



Association of Faculties of
Medicine of Canada (AFMC)

Equity and Diversity Audit Tool

Equity and Diversity Audit Tool for Canadian Medical Schools

In achieving excellence in higher education, faculties of medicine need to ensure a fair, respectful, equitable and inclusive working and learning environment. Accreditation of educational programs requires a demonstration of commitment and results in these areas¹. Achieving measurable success in equity and diversity also supports AFMC's agenda for socially responsible and accountable education and delivery of health care.

This audit tool has been developed by the Equity, Diversity and Gender (EDG) committee, a resource group of the AFMC, to assist medical schools, and their departments or divisions ("unit") to better understand working environments and climate, and to plan for needed adjustments.

This is designed as a self-audit tool for internal use to:

- ❖ Assess how well an individual department or unit is doing to promote diversity and equity.
- ❖ Provide an opportunity to reflect on areas in need of improvement.
- ❖ Garner support for any improvements needed to further departmental or faculty commitments to equity and diversity.
- ❖ Develop an action plan and timeline for improvement.

Completion of this self-audit tool will help your school/unit better understand its strengths, needs and concerns. Using this tool provides an opportunity for you and your unit to reflect on what you are doing well and how you might enhance equity and diversity. Using this self-audit tool may identify systemic changes needed.

To assist you with the self-audit tool, we have used the following definitions.

A. Equality

In the past, we thought that equality meant sameness and that treating people as equals meant treating everyone the same. We now know that the practice of treating everyone the same can lead to unequal outcomes. Failing to take difference into account reinforces, rather than alleviates, patterns of systemic oppression because the taken-for-granted norms that shape our institutional processes and thinking most often reflect the perspectives of the socially dominant. These norms tend to ignore, misunderstand, and de-value social differences that include, class, race, ethnicity, gender, sexual orientation, (dis)ability, etc.

B. Equity

Equity at its most basic level is about fairness, and it is premised upon a sense of justice. Equity is not the same as equality. Equality implies sameness. Equity on the other hand, assumes difference and takes difference into account – to ensure a fair process and ultimately, a fair (or equitable) outcome. Used in World Health Organization (WHO) documents, inequity refers to differences which are not only unnecessary and avoidable, but also unfair and unjust². Initiatives to promote equitable access to health care, education, employment, etc are largely dependent on the ability of administrators, educators, and health care professionals to recognize that equitable access/care is not synonymous with managing difference or diversity by "treating everyone the same".

¹ See LCME Accreditation Standard IS-16 (page 4) see <http://www.lcme.org/functions2008jun.pdf>

² Whitehead, M. (1991). The concepts and principles of equity and health. *Health Promotion International*, 6 (3), 217-228.

C. Diversity

Diversity is incorporated into the meaning of equity and moves us beyond the notion that difference is merely benign variation. Diversity, in the context of equity, acknowledges that power differences exist between people based on factors such as race, ethnicity, class, gender, sexual orientation, (dis)ability, etc. Diversity also acknowledges that, within any given group, there are significant differences between individuals themselves.

Accounting for difference is an important task of organizations that embrace an ethic of equity. Doing this in ways that acknowledge differences between and within groups is an important consideration.

D. Unit

Unit refers to the entity that you are addressing in responding to items in this audit. It may be the medical school as a whole, or a department or division; or it may be an undergraduate, postgraduate or graduate training program.

While the development of equity and diversity principles and processes occur at individual, departmental and school levels, the purpose of the Audit Tool is to assess specific dimensions of equity and diversity and when possible, create a foundation for organizational change, primarily at the department level in the areas below.

1. Strategic Planning
2. Policies & Procedures
3. Committee Representation
4. Admission and Selection of Learners
5. Support Programs and Services for Learners
6. Curriculum Development, Assessment and Program Evaluation
7. Faculty Recruitment, Promotion, Career Development and Retention
8. Staff Recruitment, Promotion, Career Development
9. Communication and Community Relations

Tailoring this Tool to Your Needs

Not all faculties and departments operate in the same way; there may be sections or questions in this tool that do not apply to your institution. We offer this tool as a pilot, recognizing that it may not be comprehensive and invite you to use it and provide us with your feedback. How you used it, the extent it was useful, and ways that we could improve it for the future would be helpful.

Sincere appreciation to all members of the AFMC-EDG from 2007 to 2010 who worked on the audit project and especially to Lori Charvat and Lorraine Breault who provided the leadership for the initiative.

