



## **University of Calgary Equity Trends Report: Faculty and Staff Diversity, 2016-2020**

Prepared by

The Office of Equity, Diversity, and Inclusion (OEDI)

March 2022



**UNIVERSITY OF  
CALGARY**

**Territorial Acknowledgement**

We hereby acknowledge that the University of Calgary is located in the heart of Southern Alberta and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The city of Calgary is also home to the Metis Nation of Alberta Region 3.

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## A Note from the Vice-Provost (Equity, Diversity and Inclusion)

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I am pleased to present this University of Calgary Equity Trends Report, 2016-2020, which analyzes self-identification data on the diversity of regular academic staff, support staff, management and professional staff, and senior leadership at the university over the period 2016 to 2020. These data help us assess the composition of our community, create a baseline for change and to develop strategies to ameliorate barriers that impede access to, and success within, the University of Calgary (UCalgary).

Our university is located in a remarkable city, one that is Canada's third most ethnoculturally diverse, with almost a third constituted by racialized minorities, over 240 ethnicities, and over 140 languages spoken. It is also a youthful city.

Like all great research universities, we are challenged to make post-secondary education more equitable, accessible, and inclusive. There are many reasons for pursuing equity, diversity, and inclusion (EDI) policies and practices at the UCalgary, not the least our unwavering commitment to respecting and advancing the human rights and human dignity of all who teach, learn, research, and work at our institution. The UCalgary was an early signatory of the Federal Contractors Program. It then adopted an Employment Equity Policy in February 1989 and, as a requirement, started collecting EDI data. These data enable us to track our progress, to proactively confront structural and systemic inequities, identify ongoing barriers and biases, and create equitable and inclusive pathways to our institution.

We are cognizant of the claim that equity and diversity diminish excellence, quality, or merit. This claim, however, not only contradicts the very ideas of a university, evidence-based research, the pursuit of knowledge, and lifelong learning, but also is not supported by research. Decades of research shows that excellence does not cling to a single demographic group: neither is there a trade-off between diversity and merit. Rather, excellence requires a diversity of people, ideas, perspectives, and ways of knowing and doing. Diversity fosters critical thinking, generates better decision-making, invites collaboration locally and internationally, and fuels adaptability, ingenuity and innovation. Much of this diversity dividend — in the city and at the university — remains untapped. It is nurtured by a culture of inclusion and belonging that ensures human flourishing.

This report reflects the university's commitment to EDI data transparency. It will inform our strategic directions on EDI, support evidence-based decision-making to advance equity, diversity, inclusion, and accessibility, and underwrite our work to embed EDI values and practices in our teaching, learning, research, and work environment.

This EDI Data Trends Report, 2016-2020 was prepared by the Office of Equity, Diversity and Inclusion (OEDI). The data in the report was compiled by the OEDI in collaboration with the Office of Institutional Analysis (OIA). Our overall conclusion and specific recommendations for each equity-deserving group draw on research, experience, and promising practices drawn from across the post-secondary sector.

I would like to thank the many colleagues with whom I have the everyday privilege of working on EDI data collection, analysis, visualization, and communications, including members of the EDI Data Group, which I chair, the data analysts in many units, IT specialists, and members of the university's communications team.

Several colleagues worked tirelessly with me to produce this *Equity Trends Report*, and they deserve special recognition: Jacqueline Lambert, senior institutional analyst (OIA) and Dahlia Khajeei, senior institutional analyst (OEDI). This report would not have been possible without the analytical support of Rosa Moon (Systems and Reporting) and Carley L'Hirondelle (Specialist Talent Acquisition) and Nicole Wheeler (Manager, Talent Acquisitions) in Human Resources. The final report and visualizations were prepared with the support of consultants Erin Davis (Erin Davis Co.), Russell Pollard (Framework Leadership) and Tracy Garrick (Administrative Coordinator), OEDI.

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Vice-Provost and Associate Vice-President Research (EDI)  
EDI Data Steward, and Chair of the EDI Data Group

## Executive Summary

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The University of Calgary (UCalgary) is Canada's leading next-generation university — a living, growing, youthful institution that embraces change and opportunity with a can-do attitude. Located in the nation's most enterprising city, and the third most diverse, UCalgary is making tremendous progress on its *Eyes High* journey to be recognized as one of Canada's top five research universities, grounded in innovative learning and teaching and integrated with the broader community that it both serves and leads. The UCalgary inspires and supports discovery, creativity and innovation across all disciplines from its location on the traditional territories of the Blackfoot and the people of the Treaty 7 region of Southern Alberta, and home to Métis Nation of Alberta, Region 3.

The UCalgary first committed to employment equity over three decades ago, when it became a signatory to the Federal Contractors Program (FCP) and adopted its first Employment Equity Policy in February 1989.<sup>1</sup> At that time, the university committed “to achieve and maintain a fair and representative workforce through the design and implementation of an employment equity plan which meets the requirements of the Federal Government's Contractors' Program.” The FCP calls for several concrete actions to transform workforce inequities:

- the collection and maintenance of workforce data, including for **members of all four** of the federally designated groups – women, Indigenous peoples, visible/racialized persons, and persons with disabilities.
- regular workforce analyses and reporting to monitor progress.
- the establishment of short-term and long-term goals to remove systemic barriers and close employment gaps for members of the equity-deserving groups; and
- concrete actions to achieve a representative workforce.

In February 1989, the UCalgary committed itself to taking “steps to improve the employment status of these designated groups by making reasonable accommodations to enable them to compete equally with others, thereby increasing their participation in all levels of employment.”<sup>2</sup>

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<sup>1</sup> University of Calgary Employment Equity Policy, February 6, 1989, <https://www.ucalgary.ca/legal-services/university-policies-procedures/employment-equity-policy>

<sup>2</sup> University of Calgary Employment Equity Policy, February 6, 1989, <https://www.ucalgary.ca/legal-services/university-policies-procedures/employment-equity-policy>. See also: Human Resources, “Employment

This *Equity Trends Report, 2016-2020* examines five years of available self-identification data (2016, 2017, 2018, 2019 and 2020) and constitutes a baseline for benchmarking and energizing change. Overall, the data underline the need to re-energize our institutional strategic initiatives to create a more representative workforce by recruiting, retaining, and improving the status of women, Indigenous peoples, persons with disabilities, and members of visible/racialized groups as well as members of the LGBTQ2S+ community. We await reliable data on this latter subgroup at the university. The data are categorized by equity group and institutional role at the university: senior leadership, regular academic positions, MaPs (Management and Professional Staff), and support staff within AUPE (Alberta Union of Provincial Employees).

This report also provides available disaggregated data, which entails breaking down aggregated information collected through self-identification into smaller groupings. Disaggregated data helps us better understand how trends affect different equity subgroups<sup>3</sup>, including Indigenous women and men, women and men with disabilities, and racialized women and men. In future, data collected through the UCalgary's new Expanded Employment Equity Census (launched in September 2021) will enable more granular analyses of equity trends and patterns of employment as well as intersectional analyses of multiple and compounding inequities that may disproportionately disadvantage some members of our community in hiring and advancement, in teaching, research and engagement, and the university as a workplace.

Since 2020, the university has taken several steps to revitalize its commitments to employment equity, diversity, inclusion and accessibility, and to achieving a more equitable and inclusive campus. UCalgary hired a vice-provost of equity, diversity and inclusion who serves as the institutional EDI data steward and chairs the EDI Data Group. The university also renewed its commitment to EDI data collection and co-ordination through institutional collaborations led by OEDI in partnership with the Office of Institutional Analysis (OIA). Although the university has been collecting and reporting self-identification data since 1995, these data were not widely disseminated or deployed in institution-wide strategic directions.

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Equity Report: Analysis of Gaps in Representation of Designated Groups: Report prepared for the Federal Contractors Program" (Calgary: University of Calgary, June 2015), <https://www.ucalgary.ca/live-uc-ucalgary-site/sites/default/files/teams/330/emp-equity-rpt.pdf>; and Carol Clark and Carley L'Hirondelle, "2010 Workforce Analysis Summary" (Calgary: University of Calgary, March 4, 2010), <https://www.ucalgary.ca/live-uc-ucalgary-site/sites/default/files/teams/330/workforce-analysis.pdf>

<sup>3</sup> On the value of disaggregated data, see Statistics Canada, "Canada Up Close: What We Can Learn from Disaggregated Data" (September 10, 2021), <https://www.statcan.gc.ca/en/blog/cs/disaggregated-data>; and Statistics Canada, "Statistics Canada and Disaggregated Data (October 15, 2020), <https://www.statcan.gc.ca/en/transparency-accountability/disaggregated-data>

Our commitment to EDI data transparency was deepened with the OEDI and OIA's launch of the public-facing EDI dashboard in March 2021, and the dissemination of a series of EDI infographics in November 2021.<sup>4</sup> With the support of an institutionally representative EDI Data Group, the OEDI and OIA continue to work collaboratively to improve internal sources of EDI data. An Expanded Employment Equity Census was launched in September 2021.<sup>5</sup> The first-ever Student Equity Census was launched in November 2021.<sup>6</sup> With these initiatives, UCalgary joins leading universities across Canada and internationally in advancing EDI data collection, literacy, and governance, and in using EDI data analytics to support initiatives to make post-secondary education more innovative, inclusive, and responsive to the broader community.

