Strongly** |
| **Junior women faculty members get as much mentoring from senior faculty as their men colleagues at the same lever**[96] | 26% (44%, 13%, --) | 30% (32%, 29%, 42%) | 22% (15%, 27%, --) | 22% (8%, 31%, --) |
| **Women faculty members are frequently considered for leadership positions**[97] | 27% (45%, 13%, --) | 32% (33%, 34%, --) | 28% (19%, 34%, 46%) | 14% (3%, 19%, --) |
| **Women faculty members receive equitable salaries**[98] | 21% (42%, 6%, --) | 24% (26%, 25%, --%) | 28% (23%, 32%, --) | 27% (9%, 37%, 55%) |
| **Women faculty members have more demanding workloads than their men counterparts**[99] | 22% (11%, 29%, 42%) | 37% (31%, 43%, --) | 24% (30%, 21%, --) | 18% (28%, 7%, --) |
| **Comments made by women colleagues are given as much credit and attention as comments made by their men colleagues**[100] | 27% (44%, 13%, --) | 29% (29%, 31%, --) | 25% (19%,31%, --) | 19% (7%, 26%, 42%) |
| * NOTE percents for men, women, transgender/gender non-binary are presented, respectively, in parentheses | | | | |

Several faculty members provided qualitative comments in order to elaborate on inequity for women, especially in relation to representation, leadership, and mentoring. A sample of comments are provided below.

*Definitely a male/female divide for leadership roles as well as who is tapped for projects and consideration for collaborative works. Labour division is traditional (women take minutes during committee meetings, men make the motions).* White, woman, faculty member

*The questions above are so progressive (that's good), but what about questions addressing a persistent fraternal boys club? For*

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96 $X^2$[6,n=342] = 58.2, p=<.001, V=.29
97 $X^2$[6,n=372] = 62.1, p=<.001, V=.29
98 $X^2$[6,n=349] = 85.2, p=<.001, V=.35
99 $X^2$[6,n=360] = 46.4, p=<.001, V=.25
100 $X^2$[6,n=371] = 58.2, p=<.001, V=.28

*instance, junior female tend to get more mentoring from senior females. Men tend to not want/need or provide mentoring. Mentoring is all for naught, when whatever goes, and flattery, self-flattery, fraternal bonds and intimidation persist.* White, woman, faculty member

*It appears to me that the main reason why the University of Manitoba is paying attention to EDI is because we are demanded to do so by external factors such as the Tri-Council Agency… On a perhaps related point, when EDI is brought to the attention of individuals or a group, it is common for individuals of a certain demographic (white heterosexual men) to say "but we need to hire the best person for the job" which is best translated to "someone who looks like me and acts like me". This extents into implicit biases issues that continue to occur as part of search committees, despite the training that might occur in this area (note: but the training does help!). The dominate group (white heterosexual men) do not readily understand implicit biases because they lack the experience of being marginalized. Not their fault, just a reality. In addition, the University of Manitoba has a dismal record of the number of women in leadership positions, including at the departmental, faculty and central level. I find it still very much an "old boys club" in which men are being supported and women are tolerated.* White, woman, faculty member

*Table 8* summarizes the results for the individual equity items connected to Indigenous faculty members. Unfortunately, due to the smaller subsample of faculty members, compared to students, many of the individual items could not be presented due to there being too few cases of Indigenous faculty members (i.e., less than 5). Nevertheless, Indigenous faculty members were more likely to disagree with the individual items than non-Indigenous faculty members. The largest variation to disagreement were found with the following two statements: (1) junior Indigenous faculty members get as much mentoring from senior faculty members as their non-Indigenous colleagues; and (2) comments made by Indigenous colleagues are given as much credit and attention as comments made by their non-Indigenous colleagues.

Table 8: Equity for Indigenous faculty members - Individual items

| | Agree | | Disagree | |
|---|---|---|---|---|
| | **Strongly** | **Somewhat** | **Somewhat** | **Strongly** |
| **Junior Indigenous faculty members get as much mentoring from senior faculty as their non-Indigenous colleagues at the same lever**[101] | 23%<br>(23%, --) | 31%<br>(34%, --) | 25%<br>(24%, 39%) | 21%<br>(18%, 61%) |
| **Indigenous faculty members are frequently considered for leadership positions**[102] | 23%<br>(23%, --) | 30%<br>(32%, --) | 29%<br>(27%, 57%) | 19%<br>(18%, 36%) |
| **Indigenous faculty members receive equitable salaries**[103] | 35%<br>(35%, --) | 32%<br>(34%, --) | 17%<br>(17%, --) | 16%<br>(14%, 46%) |
| **Indigenous faculty members have more demanding workloads than their non-Indigenous counterparts**[104] | 35%<br>(35%, 62%) | 27%<br>(27%, --) | 21%<br>(23%, --) | 17%<br>(16%, --) |
| **Comments made by Indigenous colleagues are given as much credit and attention as comments made by their non-Indigenous colleagues**[105] | 32%<br>(33%, --) | 32%<br>(34%, --) | 22%<br>(20%,39%) | 15%<br>(13%, 46%) |
| * NOTE percents for non-Indigenous and Indigenous are presented, respectively, in parentheses | | | | |

In what follows, an Indigenous faculty member highlights the issue of inequitable workloads by writing:

*Indigenous faculty work harder than most of our colleagues and have demands no one else is expected to fulfill yet at the same time are expected to do the same workload and fulfill criteria no other faculty member would have to face - particularly in our role in answering community and enabling the university to meet their strategic plan.* Indigenous, man, faculty member

Consistent with comparisons with other marginalized groups, racialized faculty members were significantly less likely to agree to the individual equity items (*Table 9*). Notable differences were observed

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[101] $X^2$[3,n=185] = 19.3, p=<.001, V=.32
[102] $X^2$[3,n=207] = 12.2, p=.007, V=.24
[103] $X^2$[3,n=166] = 11.2, p=.011, V=.26
[104] $X^2$[3,n=210] = 4.3, p=.229, V=.14
[105] $X^2$[3,n=238] = 16.3, p=.001, V=.26

between White and racialized faculty members (not including Indigenous faculty members) on the following statements: (1) racialized faculty members are frequently considered for leadership positions; and (2) junior racialized faculty members get as much mentoring from senior faculty as their non-racialized colleagues.

Table 9: Equity for racialized faculty members - Individual items

| | Agree | | Disagree | |
|---|---|---|---|---|
| | **Strongly** | **Somewhat** | **Somewhat** | **Strongly** |
| **Junior racialized faculty members get as much mentoring from senior faculty as their non-racialized colleagues at the same lever**[106] | 32% (36%, 22%) | 31% (33%, 33%) | 21% (21%, 15%) | 16% (11%, 30%) |
| **Racialized faculty members are frequently considered for leadership positions**[107] | 29% (32%, 13%) | 29% (34%, 20%) | 25% (22%, 30%) | 17% (12%, 37%) |
| **Racialized faculty members receive equitable salaries**[108] | 35% (42%, 12%) | 32% (34%, 33%) | 18% (15%, 29%) | 14% (9%, 26%) |
| **Racialized faculty members have more demanding workloads than their non-racialized counterparts**[109] | 17% (14%, 26%) | 22% (19%, 33%) | 34% (38%, 21%) | 28% (29%, 21%) |
| **Comments made by racialized colleagues are given as much credit and attention as comments made by their non-racialized colleagues**[110] | 34% (39%, 15%) | 33% (35%, 26%) | 20% (19%,24%) | 13% (7%, 35%) |
| * NOTE percents for White and racialized (not including Indigenous) are presented, respectively, in parentheses | | | | |

Below are two examples of comments about the lack of representation, especially among racialized groups where there are a sizeable number of students and yet little visibility among faculty members, which also, of course, precludes these groups from even being considered for leadership positions.

*I would like to see more colleagues who are of Asian, African, and Middle-Eastern descent. I have not met one faculty who is*

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[106] $X^2$[3,n=255] = 10.0, p=.019, V=.20
[107] $X^2$[3,n=266] = 18.4, p=<.001, V=.26
[108] $X^2$[3,n=227] = 16.3, p=.001, V=.27
[109] $X^2$[3,n=252] = 8.3, p=.040, V=.18
[110] $X^2$[3,n=290] = 26.4, p=<.001, V=.30

*black yet and only met one of Middle-Eastern/Arab descent. I asked an administrator once about diversity hiring and the administrator said there was a robust plan to hire more indigenous faculty. That is great! However, I would like to see more faculty from the aforementioned groups as well. Given the number of South Asian, East Asian students and especially African (West African) students, it is strange that they don't see faculty that look like them. I'm not saying this to put down Euro-White-Caucasian faculty. I think we can mix up the bread basket and bouquet a bit though, don't you think?* Woman, faculty member, racialized identity unknown

*It is lonely and isolating being the only racialized person of color in one's unit, and it's hard to not feel like a token when there's only one of you.* Racialized, woman, faculty member

With the exception of equitable salaries, 2SLGBTQ+ faculty members were more likely to disagree with the gender and sexual minority equity statements (*Table 10*). Similar to racialized faculty members, those who identify as 2SLGBTQ+ were more likely to disagree to the following two items: (1) faculty members who identify as 2SLGBTQ+ are frequently considered for leadership positions; and (2) faculty members who identify as 2SLGBTQ+ get as much mentoring from senior faculty as their non-2SLGBTQ+ colleagues.

Table 10: Equity for faculty members who identify as 2SLGBTQ+ - Individual items

| | Agree | | Disagree | |
| --- | --- | --- | --- | --- |
| | **Strongly** | **Somewhat** | **Somewhat** | **Strongly** |
| **Junior faculty members who identify as 2SLGBTQ+ (or are perceived to be) get as much mentoring from senior faculty as their colleagues who do not identify as 2SLGBTQ+ at the same lever[111]** | 35% (38%, 21%) | 38% (41%, 34%) | 16% (13%, 28%) | 11% (9%, 17%) |
| **Faculty members who identify as 2SLGBTQ+ (or are perceived to be) are frequently considered for leadership positions[112]** | 32% (34%, 21%) | 36% (40%, 23%) | 20% (17%, 34%) | 12% (10%, 21%) |
| **Faculty members who identify as 2SLGBTQ+ (or are perceived to be) receive equitable salaries[113]** | 44% (44%, 38%) | 34% (36%, 31%) | 14% (13%, 21%) | 7% (7%, 10%) |
| **Faculty members who identify as 2SLGBTQ+ (or are perceived to be) have more demanding workloads than their colleagues who do not identify as 2SLGBTQ+[114]** | 14% (13%, 15%) | 21% (18%, 33%) | 38% (41%, 30%) | 28% (28%, 22%) |
| **Comments made by colleagues who identify as 2SLGBTQ+ (or are perceived to be) are given as much credit and attention as comments made by their colleagues who do not identify as 2SLGBTQ+[115]** | 37% (38%, 26%) | 39% (41%, 32%) | 17% (13%,34%) | 7% (7%, 8%) |
| * NOTE percents for non-2SLGBTQ+ and 2SLGBTQ+ are presented, respectively, in parentheses | | | | |

Below are two comments from faculty members who write about the lack of support for 2SLGBTQ+ faculty and staff, which for the second narrative largely stems from the discomfort/lack of knowledge of others.

*Currently little to no support for the LGBTQ+ faculty and staff.*
White, man, faculty member

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[111] $X^2$[3,n=215] = 10.3, p=.016, V=.22
[112] $X^2$[3,n=225] = 14.3, p=.003, V=.25
[113] $X^2$[3,n=210] = 2.6, p=.467, V=.11
[114] $X^2$[3,n=216] = 5.2, p=.157, V=.16
[115] $X^2$[3,n=241] = 12.5, p=.006, V=.23

*I don't feel comfortable letting my colleagues know I'm NB. It's not so much a sense that they'd be hostile to it, but more like... like they haven't had enough exposure to queer communities. It's like they'd see it as weird and quirky, like an interesting and exotic zoo exhibit. Every time, for example that queer people (especially 'less familiar' queer folk, like NB or trans people), there's usually a "oh, I've met a trans person" kind of conversation that happens. Or if I mention that our department isn't exactly welcoming to queer folk (students), I get met with "I think we're doing fine!" because... idk. Because people put up rainbow flags once a year and have a party at pride, I guess? I can't even convince most colleagues that maybe they should engage in some PD related to queerness, or maybe they should understand that "it's okay if people don't agree with the transgender lifestyle" isn't just a difference of opinion like if you like tomatoes or not, and is actually, genuinely harmful.* White, transgender/gender non-binary, faculty member

There were only two significant items between those with a visible or semi-visible disability and those without (*Table 11*). Specifically, there were notable differences to the following two equity items: (1) junior faculty members who identify as having a disability or chronic health condition get as much mentoring from senior faculty as their non-disabled colleagues; and (2) comments made by faculty members who identify as having a disability or chronic health condition are given as much credit and attention.

Table 11: Equity for faculty members with a disability or chronic health condition - Individual items

| | Agree | | Disagree | |
|---|---|---|---|---|
| | **Strongly** | **Somewhat** | **Somewhat** | **Strongly** |
| **Junior faculty members who identify as having a disability or chronic health condition get as much mentoring from senior faculty as their non-disabled colleagues**[116] | 28% (29%, 19%) | 32% (35%, 22%) | 26% (26%, 26%) | 14% (10%, 33%) |
| **Faculty members who identify as having a disability or chronic health condition are frequently considered for leadership positions**[117] | 17% (17%, 14%) | 27% (29%, 21%) | 37% (37%, 35%) | 20% (17%, 31%) |
| **Faculty members who identify as having a disability or chronic health condition receive equitable salaries**[118] | 32% (34%, 12%) | 37% (38%, 40%) | 19% (18%, 28%) | 12% (10%, 20%) |
| **Faculty members who identify as having a disability or chronic health condition have more demanding workloads than their non-disabled colleagues**[119] | 14% (13%, 15%) | 24% (23%, 31%) | 37% (38%, 35%) | 26% (26%, 20%) |
| **Comments made by colleagues who identify as having a disability or chronic health condition are given as much credit and attention as comments made by their non-disabled colleagues**[120] | 31% (32%, 20%) | 35% (38%, 24%) | 23% (23%,24%) | 10% (7%, 32%) |
| * NOTE percents for those who do NOT have a disability or chronic health condition THAT is visible or semi-visible and those who do are presented, respectively, in parentheses | | | | |

As one participant points out, there are also equity divisions among faculty members in terms of their full- or part-time employment status, which is often partitioned according to gender identity and disability status.

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[116] $X^2$[3,n=192] = 11.2, p=.011, V=.24
[117] $X^2$[3,n=208] = 3.2, p=.359, V=.12
[118] $X^2$[3,n=190] = 6.5, p=.088, V=.19
[119] $X^2$[3,n=208] = 1.2, p=.750, V=.08
[120] $X^2$[3,n=217] = 16.8, p=.001, V=.28

*There were no questions that allowed for responses related to part time or full time faculty. Part time faculty do not receive many of the benefits that full time faculty, due in part due to the inability of part time faculty to join UMFA. This policy discriminates against those who either choose to work part time or need to work part time due to circumstances beyond their control (example: health condition, family support situations). I feel that the primary groups of people that this applies to are women and those with disabilities. As a part time faculty a policy like this makes me feel that my contributions to the University are of less value than full time faculty. I do not see that a policy like this represents inclusion. Thank you.* White, woman, faculty member

*Overall equity index among faculty members*

Similar to the student equity indices, there was high internal reliability ($\alpha$=.97) between the individual items. As such, an overall index was created along with the following five sub-indices: women, Indigenous, racialized, 2SLGBTQ+, and disability. Negative scores represent below average perceptions of equity, and positive scores above average perceptions of equity according to standard deviation units. Due to the smaller sample size among faculty members, the analyses are not as comprehensive as they were for students.

Figure 32 illustrates average scores by faculty position/rank, which overall was the highest among professors (M = .25, SD = 1.06), and the lowest among librarians (M = -.14, SD = .87)[121]. There were, however, significant differences between men and women faculty members across the following positions/ranks: professor[122]; associate professor[123]; assistant professor[124]; and librarians[125].

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[121] $F(4,296) = 1.51$, p =.196, $\eta^2 = .02$
[122] $t(72) = 5.54$, p =<.001, Cohen's $d = 1.38$
[123] $t(85) = 3.5$, p =.001, Cohen's $d = .77$
[124] $t(56) = 3.51$, p =.001, Cohen's $d = .94$
[125] $t(16) = 2.85$, p =.012, Cohen's $d = 1.32$

Figure 32: Overall equity index by faculty position/rank among faculty members
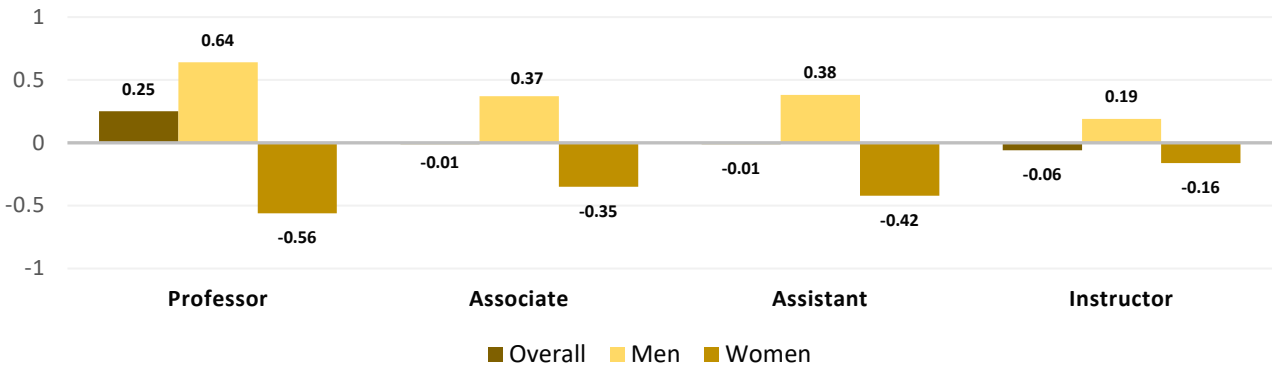


There was little difference between faculty members with an administrative position (M = -.02, SD = 1.09) and those without (M = .05, SD = .97)[126]. Differences, however, varied between men (M = .49, SD = .99) and women faculty members (M = -.48, SD = .96)[127] as well as those who held administrative positions within their Department or unit[128] than those whose positions were outside a Department or unit[129] (*Figure 33*).

Figure 33: Overall equity index by administrative position among faculty members
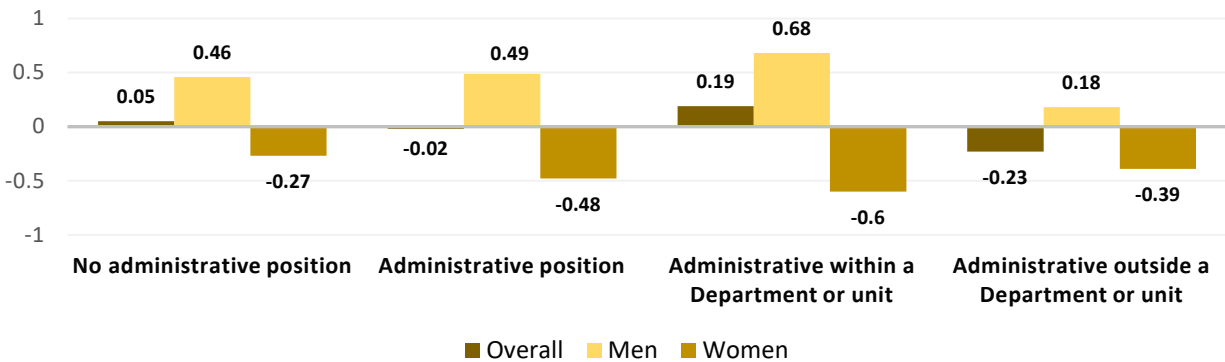


Racialized women recorded the lowest overall equity scores (M = -.44, SD = .75), followed by White women (M = -.32, SD = .89), which were not significantly different from each other. Even though both

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[126] t(321) = .52, p =.604
[127] t(63) = 4.0, p =<.001, Cohen's *d* = 1.0
[128] t(27) = 4.0, p =<.001, Cohen's *d* = 1.5
[129] t(30) = 1.4, p =.168, Cohen's *d* =.50

racialized men (M = .12, SD = SD = .87) and White men (M = .56, SD = .91) had above average overall equity scores, the differences between them were statistically significant[130]. Overall equity scores could not be presented for Indigenous as well as 2SLGBTQ+ faculty members due to an inadequate sub-sample size. Similarly, disaggregated analyses could not be conducted in relation to racialized identities among faculty members.

*Faculty members perceptions of equity among diversity groups*

Women faculty members as well as those who identify as transgender or another non-binary gender were more likely to report below average equity scores on the women equity sub-index than their men colleagues (Figure 34)[131].

Figure 34: Women equity sub-index by gender identity and age among faculty members
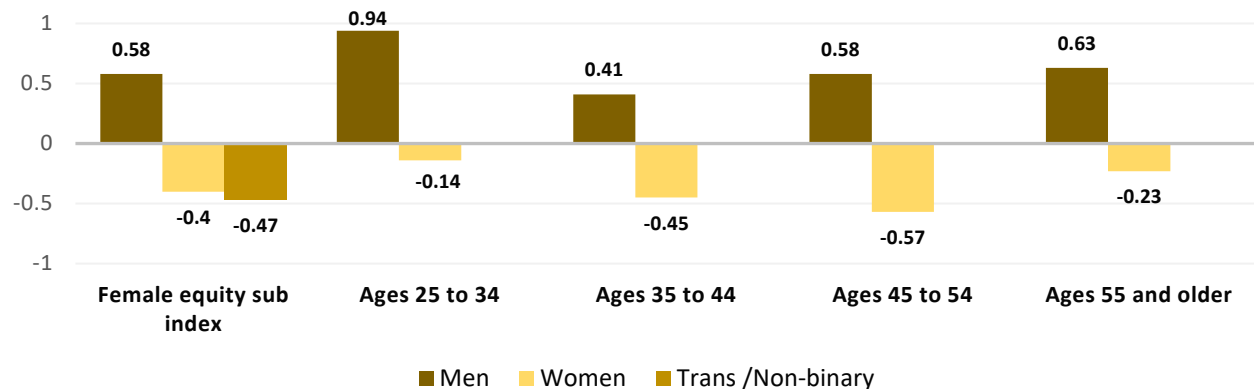


Perceptions of equity on the women sub-index were the lowest among women faculty members between the ages of 35 and 44 (M = -.45, SD = .78) as well as women faculty members between the ages of 45 and 54 (M = -.57, SD = .80); however, the differences between women faculty members were not statistically significant[132].

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[130] t(130) = 2.1, p =.035, Cohen's *d* =.51
[131] F(2,366) = 59.0, p =<.001, $\eta^2$ = .24
[132] F(3,199) = 1.62, p =.069, $\eta^2$ = .02

Similar disparities were observed for the racialized sub-index among racialized faculty members (Figure 35)[133], which was the lowest for racialized women faculty members (M = -.77, SD = .67)[134] although the range was the largest between White men faculty members (M = .58, SD = .74) and racialized men faculty members (M = -.39, SD = 1.12)[135].

Figure 35: Racialized equity sub-index by racialized and gender identity among faculty members
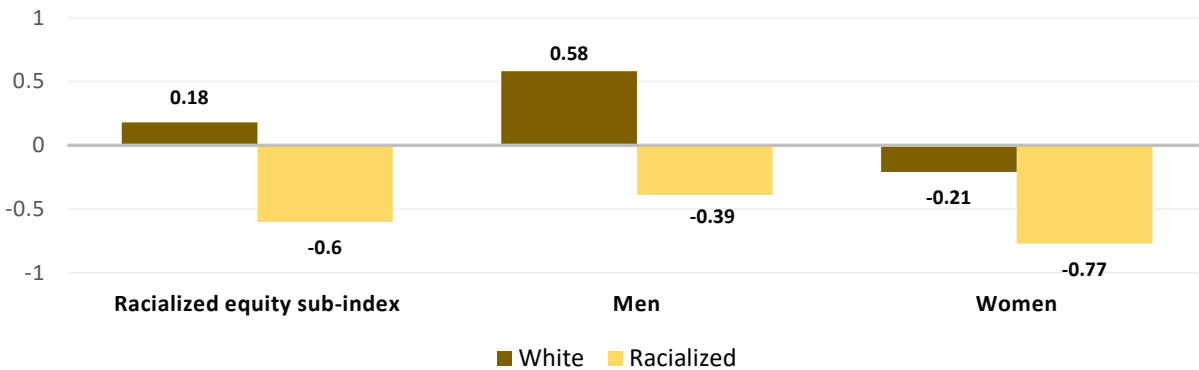


As illustrated in Figure 36, Indigenous faculty members recorded significantly lower scores on the Indigenous equity sub-index (M = -1.0, SD = .54[136]), which was the lowest among Indigenous women faculty members but, similar to the racialized identity sub-index, the disparity was the largest between non-Indigenous (M = .42, SD = .85)[137] and Indigenous men faculty members (M = -.67, SD = .50)[138].

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[133] t(251) = 5.12, p =<.001, Cohen's *d* = .83
[134] t(121) = 2.59, p =.011, Cohen's *d* = .69
[135] t(121) = 5.02, p =<.001, Cohen's *d* = 1.02
[136] t(206) = 4.1, p =<.001, Cohen's *d* = 1.35
[137] t(105) = 1.8, p =.268, Cohen's *d* = 1.27
[138] t(85) = 3.5, p =.001, Cohen's *d* = 1.78

Figure 36: Indigenous equity sub-index by Indigenous and gender identity among faculty members
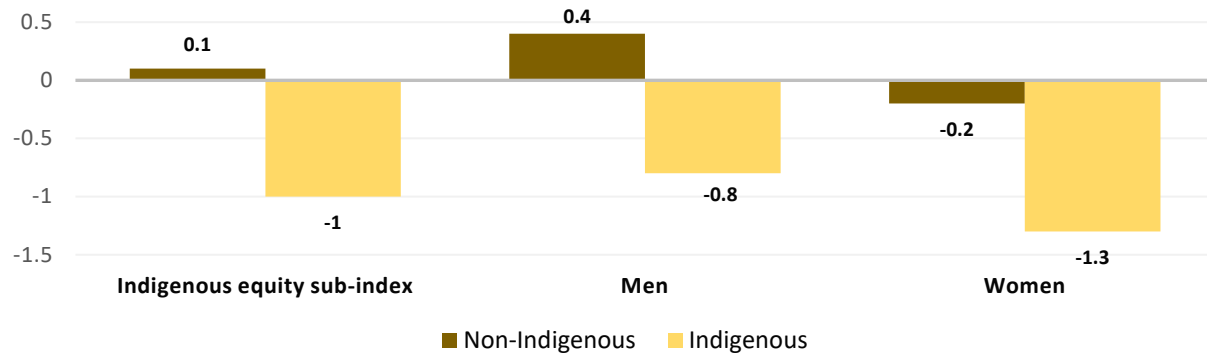


Similar to the other marginalized groups, 2SLGBTQ+ faculty members reported significantly lower scores on the 2SLGBTQ+ equity sub-index[139]. 2SLGBTQ+ women faculty members (M = -.54, SD = .79) reported lower equity scores than non-2SLGBTQ+ women faculty members (M = -.17, SD = .99)[140], and 2SLGBTQ+ men faculty members had lower (albeit positive) equity scores (M = .09, SD = 1.09) than non-2SLGBTQ+ men faculty members (M = .39, SD = .84)[141]; however, neither of these differences were statistically significant. Gender and sexuality minority faculty members (M = -.90, SD = .91) recorded the lowest equity scores on the sub-index (*Figure 37*).

Figure 37: 2SLGBTQ+ equity sub-index by sexual and gender identity among faculty members



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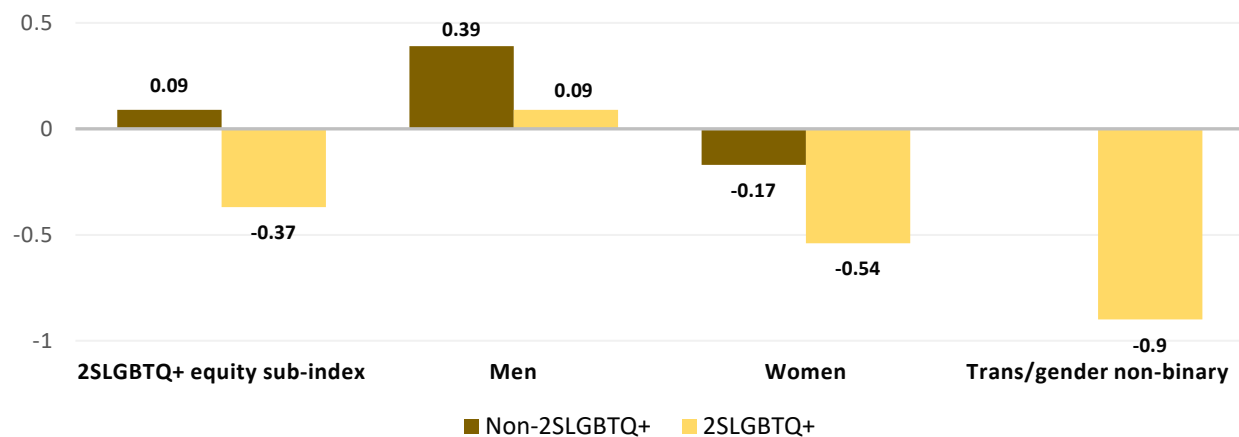
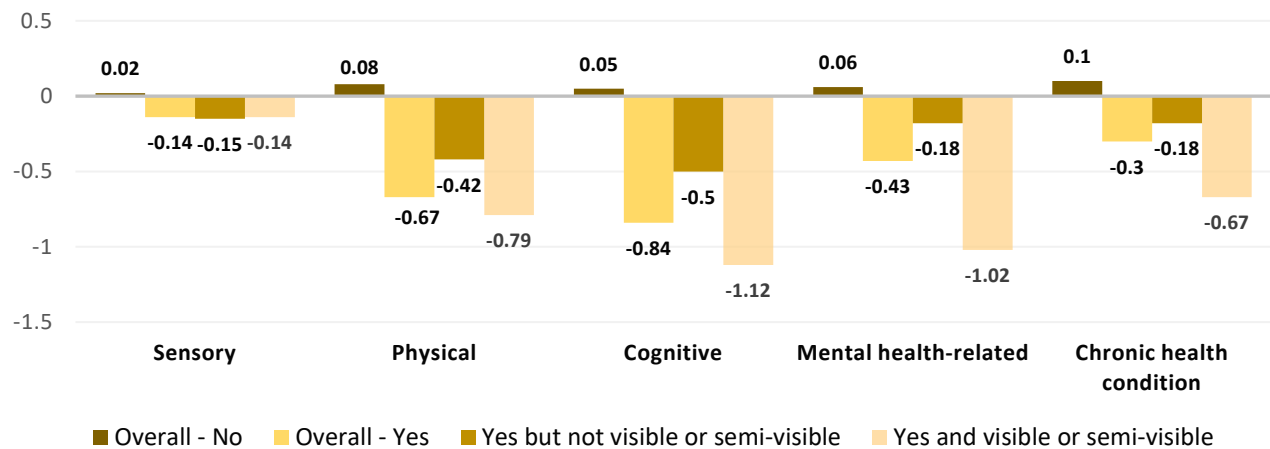[139] t(219) = 2.9, p =.004, Cohen's *d* = .47
[140] t(108) = 1.5, p =.126, Cohen's *d* = .41
[141] t(99) = 1.3, p =.194, Cohen's *d* = .31

Faculty members who reported having a physical disability (M = -.67, SD = 1.11) had negative disability equity sub-index scores than faculty members who indicated not having a physical disability (M = .08, SD = .94)[142]. In addition, faculty members with a cognitive disability (M = -.84, SD = 1.11) recorded lower disability equity sub-index scores than those who reported not having a cognitive disability (M = .05, SD = .95)[143]. Differences between faculty members with a mental health-related issue (M = -.43, SD = 1.03) and those without (M = .06, SD = .96) [144] as well as those with a chronic health condition (M = -.30, SD = .99) and those without (M = .10, SD = .96) [145] were also significant. As shown in Figure 38, even though faculty members whose disability was more visible than those whose disability was not visible had lower equity sub-index scores, none of these differences were statistically significant (no doubt due to the low sub-sample sizes).

Figure 38: Disability equity sub-index by visibility of disability among faculty members



Legend: ■ Overall - No   ■ Overall - Yes   ■ Yes but not visible or semi-visible   ■ Yes and visible or semi-visible

### Staff

All equity questions were asked among University staff. Table 12 presents the five individual questions asked of staff in regard to perceptions of equity for women staff. Due to the low sub-sample of staff who identify as transgender/gender non-binary, these data could not be reported. While all differences between men and women staff were statistically significant, of particular interest is the gender disparity

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[142] t(209) = 3.4, p =.001, Cohen's *d* = .73
[143] t(209) = 3.0, p =.003, Cohen's *d* = .86
[144] t(209) = 2.3, p =.021, Cohen's *d* = .49
[145] t(209) = 2.5, p =.012, Cohen's *d* = .41

between the following statements: (1) women staff receive equitable salaries; and (2) comments made by women colleagues are given as much credit and attention as comments made by their men colleagues.

Table 12: Equity for women staff - Individual items

| | Agree | | Disagree | |
|---|---|---|---|---|
| | **Strongly** | **Somewhat** | **Somewhat** | **Strongly** |
| **Women staff members get as much mentoring from senior staff as their men colleagues**[146] | 32% (54%, 27%) | 33% (31%, 33%) | 22% (10%, 25%) | 13% (5%, 15%) |
| **Women staff are frequently considered for leadership positions**[147] | 33% (54%, 27%) | 35% (33%, 35%) | 21% (9%, 24%) | 12% (4%, 14%) |
| **Women staff receive equitable salaries**[148] | 28% (56%, 21%) | 32% (32%, 32%) | 23% (6%, 28%) | 17% (5%, 20%) |
| **Women staff have more demanding workloads than their men counterparts**[149] | 20% (6%, 23%) | 27% (9%, 33%) | 31% (41%, 29%) | 22% (44%, 16%) |
| **Comments made by women colleagues are given as much credit and attention as comments made by their men colleagues**[150] | 31% (55%, 25%) | 31% (33%, 30%) | 27% (11%,31%) | 12% (--, 15%) |
| * NOTE percents for men and women are presented, respectively, in parentheses | | | | |

With the exception of the statement "Indigenous staff get as much mentoring from senior staff as their non-Indigenous colleagues," the remaining four statements were significant between Indigenous and non-Indigenous staff (*Table 13*). The largest differences were found in the following two statements: (1) Indigenous staff have more demanding workloads; and (2) Indigenous staff receive equitable salaries.

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[146] $X^2$[3, n=546] = 38.2, p=<.001, V=.26
[147] $X^2$[3, n=583] = 39.7, p=<.001, V=.26
[148] $X^2$[3, n=537] = 66.8, p=<.001, V=.35
[149] $X^2$[3, n=520] = 65.8, p=<.001, V=.36
[150] $X^2$[3, n=581] = 55.7, p=<.001, V=.31

Table 13: Equity for Indigenous staff - Individual items

| | Agree | | Disagree | |
|---|---|---|---|---|
| | **Strongly** | **Somewhat** | **Somewhat** | **Strongly** |
| Indigenous staff get as much mentoring from senior staff as their non-Indigenous colleagues[151] | 36% (37%,32%) | 33% (33%, 29%) | 20% (21%, 17%) | 11% (10%, 22%) |
| Indigenous staff are frequently considered for leadership positions[152] | 31% (32%, 17%) | 32% (34%, 22%) | 22% (22%, 32%) | 15% (13%, 29%) |
| Indigenous staff receive equitable salaries[153] | 45% (47%, 23%) | 36% (38%, 31%) | 12% (10%, 26%) | 7% (5%, 20%) |
| Indigenous staff have more demanding workloads than their non-Indigenous colleagues[154] | 14% (11%, 38%) | 20% (20%, 15%) | 33% (34%, 35%) | 33% (35%, 12%) |
| Comments made by Indigenous colleagues are given as much credit and attention as comments made by their non-Indigenous colleagues[155] | 38% (39%, 21%) | 35% (36%, 34%) | 16% (16%,18%) | 11% (9%, 26%) |
| * NOTE percents for non-Indigenous and Indigenous are presented, respectively, in parentheses | | | | |

The issue of workload inequity among Indigenous as well as racialized staff is contextualized below.

> *Indigenous and racialized staff and faculty have immensely heavy workloads. They are expected to both do their own work, and speak for/represent their communities, including calling out and teaching their colleagues. It is unsustainable and it is a big part of why there is such a huge turnover of Indigenous and racialized staff and faculty.* Indigenous, woman, staff

Similar to the Indigenous equity questions, there were significant differences between White staff and racialized staff on the specific equity items (*Table 14*). Of particular note is that over half (54%) of racialized staff disagreed (24% strongly and 30% somewhat) that racialized staff have more demanding workloads

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[151] $X^2$[3, n=389] = 6.0, p=.114, V=.11
[152] $X^2$[3, n=411] = 12.6, p=.006, V=.18
[153] $X^2$[3, n=356] = 21.8, p=<.001, V=.25
[154] $X^2$[3, n=368] = 21.6, p=<.001, V=.24
[155] $X^2$[3, n=412] = 12.7, p=.005, V=.18

than their non-racialized colleagues. Similarly, half of racialized staff either strongly (28%) or somewhat (22%) disagreed that racialized staff are frequently considered for leadership positions.

Table 14: Equity for racialized staff - Individual items

| | Agree | | Disagree | |
|---|---|---|---|---|
| | **Strongly** | **Somewhat** | **Somewhat** | **Strongly** |
| **Racialized staff get as much mentoring from senior staff as their non-racialized colleagues**[156] | 38% (40%, 31%, 33%) | 37% (41%, 25%, 28%) | 16% (15%, 19%, 19%) | 10% (4%, 25%, 20%) |
| **Racialized staff are frequently considered for leadership positions**[157] | 34% (36%, 25%, 28%) | 34% (39%, 25%, 22%) | 19% (18%, 28%, 22%) | 13% (6%, 22%, 28%) |
| **Racialized staff receive equitable salaries**[158] | 43% (46%, 24%, 33%) | 37% (39%, 28%, 33%) | 14% (13%, 21%, 19%) | 6% (2%, 17%, 16%) |
| **Racialized staff have more demanding workloads than their non-racialized colleagues**[159] | 11% (6%, 30%, 19%) | 20% (19%, 15%, 27%) | 38% (42%, 30%, 30%) | 31% (33%, 26%, 24%) |
| **Comments made by racialized colleagues are given as much credit and attention as comments made by their non-racialized colleagues**[160] | 38% (41%, 27%, 33%) | 37% (42%, 39%, 26%) | 16% (14%,18%, 24%) | 8% (4%, 15%, 17%) |
| * NOTE percents for White, Indigenous, and racialized are presented, respectively, in parentheses | | | | |

The lack of leadership and mentorship opportunities, especially for Black staff, is communicated below.

> *There are very few, if any, Black leaders at the U of M at the faculty level. A mentorship program for Black students, staff, and faculty would be very beneficial to support and nurture Black excellence at all of the U of M's campuses.* Racialized, woman, staff

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[156] $X^2$[3, n=443] = 19.7, p=<.001, V=.21
[157] $X^2$[3, n=450] = 33.5, p=<.001, V=.27
[158] $X^2$[3, n=410] = 24.6, p=<.001, V=.25
[159] $X^2$[3, n=402] = 15.1, p=.002, V=.19
[160] $X^2$[3, n=449] = 23.2, p=<.001, V=.23

*Table 15* presents the results for the individual equity items concerning 2SLGBTQ+ staff. The only significant difference between staff who identify as 2SLGBTQ+ (or are perceived to be) and those who do not was with the item pertaining to leadership positions in which over a third of 2SLGBTQ+ staff disagreed with the statement (17% somewhat and 19% strongly).

Table 15: Equity for staff who identify as 2SLGBTQ+ - Individual items

| | Agree | | Disagree | |
|---|---|---|---|---|
| | **Strongly** | **Somewhat** | **Somewhat** | **Strongly** |
| **Staff who identify as 2SLGBTQ+ (or are perceived to be) get as much mentoring from senior staff as their colleagues who do not identify as 2SLGBTQ+**[161] | 42% (44%, 30%) | 39% (38%, 44%) | 11% (11%, 14%) | 8% (7%, 12%) |
| **Staff who identify as 2SLGBTQ+ (or are perceived to be) are frequently considered for leadership positions**[162] | 38% (39%, 28%) | 36% (36%, 36%) | 17% (18%, 17%) | 9% (7%, 19%) |
| **Staff who identify as 2SLGBTQ+ (or are perceived to be) receive equitable salaries**[163] | 48% (50%, 35%) | 39% (38%, 46%) | 8% (8%, 9%) | 5% (4%, 11%) |
| **Staff who identify as 2SLGBTQ+ (or are perceived to be) have more demanding workloads than their colleagues who do not identify as 2SLGBTQ+**[164] | 12% (11%, 17%) | 18% (18%, 17%) | 39% (39%, 44%) | 31% (32%, 22%) |
| **Comments made by colleagues who identify as 2SLGBTQ+ (or are perceived to be) are given as much credit and attention as comments made by their colleagues who do not identify as 2SLGBTQ+**[165] | 43% (45%, 29%) | 37% (37%, 39%) | 13% (12%,21%) | 7% (6%, 12%) |
| * NOTE percents for non-2SLGBTQ+ and 2SLGBTQ+ are presented, respectively, in parentheses | | | | |

As highlighted in the diversity section of this report, 2SLGBTQ+ are unrepresented among staff positions, which is further contextualized by the narrative of one staff member.

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[161] $X^2$[3, n=362] = 3.9, p=.268, V=.10
[162] $X^2$[3, n=365] = 8.6, p=.035, V=.15
[163] $X^2$[3, n=353] = 6.6, p=.086, V=.14
[164] $X^2$[3, n=345] = 2.9, p=.416, V=.09
[165] $X^2$[3, n=385] = 7.7, p=.054, V=.14

*We have Faculty Members but no staff who identify as LGBTTQ\* and therefore I answered Does not Apply for some questions. We have racialized persons in both Faculty and Staff and I feel that their diversity is highly valued. I also feel that our LGBTTQ\* Faculty Members are also highly valued for their diverse perspectives.* White, woman, staff

There were no significant differences between those with a visible or semi-visible disability and those without (*Table 16*). Similar to students (and to a certain extent with faculty members), the absence of significance could be due to the oversimplified operationalization of the disability and chronic health groupings.

Table 16: Equity for staff with a disability or chronic health condition - Individual items

| | Agree | | Disagree | |
|---|---|---|---|---|
| | **Strongly** | **Somewhat** | **Somewhat** | **Strongly** |
| **Staff who identify as having a disability or chronic health condition get as much mentoring from senior staff as their non-disabled colleagues**[166] | 33% (34%, 24%) | 38% (39%, 35%) | 20% (20%, 24%) | 8% (7%, 18%) |
| **Staff who identify as having a disability or chronic health condition are frequently considered for leadership positions**[167] | 21% (21%, 18%) | 28% (28%, 21%) | 35% (35%, 32%) | 17% (16%, 29%) |
| **Staff who identify as having a disability or chronic health condition receive equitable salaries**[168] | 38% (38%, 31%) | 40% (41%, 37%) | 16% (16%, 23%) | 6% (6%, 9%) |
| **Staff who identify as having a disability or chronic health condition have more demanding workloads than their non-disabled colleagues**[169] | 10% (10%, 6%) | 23% (23%, 28%) | 38% (36%, 53%) | 30% (31%, 14%) |
| **Comments made by colleagues who identify as having a disability or chronic health condition are given as much credit and attention as comments made by their non-disabled colleagues**[170] | 37% (37%, 33%) | 36% (37%, 33%) | 19% (19%,19%) | 8% (7%, 14%) |
| * NOTE percents for those who do NOT have a disability or chronic health condition THAT is visible or semi-visible and those who do are presented, respectively, in parentheses | | | | |

The difficulty of promoting EDI among staff with disabilities, mental health-related issues and/or chronic health conditions is complicated, in part, by its invisibility, but that is only part of the story, which several staff elaborate on.