Please send your feedback to 2011 EDG co-chairs:

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NAME OF ACADEMIC UNIT or PROGRAM		
APPROXIMATE NUMBER OF FACULTY		
APPROXIMATE NUMBER OF STAFF		
APPROXIMATE NUMBER OF STUDENTS (per year) Complete appropriate categories for your unit	❖ BSc/BA	
	❖ MD	
	❖ OT	
	❖ PT	
	❖ BScN/RN	
	❖ PA	
	❖ NP	
	❖ Midwifery	
	❖ Speech & Language Pathology	
	❖ Masters	
	❖ PhD	
	❖ Post-doctoral Fellows	
	❖ Resident Trainees	
	❖ Fellows	
❖ Other, please specify		
DATE		

Comments:

1. Strategic Planning

“A commitment to diversity and equity starts at the top – reflected in the faces of leadership, in the allocation of resources, and in positions and roles designated to further diversity as well as equity. Clear statements from the Medical school’s leadership of the institutional commitment to equity and diversity are essential if those goals are to be fully realized. It is at the strategic level where departments and administrative units can establish sustainable change efforts – through earmarked resources and visible champions.”

~ L. Charvat “Exemplary Practices in Equity and Diversity Programming”. UBC-Vancouver, May 2009.

The questions relate to strategic commitments to equity and diversity pertaining specifically to your school/unit.

In your unit	Response	Comments	Next Steps
Do Equity statements or objectives exist?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK*		
Are Equity principles included within the: ❖ Mission Statement? ❖ Strategic Goals, Plan, or Initiatives? ❖ Operational Plans?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are Equity objectives posted and available? Are the following methods in place to promote awareness? ❖ Website ❖ Information sessions ❖ Newsletters/media ❖ Brochures ❖ Posters ❖ Email ❖ Other _____	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are equity policies in place regarding hiring, promotion, tenure, and recruitment?	<input type="checkbox"/> Some <input type="checkbox"/> None <input type="checkbox"/> DK <input type="checkbox"/> Comprehensive Policies		
Is responsibility for equity objectives and outcomes explicitly assigned? If not, do you think it should be?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are staff in place to address equity issues in the workplace?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		

*DK = Don't Know

In your unit	Response	Comments	Next Steps
What are the strengths - activities or practices - of your unit that support equity?	1. 2. 3.		
What are the challenges to achieving equity in your unit? If there are challenges, are they: ❖ Attitudinal? ❖ Communication? ❖ Procedural/Administrative? ❖ Economic? ❖ Interdisciplinary? ❖ External to your unit?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are there mechanisms to monitor your unit's achievements in equity? Please describe.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are Diversity statements or objectives explicit?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are Diversity principles included within the: ❖ Mission Statement? ❖ Strategic Goals? ❖ Operational Plans?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
What are the strengths - activities or practices - of your unit that support diversity?	1. 2. 3.		
What are the challenges to diversity in your unit?	1. 2. 3.		
Is there a mechanism to monitor your unit's achievements in diversity? If yes, please describe.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are there awards for contributions in the advancement of equity and/or diversity?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		

Comments:

Background Data to Strategic Planning

Federal Equity Law designates four specific equity groups. If you have conducted an analysis of your workforce according to these groups enter the numbers in this table.

Employment Equity Act – Designated Equity Groups

"1. The employer has conducted a workforce survey by providing to each employee a survey questionnaire that asks whether the employee is:

- a) a member of a visible minority;
- b) a person with a disability; or
- c) an Aboriginal person.

Note: Information on gender will be taken from employee records."³

Canadian Human Rights Commission definitions:

- ❖ "Aboriginal peoples" means persons who are Indians, Inuit or Métis.
- ❖ "Persons with disabilities" means persons who have long-term or recurring physical, mental, sensory, psychiatric or learning impairment and who either consider themselves to be disadvantaged in employment by reason of that impairment, or who believe that an employer or potential employer is likely to consider them to be disadvantaged in employment by reason of that impairment, and includes persons whose functional limitations owing to their impairment have been accommodated in their current job or workplace.
- ❖ "Members of visible minorities" means persons, other than aboriginal peoples, who are non-Caucasian in race or non-white in colour.

In your unit	Provide Numbers			Comments	Next Steps
	Faculty	Staff	Learners		
Aboriginal People					
Women					
Persons with disabilities					
Visible minorities					
Total population in unit (denominator)					
Do you have equity targets for these groups?					