In June 2021, the University of Calgary's General Faculty's Council (GFC) approved a new *GFC Academic Staff Criteria & Processes Handbook*.<sup>7</sup> It outlined the university's renewed commitment to employment equity in hiring, including criteria for "expedited procedures for...strategic hiring, [and] equitable and inclusive hiring initiatives."<sup>8</sup> This commitment is taking place in the context of local, national, and global demands for institutional progress and accountability in advancing EDI in all public institutions, especially in the post-secondary sector.

This *Equity Trends Report* presents the representation data at University of Calgary for women, visible/racialized persons, Indigenous people, and persons with disabilities over the period 2016 to 2020. Institutional self-identification data are not yet available for nonbinary and LGBTQ2S+ individuals at the university; however, we have provided comparator data where available. The report also provides comparator data on Canadian universities and colleges, for the City of Calgary, and the province of Alberta, from the 2016 Canadian Census and the 2017 Canadian Survey on Disability.

Overall, as the below Tables 1-4 reveal in detail, the data indicate the following trends with respect to the four equity-deserving groups:

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<sup>4</sup> UCalgary EDI dashboard and EDI infographics (2016-2020), Office of Equity, Diversity and Inclusion <https://www.ucalgary.ca/equity-diversity-inclusion/data-and-reports/edi-dashboard>

<sup>5</sup> University of Calgary Expanded Employment Equity Census, <https://www.ucalgary.ca/equity-diversity-inclusion/data-and-reports/employee-equity-census>

<sup>6</sup> University of Calgary Student Equity Census, <https://ucalgary.ca/equity-diversity-inclusion/data-and-reports/student-equity-census>

<sup>7</sup> GFC *Academic Staff Criteria & Processes Handbook*, June 2021, <https://www.ucalgary.ca/hr/sites/default/files/teams/239/gfc-academic-staff-criteria-and-processes-handbook-final.pdf>

<sup>8</sup> University of Calgary Employment Equity Policy, February 6, 1989, <https://www.ucalgary.ca/legal-services/university-policies-procedures/employment-equity-policy>



**Women** constitute approximately one-half of the general population nationally, provincially, and in the city of Calgary. They also constitute 41.0% of full-time faculty both nationally and at the University of Calgary. In the past five years, the percentage of women in UCalgary's MAPS group has increased slightly from 62% to 64%, while women's representation in the AUPE support staff has remained stable at approximately 67%. The percentage of women in Senior Leadership, however, has dropped from 55% in 2016 to 47% in 2020. (See Table 1 below)

**Table 1: Women by Staff Category, 2016-2020**

<b>Women by Staff Category</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Senior Leadership	54.9%	54.4%	55.9%	47.3%	47.2%
Academic Regular	40.0%	40.8%	40.7%	41.4%	41.8%
MaPS	62.1%	62.3%	63.0%	62.2%	64.1%
Support Staff (AUPE)	67.0%	67.1%	67.7%	67.7%	68.2%

**Indigenous Peoples** constitute 5% of the national, 6% of the provincial and 3% of Calgary's general populations. The representation of Indigenous peoples at UCalgary has consistently lagged behind these general population metrics in all three categories of employment and across the 2016-2020 period under review. The proportion of Indigenous peoples has nominally increased in the Academic Regular group from 1.3% in 2016 to 1.9% in 2020; held steady in the MAPS group at less than 1%; and increased nominally from 1.3% to 1.7% among AUPE support staff. (See Table 2 below)

**Table 2: Indigenous Peoples by Staff Category, 2016-2020**

<b>Indigenous Peoples by Staff Category</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Senior Leadership	**	**	**	**	**
Academic Regular	1.0%	1.4%	1.2%	1.2%	1.3%
MaPS	1.3%	1.2%	1.5%	1.6%	1.5%
Support Staff (AUPE)	1.2%	1.4%	1.5%	1.7%	1.7%

\*\*Percentage too small to disclose

**Persons with Disabilities**, according to national, provincial and city surveys, constitute slightly more than 20% of the general population. This group, however, is significantly underrepresented at UCalgary with minimal improvements in the period under review. Persons with disabilities constitute less than 2% of regular academic staff, less than 1% of the MAPS group, and less than 2% of AUPE support staff. (See Table 3 below)

**Table 3: Persons with Disabilities by Staff Category, 2016-2020**

<b>Persons with Disabilities by Staff Category</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Senior Leadership	**	**	**	**	**
Academic Regular	1.3%	1.4%	1.5%	1.7%	1.9%
MaPS	0.8%	0.7%	0.8%	1.0%	0.9%
Support Staff (AUPE)	1.3%	1.3%	1.5%	1.8%	1.8%

\*\*Percentage too small to disclose

**Visible//Racialized Persons** comprised one-third of the national population and more than one-fifth of the general population in Alberta (23.5%) and Calgary (22.3%) in 2016. In 2019, one-fifth of full-time faculty in Canada also self-identified as visible/racialized persons. In the past five years, the representation of this equity-deserving group at UCalgary has marginally improved but remains well below population metrics. The percentage of visible/racialized persons among regular academic staff has increased from 10% to 12%, among MAPS from 15% to 17%, and among AUPE support staff from 17% to 18%. (See Table 4 below)

**Table 4: Visible/Racialized Persons by Staff Category, 2016-2020**

<b>Visible/Racialized Persons by Staff Category</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Senior Leadership	**	**	**	**	**
Academic Regular	10.3%	11.3%	11.7%	12.0%	12.0%
MaPS	15.3%	15.8%	16.3%	17.3%	17.1%
Support Staff (AUPE)	17.5%	18.0%	17.9%	18.0%	18.2%

\*\*Percentage too small to disclose

**Disaggregated data and intersectional analysis.** This report provides only a preliminary analysis of the career pathways of members of the UCalgary community who identify with two equity-seeking groups. Part III examines the intersections of gender and Indigenous, disability and visible/racialized persons. Overall, the data show no pronounced gender differences within the Indigenous and disabled groups, both of which are underrepresented compared to city and provincial populations and to postsecondary higher education statistics. However, the data do show that racialized men are more likely to be found in the MaPs employment category than racialized women (See Part III).

Although these data may reveal progress with respect to some equity deserving sub-groups, the overall trend can be summarized as a lack of measurable progress, if not stasis, over the past five years. It is thus our overall recommendation that the University of Calgary needs to re-energize its institutional commitments to equity, diversity, inclusion and accessibility,

specifically by taking proactive steps to identify and remove systemic barriers and biases that impede the recruitment, hiring, retention, and advancement of members of equity-deserving groups.

To this end, the following recommendations of best and promising practices provide evidence-based concrete measures to shift from commitment to action (more details can be found in the Overall Recommendations in Part IV of this Report).

## Recommendations

1. **Applicant Data:** Collect, analyze, and monitor disaggregated data at the application stage to better understand whether the current pipeline of applicants is inclusive of members of equity-deserving groups (women, Indigenous peoples, visible/racialized minorities, persons with disabilities, and LGBTQ2S+).
2. **Selection Data:** Collect, analyze, and monitor applicant pool, shortlisting, and hiring data to assess which candidates, including members of equity-deserving groups, move from application, to interview, to offer, to accepting a position.
3. **Equitable and Inclusive Hiring Policies and Practices:** Conduct an equity audit of existing hiring policies and practices and update with best and promising practices regarding inclusive recruitment, hiring, and retention, including on hiring committees. Identify systemic barriers for each equity-deserving group, exclusionary language and/or stereotypically masculine terms in job descriptions and rewrite them to focus on essential job requirements. Check for barriers and biases embedded in processes for screening talent, résumés, interviewing applicants, extending equitable offers, and onboarding.
4. **Track and Monitor Retention of Equity-Deserving Groups:** Report compositional demographic diversity of people who leave the university, track time to tenure and promotion of regular academic staff, and pathway opportunities for MaPS and AUPE support staff.
5. **Establish Targets and Best Practices for Closing Diversity Gaps:** Consistent with the GFC *Academic Staff Criteria & Processes Handbook* (approved June 2021), implement expedited, cohort and/or cluster hiring of members of equity-deserving groups into university roles and monitor said activities via baselines, targets, and projections.

6. **Talent-Recruitment Audit:** Conduct an equity audit of talent-recruitment strategies and outcomes to understand the gaps within outreach to members of different equity-deserving communities.
7. **Campus Community Listening:** Conduct focus groups or employ other mechanisms to collect qualitative data on what the barriers are for people to have a sense of belonging and meaningful careers at the UCalgary.
8. **Campus Community Feedback:** Ensure there is a mechanism for feedback to be received and compared against existing equitable and inclusive practices at all levels of the university. Feedback from equity-deserving groups should be considered to determine whether identified barriers can be addressed, including the expansions of the Courageous Conversations Speaker Series and track the data of who is attending.
9. **Respectful Workplace Review:** Establish and support policies that decrease instances of discrimination, harassment, and bullying.
10. **Increase Equity Communications:** Communicate accomplishments, challenges, promising practices, and learnings related to the university's journey to becoming a more equitable, diverse, inclusive, and accessible institution.

## Introduction

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UCalgary is widely recognized as one of Canada's top research universities. To continue this future-focused trajectory, in what is now Canada's third most diverse city, much greater attention needs to be devoted to creating and maintaining an equitable, diverse, inclusive, and accessible environment for all students, faculty, staff groups, and senior leadership. More than three decades of research has established the value proposition that *excellence requires diversity*. This vision of inclusive excellence, in turn, fuels creativity and innovation.<sup>9</sup>

Societies around the world are at an inflection point for change. Amplified by the uneven impacts of the COVID-19 pandemic, efforts to address deep social inequities have become central to the work of many universities and the wider communities in which they are located. Across Canada and indeed around the world, there is broad recognition of the pressing need to advance equity, reconciliation, anti-racism, inclusivity, and decolonization. These local and global dynamics are sparking efforts to re-energize and reimagine strategies to achieve outcomes that lead to systemic change.