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[166] $X^2$[3, n=392] = 5.4, p=.145, V=.12
[167] $X^2$[3, n=390] = 3.9, p=.270, V=.10
[168] $X^2$[3, n=381] = 1.9, p=.592, V=.07
[169] $X^2$[3, n=377] = 7.1, p=.070, V=.14
[170] $X^2$[3, n=393] = 2.3, p=.509, V=.08

*people with chronic health conditions are not considered for advanced positions.* Racialized, woman, staff

*There is discrimination in opportunities given to those with a chronic health condition. Training and networking opportunities are withheld as a form of punishment for those who deal with chronic pain, I know first hand.* White, woman, staff

*HR has a very long way to go in regard to treating people with non-visible disabilities--eg, pain, psychological issues, neurological disorders, etc--with the same respect and care as someone with a visible disability. I have experienced "accommodations" for my disability that feel and look more like punishment to me and more like enabling to the offender.*
Racialized, woman, staff

*We still don't see many people who have disabilities in positions of leadership.* Racialized, woman, staff

*Perceptions of equity among diversity groups*

Due to the high degree of internal reliability ($\alpha$=.96) for the twenty-five staff-based equity statements, an overall index was computed in order to investigate overall equity trends. In order to allow for a greater ease of interpretation, negative scores represent below average perceptions of equity, while positive scores indicate above average views.

Indigenous women recorded the lowest overall equity scores (M = -.46, SD = .92), followed by racialized women (M = -.33, SD = 1.14), which were not significantly different from each other, but significantly lower than White women (M = -.05, SD = .95). All men staff recorded about average overall equity scores, with the highest from White men (M = .58, SD = .58, SD = .78), followed by racialized men (M = .32, SD = .82), and Indigenous men (M = .08, SD = 1.47; note the substantial variability in the standard deviation among Indigenous men). Women staff who identify as 2SLGBTQ+ recorded the lowest overall equity score (M = -.65, SD = 1.01), which was significantly different from women staff who do not identify as 2SLGBTQ+

(M = -.07, SD = .99)[171]. Staff who identify as transgender/gender non-binary recorded negative overall equity scores (M = -.37, SD = .87). There were no differences between men staff who identify as 2SLGBTQ+ (M = .45, SD = .75) than those who do not (M = .49, SD = .86). Disaggregated analyses could not be conducted in relation to racialized identities among staff, nor could further intersections across gender, sexual, and racialized identities.

As illustrated in *Figure 39* men staff (M = .70, SD = .79) recorded positive women equity scores, while women (M = -.18, SD = .96) and transgender/gender non-binary (M = -.13, SD = 1.05) staff held more negative perceptions[172]. Post hoc tests indicate that there are significant differences between women and transgender/gender non-binary staff with men staff; however, the differences between women and transgender/gender non-binary staff was not statistically significant. Moreover, men staff regardless of Indigenous identity[173], racialized identity[174], sexual identity[175], or disability/chronic health condition(s)[176] reported positive aggregate scores, while women and transgender/gender non-binary recorded negative scores across all marginalized categories.

Figure 39: Women equity sub-index by gender identity among staff



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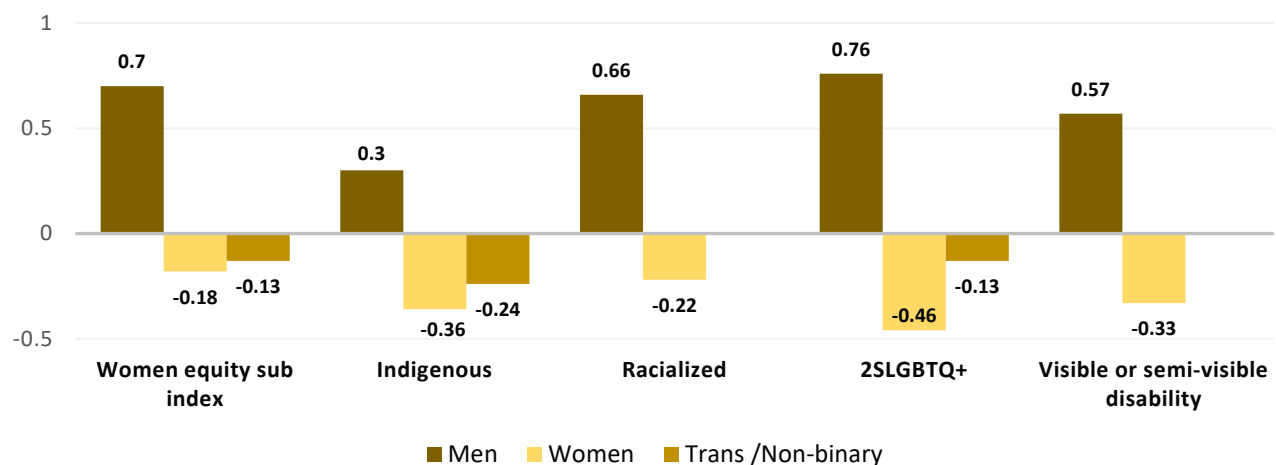
[171] t(389) = 3.59, p =<.001, Cohen's *d* = .72
[172] F(2,581) = 43.0, p =<.001, $\eta^2$ = .13
[173] F(2,37) = 1.04, p =.363, $\eta^2$ = .05
[174] t(102) = 3.60, p =<.001, Cohen's *d* = .90
[175] F(2,75) = 12.78, p =<.001, $\eta^2$ = .25
[176] t(38) = 2.12, p =.040, Cohen's *d* = 1.06

Indigenous staff (M = -.55, SD = 1.12) were also more likely to record negative equity scores on the Indigenous equity sub-index than non-Indigenous staff (M = .05, SD = .96)[177]. There was a significant difference between Indigenous women staff (M = -.66, SD = 1.01) and non-Indigenous women staff (M = -.06, SD = 1.01)[178] (*Figure 40*).

Figure 40: Staff Indigenous equity sub-index by Indigenous identity
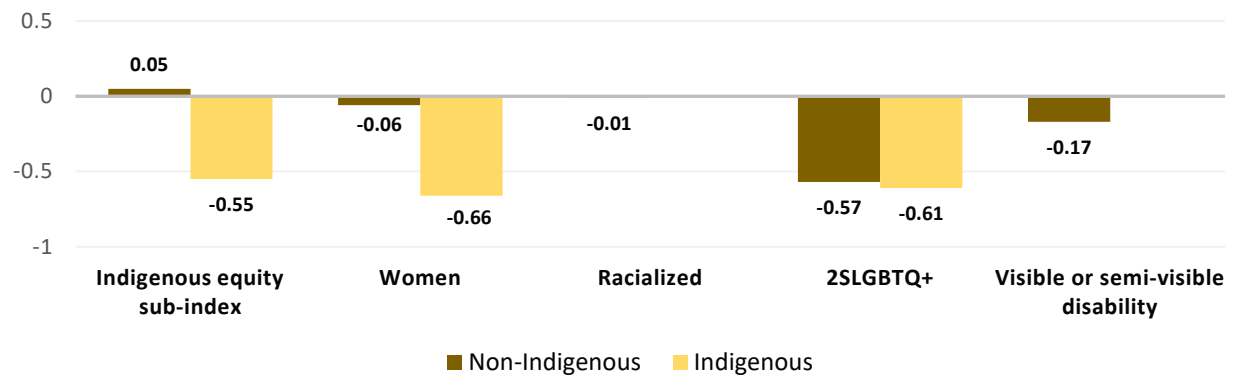


Overall, there were notable differences between racialized (M = -.44, SD = 1.11) and White (M = .19, SD = .87) staff on the racialized equity sub-index (*Figure 41*)[179]. There were significant differences between racialized women (M = -.48, SD = 1.13) and White women staff (M = .09, SD = .89)[180]. The lowest racialized equity sub-index was from racialized staff who identify as 2SLGBTQ+ (M = -77, SD = .98)[181] followed by racialized staff with a visible or semi-visible disability (M = -.66, SD = .94)[182].

[177] t(388) = 3.66, p =<.001, Cohen's *d* = .57
[178] t(289) = 3.05, p =.002, Cohen's *d* = .59
[179] t(410) = 5.78, p =<.001, Cohen's *d* = .63
[180] t(302) = 4.48, p =<.001, Cohen's *d* = .56
[181] t(47) = 1.88, p =.067, Cohen's *d* = .62
[182] t(28) = 1.54, p =.134, Cohen's *d* = .72

Figure 41: Staff racialized equity sub-index by racialized identity

**Figure 41**

| | White | Racialized |
|---|---|---|
| Racialized equity sub-index | 0.19 | -0.44 |
| Women | 0.09 | -0.48 |
| 2SLGBTQ+ | -0.14 | -0.77 |
| Visible or semi-visible disability | 0.05 | -0.66 |
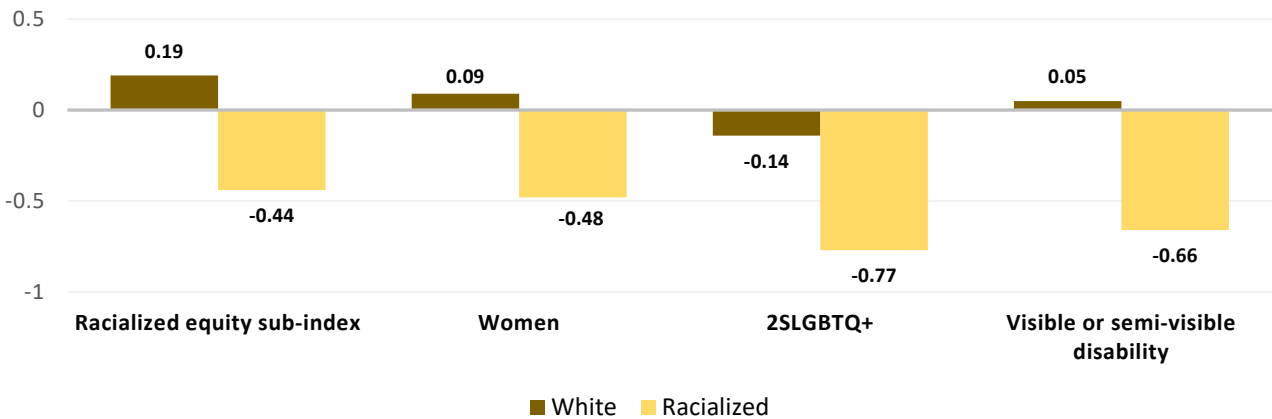
Similar to the other marginalized groups, staff who identify as 2SLGBTQ+ (M = -.34, SD = 1.11) recorded lower equity scores for the 2SLGBTQ+ equity sub-index than cisgender heterosexual staff (M = .06, SD = .97)[183]. Women staff who identify as 2SLGBTQ+ (M = -.52, SD = 1.11) recorded significantly different aggregate scores than cisgender heterosexual staff[184]. The lowest equity sub-index scores were from Indigenous staff who identify as 2SLGBTQ+ (M = -1.03, SD = 1.24)[185] as well as racialized staff who identify as 2SLGBTQ+ (M = -.72, SD = 1.16)[186] (*Figure 42*).

Figure 42: Staff 2SLGBTQ+ equity sub-index by 2SLGBTQ+ identity

**Figure 42**

| | Non-2SLGBTQ+ | 2SLGBTQ+ |
|---|---|---|
| 2SLGBTQ+ equity sub-index | 0.06 | -0.34 |
| Women | -0.02 | -0.52 |
| Indigenous | -0.22 | -1.03 |
| Racialized | -0.11 | -0.72 |
| Visible or semi-visible disability | -0.25 | |

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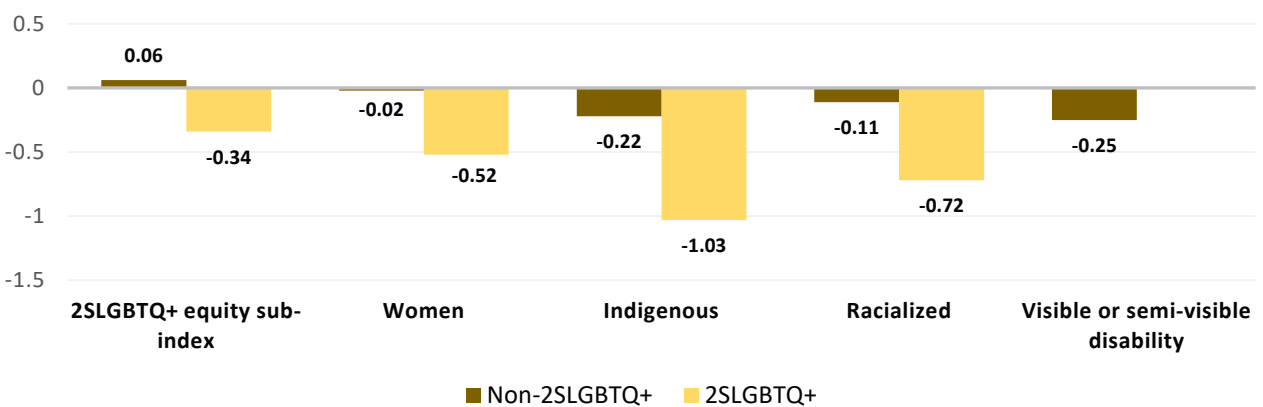
[183] t(367) = 2.66, p =.008, Cohen's *d* = .38
[184] t(262) = 2.46, p =.015, Cohen's *d* = .47
[185] t(26) = 1.66, p =.109, Cohen's *d* = .68
[186] t(60) = 1.30, p =.200, Cohen's *d* = .54

While there were no significant differences between the disability equity sub-index and the presence of a disability or chronic health condition among staff[187], racialized staff with a visible or semi-visible disability (M = -.77, SD = .93) recorded the lowest aggregate score (*Figure 43*)[188].
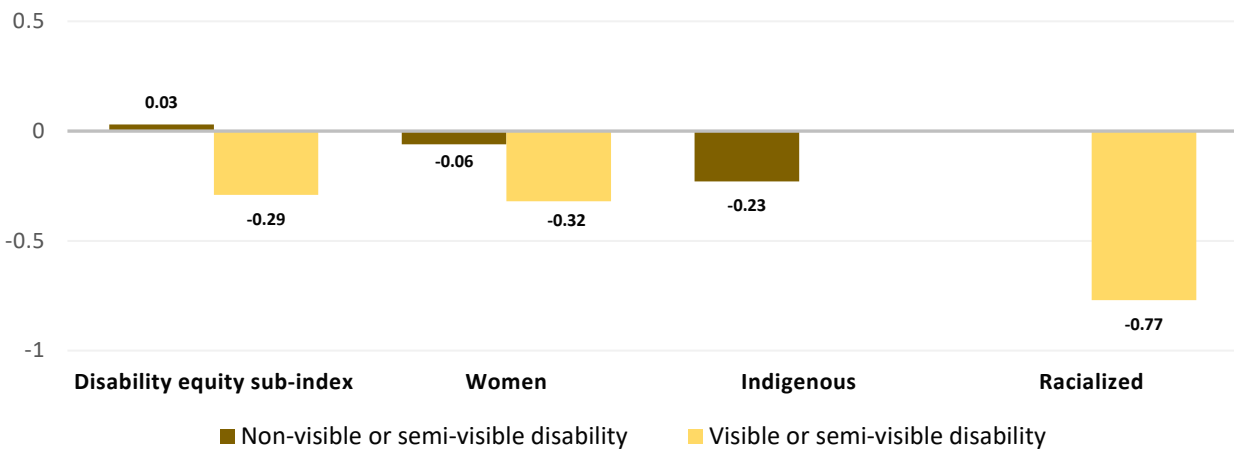
Figure 43: Staff disability equity sub-index by visible or semi-visible disability



*Equity among staff across Faculties/units*

*Figure 44* illustrates findings on the overall equity index across Faculties or units in which staff work. Overall, staff working in academic units (M = .08, SD = 1.02) and staff working in non-academic units (M = .03, SD = .95) had slightly above average overall equity aggregate scores, while staff who work as managers, directors, or senior administrators (M = -.22, SD = 1.12) and other academic staff (M = -.30, SD = .97) recorded below average equity perceptions[189]. Other academic staff include CUPE sessionals, research associates, and other academics. There were significant gender differences (excluding transgender/gender non-binary, which had to be suppressed due to low sample sizes) across all the position classifications, namely: academic units[190]; non-academic units[191]; managers, directors, and senior administrators[192], and other academic staff[193]. Women managers, directors, or senior administrators (M

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[187] t(391) = 1.83, p =.068, Cohen's *d* = .32
[188] t(65) = 1.79, p =.079, Cohen's *d* = .77
[189] F(3,514) = 3.0, p =.032, $\eta^2$ = .02
[190] t(205) = 4.1, p =<.001, Cohen's *d* = .86
[191] t(187) = 3.7, p =<.001, Cohen's *d* = .64
[192] t(43) = 2.6, p =.012, Cohen's *d* = .94
[193] t(55) = 2.5, p =.017, Cohen's *d* = .70

= -.48, SD = 1.08) and other women academic staff (M = -.48, SD = .92) recorded the lowest overall equity scores.

Figure 44: Overall equity index by position classification and gender identity
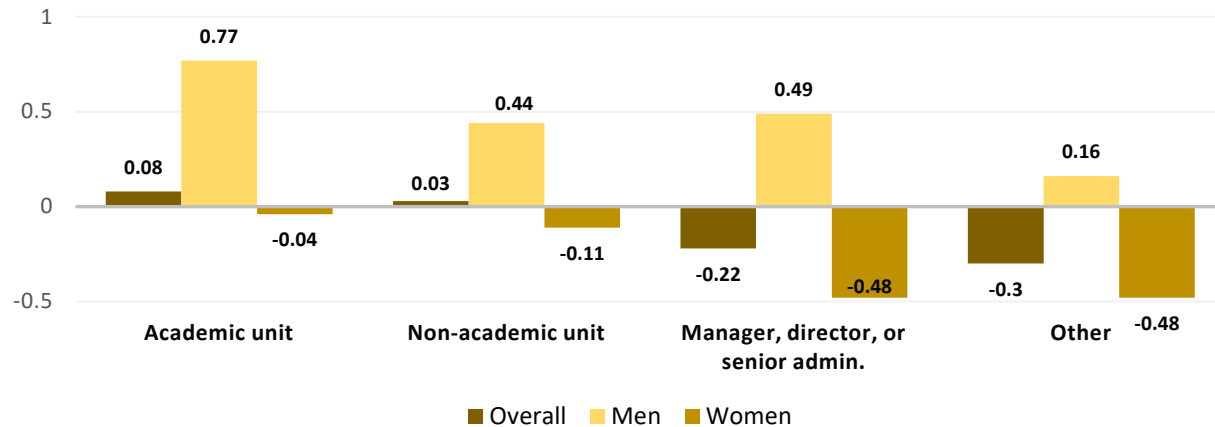


When data were analyzed by racialized identity, both Indigenous (M = -1.5, SD = .50) and racialized (M = -.86, SD = .91) managers, directors, and senior administrators as well as other Indigenous staff (M = -1.1, SD = 1.2) [194] reported the lowest overall equity scores (*Figure 45*). In addition to managers, directors, and senior administrators[195], Indigenous (M = -.30, SD = 1.1) and racialized (M = -.29, SD = .98) staff recorded significantly lower equity aggregate scores than White (M = .14, SD = .91) staff in non-academic units[196]. For managers, directors, and senior administrators, data were further split by gender identity; White men recorded above average equity ratings (M = .89, SD = .66), while White women were significantly lower and negative ratings (M = -.11, SD = .98) [197].

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[194] F(2,54) = 2.4, p =.098, $\eta^2$ = .08
[195] F(2,39) = 8.2, p =.001, $\eta^2$ = .30
[196] F(2,191) = 4.1, p =.018, $\eta^2$ = .04
[197] t(29) = 2.7, p =.012, Cohen's *d* = 1.2

Figure 45: Overall equity index by position classification and racialized identity
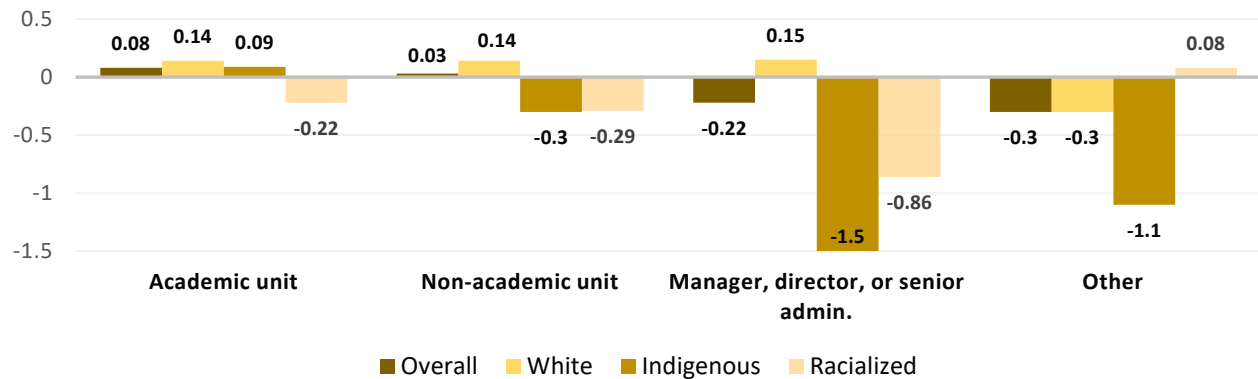


*Qualitative comments regarding equity at UM*

Given the importance of equity, which in many ways mediates the relationship between diversity and inclusion, it is necessary to conclude this section with a qualitative analysis in order to provide more context to the quantitative results. This section is divided into two parts: (1) issues of equity at UM; and (2) concerns over equity, including the measures used in the current survey. Each will be discussed in turn.

Issues of equity at UM

Many participants provided further qualitative comments on how, in their opinion, issues of equity could be improved at UM. These can be divided into the following inter-related themes: (1) lack of diversity; (2) leadership and voice; (3) mentoring and workload; (4) emotional labour; (5) an acknowledgement of equity variability within UM; and (6) the importance of intersectionality.

Lack of diversity

It is almost impossible to achieve equity without sufficient diversity, which is highlighted in the following narratives.

*The university has warm and friendly staff and students. I have found that the support staff is mostly Caucasian, as a result, it is*

*difficult to feel that you "fit in" given the lack of diversity in the staff as a non-white person.* Racialized, woman, staff

*There's barely any lgbtq representation in* [redacted Faculty]. Racialized, woman, student

*We have no racialized faculty members and have had Indigenous faculty members for* [redacted]. *Discrimination against LGBQT+ persons is often difficult to identify, but I have felt it on occasion.* White, man, faculty member

*Still a very straight cis white male dominated environment so the disadvantages are present for all of these groups.* White, woman, staff

## Leadership and voice

Central to equity is the importance of leadership and voice. Below are some examples illustrating the significance of both.

*They provide representation, but the representative barely has a say in any political decision the University made* Racialized, woman, student

*In the Faculty of* [redacted], *there has never been a female Dean as far as I know. This past year, we had* [redacted] *male, Anglo, caucasian, A/Deans... How are female/visible minority/Indigenous instructors / professors ever supposed to feel that they are valued or be genuinely part of the decision-making process in this environment?* Faculty member, racialized and gender identity unknown

*Much of the time, it is about voice. These voices are not even at the table or asked their opinions before decisions are made. We need high quality resources to help learn and teach about equity eg. through a library guide. We need to use an equity, diversity and inclusion lens when making decisions and adopting policies especially during this pandemic.* Racialized, woman, faculty member

*Our current environment is really wonderfully positive and supportive. Being in an environment that has bullying impacts everyone - their productivity, mood, creativity, health, stress, staff turnover, and student learning is impaired. It hurts everyone. When the bullies are in positions of power the threat of retaliation is real and often insidious; gas-lighting, lack of transparency, micromanagement, workloads, threats often to the most vulnerable or vocal. It can change and it has, thankfully, but it takes faculty and staff at least a year to recover. Some individuals, including some students I know, never really get over a bullying experience. It has underscored for me and others, how good leadership can support inclusion and respect and the empowerment and productivity that is fostered in that positive environment.* White, woman, faculty member

## Mentoring and workload

The third theme is about mentoring, which according to the first student's narrative, is not always a good thing. Disparities around workload are commented on by two faculty members in regard to Indigenous scholars and women faculty members.

*Often mentoring from professors is where students receive derogatory/offensive treatment so while the opportunity exists mostly equally within my faculty it is not always beneficial*
Indigenous, transgender/gender non-binary, student

*Re: the higher workloads questions: we know that women faculty take on more service. My sense is Indigenous faculty have higher workloads b/c they are often actively mentoring/supporting their juniors and peers, while also working on anti-racist initiatives - all on top of their jobs. For those with disabilities, I don't sense the environmental and office supports are as easy to obtain for them (e.g. ergonomic assessments aren't routine for all faculty), and so they have to work harder d/t that lack.* White, transgender/gender non-binary, faculty member

*Generally, my perception is that service commitments are higher for women and Indigenous faculty, which I don't think should necessarily be viewed as negative, except that service is not as recognized for promotion. These are two different issues and there are also different types of service, which may be more/less meaningful to an individual person.* White, woman, faculty member

## Emotional labour

A definition of emotional labour is the need "to induce or suppress feeling in order to sustain the outward countenance that produces the proper state of mind in others" (Hochschild, 1983, p. 7). Examples of the impact of emotional labour on equity are highlighted below.

*Any person who is seen as or identifies in one of the above categories always have to do more work than others because they constantly have to explain things from their pov or feel like they need to keep talking/working to show what it is like being them. It is an extra added work level to a person of _____.* Indigenous, woman, faculty member

*In some cases, individuals have the same "workload" as colleagues, but may have to engage in a lot of additional mental and emotional work. For example, a white person and a person of colour may have the same job description, but the white person*

*does not have to engage in the additional work of navigating racism and white supremacy in colleagues and systems. A woman may have the same "workload" as her male colleague, however she may also be engaging in a range of emotional and domestic work that her colleague is not. I think it's important how we are considering what falls within the scope of "workload".* White, woman, faculty members

## An acknowledgement of equity variability within UM

The fifth theme pertains to the tremendous variability within the UM community around equity. Below are a sample of narratives to this end.

*Most of the U of M is great, but some profs and students lack respect, equality and equity.* Indigenous, woman, student

*Yes - the relative safety of a faculty person who is Indigenous, or from any of the discussed marginalized communities varies significantly from faculty to faculty depending on the policies and procedures that they have established and the commitment of people in the to carry them out making the above questions very difficult to answer outside of that context. The University needs to establish rules for a culture of respect across all colleges, faculties, and campuses, and faculties must be held to account that do not implement them… Again, these experiences vary strongly from faculty to faculty based on discussions with others in the campus community, and the university needs a more unified approach.* Indigenous, woman, faculty member

*Although we are trying to generalize, I believe marginalization occurs unconsciously on a person-to-person basis (case by case, as well as unique to each scenario). For instance, if a person with minority identities is palatable (attractive, well-spoken, friendly,*

*they may do well/better than someone with the same identities who is more abrupt, abrasive, or likely to call out bad behavior. Normative ideas about fitness and knowledge are deeply ingrained, as are ideas about academia.* White, transgender/gender non-binary, faculty member

## The importance of intersectionality

The final theme is that of intersectionality, which is necessary for any analyses of equity. Below are some examples highlighting the importance of intersectionality.

*It's impossible to ignore the impacts of intersectionality, It 's critical to know and reflect that the experiences of BIPOC women or 2SLGBTQ are fundamentally different than white women or queer folks.* Woman, faculty member, racialized identity unknown

*It again depends on if you are White - if you are White and disabled/2SLGBQT+/have mental illness YOU are way more likely to be able to keep your job at the UofM.*

Racialized, staff, gender identity unknown

*I think biological and visible sex (male or female) and visible ethnicity (regardless of identity) affects how 2SLGBTQ+ persons are treated (e.g., a white gay man is far more likely to enjoy male privilege than a white gay woman).* White, man, faculty member

*I appreciate the questions provided greatly. But, I would like to highlight that the distinctions on here are not as clear cut. There is intersectionality between these groups and that also needs to be taken into consideration. For instance, the experiences of a white female employee at the university will differ greatly from the experience of a black female employee.  While these categories are*

*important and valid, there are gaps in terms of the overall perceptions and experiences based on the racialization of the same groups.  It is important to note that the experiences of visible minorities within these same categories is completely different and this needs to be taken into consideration.* Racialized, woman, staff

To conclude this sub-section, equity is complex yet vital to EDI in any institutional setting, which is efficiently summarized below.

*There are many structural changes that are needed in order for equity and equal access to be achieved. Big areas include a) what kind of qualifications and experience we look for in candidates, b) the kind of workload, pace, hours, and remuneration we offer, c) how we define, assess, and evaluate success, d) how we support members of targeted groups on an ongoing basis, and more. We have to change the water we swim in, not just ask the fish how they experience the water and tell them to change the way they swim or how they see the water.*
Racialized, woman, staff

### Concern over equity and equity measures

One thing that became apparent through the analysis of the open-ended comments is that the perception of equity is complex, and often misunderstood. Some of the concerns could have been remedied by having a "don't know" option in the survey for the equity questions, especially for statements referring to less visible groups. Regrettably, this was not done, which meant that those who "did not know" had to select either "choose not to answer" or "not applicable." Below are a sample of comments reflecting this lack of insight.

*Regarding 2SLGTBQ+ or People with chronic health conditions, I answered Not Applicable as this is not something I would say is a clear enough identity to note within my faculty; I am aware others may have various sexual identities for example, but I dont*

*think it can be observed having a correlation with oportunity, at least from my perspective though I now people have been comfortable expressing this identity in candid moments as something unrelated to academics.* Racialized, man, student

*I was not able to answer the question of LGBTQ or disabilities because I do not know everyone's sexual identity or disabilities, this part of the survey seemed redundant, you cannot "look LGBTQ" unless you have a rainbow on your forehead.  I also do not ask about people's sexualities or disabilities because that is private information, if they self identify, then great, but they shouldn't have to.* Indigenous, woman, student

*Honestly, I can only answer for the groups I identify with. I do not know, or make assumptions of who is of Indigenous background or identifies in the 2SLGBTQ+ /other aforementioned communities. It may very well be that they are or are not equally represented, but it is difficult to answer unless someone would openly choose to share that they self-identify within these groups, but this is rightfully so, entirely up to the person. I can say, I normally do not see many 2SLGBTQ+ posters in the* [redacted] *building where I spend the majority of my time.* Racialized, woman, student

*I do not have experience with some of the groups outlined above. There are so few racialized, 2SLGBTQ+, or disabled faculty that I rarely get the opportunity to interact, and much less witness their treatment on a regular basis.* White, woman, faculty member

Perhaps stemming for the ambiguity of the equity questions, quite of few qualitative comments reflected a larger discontent. Given the breadth of comments, it would be remiss not to include an analysis of them, which have been categorized around the following inter-related themes: (1) What about men?; (2) What about White people?; (3) Stop enforcing equity!; and (4) general resentment.

What about men?

There was some discontent that there were not specific equity questions asking about equity for men. Below are a sample of comments.

*Absolutely hilarious that you ask about females and not males, as if females somehow have it worse. This whole thing is a "microaggression" to use your word for it... There are adequate amounts of all of these people, simply because if they are there and they are capable, it is because they WANT to be there. It's a joke to call this section "Equity". Everyone has equal opportunity, that is clear, but equality of outcome is not within the University's control, so quit asking about "are there enough 'minorities' in your faculty?" because that is an irrelevant question. There are as many as there are, simple as that. The opportunity is there to anyone who wants to and can keep up with the work load.* White, man, student

*In my opinion gender equality is getting worse. I dont think people really understand what it means and that in turn influences events and groups that only support/include females. That is not equality, its just tipping the scale the other way.* White, man, student

*Why only ask about female students? I would venture to say that there is a slow-growing bias against male students, but you make it impossible for me to voice that by only limiting my responses to be in relation to female students. I would love to answer the same questions about males, as well. You make it seem that female students are somehow a minority, which makes no sense. Furthermore, taking a look at bursaries within the* [redacted Faculty], *or any STEM related area of study, there are VASTLY more scholarships and bursaries dedicated to women. Women are*

*eligible for a far greater amount of financial awards than men are, how is this equality? As a man, I took a look, and I was only eligible for 1 out of 4 bursaries, the other 3 were for only women, and the requirements were a lot lower than the one I was eligible for. Scholarships and awards are useless to me due to this. Please, please allow these perspectives to be shared in a way that is more than just a text box at the bottom, it's a disgrace, and shakes the credibility of all of these surveys.* White, man, student

*As a straight male, it feels like every sexual information/consent poster, workshop, or seminar is directed at me, saying 'hey, don't rape anyone.' Yeah, no shit don't rape anyone, I wasn't planning on it. But how come nobody gives a shit about men getting raped? The stigma surrounding male victims is huge, but nobody encourages us to come forwards, nobody gives a shit what happens to males. Every single fucking poster you people put up is clearly saying 'Men! Stop raping women!' Well fuck you, that's a two way street but nobody gives a damn about the other direction.* Racialized, man, student

## What about White people?

Similarly, the exclusion of White students, faculty members, and staff as its own equity category gave rise to displeasure among some participants. Below are some examples.

*I believe all groups listed above are preferred more than people who are white, and I feel less equal than those groups in that way.* White, man, student

*I think women, indigenous and raciallized people are given more opportunities and valued higher at the university than caucasian people. Caucasian people are generally seen as stereotypically wealthy, better off and have better resources which*

*is false. I find the university offers more scholarships and help to those raciallized than the caucasians are able to receive.* White, woman, student

*Common prejudice against "white" people, common to use "white" as a derogatory term.* White, man, student

## Stop enforcing equity!

There were many respondents who wrote about their concern in regard to enforcing equity. Two sub-themes were identified: (1) the consequence of establishing "quotas;" and (2) a focus on equality based on meritocracy rather than equity. A sample of narratives around the problem of "quotas" as well as its impact are presented below.

*The identity of the student / faculty member has nothing to do with the quality of their efforts in class. Having quotas will not remedy any problem the EDI foresees.* White, man, student

*Racial, gender, sexuality and health quotas erode academic excellence.* White, faculty member, gender identity unknown

*We are here to learn. Does it really matter if we feel like we "belong"? Some people need to grow some thicker skin.* White, man, student

*'There are enough students who identify as xxxx in my faculty.' What does that even mean? That's enough blacks, we don't want anymore? Or that's a good amount of women, we've met our quota? People should get into the faculty based on merit, not based on the fact that we need less Asians and more Latinos to look properly diverse. In particular, are there enough students with disabilities in the faculty?? Are you kidding me?! Obviously*

*there are always enough students with disabilities, because the alternative is either 1)You've been intentionally turning away the disabled and you're worried people are noticing, in which case you're a monster and this survey is just to see what you can get away with; Or 2) You're worried there aren't enough disabled students to look like they're properly represented and you want more students disabled, in which case you're an idiot. What's the solution here? Disable more students?? Fuck, this isn't a quarterly shareholder meeting, it's not about meeting quotas. It's about ensuring everyone has a chance to be the best they can, regardless of background. In the spirit of that, maybe stop worrying for 30 seconds about whether it looks like you give a shit about minorities and consider doing something to help people who've been disadvantaged by poverty, regardless of race, gender, religion, or ethnicity.* Racialized, man, student

*I am not in agreement with what I feel is an over-emphasis on the entire "diversity" issue at this university.* White, man, faculty member

*I feel there is too much emphasis on identifying the student body's components as heterogeneous. Diversity should be celebrated, not used by institutions to divide us and determine who gets disproportionate benefits.* Racialized, man, student

*There is no equity/equality at the university, too many decisions based on the colour of people skin or their level of victimization (e.x. female, sexual identification, etc.).* White, man, staff

The second sub-theme within "stop enforcing equity," centres around issues of equal opportunity, and a focus on meritocracy rather than equity. Below are some examples illustrating this sub-theme.

*everyone is treated equal. stop being sensitive.* White, man, student

*It does not matter how many of a certain category of people there are in a faculty, what matters is equal opportunity to apply to each faculty.* White, woman, student

*You shouldn't worry about how diverse a faculty is, that's insensitive, whoever has the best grades or represent a program best should be in it doesn't matter if it's all women all people of another colour or all men.* Racialized, man, student

*Equal access is more important than equitable access. I would feel terribly if a male student was excluded just so I, a female student, could be included to meet some sort of quota… I'm not into that..*
White, woman, student

*Everyone has the same access to be part of a faculty. If they chose not to be in it, it is their choice. How can there not be "enough" of a group of people whose choice it is?* White, man, student

*How the hell is someone supposed to know if there are an adequate amount of indigenous and lgbt in the faculty and enrolled as students. What stupid questions you ask. Its not like the kids put their hands up in class to answer a question and preface their answer with "Well I am Gay and Aboriginal, but the answer to the math question is…". The idea that there is some ideal level of diversity needed or desired in any given group is absurd. How about simply selecting the candidates with the best qualifications without considering their gender, race, sexuality or religion.* White, man, student

*There should not be a faculty quota for what race/health condition the students in a faculty are. If they want and are*

*intelligent enough to be there, they would clearly be there.* White, woman, student

## General resentment/discontent

The final theme is that of general discontent, which translates into resentment on the part of many of the survey participants. A sample of such displeasure is represented below.

*Anyone who claims that \*insert class of the oppressed\* get less attention and taken less seriously than \*insert class of the oppressor\* are lying.* White, man, student

*The university bends over backwards for this, anyone saying otherwise is bringing other issues and biases into the discussion.* White, man, faculty member

*With the goal of empowering the listed groups above, female, aboriginal/non white, and LGBTQ, all that's done is create resentment against people who are not of those groups. It creates fake victims and creates fake villians.* White, man, student

*Your survey encourages delicate people to feel excluded. The real exclusion and bullying happens to people with traditional and religious values. Try being a practicing Catholic at a modern university.* White, woman, student

*All of your questions are focused to inter-personal exclusion and discrimination, thus effectively absolving the university as an institution from reproducing exclusionary and discriminatory structures. I thought this was a very strategic survey and its results will be very strategic in the way they continue to obscure issues of structural and institutional oppression. I honestly don't*

know what is best: to answer these surveys--knowing that my answers will be used to paint a false picture and advance oppressive policies--or not answer and miss my only chance at participation...Racialized, man, staff

Forcing equity is a bad idea. Dividing along ethnic or racial or sexual lines only creates resentment. Please treat everyone as individuals and reduce the social engineering. White, man, student

I honestly believe that this survey would not be necessary if, as a society, we simply collectively viewed each other as persons. In my life generally, and especially in a university setting, I'm more interested in ideas/approaches/concepts that would enhance the quality of everyone's life. Often, there seems to be so much attention paid to historical inequities and prejudices that the focus becomes so specific and fragmented that there is no time/energy/room for a generalist view of equity. Everyone seems to be lobbying for equity for themselves, but few seem to have the inclusive view of equity and fairness for everyone as persons. White, man, student

I feel that one minority group on campus (namely Native people) have privilege above other minority groups. I do not feel that the concerns, discrimination, and prejudice against members in my group are addressed. I do not feel included in this school in the way that Native people are welcomed and included by administration and programming. People look at members of my group and assume we are foreign. I would like to have facilities, courses, spaces, ceremonies, and respect in the same way as the Native group does. Also, typing this, I feel that I am saying something bad that can get me in big trouble. I do not see the powerful people in this school trying to accommodate the history, needs, and struggles of people that share my background. I would like the catering to be extended to my group and other minorities

*in addition to Native people. Sorry, but that is what I think. I know the land history and racism Native people suffer. I learned it. Can you learn about my group's suffering too? I would prefer to be Native than my own background sometimes. Look at all the events every week by and about Native people. I would like to have book clubs and special seminars for members of my group. I would like a special nice building on campus to celebrate my group. Am I allowed to go into your building? Can I have a department on campus to celebrate my group and a lot of faculty to teach my group's history? Can you put educating about racism against my group in the strategic plan? I would like high profile people like a special provost to look out for my group's welfare. How about that? Can you do that for me and my group? My group gets a lot of racism. Can you help educate people about that?*

Racialized, man, faculty member

## MICROAGGRESSIONS

The central tenet of minority stress theory (Meyer, 1995, 2003) is that nondominant group members experience chronic stress related to social stigma, objectification, prejudice, and discrimination, which leads to negative social, health, and educational outcomes. Often, the most detrimental prejudices take subtle or covert forms, which is often referred to as microaggressions (Sue et al., 2007). Microaggressions, by definition, are momentary verbal or behavioural mistreatments that communicate an insult or slight toward another based on social group membership (Torres-Harding et al., 2012). Whereas overt or purposeful prejudice and discrimination may be addressed in policies or laws, microaggressions are insensitive and inconsiderate expressions of bias entrenched in regular interactions (Sue, 2010).

In order to measure microaggressions, the Racial Microaggressions Scale (RMAS) was partially adopted and altered in order to encapsulate multiple minority or marginalized groups. Individual items, along with overall frequency descriptions are presented in *Figure 46*.

Figure 46: Individual microaggression items for all respondents
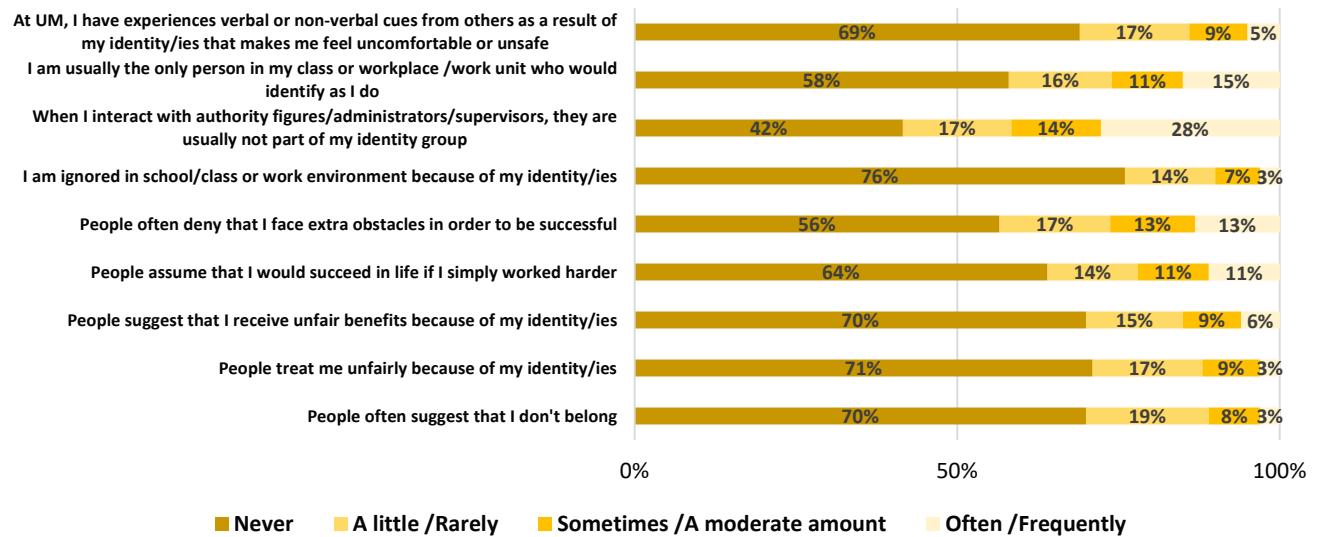


Overall, most participants in the UM EDI Climate Survey reported not experiencing microaggressions (*Figure 46*). These univariate data are useful in the sense that they provide an overall benchmark of experiences with microaggressions, which the majority of participants do not encounter; however, they do not tell us who is more or less likely to experience microaggressions, nor what the impact is for those who experience them. In the following sections, the 'who' is more likely to experience microaggressions is addressed among students, faculty members, and staff, while the 'impact' of experiencing microaggressions will be discussed in the inclusion section of this report.

## Students

The individual microaggression items illustrated in *Figure 47* parallel the overall data presented in *Figure 46*, which is expected since student participation make up 70% of the overall sample. Overall, the vast majority of students (77%) reported never feeling ignored in their class because of their identity(ies). However, 29% of students indicated that they frequently do not interact with authority figures that are a part of their identity group.