Comments:

³ See http://www.chrc-ccdp.ca/publications/eeaq_qvee-en.asp

2. Policies and Procedures

Harassment, Discrimination and Professional Behaviour

In your unit	Response	Comments	Next Steps
Do policies and procedures on harassment and intimidation exist within your institution?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are methods in place to assure awareness of the policies on harassment and discrimination among: ❖ Learners? ❖ Staff? ❖ Faculty?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
What methods are used? ❖ Information Sessions ❖ Website ❖ Newsletters, incl. electronic ❖ Brochures ❖ Other, please specify: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are new hires made aware of their rights and responsibilities related to: ❖ Discrimination? ❖ Harassment? ❖ Professionalism?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
How is this done?			
Have faculty and managers completed courses related to responding to discrimination and harassment and/or intimidation in the last two years? (For example: Managing Conflict, Professionalism, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Does your unit have a process in place for dealing with concerns related to discrimination and harassment?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are concerns relating to discrimination and/or harassment treated seriously and in a timely manner?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Is the process of lodging concerns or complaints related to discrimination, harassment and professionalism easily understandable?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		

In your unit	Response	Comments	Next Steps
Does your unit conduct exit interviews regarding harassment and discrimination for all departing: ❖ Learners? ❖ Staff? ❖ Faculty?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Does your unit have a policy or code on professionalism?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Do your professionalism policies support and foster equity and diversity? <small>(See the definition of "equity" and "diversity" in the definitions section.)</small>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
What methods are used to promote awareness of professionalism codes or policies? ❖ Information Sessions ❖ Website ❖ Newsletters, incl. electronic ❖ Brochures ❖ Other, please specify: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Do polices and/or procedures encourage and monitor professional behaviour among: ❖ Learners? ❖ Staff? ❖ Faculty?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		

3. Committee Representation

“A strategic commitment, in its most visible form, means that the leadership table is circled by people whose diverse lived experiences can expand thinking and direction, who can represent voices from the perimeter, who can challenge the status quo.”

~ L. Charvat “Exemplary Practices in Equity and Diversity Programming”. UBC-Vancouver, May 2009.

In your unit	Response	Comments	Next Steps
Are search and selection committee members provided with information regarding Federal Equity Laws and composition of the respective department/unit by gender and representation of visible minorities?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Do search and selection committee members receive information about best practices for search and selection?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are all members of a search and selection committee required to complete and pass a search committee tutorial? ⁴	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Is there at least 25% representation by visible minority groups on all school/centre/organizational area committees?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Is there is at least 25% representation by women on all school/centre/organizational area committees?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Does committee membership reflect the demographic profile of the University in its diversity? Especially: ❖ Unit Executive ❖ Promotions Committee	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		

Comments:

⁴ University of Virginia, Vice Provost for Faculty Recruitment and Retention Tutorial for Search Committees
<http://www.virginia.edu/vpfrt/tutorial-why.html>

Why a Faculty Search Committee Tutorial?

This tutorial is designed to:

- ❖ Underline the significance of each search committee member's responsibility to the candidates, their department, and the university
- ❖ Guide and inform search committee members and chairs
- ❖ Introduce faculty to the breadth of topics related to diversifying applicant pools
- ❖ Introduce new research on recruitment and evaluation of candidates
- ❖ Provide reference points for further discussion during the search process
- ❖ This tutorial is required for all members of search committees seeking to fill a position that is tenured, tenure track, or tenured in more than one school.
- ❖ See also AAMC resource: <http://www.aamc.org/opi/leadership/training.htm>

4. Admission and Selection of Learners

In your unit	Response	Comments	Next Steps
Is responsibility for equity objectives and outcomes in admission process explicitly assigned to a <ul style="list-style-type: none"> ❖ designated individual ❖ designated committee 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are the school's Equity objectives included in pre-admission information and available to anyone making an inquiry?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are the requirements reviewed for each admission cycle to ensure they are promoting a diverse student body? <ul style="list-style-type: none"> ❖ Academic ❖ Non-academic 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Is regular training provided to admission staff regarding how admissions and selection processes relate to <ul style="list-style-type: none"> ❖ equity ❖ diversity ❖ discrimination issues including reasonable accommodations? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Prior to admission interviews, is training provided to all interviewers on how to conduct bias-free interviews?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Is the admission interview process reviewed to ensure it promotes access to the school by under-represented groups and does not contribute to systemic discrimination? If so, who provides input to the review?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Recruitment programs enhance diversity by supporting under-represented groups through the application and selection processes for: <ul style="list-style-type: none"> ❖ Aboriginal students ❖ Economically disadvantaged students? ❖ Rural students? ❖ Other, please specify: _____ 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		