An equitable and inclusive work environment requires a whole-university approach. It also requires a shared understanding of why public and private institutions are engaged in this work. This report highlights gaps, opportunities, and policy implications for the whole university, for each of the four federally designated equity groups: women, Indigenous people, persons with disabilities, and visible/racialized persons. Although UCalgary is also pursuing inclusion policies for LGBTQ2S+ persons, we await data pertaining to this component of our community. This report also contains comparative data for Calgary, Alberta, and Canada, as well as comparator data on other post-secondary institutions across Canada. Comparative data are included for a more in-depth understanding of whether UCalgary reflects the diversity of the broader community, and whether its equity policies and practices align with other post-secondary institutions (See Appendix I).

The pursuit of equity in employment has a long history at UCalgary, flowing from the Royal Commission on Equality in Employment, chaired by then-Judge Rosalie Silberman Abella. The

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<sup>9</sup> See, for example, Scott E. Page, *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies* – New Edition (Princeton: Princeton University Press, 2008); Scott E. Page, Katherine Phillips, Earl Lewis and Nancy Cantor, *The Diversity Bonus: How Great Teams Pay Off in the Knowledge Economy* (Princeton: Princeton University Press, 2017); and Lu Hong and Scott E. Page, "Groups of diverse problem solvers can outperform groups of high ability problem solvers," *PNAS* 101, 46 (November 16, 2004): 16385-16389; <https://doi.org/10.1073/pnas.0403723101>

final report stated: “What is needed to achieve equality in employment is a massive policy response to systemic discrimination. This requires taking steps to bring each group to a point of fair competition. It means making the work- place respond by eliminating barriers that interfere unreasonably with employment options.”<sup>10</sup> As early as 1985, the Royal Commission on Equality in Employment’s final report highlighted the importance of EDI data:

*The success of an employment equity program is measured by results: expansion of the employment opportunities of qualified individuals in designated groups. Measurement of results requires data. The Commission recommends that employers be required to request and collect from their employees information on the participation in their workforces of women, native people (Status Indian, non-Status Indian, Métis, and Inuit), disabled persons, and specified ethnic and racial groups by occupational categories, and by salary range and quartile. An employee's self-identification of gender, race, ethnicity, or disability would be voluntary and confidential.*<sup>11</sup>

The final report of the Royal Commission on Equality in Employment also highlighted the need for EDI data to monitor advancement through the ranks as well as the compositional diversity of university committees and task forces as follows:

*The Commission also recommends that data be collected on the representation of individuals from these groups in hiring, promotions, terminations, lay-offs, part-time work, contract work, internal task forces or committees, and training and educational leave opportunities.*<sup>12</sup>

Subsequently, the *Employment Equity Act*, 1986 (amended in 1995) was adopted, first, “to achieve equality in the workplace so that no person shall be denied employment opportunities or benefits for reasons unrelated to ability”; second, “to correct the conditions of disadvantage in employment experienced by women, aboriginal peoples, persons with disabilities, persons with disabilities and members of visible minorities”; and, third “by giving effect to the principle that employment equity means more than treating persons in the same way but also requires special measures and the accommodation of differences.”<sup>13</sup>

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<sup>10</sup> “Equality in Employment: A Royal Commission Report: General Summary.” Vol. 6, no. 4: 5-7, [https://www.crrf-fcrr.ca/images/stories/Equality\\_in\\_Employment.pdf](https://www.crrf-fcrr.ca/images/stories/Equality_in_Employment.pdf)

<sup>11</sup> “Equality in Employment: A Royal Commission Report: General Summary.” Vol. 6, no. 4: 5-7, [https://www.crrf-fcrr.ca/images/stories/Equality\\_in\\_Employment.pdf](https://www.crrf-fcrr.ca/images/stories/Equality_in_Employment.pdf)

<sup>12</sup> “Equality in Employment: A Royal Commission Report: General Summary.” Vol. 6, no. 4: 5-7, [https://www.crrf-fcrr.ca/images/stories/Equality\\_in\\_Employment.pdf](https://www.crrf-fcrr.ca/images/stories/Equality_in_Employment.pdf)

<sup>13</sup> Employment Equity Act (1995, c.44), <https://laws-lois.justice.gc.ca/eng/acts/e-5.401/>

The Federal Contractors Program (1986) (FCP), which extended employment equity to universities, identified four data-related requirements, including to:

- Collect and analyze workforce data;
- Produce an employment equity report of the findings;
- Develop short- and medium-term goals to close any identified representation gaps for women, Indigenous peoples, visible/racialized persons, and persons with disabilities; and
- Demonstrate “reasonable progress” to achieve the “full representation” of members of the equity-deserving groups within the workforce.<sup>14</sup>

The University of Calgary formally committed to employment equity when it became a signatory to the FCP and adopted its first Employment Equity Policy in February 1989.<sup>15</sup> At that time, the university committed “to achieve and maintain a fair and representative workforce through the design and implementation of an employment equity plan which meets the requirements of the Federal Government’s Contractors’ Program.” Beyond endorsing the FCP’s calls to action, the university also committed to taking “steps to improve the employment status of these designated groups by making reasonable accommodations to enable them to compete equally with others thereby increasing their participation in all levels of employment.”<sup>16</sup> This report builds on and extends two university FCP Compliance Reports from March 2010 and June 2015.<sup>17</sup>

Today, equity at the UCalgary is a foundational value and set of policies, processes, and practices (See Appendix II for more detailed definitions of these terms). These underwrite institutional actions to ensure fair opportunity structures at the university. As a principle, condition, process, and outcome, equity is rooted in human rights and the inviolability of human dignity. It is integral to justice, including, for example, gender justice, disability justice,

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<sup>14</sup> Federal Contractors Program (FCP), <https://www.canada.ca/en/employment-social-development/corporate/portfolio/labour/programs/employment-equity/federal-contractors.html>

<sup>15</sup> University of Calgary Employment Equity Policy, February 6, 1989, <https://www.ucalgary.ca/legal-services/university-policies-procedures/employment-equity-policy>

<sup>16</sup> University of Calgary Employment Equity Policy, February 6, 1989, <https://www.ucalgary.ca/legal-services/university-policies-procedures/employment-equity-policy>

<sup>17</sup> Human Resources, “Employment Equity Report: Analysis of Gaps in Representation of Designated Groups: Report prepared for the Federal Contractors Program” (Calgary: University of Calgary, June 2015), <https://www.ucalgary.ca/live-uc-ucalgary-site/sites/default/files/teams/330/emp-equity-rpt.pdf>; and Carol Clark and Carley L’Hirondelle, “2010 Workforce Analysis Summary” (Calgary: University of Calgary, March 4, 2010), <https://www.ucalgary.ca/live-uc-ucalgary-site/sites/default/files/teams/330/workforce-analysis.pdf>

and racial justice. As a practice, it requires identifying patterns of inequities and making changes to systems, cultures, and processes that obstruct members of the campus community from achieving their full potential. It underwrites proactive efforts to cultivate a research, teaching, learning, and working environment in which people of diverse identities, backgrounds, knowledge systems, and ways of knowing can flourish. As a remedy based on human and legal rights, equity enables proactive measures to identify systemic and cultural barriers; ameliorate discrimination, unfairness, and disadvantage; and ensure equitable pathways and opportunity structures in all spheres of academic life.

*Inclusion* encompasses norms, practices, and intentional actions to promote participation, engagement, empowerment, and a sense of belonging for members of historically underrepresented and disadvantaged groups in all aspects of life. Inclusion promotes an institutional culture and practices to ensure all can experience a welcoming space of fairness, dignity, and human flourishing.

Where diversity may focus on the quantitative representation or perspectives, inclusion focuses on the qualitative experience of belonging, voice, empowerment, and engagement. Diversity may exist with inequity, isolation, and marginality, but social inclusion focuses on culture and practices that deepen participation and engagement. Inclusion requires institutions to design spaces of leadership and governance, teaching and learning, research, scholarship, artistic inquiry, and community engagement so that there are no impediments to full participation by members of equity-deserving groups. Inclusion requires proactive measures to transform cultures and relations of power and privilege, resulting in the social exclusion of under-represented groups.

For the UCalgary to continue to be a global intellectual hub in Canada's most enterprising city, attention must be paid to creating and maintaining an equitable and inclusive teaching, learning, living, and working environment for all faculty, staff, and senior leadership. In the remainder of this report:

- Part I of this report highlights gaps, both overall and for each of the four equity-deserving groups.
- Part II contains comparative data for Calgary, Alberta, and Canada, as well as comparator data on the post-secondary sector across Canada.
- Part III provides a preliminary overview of disaggregated data and intersectional analyses.
- Appendix 1 describes sources of data for this report and provides additional comparative diversity data including a breakdown of Indigenous populations into First Nations, Metis and Inuit subgroups (Table A1); academic pipelines for Indigenous and



Racialized Persons (Table A2), Gender and University Ranks (Table A3), National Diversity in Senior University Leadership (Table A4), and national self-reporting data on diversity and sexuality across university ranks (Table A5).