Figure 47: Individual microaggression items among students



| Item | Never | A little /Rarely | Sometimes /A moderate amount | Often /Frequently |
|---|---|---|---|---|
| At UM, I have experiences verbal or non-verbal cues from others as a result of my identity/ies that makes me feel uncomfortable or unsafe | 71% | 16% | 8% | 5% |
| I am usually the only person in my class who would identify as I do | 56% | 17% | 12% | 14% |
| When I interact with authority figures, they are usually not part of my identity group | 40% | 16% | 15% | 29% |
| I am ignored in school/class because of my identity/ies | 77% | 14% | 7% | 3% |
| People often deny that I face extra obstacles in order to be successful | 52% | 18% | 15% | 15% |
| People assume that I would succeed in life if I simply worked harder | 58% | 15% | 13% | 13% |
| People suggest that I receive unfair benefits because of my identity/ies | 68% | 16% | 10% | 7% |
| People treat me unfairly because of my identity/ies | 70% | 18% | 9% | 3% |
| People often suggest that I don't belong | 72% | 17% | 8% | 3% |

*Who experiences microaggressions among students?*

Figure 48 illustrates results from one microaggression measure by racialized identity. Students who report being part of a racialized identity were more likely to indicate that people assume they would succeed in life if they simply worked harder. The question was included as an item as it is based on the 'myth of meritocracy,' or the assertion that life chances are due only to 'effort' and one's marginalized identity presents no impediments (Torres-Harding et al., 2012).

Figure 48: "People assume that I would succeed in life if I simply worked harder" by students' racialized identity
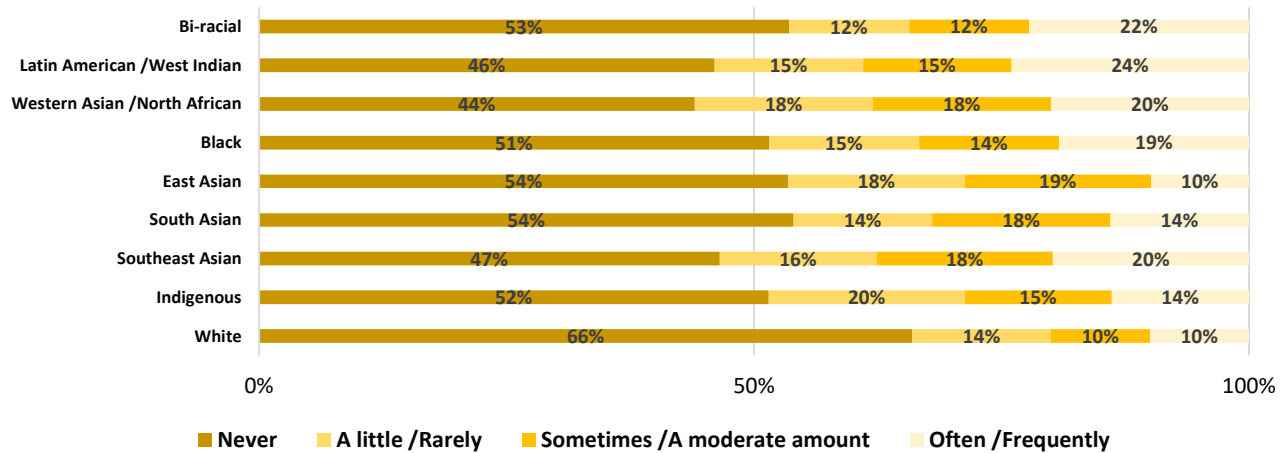


While an in-depth analysis of each individual item has some advantages, it is more beneficial to look at the overall index of microaggressions, which has been psychometrically tested and verified, and has high internal reliability ($\alpha$ = .88). As such, an overall microaggressions index was computed based on the nine individual statements (Figure 47), and standardized so that groups could be compared to a mean (M) of zero (i.e., negative scores represent below average experiences of microaggressions and positive scores correspond to above average encounters).

*Figure 49* shows the results of the overall microaggressions index by racialized identity filtered by gender identity. Overall, men reported less microaggressions (M = -.06, SD = .94) than women (M = .05, SD = .98) and transgender/gender non-binary (M = .90, SD = 1.14) students[198]. There were also significant differences between racialized identity and microaggressions[199]. Post hoc analyses reveal that White students (M = -.16, SD = .87) were significantly less likely to experience microaggressions than all other racialized groups who recorded above average microaggressions. Indigenous students (M = .41, SD = 1.12) were more likely to report encounters with microaggressions than Southeast Asian (M = .11, SD = .94), South Asian (M = .08, SD = 1.01), and East Chinese students (M = .15, SD = 1.01). With the exception of Indigenous students, Black students were significantly more likely to experience microaggressions than the other racialized groups.

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[198] F(2,2468) = 42.6, p =<.001, $\eta^2$ = .03
[199] F(8,2452) = 18.3, p =<.001, $\eta^2$ = .06

Figure 49: Microaggressions index among students by gender and racialized identities
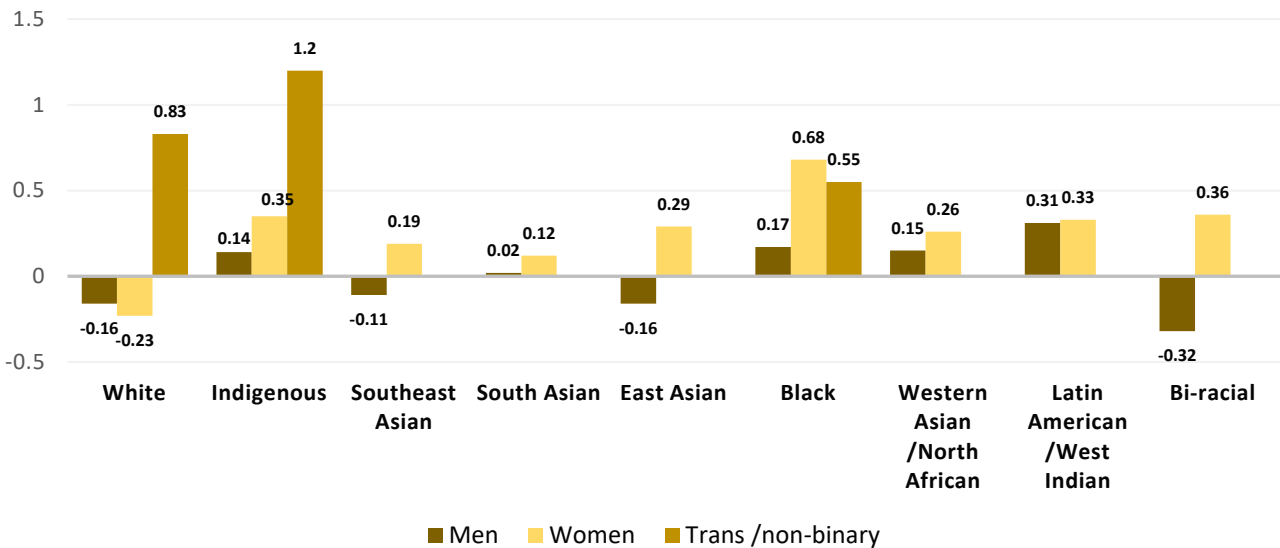


Among Indigenous students, Two Spirit/transgender/gender non-binary students were more likely to indicate encountering microaggressions (M = 1.20, SD = 1.25), followed by women Indigenous students (M = .35, SD = 1.01), and men Indigenous students (M = .14, SD = .89), although the difference between men and women Indigenous students was not statistically significant[200]. Women Black students (M = .68, SD = 1.12) were more likely to report experiencing microaggressions, followed closely by transgender/gender non-binary Black students (M = .55, SD = .84)[201]. Post hoc analyses show that the difference between women and men Black students (M = .17, SD = 1.03) is significant. There were also significant differences between men East Asian (M = -.16, SD = .93) and women East Asian students (M = .29, SD = 1.01)[202]. Finally, among White students, men (M = -.16, SD = .90) and women (M = -.23, SD = .80) students recorded significantly less microaggressions than White transgender/gender non-binary students (M = .84, SD = 1.04)[203].

*Figure 50* shows the results of the microaggressions index by language first learned[204], which are further split by racialized identity. Overall, students who first learned an African or Western Asian-based language (M = .36, SD = .99) reported experiencing microaggressions more than students who first spoke English

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[200] $F_{(2,199)} = 7.37$, p =.001, $\eta^2 = .07$
[201] $F_{(2,203)} = 5.0$, p =.008, $\eta^2 = .05$
[202] $F_{(2,178)} = 5.74$, p =.004, $\eta^2 = .06$
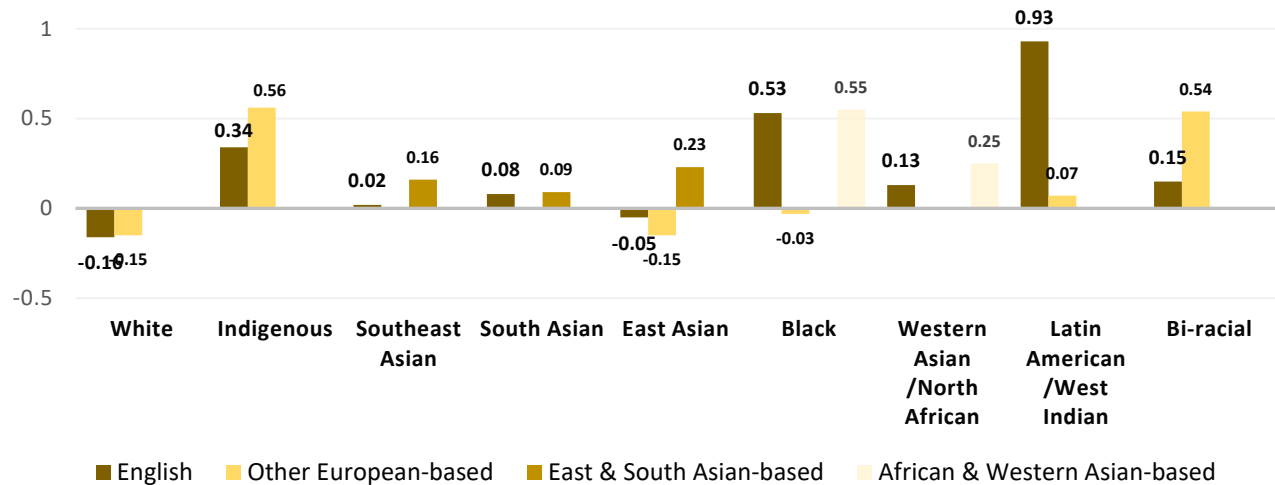[203] $F_{(2,1186)} = 41.0$, p =<.001, $\eta^2 = .07$
[204] $F_{(3,2470)} = 7.33$, p =<.001, $\eta^2 = .01$

(M = 0, SD = .97) or a European-based language (M = -.03, SD = .96). Students who first learned an East- or South-Asian-based language (M = .16, SD = 1.03) also recorded above average microaggressions.

Figure 50: Microaggressions index by racialized identities and language first learned among students



While the differences were not statistically significant, Southeast Asian (M = .02, SD = .87) and East Asian students (M = -.05, SD = .85) who first learned English indicated less microaggressions that Southeast Asian (M = .16, SD = .98)[205] and East Asian students (M = .23, SD = 1.07)[206] who did not first learn English. There were, however, very little differences between Black students who first learned English (M = .53, SD = 1.14) with Black students who first learned an African or Western Asian-based language (M = .55, SD = 1.02)[207].

Similar to other marginalized groups, students who identify as lesbian, gay, or bisexual (LGB) (M = .41, SD = 1.06) and those who identify as asexual or another sexual identity (M = .34, SD = 1.15) were significantly more likely to indicate that they have encountered microaggressions than students who identify as heterosexual (M = -.05, SD = .94)[208]. Among students who identify as LGB, those who also identify as transgender/gender non-binary (M = .90, SD = 1.05) reported significantly more microaggressions than men (M = .28, SD = .97) and women LGB students (M = .33, SD = 1.05)[209] (*Figure 51*).

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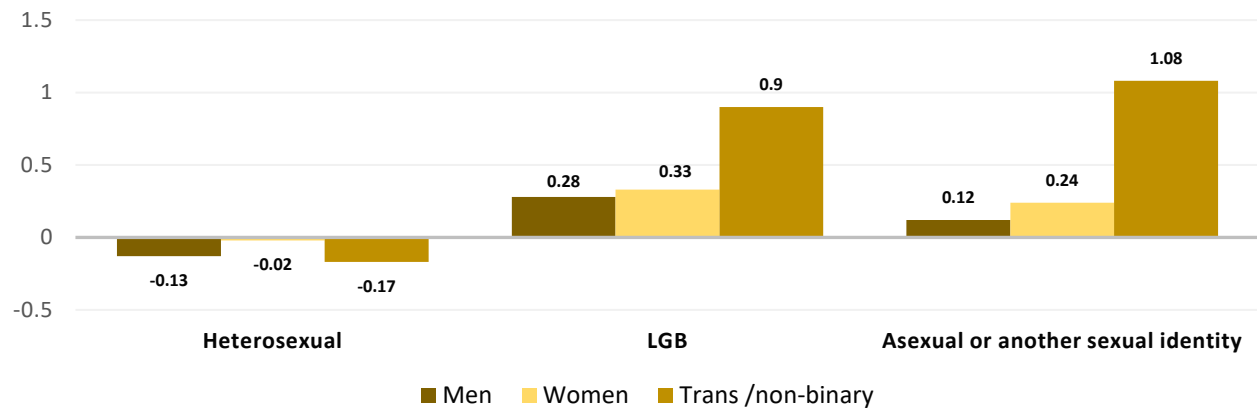[205] t(242) = -1.13, p =.260
[206] t(173) = -1.71, p =.089
[207] t(194) = -.10, p =.917
[208] F(2,2428) = 42.99, p =<.001, $\eta^2$ = .03
[209] F(2,324) = 6.81, p =.001, $\eta^2$ = .04

Figure 51: Microaggressions index among students by gender and sexual identities



Research focused on marginalized identities stress the importance of applying an intersectional lens to analyses pertaining to inequities (Hill Collins, 1999, Samuels & Ross-Sheriff, 2008, Walby, Armstrong, & Strid, 2012). The term "intersectionality" was coined in 1989 by Kimberlé Crenshaw who argued that feminist positions and antiracist praxis often exclude Black women due to the overlapping oppressions unique to them. She writes: "Because the intersectional experience is greater than the sum of racism and sexism, any analysis that does not take intersectionality into account cannot sufficiently address the particular manner in which Black women are subordinated" (Crenshaw, 1989, p. 140). Although there is much debate in regard to incorporating an intersectional analysis within quantitative methods (Bauer, 2014, Bowleg, 2008, Hancock, 2007), to exclude such an analysis is also insufficient, especially when there is an adequate sample size to do so.

*Figure 52* provides a multivariate analysis of students by the intersections of racialized, sexual, and gender identities with experiences of microaggressions as the outcome measure. Overall, among cisgender heterosexual men students, race was not significant[210]; however, post hoc analyses show that South Asian (M = .01, SD = 1.04) and Black (M = .15, SD = 1.02) cisgender heterosexual men experienced significantly more microaggressions that their White equivalents.

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[210] $F(8,603) = 1.47$, p =.164, $\eta^2$ = .02

Figure 52: Microaggressions index by gender, sexual, and racialized identities among students
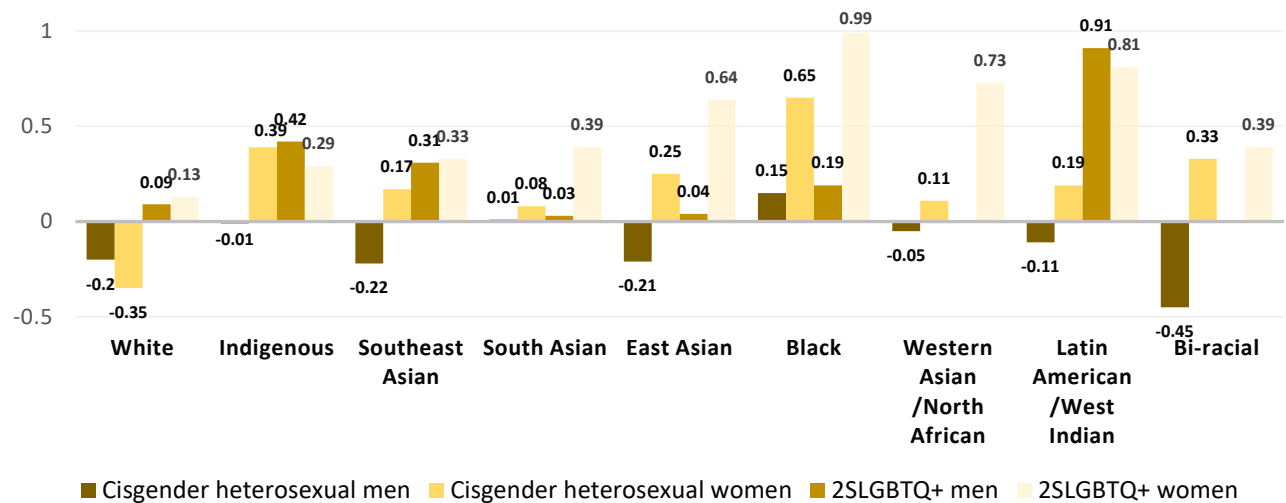


As a whole, racialized identity was significant among cisgender heterosexual women students[211]. In particular, Black (M = .65, SD = 1.10), Indigenous (M = .39, SD = 1.12), East Asian (M = .25, SD = .93), Latin American/Hispanic/Latina/West Indian (M = .19, SD = .89), Southeast Asian (M = .17, SD = .95), Western Asian/North African (M = .11, SD = 78), and South Asian (M = .08, SD = .95) all varied significantly from White students who identify as cisgender heterosexual.

While cisgender heterosexual women students tended to indicate experiencing more microaggressions than cisgender heterosexual men, the highest reported encounters of microaggressions were observed among students who identify as 2SLGBTQ+. In fact, regardless of racialized identity, students who identify as 2SLGBTQ+ recorded above average aggregate microaggression scores (*Figure 52*). Microaggressions were particularly high among the following 2SLGBTQ+ racialized groups: Black women (M = .99, SD = 1.34), Latin American/ Hispanic/ Latino/ West Indian men (M = .91, SD = 1.25), Latin American/ Hispanic/ Latina/ West Indian (M = .81, SD = 1.29), Western Asian /North African women (M = .73, SD = 1.43), East Asian women (M = .64, SD = 1.29), and Indigenous men (M = .42, SD = 1.06). Many of the microaggression scores, especially among 2SLGBTQ+ sub-groups, must be interpreted with caution due to the low sample size found in many categories. It is also important to recognize that the above multivariate analysis represents an incomplete picture of marginalized identities; in particular, that of socioeconomic status, disability, and mental health-related issues (Samuels & Ross-Sheriff, 2008, Walby, Armstrong, & Strid, 2012).

Students who reported having a disability or mental health-related issue were more likely to report experiencing microaggressions than students who do not have a disability or mental health-related issue (M = -.09, SD = .92). With the exception of students who reported having a chronic health condition, but

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[211] $F(8,1217) = 24.74$, p =<.001, $\eta^2 = .14$

no other disabilities, all students indicated above average scores across the aggregate groupings of sensory disability, physical disability, cognitive disability, and mental health-related issue. In particular, students who indicated having multiple disabilities (including mental health-related issues and chronic health conditions) recorded the highest microaggression scores (*Figure 53*).

Figure 53: Microaggressions index by disability, mental health-related issue, or chronic health problem among students
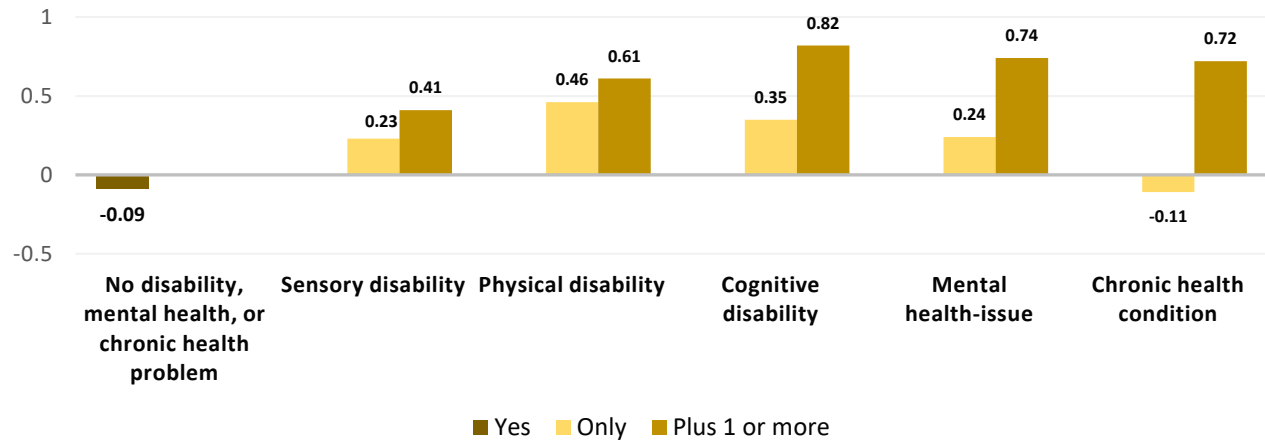


In addition to issues of comorbidity, as the impact of the disability, mental health-related issue, or chronic health condition increases, so too did students' encounters of microaggressions (*Figure 54*). These sequential differences were significant for students with sensory[212], physical[213], and cognitive[214] disabilities, as well as those with mental health-related issues[215], and chronic health conditions[216].

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[212] $F_{(2,69)} = 7.74$, p =.001, $\eta^2$ = .18
[213] $F_{(2,78)} = 3.67$, p =.030, $\eta^2$ = .09
[214] $F_{(2,135)} = 10.82$, p =<.001, $\eta^2$ = .14
[215] $F_{(2,610)} = 31.47$, p =<.001, $\eta^2$ = .09
[216] $F_{(2,157)} = 6.87$, p =.001, $\eta^2$ = .08

Figure 54: Microaggressions index by impact of disability, mental health-related issue, or chronic health condition among students
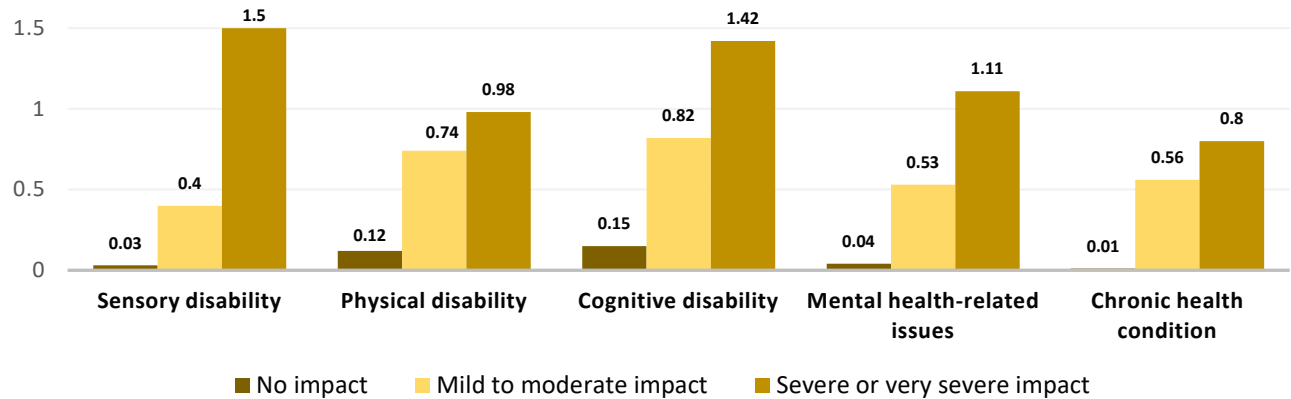


*Qualitative comments from students in relation to microaggressions*

Below are some examples of students' experiences with microaggressions, which help provide context to the quantitative findings presented above.

> *Most of what I've experienced, seen, or heard of has been micro-aggressions, and it's difficult to call them out without worrying about being called overly sensitive or needlessly accusatory.* White, woman

> *Experienced many non person-of-colour faculty members (professors, TAs) express micro-aggressions assuming that Western culture and norms are understood by all students, belittling those who are not familiar with Western culture (new immigrants, people-of-colour, international students).* Racialized, woman

> *Most people are ignorant that they are doing it, which makes it almost worse.* White, woman

## Faculty members

On some items, faculty members' responses aligned with students (e.g., "People treat me unfairly because of my identity(ies)," and "People suggest that I receive unfair benefits because of my identity(ies)"), while on others their responses match more closely with staff (e.g., "People often deny that I face extra obstacles in order to be successful," and "People assume that I would succeed in life if I simply worked harder"). On the following two items, faculty members were the least likely to report "never," compared to students and staff: "I have experienced verbal or non-verbal cues from others as a result of my identity(ies) that makes me feel uncomfortable or unsafe" (60%) and "People often suggest that I don't belong" (61%). Individual items for faculty members are shown in *Figure 55*.

Figure 55: Individual microaggression items among faculty members
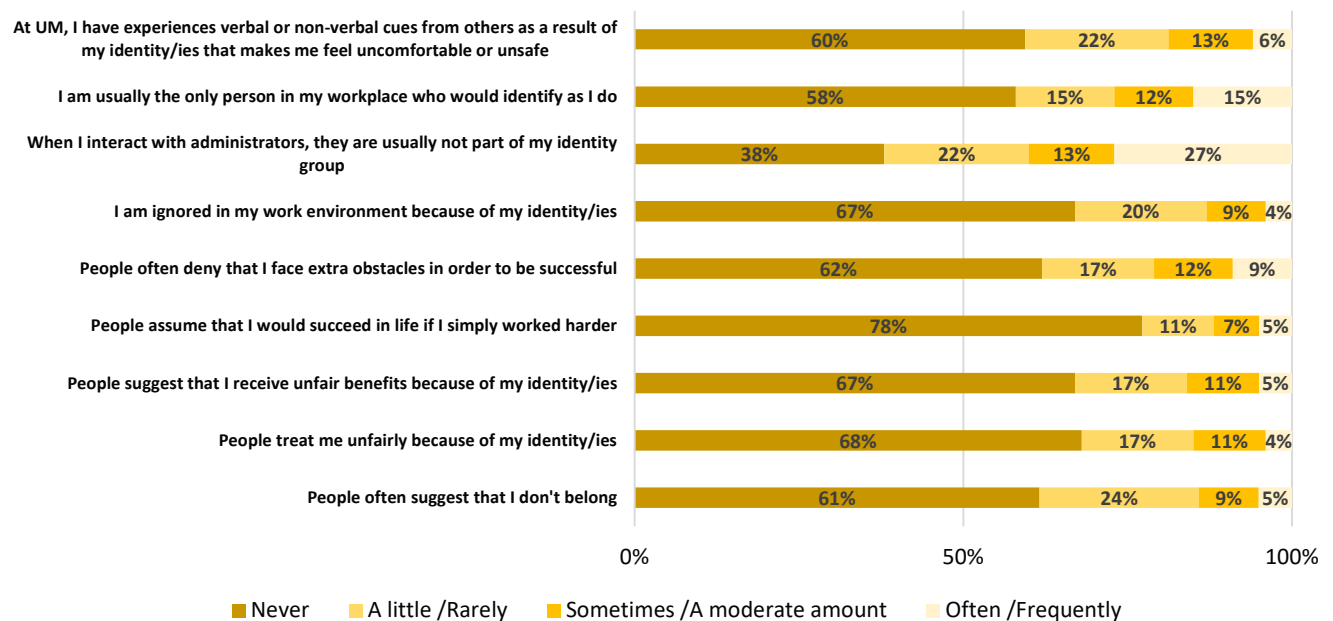


### Who experiences microaggressions among faculty members?

As mentioned in the student section, while there is some value in examining the individual items operationalizing microaggressions, it is usually more effective to analyze the overall index, especially when investigating patterns and correlates.

As illustrated in *Figure 56*, Indigenous faculty members encountered above average incidents of microaggressions, as did racialized faculty members. The differences within each racialized identity (Indigenous[217] and racialized[218] faculty members) with gender identity were not statistically significant. However, while White faculty members reported experienced fewer microaggressions, there were significant differences between White men and women faculty members[219].

Figure 56: Microaggressions index by gender and racialized identities among faculty members
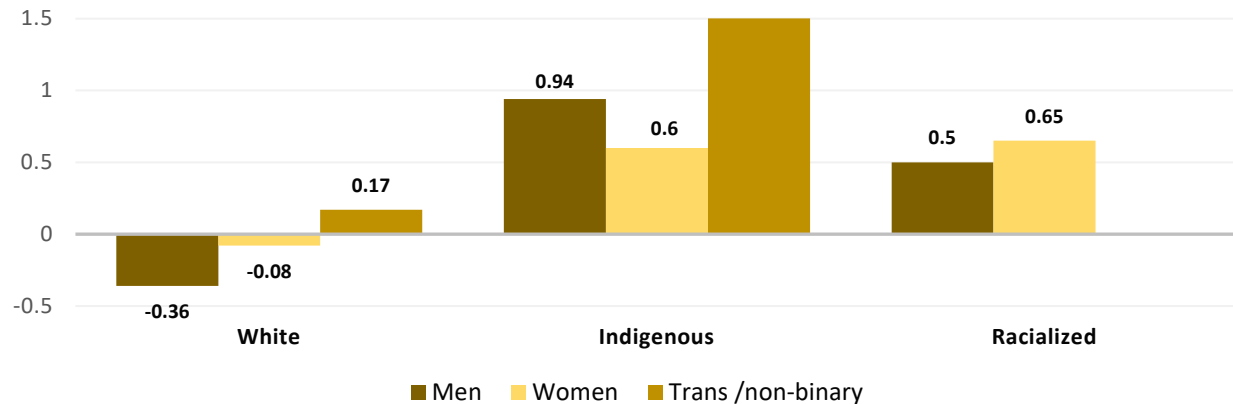


Below are some qualitative comments from faculty members in regard to microaggressions in relation to gender identity and/or racialized identity.

*I am not referring to physical safety in my answers above, but rather to the disrespect that sometimes occurs because of (Unconscious?) discrimination against either women or seniors. The humiliation of being cut off or ignored is too frequent a feeling unless one is prepared for it, and trained in argument without taking snubs too personally.* White, woman

*there's a lot of subtle microaggressions towards Indigenous people on campus.* White, woman

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[217] $F(2,12) = 2.33$, $p = .140$
[218] $F(2,52) = .36$, $p = .702$
[219] $F(2,309) = 4.32$, $p = .014$, $\eta^2 = .03$

*In interactions with administration at the dean level, I have seen and experienced bullying. I have also been in many conversations where people complain* [redacted] *in the dean's office is a bully. Since I will need to live with this dean and administration* [redacted], *I just keep my head low and avoid any interaction with the dean's office. I prefer to curtail my commitment to serve or divert it to other areas than to take a chance on experiencing or witnessing more micro-aggressions or bullying.* White, woman

Overall, faculty members who first learned an East- or South-Asian-based language (M = .66, SD = 1.35) or an African or Western Asian-based language (M = 1.10, SD = 1.08) were significantly more likely to indicate experiencing microaggressions than those who first learned English (M = -.02, SD = .99) or a European-based language (M = -.26, SD = .77)[220]. The only significant difference between language first learned and gender was among faculty members who first learned a European-based language (*Figure 57*)[221].

Figure 57: Microaggressions index by language first learned among faculty members



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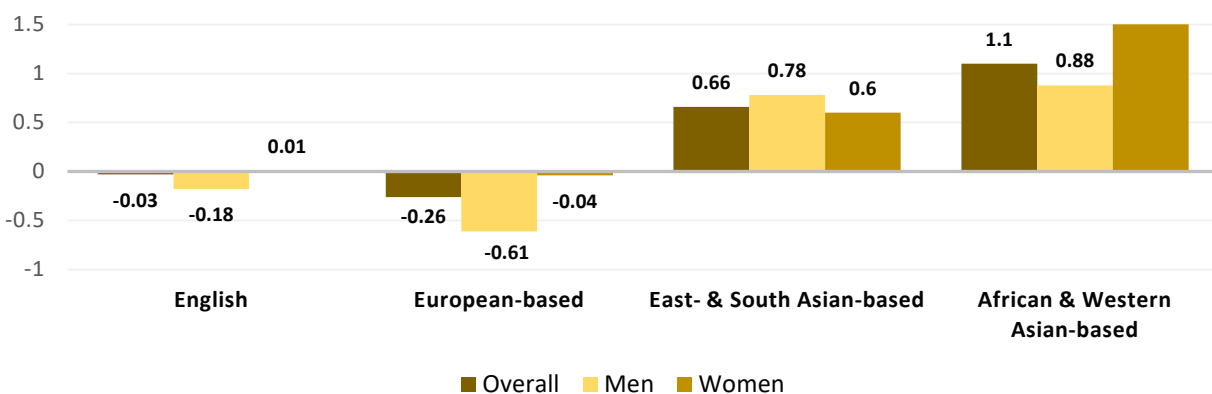
[220] F(3,395) = 7.21, p =<.001, $\eta^2$ = .05
[221] t(40) = -2.75, p =.009, Cohen's *d* = .85

Faculty members who identify as 2SLGBTQ+ (M = .50, SD = 1.13) were significantly more likely to report experiencing microaggressions than those who identify as cisgender heterosexual (M = -.12, SD = .96)[222]. The pattern remained even after controlling for gender (*Figure 58*) for both men[223] and women[224] faculty members. Faculty members who identify as transgender/gender non-binary indicated the highest experiences of microaggressions (M = 1.1, SD = 1.41).

Figure 58: Microaggressions index by gender and sexual identity among faculty members
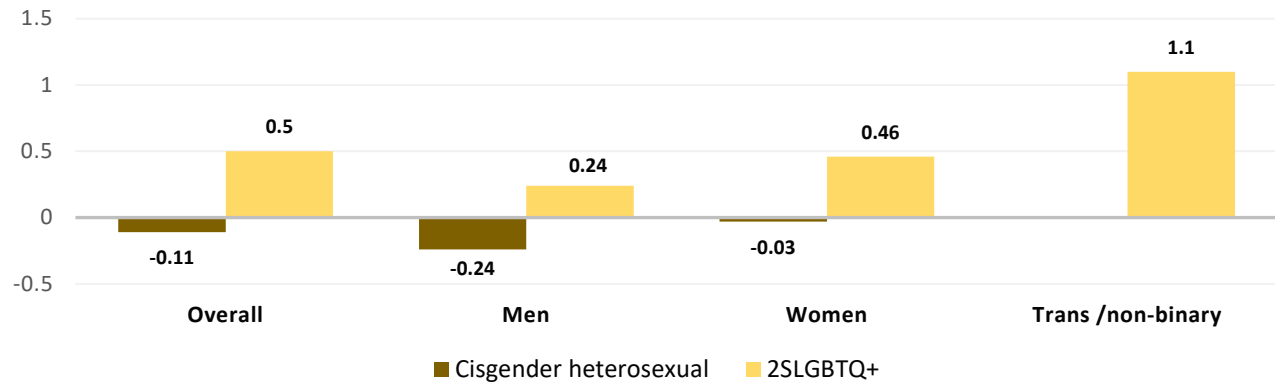


With the exception of sensory disabilities only (M = -.28, SD = .69), faculty members with a disability, mental health-related issue, or chronic health condition reported above average incidents of microaggressions (*Figure 59*); however, it is the presence of multiple disabilities (comorbidity) that increases the likelihood of reporting microaggressions, especially for faculty members who indicated having a sensory disability[225] or a mental health-related issue plus at least one additional disability[226].

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[222] t(382) = -4.58, p =<.001, Cohen's *d* = .58
[223] t(152) = -2.22, p =.028, Cohen's *d* = .55
[224] t(216) = -2.59, p =.010, Cohen's *d* = .55
[225] t(20) = -2.12, p =.046, Cohen's *d* = .95
[226] t(45) = -2.21, p =.032, Cohen's *d* = .63

Figure 59: Microaggressions index by disability, mental health-related issue, or chronic health problem among faculty members
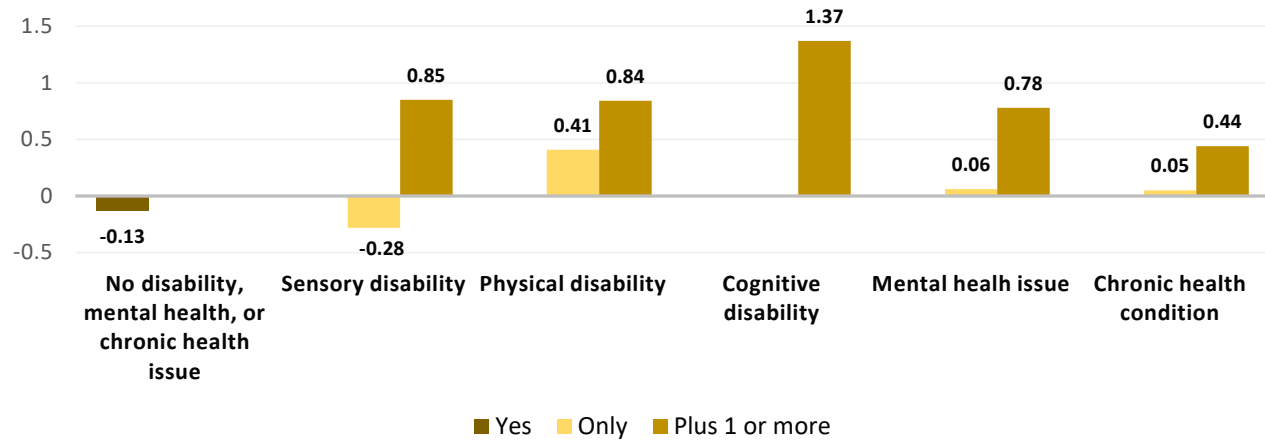


In addition to comorbidity, the severity of faculty members' disability, mental health-related issue or chronic health condition increased occurrences of microaggressions. This pattern was observed for sensory disabilities[227], physical disabilities[228], mental health-related issues[229], and chronic health conditions[230], although only the latter was statistically significant (*Figure 60*).

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[227] $t(20) = -1.60$, p =.124, Cohen's $d$ = .68
[228] $t(27) = -1.30$, p =.203, Cohen's $d$ = .57
[229] $t(42) = -1.87$, p =.069, Cohen's $d$ = .58
[230] $t(62) = -2.62$, p =.011, Cohen's $d$ = .64

Figure 60: Microaggressions index by impact of disability, mental health-related issue, or chronic health condition among faculty members
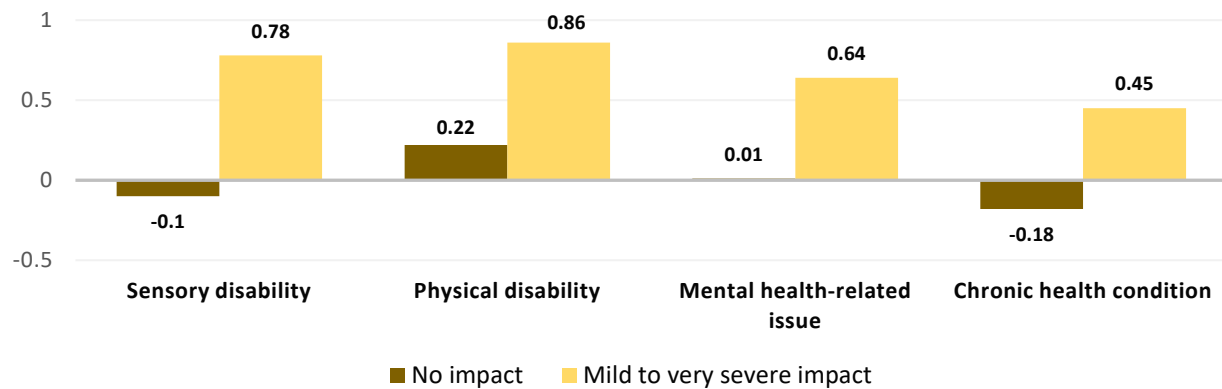


### Staff

Generally, compared to students and faculty members, staff were the most likely group to report "never" experiencing microaggressions from the list of statements (*Figure 61*). This may be due, in part, because staff were more homogenous as a group in terms of racialized identity and sexual identity, especially when compared to students (see Diversity section).

Figure 61: Individual microaggression items among staff



| | Never | A little /Rarely | Sometimes /A moderate amount | Often /Frequently |
|---|---|---|---|---|
| At UM, I have experiences verbal or non-verbal cues from others as a result of my identity/ies that makes me feel uncomfortable or unsafe | 69% | 17% | 10% | 4% |
| I am usually the only person in my work unit who would identify as I do | 66% | 13% | 6% | 14% |
| When I interact with supervisors, they are usually not part of my identity group | 51% | 18% | 8% | 23% |
| I am ignored in my work environment because of my identity/ies | 78% | 13% | 6% | 3% |
| People often deny that I face extra obstacles in order to be successful | 69% | 14% | 9% | 9% |
| People assume that I would succeed in life if I simply worked harder | 81% | 10% | 6% | 4% |
| People suggest that I receive unfair benefits because of my identity/ies | 82% | 9% | 5% | 4% |
| People treat me unfairly because of my identity/ies | 78% | 13% | 8% | 2% |
| People often suggest that I don't belong | 71% | 20% | 7% | 3% |

*Who experiences microaggressions among staff?*

Overall, Indigenous (M = .50, SD = 1.34) and racialized staff (M = .21, SD = 1.24) were more likely to experience microaggressions than White staff (M = -.42, SD = .74)[231]. When further split by gender identity (*Figure 62*), racialized women staff (M = .25, SD = 1.30) were more likely to report encountering microaggressions than racialized men staff (M = -.09, SD = 1.0)[232]. Among White staff, post hoc analyses showed that those who identified as transgender/gender non-binary (M = .84, SD = 1.22) were significantly more likely to indicate experiencing microaggressions than their women (M = -.46, SD = .67) and men (M = -.35, SD = .82) colleagues.

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[231] $F(2,652) = 33.96$, p =<.001, $\eta^2$ = .09
[232] $t(118)$ = -1.25, p =.215, Cohen's *d* = .29

Figure 62: Microaggressions index by gender and racialized identities among staff
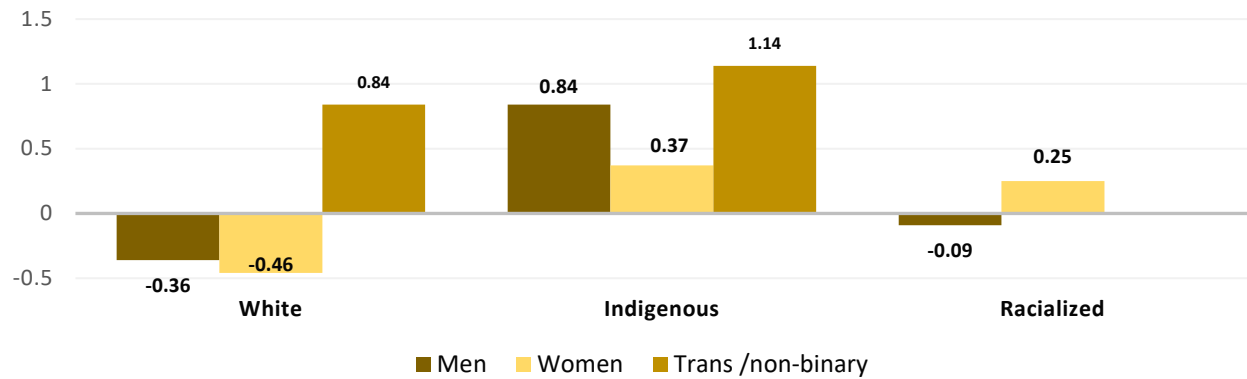


*Figure 63* presents results of the overall microaggressions index by language first learned, which is also further divided by gender (men/women). Staff who first learned an African or Western Asian-based language (M = .94, SD = 1.53) were more likely to experience microaggressions than staff who first learned English (M = -.27, SD = .93), a European-based language (M = -.27, SD = .87), or an East- or South-Asian-based language (M = -.03, SD = .98)[233].

