



UNIVERSITY OF SASKATCHEWAN

College of Medicine

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2018–19
Diversity and Inclusion Working Group
Annual Report

BE WHAT THE WORLD NEEDS

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Executive Summary

Diversity and Inclusion Working Group (DIWG) Purpose

The Diversity and Inclusion Working Group (DIWG) was formed in 2017 and its membership includes faculty, senior leadership, and administrative staff. Per the work group's Terms of Reference, members reflect greater representation of under-represented groups within the College of Medicine (CoM).

The DIWG is charged with:

- Developing a plan that aligns with the University of Saskatchewan's (university) Diversity and Inclusion Plan, and;
- Putting the plan into action through the development of initiatives and projects to promote the diversity objectives indicated in the plan
- Operationalizing elements of the university's Diversity and Inclusion Plan that may require unique operational processes due to the provincial-wide mandate of the CoM.

DIWG Status Report Introduction

Per the DIWG's Terms of Reference, the DIWG is to report annually to the CoM Senior Leadership Council, to the CoM community and the university. This status report is intended to inform key stakeholders on progress with the plan towards key operational milestones.

This inaugural annual report indicates significant progress with reaching the goals set by the DIWG. As the group gains momentum, we are optimistic that this success will continue and increase in our efforts to create an inclusive and diverse community in the CoM.

2018–2019 Committee Members

- Gregory Power – Chairperson
- Samantha Marcoux – Administrative Support
- Peggy Proctor
- Dr. Olanrewaju Onasanya
- Dr. Anurag Saxena
- Erin Walling
- Dr. Erin Prosser-Loose
- Dr. John Thiel
- Liz Duret
- Dr. Stephanie Madill
- Dr. Renee Kennedy
- Dr. Joanna Smith
- Dr. Elke Mau
- Dr. Catherine Trask
- Clay Benaschak
- Erin Wolfson

Goals, Measurement and Progress

The designated groups for staff, faculty and senior academic leadership are Indigenous people, women, visible minorities and persons with a disability.¹

Goals and Measurement	2018/19 Progress
<p>All faculty, academic senior leadership and staff have the opportunity to self-declare in a confidential process that is guided by the university policies and procedures around data collection.</p>	<p>Completed. A self-declaration campaign was conducted from February to April 2019. The participation rate for faculty was 33% and 68% for academic leadership. The results were as follows.</p> <p>For faculty:</p> <ul style="list-style-type: none"> • Individuals self-identifying as an Indigenous person – 4.60% • Individuals self-identifying as a visible minority or racialized person – 24.91% • Individuals self-identifying as a woman – 43.72% • Individuals identifying as a person with a disability/disabilities – 3.06% <p>For academic leadership:</p> <ul style="list-style-type: none"> • Individuals self-identifying as an Indigenous person – 0% • Individuals self-identifying as a visible minority or racialized person – 21.74% • Individuals self-identifying as a woman – 39.13% • Individuals identifying as a person with a disability/disabilities – 0.0%

¹ Diversity to us means on one hand specific equity groups and our measures are related to that. However, we need an inclusive view of diversity to include people beyond the identified equity groups, for example LGBTQ2+. We also must consider intersectional identities.

Recruitment and Outreach

The CoM endeavors to recruit diverse candidates.

In clinical recruitments the CoM will work with the Saskatchewan Health Authority (SHA) and its recruitment processes to achieve identified goals.

Procedures	2018/19 Progress
The university diversity and inclusion statement is posted on each faculty, senior academic leadership, and staff job posting.	Completed. All faculty, senior academic leadership and staff job postings include our statement on diversity and inclusion.
Job postings are advertised on websites and associations of designated groups.	No progress to report.
Diversity and inclusion questions will be added to interviews for CoM job competitions.	Completed. All CoM faculty and leadership job competitions include questions to examine candidates' approaches (past and future) to support diversity and inclusion.
The CoM will have a transparent recruitment and selection process.	In progress. See status of the items in this section for specific details.
The CoM is increasing the diversity of members that participate on search committees as well as tenure, hiring, merit and promotion committees.	In progress. While there has been limited progress in the development of formal processes and guidelines, search committees in 2018/2019 have been explicit in ensuring their composition includes members from underrepresented groups.
The diversity policy is included on the CoM website.	Completed. The CoM website includes a section on diversity and inclusion, the DIWG plan, and status and progress updates.
The CoM seeks out and builds partnerships with diverse community groups, alumni and individuals whose perspectives will help inform and advance the work of faculty, academic senior leadership, and staff.	In progress. <ul style="list-style-type: none"> In 2019, the CoM formally included the leads for our Indigenous Health and Social Accountability strategic initiatives as full members of the Senior Leadership Council. The Division of Social Accountability in partnership with the Indigenous Mentorship Network is providing a speaker series that raises awareness and provides education on Indigenous health issues featuring Indigenous faculty as presenters.
The CoM will host one diversity stakeholder meeting per year.	No progress to report.