- Appendix II provides extensive comparative data, while Appendix II gives detailed definitions of EDI terminology.

## Part I – Trend Analysis – Key Findings

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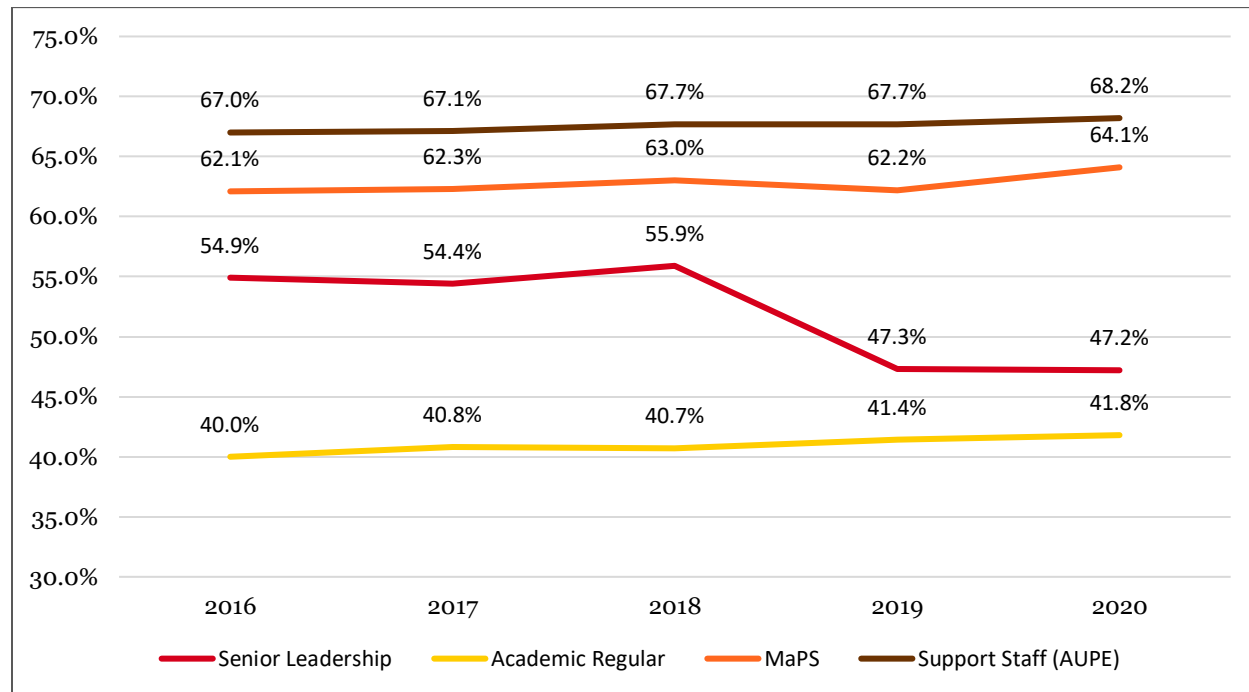
This *Equity Trends Report, 2016-2020*, provides statistical data and data visualization of demographic diversity among regular academic staff, support staff, management and professional staff, and senior leadership, with a particular focus on members of four equity-deserving groups: women, Indigenous peoples, persons with disabilities, and visible/racialized minorities. This report and recommendations encompass proven and promising practices to advance an equitable, diverse, inclusive, and accessible campus community. More specifically, the data presented support the continuing need for proactive measures to advance equitable and inclusive hiring at the UCalgary by illustrating hiring trends as well as gap analyses in staff-diversity trends for all four federally designated equity-deserving groups.

### I. A. Self-Identified Women at the UCalgary

Figure 1 and Table 1 show the representation of women in regular academic, support staff, management and professional staff, and senior leadership roles at UCalgary between 2016 and 2020.

- In 2016, women represented 55% of senior leadership. This peaked at 56% in 2018 and declined to 47% in 2020. The % of women in senior leadership at UCalgary in 2020 falls slightly below the national average in 2019 (48.9%). See Table A4 in Appendix I.
- In 2016, women represented 40% of full-time continuing academic staff, increasing to 41% in 2017 and 42% in 2020.
- In 2016, women represented 62% of MaPs and this percentage increased to 64% in 2020.
- Since 2016, the percentage of women in support-staff (AUPE) positions has remained constant at between 67-68%, the highest percentage of women in any role at UCalgary.

**Figure 1: Representation of Women by Staff Category, 2016-2020**



**Table 1: Women by Staff Category, 2016-2020**

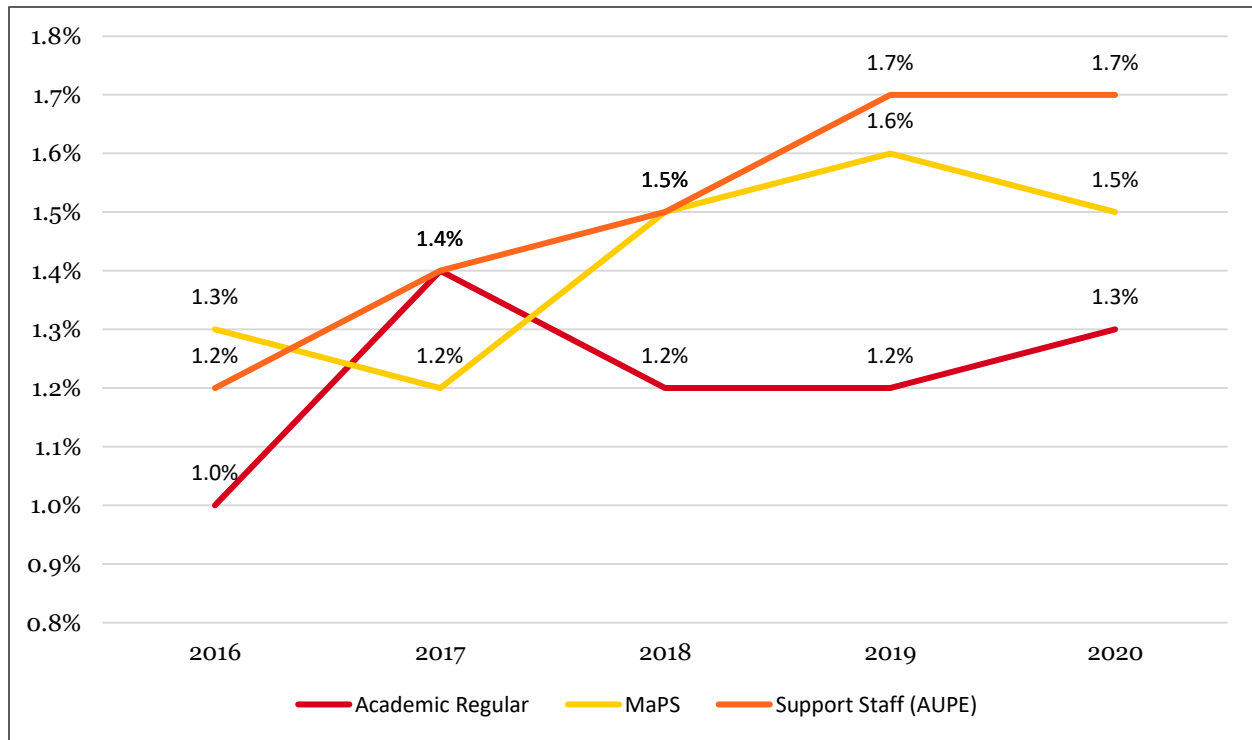
Women by Staff Category	2016	2017	2018	2019	2020
Senior Leadership	54.9%	54.4%	55.9%	47.3%	47.2%
Academic Regular	40.0%	40.8%	40.7%	41.4%	41.8%
MaPS	62.1%	62.3%	63.0%	62.2%	64.1%
Support Staff (AUPE)	67.0%	67.1%	67.7%	67.7%	68.2%

## I.B. Self-Identified Indigenous People in the Workforce

- From 2016-2020, the number of Indigenous people in senior leadership fell below the threshold (n=5) for disclosure. Table A4 in Appendix I shows that the national average is 2.9%
- In 2016, Indigenous peoples represented 1.0% of academic staff, increased to 1.4% in 2017, and remained at 1.2-1.3% between 2018-2020.
- Indigenous peoples represented 1.3% of MaPS staff in 2016, and, since 2017, has remained at 1.5-1.6%.

- Indigenous peoples among support staff (AUPE) increased from 1.2% in 2016 to 1.5% in 2018 and 1.7% in 2020.
- Data disaggregated for First Nations, Métis, and Inuit at UCalgary are not yet available. Table A1 in Appendix I shows the national averages.