Figure 63: Microaggressions index by language first learned among staff
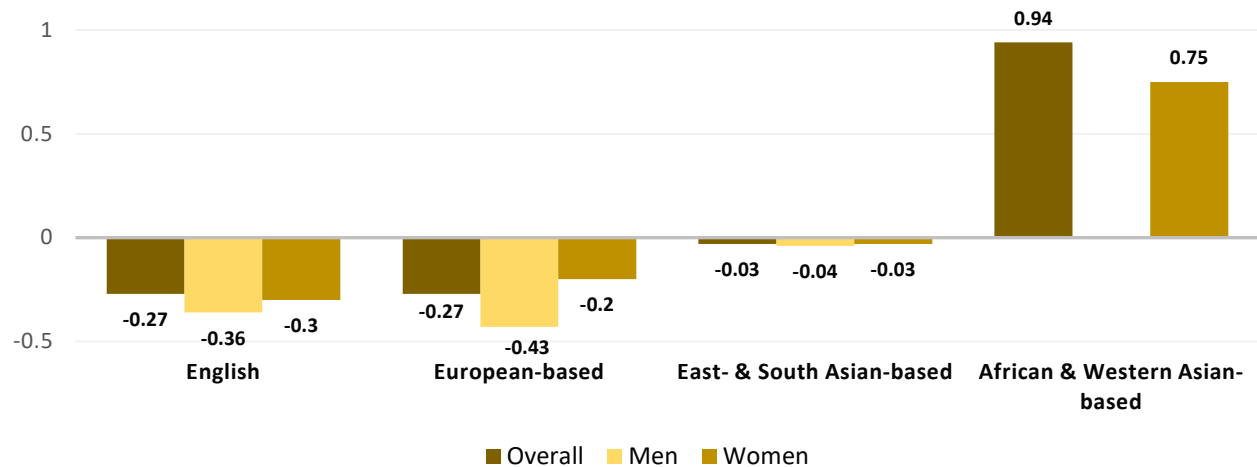


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[233] F(3,655) = 6.38, p =<.001, $\eta^2$ = .03

As shown in *Figure 64*, staff who identify as 2SLGBTQ+ (M = .36, SD = 1.08) were also more likely to report experiencing microaggressions than cisgender heterosexual staff (M = -.31, SD = .90)[234]. Staff who identify as transgender/gender non-binary recorded the highest microaggression score (M = .87, SD = 1.16). Women staff who identify as 2SLGBTQ+ (M = .33, SD = 1.05) were significantly more likely to encounter microaggressions than cisgender heterosexual women staff (M = -.33, SD = .89)[235].

Figure 64: Microaggressions index by gender and sexual identity among staff
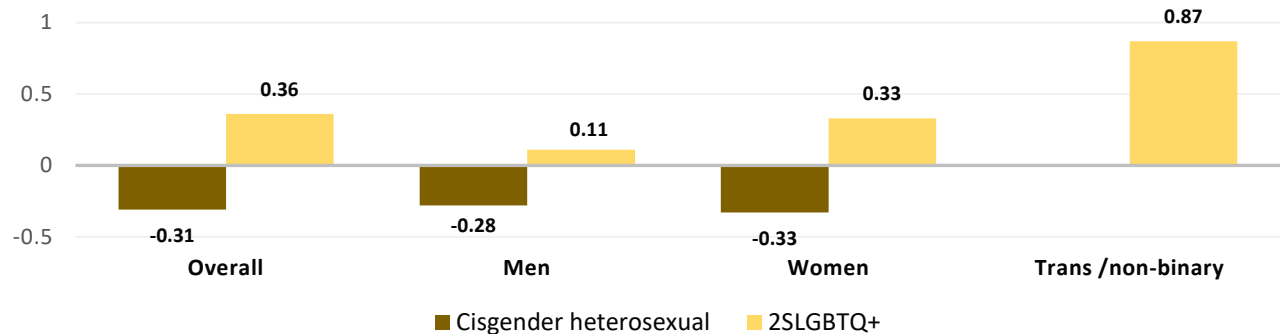


Similar to faculty members, staff who indicated experiencing one or more disabilities, including a mental health-related issue or a chronic health condition, reported experiencing more microaggressions than staff with no disability, mental health-related issue, or chronic health condition (M = -.34, SD = .88) (*Figure 65*).

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[234] t(633) = -6.13, p =<.001, Cohen's *d* = .67
[235] t(633) = -6.13, p =<.001, Cohen's *d* = .68

Figure 65: Microaggressions index by disability, mental health-related issue, or chronic health problem (staff)



Legend: Yes, Only, Plus 1 or more

Categories (values):
- No disability, mental health, or chronic health issue: Yes −0.34
- Sensory disability: Only −0.13, Plus 1 or more 0.74
- Physical disability: Only −0.05, Plus 1 or more 0.6
- Cognitive disability: Only 0.31, Plus 1 or more 0.72
- Mental health issue: Only −0.1, Plus 1 or more 0.27
- Chronic health condition: Only −0.14, Plus 1 or more 0.22
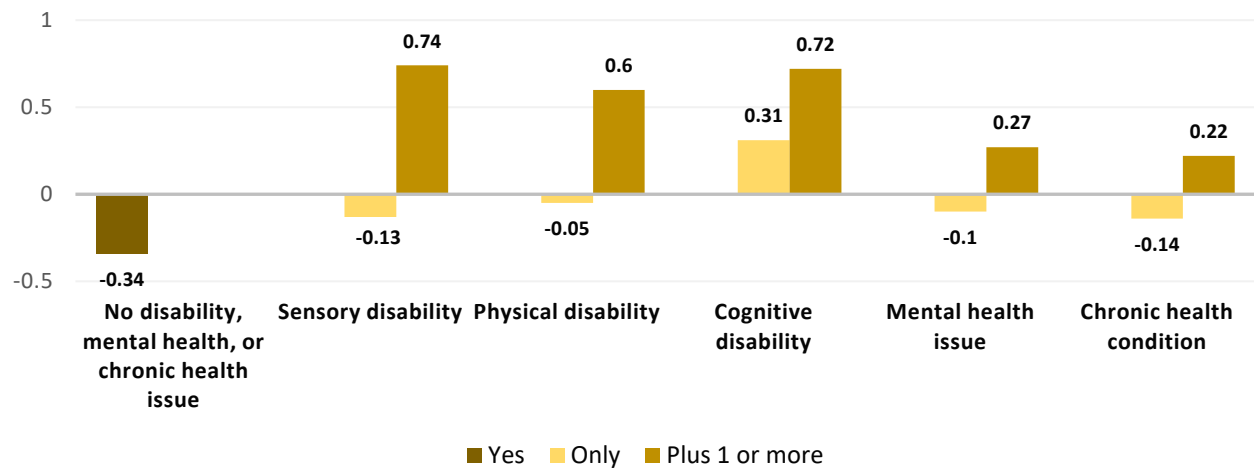
As with comorbidity, the severity of the disability, mental health-related issue, or chronic health condition increased experiences of microaggressions among staff. These differences were particularly pronounced with staff who reported having a severe physical disability (M = 1.5, SD = 1.18)[236], mental health-related issue (M = 1.3, SD = 1.56)[237], or chronic health condition (M = 1.8, SD = 1.7) (*Figure 66*).

Figure 66: Microaggressions index by impact of disability, mental health-related issue, or chronic health condition among staff



Legend: No impact, Mild to moderate impact, Severe or very severe impact

Categories (values):
- Sensory disability: No impact −0.22, Severe or very severe impact 0.28
- Physical disability: No impact −0.2, Mild to moderate impact 0.13, Severe or very severe impact 1.5
- Cognitive disability: No impact 0.15, Mild to moderate impact 0.63
- Mental health-related issue: No impact −0.32, Mild to moderate impact 0.06, Severe or very severe impact 1.3
- Chronic health condition: No impact −0.47, Mild to moderate impact 0.23, Severe or very severe impact 1.5

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[236] $F_{(2,35)} = 6.84$, p =.003, $\eta^2 = .28$
[237] $F_{(2,116)} = 12.05$, p =<.001, $\eta^2 = .17$

*Figure 67* shows results of the microaggressions index by staff position. Among staff in academic units, Indigenous (M = .03, SD = 1.25) and racialized (M = .23, SD = 1.33) staff were significantly more likely to indicate experiencing microaggressions than their White colleagues (M = -.53, SD = .67)[238]. The same significant difference was found among staff who reported working in non-academic units[239] as well as staff who indicated being managers, directors, or senior administrators[240], and other academic staff[241].

Figure 67: Microaggressions index by racialized identity and position among staff
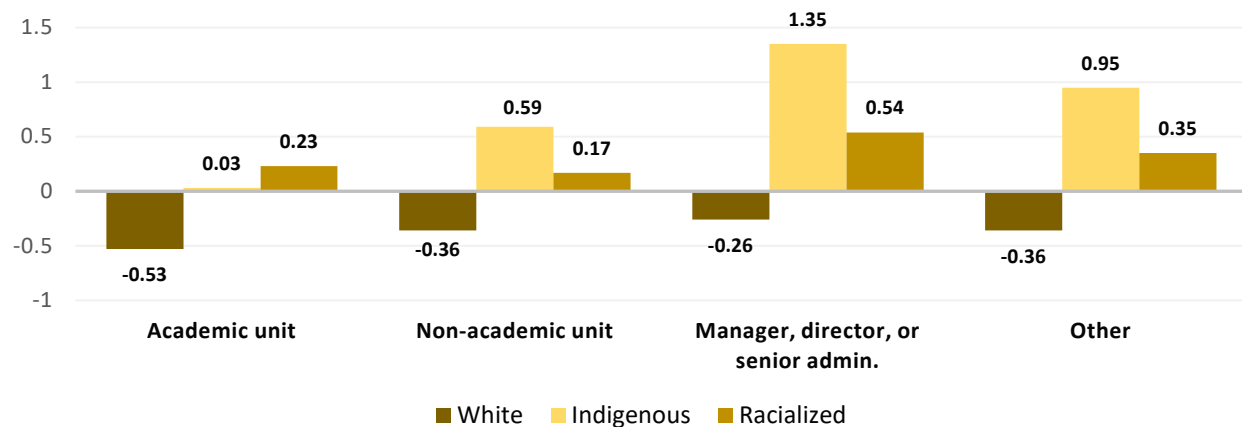


## HARASSMENT, DISCRIMINATION, AND INCIVILITY

Harassment, discrimination, and incivility are inter-related concepts. Harassment is a form of discrimination that includes unwanted, and often humiliating, verbal, physical, or symbolic behaviour that generally continues over time, although serious one-time incidents are also considered to be harassment (Canadian Human Rights Commission, n.d.). Sexual harassment is a particular type of harassment that involves unwanted sexual attention, including physical (e.g., slapping or pinching), verbal (e.g., unwanted sexual comments), and non-verbal conduct (e.g., gestures or posting pictures of a sexual nature).

Like harassment, discrimination also refers to the differential treatment of an individual, but it is usually directly linked to violations of human rights based on membership of a marginalized group. The prohibited

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[238] $F(2,264) = 16.88$, p =<.001, $\eta^2 = .11$
[239] $F(2,247) = 13.52$, p =<.001, $\eta^2 = .10$
[240] $F(2,46) = 7.67$, p =.001, $\eta^2 = .25$
[241] $F(2,70) = 8.65$, p =<.001, $\eta^2 = .20$

grounds of discrimination outlined in the Manitoba Human Rights Code include: ancestry, including race and colour; nationality; ethnic origin; religion; age; sex, including pregnancy and gender identity; gender-determined characteristics; sexual orientation; marital or family status; source of income; political belief; and, physical or mental disability (Manitoba Human Rights Commission, 2009).

Incivility, by contrast, is defined as a low intensity type of inappropriate behaviour often with ambiguous intent to harm, which nevertheless disrupts an environment's norms for mutual respect (Gabriel, et al, 2018). Uncivil behaviours are characteristically rude and discourteous, and generally display a lack of regard for others (Andersson & Pearson, 1999). While incidents of discrimination, sexual harassment and assault receive, rightfully, the most attention in research and policy, studies have shown that sexual violence is correlated with other forms of interpersonal mistreatment and general incivility (Lim & Cortina, 2005). For this reason, it is important to examine incidents of harassment, discrimination, and incivility at the UM, which range from general forms of incivility like exclusion to more serious incidents like sexual assault.

*Figure 68* and *Figure 69* illustrates incidents of harassment and incivility personally experienced by students, faculty members, and staff in the last two-years at UM. With the exception of sexual harassment[242], there were significant differences between students, faculty members, and staff in terms of following: been left out of informal discussions[243]; experienced microaggressions[244]; excluded from formal networks[245]; received insulting, derogatory, or offensive remarks in front of others[246]; received insulting, derogatory, or offensive remarks generally being made[247]; recipient of mean rumours[248]; experienced cyber-bullying[249]; excluded after challenging discriminatory practices or incidents[250]; experienced intimidating or hostile behaviours[251]; and been sexually assaulted by someone within the UM community[252].

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[242] $X^2$[2, n=3698] = 1.29, p=.526, V=.02
[243] $X^2$[2, n=3669] = 167.3, p=<.001, V=.21
[244] $X^2$[2, n=3681] = 133.6, p=<.001, V=.19
[245] $X^2$[2, n=3665] = 113.0, p=<.001, V=.18
[246] $X^2$[2, n=3696] = 87.7, p=<.001, V=.15
[247] $X^2$[2, n=3670] = 83.2, p=<.001, V=.15
[248] $X^2$[2, n=3696] = 77.3, p=<.001, V=.15
[249] $X^2$[2, n=3709] = 54.5, p=<.001, V=.12
[250] $X^2$[2, n=3645] = 47.7, p=<.001, V=.11
[251] $X^2$[2, n=3704] = 19.8, p=<.001, V=.07
[252] $X^2$[2, n=3694] = 17.1, p=<.001, V=.07

Figure 68: Personally experienced at UM (last 2 years)
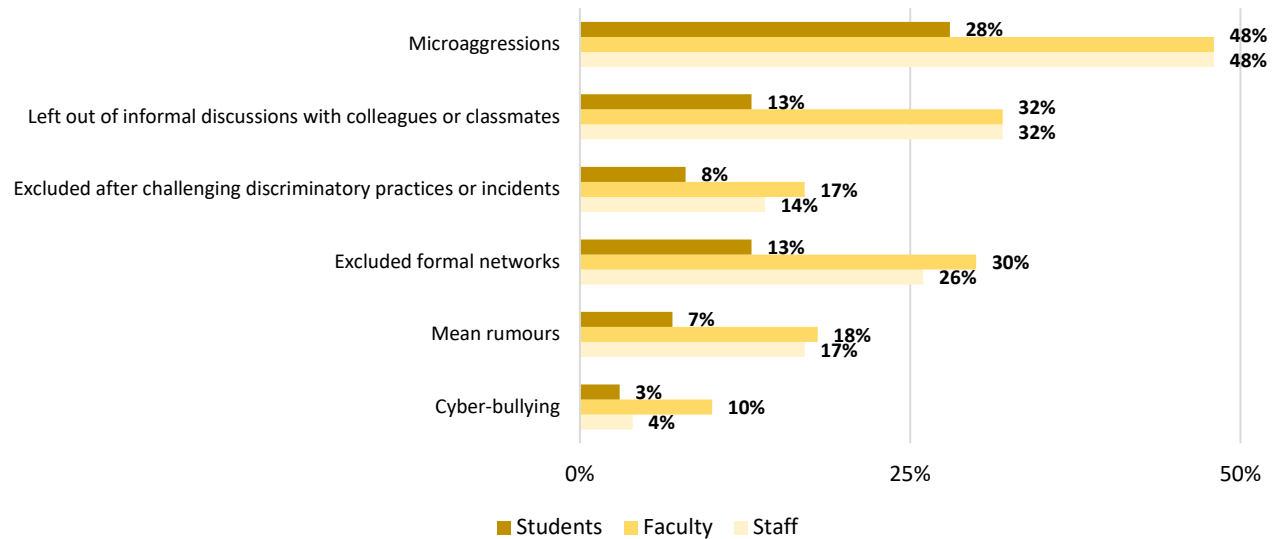


With the exception of sexual assault, faculty members reported the highest incidents of receiving insulting, derogatory, and offensive remarks generally being made (33%), being excluded from formal networks (30%), of being the recipient of mean rumours (18%), of being excluded after challenging discriminatory practices or incidents (17%), and experiencing cyber-bullying (10%). Staff members reported the highest incidents of receiving insulting, derogatory or offensive remarks in front of others (26%), and experiencing intimidating or hostile behaviours (18%).

Related to 'mean rumours,' especially among faculty members, is incivility from students. As one faculty member comments:

*Insulting, personal attack comments from students on written feedback forms that accompany SEEQs. Feel though we are not allowed to defend ourselves in annual reporting and why it must be, students always right so made to feel that it's our fault.* White, woman

Figure 69: Personally experienced at UM (last 2 years)
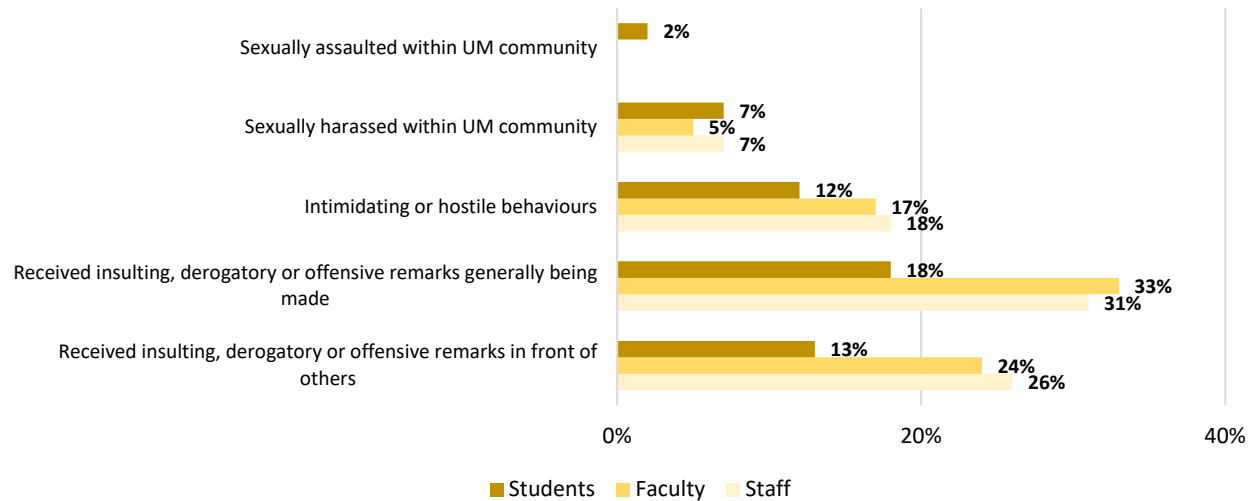


Similar patterns were observed when students, faculty members, and staff were asked if they had witnessed acts of harassment and incivility (*Figure 70* and *Figure 71*). Not surprisingly, survey participants were more likely to report witnessing or learning about mean rumours, cyber-bullying, sexual harassment, and sexual assault than personally experiencing them. Students (30%), faculty members (34%), and staff (31%) all reported witnessing or learning about insulting, derogatory, or offensive remarks generally being made.

Figure 70: Witnessed or learned about at UM (last 2 years)
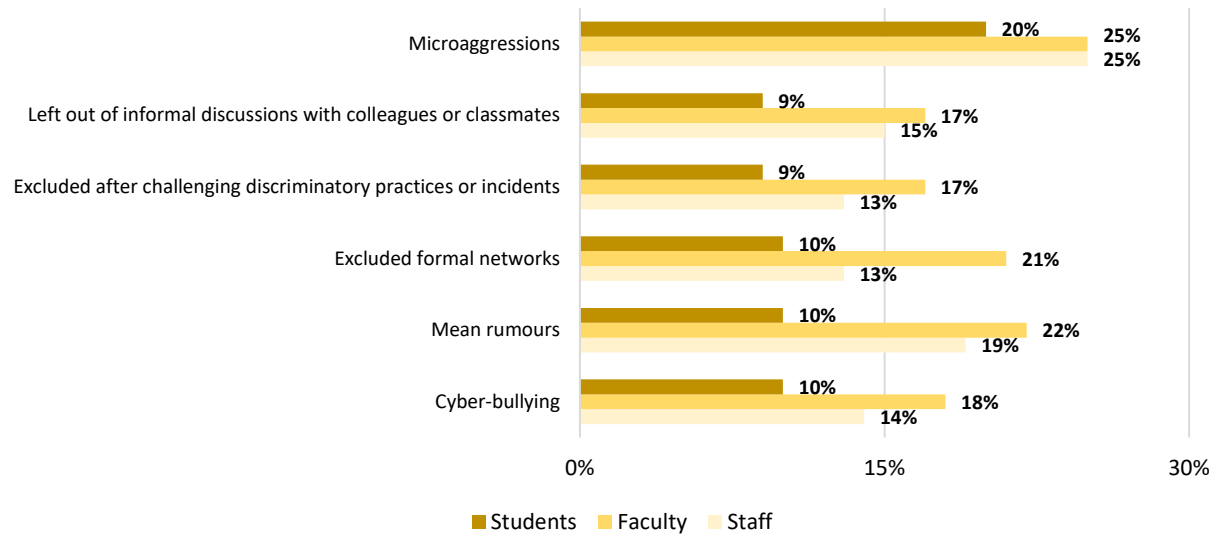


There were significant differences between students, faculty members, and staff on the following: mean rumours[253]; excluded from formal networks[254]; been left out of informal discussions[255]; cyber-bullying[256]; excluded after challenging discriminatory practices or incidents[257]; received insulting, derogatory, or offensive remarks in front of others[258]; microaggressions[259]; intimidating or hostile behaviours[260]; and sexual harassment[261]. Hearing insulting, derogatory, or offensive remarks generally being made[262] as well as learning about a sexual assault[263] did not vary significantly between students, faculty members, and staff.

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[253] $X^2$[2, n=3696] = 69.6, p=<.001, V=.14
[254] $X^2$[2, n=3665] = 45.3, p=<.001, V=.11
[255] $X^2$[2, n=3669] = 41.9, p=<.001, V=.11
[256] $X^2$[2, n=3709] = 26.8, p=<.001, V=.09
[257] $X^2$[2, n=3645] = 25.2, p=<.001, V=.08
[258] $X^2$[2, n=3696] = 21.6, p=<.001, V=.08
[259] $X^2$[2, n=3681] = 13.2, p=.001, V=.06
[260] $X^2$[2, n=3704] = 8.16, p=.017, V=.05
[261] $X^2$[2, n=3698] = 7.58, p=.023, V=.05
[262] $X^2$[2, n=3670] = 2.74, p=.254, V=.03
[263] $X^2$[2, n=3694] = 2.82, p=.245, V=.03

Figure 71: Witnessed or learned about at UM (last 2 years)
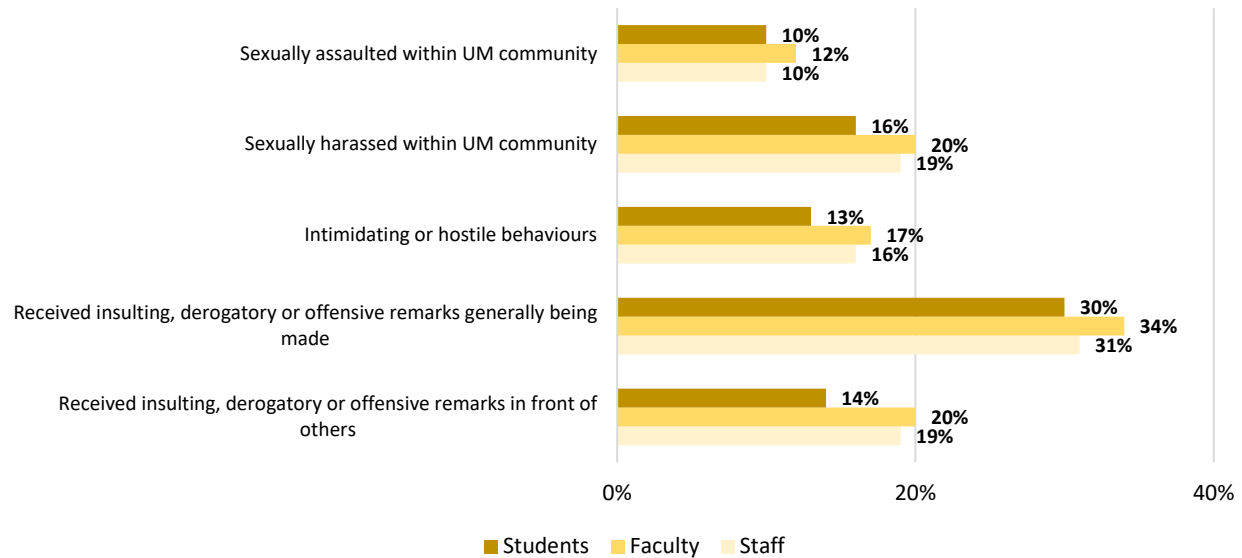


One student, who learned about a friend experiencing sexual harassment commented about how scary it is to report the incident.

*A lot of people are too scared to report it when it happens. But sexual harassment has happened to one of my close friends but she didn't report it because she was scared and uncomfortable.*
Racialized, man, student

Another student commented on hearing about harassment (i.e., catcalling), which is she described as particularly concerning at night.

*I've heard numerous stories from female friends about being either cat-called or even followed by men on campus who are calling out to them. Particularly after dark.* White, woman

Witnessing or learning about incidents of incivility, discrimination, or harassment has collateral consequences, which are articulated by one faculty member.

*Being aware of bullying, harassment and incivility being done to my colleagues has had an impact on my mental health. I feel that this also impacts us all from an organizational culture perspective. My emotional and professional support of the individuals affected by these practices is not enough and I feel that the University of Manitoba has too much red tape in the way to addressing these issues. I would like to see the Office of Human Rights and Conflict Management be more broadly promoted and have closer ties with unions in support of the grievance process.*
White, woman

Taken in total, almost two thirds (64%) of students, over three quarters (77%) of staff, and 82% of faculty members have witnessed/learned about or personally experienced at least one of the above listed acts of incivility, discrimination or harassment/assault at UM within the last two years. *Figure 72* shows the count of incidents separated by those who have experienced them and those who have witnessed/learned about them.

Figure 72: Count of incidents of incivility, discrimination, or harassment/assault at UM within past 2 years
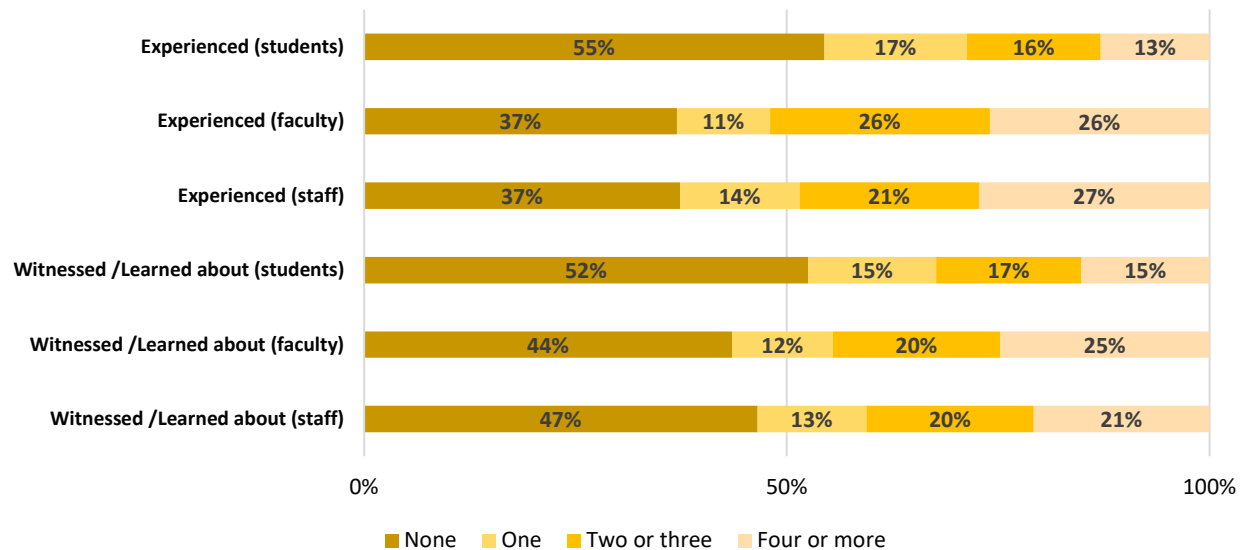
Reason or perceived reason for experiences of incivility, discrimination, or harassment/assault

Participants who indicated experiencing at least one incident of incivility, discrimination, or harassment/assault were asked to select from a list the perceived reason, of which 11% of students, 15% of faculty members, and 23% of staff reported that they were unsure why. Of those who selected a perceived reason(s), 55% of students (57% women, 25% men, 64% transgender, Two Spirit, or gender non-conforming), 67% of faculty members (73% women, 25% men, 60% transgender, Two Spirit, or gender non-conforming), and 61% of staff (57% women, 26% men, and 62% transgender, Two Spirit, or gender non-conforming) indicated it was due to their gender (Table 17).

Race or ethnicity was the second most cited reason/perceived reason, which was selected by 41% of students (59% of racialized), 22% of faculty members (57% of racialized), and 26% of staff (69% of racialized). While 11% of students, 15% of faculty members, and 16% of staff reported that the reason was due to being Indigenous, this reason was selected by all Indigenous faculty members, by 51% of Indigenous students, and by 52% of Indigenous staff. Similarly, and not surprisingly, there were significant differences within all student, faculty member, and staff groupings for those who identified being in a marginalized group (e.g., 2SLGBTQ+ and/or having a mental health issue, disability or chronic health condition).

Table 17: Reason or perceived reason for experiencing incivility, discrimination, or harassment/assault

| | Students | Faculty members | Staff |
|---|---|---|---|
| Gender | 55% | 67% | 61% |
| Race /ethnicity | 41% | 22% | 26% |
| Indigenous | 11% | 15% | 16% |
| Accent or perceived proficiency with English | 22% | 12% | 13% |
| International student | 19% | -- | -- |
| Identifying as LGBQ | 12% | 7% | 4% |
| Perceived to be LGBQ | 9% | 7% | 4% |
| Identifying as transgender/Two Spirit/gender non-conforming | 6% | 5% | 5% |
| Wearing gender non-conforming clothing/gender expression | 7% | 4% | 5% |
| Mental health issue | 18% | 10% | 17% |
| Disability /Chronic health issue | 9% | 7% | 7% |
| Age (too young or perceived to be) | 19% | 29% | 26% |
| Age (too old or perceived to be) | 8% | 13% | 14% |
| Religion | 14% | 11% | 9% |
| Perceived to be overweight | 13% | 11% | 10% |
| Perceived to be underweight | 4% | <5 cases | <5 cases |
| Not doing well academically (students only) | 20% | -- | -- |
| Doing well academically (students only) | 10% | -- | -- |
| Family is/ perceived as poor/ economically challenged/ lower class (students only) | 10% | -- | -- |
| Family is/ perceived as financially wealthy (students only) | 6% | -- | -- |

Most incidents of incivility, discrimination, and harassment/assault occur within an intersection of reasons with 72% of students, 64% of faculty members, and 59% of staff giving two or more perceived reasons[264]. An example of these intersections is provided by a faculty member, who writes:

> *When I reported my situation to my dean, his response was something to the effect of, "Well, you have to decide if this is the hill you want to die on." I am* [redacted] *female in my area, relatively young, and rank the lowest. He informed me my rank didn't matter, but that in combination with other identifiers*

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[264] $X^2$[4, n=1562] = 47.6, p=<.001, V=.12

*makes a difference every day in regards to discrimination...* White, woman, faculty member

Despite the frequency in which incivility, discrimination, and harassment/assault occur, only 13% of students reported the incident(s). Faculty members (35%) and staff (39%) were more likely to report an incident, compared to students (13%)[265]. Information was not collected linking reporting to specific incidents of incivility, discrimination, or harassment/assault.

Of those who reported at least one incident, Unit/Department Head/Chair, Director, or Supervisor were the most likely recipient (41% students, 69% faculty members, and 79% staff). Students also reported to their instructor/professor (39%), the Office of Human Rights and Conflict Management (26%), the Dean or Dean's Office (23%), Human Resources (10%), Campus Security (5%), and the student union (UMSU or UMGSA) (4%). Nearly half (47%) of faculty members reported to the Dean or Dean's Office, 28% to the Office of Human Rights and Conflict Management, 23% to UMFA (union), and 15% to Human Resources. A quarter (25%) of staff reported to the Office of Human Rights and Conflict Management, 22% to the Dean or Dean's Office, 20% to Human Resources, and 16% to their Union (CUPE or AESES). Totals do not add to 100%, because participants could select more than one option.

## Satisfaction with outcome after reporting experiences of incivility, discrimination, or harassment/assault

Opinions were divided in terms of satisfaction with the extent to which the incident(s) was/were resolved (*Figure 73*), which did not differ between students, faculty members and staff[266]. Taking the approach that the glass is half full, 43% of students, 42% of faculty members, and 45% of staff were satisfied; however, it would be remiss not to point out that the majority of students (57%), faculty members (58%), and staff (55%) reported being dissatisfied with the extent to which the incident(s) was/were resolved.

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[265] $X^2$[2, n=1835] = 147.3, p=<.001, V=.28
[266] $X^2$[6, n=342] = 1.53, p=.957, V=.05

Figure 73: Satisfaction with outcome after reporting
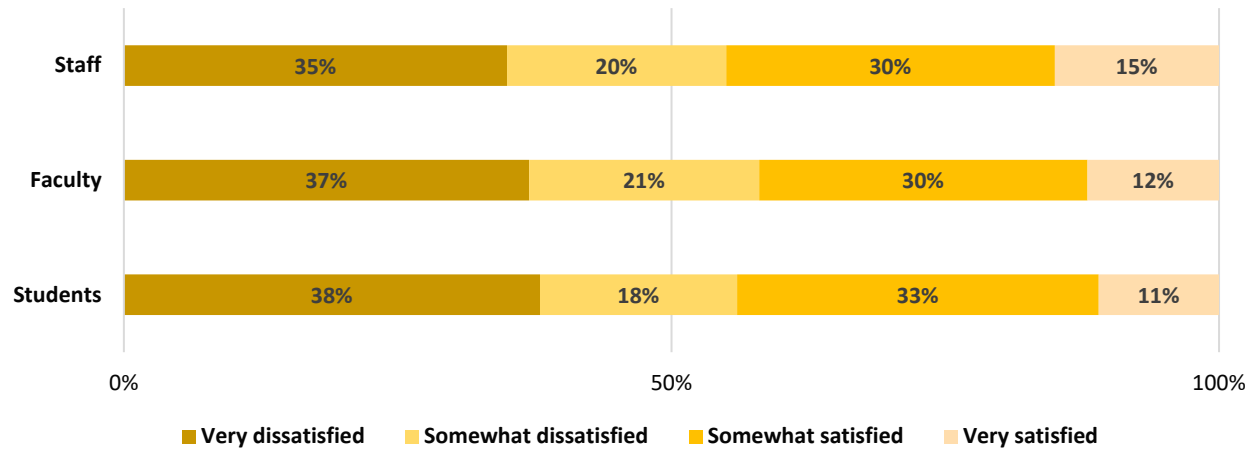


Below is a comment from a woman staff member who writes about why she was satisfied with the way her experience with discriminatory behaviour was handled.

> *The person I reported this to took it very seriously, listened, understood, and responded to the best of her ability. Underlying discrimination can be difficult to resolve.*

Satisfaction with reporting is also highly subjective, and those who report are not always wanting to make a formal complaint. As a woman graduate student writes:

> *I talked to my advisor and I talked to some other faculty about the incident. I did not "report" per se. But I did tell people mostly to vent.*

Similarly, some do not want to make a formal complaint out of fear, even if a disclosure is made. As a woman faculty member explains:

> *It is very scary to be bullied and then to report it to anyone. When I reported it I did not ask for the incident to be followed up with*

*me out of fear. I cannot say I was dissatisfied as I did not make a request to know how it was followed up.*

Other times, relatively simple acts could have increased one's satisfaction with the reporting process. As one faculty member comments:

*I was attacked by a young person near the bus stop… Forced me into the railings and threatened to kill me. Security was called, but my description of the individual was quite general. I never received any follow up on what happened. It is important to share this information with victims.* White, man

Dissatisfaction with the way reports of incivility, discrimination, and harassment were handled can also have residual effects, which is explained by two faculty members.

*I was bullied by two colleagues during the first few years I was here. I tried to deny it for a while and then took action and was first ridiculed and then ignored (at the upper admin level). Then* [redacted change in administration] *came along who was abusive and exclusionary towards me. This time, the abuse was so widespread that I didn't feel particularly singled out. The upper admin did little… despite all my and my colleagues' efforts with the upper admin, little happened when it comes to dealing with the abuse, misconduct and incompetence. I honestly feel very disappointed and cynical about the University's commitment to the mental health and well-being of all its faculty. I feel that some people are seen as being expendable for whatever reason. This is not a good feeling to have.* White, man

*It has changed (degraded) my entire attitude towards the university. I feel cautious, resentful, and disappointed my colleagues didn't stand up for me (even though they have individually apologized/explained).* White, woman

Another common theme by those who reported an incident was that the behaviour was minimized, excused, or dismissed, which is explained further by students, faculty members, and staff.

*I was told that this was "old" behaviour and I should just tolerate it.* Indigenous, man, faculty member

*When I don't put make up on, I'm asked if I am sick. If I do, the male coworkers tell me I look hot/sexy. Reporting these and trying to speak up I was told to just take the compliments.* White, woman, staff

*Originally I was further traumatized, if not traumatized more by the 'authority' that was supposed to deal with the issue. It was obvious when it came to Indigenous female versus Caucasian male, the Caucasian male is more valued, and that it is the Caucasian male that belongs in that environment.* Indigenous, woman, student

*I've heard "Well that's just their behaviour" too many times to have any faith in management's ability to curb boorish/offensive behaviour, and HR will then be forced to circle their wagons around management, who are part of the problem.* White, man, staff

*Sometimes it is very subtle and if you report it the other person could play it off like they didn't know you would take it the wrong way and you are being too sensitive and then others see it that way too as they don't take offense and then you are labelled a troublemaker.* Racialized, transgender/gender non-binary, staff

One concerning outcome resulting from dissatisfaction with reporting incidents of incivility, discrimination, or harassment is a wish to leave the University, or if not leave the University outright, switch Faculties or units. Below are some sample narratives.

*Harassment, bullying, exclusion and discrimination and the length of the process to confront them have made me regret my decisions to speak up. I think people in these situations have to find another job and leave.* White, woman, faculty member

*I have worked here for* [redacted – 15+ years] *years and its been a horrible existence working here. I need a job.* Racialized, transgender/gender non-binary, staff

*have been a victim of harassment, bullying, and exclusion in other areas of university I have worked at. Was the reason for leaving that office.* White, woman, staff

## Reasons for not reporting incident(s) of incivility, discrimination, or harassment/assault

Of participants who did not report an incident(s), the most common reason given by faculty members (51%) and staff (50%) was the perception that nothing would have happened or changed, which was also given by 43% of students. Half (50%) of students indicated that the incident was not worth reporting (35% faculty members and 35% staff). Being used to such experiences was a reason for not reporting by 41% of students, 30% of faculty members, and 26% of staff. Many students (32%), faculty members (31%), and staff (25%) did not report because they dealt with the incident themselves. A similar number did not report because it would take too much time/trouble (31% students, 24% faculty members, and 14% staff). Faculty members (42%) and staff (40%) were more likely not to report than students (25%) because they were concerned about the impact of their professional /academic career, while students were more likely not to report an incident because they did not know who to report too or know the procedures for reporting (31%), compared to faculty members (12%) or staff (14%). Finally, among students a quarter (25%) feared retaliation or intimidation and 22% were concerned about the immediate consequences, which was indicated by 29% and 23% of faculty members, and 31% and 23% of staff, respectively.

There were numerous qualitative comments from students, faculty members, and staff about why they did not report incidents of incivility, discrimination, or harassment. There were five inter-related themes, which parallel the closed-ended options: (1) lack of confidence that incident(s) would be taken seriously and/or something would be done about it; (2) fear of retaliation; (3) knowledge of previous incidents

being dismissed; (4) lack of proof; (5) power dynamics; and (6) lack of awareness about reporting processes. Each will be presented in turn.

*Lack of confidence in being taken seriously*

A common qualitative narrative was related to a lack of confidence that reporting an incident would be taken seriously. This was especially the case for subtle, casual, "unconscious," or covert acts, which is explained below by survey participants.

*Bullying, harassing, exclusion and discrimination in the Canadian context I find is not as overt as one may think. There are subtle forms of discrimination that you will experience on a daily, and putting them into words rarely gets acknowledged. There is always that assumption that you are overthinking it or its not as bad as you make it sound. And unfortunately, that usually translates to little or no action taken. There is also the element of protectiveness that comes with saying something out loud. In my experience, the response has been the person who has said or made certain racialized comments will usually have the back up of the rest of the team. And therefore, its not worth reporting any form of the above. You just keep your head down and try to survive as best you can.* Racialized, gender non-binary, staff

*The students who were problematic don't view themselves as problematic, they are so entrenched in their white fragility they couldn't handle looking at the situation from a perspective that isn't their own. They are white men who fiercely debate that they live with any privilege and it's our problem (Indigenous women, racialized people), classic gaslighting.* Indigenous, woman, student

*Also, a lot of verbal harassment that happens is either so casual, or becomes so normalized it goes unreported or the person experiencing it doesn't know where/how to report it. There needs to be better information on what can be submitted for*

*complaints/how one goes about that, and general education to the student-body about inappropriate language and behaviour.* Transgender/gender non-binary student

*Most of what I've experienced or witnessed is subject to interpretation, so it's difficult to know when something becomes "reportable." Much of what I see and experience now is a result of people of different generations working together with different ideas of what's appropriate. I often catch myself thinking, "Wow, he REALLY should not have said that! But he didn't really MEAN it or he doesn't know that not appropriate in 2020."* White, woman, faculty member

*Some people that bully others do not know they are doing it. They do not stop to think about what they are doing. They just laugh along with their friends, and some will try to encourage the "leader" of the group, while also trying to keep their "image", by acknowledging that "I know its mean, but…" then just continue what they were doing. Somehow, a person bullying someone else becomes a grey area in that moment. Reporting them will not change their behavior if they do not acknowledge their own behavior.* Racialized, woman, student

There was also concern about nothing happening even when it involved more systemic forms of harassment. Below are examples of such comments.

*sexual harassment is incredibly common, and unfortunately most will not report cat calls, suggestive looks, invasion of space, etc. as it doesn't seem "worth it" and as if nothing would change, which sadly perpetuates rape culture.* Racialized, woman, student

*UM has made progress with regard to sexual violence on campus. Now we need to take the same kind of practical approach to*

*academic bullying. UM's culture is very conservative and discourages both reporting of specific incidents and general discussion of issues around academic bullying. This results in incidents not being reported or discussed, and faculty members disengaging with university processes and culture.* White, man, faculty member

### *Fear of retaliation*

Especially for staff, a major barrier to reporting was fear of retaliation, and possibly a dismissal from their position.

*It is too easy for a unit to get rid of an employee that doesn't tow the party line without question or accept inappropriate behaviour by simply eliminating their position. This happens all too often and makes people too afraid to address bullying, harassment, exclusion, and discrimination.* Indigenous, transgender/gender non-binary, staff

*There is a lot of bullying, harassment, emotion abuse that goes on, I live in fear every day afraid that I will be fired or what kind of abuse, bullying I will have to endure any given day.*

Indigenous, transgender/gender non-binary, staff

*Co-workers usually do not wish to confront a bully due to perceived retribution, which ensure a toxic work environment from supervisors to staff. Which is extremely unfortunate for all.* White, woman, staff

*The University has very good policies in place re. harassment, bullying, exclusion and/or discrimination but do not utilize the policies the way they should be. I have seen within the unit I*

*work in, as well as other incidences across the University, that the perpetrator is protected and the victim penalized. People are hesitant to call out abhorrent behavior because they know nothing will be done to stop it and will likely be subject to retaliatory measures if they do formally report an issue.* White, woman, staff

*Subtle sexual harassment is not identified as such or is minimized and not fully addressed out of fear of the perpetrator making it an HR issue or going to the union. Staff who know how to "work the system" get away with this behavior and the victims of the harassment continue to experience stress.* White, woman, staff

*I don't really blame the university, except in that students should be safe from sexual harassment and abuse, and although there are policies in place, many departments have a culture that does not encourage reporting and results in negative consequences for victims, but not perpetrators - or negative consequences for victims (being ostracized, stigma, seen as a problem, viewed as problematic by faculty, supervisors, peers) are far worse than for a perpetrator (warnings, 'slap on the wrist').* White, woman, staff

*Knowledge of previous incidents being dismissed*

Another barrier to reporting is the knowledge of previous reports and/or incidents not being handled satisfactory. This includes: (1) knowledge of other experiences; and (2) an individual's own experiences of not being taken seriously. Each will be discussed in turn.