The CoM will discuss diversity and inclusion goals with the Saskatchewan Health Authority (SHA) and other partners.	In progress. The CoM and the SHA’s respective diversity and inclusion goals and policies are mutually complementary. The goals have been discussed at joint planning meetings in 2018 and 2019.
A progress report on the diversity plan is to be published annually.	Completed with this status report and its publishing on the CoM website.
Hiring and employment decisions value scholarship and research that is both traditional and non-traditional.	In progress. The CoM’s Office of the Vice Dean of Research (OVDR) Metrics Taskforce is in the process of finalizing a metrics framework to recognize strengths and contributions that are not currently recognized through traditional research deliverables.

Retention and Advancement

The CoM supports the retention and inclusion of all faculty, academic senior leadership, and staff.

Procedures	2018/19 Progress
The CoM website will detail information about our commitment to practices as they relate to diversity and inclusion.	Completed. The CoM website includes a section on diversity and inclusion, the DIWG plan, and status and progress updates.
A mentorship program for faculty and staff that builds on inclusion within the CoM will be introduced.	No progress to report.
Ongoing learning opportunities will be made available to faculty, senior academic leadership, and staff to foster a culture of diversity and inclusion.	In 2018/19, significant new learning opportunities have been made available to our CoM members, including: <ul style="list-style-type: none"> • Cultural humility and awareness training for faculty and staff. More than 100 individuals have completed this training since it was launched in fall 2018. • Bias awareness training is being offered by Faculty Development and is available for all faculty and staff. Five workshops have been completed to date with six more scheduled through March 2020. • Training was delivered for the Saskatchewan Centre for Patient Oriented Research and for a number of Canadian Institutes of Health Research applicants on sex and gender in health research.

<p>Onboarding processes for diversity and inclusion awareness will be developed and refined.</p>	<p>In progress. Working in partnership with the university, new onboarding processes for faculty and staff have been developed and are now in use. The onboarding toolkit for staff explicitly calls out diversity and inclusion as values of the university and makes this discussion with new employees a manager responsibility.</p>
<p>Ongoing communication materials and channels to help inform faculty and staff about relevant training and events will be developed.</p>	<p>In progress. The Diversity and Inclusion section of the CoM website, and the <i>E-News</i> weekly communication email now include content on training and events for faculty and staff.</p>
<p>Hiring and promotion committees' current practices will be reviewed and evaluated to assess their ability to support diversity and inclusion goals.</p>	<p>In progress. The CoM's OVDR Metrics Taskforce is in the process of finalizing a metrics framework to recognize strengths and contributions that are not currently recognized through traditional research deliverables.</p>
<p>The CoM will liaise with the university on similar work around university policies.</p>	<p>In progress. In working in partnership across the university, the CoM has implemented a number of initiatives to support retention and advancement of faculty, including:</p> <ul style="list-style-type: none"> • OVDR instituted specific funding streams within its main funding initiatives for Indigenous research. • The OVDR has contributed more than \$700,000 for start-up funding for Indigenous researchers. • The OVDR hired a research equity and diversity specialist who works closely with the university's diversity and inclusion specialist. This role supports researchers for internal and external grant applications. This role also addresses EDI topics in our research environment (see https://medicine.usask.ca/research/balance-belonging.php and https://medicine.usask.ca/research/gender-resources.php) • A Tier 2 CRC in Developmental Origins of Health and Disease in Indigenous People is moving ahead after selection by the research executive. • New space for Indigenous research is being designed and developed in the Health Sciences Building to support our mission.

	<ul style="list-style-type: none"> The CoM was an active participant in the work that resulted in the university being named as participating institution in the Dimensions pilot program to increase equity, diversity and inclusion in our environment.
Training will be included in performance evaluation criteria, as well as promotion and tenure.	No progress to report.

Diverse Committee Representation

The CoM achieves diverse membership among faculty search committees and faculty and staff committees and working groups. The CoM acknowledges that some faculty and staff have disproportionate work demands as it pertains to diversity and inclusion topics. Committee work, in this vein, needs to be acknowledged as an organizational priority.

Procedures	2018/19 Progress
Membership of committees and working groups is regularly reviewed to ensure diverse representation. Committee members have knowledge and understanding of marginalized groups. Committee work is respected, acknowledged and valued in the CoM.	In progress. See previous items for detailed status.

Education and Training

Procedures	2018/19 Progress
The CoM positively influences workplace culture by offering regular and ongoing professional development opportunities to promote diversity and inclusion.	<p>In progress. See previous items for detailed status.</p> <p>In addition, the CoM has developed and implemented new training and professional development programs supporting diversity and inclusion including:</p> <ul style="list-style-type: none"> Through our Faculty Development office, training was delivered on LGBTQ2+ topics as part of overall Teaching and Learning sessions as well as for the Department of Academic Family Medicine Through the OVDR, a “Balance and Belonging Speaker Series” has been launched offering three sessions every academic year.

The CoM promotes training opportunities that ensure diversity and inclusion.	In progress. See previous items for detailed status.
The CoM will provide search committee training for the recruitment and retention of diverse faculty and academic senior leadership groups, avoiding unintended bias, and incorporating strategies for building a broadly diverse candidate pool.	No progress to report.