**Figure 2: Indigenous Peoples by Staff Category, 2016-2020**



**Table 2: Indigenous Peoples by Staff Category, 2016-2020**

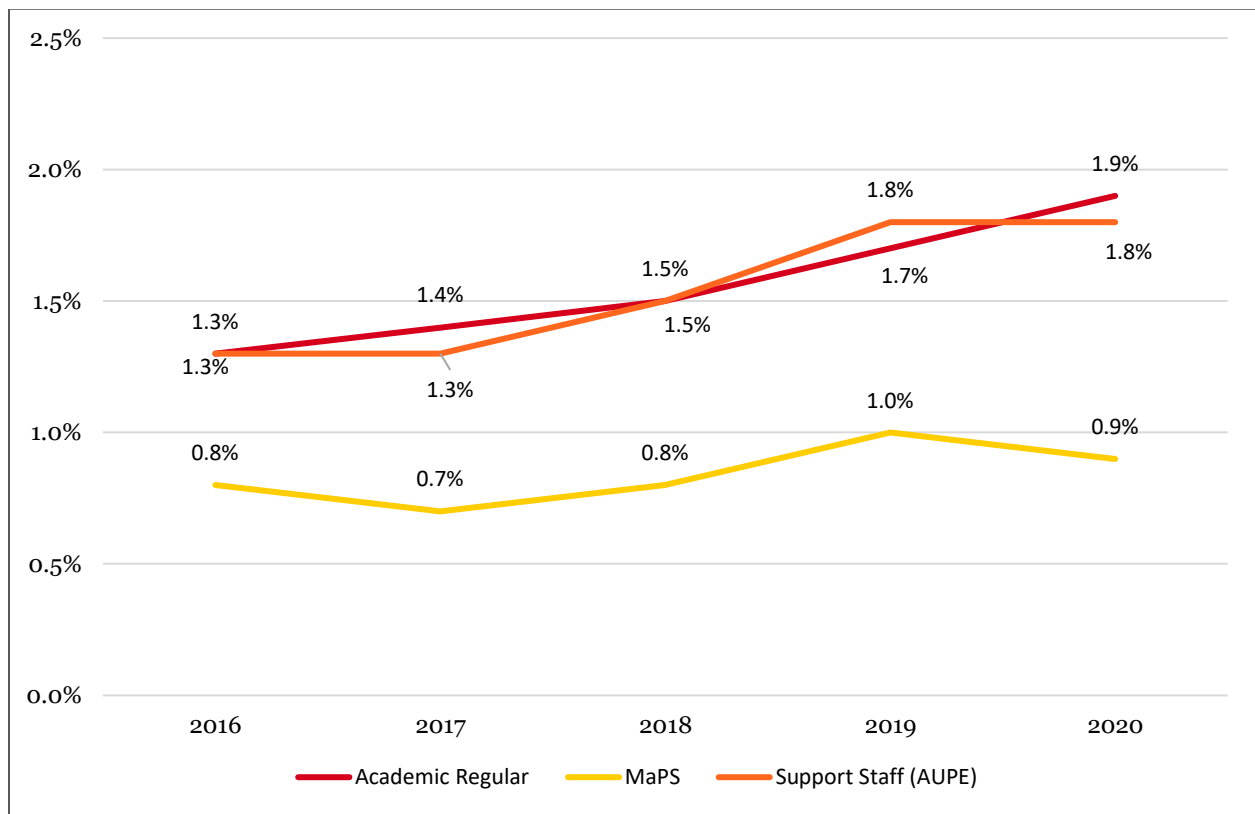
Indigenous Peoples by Staff Category	2016	2017	2018	2019	2020
Academic Regular	1.0%	1.4%	1.2%	1.2%	1.3%
MaPS	1.3%	1.2%	1.5%	1.6%	1.5%
Support Staff (AUPE)	1.2%	1.4%	1.5%	1.7%	1.7%

### 1.C Self-Identified Persons with Disabilities at UCalgary

- From 2016-2020, the number of persons with disabilities in senior leadership fell below the threshold (n=5) for disclosure. Table A4 in Appendix I shows that the national average is 4.5%.

- In 2016, persons with disabilities constituted 1.3% of full-time academic staff, increasing to 1.5% in 2018 and 1.9% in 2020.
- Since 2016, persons with disabilities have constituted about 0.8-1.0% of MaPS.
- In 2016, persons with disabilities constituted 1.3% of support staff (AUPE), increasing to 1.5% in 2018 and 1.8% in 2020.
- UCalgary does not yet have data on invisible disabilities. These data options will be available from the 2021 Employment Equity Census.

**Figure 3: Persons with Disabilities by Staff Category, 2016-2020**



**Table 3: Persons with Disabilities by Staff Category, 2016-2020**

<b>Persons with Disabilities by Staff Category</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Academic Regular	1.3%	1.4%	1.5%	1.7%	1.9%
MaPS	0.8%	0.7%	0.8%	1.0%	0.9%
Support Staff (AUPE)	1.3%	1.3%	1.5%	1.8%	1.8%

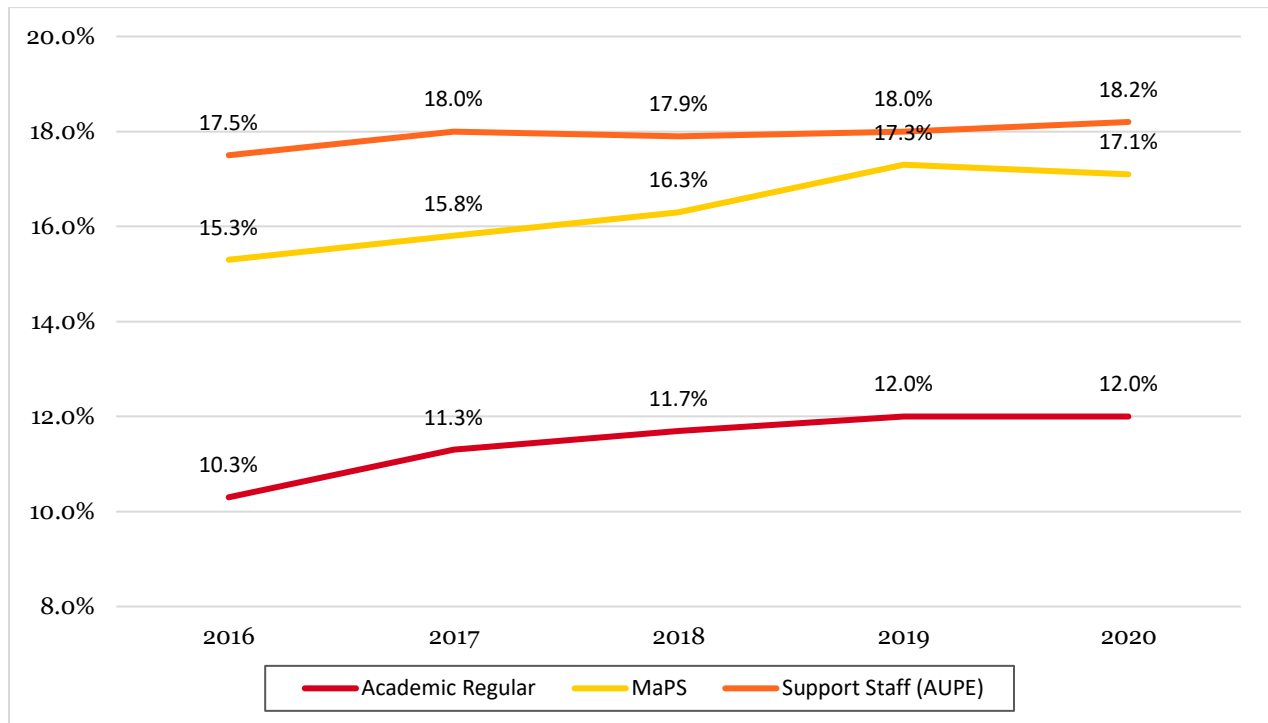
#### **I.D. Self-Identified Visible/Racialized Persons at UCalgary**

- From 2016-2020, the number/percentage of visible/racialized persons in senior leadership fell below the threshold (n=5) for disclosure. Table A4 in Appendix I shows that the national average is 8.3%.
- In 2016, visible/racialized persons constituted 10% of full-time continuing academic staff, increasing to 12% in 2018, where it has stalled.
- In 2016, visible/racialized persons constituted 15% of MaPS, increasing to 16% in 2018 and 17% in 2020.
- The percentage of visible/racialized persons among support staff (AUPE) has remained around 18% since 2016.
- Disaggregated data for the 10 visible/racialized groups are not yet available.<sup>18</sup>

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<sup>18</sup> The 10 visible minority or racialized groups include: Arab, Black, Chinese, Filipino, Japanese, Korean, Latin American, South Asian, Southeast Asian, West Asian, as well as mixed identity groups. See: Statistics Canada, "Visible Minority of Person" (August 25, 2021), <https://www23.statcan.gc.ca/imdb/p3Var.pl?Function=DEC&Id=45152>

**Figure 4: Visible/Racialized Persons by Staff Category, 2016-2020**



**Table 4: Visible/Racialized Persons by Staff Category, 2016-2020**

Visible/Racialized Persons by Staff Category	2016	2017	2018	2019	2020
Academic Regular	10.3%	11.3%	11.7%	12.0%	12.0%
MaPS	15.3%	15.8%	16.3%	17.3%	17.1%
Support Staff (AUPE)	17.5%	18.0%	17.9%	18.0%	18.2%

## Part II - UCalgary Staff Diversity in Comparative Perspective

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### II.A. Local, Provincial and National Contexts

Comparative data are critical both to understand how well our core institutions mirror the compositional diversity of general population and to inform institutional policies and practices designed ameliorate representational gaps and barriers to building an inclusive campus. EDI is relational concept that asks at least three kinds of questions: First, how are we doing in relation to our institutional commitment to achieve an equitable and inclusive campus? Second, how does the university composition compare to the wider community in which the university is located? Third, how does the university's compositional diversity compare with other Canadian universities and colleges?