Knowledge of other experiences

Probably the most common narrative as a reason for not reporting was the knowledge of previous incidents being reported, which were either dismissed or ignored.

*When a staff person reports the aggressive, condescending remarks and emails to that person's manager and they are told "oh that's just so and so. Try not to take him too seriously and just ignore him" It really makes you think it's not worth it to report it and make waves in the department. If Senior management took complaints more seriously people may be more comfortable speaking up.* White, woman, staff

*There currently feels as if there is no good way to report anything when the person in question is your professor or someone above you in your faculty: someone I witnessed being harassed who has filed a formal complaint, filed it against someone who already has multiple complaints lodged against them, it feels useless and like nothing is being done.* White, gender non-binary, student

*I am also an employee on campus. I have seen co-workers reporting office conflicts to management team but nothing happened.* Racialized, man, student/staff

*Reporting sexual harassment results in very few (positive) actions/outcomes, making it very unappealing to go through the process.* White, woman, student

*It is clear that the University has taken measures to protect faculty members who have been sexually harassing women (support staff, students, other faculty) for years. Why would a woman support staff want to speak up when it is clear, from recent news events, that she will either be silenced, penalized, made to feel like her voice doesn't matter, or offered a pay out to leave the University.* White, woman, staff

*I've heard too many stories (on and off campus) where people's experiences were dismissed or questioned. I didn't want to hear,*

*"I'm sure that's not what he meant," etc. so I didn't report.* White, woman, student

## Previous personal experience

Similarly, several participants commented on how their initial disclosure was minimized. Below are a sample of narratives from students and staff, which also highlights the issue of power dynamics (discussed below).

*Sometimes i did not report as a professor was in the room and observing sexist comments from my peers. If they saw it and did not address it they were condoning it and I didn't feel that reporting it would have any impact. I have talked to* [Dean's Office] *about other concerns and they were brushed aside and not dealt with. I have little confidence in issues being addressed at that level.* White, woman, student

*methods for dealing with any issue are not one size fits all except in very extreme circumstances. this organization seems to prefer non-specific and non-individualized solutions. I don't bother saying anything unless absolutely pressed to because the effort is too much for the results. and frankly, I feel less angry if i just try to let it go.* White, woman, staff

## Lack of proof

As a society, our default assumption in regard to reporting wrongdoing is one of an adversarial process in which there is a rigid bifurcation of outcome (guilt or innocence) centred on physical, observable, conclusive evidence as well as a burden of proof that is the responsibility of the 'victim' or whoever is acting on their behalf. Below are a sample of qualitative comments illustrating this theme.

*It is hard to prove discrimination so I continue to face it because when its being done behind closed doors I have no witnesses.* White, woman, staff

*microaggression is hard to prove and administration is scared to proceed unless they think they have a winning case.* White, woman, faculty member

*When reporting behaviour, such as microaggressions, it can be difficult to "convince" the supervisor of the problem -- it's all subjective, at one level, especially if your supervisor has never had an issue with that individual.* White, woman, faculty member

*I feel like it's a nature of human being. If someone is racist, misogynist, bullying etc there's no proof when it's verbal. And people can always get away with it very easily. If someone said the "n" word, or called someone with other degrading terms, nothing is there to record the incident. Or if I was left out of discussions, no one can tell if it's because of my ethnicity/gender or not. Though the conversation only include a certain type of ethnicity.* Racialized, woman, student

*Power dynamics*

Within all social institutions, there are power dynamics that influence social interactions. Universities are sights of multiple layers of power relations: faculty members/staff and students; faculty members and staff; senior administrators and staff/faculty members, etc. Given the often complex and multidimensional nature of these associations, it is little surprise that power dynamics were a common reason for not reporting, which is also exacerbated when the 'authority' figure is also part of the problem, which is illustrated by a staff member below.

*on one of the occasions i felt like the person I would have reported it to, was part of the problem so i didn't see the point in reporting it.* White, woman, staff

Several students acknowledged the power imbalance between them and faculty members. Below are two examples of the disparity between undergraduate students and faculty members.

*Profs have way too much power over students, and get away with harassment because students don't dare report.* White, woman, student

*a lot of the professors are rude and make comments to students a lot of the time. but no one reports it because they teach most of the classes so everyone knows they won't get fired or punished anyways.* Racialized, woman, student

The power imbalance was also highlighted by graduate students, as three students comment on.

*Grad students are too vulnerable to profs, especially their supervisors. That is a safety issue. Grad students get harassed and do not report because the profs have so much power over them.* White, woman, student

*I think graduate students working in a lab are harassed the most by supervisors, especially the international students. Student's personal space is not respected by PI's. I really hope university takes strong measures to practice the respectful workplace policy in every research lab as many students are being exploited by the supervisors.* Racialized, woman, student

*Check more the PhD supervisors practices. Students are afraid to speak up when there are abused (asked to work long hours*

*without any money, pay for their own supplies, patronizing and insulting discussions, etc...).*

While not as common as with staff, a few faculty members commented on power differentials between themselves and administrators. A sample of such narratives is presented below.

*It is very concerning when faculty raise issues in the service of wanting to improve situations for the benefit of all, and are then called to a meeting with a Dean and told that they are not "team players". The intention of such a "meeting" is to silence and intimidate individuals. As a consequence, no one else speaks up as they learn vicariously that it is not safe to do so.* White, woman

*I have been the victim of bullying and discrimination by the* [redacted – senior administrator]. *The bullying affected my mental health... I followed my case by Union but have been told to not follow the case. I have been told I may be the winner on the paper but will be loser in the long term based on the official power of the person who bullied me.... I... have participated significantly in scientific out put of University. At present I don't feel safe anymore and seriously thinking to move to other University. I am upset how I have been treated.* Racialized, man

The power imbalance between staff and faculty members/supervisors/administrators was a common theme presented in the open-ended options of the survey. Below are a sample of comments from staff.

*I have also experienced bullying by a senior administrative member that was witnessed by my manager. She did nothing. I was told I was taking things too seriously and to let it go. It made me feel I couldn't trust my manager to have my back and that certain types of behaviour were to be tolerated if they came from senior admin.* White, woman

*Support Services are not treated as equals within the greater community, by administration and faculty. There is definitely an elitist culture at the university, and most openly snub what they perceive as the lowest rung, support services.* White, man

*Bullying of Administration and Support Staff by 2 female professors is the only safety concern that I have experienced personally. The only aggression I have experienced was from Female Tenured Professors who feel they have the right to act in whatever way they please in the name of Academic Freedom. They make my work environment hostile whenever I have to deal with them.* White, woman

*depending on who you are and how loud you get, bullying is allowed by some individuals while others have to suffer the abuse.* White, woman

*As part of the largely female support staff, sometimes feel like this group does not have a strong voice and consequently can have less power.* White, woman

*I would like to see this policy have more influence over the behaviours of some faculty members - some of whom believe they are entitled to outbursts of anger when an outcome or situation is not to their liking.* White, man

*Staff treated as second class citizens.* White, man

*Lack of awareness about reporting processes*

Finally, there were several comments that centred around not knowing who to report to or how the reporting process worked.

*There is no clear outline on how to deal with incidents, no known way to report ie racism.* Indigenous, woman, student


*I didn't know where to turn to to get help. Just tried to deal with it by myself. Even right now I still feel uncomfortable when I have to face that professor who made fun of my English. I get used to the feeling of insecurity, of being excluded.  I tried counselling. It helped a bit. But I guess the help and the support need to be larger so that it can touch us - the international students.*
Racialized, woman, student


*It must be stopped. Also, there are no clear guidelines in regards to what to do if it happens (who to report this to, how, etc).* White, gender non-binary, student


*It would be great to know the procedures for reporting bullying, micro-aggressions, etc. Also we need bystander training -- e.g., how to report what we witness happening to others.* White, woman, staff


*There needs to be better protections for students. A lot of the harassment and verbal bullying I've experienced from other students has happened in a strange "grey-area," after class or right before/after exams, where a prof isn't present and it doesn't happen during their class time, often male students harassing me, demanding to know what mark I got, then turning it around and saying I only got said mark because I'm "a girl and they just like you"… and telling me I don't deserve my marks, or just general slurs and homophobic/sexist remarks and language. I don't know who I report this stuff to, or if I can even report it because it's happening in relation to a class but not under the jurisdiction of the prof at the time it happens! I have no idea who*

*I would ever report this to, that lack of knowledge enables this behaviour to continue.* White, transgender/gender non-binary, student

## SAFETY

Participants were asked whether they consider the University campus in which they study and/or work to be safe (Figure 74). Two-thirds (65%) of students consider UM to be safe, while 50% of staff and 45% of faculty members also reported 'yes' they perceive the campus to be safe. Staff were more likely to indicate that they did not perceive the UM campus(es) to be safe (11%), and 9% of faculty members and 6% of students did not view UM to be safe.

*Figure 74*: Perceptions of safety at UM
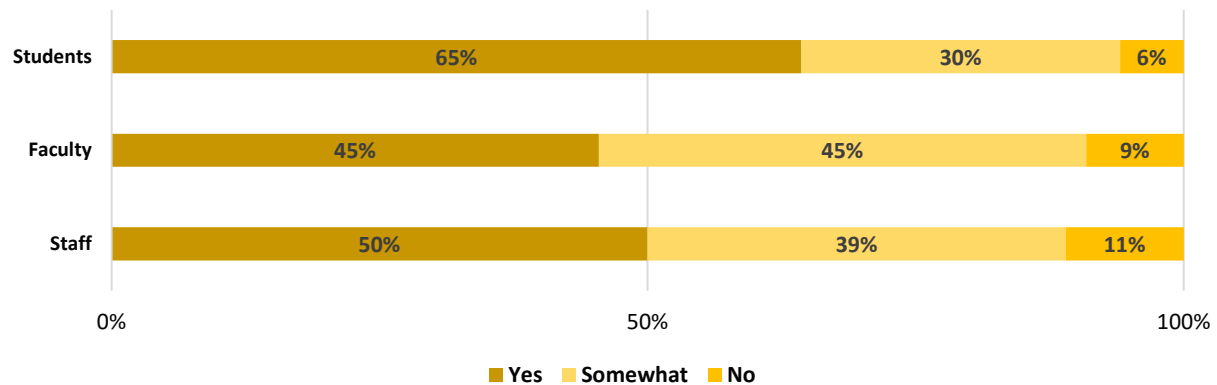


There were some comments in the open-ended option about how safe the University is, especially compared to other parts of Winnipeg. Below are two examples.

*we have an extremely safe environment and we shouldn't blow minor things out of proportion.* White, man, faculty member

*Generally much better than what we would find in other parts of Winnipeg or Manitoba.* White, woman, faculty member

Students who primarily attend the Bannatyne campus were significantly more likely to report that UM is not considered to be safe (18%) than those who mainly attend the Fort Garry campus or other campuses (6%)[267]. While faculty members and staff were not directly asked what campus they primarily work at, 20% of staff and 13% of faculty members affiliated with the Rady Faculty of Health Sciences, in which most are located on the Bannatyne campus, indicated that they did not consider their work environment to be safe. Below are some example narratives from students, faculty members, and staff who study and work primarily on the Bannatyne campus.

*Bannatyne campus has serious safety issues that are being addressed,* White, man, faculty member

*There have been multiple incidents at the Bannatyne campus compromising student safety.* Racialized, woman, student

*Bannatyne campus is horribly unsafe to the point of affecting graduate work. As a woman, I cannot stay late and complete more work at the laboratory as my male counterparts because it is extremely unsafe at night. A woman was literally robbed yesterday.* White, woman, student

*Bannatyne campus - on weekends we are supposed to use our student card to gain entry onto campus (i.e. studying on campus), but at times the doors are open without having to use swipe card access. I feel that this is unsafe because anyone can come onto campus. For example, I study in the basement on bannatyne campus and a lot of the time I am alone or there a few other students in other rooms. Usually we have studied into the late hours or during winter when it was dark outside and it gives myself a sense of uneasiness.* White, woman, student

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[267] $X^2$[4, n=2602] = 130.5, p=<.001, V=.16

*I never felt safe walking to and from Bannatyne campus and I still get anxious thinking about if I have to walk alone before and after classes and/or clinical placements...* Racialized, woman, student

*I am terrified of being assaulted near the bannatyne campus.* White, woman, faculty member

*I appreciate the security staff at Bannatyne for their safe walk and safe ride programs. However, the area feels very unsafe to me. Especially in the parkades.* White, woman, staff

*I appreciate the fact that security guards are highly visible at the Health Sciences Campus.* Racialized, woman, staff

*I don't feel incredibly safe when outside the confines of the buildings on the Bannatyne campus, especially in times of darkness.* White, man, faculty member

*Would like more visible security presence and working emergency call stations and a safe place to run to if needed (Bannatyne Campus) - especially in the winter when it gets dark earlier. Would like more security presence around the parkade around peak staff movement times like 7:30 am - 8:30 am and 4 pm - 5 pm.* Racialized, woman, staff

*More safety precautions need to be taken at the Bannatyne Campus, especially making sure that all cameras in our parkade work and that people are aware they are being watched. Some sort of PA system to announce to those that should not be in the*

*parkade that they are being watched and should vacate the premises before security is dispatched.* White, woman, staff

*More security measures are needed at Bannatyne campus in general, especially in the parkade(s), and public areas (Brodie, the hallways, the stair wells). I no longer feel safe on this campus. In the parkade, I feel that it should be swipe access, or use your transponder to get in and out of the doors and elevator as well as to activate the arms. The man doors should always be locked to the public, and there should be actual garage doors, not just arms. Or maybe even a parking attendant, or security there 24/7. There should also be working cameras in the parkade, not ones with 'cataracts'. That parkade is becoming very unsafe.* Indigenous, woman, staff

Despite concerns over physical safety, there were quite a few supportive comments about the Safewalk Program on both the Bannatyne and Fort Garry campuses. As one student writes:

*I really like the option of the university Safe Walk - I think this service should be advertised and normalized within university culture - especially after hours and on the Bannatyne Campus.*
White, woman, student

Another student commented that she would like to see the Safewalk program expanded so that it is more readily available.

*I think that Safewalk needs to be more readily available for students on the Fort Garry Campus who have classes in buildings outside the core center of campus…* Racialized, woman

Still another student was unsure whether or not the Safewalk Program was still available. This student writes:

*Is there a safe walk program? I believe it was there my first year of university but then removed. If there is it is not well advertised. There were many days I had to walk from one end of campus to the toonie lot after 9 pm alone and it was very unnerving.*
Transgender/gender non-binary

In addition to the Safewalk Program, several participants commented on security call boxes (e.g., blue stations), which according to one student provides an increased sense of security.

*Would be good to have a few more (or maybe more visible?) security call sites in parking lots especially farther out in the lot because they do give a really excellent sense of security. I find when walking out to my car after an evening class I will take my bag off early and carry it and have my keys ready to unlock my door once I get close to my car and I always pick out the closest call site so I know exactly where to go. They are wonderful to have.* White, woman

There was some concern, however, that many of these call boxes are out of operation, particularly on the Bannatyne campus.

*Security at the Bannatyne campus should be increased and more visible, especially outdoors on the way to bus stops or parkades. I think a code blue station in the bannatyne parkade (2nd level at the ramp) has had an out of order sign for more than a year.*
White, woman, staff

*Sometimes the panic buttons do not work--at least they have signs on them that say that.* White, woman, faculty member

*More patrols at Bannatyne campus. It is reassuring to see security when you're walking around in this area.* White, woman, faculty member

Finally, comments were made about the security presence on the University's campuses. For some, there was a desire for there to be more security, which is reflected in the following narratives:

*I think certain areas on campus would benefit from more frequent presence of security workers, as they tend to be most located in university centre and I have very rarely seen them outside or in tunnels.* White, woman, student

*I don't see or feel a security presence on campus. They walk down the hallways, but they are not looking in any classrooms or offices. I have never seen a security guard at the bus stops.* White, woman, staff

An increase in security, however, can also be a double-edged sword, especially if there is not sufficient diversity among them. As one student explains:

*Increased security and police presence is extremely concerning especially for Black, Indigenous, and Racialized students, physically, intellectually, and cognitively disabled students, and trans and queer students due to the history of oppression and discrimination present within the Canadian government and university institutions.* Racialized, transgender/gender non-binary, student

### Who were more likely to feel unsafe?

Undergraduate students were more likely to consider UM to be safe (67%, 4% reported it was unsafe) than graduate, residents, postdoctoral fellows, or other trainees (56%, 11% reported it was unsafe)[268]. Similarity, first year students were more likely to consider UM to be safe (75%, 3% reported it was unsafe)

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[268] $X^2$[4, n=2592] = 37.5, p=<.001, V=.12

than second year (66%, 6% reported it was unsafe) or students who have studied at UM for three or more years (59%, 7% reported it was unsafe)[269]. This trend was consistent among students at all UM campuses as well as between undergraduate and graduate students.

Indigenous students (56%, 7% reported it was unsafe) were less likely to indicate that they consider UM to be safe than White (66%, 5% reported it was unsafe) and racialized (64%, 5% reported it was unsafe) students[270]. Among Indigenous students, those who identify as First Nations, Inuit, or Native American were more likely to consider UM to be unsafe (16%) than students who identify as Métis (4%)[271]. There were no significant differences among faculty members[272]; however, only 28% of Indigenous staff considered the campus in which they work to be safe (22% reported it was unsafe), which was substantially less than White staff (54%, 10% reported it was unsafe) and racialized staff (49%, 9% reported it was unsafe)[273].

Men students were more likely to consider UM to be safe (75%, 4% reported it was unsafe) than women (60%, 5% reported it was unsafe) and transgender/another gender identity (53%, 16% reported it was unsafe) students[274]. Women (33%, 11% reported it was unsafe) and transgender/another gender identity (39%, 15% reported it was unsafe) faculty members were significantly less likely to consider UM to be safe than men faculty members (62%, 7% reported it was unsafe)[275].

Perceptions of safety varied when race and gender were analyzed together (*Figure 75*). Among students, White women were less likely to consider UM to be safe (61%, 5% reported it was unsafe) as were students who identify as transgender or another gender identity (55%, 15% reported it was unsafe), compared to White men students (80%, 5% reported it was unsafe) (*Figure 75*). A similar pattern, was found among Indigenous women (55%, 5% reported it was unsafe) and Indigenous students who identify as Two Spirit, transgender, or another gender identity (28%, 22% reported it was unsafe), compared to 70% of Indigenous men students (6% reported it was unsafe).

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[269] $X^2$[4, n=2569] = 49.1, p=<.001, V=.10
[270] $X^2$[4, n=2586] = 8.5, p=.076, V=.04
[271] $X^2$[4, n=205] = 10.8, p=.004, V=.23
[272] $X^2$[4, n=406] = 5.5, p=.243, V=.08
[273] $X^2$[4, n=706] = 16.9, p=.002, V=.11
[274] $X^2$[4, n=2596] = 78.0, p=<.001, V=.12
[275] $X^2$[4, n=417] = 34.4, p=<.001, V=.20

Figure 75: Perceptions of safety at UM by racialized and gender identity among students

| Group | Yes | Somewhat | No |
|---|---|---|---|
| Racialized transgender | 67% | 21% | 13% |
| Racialized women | 61% | 34% | 6% |
| Racialized men | 71% | 25% | 4% |
| Indigenous transgender | 28% | 50% | 22% |
| Indigenous women | 55% | 40% | 5% |
| Indigenous men | 70% | 23% | 6% |
| White transgender | 55% | 31% | 15% |
| White women | 61% | 34% | 5% |
| White men | 80% | 15% | 5% |
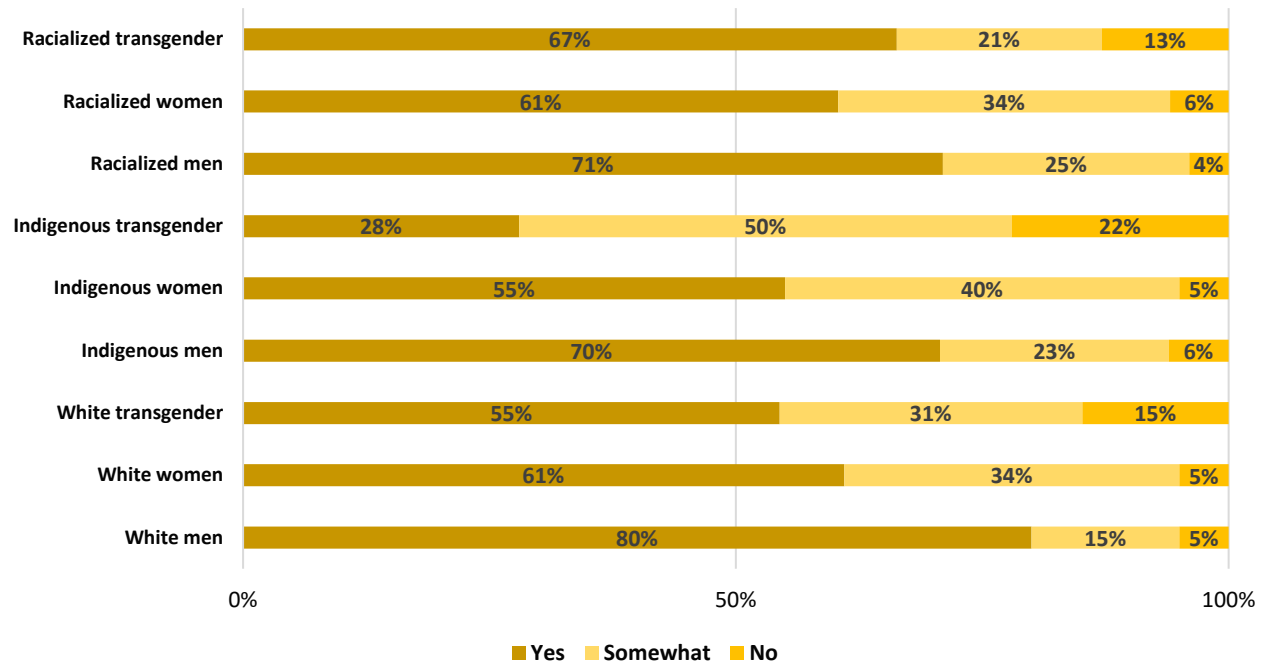
Due to sample sizes less than 5 cases, faculty members and staff who identify as transgender, Two Spirit, or another gender identity as well as Indigenous faculty members are not presented (Figure 76). Indigenous men (25%) and Indigenous women (21%) staff were the least likely to consider UM to be safe, while White men faculty members (68%) were the most likely to consider UM to be safe.

Figure 76: Perceptions of safety at UM by racialized and gender identity among faculty members and staff

| | Yes | Somewhat | No |
|---|---|---|---|
| Staff - Racialized women | 46% | 45% | 9% |
| Staff - Racialized men | 59% | 31% | 10% |
| Staff - Indigenous women | 21% | 57% | 21% |
| Staff - Indigenous men | 63% | 13% | 25% |
| Staff - White women | 52% | 39% | 9% |
| Staff - White men | 60% | 32% | 9% |
| Faculty - Racialized women | 45% | 55% | |
| Faculty -Racialized men | 46% | 39% | 14% |
| Faculty - White women | 32% | 57% | 12% |
| Faculty - White men | 68% | 27% | 5% |
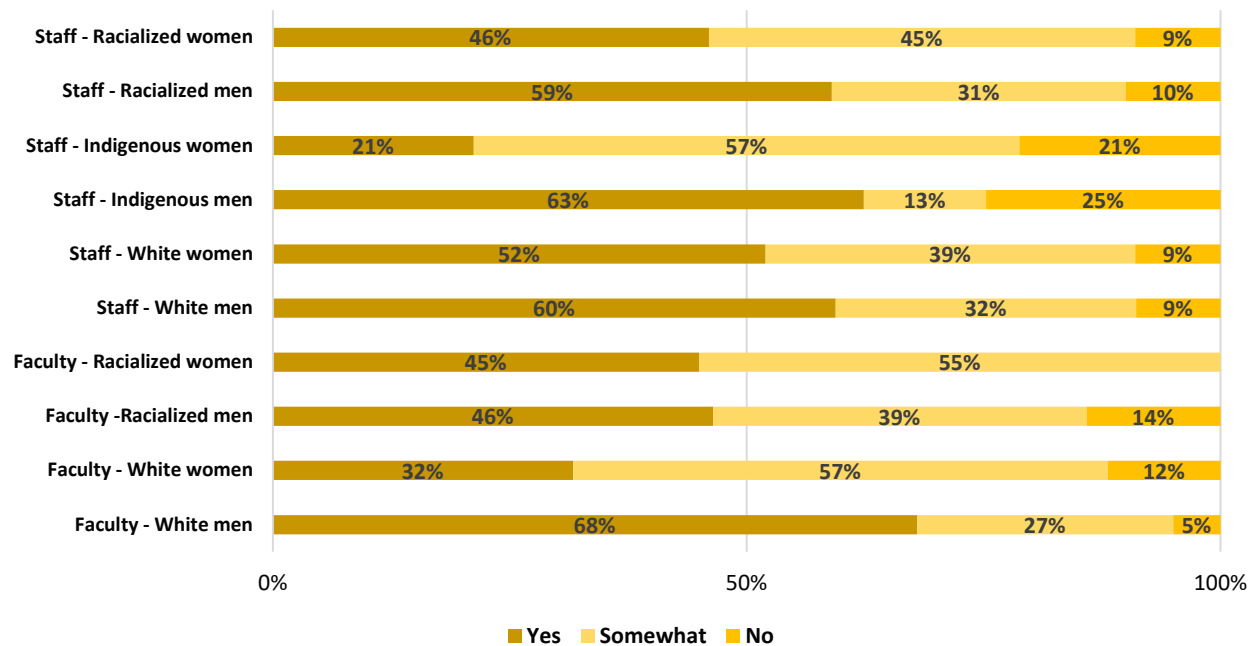
Below are narratives from staff and faculty members who commented on safety in regard to their racialized and/or Indigenous identities.

*Being young, coloured, and a woman, I always have to have my guard up. It's constantly a fight-or-flight response, and I don't believe that socially "acceptable" "white" people understand that fear and barricade we put out around us everywhere we go.*
Indigenous, woman, student

*Safety should not include physical safety, but mental safety. Student and staff should feel at ease in the University environment and not afraid of being themselves or of being treated differently just because of the color of their skin.* Racialized, woman, staff

*The "It"s ok to be white" campaign was very upsetting and made non-white students feel unsafe on the campus.* Indigenous, woman, staff

*The appearance of white nationalist recruitment posters is very concerning as is the slashing of the NCTR teepee.* Indigenous, woman, staff

*Accounts of racism need to be taken more seriously. I do not feel safe bringing my concerns to the university because it is ALWAYS shrugged off.* Indigenous, woman, student

*Indigenous people do not feel safe on campus and the failure of the university to adequately decolonize contributes to this.* Indigenous, woman, student

Heterosexual students (67%, 5% reported it was unsafe) were more likely to consider UM to be safe than LGB students (59%, 8% reported it was unsafe) or students who identify as asexual or another sexuality (56%, 8% reported it was unsafe)[276]. Among staff, 18% who identify as LGB (44% reported it was safe) and 19% who identify as asexual or another sexuality (27% reported it was safe) consider UM to be unsafe, compared to 9% of heterosexual staff (52% reported it was safe)[277]. Below are comments in regard to feeling unsafe due to their sexual identity.

*I don't feel physically unsafe. I feel unsafe to express my views/life as I am, due to homophobia and heterosexism, which is very widely accepted by my fellow staff. And I don't feel comfortable telling them because they appear are unable to see or understand it.* White, woman, staff

*Its indirect. Staff telling stories about how people they know hate gay people, but just laughing about it and making*

---

[276] $X^2$[4, n=2545] = 21.5, p=<.001, V=.07
[277] $X^2$[4, n=689] = 12.7, p=<.001, V=.10

*accommodations for the homophobia, like it's no big deal.* White, woman, staff

Students with a physical disability were less likely to consider UM to be safe (54%, 14% reported it was unsafe) than those without a physical disability (65%, 5% reported it was unsafe)[278]. A similar disparity was found among staff as 20% with a physical disability did not consider UM to be safe (29% reported it was safe), compared to 10% of staff without a physical disability (52% reported it was safe)[279].

There were several comments about the importance of providing emotional safety at UM, especially as they pertain to trauma informed practices and mental wellbeing. Below are some example narratives.

*Lack of trauma informed teaching practices and disability accommodations not being recognized or fully understood by instructors (as well as some professors) has led to classrooms feeling unsafe, emotionally triggering, and unnecessarily unwelcoming. Students self-advocate, but lack of awareness or plain ignorance regarding importance of Accessibility accommodations (or that they aren't a "request" if instructors wish to fill them) has made for easily avoidable difficulties and hindrances to student engagement or success. Emotional safety is just as important as physical safety.* Indigenous, woman, student

*For all you say you do to promote mental well being and encouraging an inclusive environment for it, it's not true. I found out in a very unfortunate way how untrue that is when my mental health was used against me. I do not feel safe in most areas of campus now as a result.* White, woman, staff

Experiences of incivility, discrimination, and harassment and perceptions of safety

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[278] $X^2$[2, n=2582] = 13.4, p=.001, V=.07
[279] $X^2$[2, n=694] = 9.0, p=.011, V=.11

Survey participants who reported experiencing incivility, discrimination, or harassment were less likely to consider the University campus they study or work at to be safe. This correlation was consistent between students[280], faculty members[281], and staff[282] (Figure 77). In particular, only 38% of staff who indicated experiencing incivility, discrimination or harassment thought the University was safe, compared to 68% of staff who have not experienced such incidents over the past two years. Similarly, only half (51%) of students who reported experiencing acts of incivility, harassment, or discrimination viewed the University as a safe space, compared to 76% of students who have not encountered such incidents.

Figure 77: Perceptions of safety and experiences of incivility, discrimination, and harassment
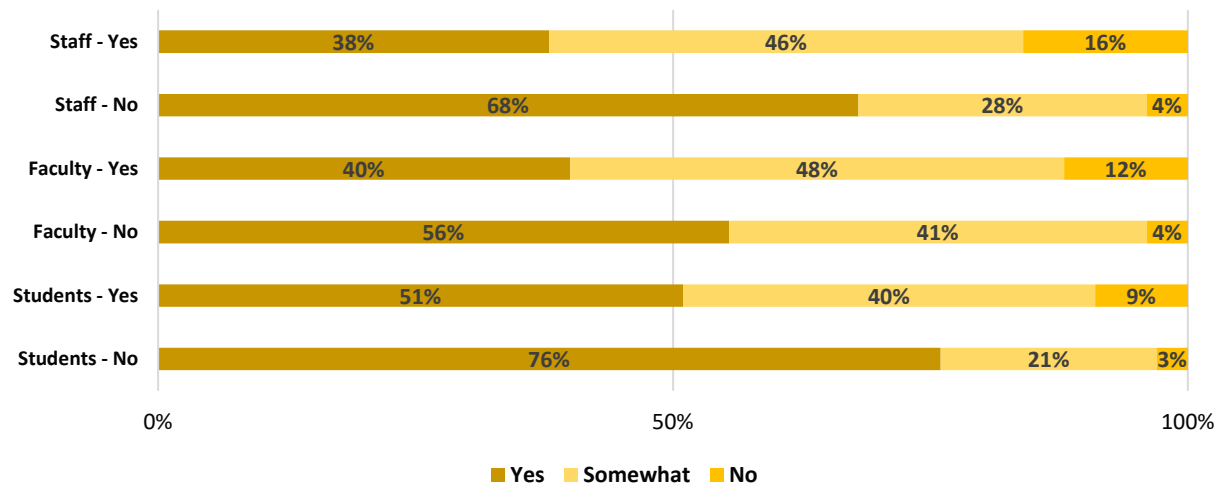


*Figure 78* illustrates perceptions of safety among survey participants who have experienced specific acts of incivility, harassment, or assault, compared to those who have had no such experiences over the last two years (78%). Not surprisingly, only 27% of respondents who experienced sexual assault and 33% of those experiencing sexual harassment thought the UM was safe. Equally concerning, however, are the relatively low perceptions of safety among respondents who reported experiencing cyber-bullying (28%), exclusion after challenging discriminatory incidents (32%), and mean rumours (38%).

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[280] $X^2$[2, n=2538] = 174.5, p=<.001, V=.26
[281] $X^2$[2, n=426] = 13.5, p=.001, V=.18
[282] $X^2$[2, n=718] = 62.8, p=<.001, V=.30

Figure 78: Perceptions of safety and specific experiences of incivility, harassment, or assault

| | Yes | Somewhat | No |
|---|---|---|---|
| Sexual assault | 27% | 44% | 30% |
| Sexual harassment | 33% | 49% | 18% |
| Intimidating or hostile behaviour | 32% | 51% | 17% |
| Excluded after challenging discrim. | 31% | 46% | 23% |
| Mean rumours | 38% | 41% | 21% |
| Cyber-bullying | 28% | 50% | 21% |
| No experiences | 78% | 20% | 3% |

■ Yes   ■ Somewhat   ■ No
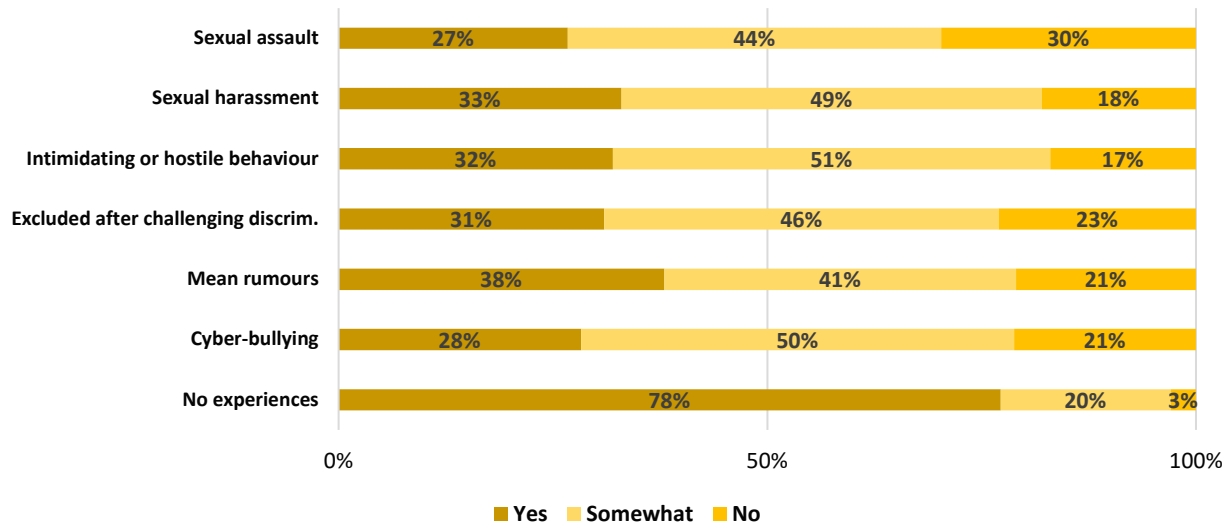
There were a number of comments from students, faculty members, and staff in relation to incidents of sexual harassment that influences their perceptions of safety at UM.

*As a woman, I am always conscious of not putting myself in any place where I would feel unsafe… I was catcalled by boys working with hardhats outside of* [redacted]*… on my way to the gym. Before that I was catcalled in the university center by a group of young men at a table advertising a fraternity. My point is that until the culture changes, no matter how safe the university makes the environment, there will always be some moron who does not know how to behave appropriately.* White, woman, staff

*having red frogs support network at socials makes me feel safer, red frogs should be promoted more to groups wanting to rent spaces on campus or receive funding for their social. i have seen first hand the red frogs teams intervene and stop multiple sexual assaults. they are a crucial part of creating a safe environment on campus. better yet they are all volunteers and do what they do out of the willingness of their own hearts! the university should be*

*proud to have red frogs a part of their community.* White, woman, student

## Perceptions of safety for marginalized groups

Individual sense of safety is important to examine, but it is also important to explore perceived safety for people from marginalized groups. Students, faculty members, and staff were asked how safe they thought the University was for specific groups (*Figure 79*). The vast majority of survey participants perceived the University to be either very safe or somewhat safe; however, it was thought that the University was particularly unsafe for students with mental health-related issues (26%), sensory disabilities (24%), and physical disabilities (20%) as well as those who identify as transgender, Two Spirit, or gender non-conforming (21%).

Figure 79: Perceptions of student safety for marginalized groups
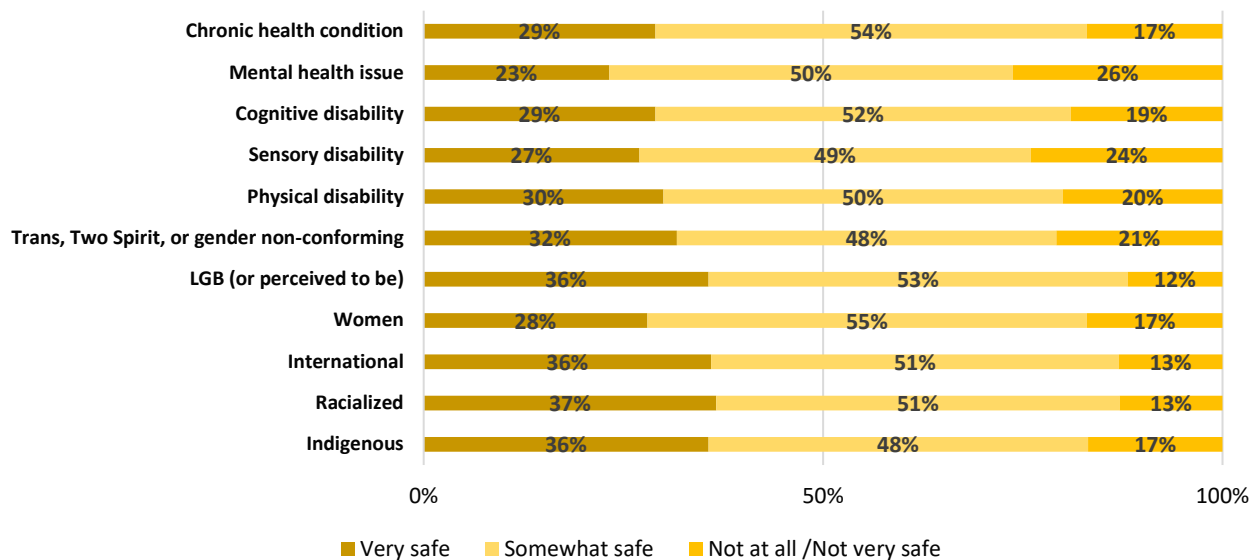


Several students commented on how difficult it was to assess issues of safety for marginalized groups, even if they felt safe at UM. As one student articulately writes:

*As a cisgendered white man, it is difficult for me to say which places are and are not safe for people who don't have the same*

*privilege that I do. I can only say according to my friends and classmates who have vocalized to me how and where they feel unsafe on campus... It's especially important to listen to the voices of those who take this survey that state themselves to be people of colour, queer/two-spirited, international students, as they have an important view of what needs to be changed.*

Another student writes about his women friends not feeling safe on campus at night.

*My female friends have stated that they have felt very unsafe walking around the university, especially walking at night through the parking lot. For this reason, some of them choose not to stay late and study, and instead travel home earlier than they would ideally want to.*

In regard to sexual harassment, a racialized man commented on how several of his fellow students have experienced what he refers to as 'minor' incidents, but as he rightfully points out collectively amounts to a sizeable problem.

*I find a lot of my female friends face sexual harassment in one form or another pretty much every year. I've heard cases where it's difficult for them to speak up because they find it to be "minor" though it seems to be a bigger problem.*

Finally, several women students offered comments about being approached, followed, or otherwise stalked by others, which results in them feeling unsafe.

*I have been stalked from study spaces, classrooms, and libraries by different men at various times of the day. Now, none of them tried to harm me in any way, but it was still inappropriate and made me worry about my safety, especially when I get followed to my locker or when men track my movements to know where I'll get*

*during certain hours of the day as to speak with me/get my attention. Do we need posters around campus telling men not to stalk women? I'm not sure how to fix this systematic/societal problem, but I wanted to share that this has been a problem of mine in the past.*

*I have been approached several times by soliciting individuals offering services that seem non legitimate. I have witnessed these individuals be kicked out of areas such as IQS and Degrees for such unethical solicitation only to see these individuals turn around and move to a different location such as campus libraries to approach more students. Not only are students being disturbed but I worry that some will not understand that their safety could be at risk. As a smaller female I do not enjoy being approached by strange individuals on campus and this has happened to me many times at many different hours of the day. Please increase security and awareness of these occurrences at the fort garry campus.*

*I have been in situations on campus (generally in a lounge/study space) where I have been made aware that someone is taking pictures of me without my permission and honestly just don't know what to do in this case, as in I don't know if this is something that someone could get in some kind of trouble for and if so who to tell and what to do about it. Not sure if this is really public info but if it is I think it got lost somewhere in its communication to me*

Faculty members were also asked how safe they thought the University is for their colleagues from various marginalized groups (*Figure 80*). Similar to students, UM was considered to be "not at all" or "not very safe" for faculty members with mental health-related issues (36%), cognitive disabilities (31%), sensory disabilities (28%), those who identify as transgender, Two Spirit, or gender non-conforming (28%), or those with physical disabilities (26%).

Figure 80: Faculty perceptions of faculty members' safety for marginalized groups

| Group | Very safe | Somewhat safe | Not at all /Not very safe |
|---|---|---|---|
| Chronic health condition | 20% | 57% | 24% |
| Mental health issue | 16% | 48% | 36% |
| Cognitive disability | 19% | 50% | 31% |
| Sensory disability | 19% | 53% | 28% |
| Physical disability | 21% | 54% | 26% |
| Trans, Two Spirit, or gender non-conforming | 23% | 49% | 28% |
| LGB (or perceived to be) | 26% | 59% | 15% |
| Women | 24% | 58% | 19% |
| Racialized | 27% | 53% | 20% |
| Indigenous | 26% | 53% | 21% |

■ Very safe   ■ Somewhat safe   ■ Not at all /Not very safe

Staff members did not view the University to be safe for their colleagues who had mental health-related issues (24%), sensory disabilities (19%), cognitive disabilities (18%), chronic health conditions (17%), those who identify as transgender, Two Spirit, or gender non-conforming (17%), and those with physical disabilities (16%) (*Figure 81*).