In your unit	Response	Comments	Next Steps
Are programs provided to interested individuals of under-represented groups to promote access to the school? Please describe.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are current students involved in service learning as part of outreach activities to enhance recruitment in under-represented populations?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		

For examples of evidence see:

Louisiana State University A & M Diversity Initiative Self-Assessment Planning Document

[http://appl027.lsu.edu/acadaff/edcoweb.nsf/\\$Content/Assessment/\\$file/equityanddiversity_Assessment_systemsinitiative_01122007.doc.pdf](http://appl027.lsu.edu/acadaff/edcoweb.nsf/$Content/Assessment/$file/equityanddiversity_Assessment_systemsinitiative_01122007.doc.pdf)

Comments:

5. Support Programs and Services for Learners

In your unit	Response	Comments	Next Steps
<p>Is responsibility for objectives and outcomes for learner support and retention explicitly assigned to a designated individual?</p> <ul style="list-style-type: none"> ❖ for Equity ❖ for Diversity 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK</p>		
<p>Are your school's objectives included in learner support information and publicly available? (e.g. on a website.)</p> <ul style="list-style-type: none"> ❖ for Equity ❖ for Diversity 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK</p>		
<p>Are learner support and retention programs reviewed regularly to ensure they are promoting and retaining a diverse student body?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK</p>		
<p>Are training and resources provided to learner support staff and faculty regarding</p> <ul style="list-style-type: none"> ❖ equity ❖ diversity ❖ discrimination issues including reasonable accommodations? 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK</p>		
<p>Are specific financial aid programs developed to assist learners from under-represented groups?</p> <p>Are these programs communicated regularly to learners?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK</p>		
<p>Are childcare options for learners supported by the school?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK</p>		
<p>Are specific accommodations for learners who are pregnant identified and communicated?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK</p>		
<p>Are parental leave policies explicit for:</p> <ul style="list-style-type: none"> ❖ Learners who have recently given birth? ❖ Learners that have a partner who has recently given birth? ❖ Learners who adopt children? 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK</p>		

In your unit	Response	Comments	Next Steps
Are reasonable accommodations and processes for learners with disabilities (physical, mental and learning) and special needs identified and regularly communicated in the school?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are counselling services made available to all learners?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are mentorship programs specifically for learners from under-represented groups available?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are the outcomes of learner support services summarized in a yearly report that is reviewed by senior academic leaders and school administrators?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		

For examples of evidence see:

Louisiana State University A & M Diversity Initiative Self-Assessment Planning Document

[http://appl027.lsu.edu/acadaff/edcoweb.nsf/\\$Content/Assessment/\\$file/equityanddiversity_Assessment_systemsinitiative_01122007.doc.pdf](http://appl027.lsu.edu/acadaff/edcoweb.nsf/$Content/Assessment/$file/equityanddiversity_Assessment_systemsinitiative_01122007.doc.pdf)

Comments:

6. Curriculum Development, Assessment, and Program Evaluation

In your unit	Response	Comments	Next Steps
Do you review your teaching materials to assess whether they are free of stereotypes, overgeneralizations or bias?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Does your curriculum include learning objectives covering bias and stereotypes affecting patient care?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Do you provide regular educational sessions for trainees on harassment and intimidation?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Do you have a way to deal with complaints by students?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are the principles of professionalism continuously reinforced during the duration of the program?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Do you evaluate the students' competencies in each of the CanMEDS roles?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Do your case discussions include diverse social and cultural examples?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are your tutors trained to foster a variety of perspectives and view points?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are the Gender and Health on-line modules ⁵ integrated into the curriculum where appropriate?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are learners provided with information or teaching related to:			
❖ gender and health?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
❖ equity?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
❖ systemic discrimination?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
❖ harassment?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
❖ informal conflict resolution?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are diverse community service learning programs offered to engage learners in community experiences that promote equity and diversity?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		

⁵ <http://www.genderandhealth.ca/>

7. Faculty Recruitment, Promotion, Career Development and Retention

In your unit	Response	Comments	Next Steps
Do search/selection committee chairs receive training in ❖ university diversity ❖ equity policies and their application to inclusive and bias-free recruitment processes ❖ awareness about unconscious bias	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Do search/selection committee members receive training in ❖ university diversity ❖ equity policies and their application to inclusive and bias-free recruitment processes ❖ awareness about unconscious bias	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are search/selection committees representative of the diversity of the ❖ local city ❖ university population based on level of experience, discipline, ability and geography?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Is there a policy/protocol to ensure that search/selection committees have representation based on the four federal equity groups?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
When they are not represented on a shortlist, are searches broadened to bring in additional qualified applicants in the categories of the four equity groups?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Is Faculty mentoring regarding promotion and tenure sensitive to gender and cultural differences and the needs of underrepresented groups?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		