In Canada, unlike the United Kingdom (e.g., Higher Education Statistics Agency<sup>19</sup>), there is no single source of equity, diversity, inclusion, and accessibility data, with much of the focus on demographic diversity data and indicators. In this report, we draw on several sources as explained in Appendix 1. Tables 5 provides a broad overview of population statistics for women, Indigenous peoples, visible/racialized minorities, and persons with disabilities in Calgary, the province of Alberta, and nationally. Table 6 provides disaggregated data on the representation of each of the visible/racialized groups by gender in Calgary, Alberta, and Canada. Table 7 provides a broad overview of the ways diversity tends to disappear in national statistics as one moves up the academic ladder from the general population, the undergraduate and graduate enrolments to the professorate and senior university leadership.

Tables 5 and 6, reporting 2016 Census data, reveal both familiar and less recognized threads of diversity in the Canadian population. For example, women comprise half of the population in Canada, Alberta, and Calgary. The percentage of Indigenous peoples in Alberta (6%) exceeds both national and Calgary averages. Table A1 in Appendix 1 further provides national, provincial, and local data for Indigenous peoples disaggregated into three categories -- First Nations, Métis, and Inuit.

Perhaps less recognized, fully one-fifth of Canadians across these three scales are categorized as persons with disabilities. Similarly, almost one-quarter of Canadians in nationally (22%) and in Alberta (23%) are visible/racialized persons compared to one-third (33.7) of Calgarians. The

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<sup>19</sup> United Kingdom's Higher Education Statistical Agency (HESA), <https://www.hesa.ac.uk>

disaggregated data in Table 6 provides a more defined picture of visible/racialized diversity. For our purposes, it is relevant to underline that, compared to national level, Calgary is home to a greater percentage of those categorized as South Asian, Chinese, Black, Filipino, Latin American, Arab, Southeast Asian, and Korean.

***Table 5: Comparative demographic data for Canada, Alberta, and Calgary, 2016 & 2017***

<b>Category</b>	<b>Canada (%)</b>	<b>Alberta (%)</b>	<b>Calgary (%)</b>
Women (2016)	50.9	49.9	50.1
Aboriginal/Indigenous peoples (2016)	4.9	6.5	2.9
Visible/racialized persons (2016)	22.3	23.5	33.7
Persons with disabilities, aged 15 and over (2017)	22.3	21.7	19.0

Sources: Statistics Canada, Census of the Population, 2016, Catalogue no. 98-400-X2016001, author's calculations; Statistics Canada, Canadian Survey on Disability, 2017; Statistics Canada. Table 13-10-0750-01: Persons with and without disabilities aged 15 years and over, Census metropolitan areas



**Table 6: Visible/Racialized Persons by Gender in Calgary, Alberta, and Canada, 2016**

Category	Calgary			Alberta			Canada		
	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)
Total visible/racialized population	33.7	33.2	34.2	23.5	23.1	23.8	22.3	21.9	22.6
South Asian <sup>1</sup>	8.9	9.1	8.8	5.8	5.9	5.7	5.6	5.8	5.4
Chinese	6.5	6.4	6.7	4	3.9	4.1	4.6	4.4	4.7
Black	3.9	4	3.8	3.3	3.4	3.2	3.5	3.4	3.5
Filipino	5.1	4.6	5.7	4.2	3.7	4.6	2.3	2	2.5
Latin American	2	2	2	1.4	1.4	1.4	1.3	1.3	1.3
Arab	1.9	2	1.8	1.4	1.5	1.3	1.5	1.6	1.4
Southeast Asian <sup>2</sup>	1.7	1.6	1.8	1.1	1.1	1.2	0.9	0.9	0.9
West Asian <sup>3</sup>	0.9	1	0.9	0.5	0.6	0.5	0.8	0.8	0.7
Korean	0.8	0.8	0.8	0.5	0.5	0.6	0.5	0.5	0.6
Japanese	0.4	0.4	0.5	0.3	0.3	0.3	0.3	0.2	0.3
Visible/racialized minority, n.i.e. <sup>4</sup>	0.3	0.3	0.4	0.2	0.2	0.3	0.4	0.4	0.4
Multiple visible/racialized minorities <sup>5</sup>	1.1	1.1	1.1	0.7	0.7	0.7	0.7	0.7	0.7
Not a visible/racialized minority <sup>6</sup>	66.3	66.8	65.8	76.5	76.9	76.2	77.7	78.1	77.4

Source: Statistics Canada, Census of the Population, 2016

1) For example, East Indian, Pakistani, Sri Lankan, etc.

2) For example, Vietnamese, Cambodian, Laotian, Thai, etc.

3) For example, Afghan, Iranian, etc.

4) "Not included elsewhere." Includes persons with a write-in response such as Guyanese, West Indian, Tibetan, Polynesian, Pacific Islander, etc.

5) Includes persons who gave more than one visible/racialized minority group by checking two or more mark-in responses, e.g., Black and South Asian.

6) Includes persons who reported Yes to the Aboriginal group question (Question 18), as well as persons who were not considered to be members of a visible/racialized minority group (White).

Table 7, drawn from Universities Canada 2019 EDI Survey, provides a preliminary overview of the different ways in which diversity diffuses as we move from the general population, through academic degrees, postdoctoral and full-time faculty posts, to senior academic leadership. At one level, these data testify to the progress of women in academic institutions in recent decades. One half of the general population, women in 2019 formed the majority of the undergraduate (57%) and graduate populations (54%), 40% of full-time faculty, and 48% of senior university leadership. In contrast, visible/racialized persons, although constituting 22% of the general population, 40% of graduate students, and 20% of full-time faculty, comprise only 8% of senior university leadership. Indigenous peoples, while 5% of the general population, are underrepresented in all categories in this representation of the academic pipeline. While population statistics for persons with disabilities are mirrored at the level of full-time faculty (21%), they comprise only 4% of senior university leadership.

**Table 7: Diversity of Canadian University Senior Leadership and Other Populations**

<b>Category</b>	<b>Women (%)</b>	<b>Racialized (%)</b>	<b>Indigenous (%)</b>	<b>Persons with disabilities (%)</b>	<b>LGBTQ2S+ (%)</b>	<b>Identifies with two or more designated groups (%)</b>
Senior university leaders <sup>1</sup>	48.9	8.3	2.9	4.5	8	10.7
Full-time faculty <sup>2</sup>	40.2	20.9	1.3	21.8 <sup>3</sup>	N/A	N/A
Doctorate-holders <sup>4</sup>	37.5	30.5	0.9	N/A	N/A	N/A
Graduate students <sup>5</sup>	54.8	40.1 <sup>8</sup>	3.3	5	N/A	N/A
Undergraduate students <sup>6</sup>	57.1	40.0 <sup>8</sup>	3	22	N/A	N/A
General population <sup>7</sup>	50.9	22.3	4.9	22.3 <sup>3</sup>	3.0 <sup>9</sup>	N/A

Source: Universities Canada, "Equity, diversity, and inclusion at Canadian Universities," 2019. Available from: <https://www.univcan.ca/wp-content/uploads/2019/11/Equity-diversity-and-inclusion-at-Canadian-universities-report-on-the-2019-national-survey-Nov-2019-1.pdf>

Notes:

1 Universities Canada EDI Survey

2 Statistics Canada, University and College Academic Staff System, 2016-2017; Census 2016

3 Canadian Survey on Disability, 2017 (includes all faculty, not just full-time)

4 Statistics Canada, Census 2016 data on highest educational attainment — earned doctorates

5 Statistics Canada, Postsecondary Student Information System, 2016-2017, and from Canadian Graduate and Professional Student Survey, 2016

6 Statistics Canada, Postsecondary Student Information System, 2016-2017, Canadian Undergraduate Survey Consortium, 2018 Graduating Student Survey Master Report

7 Statistics Canada, Census 2016

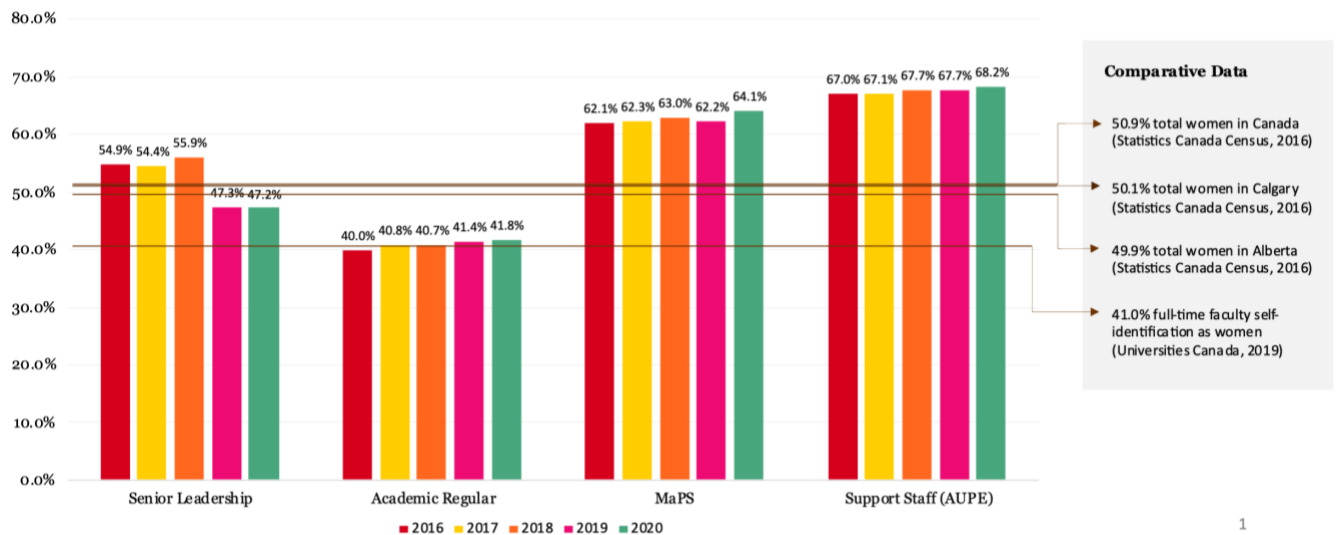
8 Percentage includes international students