Figure 81: Staff perceptions of staff safety for marginalized groups
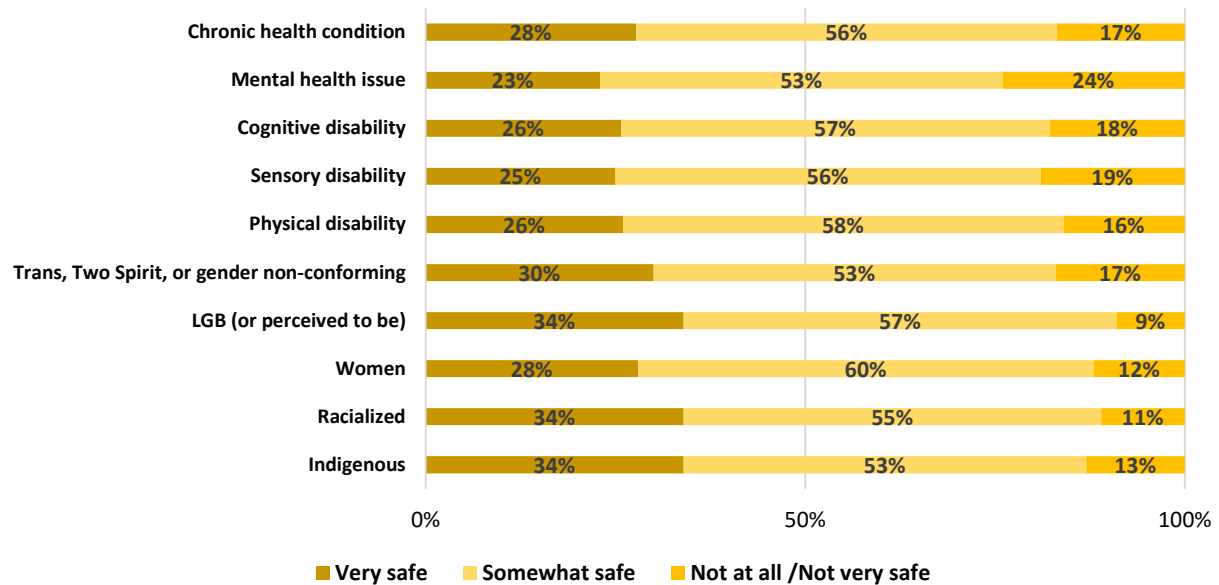


Survey participants who identified with marginalized groups were less likely to perceive the University as safe for students than those who do not identify with that group (*Figure 82*). Such differences were particularly pronounced for those who identify as transgender, Two Spirit, or gender non-conforming (35%)[283] than those who do not (17%) as well as between Indigenous (28%) and non-Indigenous (15%) respondents[284].

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[283] $X^2$[2, n=2964] = 120.4, p=<.001, V=.20
[284] $X^2$[2, n=3068] = 36.78, p=<.001, V=.11

Figure 82: Perceptions of student safety - % not at all/not very safe



Legend:
- ■ **Not part of marginalized group**
- ■ **Part of marginalized group**

Chart data (% not at all/not very safe):

| Category | Not part of marginalized group | Part of marginalized group |
|---|---|---|
| Chronic health condition | 16% | 22% |
| Mental health issue | 25% | 31% |
| Cognitive disability | 18% | 29% |
| Sensory disability | 24% | 28% |
| Physical disability | 20% | 28% |
| Trans, Two Spirit, or gender non-conforming | 17% | 35% |
| LGB (or perceived to be) | 10% | 18% |
| Women | 11% | 19% |
| Racialized | 12% | 13% |
| Indigenous | 15% | 28% |

## Unsafe spaces at UM

The University is a large place, with several campuses; as such, it is important to examine what places and spaces are considered to be unsafe, and by whom. A quarter (27%) of survey participants responded that "all places at UM are safe" (28% among students, 26% among faculty members, and 23% among staff). *Figure 83* presents the frequency of unsafe places reported by students, faculty members, and staff who identified at least one place at UM as unsafe. For students, bus stops on campus were identified most frequently as an unsafe place, results that parallel findings from the Campus Climate Survey on Sexual Violence (Peter & Stewart, 2019). The tunnel system (48%), walking outside on campus (39%), hallways (38%), and parking lots/parades (36%) were also identified as particularly unsafe places.

Figure 83: Unsafe spaces at UM
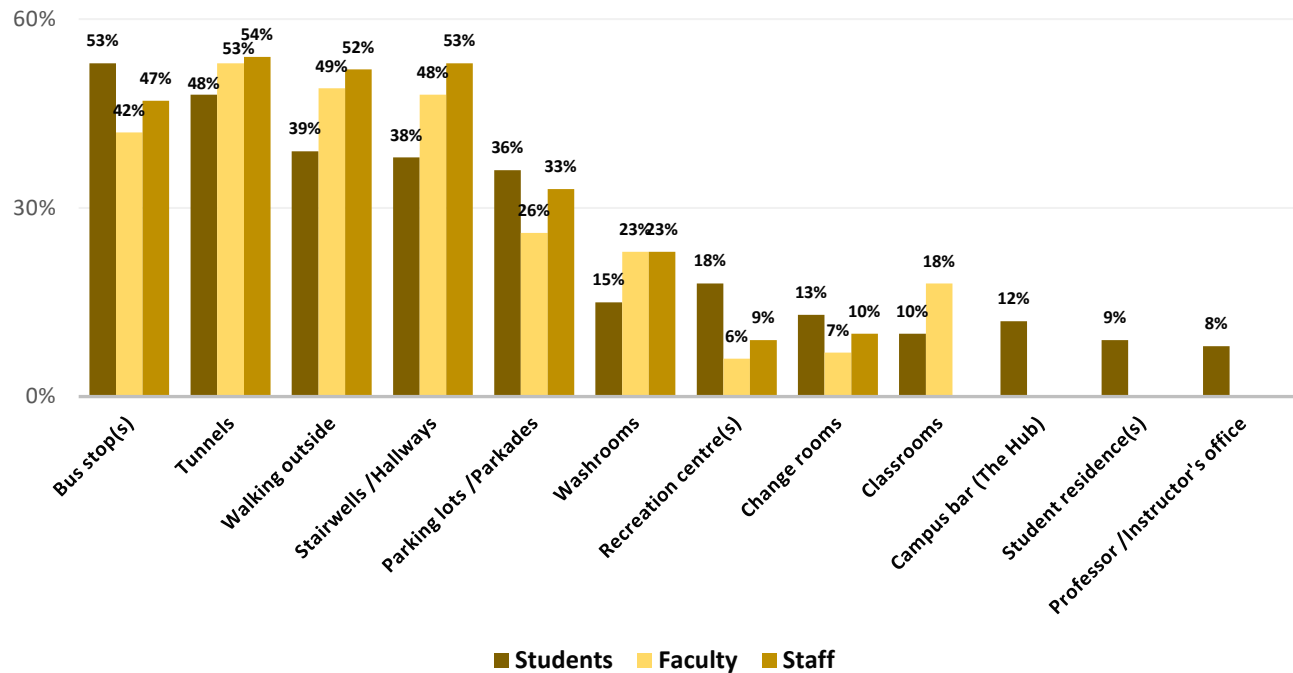


Over half (53%) of faculty members who identified at least one place as unsafe indicated that the tunnels are unsafe, followed by walking outside (49%), hallways (48%), and bus stops (42%). For staff, the tunnels (54%), hallways (53%), walking outside (52%), bus stops (47%), and parking lots/parades (33%) were identified as unsafe.

*Bus stop(s)*

Overall (i.e., including the 27% for indicated that all places at UM are safe), 32% identified bus stops as being unsafe. There were significant differences between campuses, with respondents affiliated with the Bannatyne campus being the most likely to indicate feeling unsafe at bus stops (47%)[285].

There were many comments provided in the open-ended option around unsafe places in regard to bus stops, which centred around disorderly conduct, especially when boarding buses. Below are some example narratives.

---

[285] $X^2$[15, n=3564] = 120.8, p=<.001, V=.18

*I have been trampled trying to get on the bus.* White, woman, student

*The transit area is a major problem. People don't line up in a reasonable fashion, but rather push and shove each other. I once saw one student push another who had a cast on his leg out of the way so she could get on the bus first. Is there any way we can encourage people to line up in a more orderly, first-come, first-served fashion????* White, woman, faculty member

Several respondents were particularly concerned about how such disorderly conduct affects those with disabilities. Below are two narratives.

*A lot of students do not care about those with wheelchairs, crutches, canes, or those with sensory impairments. Many times while trying to board the bus with crutches people pushed past me. Once I even witnessed them do this to a girl in a wheelchair who was trying to board the bus. It was disgusting.* Student

*I've observed behavior at the bus stop that could be concerning, particularly for people with physical and sensory disabilities. Students often crowd at the bus stops, blocking the way for people who want to walk through a bus stop to get to another location and often don't notice their surroundings very well. I've had to hop off the curb and walk on the street to move across, but this wouldn't be possible for people with mobility issues. I've also often observed a crowd of students trying to push their way onto a bus on numerous occasions, a crowd forms as soon as the bus comes, and sometimes before, in anticipation of it's arrival, and people push and shove others as they try to get on the bus, and on occasion, there are people with visible mobility issues or with sensory disabilities that are being pushed and shoved in that crowd, rather than being given priority to get on the bus first.*

*Signage that indicates that those waiting for the bus should leave a path open for people to walk through, and possibly some sort of area for people with mobility and sensory disabilities to stand in to allow for priority boarding could be helpful.* Faculty member

Women participants were more likely to report feeling unsafe at bus stops than men (19% vs 37% for women); transgender and gender non-conforming identified respondents, however, were the most likely to report feeling unsafe at bus stops (41%)[286]. Differences between men and women were also found across campuses. For example, 51% of women versus 37% of men who primarily attend the Bannatyne campus identify bus stops as being unsafe. Many participants commented that they feel particularly unsafe at bus stops in the evening when it is dark outside and there are less people on campus. Below are some comments made by women.

*The bus stops are mainly safe, however near the evening it is empty, thus making it feel a bit unsafe.*

*The change to bus stops has moved my stop from being in front of buildings (#160, 60) to a location further away, which can be quite deserted in the evenings.  It is not uncommon that I am waiting alone for long periods of time in the dark, where as a woman, I do not feel safe at this bus stop.*

These differences were also evident when the data were analyzed by racialized identities (*Figure 84*). In particular, Two Spirit and gender non-conforming Indigenous participants were the most likely to report feeling unsafe at bus stops. The largest gap between men and women was among bi-racial respondents (19% vs. 47%, respectively), while the smallest was with East Asian participants (31% vs. 34%, respectively)[287].

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[286] $X^2$[2, n=3645] = 115.5, p=<.001, V=.18
[287] Men $X^2$[9, n=1069] = 26.1, p=.002, V=.16; Women $X^2$[9, n=2396] = 20.4, p=.015, V=.09

Figure 84: Feeling unsafe at bus stop(s) by racialized and gender identity
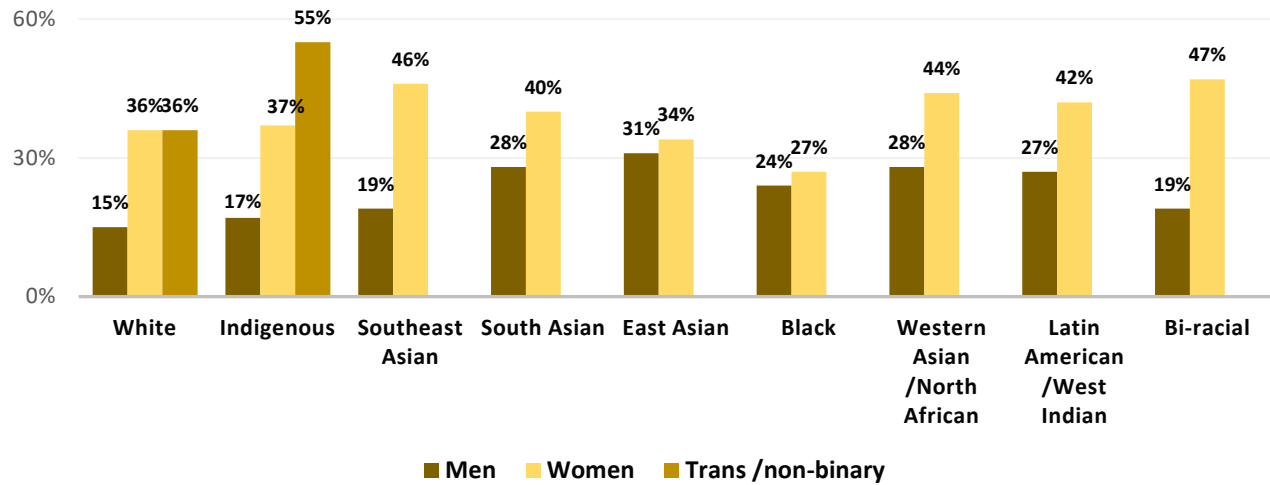


Over a quarter of all survey participants reported that walking outside at UM is deemed unsafe. Similar to bus stops, respondents affiliated with the Bannatyne campus were significantly more likely to feel unsafe walking outside (56%). Compared to men (16%), women were more likely to indicate walking outside as unsafe (32%), while 22% of transgender/gender non-binary respondents thought walking outside was unsafe[288]. One notable exception is there were negligible differences between men (50%) and women (58%) affiliated with the Rady Faculty of Health Sciences in terms of feeling unsafe walking outside[289].

*Parking lots and Parkades*

There were also significant differences among respondents who identified parking lots and parkades at UM as unsafe (22% overall thought they were unsafe). Survey participants affiliated with the Rady Faculty of Health Sciences (the vast majority of which are located on the Bannatyne campus) were more likely to report parking and parkades as unsafe (43%).

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[288] $X^2$[2, n=3645] = 97.5, p=<.001, V=.16
[289] $X^2$[1, n=624] = 2.16, p=.142, V=.06

*Tunnels*

Nearly a third (32%) of respondents thought the tunnels were unsafe. Across all faculties, women[290] and transgender/gender non-binary participants[291] were more likely to feel unsafe in the tunnels than men respondents[292].

*Hallways and stairwells*

Finally, 27% of all respondents identified hallways and stairwells at UM as being unsafe. Several students, faculty members, and staff commented that the high volume of people standing or sitting in stairways, and to a lesser extent hallways, resulted in them feeling unsafe. As one student commented:

> *Many students will stand in the way of stair cases making it difficult to get through.*

*Qualitative comments in regard to other unsafe spaces*

Some participants commented about feeling unsafe walking or biking on campus due to the lack of crosswalks to protect pedestrians or bikers from motorized traffic. Below are two such comments.

> *Not sure if this qualifies, but the crosswalk between the Wallace Building and Parker Building needs to be more visible to drivers. I almost get hit there every day! Please repaint the lines on the road and make the crosswalk signs more visible. Can we add a fishing light? I feel like drivers don't care when they very quickly come around that corner.* Student

> *I walk and bike to work and find crossing Freeman at Kings Drive unsafe as there is no crosswalk or even warning signs about pedestrians and traffic is aggressive and sometimes doesn't stop*

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[290] $X^2$[15, n=2335] = 22.43, p=.097, V=.16
[291] $X^2$[15, n=120] = 18.58, p=.182, V=.39
[292] $X^2$[15, n=1062] = 26.61, p=.032, V=.16

*at the stop signs.  Also there are not proper pedestrian crosswalks (lines and overhead lights) across Dafoe Road.  I think there is too much traffic on campus.  There should be designated drop off points to reduce vehicle traffic on campus.* Staff

There were also specific comments about recreation centres at UM. Included in these narratives were comments about the need for more private changing areas, which would also be more trauma informed as well as provide a safe place for transgender and gender non-binary individuals. Below are comments from a man student, a woman student, and a transgender/gender non-binary student, respectively.

*There are bullies in the gym, like those who make fun of the weak. It's very upsetting.*

*I hate the signs in the women's washrooms at the gym saying that you can't change in the washroom stalls. I feel more safe and comfortable changing in a private stall where people can't see my vulnerable, naked body. I do not appreciate those signs being there.*

*The gendered change rooms kept me from using the gym all last year, and discouragement from using bathroom stalls instead was disheartening and made me leave for good.*

The most frequent comments about unsafe places were in relation to the University at night. Suggestions for improvement are better lighting and more cameras as well as emergency buttons, especially in parking lots, around the bus stops, and in tunnels. Some examples are provided below.

*Additional cameras, lighting and emergency buttons need to be added to tunnels and bus sheds/ stops for the safety of students and staff.* Woman, student

*I think that more lights on the entire length of Dafoe would be beneficial. Walking to U lot at night can be a bit stressful for me.*
Woman, student

*It only feels unsafe at night because of the lack of night staff and adequate lighting outdoors.* Woman, student

*There is a need for more bright lights in parking lots and walkways at night. I do not feel safe in the dark. I do not feel safe in the tunnels because there are not enough visible security cameras.* Woman, student

*Parking!! It's so unsafe for women to walk back in the dark to their cars at night if they have had to park starting in the day or afternoon hours and then have an evening class.* Woman, student

*Night makes some areas (tunnels, walking to bus stops and dorms) feel less safe, while they would be comfortable during the day.* Man, student

Finally, an Indigenous student commented about feeling unsafe in classrooms. She writes:

*I put classrooms here because a lot of violence towards marginalized peoples happens in the classroom, in the content and the attitudes of the students and faculty.*

## INCLUSION

The last letter in EDI is inclusion. The Taskforce Terms of Reference defines inclusion as the "process of creating an environment in which any individual or group can be and feel welcomed, respected,

supported, and valued to fully participate in all the opportunities afforded by the University." A key component of inclusion, then is one's sense of connectedness to UM.

### Individual inclusion/connectedness items

Five individual items were used to measure inclusion/connectedness among students (*Figure 85*), faculty members (*Figure 86*), and staff (*Figure 87*). With the exception of the statement "I feel that I have to change myself to fit in at this University," the majority of students agreed to the inclusion/connectedness statements. For example, 79% agreed that they "belong at this University," and 74% agreed that they "belong within their Faculty/College/School."

Figure 85: Connectedness to UM: Students
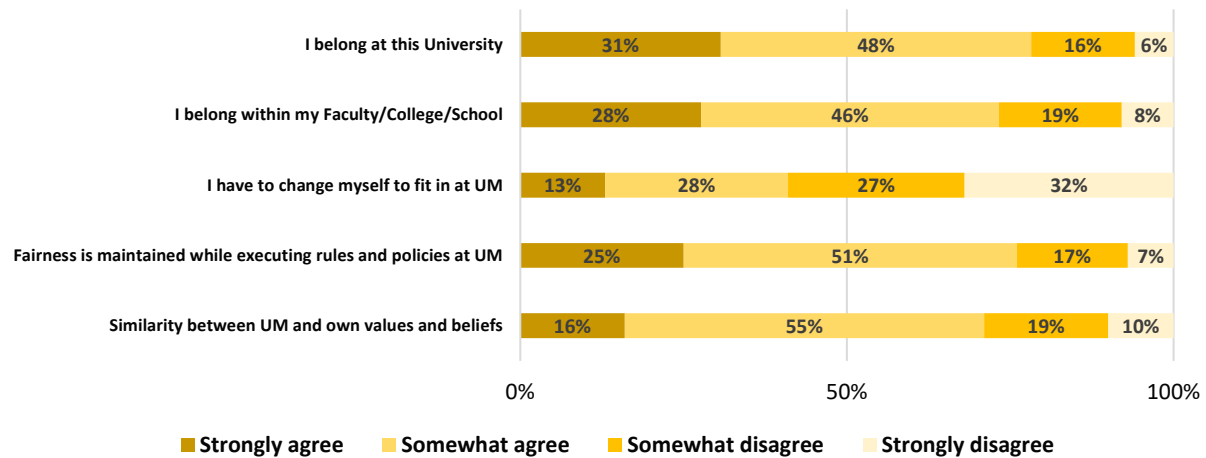


A similar pattern was observed among faculty members (*Figure 86*). The majority of faculty members either somewhat agreed (58%) or strongly agreed (13%) to the statement "I feel that there is a similarity between the University's and my own values and beliefs." They were also slightly more likely to agree that they belong at UM (78%) than in their Faculty/College/School (74%).

Figure 86: Connectedness to UM: Faculty members



| | Strongly agree | Somewhat agree | Somewhat disagree | Strongly disagree |
|---|---|---|---|---|
| I belong at this University | 28% | 50% | 16% | 6% |
| I belong within my Faculty/College/School | 31% | 44% | 18% | 7% |
| I have to change myself to fit in at UM | 9% | 32% | 24% | 35% |
| Fairness is maintained while executing rules and policies at UM | 15% | 44% | 29% | 12% |
| Similarity between UM and own values and beliefs | 13% | 58% | 22% | 7% |
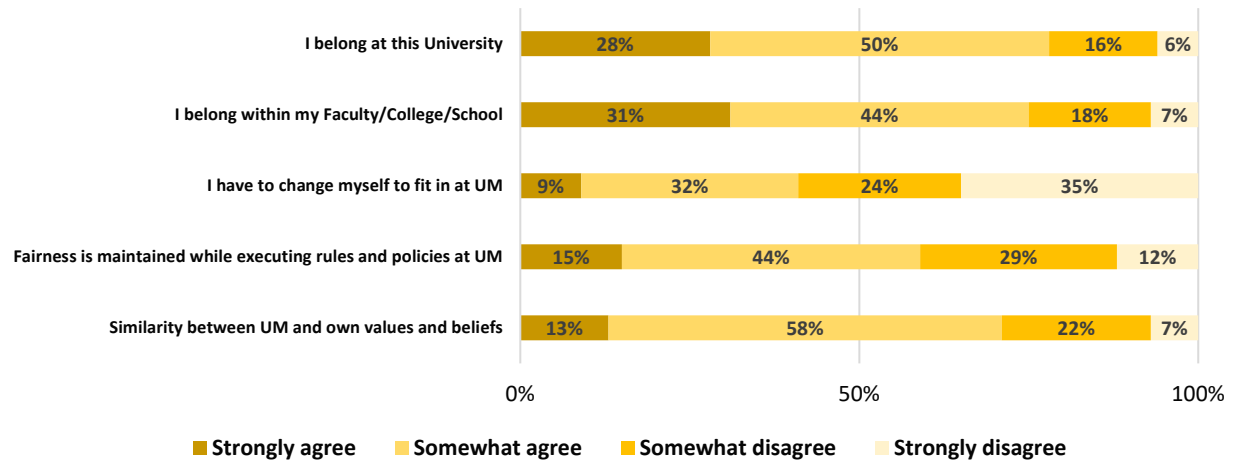
Staff were also largely positive in their agreement on the individual connectedness items (*Figure 87*). However, similar to students and faculty members, 40% of staff agreed (11% strongly and 30% somewhat) that they "have to change myself to fit in at this University."

Figure 87: Connectedness to UM: Staff



| | Strongly agree | Somewhat agree | Somewhat disagree | Strongly disagree |
|---|---|---|---|---|
| I belong at this University | 39% | 45% | 13% | 4% |
| I belong within my Faculty/College/School or work unit | 41% | 41% | 12% | 5% |
| I have to change myself to fit in at UM | 11% | 30% | 23% | 37% |
| Fairness is maintained while executing rules and policies at UM | 17% | 50% | 22% | 12% |
| Similarity between UM and own values and beliefs | 17% | 57% | 18% | 7% |
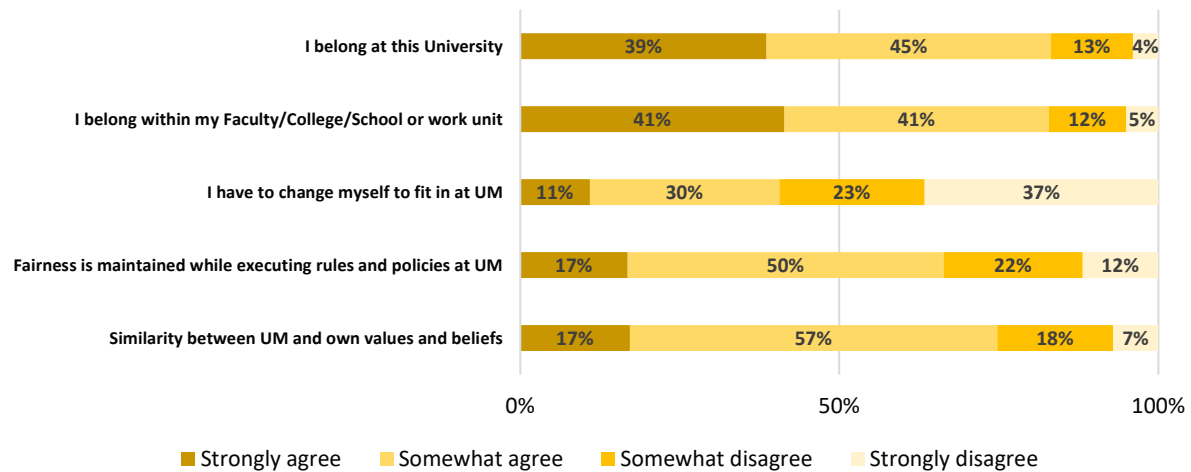
Inclusion by Faculty/College/School

An overall index ($\alpha$ = .80) was created in order to look at the concept of connectedness or inclusion in more detail. The statement "I have to change myself to fit in at UM" was reserve coded in order to maintain the same theoretical direction as the other items. Positive scores represent above average connectedness/inclusion, while negative scores correspond to below average scores.

There were significant differences between racialized identity and sense of connectedness for students[293] and faculty members[294], but not for staff[295]. Post hoc analyses reveal that White students (M = .07, SD = .96) sense of connectedness aggregate scores were significantly greater than Indigenous (M = -.21, SD = 1.07) and Black students (M = -.26, SD = 1.00) (*Figure 88*). Similar to students, Indigenous (M = .59, SD = .97) and Black (M = -.85, SD = 1.26) faculty members recorded the lowest sense of connectedness scores, but Western Asian/North African (M = -.70, SD = 1.11) faculty members also reported particularly low scores on the overall index. Black staff (M = -.63, SD = 1.43) and Indigenous staff (M = -15, SD = 1.11) also had below average scores on the sense of connectedness index, while White (M = .17, SD = .98) and South Asian staff (M = .25, SD = 1.12) had above average aggregate scores.

Figure 88: Sense of connectedness index by racialized identity



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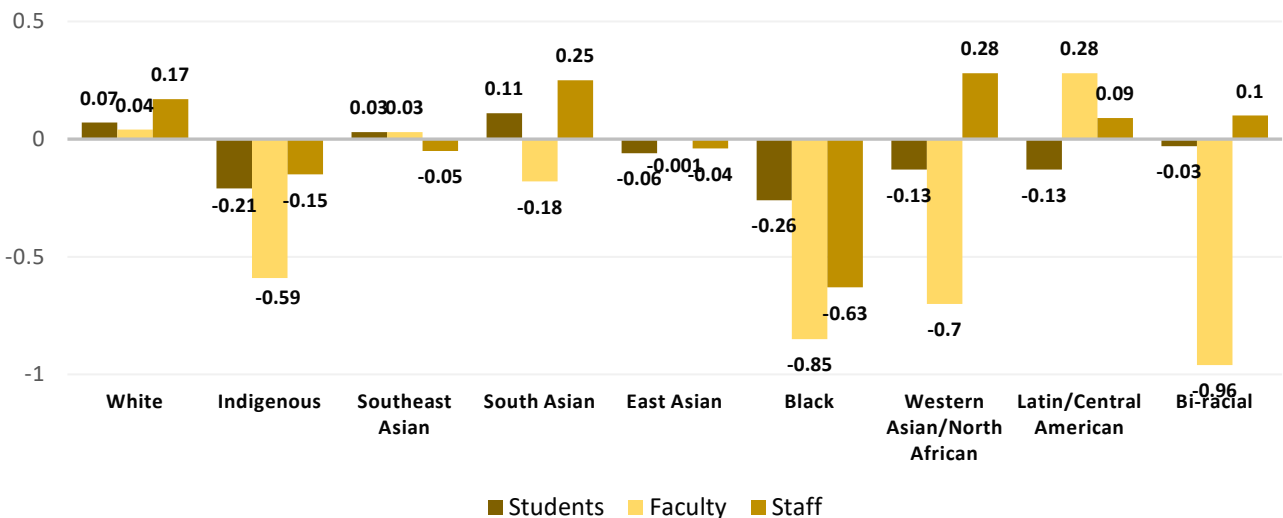
[293] F(9,2682) = 4.50, p =<.001, $\eta^2$ = .02
[294] F(9,406) = 2.36, p =.013, $\eta^2$ = .05
[295] F(9,716) = 1.71, p =.083

Transgender and gender non-binary students[296], faculty members[297], and staff[298] all reported below average sense of connectedness scores (*Figure 89*).

Figure 89: Sense of connectedness index by gender identity
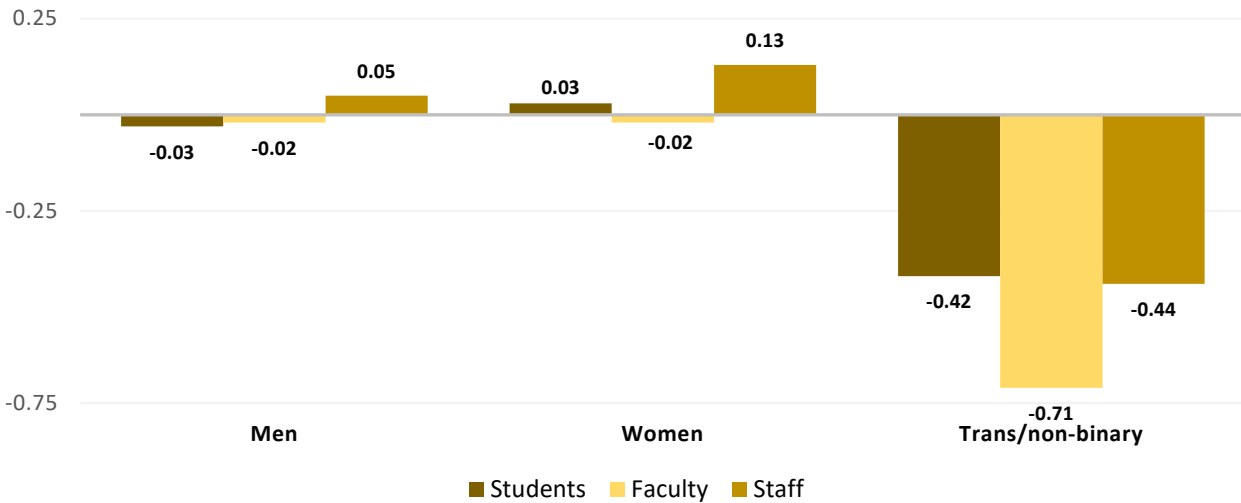


A similar pattern was observed among 2SLGBTQ+ students[299], faculty members[300], and staff[301], compared to both cisgender heterosexual men and women respondents (*Figure 90*).

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[296] $F(2,2689) = 10.91$, p =<.001, $\eta^2$ = .01
[297] $F(2,424) = 2.92$, p =.055
[298] $F(2,735) = 2.40$, p =.091
[299] $t(2634) = 3.60$, p =<.001, Cohen's *d* = .17
[300] $t(411) = 3.80$, p =<.001, Cohen's *d* = .51
[301] $t(703) = 4.00$, p =<.001, Cohen's *d* = .42

Figure 90: Sense of connectedness index by gender and sexual identity
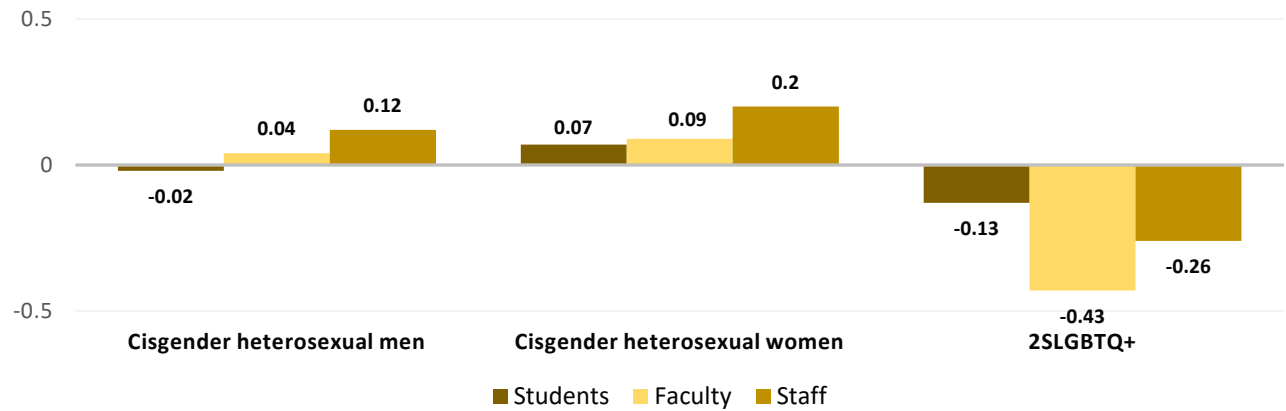


*Figure 91* illustrates sense of connectedness by disability-type, mental health-related issue, or chronic health condition, which shows that sense of connectedness decreases as impact increases in severity[302].

Figure 91: Sense of connectedness index by disability, mental health-issue, or chronic health condition



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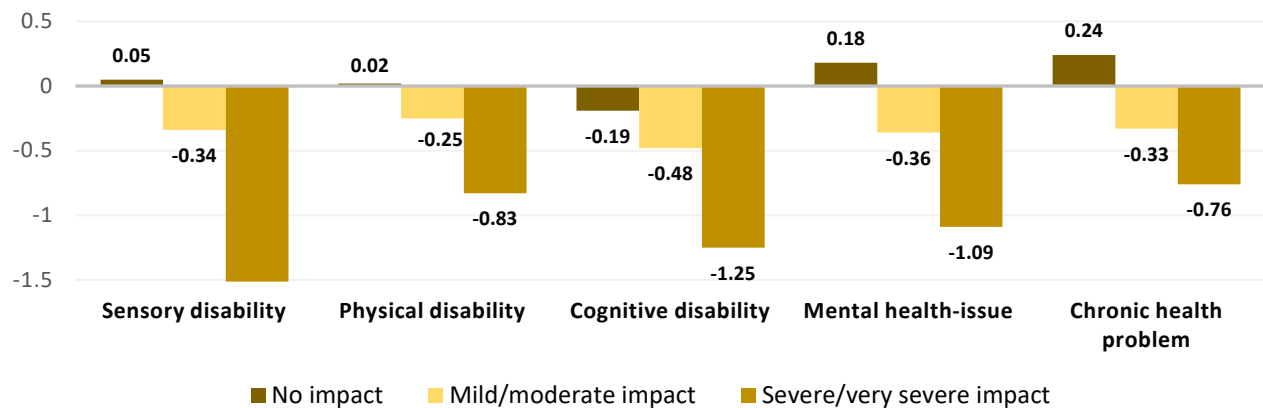
[302] Sensory disability $F_{(2,121)} = 14.70$, $p =<.001$, $\eta^2 = .20$; physical disability $F_{(2,153)} = 5.33$, $p =.006$, $\eta^2 = .07$; cognitive disability $F_{(2,174)} = 7.76$, $p =.001$, $\eta^2 = .08$; mental health-related issue $F_{(2,822)} = 63.39$, $p =<.001$, $\eta^2 = .13$; chronic health condition $F_{(2,308)} = 18.73$, $p =<.001$, $\eta^2 = .11$

## Impact of microaggressions on inclusivity

In order to collectively examine the covariate of microaggressions and its impact on connectedness/inclusivity, multivariate OLS models were used by students, faculty members, and staff (*Table 18*). Among students, experiencing microaggressions was the strongest correlate with connectedness/inclusivity ($\beta$ = -.46). Put another way, the more experiences of microaggressions students had, the lower their connectedness/inclusivity toward UM was, even after controlling for diversity measures. The same pattern was observed among faculty members ($\beta$ = -.57) and staff ($\beta$ = -.54).

$R^2$ is often used to evaluate the Goodness-of-Fit between explanatory variables on the outcome measure (connectedness/inclusivity) in terms of the amount of variance the linear model explains. The $R^2$ for students ($R^2$ = 23%), faculty members ($R^2$ = 34%), and staff ($R^2$ = 29%) were all relatively large, which also suggests that the regression model focusing on microaggressions is an adequate fit among the observed data. Studies that attempt to explain human attitudes, perceptions, and experiences generally have $R^2$ values less than 50% in large part because people are more difficult to predict.

Table 18: Standardized and unstandardized regression coefficients by sense of connectedness to UM

| | Students | | Faculty members | | Staff | |
|---|---|---|---|---|---|---|
| | *b* | β | *b* | β | *b* | β |
| **Intercept** | -.04 (.04) | | -.11 (.08) | | -10 (.09) | |
| **Indigenous** | -.40 (.07) | -.01 | .32 (.24) | .06 | .20 (.14) | .05 |
| **Southeast Asian** | .03 (.06) | .01 | .77 (.47) | .07 | .08 (.18) | .02 |
| **East Asian** | -.03 (.07) | -.01 | .38 (.24) | .07 | .00 (.16) | .00 |
| **Black** | -.07 (.07) | -.02 | -.17 (.38) | -.02 | .22 (.33) | .02 |
| **West Asian/North African** | -.07 (.11) | -.01 | -.21 (.29) | -.03 | .32 (.43) | .03 |
| **Latin/Central American** | .02 (.12) | .01 | .34 (.41) | .04 | .20 (.25) | .03 |
| **Biracial** | .08 (.13) | .01 | -.93 (.38)* | -.11 | .22 (.27) | .03 |
| **Women** | .11 (.04)** | .05 | .12 (.09) | .06 | .06 (.09) | .02 |
| **2SLGBTQ+** | .06 (.05) | .03 | -.15 (.13) | -.05 | -.08 (.11) | -.03 |
| **Sensory disability** | -.09 (.11) | -.02 | -.07 (.20) | -.02 | -.19 (.20) | -.03 |
| **Physical disability** | .16 (.10) | .03 | -.06 (.19) | -.01 | -.13 (.16) | -.03 |
| **Cognitive disability** | -.18 (.08)* | -.04 | .10 (.25) | .02 | .08 (.25) | .01 |
| **Mental health-related issue** | -.09 (.05)* | -.04 | -.10 (.15) | -.03 | -.06 (.10) | -.02 |
| **Chronic health condition** | .02 (.07) | .01 | .04 (.12) | .02 | .12 (.12) | .03 |
| **Microaggressions index** | -.45 (.02)*** | -.46 | -.59 (.05)*** | -.57 | -.58 (.04)*** | -.54 |
| R² | .23 | | .34 | | .29 | |
| Sample size | 2,372 | | 383 | | 634 | |

*p < .05; **p < .01; ***p < .001
Standard errors are presented in parentheses

The quantitative results reveal the significant effect microaggressions have on sense of connectedness to UM, even when controlling for key demographics. In what follows, qualitative remarks are presented in order to provide further context to the impact of microaggressions on the learning environment of students as well as the work milieu among staff and faculty members.

For students, experiencing microaggressions has resulted them in feeling further excluded, voiceless, and hurt.

*Microaggressions from university professors is not uncommon, though I do not believe they are aware of how hurtful it is or that they even do it.* Indigenous, woman, student

*The university was not built for a black international student to navigate, the university is trying to be inclusive but most o these policies and rules that are implemented are they just for show and are minorities included in these decisions, if they are how do you evaluate if they are implemented? Also I've been bullied particularly by residence and a few faculty members but the chain of command to escalate issues is not clear. You know and feel that you are voiceless in these incidents after all your classmates remind you that you are not a citizen and should be appreciate of whatever I am given and accept the horrible experiences for what it is.* Racialized, woman, student

*The content of lectures has been the worst offender, in my experience. Professors don't always realize the impact they have, and don't always think critically about whether a particular component of a lecture is the best way to make the point they want to.* Transgender/gender non-binary, student, racialized identity unknown

Similar outcomes were experienced by staff, which is articulated below.

*A lot of people seem to be unaware of the effect that microaggressions have on other people. Each time that I've experienced them, I was very surprised and felt uncomfortable afterwards. This has occurred with supervisors in past positions and co-workers in my current position. Mandatory diversity training may be helpful.* Indigenous, transgender/gender non-binary, staff

Finally, narratives from faculty members in regard to their experiences with microaggressions have left them feeling disrespected, tired, and minimized.

*Having top level administrators remark "oh no.... here comes .... what did I do now in front of the other white men at the meeting is a microaggression, demeans my concerns, and is a disrespectful microaggression in my work environment.* Indigenous, woman, faculty member

*There are a large range of experiences of this on a regular basis. Sometimes it is just too tiring to deal with, other times when behaviour is called out others perceive this as aggressive and they choose to start more rumours or narrate incidences in ways that reinforce their received narratives about racialized women. The moments of dealing with this type of behaviour need to be selected carefully so that they don't overwhelm my time, and allow me to engage in the positive work of EDI and other important projects of collegial governance and leadership. That doesn't lessen the impact but it is reflection of the reality. The closer I work with individuals, it is also more difficult to address gender and race issues, and the blindspots of colleagues seem greater (even if they view themselves as progressive or feminists).* Racialized, woman, faculty member

*I believe that sometimes bad behavior is minimized as a disagreement among colleagues when there is a theme of patriarchal, paternalistic tone and minimization of women and women's views. Men don't seem to have self awareness of this, just as white people often don't see how they may persistently disregard the opinions of people who are not like them.* White, transgender/gender non-binary, faculty member

## Impact of incivility, discrimination, and harassment/assault on inclusivity

Both experiencing and witnessing/learning about incidents of incivility has a negative effect on one's sense of connectedness/inclusivity (*Figure 92*). These findings highlight the detrimental impact that feelings of exclusion can have on sense of connectedness, and therefore on issues of inclusion.

Figure 92: Sense of connectedness by incidents of incivility
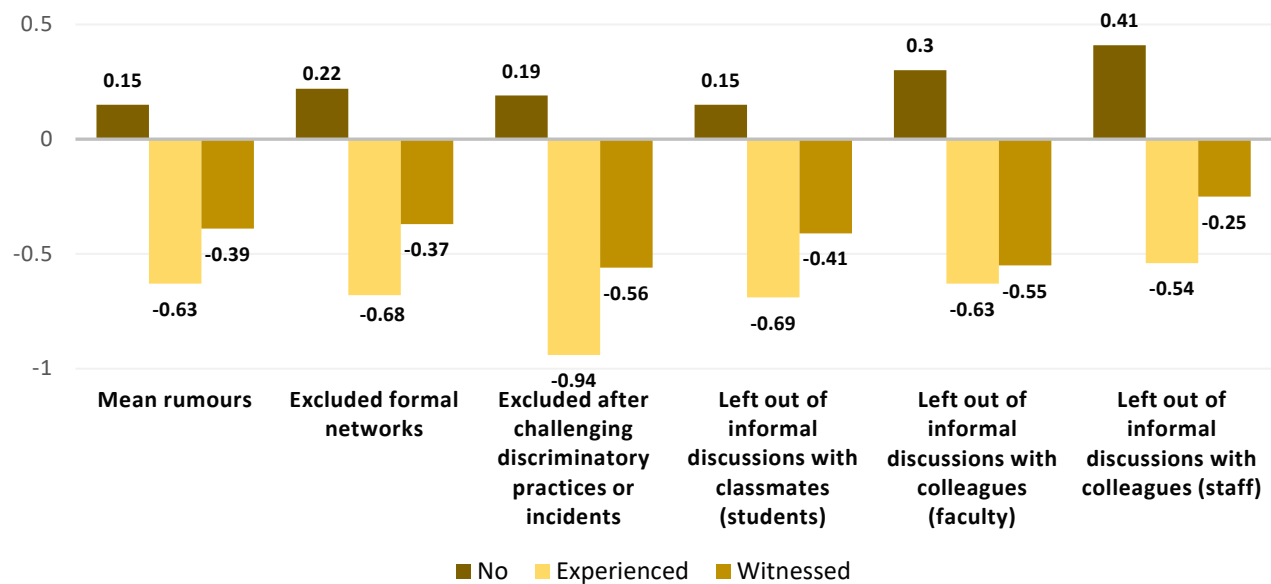


*Figure 93* shows scores on the sense of connectedness index by incidents of discrimination, harassment, and sexual assault. Similar to acts of incivility, survey participants who reported experiencing or witnessing/learning these incidents had significantly lower scores on the connectedness index that those

who did not indicate experiencing or witnessing/learning incidents of discrimination, harassment, or assault.