In your unit	Response	Comments	Next Steps
Are workshops, in the following areas supplemented to meet Equity and Diversity needs : <ul style="list-style-type: none"> ❖ Promotion and tenure? ❖ Career building? ❖ Effective mentoring? ❖ Conflict management? ❖ Work –life balance? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are adequate childcare options offered?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are flexible tenure structure or procedures in place to allow for child bearing or parenting, i.e., the promotion/tenure clock is adjustable?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Is a formal analysis of equity outcomes (e.g. related to women, visible minorities, First Nations) in tenure and promotion conducted regularly? Does it examine <ul style="list-style-type: none"> ❖ time to promotion for different groups ❖ proportion of faculty at different ranks 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are those in the federally designated equity groups canvassed for their interest in leadership positions within the department, faculty or university? <ul style="list-style-type: none"> ❖ Women ❖ Visible minorities ❖ Aboriginals ❖ Those with disabilities 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are faculty members in the designated groups mentored to pursue and hold leadership positions in the department, faculty or university.? <ul style="list-style-type: none"> ❖ Women ❖ Visible minorities ❖ Aboriginals ❖ Those with disabilities 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Do faculty on the education scholar track receive equitable recognition as compared to their counterparts on research tracks?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are formal exit interviews are completed to determine factors affecting faculty retention?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		

Comments:

8. Staff Recruitment, Promotion, and Career Development Including Recognition

In your unit	Response	Comments	Next Steps
Staff Recruitment			
Is responsibility for equity objectives and outcomes in staff recruitment process explicitly assigned to a designated individual(s)?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are the School's Equity objectives included in recruiting information and available to anyone making an inquiry regarding staff recruitment and selection?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are the academic and experience requirements for staff positions reviewed regularly to ensure they are promoting a diverse workforce in the School?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are selection committees representative of the diversity of the ❖ local city ❖ university population based on level of experience, discipline, ability and geography?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Is a formal analysis of staff recruitment and progression in terms of equity outcomes completed and posted publically on a yearly basis?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Staff Career Development and Recognition			
Are adequate childcare options considered an important issue for staff?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are there programs to assure and support career development opportunities for all groups?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are there formal programs to recognize leadership and contributions of staff to equity outcomes specifically?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		

Comments:

9. Communications and Community Relations

In your unit	Response	Comments	Next Steps
Are diverse images used when people are featured in publications and websites, (for example, visible minorities, gender, disability)?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Is there an acknowledgement of traditional territory made at the commencement of an event, e.g., on the traditional territory of Aboriginal peoples?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Are all events arranged to be accessible to people with mobility challenges?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
When arranging events, do organizers check whether people require specific accommodations (such as interpreters, dietary and childcare needs)?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		
Is satisfaction with the school's community engagement assessed regularly?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK		

Comments:

Questions for Reflection

Do you think your unit embodies your vision of a diverse workplace? Please explain.

In what areas do you think your unit has been effective in promoting diversity in the workplace?

What areas do you think need improvement?

What do you see as obstacles to diversity in your unit?

What do you see as strengths of your unit in terms of diversity?

10. Proposed Action Plan

By taking the proposed next steps from each section of the Equity and Diversity self-audit, an action plan can be developed by identifying:

- ❖ a person, committee, or unit that is responsible for each next step;
- ❖ its priority in relation to the other action steps; and,
- ❖ developing a timeline for review of the progress to date and final completion of the step.

Next Steps	Priority	Responsibility (Person, Committee, or Unit)	Date of Review and Completion
Strategic Planning			
Policies and Procedures			

Next Steps	Priority	Responsibility (Person, Committee, or Unit)	Date of Review and Completion
Committee Representation			
Admission and Selection of Learners			

Next Steps	Priority	Responsibility (Person, Committee, or Unit)	Date of Review and Completion
Support Programs and Services for Learners			
Curriculum Development, Assessment, and Program Evaluation			

Next Steps	Priority	Responsibility (Person, Committee, or Unit)	Date of Review and Completion
Faculty Recruitment, Promotion, Career Development, and Retention			
Staff Recruitment, Promotion, Career Development and Retention			

Next Steps	Priority	Responsibility (Person, Committee, or Unit)	Date of Review and Completion
Communication and Community Relations			