9 Statistics Canada data from the 2014 Canadian Community Health Survey show that 3.0% of Canadians identify as lesbian, gay, or bisexual

## II.B. Women at UCalgary Relative to National Comparators

**Women** constitute approximately one-half of the general population nationally, provincially, and in the city of Calgary. They also constitute 41.0% of full-time faculty both nationally and at the UCalgary. In the past five years, the percentage of women in UCalgary's MAPS group has increased slightly from 62% to 64%, while women's representation in the AUPE support staff has remained stable at approximately 67%. The percentage of women in Senior Leadership, however, has dropped from 55% in 2016 to 47% in 2020 which is slightly below the national average in 2019. (see Table A5, Appendix 1)

**Figure 5: Women by Staff Category Relative to National Comparators**



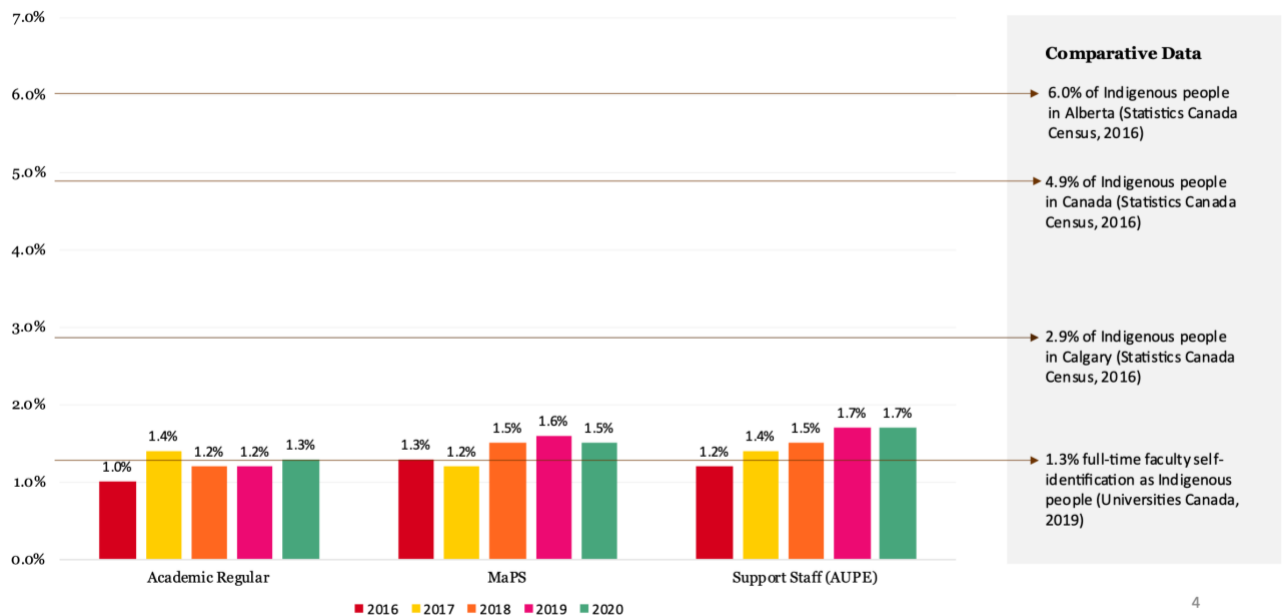
**Table 7: Women by Staff Category, 2016-2020**

Women by Staff Category	2016	2017	2018	2019	2020
Senior Leadership	54.9%	54.4%	55.9%	47.3%	47.2%
Academic Regular	40.0%	40.8%	40.7%	41.4%	41.8%
MaPS	62.1%	62.3%	63.0%	62.2%	64.1%
Support Staff (AUPE)	67.0%	67.1%	67.7%	67.7%	68.2%

## II.C Indigenous Peoples at UCalgary Relative to National Comparators

**Indigenous Peoples** constitute 5% of the national, 6% of the provincial and 3% of Calgary's general populations. The representation of Indigenous peoples at UCalgary has consistently lagged behind these general population metrics in all three categories of employment and across the 2016-2020 period under review. The proportion of Indigenous peoples has nominally increased in the Academic Regular group from 1.3% in 2016 to 1.9% in 2020; held steady in the MAPS group at less than 1%; and increased nominally from 1.3% to 1.7 among AUPE support staff. (See Figure 6 below)

**Figure 6: Indigenous Peoples by Staff Category Relative to National Comparators**



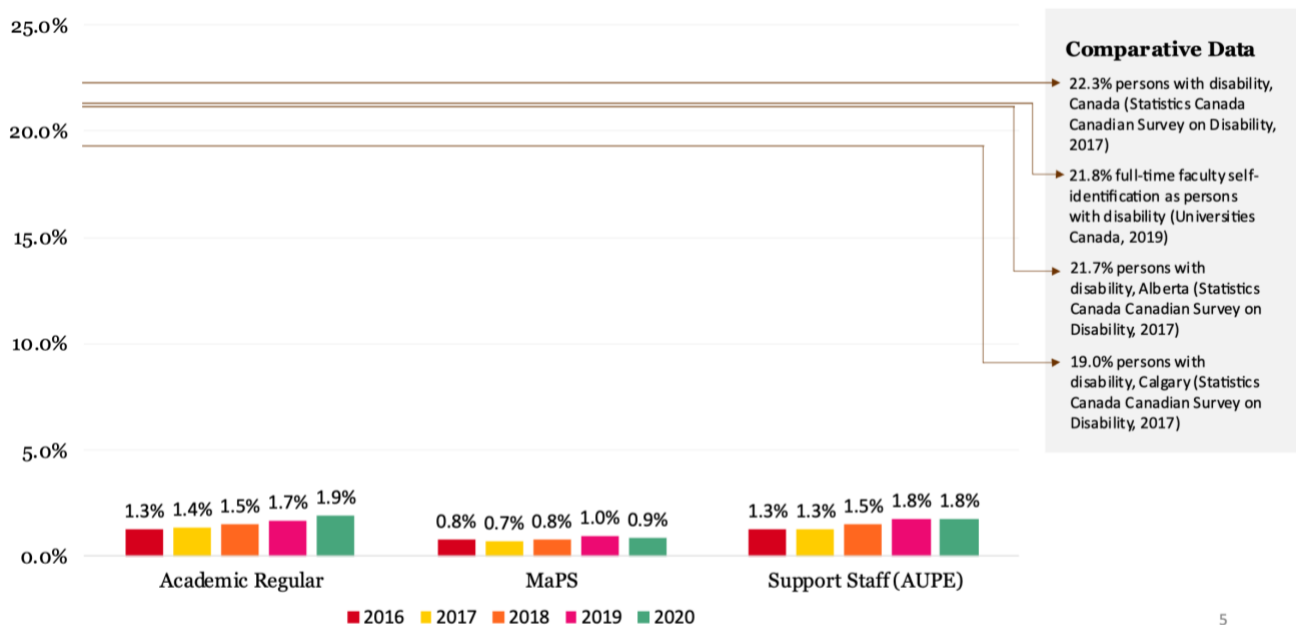
**Table 8: Indigenous Peoples by Staff Category, 2016-2020**

Staff Category	2016	2017	2018	2019	2020
Academic Regular	1.0%	1.4%	1.2%	1.2%	1.3%
MaPS	1.3%	1.2%	1.5%	1.6%	1.5%
Support Staff (AUPE)	1.2%	1.4%	1.5%	1.7%	1.7%

## II.D Persons with Disabilities at UCalgary Relative to National Comparators

**Persons with Disabilities**, according to national, provincial and city surveys, constitute slightly more than 20% of the general population. This group, however, is significantly underrepresented at UCalgary with minimal improvements in the period under review. Persons with disabilities constitute less than 2% of regular academic staff, less than 1% of the MAPS group, and less than 2% of AUPE support staff. (See Figure 7 below)