Figure 93: Sense of connectedness by incidents of discrimination, harassment, assault
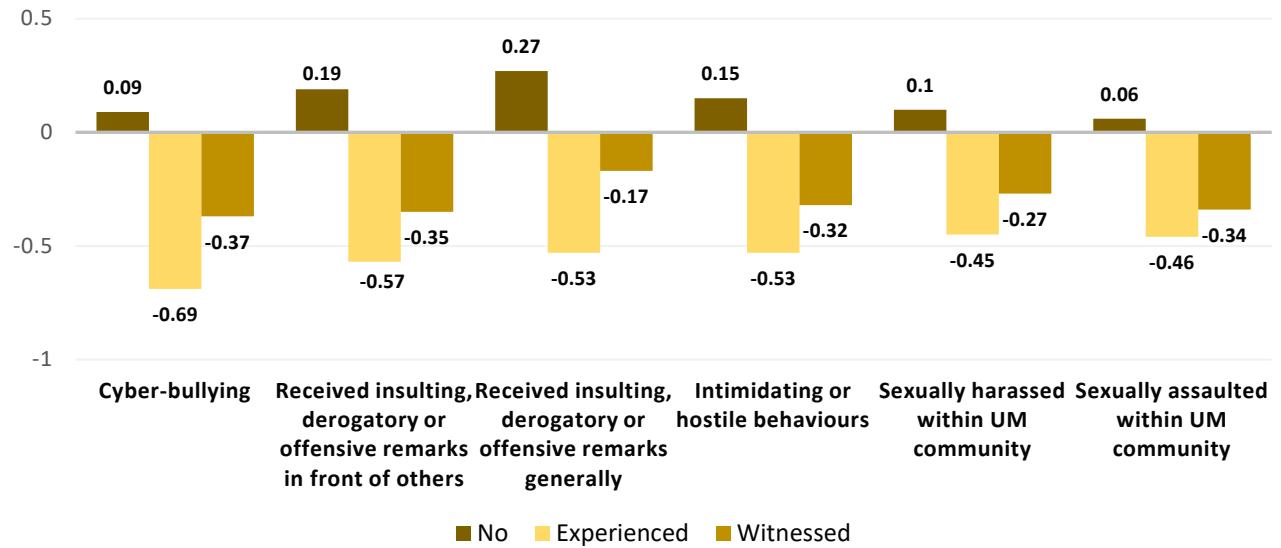


Finally, the cumulative impact on multiple experiences of incivility, discrimination, and harassment/assault negatively effects the sense of connectedness for students[303], faculty members[304], and staff[305] (*Figure 94*).

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[303] $F(3,2566) = 140.4$, $p = <.001$, $\eta^2 = .14$
[304] $F(3,424) = 42.42$, $p = <.001$, $\eta^2 = .23$
[305] $F(3,718) = 56.98$, $p = <.001$, $\eta^2 = .19$

Figure 94: Sense of connectedness by # of incidents of incivility, discrimination, harassment/assault experienced
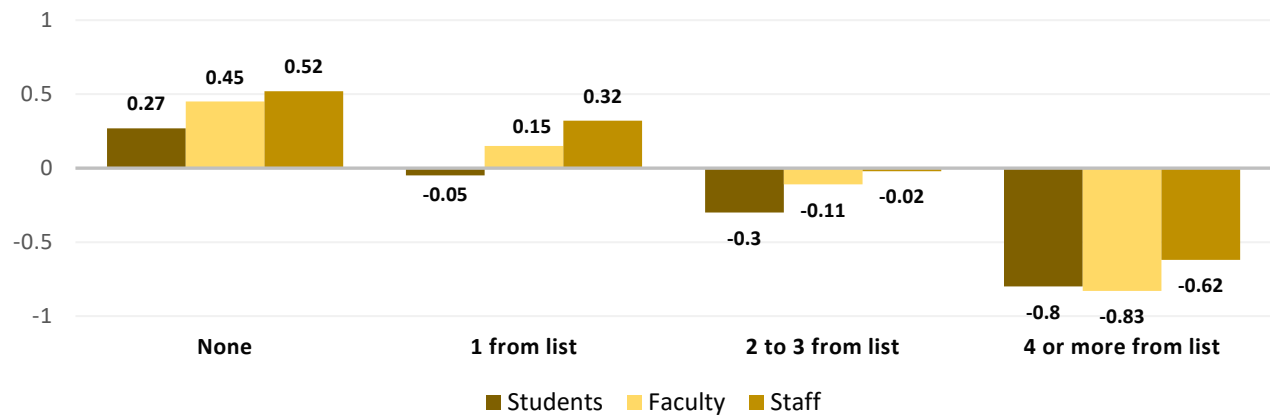


Similar to microaggressions, the impact of incivility, harassment, and discrimination can be profound, long-lasting, and can negatively affect one's sense of safety. Below are a sample of such narratives.

*The harassment, bullying, exclusion, and discrimination I have experienced and witnessed causes long lasting trauma. Students, staff, and faculty who experience these traumas negatively affect academic and job performances, as well as relationships within work and learning environments. In my own experience with harassment and discrimination, I do not feel comfortable with the resources offered at the U of M. For those who I have talked to regarding my experiences with anti-Black racism, they do not share my lived experiences. The idea of mediation, for me, suggests that communication will be based on equality, but I think it would just magnify and compound the trauma of discrimination.* Racialized, transgender/gender non-binary, staff

*The amount of harassment I've experienced on this campus has made me not feel safe on campus.* White, woman, student

*Being excluded and ridiculed makes dealing with anxiety very difficult. These situations make it difficult to build up the courage to go to class.* White, woman, student

*I have been both yelled at (really yelled at) and excluded from some conversations. I feel I can't say anything bc the response will be anger and more exclusion.* White, woman, faculty member

*Exclusion sometimes can be subtle as perpetrators often don't have the 'intention' but the impact is felt.* Racialized, woman, student

*The incidents I experienced were very traumatic and I feel they were not taken seriously enough.* White, woman, faculty member

## Qualitative analysis on sense of inclusion/connectedness

Given the importance of inclusion/connectedness, a qualitative analysis was utilized, which resulted in the following five themes being identified: (1) positive comments on inclusion; (2) inclusion is variable; (3) activities to promote inclusiveness; (4) exclusion based on group membership; and (5) intersectionality. Each will be discussed in turn.

### *UM is an inclusive place*

It certainly would not be fair to ignore the numerous qualitative comments in which students, faculty members, and staff wrote about their sense of connectedness and feelings of inclusiveness at UM. Below are some examples of narratives from survey participants who comment on how UM is a welcoming, inclusive, and friendly environment.

*As a* [redacted] *student, i felt very welcomed in all the courses that I enrolled in. I have attended the Pow Wow in the past and feel that the U of M recognizes and embraces indigenous culture.*
Indigenous, man, student

*As a gay man, I love the LGBTQ friendly policy.* Racialized, man, student

*I have always felt very welcomed at the University of Manitoba by fellow students and staff.* Racialized, man, student

*I feel very welcome here at the University of Manitoba. This is an opportunity of a lifetime for a person like me. I embrace this community to the fullest and I am given my effort to the fullest to the students, staff and everyone involved at UM.* Racialized, man, faculty member

*It is very welcoming as one can walk into the UC one day to hindi songs playing in speakers and the next day to English songs.* Racialized, man, student

*The university is a highly diverse place and I can see the effort made by the university to make it a safe and welcoming environment for the students to learn and grow to become upstanding individuals in the society and that is impressive.* Racialized, woman, student

*I have been at the University of Manitoba for several years and there has been an improvement in inclusion and equity.* White, woman, faculty member

*I think the U of M can be 10/10. The new sexual violence resource center is 100% the right step. We are already very accepting, a few more steps and I can confidently say my university is 100% perfect with regards to inclusion.* Racialized, man, student

*I believe the U of M offers great services for mental and physical health. I wish they would be more welcoming about offering those services to students who do not know that they are there.* White, woman, student

*I feel The University of Manitoba has been a strong part of me which has helped me a lot.* Racialized, woman, student

*I just think its a great place.* Indigenous, woman, student

*My faculty is extremely welcoming, and it's easy to be social within it. The inclusion in each of my classes is remarkable, you don't have to look far in order to be included or asked to participate in an activity.* White, woman, student

*the university does a great job at making an inclusive place, it is my peers who have growing to do…* Indigenous, woman, student

*Sense of inclusion/connectedness is variable*

While there was a recognition that UM is an inclusive and positive environment, others commented that such connectedness is variable and dependent on what Faculty/unit one is a part of, or who one associates with. Below are a sample of comments reflecting this variability.

*My sense of belonging and inclusion at the University largely derives from a few, very limited safe spaces and a couple dozen incredible, equitably-minded, and critically aware staff and faculty. The University as a whole has a lot of work to do so that we as members of targeted groups do not have to carve out our own safe spaces within the colonial and hegemonic walls of the institution. The only way to make targeted groups feel greater inclusion and belonging is to correct the imbalance of*

*representation and to give more targeted peoples decision-making power to change the institution and the way it works.* Racialized, woman, staff

*Majority of the Instructors and Professors that I met and learned from were generous and fair, but it only takes one to spoil it. I had one Professor who is unfair, judgmental and uses her power to convey that to me personally and used her position to control my marks in the class…* Indigenous, woman, student

*I love my experience and time at the Faculty of* [redacted]. *I love the community. I feel like I do "belong".   However, I feel that is still clear that structures (within and external to the university) are in-place to prevent a full breadth of diversity within our University communities. I hear many stories of people not "fitting in". I disapprove and am disappointed by these structures. Examples –* [redacted Faculty] *sometimes still has a "weed-out culture", where classes are made more difficult than they should be, in order to make sure that certain types of people drop out. This can specifically exclude indigenous people from reserves where education systems have been not given enough resources for students to succeed. Yes there is the* [redacted program]*, but I feel this is not enough. - Cost of tuition prevents certain people from accessing university - Certain students form mini-communities or cliques. It can be highly academically and professional advantageous to join these cliques, but if you don't fit in with the clique then you are disadvantaged. (e.g. drinking culture) - Lack of understanding from the professors/students that these more subtle barriers can exist is frustrating and can also exclude even more people.* Racialized, man, student

*Even the campus is so diverse in relation to the students, the staff and professor are so white.* Racialized, woman, student

*Many of these questions had me feeling stuck with conflicting feelings due to different experiences with the University and the Faculty levels. I think an appropriate strategy to ensuring inclusivity and diversity is to ensure that the the various faculty and departments are aligned with the values of the university.*
Racialized, man, student

*Activities to promote inclusiveness*

Those who reported being a part of a group, particularly student-led activities, commented on how this enhanced their sense of connectedness at UM, which is reflected by one White woman student below.

*joining a student group specifically* [redacted] *was the best decision i have ever made. i feel like i have a family at school.*

Others, however, commented that they wished there were more groups/clubs/events at UM to help promote inclusiveness.

*It's pretty easy to completely miss anything and everything going on and really hard to get involved with extracurricular groups and things if you don't know where to start. I'd love to be involved with student groups and stuff but if your social circle isn't, it's pretty hard to figure out where you even begin.* Racialized, man, student

*wish there was more advertising for groups/meet ups so I could meet people more like me. it's hard to feel I belong when the only things I see advertised are big parties for really sociable people.*
White, woman, student

*Just as a small city person from Manitoba it feels like I had no one to connect with when I came to the big city. There's so many*

*programs for international students to connect, and all the Winnipeg people all know each other.* White, woman, student

*I wish there will be multicultural events specifically for meeting people of other cultures. I seem to be moving and interacting with people of only my culture. I believe I am missing a whole lot but dont know how to correct that.* Racialized, woman, student

*I have studied at UM for more than 5 years. I lived on campus in two terms. I witnessed the separation between students since I am an Asian student not speaking English well enough. I was laughed at quite often while living on campus. My professor even turned away from me and asked a student besides me that 'What did she just say?''. It took me a lot of time to get over my shyness and fears to be confident to speak up in class. I wish that when first year students, even graduate students come to UM., there will be someone sharing stories to let them know it will be okay, and you will face some problems like that. I wish that there are places for students to give them advice and resources so that they can overcome their problems quickly. English is a big challenge for international students. Clubs with volunteer native speakers could benefit them most. Finally, please start some clubs or places where international students can learn about the culture between students and professors. They can know what they need to do and how professors expect from them.* Racialized, woman, student

Finally, some wished there was more information about groups/clubs/events. An example is presented below.

*There should be more information about clubs and groups at the university and how to join.* White, woman, student

*Exclusion based on group membership*

When examining sense of connectedness, it is important to consider the narratives from groups who do not feel included at UM. This section has been organized into the following sub-categories: (1) international students; (2) older students; (3) socioeconomic status; (4) spiritual or religious identities; (5) conservative political ideologies; and (6) others.

## International students

There were quite a few comments from international students who wrote about not fitting in at UM, being excluded, and feeling like they do not belong. Below are examples of these narratives. While they may seem numerous, they only represent a small sample of comments.

*It's not as easy as it seems for international students to fit in at the University.* Racialized, man, student

*I do not believe international students are really encouraged to engage in more non-academic activities around campus.*
Racialized, woman, student

*The university treats international students like walking wallets. We have a hard enough time outside of campus where getting things like medical care are a hassle because we are aliens… You make us feel like you dont view us as human beings but as numbers in a GDP.* Racialized, man, student

*Sometimes being an International student makes me feel out of place during the class/group meeting reject. As English is not my first language, usually Canadian students in the group will tell me what to do or take an initiative. And students are very kind and nice and always open to help us. However, it is also the fact that sometimes i don't feel like u of m is my school. I feel like it is an University that is letting me come. Like an exchange*

*program? I hope that there is more way to connect with other students rather than people from same country stay in a group and not communicate others.* Racialized, woman, student

*I feel like the university is diverse but not very inclusive for non-Canadian students. There's nothing that really encourages cross-cultural engagement between students. Maybe it's the responsibility of the students to mingle and engage with each other, but I feel there should be a provided space (for lack of a better term) that encourages that. I'm personally not at home here because I feel like I'll always have the stigma of "non-Canadian" attached to me. It makes my stay very uncomfortable because I feel like I'll never really be part of the community here.* Racialized, woman, student

*I think that as an international student… we often come here from very different backgrounds and ways of doing things. It becomes hard to join a club or open up to people who are so vastly different from you even though they may be friendly. I feel like having leaders and people of different cultures that can be there in all departments and especially those in academic offices and places students are more likely to go to ask questions, helps the integration better. Also having more cultural events targeted toward different cultures helps everyone feel more integrated and less of an outsider.* Racialized, woman, student

*As an african in the university of manitoba i do not see events that are catered for my community. We do not have any activities to celebrate us being in the university as others do. It makes me sad.* Racialized, woman, student

*I believe international students face a really hard time to socialize with Canadian students because of the language barrier.* Racialized, woman, student

Older students

Several "older" students commented about their difficulties feeling included at UM, some of whom suggested more targeted programs/events/groups catered to an older demographic.

*I feel totally out of place in* [redacted] *because im the only 30 year old white female in there when i go. Its so weird and everyone is in a group of people they know and im out of place. No idea why thats the case and its not a bad thing i just feel like i shouldnt be in there but dont know where else to go.* White, woman, student

*It's difficult being an older adult and finding a place to fit in.* Indigenous, woman, student

*It is very difficult to be an older student in a same sex relationship. I always feel out of place and haven't met any faculty or students that I can relate to. I love my classes so much, but always feel uncomfortable and that I do not belong.* White, woman, student

*due To the age range between students some of the younger ones feel looked down on by their peers.* Racialized, woman, student

*My sense of discomfortness with belongingness is hard to describe... I am an older student. As an older student, I have children, I have a full time job, I had a mortgage and debts that younger students don't have.* White, woman, student

*Please add age to your inclusion statement.* White, woman, student

While not as numerous as students, the issue of age discrimination was addressed by some faculty members. An example of such narrative is presented below.

*Please consider paying greater attention to age discrimination.*
Faculty member, racialized and gender identity unknown

## Socioeconomic status

Socioeconomic status was another theme that was identified, which is articulated by the following student:

*I personally feel that parents from a non-traditional background, first in their families to attend university are rather undervalued and left out of the inclusion atmosphere.* White, woman, student

## Religious identities

Religion was frequently commented on, and was a central source of exclusion. Although Christianity is considered the dominant religion in Canada, many participants who practice this religious faith commented on feeling excluded at UM.

*Ensure equal treatment of religious groups, for example the Muslim group has a much easier time finding space than Christian groups. The university should have no favourites, one way or the other.* White, man, student

*Christianity belief in God is often ridiculed within* [redacted] *while I'm studying. Although I am not a devout Christian or have extreme religious views I do feel like I would not be accepted by the professors especially if I made my belief in God known. It is sad but it is the way the world is going. I have heard quite often*

*that believing in God is like believing in the Easter bunny. I do not preach nor try to put my views upon anyone. I have had personal experiences in which there is no way that I could ever possible not believe in God and it is very hurtful when I hear people mocking that belief.* White, woman, student

*As a Christian I feel like I am not allowed to believe or say what I think is right. There seems to be no room for opposing opinions to popular ideals.* White, woman, student

*I feel like people don't respect my Religion. I feel like Christian Student Groups on Campus are being less prioritized/popular than LGBTQ Groups.* White, man, student

*I frequently feel that I have to self-censor and that the University is not interested in me in its inclusion policies as I am a Christian, and center-right politically.* White, man, student

As illustrated, some Christian participants feel excluded due to their religious affiliation, however, there were quite a few comments from respondents who were upset about an anti-abortion protest that took place at the UM. Below are examples of these narratives.

*I really don't understand why and how Christian groups are allowed to spread misinformation about abortion yet when student groups go to oppose (ie. support abortion/give appropriate facts), they get shut down and asked to leave. Not only are they non-campus affiliated groups allowed to spread information that is medically inaccurate, but students get asked to leave when they are trying to provide scientific information. If we are allowing these Christian anti-abortion groups to demonstrate free-speech, then student groups should be allowed to as well. I do not feel like I belong at a University that doesn't stand behind*

*data-proven, medically-proven scientific facts. How can a University with a medical program allow this?* White, woman, student

*Once there were anti-abortion protestors allowed at the front of UC with EXTREMELY graphic and triggering images. They were allowed to be there and there was nothing I could do, even though they violated my visual space with damaging images and heckling. I was shocked, appalled and it completely changed my mind about how this university treats survivors of sexual trauma and women's rights.* Indigenous, woman, student

There were also participants from other religious or spiritual affiliations who commented on feeling excluded based on their religious or spiritual denominations, which is reflected in the following narratives:

*Spiritual safety for Indigenous peoples is also something to take into consideration. I do not feel spiritually safe as a two-spirit person on my campus because of discrimination and anti-indigenous racism by* [redacted]. Indigenous, transgender/gender non-binary, student

*We should have a spiritually neutral sanctuary. Since Christians and Muslims have a place allocated on campus for them to pray and worship, I feel I should have one too.* White, man, student

*Acknowledge Humanism! It's a widespread, peaceful, and science-based life view!* White, woman, student

*The University, Faculty, and College try to create an inclusive environment to a degree. As a secular institution the celebrations such as Christmas and Easter that are often expressed in reception areas, office doors and the* [redacted] *etc. remind me that it is not inclusive. The timing of celebrations are typically to*

*coincide with Christian holidays. This is particularly apparent at Christmas time where memos and invitations may say, "Happy Holidays" while they are trimmed in the symbols typically associated with Christian holidays. I am offended when I am invited to "holiday" parties or gatherings on campus but only one holiday is being celebrated. There are others for whom December is not an important time of year, do we celebrate their holidays when they come about? Do we survey the University community to better understand how to celebrate everyone's holidays? Thank you for the opportunity to share these thoughts.* White, woman, faculty member

*There should be a Hindu temple in the campus considering the large number of students following Hinduism or came from India. There used to be a small temple in 2016 at st johns but they discountied the project. We just need one small room, where we can worship and pray. Our whole community agree upon this. Once, the university opens we would like to meet the president of uofm to talk about this. Looking forward for a helpful response. Thank you.* Racialized, man, student

## Conservative political ideologies

There were several qualitative comments from participants who attributed their exclusion to their conservative political ideologies. Below are a sample of comments.

*You will never satisfy the thirst for leftist desire of "equality, inclusion, diversity." No matter what is done it will never be enough. Catering to the screams of the minority tyrants will not will never be enough until they gain absolute power.* White, man, student

*Surveys like this make me feel that I do not belong at a modern university with its foolish focus on identity politics and fashionable leftist orthodoxy.* White, woman, student

*I am concerned that conservative political viewpoints may be career limiting in a forced union environment.* White, man, staff

*In my experience, the most frequent object of stereotyping has been political conservatism.* White, man, faculty member

*Students that have right wing views are better off staying silent in class discussions to avoid hatred and accusations.* White, woman, student

*I feel that as a straight white conservative male, I am persecuted for my beliefs against liberal ideals.* White, man, student

*The university is too liberal and a feel of anything goes. Too much shoving down the throat nonsense about ancestral land etc … if we were truly inclusive then we'd all be equal. Forcing us to listen to the statement about Native land only makes us feel more bitter and excluded as a population.* White, woman, student

### Others

Finally, some participants commented about other forms of exclusion. These included: (1) conflicting EDI values; (2) mental health-related issues; and (3) breastfeeding. While there were a number of comments in each of these categories, only one example is presented for each.

*In an ideological sense, I feel that I do not belong, and as someone who does not have those values, I feel afraid to discuss*

*matters of inclusion and diversity for fear of being labelled racist, misogynist, sexist, etc. for not subscribing to the one official definition of inclusivity and diversity. This is a sentiment shared by many others as well.* Racialized, man, student

*as someone who is not neurotypical, struggles with mental health issues due to trauma, and also has strong social justice values, I often do not feel like I fit in. Further, as someone who lives in a larger body, I feel discriminated against as so many staff who teach about health are mis informed about issues related to weight discrimination.* Indigenous, woman, student

*Fort Garry campus an extremely poor job supporting breastfeeding and pumping mothers/students. There is no designated area for mothers to pumping in private and given the amount of breastfeeding research the university benefits from and brags about, this is really shameful.* Racialized, woman, student

*Importance of intersectionality*

A common theme throughout this report has been the importance of locating EDI within an intersectional framework. A sample of such narratives are presented below.

*Despite daily and regular acts of micro-aggression at some levels by colleagues, in many other settings I have been able to gain respect and see that my voice is heard/listened to as part of broader conversations. The difference in sense of inclusion seems to be if I'm seen as one voice in a conversation, or if I'm in a decision-making or position of authority vis-a-vis individuals who exhibit behaviour that indicates they do not see women or radicalized persons as fully occupying this position of authority. In these cases, I often am faced with actions, words, or 'pushback' such as ignoring decisions, normal chains of reporting, or even*

*those who actively work to undermine me and attack my right to hold a position (sometimes publicly). As is common for racialized women in positions of authority, I have been told that I 'appear' too decisive, my knowledge of issues and preparation is intimidating to others, and that perhaps I could consider 'tempering' myself.* Racialized, woman, faculty member

*I am a parent of 3 little kids trying to better my life by acquiring an education. However, whenever I see a student advisor at my department, they make me feel that I shouldn't be a student and be a parent at the same time. One advisor at the* [redacted Faculty] *told me "maybe you should go home and take care of your kids". This to me is discrimination because I deserve to get an education just like everybody else.* Racialized, woman, student

*Better action needs to be taken on handling staff who are ignorant, racist, homophobic and sexist. I am shocked about the number of comments I have heard from faculty and staff that are candid and openly spoken that is disrespectful and unprofessional.* Racialized, transgender/gender non-binary, staff

*I've been bullied, but that's pretty normal in* [redacted]. *I don't experience racism (I'm white), but others in my class experience terrible racism, especially against Aboriginal students (it's horrible, and again totally accepted by faculty - it's really shameful). There's pretty open sexism too (especially against women in child caring roles, and again a sizeable amount of that is directly coming from faculty). Inclusion and acceptance are not a thing in* [redacted]… *The problem is that faculty constantly says that they are striving for inclusion… (and those very same people turn around and say and do incredibly racist and sexist things). It is a truly toxic environment (and one that is openly tolerated and even actively perpetuated by faculty and other people in leadership positions).* White, woman, student

*I constantly witness Indigenous and bi-poc transgender faculty, staff and students experiencing discrimination from directors, colleagues and fellow students. There seems to be little proactive supports or measures to protect staff and faculty with intersecting marginalized identities, particularly from their Deans and Directors. As a result, mental and physical health issues are created and compounded.* Indigenous, woman, staff

## ACCESSIBILITY

The final section of the EDI Climate Survey focused on issues of physical accessibility. With the exception of the question about satisfaction with gender neutral/all persons washrooms, which was asked of all survey participants, only respondents who reported having a disability, mental health-related issue, or chronic health condition were asked questions about accessibility.

### Gender neutral/all persons washrooms

Overall, three-quarters (75%) of participants were either very (36%) or somewhat (39%) satisfied with the availability of gender neutral/all persons washrooms at UM. As shown in *Figure 95*, transgender and gender non-binary respondents (46% satisfied) as well as women participants who identify as LGBQ+ (64% satisfied) reported being less satisfied with the gender neutral/all persons washrooms than LGBQ+ men (78%) and both cisgender heterosexual men (81%) and women (77%).

Figure 95: Satisfaction with gender neutral/all persons washrooms by gender and sexual identity



| | Very satisfied | Somewhat satisfied | Somewhat dissatisfied | Very dissatisfied |
|---|---|---|---|---|
| Trans/non-binary | 19% | 27% | 34% | 21% |
| LGBQ+ women | 25% | 39% | 26% | 10% |
| LGBQ+ men | 43% | 35% | 14% | 8% |
| Cisgender heterosexual women | 34% | 43% | 15% | 8% |
| Cisgender heterosexual men | 45% | 36% | 13% | 6% |
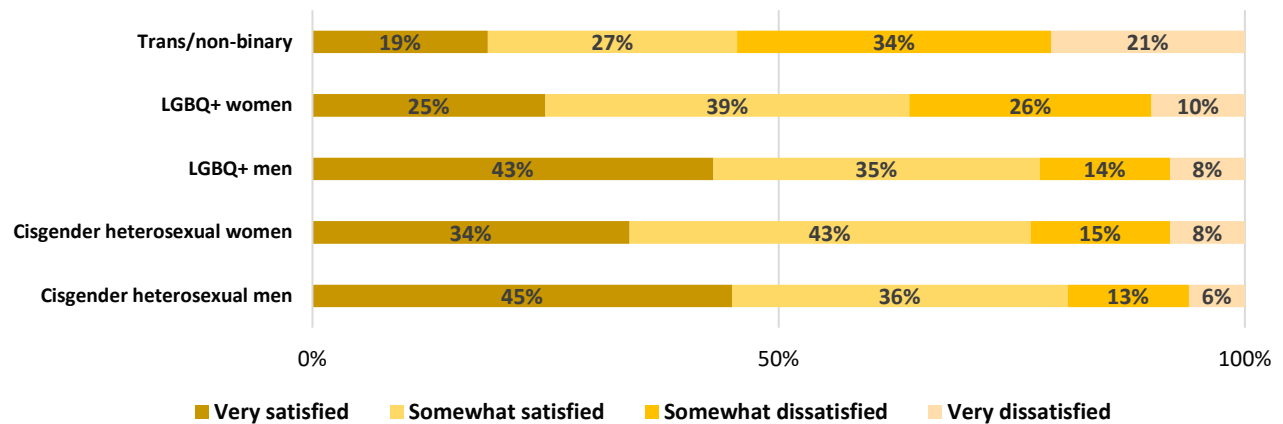
Compared to respondents who indicated having no disabilities, mental health-related issues, or chronic health conditions (78% satisfied), participants who identified as having a physical (65%) or cognitive (66% satisfied) disability were slightly less likely to be satisfied with the gender neutral/all persons washrooms at UM (*Figure 96*).

Figure 96: Satisfaction with gender neutral/all persons washrooms by disability, mental health-related issue, or chronic health condition
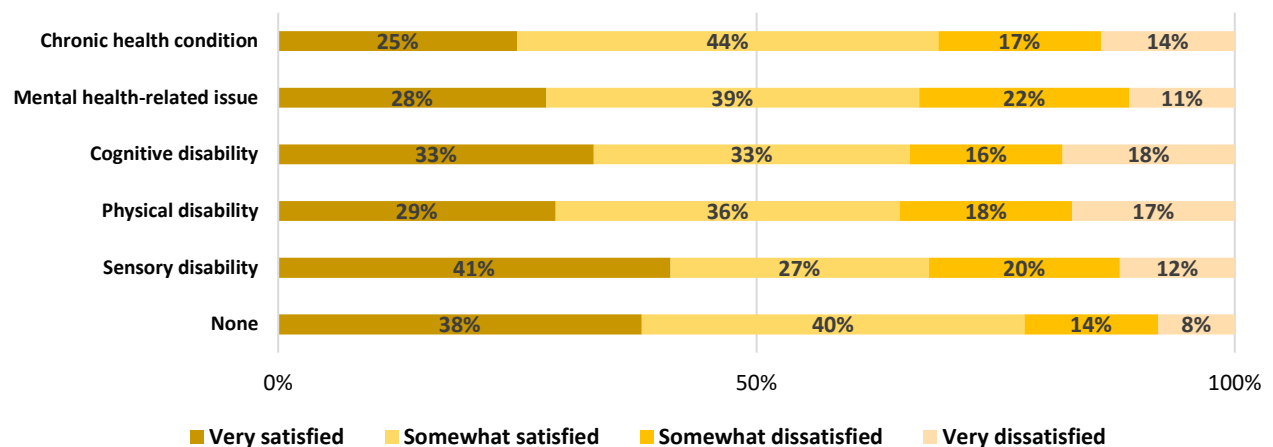


| | Very satisfied | Somewhat satisfied | Somewhat dissatisfied | Very dissatisfied |
|---|---|---|---|---|
| Chronic health condition | 25% | 44% | 17% | 14% |
| Mental health-related issue | 28% | 39% | 22% | 11% |
| Cognitive disability | 33% | 33% | 16% | 18% |
| Physical disability | 29% | 36% | 18% | 17% |
| Sensory disability | 41% | 27% | 20% | 12% |
| None | 38% | 40% | 14% | 8% |

Survey participants who indicated that their sensory (60% dissatisfied)[306], physical (53%)[307], or cognitive disability (57%)[308] had a severe or very severe impact, especially when engaging in their daily/regular activities on campus, were more likely to be dissatisfied with the gender neutral/all persons washrooms at UM. The same pattern was found for those with chronic health conditions[309] and mental health-related issues[310] (*Figure 97*).

Figure 97: Dissatisfaction with gender neutral/all persons washrooms by severity of disability, mental health-related issues, or chronic health condition
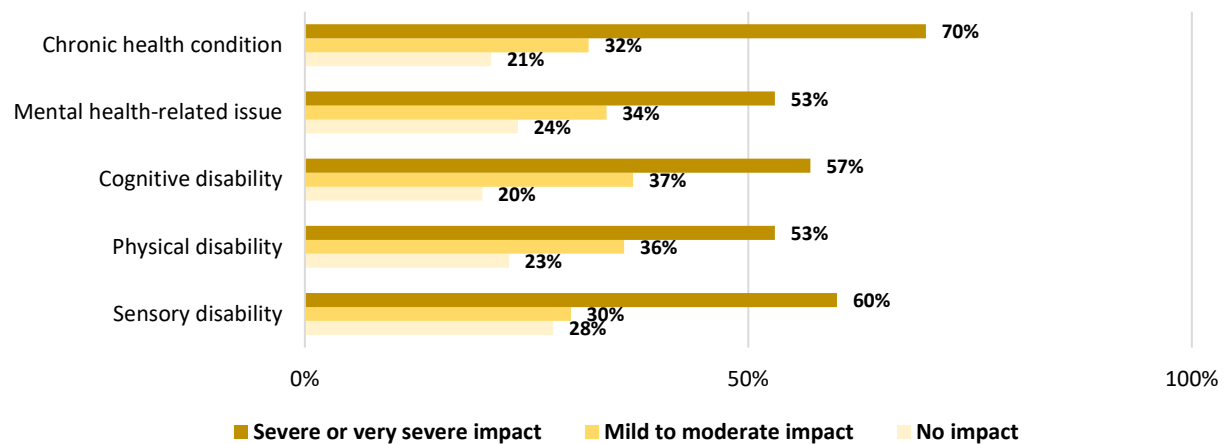


*Qualitative comments about washrooms at UM*

Many survey participants commented on washrooms at UM. These have been divided into the following themes: (1) more gender-neutral washrooms; (2) more accessible washrooms; (3) washrooms on every floor.

More gender-neutral washrooms

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[306] $X^2$[2, n=83] = 3.92, p=.141, V=.22
[307] $X^2$[2, n=116] = 5.09, p=.078, V=.21
[308] $X^2$[2, n=132] = 9.12, p=.010, V=.26
[309] $X^2$[2, n=225] = 20.32, p=<.001, V=.30
[310] $X^2$[2, n=594] = 19.91, p=<.001, V=.18

Several participants highlighted the need for more gender-neutral/all persons washrooms, including some that are not single use. Below is a sample of such narratives.

*The gender-neutral bathroom situation is abysmal, while I recognize that it is expensive and cumbersome (especially in the older buildings) I currently have the option to walk up four flights of stairs or walk across campus to use a bathroom, the single-occupancy gender-neutral bathrooms are scarce or inefficient, there should really be at least one that is larger and gender-neutral, similar to the Stella's on Pembina.*
Transgender/gender non-binary, student

*I have heard from other students that we are lacking or have inadequate accessible and gender-neutral washroom facilities. I few non-binary students have told me they would prefer to have access to a large washroom with many stalls and sinks, where they can come and go freely (like any other washroom) as opposed to a few single-stalled bathrooms. These are commonly also designated as accessible washrooms, sometimes the only one in an entire building, so they are often in use, and students have to choose between waiting or going to a washroom they don't feel comfortable in. I personally would be more than happy with converting a certain number of large washroom facilities on campus to gender neutral ones, keeping a few of them as they are for folks who feel unsafe or uncomfortable with other genders sharing the bathroom. It would have to be very easy to find out where these bathrooms are located from anywhere on campus, and some of each would have to be accessible.* White, woman, student

*I feel like all the individual washroom signs in the faculty* [redacted] *should just read « washroom », I feel like it might make more sense if they are all the same name with the same logo instead of having one washroom per cluster be the « gender neutral » washroom. I feel like that sends the message that being gender neutral is different then the « norm » when there doesn't*

*need to be a norm to begin with. Either way though, the addition of these bathrooms is better than not at all! Keep it up U of M. Perhaps there is a universal washroom sign that could include both male/female and gender neutral in one?* White, woman, student

*Washrooms are an issue with me because I am faced with the option to enter mens washrooms with one stall being occupied or wait in line for the wheelchair washrooms. I am transgender and often the washrooms I use are occupied by non-lgbtq peoples. I need more options. Thanks.* Racialized, transgender/gender non-binary, student

*Create a gender neutral washroom that is widely accessible to students such that they are not stigmatized further by travelling to random spaces in the building to access the restroom.* Racialized, woman, student

*The washrooms in the Faculty of* [redacted] *are always so ridiculously far away and there are not nearly enough private washrooms. (There is only one in the whole building).* White, woman, student

*Have facilities that actually meet the needs of disabled folks, listen to disabled folks needs instead of deciding for them, and stop using disabled and gender diverse peoples bathrooms if you are neither of those categories. The ableism is rampant, as is the homophobia, transphobia, and discrimination around our allegedly accessible bathroom.* Indigenous, transgender/gender non-binary, student

*I really enjoy and am proud of being a student at the University of Manitoba. I always feel that university centre and main buildings have a lot of inclusive posters/gender neutral washrooms, however our other buildings lack. I know it probably*

*costs a lot of money to install new washrooms, and I have seen more throughout the school so I am happy with the effort our school is making, but there's a small way to go. Maybe an online map for convenience in finding them would be nice (if this option already exists, perhaps advertising it more). Currently I have only stumbled upon these washrooms, not sure if every building has one, thank you for your efforts!* Racialized, woman, student

Similarly, there were some comments about the lack of washrooms for women in several facilities, especially older buildings and/or faculties that have historically been primarily spaces for men.

*There is only one bathroom* [redacted Faculty] *and it's a men's washroom. I understand this is for historical reasons but it should absolutely be changed to a gender neutral bathroom now. It's a daily reminder that the space was not originally intended for women.* White, woman, student

## Make current washrooms more accessible

Many survey participants commented about the need for the University to improve the accessibility of washrooms. Suggestions include the need for larger stalls, lower hooks, higher toilets, and automatic doors – all of which are discussed below.

*Hooks in washrooms to hang your coat, purse, etc. and don't place them TOO high.* White, woman, student

*MAke larger stalls in the washrooms.* White, woman, student

*Some washrooms say they are accessible when in reality they are not fully accessible. (eg: do not have an automatic door, only a larger stall).* White, woman, student

*Make sure accessible washrooms have door buttons outside the doors.* Indigenous, woman, student

*Have automatic doors for washrooms that have accessible signs. Have washrooms that don't require keys and that are actually accessible. And frankly just spending the money necessary to make these spaces accessible - that's what it's going to take. There's no cheap way around it.* White, woman, faculty member

*The accessible bathroom stalls need to have higher toilets.   In general, all over campus there is a problem with "able-bodied" individuals using the limited handicapped bathrooms -- reasons often given:  it's closer, I need the space to change, I didn't consider that anyone actually needed to use the additional handrails to get on and off the toilet, and oh, I forgot.*

White, woman, student

## Washrooms on every floor

Below are a few examples of comments about the need to have washrooms on every floor.

*Older buildings don't have accessible washrooms in every floor.*
Indigenous, man, student

*Better office spaces with natural light (have never had an office with an actual window and good lighting). Washrooms on every floor instead of every second floor,* White, woman, staff

*Have an Accessible washroom on each floor!* White, woman, staff

Campus accessibility individual items among respondents with a physical disability

A series of questions were used to examine how students, faculty members, and staff with physical disabilities perceived accessibility at UM. *Table 19* summarizes the percent of agreement to the individual campus accessibility items, which were further split by the severity or impact of the physical disability. For example, 66% of respondents with no physical disabilities agreed that "accessible parking is adequate." Among participants who identified having a physical disability, 81% who reported that their physical disability had no impact on their day-to-day interactions at the University agreed to the statement "accessible parking is adequate," which was considerably higher than those whose disability had a mild to moderate impact (46%) or a severe or very severe impact (23%). Consistent with previous results, respondents whose physical disability had a severe or very severe impact when engaging in their daily/regular activities on campus were less likely to agree that the University was accessible.

Table 19: Campus accessibility individual items - % who agree by physical disability

| | Physical disability | | | |
| --- | --- | --- | --- | --- |
| | None | No impact | Mild to moderate impact | Severe or very severe impact |
| **Accessible parking is adequate** | 66% | 81% | 46% | 23% |
| **Sidewalks/paths are adequate in winter/ snow months** | 63% | 63% | 40% | 18% |
| Sidewalks/paths are adequate in non-winter /non-snow months | 89% | 100% | 81% | 38% |
| **Signs are easy to read and understand** | 74% | 81% | 72% | 41% |
| **Curb cuts (ramps) are adequate in winter /snow months** | 76% | 69% | 57% | 31% |
| **Curb cuts (ramps) are adequate in non-winter /non-snow months** | 89% | 86% | 77% | 54% |
| **Accessible building entrances are easy to identify** | 58% | 66% | 40% | 18% |
| **Accessible building entrances are adequate** | 86% | 94% | 66% | 31% |
| **Accessible tunnel entrances are adequate** | 77% | 85% | 62% | 29% |
| **There are enough accessible washrooms for the building(s) I use** | 68% | 77% | 44% | 16% |

*Overall campus accessibility index among respondents with a physical disability*

An overall index was computed using the ten statements about accessibility at UM ($\alpha$=.94). Results varied by the severity of the physical disability (*Figure 98*)[311], which was consistent for students[312], faculty members[313], and staff[314].

Figure 98: Overall campus accessibility index among respondents with a physical disability
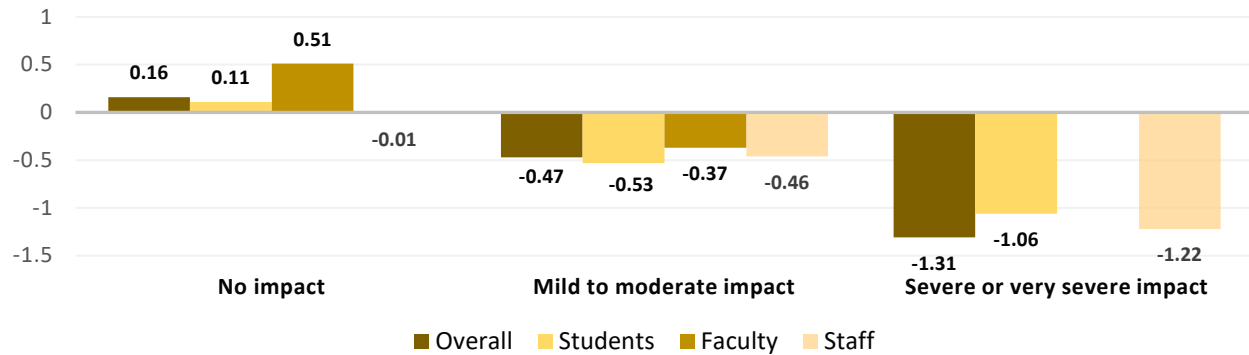


Additional accessibility questions were asked in regard to building accessibility. The same statements were presented to respondents asking about accessibility in older as well as newer buildings (*Figure 99*). Survey participants who identified as having a physical disability were more likely to agree that newer buildings were more accessible than older buildings, especially in regard to the adequacy (80% newer vs. 56% older) and reachability/availability of washrooms (83% newer vs. 39% older).

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[311] $F(2,123) = 15.04$, p =<.001, $\eta^2 = .20$
[312] $F(2,62) = 4.87$, p =.011, $\eta^2 = .14$
[313] $F(2,26) = 8.43$, p =.002, $\eta^2 = .39$
[314] $F(2,29) = 2.85$, p =.047, $\eta^2 = .16$

Figure 99: Building accessibility among respondents with a physical disability - % agree to individual items
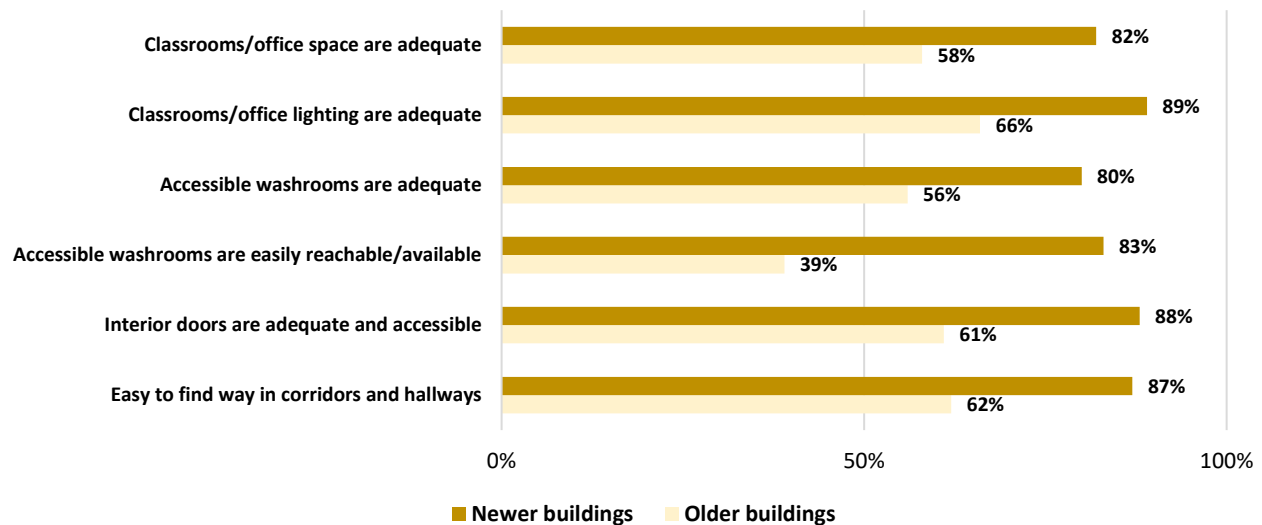


Finally, respondents were asked whether it was accessible or inaccessible to navigate from a list of spaces at UM. Among participants who identified as having a physical disability, there was a negative and sequential ordering from "no impact," to "mild to moderate impact," to a "severe or very severe impact." This was particularly the case for: campus services (85%, 71%, 40%, respectively)[315], classrooms (90%, 83%, 47%)[316], offices (90%, 69%, 47%)[317], recreation centres (86%, 83%, 39%)[318], change rooms (83%, 84%, 36%)[319], elevators (100%, 83%, 41%)[320], travelling to and from the UM (88%, 73%, 53%)[321], the tunnels (88%, 76%, 56%)[322], washrooms (91%, 69%, 44%)[323], and outside paths/sidewalks (88%, 61%, 47%)[324].

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[315] $X^2$[2, n=115] = 10.58, p=.005, V=.30
[316] $X^2$[2, n=120] = 13.68, p=.001, V=.34
[317] $X^2$[2, n=126] = 12.51, p=.002, V=.32
[318] $X^2$[2, n=88] = 12.21, p=.001, V=.39
[319] $X^2$[2, n=85] = 12.41, p=.002, V=.38
[320] $X^2$[2, n=122] = 28.98, p=<.001, V=.49
[321] $X^2$[2, n=125] = 8.16, p=.017, V=.26
[322] $X^2$[2, n=118] = 6.45, p=.040, V=.23
[323] $X^2$[2, n=128] = 14.03, p=.001, V=.33
[324] $X^2$[2, n=126] = 12.70, p=.002, V=.32

Figure 100: Accessible to navigate among respondents with a physical disability - % accessible



| | No impact | Mild to moderate impact | Severe or very severe impact |
|---|---|---|---|
| Outside paths/sidewalks | 88% | 61% | 47% |
| Washrooms | 91% | 69% | 44% |
| The tunnels | 88% | 76% | 56% |
| Travelling to and from UM | 88% | 73% | 53% |
| Elevators | 100% | 83% | 41% |
| Recreation Centre change rooms | 83% | 84% | 36% |
| Recreation Centre | 86% | 83% | 39% |
| Offices | 90% | 69% | 47% |
| Classroom | 90% | 83% | 47% |
| Campus services | 85% | 71% | 40% |
| Bus stop(s) | 84% | 78% | 62% |

**■ No impact    ■ Mild to moderate impact    ■ Severe or very severe impact**

## Accessibility and accommodation qualitative comments

Several participants, both with and without physical disabilities, provided qualitative comments in regard to spaces at UM that could be more accessible. One participant commented on the need for more accessible lockers in recreation centres. She writes:

*There is no special needs lockers in the recreation center locker room. It is hard to navigate a wheelchair past the benches.*
Indigenous, woman, student

A common theme about inaccessible spaces was related to outside doors, ramps, and road crossings. Below are examples of each.

*Make outside doors easier to open.* White, woman, student

*Provide exterior ramps to buildings.* White, woman, faculty member

*The accessibility of buildings on campus and road crossings for people in wheelchairs is terrible.* White, woman, faculty member

Finally, quite a few survey participants provided multiple suggestions about how the University could improve accessibility. These are organized along the following themes: (1) better signage; (2) elevators; and (3) more direct communication/better consultation.

Improving signage and providing more maps was a common theme, which is provided in the following narratives:

*sometime's it's just hard to find where certain classrooms/washrooms/offices are; more detailed maps or signs may be more helpful. i get lost a lot or wander for a while just try to find a classroom/washroom/office.* White woman, student

*Add more signs around to point students towards specific buildings.* Racialized, man, student

*The older buildings are confusing and difficult to navigate. More signs could be put up to tell you which building you are entering and where classrooms, especially large classrooms, are. I also find the elevators are tucked away and not easily identified.* Racialized, woman, student

*Signage could be better at parking lots and at key entry points. I am often guiding people around campus because they are lost with no sign around to guide them.* White, woman, faculty member

The lack of elevators and ramps was also a common theme from students, faculty members, and staff. Below are samples of such narratives.

*More ramps and elevators.* Racialized, man, student

*Decrease the numbers of steps in some of the older buildings/ provide more accessible elevators.* White, woman, faculty member

*Better access to buildings for students who have physical disabilities. They should NOT have to go through 3 buildings (via tunnels) because only one building has an elevator.* White, woman, student

*Elevators in older buildings are small, without room for wheelchair turnaround.* White, woman, faculty member

*People can't access the majority of our classrooms (all, but one) without using stairs, elevator or a chair lift. Accessing the chair lift and elevator cannot be done without asking University personnel for keys/access.* White, woman, faculty member

*Elevators in old buildings are slow and often out of order.* Racialized, woman, staff

*Some elevators are not great. To get from the tunnels to the second or third floor of the Elizabeth Dafoe Library, it takes 2 elevators. One elevator is sometimes not in operation, and the*

*other is very old and slow. It's not the greatest system for people with mobility disabilities.* White, woman, faculty member

Especially in the spirit of inclusion, there were quite a few comments speaking to the importance of more direct communication and better consultation with those who identify as having a disability, mental health-related issue, or chronic health condition. These narratives are presented below.

*More surveys should be sent out through accessibility center to know what are the issues of accessibility student face in the campus.* Racialized, man, student

*More direct communications with those who self identify as having accessibility needs.* White, woman, student

*consult with and pay people who understand disability issues and have disabilities to improve the policies.* Indigenous, woman, student

*Pay someone to do a proper accessibility audit and follow the recommendations* Racialized, woman, student

*consult with persons with disabilities; not just those in management who may not have the same experiences as the wider faculty.* White, woman, faculty member

*touch base with these individuals on a regular basis to find out how they are coping. It is hard to have to always be the one bringing up a chronic condition because it feels like whining.* White, woman, faculty member

*stop trying to meet basic code, include faculty, staff and students who live with these identities to make decisions on the*

*environment they spend the majority of their time vs,,, a focus group or survey MAKE them decision makers and stop with the mindset of "budget" or Admin needs to give direction to Facilities.*
Indigenous, transgender/gender non-binary, faculty member

*consult directly with the persons with disabilities - in an on-going discussion.* White, woman, staff

# CONCLUSION

EDI is complex, which should be apparent by the shear length of this final report on the findings from the climate survey of students, faculty members, and staff. Since this final report is one part of the larger Presidential Task Force on EDI, it would not be appropriate to present recommendations and action items, as would normally be done in reports such as this. However, it would be remiss to ignore the many qualitative comments from survey participants who provided a multitude of suggestions and recommendations on how the University could further advance the principles of EDI.

## Recommendations from survey participants

Although recommendations from survey participants have been embedded throughout the report, three themes are particularly noteworthy to highlight, in part due to their frequency, but also in the case of anonymous reporting, because it has not been mentioned previously. The following themes will be discussed in turn: (1) anonymous reporting; (2) enhancing training and education; and (3) the complication of policies.

## Anonymous reporting

As noted in the harassment, discrimination, and incivility section, such acts are far too frequent in occurrence and too infrequently reported. Several participants commented that they would like a mechanism to report anonymously, perhaps in a format similar to the Rady Faculty of Health Sciences' "SPEAK UP" feedback reporting system. Below are two examples of such narratives.

*There are no anonymous ways to report inappropriate behaviors of a professor*. Racialized, woman, student

*It would be beneficial if someone is to put in a formal complaint that it would be seen as anonymous - not having our names on the report would help*. White, woman, staff

## Enhanced training and education

Quite a few survey participants recommended that more opportunities for enhanced training and education are needed, especially in the area of Indigenous identities as well as gender and sexual identities. Three sample narratives are provided below.

*Mandatory education about Indigenous people and their culture could help reduce the stigma and racism present on campus*

Racialized, transgender/gender non-binary, student

*The decolonizing lens needs not to just be established within specific faculties rather the university and all faculties should not only promote the decolonizing lens but lead. All courses, programs and fields of study, regardless of designation should have a module at least on current indigenous affairs and the history of the nations within the various indigenous communities*. Indigenous, man, student

*It would also be very helpful for Indigenous students if all faculty and staff had mandatory training re:Indigenous people of MB in order to reduce racism on campus,, in curricula and in the classroom*. Indigenous, woman, staff

2SLGBTQ+ ally training was also identified as important, which is reflected in one student's narrative.

*LGBTQIA+ ally training should be mandatory across the university for students, faculty, staff, and student groups/unions.*
Racialized, transgender/gender non-binary, student

In what follows, a comment from a student is presented, which speaks to why providing further education around issues of transgender identities would be helpful.

*When it comes to gender, I still not get how someone can identify as anything other than how they were born. For me, sex is biological. I understand being gay, transvestite, etc. I actually couldn't care less one way or the other, I just find it hard to understand how people can say I am a woman trapped in a man's body. Having said that, I just want to reinforce that it is not meant as a negative view, it is meant as I don't understand it.* White, man, student

Finally, several participants wrote about the need for enhanced anti-oppression training and educational opportunities. Below are two examples of these narratives.

*In the* [redacted professional program]*, more effort needs to be made to* [redacted – educate professors, instructors, and sessionals] *about issues of racism, sexism, etc. When I suggested to* [redacted] *that such teaching/training could occur, the idea was dismissed outright. Also, more efforts also need to be made to try and give anti-oppression training to students and regular faculty/staff.* [redacted professional program] *is still very much an old, straight, white men's club and this ends up getting reflected in the* [redacted professional program]*. Many students are graduating without an understanding of systemic oppression and discrimination which is so problematic for many reasons, but particularly because* [redacted profession] *often hold a lot of influence, privilege, and power in society.* White, woman, student

*We need more training for staff member on how to help people in distress due to the list above. Managers, especially white males, must also be coached on practicing listening and empathizing with victims of harassment, exclusion, and/or discrimination.*
Racialized, transgender/gender non-binary, staff

## The complication of policies

A number of participants provided comments in regard to current policies at UM, or the need for enhanced policies and procedures. One student suggested that there needs to be more readily accessible information about the University's policies. She writes:

*The university should provide more clear cut literature regarding how students can handle abusive actions of their professors along with clear policies about professor retaliation-prevention (especially due to mental illness).*

Another student maintains that UM needs to implement zero-tolerance policies against harassment and discrimination. She writes:

*University of Manitoba must implement a zero - tolerance policy for racism and discrimination. Believe students and do something.* Indigenous, woman, student

Others, however, were skeptical of the pre-existing policies, and advocate for more informal disciplinary mechanisms based on the principles of restorative justice. As one faculty member writes:

*The introduction of the university's RWLE policies have made everything worse. We all want, deserve, and are entitled to, a respectful working and learning environment.  But this heavy-handed, highly accusatory, overly bureaucratic process is not the*

*way to achieve that. We need a process that actually has resolution built into it (i.e. restorative justice), that doesn't involve university administration, and isn't created from a risk-management perspective. We need a whole new approach.* White, woman, faculty member

Similar narratives are provided by another faculty member as well as a staff member.

*Perhaps some of us in the University community are only on the receiving end of these kinds of behaviour, but many of us have probably engaged in them ourselves or could be perceived as having done so. Once again, more policies and procedures, more reports and hearings, are likely to lead only to further demoralization all around. Suggestion: except for clearly defined worst-case scenarios (e.g. physical assault), eliminate dismissal (for faculty or staff) or expulsion (for students) from the repertoire of consequences. -- A "circle" model such as is being used among Indigenous people today to bring together victims and offenders in a way that ultimately is safe and trustworthy for all, would be a much better model than what we've currently got.* White, transgender/gender non-binary, faculty member

*Perhaps promoting kindness and helpfulness across the community instead of writing policies to capture H, B, E and/or D and creating a complicated, disrespectful process that may not be reducing the instances of harm. These are behaviors against PEOPLE - not against a policy.* White, woman, staff

## Closing remarks

Without diversity and equity, inclusion is an impossibility. The acronym EDI is put together for a reason, and the individual letters cannot exist in silos. Diversity is a necessary, but not sufficient, factor for inclusion, which needs to be mediated with equity. Diversity mandates and statements alone cannot be the panacea for transformative change, neither can token opportunities for equity, or minimal

representation. The commitment to EDI needs to be normalized, constant, and open to new possibilities. The words of Ruth Bader Ginsburg, the associate justice of the Supreme Court of the United States for over 25 years until her death earlier this year, are instructive here: "When I'm sometimes asked when will there be enough [women on the Supreme Court] and I say, 'When there are nine,' people are shocked. But there's been nine men, and nobody's ever raised a question about that." Similarly, while it is important to acknowledge who are disadvantaged, we also need to look at the causes (both micro and structural) of the disadvantage.

Inclusion is a fragile thing, and it can be lost in an instant. Nowhere is this statement more apparent than with EDI. It is a colossal undertaking, especially when the negative actions of one or a few, regardless of intent, can have such a lasting impact on those who experience them. It is important, therefore, to differentiate between intent versus impact. Too often, the focus is on the intention of an action, even when it is accidental, inadvertent, or altruistic. Instead, emphasis must be on the impact of our actions. When you accidently bump into someone (maybe you are busy looking at your phone?), what is your first response? Do you state that it was not your intention, or do you apologize for your mistake? Most of us would say, "I'm sorry." "Are you okay?" We do not dismiss our action simply because we did not intend to bump into someone. As humans, we must acknowledge that every action we take has the potential to impact others around us. Just because our intentions are benevolent or based on ignorance, does not disavow the negative impact. If we do not consider how our words, actions, jokes, gestures, or behaviours impact others, we jeopardize relationships and risk causing serious harm.

Related to the importance of impact rather than intention is a recognition that none of us really know the lived experience of another. Nowhere is this more relevant that with marginalized identities. Those from "dominant" or "mainstream" identities (White, man, cisgender heterosexual, able-bodied, neurotypical, etc.), in whole or in part, need to acknowledge the structural privilege that come with these identities. As Robin DiAngelo (2018), in reference to White privilege, contends, this can actually be freeing; plus, it merely affirms what marginalized individuals already know. She writes:

> White people raised in Western society are conditioned into a white supremacist worldview because it is the bedrock of our society and its institutions. Regardless of whether a parent told you that everyone was equal, or the poster in the hall of your white suburban school proclaimed the value of diversity, or you have traveled abroad, or you have people of color in your workplace or family, the ubiquitous socializing power of white supremacy cannot be avoided. The messages circulate 24-7 and have little or nothing to do with intentions, awareness, or agreement. Entering the conversation with this understanding is freeing because it allows us to focus on how--rather than if--our racism is manifest…. I repeat: stopping our racist patterns must be more important than working to convince others that

we don't have them. We do have them, and people of color already know we have them; our efforts to prove otherwise are not convincing.

Our University, like all universities on Turtle Island (Canada), has colonial roots, and therefore there is an inherent whiteness in it. We must acknowledge these structural issues. Central to this are the Truth and Reconciliation Commission's (2015) 94 Calls to Action, which addresses the colonial legacy and impact of residential schools on survivors and their families. It provides a framework for Indigenous and non-Indigenous people to work toward a joint vision of reconciliation.

Above all, we need to have multiple conversations, and we need to give preference to the voice of those who historically have be rendered silent. As bell hooks (1990, p. 151-52) so powerfully writes:

> [N]o need to hear your voice when I can talk about you better than you can speak about yourself. No need to hear your voice. Only tell me about your pain. I want to know your story. And then I will tell it back to you in a new way. Tell it back to you in such a way that it has become mine, my own. Re-writing you, I write myself anew. I am still author, authority. I am still the colonizer, the speak subject, and you are now at the center of my talk.

In this regard, not only is it important to give voice, but it is imperative that priority be given to hearing diverse voices, as well as a recognition of the historical, structural, and systemic objectification of these marginalized groups.

In the words of Albert Einstein, "In the middle of difficulty lies opportunity."  It is okay for us to be uncomfortable with these issues. We need to have these conversations, even if it makes us uncomfortable. We need allies. An ally is anyone who uses their privilege and corresponding power to advocate with marginalized groups with the joint purpose of transformative social change. Allies acknowledge their privileged positions in society. Allies become micro-sponsors (small acts of support and advocacy). Allies are not apathetic bystanders, but active defenders of inequities. Allies do not need to lead, they listen.

The time to act is now. It is time to move beyond performative activism. It is time to be authentic, which is affirmed by so many narratives of survey participants.

*The structure at the UM upholds White hegemonic values, beliefs and practices. these surveys are just lip service and do not address structural change. The survey questions on THIS survey are biased and skewed to problematize those to are experiencing harassment, bullying, exclusion, and/or discrimination; this is not designed to CHANGE THE STRUCTURE.* Racialized, woman, student

*The university has done little to change the status quo. Substantive action is seriously lacking. Move beyond counting and DO Something. quit meeting and start doing. Commit resources and quit aiming for the low hanging fruit. U of M lags far behind many universities. We have to move beyond hand wringing SHOW people they are expected and they BELONG here.*
White, woman, staff

*Administration does a great job at ticking boxes, as this survey shows. However, there seems to be little interest in transforming structures and redistributing power. All of the above questions are so ambiguous, I can not imagine what kind of relevant information you're hoping to get out of them--other than statistics needed to check a few boxes.* Racialized, man, staff

*Quit surveys and TAKE EDI SERIOUSLY DO THE WORK GIVE PEOPLE RESOURCES AND POSITION TO DO SOMETHING TO CHANGE THINGS . Move beyond counting semantics and catchy phrases and neoliberal handwringing YOU MUST AND CAN Do SO MUCH BETTER this approach is old and tired JUST DO THE WORK.* White, woman, faculty member

*It is my hope that whatever you get from these surveys, you REALLY take steps to address the issues that come out. Nowadays I seldom complete these surveys because I have not seen no meaningful changes. In most cases these surveys seem to be used to justify what the majority (Caucasian members) believe and the voice of the*

*minority is relegated to the back. Thank you for letting me tell you what I think.* Racialized, man, faculty member


Given that Indigenous peoples are the first inhabitants of the land in which all UM campuses are located, it seems appropriate to end with the relatively simple, yet profound, words from an Indigenous woman student who participated in the survey: "Do better."

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## Appendix F – Best Practices Review

## Equity, Diversity, and Inclusion in Post-Secondary Institutions
A Concise Review of Best Practices [i]

*"By truly opening universities to anyone who has the talent and capability to contribute, irrespective of identity, social class, gender, ethnicity, sexual orientation, cultural background, age or disability, universities will foster social cohesion and at the same time enhance their capacity for creative and original research and teaching. By creating inclusive research and innovation programmes and integrating them fully into the curriculum, universities will attract a broader range of students and scholars, they will engineer meaningful and sustainable change for everyone who works or studies at the university, and they will achieve greater excellence and global relevance in their teaching, research and innovation" (Buitendijk, Curry, & Maes, 2019).*

### Introduction

In October of 2019, President Emeritus David Barnard created the President's Task Force on Equity, Diversity, and Inclusion (EDI) to provide recommendations on the process and actions required to identify and examine obstacles and inequities facing faculty, staff and students at the University of Manitoba. In recent comments to the University community, President Benarroch has affirmed his commitment to EDI. In so doing, they recognize the importance of the need to establish what Gertz (2018) calls a "civilized space" (p. 4) in which "learning, conversing, and living together become the most valued activities in an individual's life, thereby providing a model of how to be diverse and inclusive" (p. 5). Fradella (2018) agrees, noting that the creation of a truly inclusive environment requires that university community members "interact with diverse information and ideas, as well as diverse people" (p. 136).

*Organizational Framework*



In its Interim Report, the Task Force presented a potential organization framework to assist members in thinking about both the analysis of the data collected and how its recommendations might be explored and categorized. This framework was developed based on a brief review of best practices in equity, diversity, and inclusion in post-secondary contexts, with an emphasis on the Canada context and expertise from scholars around the world. The purpose of this document is to expand on these themes and that literature to better inform the Task Force Chair and Members of key issues, and to

respond to one of the questions in the Task Force's mandate: "What is considered best practice in advancing EDI in post-secondary institutions?"

At its most basic level, the literature is clear that the following thematic actions are key to advancing equity, diversity, and inclusion in university settings, including at the University of Manitoba:

- Creating an institutional framework/plan which includes implementing regular data collection and disaggregated analyses, developing progress indicators, and monitoring progress;
- Ensuring a dedicated and engaged leadership, both centrally and within units, and including a central person or office to coordinate efforts and initiatives across the University;
- Recruiting diverse students and committing to their success;
- Recruiting diverse staff (academic and non-academic) and committing to their success and advancement;
- Encouraging curricular, pedagogical, and programmatic diversity;
- Ensuring programmatic policies and processes enhance equity and diversity and do not act as barriers;
- Promoting research and scholarship that enhances diversity and inclusion;
- Educating, engaging, and reporting back to the university community and to the larger community on EDI progress; and
- Committing to a university environment that promotes a sense of respect, acceptance, belonging and rejects discrimination and racism in all its forms.

Before turning to a closer examination of these themes, it is important to stress that although post-secondary institutions across Canada have expressed a commitment to EDI, several common challenges have been identified, which have been re-affirmed by members of the Task Force:
- A lack of resources to support the advancement of EDI;
- Difficulty attracting and retaining diverse faculty/staff;
- Institutional policies, structures, and systems which act as barriers;
- A lack of data, and (somewhat ironically);
- Insufficient information on EDI best practices, (Universities Canada, 2019).

## Institutional Framework/Planning

A number of authors and organizations stress the importance of ensuring that institutions develop some sort of EDI plan, such as a framework, action plan, strategic plan, or strategy (Buitendijk et al., 2019; Martinez-Acosta & Favero, 2018; Tamtik, 2019; Williams, Berger, & McClendon, 2005). Universities Canada's recent national survey suggests that 77% of institutions refer to EDI in their strategic plan, 25% have an EDI action plan, and 45% are in the process of developing such a plan (2019). In her examination of plan creation, Tamtik (2019) notes that there is less evidence of participation in such planning by members of equity-seeking groups, signalling the need to pay attention to who is sitting at the table during these processes.

The words equity, diversity, and inclusion are often lumped together (Tamtik, 2019) and there may not be an agreed to definition or clear common understanding of the terms (Cardemil, 2018; Tamtik;

Universities Canada, 2019). Cardemil (2018) suggests that one contributing factor to higher education's struggle with diversity is "the lack of clarity about what diversity and inclusion often entail," including among various stakeholder groups (p. 272). Thus it is important to have common understandings of key terms (Foo, 2009) and to ensure that a discussion of definitions is included in any plan development.

Some writers identify models and methods that can be used to create an institutional framework. For example, Buitendijk et al. (2019) articulate four "pivotal steps to build an equal, diverse and inclusive community" (p. 3): becoming familiar with the literature related to privilege and the impact of bias; monitoring and measuring in terms of baseline and program impact; developing a formal strategy; and communicating to the community the need for change from the "highest levels of leadership" (p. 3). Williams et al. (2005) promote the Inclusive Excellence Change Model, which "synthesizes the planning, organizational behaviour, diversity outcomes, and performance measurement literatures into a new and integrated framework" (p. 3). Smith's (2009) proposed framework, based on theories of organizational learning, situates the institution's mission in the centre, paying attention to climate and intergroup relations, education and scholarship, access and success, and institutional viability and vitality. He stresses that diversity must be core to that mission and central to institutional quality and educational effectiveness. Ferber (2014) suggests an adaptable "toolbox for campus change." Daniels (2014) has experimented with a "five-point plan" in the context of departmental transformation and change. However, as De Welde (2017) notes, "there is no single path for institutions to follow and there are many theories of change in higher education" (p. 202). Instead, she advises that "change agents should be aware of the literature on factors that make diversity and inclusion efforts more or less successful" (p. 202). Some of these factors include education and training; policies; accountability measures; regular climate studies; mentorship programs; equitable tenure, promotion, and advancement processes; and goal setting. In her policy analysis of EDI strategic documents from U15 members, Tamtik (2019) notes five categories of institutional strategies: political commitment, student recruitment, programmatic supports, research and scholarship, and institutional climate.

### Monitoring Progress

Although the development of a framework or plan is considered best practice, it is critical that any such document include a roadmap to monitor and measure progress (Buitendijk et al., 2019; De Welde, 2017; Smith, 2009). The basic questions that need to be asked are "how do we know we are making progress?" (Smith, p. 251), "where are we going, how will we get there, and how will we know when we get there?" (De Welde, p. 203). Those questions can be answered through the development of key indicators (what should be measured) and the regular collection and analysis of data disaggregated by variables including racialization, ethnicity, gender, sexual orientation, socio-economic status, and the like.

Universities Canada (2019) has confirmed what we have already experienced – there are many challenges to data collection, including the reluctance to self-identify, the lack of resources to collect data, and low response rates. And although intersectionality is a key to understanding diversity and inclusion, there are also challenges in undertaking intersectional analyses including a lack of understanding of the term, and again, a lack of data and resources (Universities Canada).

On the issue of trying to engage faculty and staff to complete diversity surveys, McGill has implemented some strategies which are worth noting, including: developing a communications plan around the survey instrument, ensuring articles appear from time to time in their internal media, sending regular reminders to non-responders from different members of the leadership team (i.e., messages for Deans to send to everyone in their faculties and for VP Research to send to all academics, emails from the Provost, etc.), asking the unions and associations for help, and organizing site visits to engage those employees who do not have access to computers for their work (T. Jarrett, personal communication, July 29, 2020).

Notwithstanding these challenges to data collection, a number of authors including Smith (2009) propose some indicators worth noting: diversity of institutional leaders including Board members; resources dedicated to EDI; recruitment, retention and advancement of faculty and staff; policies that may facilitate or inhibit equity; faculty capacity to teach and undertake scholarship in areas that promote or advance EDI; programs and curricula; student access and success including retention, graduation, and pursuit of advanced degrees; and perceptions of institutional climate, respect, and acceptance.

### Engaged Leadership

Strong and engaged leadership publicly committed to advancing EDI is critical (Buitendijk et al., 2019; Coe et al., 2019; Dengate et al., n.d.; Foo, 2009; Fradella, 2018; Martinez-Acosta & Favero, 2018; Takayama et al., n.d.; Tamtik, 2019). However, leadership in EDI can take many forms and is not limited to senior leadership positions such as presidents, provosts, vice-presidents, and vice-provosts. As Smith (2009) suggests, "senior leadership is essential but not sufficient" (p. 282). He goes on to point out the importance of the commitment of people across the institution including board members, university senators, student leadership, deans, department heads, Student Affairs; centres like the Centre for the Advancement of Teaching and Learning; and offices such as the Office of Human Rights and Conflict Management, Security Services, and the Office of Institutional Analysis.

There is a range of opinion in the literature on whether it is preferable to have a senior EDI leader, an EDI office, and/or an EDI standing committee, task force, or council. In surveying Canadian universities, Universities Canada (2019) indicates that of the universities that have EDI leads, 44% are at the level of vice-president, 20% have a director title, and 17% are the equivalent of an associate vice-president. Of these leads, 51% report directly to the president, 17% report to the provost, and 22 report to another vice-president.

According to the Universities Canada report (2019), 54% of institutions had some kind of EDI office, while a quarter of reporting institutions did not have an office leading EDI. Sixteen percent of institutions had other arrangements. For example, some universities are developing committees while others delegate EDI to human resources or human rights offices. These data demonstrate that universities do not agree on a single best practice regarding a centralized office versus sharing EDI responsibilities across multiple offices. De Welde (2017) is in favour of a centralized approach, whether that be a committee, a task force, or staff responsible for EDI as being more effective than a decentralized approach. Tamtik (2019) indicates that the benefit of having an EDI office is its capacity to collect more detailed information and monitor progress. Fradella (2018) thinks it is important to have a "chief diversity and inclusion officer"

with a senior-level appointment in order to advance diversity and inclusion efforts. Finally, Smith (2009) suggests that a senior EDI leader can act as a liaison to bring together the work done in various units across an institution.

## Student Recruitment & Success

There is some literature on best practice in promoting diversity within the student body, which focus on outreach/recruitment, financial support, and educational support (Foo, 2009; Tamtik, 2019; Universities Canada, 2019). Outreach and recruitment initiatives include community outreach programs; collaboration with high schools, businesses, and community groups to attract specific groups of students; targeted recruitment efforts; diversity-focused admission policies; undergraduate recruitment plans; and early offers of admission. Diversity admissions policies for under-represented student groups, targeted awards, and financial assistance efforts are also critical.

Creative use of the university website is also helpful where EDI is a central message, navigation is easy and accessible, and communication efforts focus on stories and photographs of diverse students (Foo, 2009).

Once students are enrolled, ongoing support is needed. Initiatives here may be in the form of preparation programs, support for student learning for under-represented groups, support for diverse student groups/organizations, career planning with a focus on equity and diversity, the creation of safe spaces for community building, and celebrations of diversity across the university.

Universities Canada (2019) also notes some challenges to student diversity, including a lack of data, a lack of resources and supports, the location of the institution, and competition with other universities. As discussed in the section on plans and monitoring, it is important to determine how student diversity and inclusion will be measured; what data should be collected, by whom, when, and how frequently; and how those data will be analyzed, keeping in mind the importance of intersectionality in any analysis.

## Recruitment and Advancement of Faculty and Staff

Most of the literature on staff recruitment and retention in post-secondary institutions focuses on faculty members, rather than non-academic staff. In this context, there are several areas of focus within this theme including: the academic hiring process, retention and advancement, and the hiring of senior leaders. Each will be discussed in turn.

Although diversity of faculty and staff is both lacking and problematic (Crimmins, 2020a), Fradella (2018) suggests that not everyone is convinced. However, he does articulate the value of such diversity in the American context, which can be extrapolated to Canada: "all students are better educated and better prepared for leadership, citizenship, and professional competitiveness in multicultural America and the global community when they are exposed to diverse perspectives in their classrooms" (p. 125). De Welde (2017) insists that inclusion in the processes of hiring, retention, and promotion must be front and centre and not an afterthought.

The Universities Canada survey (2019) highlights a number of challenges to diversifying faculty and staff. Financial constraints make it more difficult to replace departing staff and to provide supports to those from under-represented groups, there is less faculty turnover, barriers exist in collective

agreements, decentralized hiring systems and cultures can be problematic, there are limited candidate pools, people are resistant to change, and again, there is a lack of diversity data.

Notwithstanding these challenges, many universities have developed internal documents on best practices in EDI hiring, including the comprehensive volume from the University of Wisconsin – Madison (Fine & Handelsman, 2012). Some of the highlights from that guide and the recent literature are summarized here. It is important to begin the hiring process by ensuring that the committee itself is diverse and that an equity advisor is present on the committee (De Welde, 2017; Martinez-Acosta & Favero, 2018). A more heterogeneous committee composition reduces the risk of affinity bias (favouring people like ourselves). It is best practice to ensure that deans, department heads, committee chairs, and committee members receive training on unconscious/implicit bias in the context of both academic hiring, and tenure and promotion processes (Universities Canada, 2019) and that an institution have guidelines for recruitment, resources for search committees, and briefings for chairs and committee members (Foo, 2009).

The goal at the outset of the hiring process is to attract as diverse a pool of applicants as possible (Fine & Handelsman, 2012; Fradella, 2018). There are ways in which a more diverse pool may be achieved including targeting positions for under-represented groups (Bhalla, 2019; Universities Canada, 2019); carefully developing criteria to evaluate candidates (Bhalla); paying attention to the language in the ad (Martinez-Acosta & Favero, 2018) to ensure there is no gender bias (Fine & Handelsman); asking applicants to include a diversity or inclusivity statement in their package that explains how they have contributed to EDI previously and/or will contribute to EDI in their new role (Bhalla; Fine & Handelsman, Fradella, Martinez-Acosta & Favero; Universities Canada); requiring shortlists to include at least one candidate from an under-represented group (Universities Canada); employing an active and focused recruitment strategy, including recruiting in partnership with Indigenous communities (Universities Canada); ensuring multicultural objectives in pedagogy and research are included within the hiring criteria (Fradella); creating and using hiring rubrics to ensure a fair, equitable, and transparent selection process (Bhalla; Martinez-Acosta & Favero); and collecting applicant demographic data (Foo, 2009).

It is vital to remember that attracting a diverse candidate is only the beginning of the process of inclusion. Some strategies to retain faculty and staff from under-represented groups include developing faculty retention toolkits (Foo, 2009); focusing on EDI during faculty and staff orientations (Universities Canada, 2019); creating and supporting mentorship committees (Halla, 2019) and programs (Foo; Martinez-Acosta & Favero, 2018; Tamtik, 2009) which focus on issues of promotion (Bhalla), leadership development, and administration; developing tenure and promotion guidelines in accordance with EDI principles (Dengate et al., n.d.); understanding how the bias and barriers faced by faculty members from under-represented groups impact the academic career trajectory (Bhalla); paying attention to and reducing pipeline barriers (Foo); recognizing the "care work" done by faculty members (Dengate et al.) and reducing teaching workloads for the additional service responsibilities that under-represented faculty members often face (Universities Canada); creating, supporting, and enhancing inclusive spaces and networks (Universities Canada); rewarding effective pedagogical practices that increase diversity and inclusion efforts (Fradella, 2018); and including EDI considerations and support in collective bargaining agreements (Universities Canada).

Recruitment of diverse academics includes the recruitment of diverse senior leaders, who not only diversify the perspectives of the senior leadership team, but also have core competencies in EDI (Coe et al, 2019) and help to increase diversity among faculty (Dengate et al., n.d.). To enhance the diversity of senior leaders, Universities Canada (2019) suggests, for example, prioritizing the hiring of leaders from under-represented groups, funding leadership training for potential leaders from those groups, and establishing a committee to review governing documents to address barriers to inclusion in senior roles.

Fradella (2018) seeks to dispel some persistent myths in this area. One persistent myth is that "merit can be defined primarily by 'objective' metrics" such as test scores, GPAs, and impact and citation factors, which tend to be biased against people from under-represented groups (p. 126). Tamtik (2019) agrees and notes that "increasing emphasis on research performance and limited ideas around what counts as legitimate knowledge is serving as a barrier to professional success for equity-seeking faculty members in Canada" (p. 10). Combatting these types of traditional indicators of excellence can be difficult (Universities Canada, 2019). Another common myth is that the focus on hiring members of under-represented groups means that less qualified people are hired simply because of their membership in that group (Fradella). However, the goal of hiring with diversity in mind is to attract a pool of the best possible applicants, and it is difficult to find the best without opening the door widely (Fine & Handelsman, 2012). Acknowledging the importance of a broad range of contributions to the institution is also key.

> Indeed, faculty and students alike continue to express their frustration with what they perceive to be a paradox at best, of working in an institution that claims to prize diversity yet fails to make tangible commitments and allocations of resources… Faculty members report that their 'under the radar' efforts—such as their mentoring of junior faculty members, graduate students, and undergraduates; volunteer and outreach initiatives; curriculum diversification projects; service on hiring committees, and similar activities—are not appreciated as part of their "intellectual work" (Cyr, 2018, p. 26).

## Curricular, Pedagogical, and Programmatic Diversity

The literature discusses the role of teaching and learning in promoting and advancing EDI in post-secondary institutions. Fradella (2018) sees the mission of diversity and inclusion as being enhanced through the curriculum. Such efforts might include class discussions (while setting rules around civil discourse and negotiating conflicting views), invited speakers, assignments used to further EDI knowledge, and service learning opportunities. Universities Canada (2019) echoes and expands on these best practices, and suggests developing centres and resources, and offering workshops for incorporating EDI principles and universal design concepts into teaching practices; committing to inclusive teaching, accessibility, decolonization, and Indigenous learning; funding projects to integrate Indigenous knowledges into curricula; providing EDI training to teaching assistants and graduate student supervisors; enhancing accessibility through online learning opportunities; and providing more service learning opportunities for students from under-represented groups. Focusing on "learner centredness" is one way in which to ensure that "students' existing situations, identities, capabilities, and interests/ priorities are considered in the development and delivery of all curricula" (Crimmins, 2020b, p. 380). This approach rejects the need to create "parallel learning experiences" for certain groups of students (p. 381). It should

be noted, however, that best practices may be hampered by barriers such as disciplinary boundaries, academic freedom, limited resources, and inaccessible campuses (Universities Canada).

De Welde (2017) also stresses the importance of curriculum review and revision to ensure the inclusivity of issues faced by members of under-represented and marginalized groups. Although there are many academic programs that focus on EDI (Foo, 2009; Tamtik, 2019), including UM programs (e.g. Women's and Gender Studies, Native Studies, Disability Studies, Peace & Conflict Studies, Masters in Human Rights, and the Master of Social Work based in Indigenous Knowledges), programmatic structures may act as a barrier to diversity (Martinez-Acosta & Favero, 2018). Such barriers can include pre-requisites, large class sizes, and the way in which courses are sequenced within a program. It is therefore critical to examine the ways in which programs are structured and to identify potential barriers to the success of under-represented students.

Centres on advancing teaching and learning also have a key role to play in curricular and pedagogical efforts (De Welde; Takayama et al., n.d.). Initiatives that have been undertaken by such centres to advance EDI include sponsoring book clubs for faculty to foster conversations about inequality and share experiences (De Welde); developing a model for inclusive teacher training, including EDI planning at the unit-level; creating teaching resources; creating partnerships between students from under-represented groups and faculty members to foster more inclusive classroom spaces; sponsoring a career development series for junior faculty on topics such as navigating the road to tenure, mentorship, and teaching; and hosting a university-wide Inclusive Teaching Forum and retreats to explore EDI issues (Takayama et al.).

### Diversity in Research & Scholarship

In the same way that there are academic programs and courses that focus on EDI, there are also research centres and institutes within post-secondary institutions sharing that focus (Foo, 2009). Two major external initiatives for advancing EDI in the Canadian research context are the Canada Research Chairs (CRC) EDI Action Plan and Dimensions. In 2017, the CRC program required all universities with 5 or more research chairs to develop and maintain an EDI action plan to encourage institutions to:

> adopt greater transparency in their allocation, selection and renewal processes for chairholders. The action plan focuses on improving the governance, transparency and monitoring of equity and diversity within the program. These actions support institutions in making swift progress towards addressing the underrepresentation of the four designated groups (FDGs)—women, persons with disabilities, Indigenous peoples and members of visible minorities—within the program (CRC, 2018 https://www.chairs-chaires.gc.ca/program-programme/equity-equite/action_plan-plan_action-eng.aspx).

The second research initiative is the tri-agency sponsored Dimensions: Equity, Diversity and Inclusion. Based on the Athena Swan efforts to promote gender equality in the STEM fields in the United Kingdom, Dimensions is Canada's

> post-secondary transformation to increase equity, diversity and inclusion (EDI) and help drive deeper cultural change within the research ecosystem. Sound EDI-informed policies and practices improve access to the largest pool of qualified potential participants, enhance the integrity of a

program's application and selection processes, strengthen research outputs and increase the overall excellence of research. The Dimensions program addresses obstacles faced by, but not limited to, women, Indigenous Peoples, persons with disabilities, members of visible minorities/racialized groups, and members of LGBTQ2+ communities. It provides public recognition for institutions committed to achieving increased EDI (Dimensions, 2019 https://www.nserc-crsng.gc.ca/NSERC-CRSNG/EDI-EDI/Dimensions_Dimensions_eng.asp).

Although disciplinary boundaries may be a challenge, Universities Canada (2019) suggests some best practices in research including hiring CRCs from under-represented groups; reviewing the concept of "research excellence"; ensuring that those serving on committees making decisions on grants, scholarships, and awards receive EDI training; holding events and workshops that focus on EDI in research; creating guidelines on best practices for engaging with Indigenous communities; promoting non-traditional research; and integrating EDI into strategic research plans.

### Education and Engagement

Although there may be many EDI champions within a post-secondary institution, it is still critical to continue to educate those who are new to EDI principles, and to engage the whole university community in EDI efforts to ensure buy-in (Foo, 2009). EDI education may include hosting listening sessions/difficult dialogues, workshops, discussion groups, book clubs, and speaker series covering topics such as communications, diversity, inclusion, micro-aggressions, cultural awareness/ competencies, implicit bias, conflict management, inter-group dialogue, and race and privilege (De Welde, 2017; Fradella, 2018; Martinez-Acosta & Favero, 2018; Universities Canada, 2019).

EDI initiatives must also be front and centre within the institution and at the unit-level, including in all communications within and beyond the university (De Welde, 2017; Fradella, 2018; Tamtik, 2019). Some initiatives may include establishing research funding to explore EDI issues; creating opportunities to advance EDI at retreats; expanding staff and student recognition awards to include EDI champions; highlighting the teaching, research, and service efforts of under-represented students and staff; supporting diverse student groups and celebrating local, national, and international diversity through events such as Black History Month, International Women's Day, National Indigenous Peoples Day, Gay Pride, and the International Day of Persons with Disabilities. Many other initiatives have also been discussed above.

### Inclusion

There is one final point that needs to be stressed which significantly impacts the other thematic actions discussed thus far: to make post-secondary institutions more inclusive, the academy must be re-conceptualized. Henry and Tator (2009) argue that "the university institution was created and controlled largely by White males of Anglo-Saxon ethnicity who reflected their European origins and experience" (p.5). Martinez-Acosta and Favero (2018) echo this point. "We must acknowledge that it has existed for many years predominantly as a culture of white men who came from privilege" (p. A254). Examples of this tradition include the way in which institutions of higher education are organized, conduct their

business, legitimize knowledge (Allan, 2014), and define and evaluate "success" (Buitendijk et al., 2019) and "merit" (Fradella, 2018). Thus the overwhelming positioning, experiences, views, and values embedded within our institutions are male, White, euro-centric, Christian, able-bodied, rational, affluent, and heterosexual. This has led to the institutional and systemic under-representation, marginalization, discrimination, and othering that has resulted in sexism, misogyny, racism, colonialism, anti-Semitism, Islamophobia, ableism, classism, homophobia, and transphobia. Crimmins (2020a) confirms evidence of the lack of "inclusion and diversity of higher education institutions in relation to race, gender, social class or socioeconomic status and disability" (p. 19). As Monture (2009) succinctly explains:

> The problem as I see it, and as I most frequently encounter it is a failure to take account of individuals and what some would call 'difference'. This is about understanding the context in which scholars work and live. It is the unwillingness, or perhaps the inability, of institutions to place an individual's accomplishments in the context of their actual achievements. This, at a minimum, means recognizing gender, race/culture, sexual orientation, disability, and class, and then taking account of these experiences (p. 88).

There is no question that significant change is urgently required. As Canadian society has changed, grown, and diversified, universities must help their students understand what it means to live, work, and thrive within this diverse society (Henry & Tator, 2009a). Indeed it is the mission of our institution to "create, preserve, communicate and apply knowledge, contributing to the cultural, social and economic well-being of the people of Manitoba, Canada and the world." We cannot accomplish this mission unless we reject the traditional and overly narrow lens we have tended to apply to the work that we do. Henry and Tator (2009b) use several theories of race to explore how "Whiteness operates within the academy and, more specifically, the ways in which the learning and workplace culture is characterized by invisibility, marginalization, and oppression" (p. 26). Such an exploration also identifies "epistemological and ontological constructs of racism" (p. 35), touching on the very core of how we understand, produce, reproduce, and communicate ideas such as "truth," "reality," what counts as knowledge, what knowledge is worth learning, and what experiences are valued. Critical theories can also be used to shed light on how the institutional structures, discourses, values, policies, and practices within academia serve to problematize and "other" all forms of human difference including indigeneity, race, sex, and gender (for example, see Pitcher, 2016), disability (for example, see Waterfield et al., 2018), and myriad religious and cultural practices. Ultimately, diversity requires "fundamental changes to the academic structure with its cultural assumptions, norms, values, and ethics that 'operate almost invisibly but leave their imprint' (James, 2009, p. 152 quoting Henry & Tator, 2007, p. 24).

Racism and other forms of discrimination are present in everyday interactions; within the systems, policies, and practices of the institution; and within epistemological and ontological constructs (Henry & Tator, 2009b). The question that arises is how has discrimination been dealt with in post-secondary institutions and what is best practice moving forward? Dua (2009) describes three mechanisms that have been used to combat racism and discrimination at Canadian universities: employment equity policies, anti-harassment policies, and anti-racist workshops. In her analysis, she highlights some of the limitations to these mechanisms. These include equity plans without targets and disconnected from broader planning frameworks; the ineffectiveness of anti-harassment policies when dealing with systemic issues such as climate and curriculum; resistance to act by senior administrators who may be reluctant to admit that

racism is alive and well on their campuses; faculty associations who do not play a leadership role in this issue; the voluntary nature of workshops and the backlash resulting from mandatory sessions; resistance by faculty members to engage in anti-racism educational events; and a lack of follow-up. Serious consideration should be given to these limitations in any move to address racism and other forms of discrimination using these types of mechanisms.

This overview of equity, diversity, and inclusion best practices in post-secondary contexts offers the President's Task Force some key background information with which to ground its forthcoming recommendations.

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[i] This review was prepared for the UM's President's Task Force on Equity, Diversity, and Inclusion by Dr. K. Schwartz, Faculty Relations Officer and Project Assistant to the Task Force