**Figure 7: Persons with Disabilities by Staff Category Relative to National Comparators**



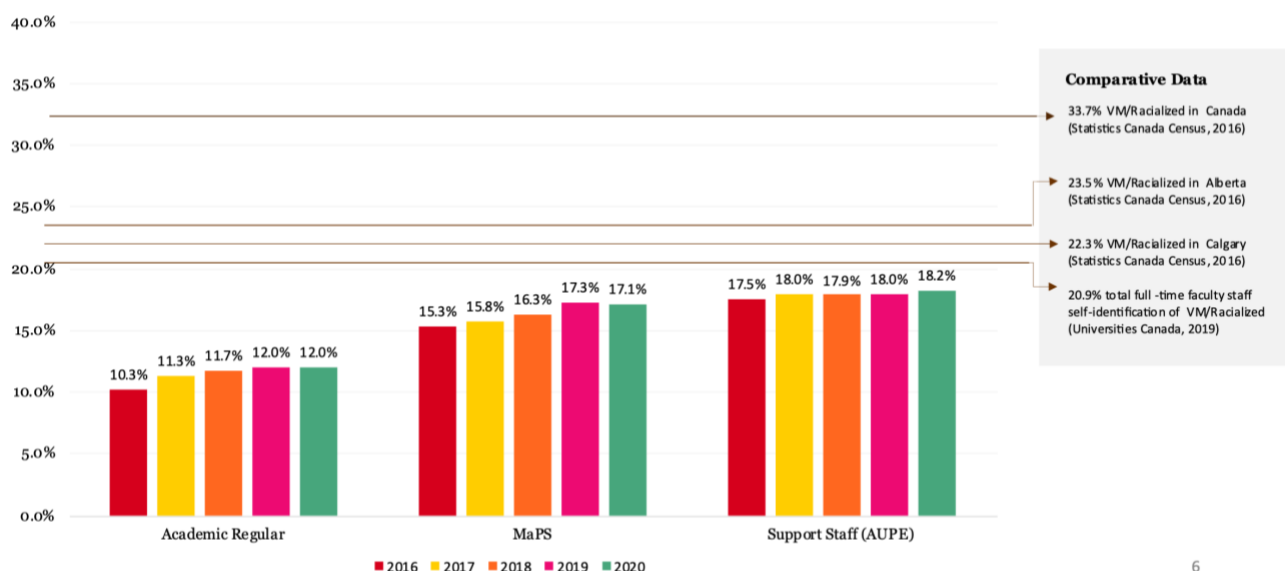
**Table 9: Persons with Disabilities by Staff Category, 2016-2020**

Persons with Disabilities by Staff Category	2016	2017	2018	2019	2020
Academic Regular	1.3%	1.4%	1.5%	1.7%	1.9%
MaPS	0.8%	0.7%	0.8%	1.0%	0.9%
Support Staff (AUPE)	1.3%	1.3%	1.5%	1.8%	1.8%

## II. E. Visible/Racialized Persons at UCalgary Relative to National Comparators

**Visible//Racialized Persons** comprised one-third of the national population and more than one-fifth of the general population in Alberta (23.5%) and Calgary (22.3%) in 2016. In 2019, one-fifth of full-time faculty in Canada also self-identified as visible minority/racialized persons. In the past five years, the representation of this equity-deserving group at UCalgary has marginally improved but remains well below population metrics. The percentage of visible minority/racialized persons among regular academic staff has increased from 10% to 12%, among MAPS from 15% to 17%, and among AUPE support staff from 17% to 18%. (See Figure 8 below)

**Figure 8: Visible//Racialized Persons by Staff Category Relative to National Comparators**



**Table 10: Visible/Racialized Persons by Staff Category, 2016-2020**

Visible/Racialized Persons by Staff Category	2016	2017	2018	2019	2020
Academic Regular	10.3%	11.3%	11.7%	12.0%	12.0%
MaPS	15.3%	15.8%	16.3%	17.3%	17.1%
Support Staff (AUPE)	17.5%	18.0%	17.9%	18.0%	18.2%

### Part III Disaggregated Data and Intersectional Analyses

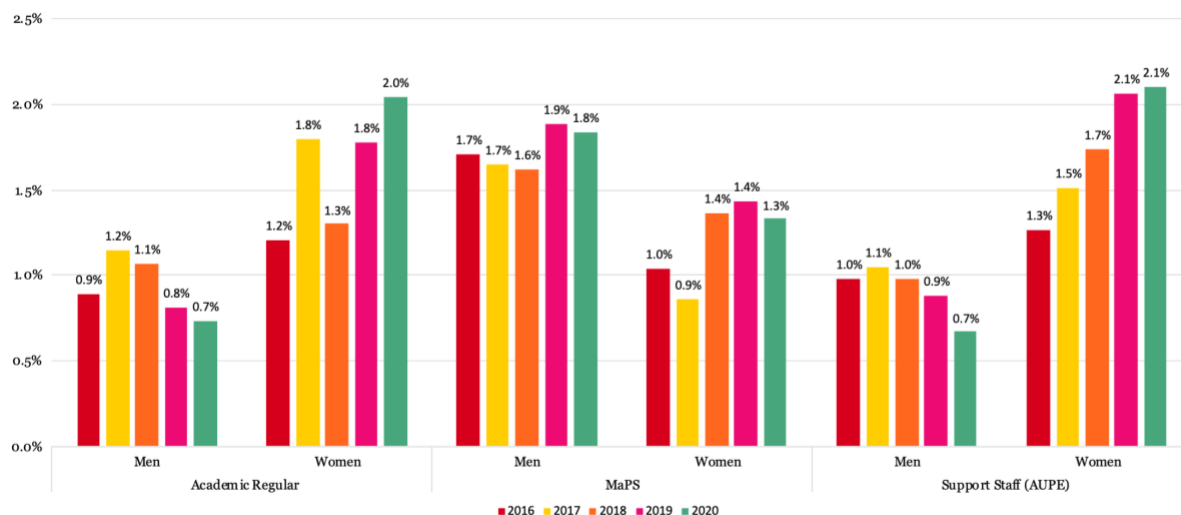
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The OEDI has only begun to analyze disaggregated data that will reveal specific biases and barriers for individuals that identify as members of two or more equity deserving groups. In this section of the report, we provide a brief survey of gender differences in UCalgary staff categories within the Indigenous, disabled, and visible/racialized sub-groups. We can draw several preliminary conclusions from the Figures 9-11 and Tables 11-13 presented below.

- From 2016-2020, the representation of Indigenous women in academic regular and AUPE support staff increased marginally (less than 2%) while the representation of Indigenous men has remained static (between 1-2%) or declined.
- Women with disabilities have fared slightly better than their male counterparts in the past five years, marginally increasing their representation among academic regular staff. Representation of both men and women with disabilities has remained consistently low among AUPE support staff. There were insufficient numbers to track this group in the MaPs category.
- Visible/racialized persons have made marginal gains in the academic regular category (less than 2%) in the period under review. While the representation of both visible/racialized men and women has increased marginally (approx. 2%), there is a 5% gender difference within this category (men 20%, women 15%) – the largest gender gap found in this preliminary analysis. In the period under review, the representation of visible/racialized men and women among AUPE support staff has not grown.

### III.A. Indigenous People and Gender at UCalgary

**Figure 9: Indigenous Peoples and Gender Identity by Staff Category, 2016-2020**



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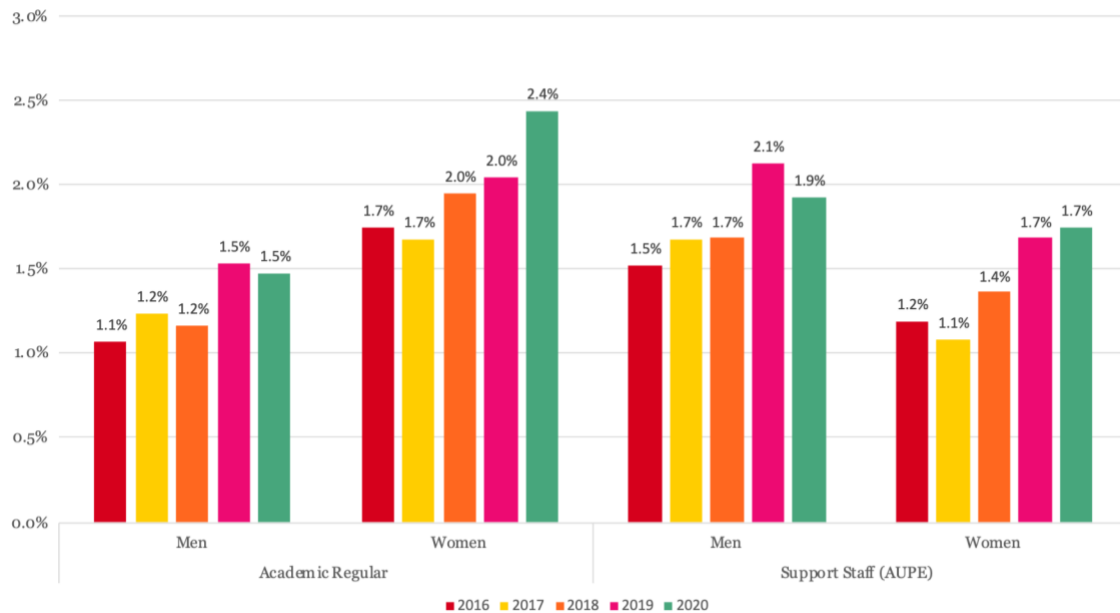
**Table 11: Indigenous Peoples and Gender Identity by Staff Category, 2016-2020**

Indigenous Peoples and Gender Identity by Staff Category	Gender	2016	2017	2018	2019	2020
Academic Regular	Men	0.9%	1.2%	1.1%	0.8%	0.7%
	Women	1.2%	1.8%	1.3%	1.8%	2.0%
MaPS	Men	1.7%	1.7%	1.6%	1.9%	1.8%
	Women	1.0%	0.9%	1.4%	1.4%	1.3%
Support Staff (AUPE)	Men	1.0%	1.1%	1.0%	0.9%	0.7%
	Women	1.3%	1.5%	1.7%	2.1%	2.1%



### III.B. Persons with Disabilities and Gender at UCalgary

**Figure 10: Persons with Disabilities and Gender Identity by Staff Category**



**Table 12: Persons with Disabilities and Gender Identity by Staff Category, 2016-2020**

Persons with Disabilities and Gender Identity by Staff Category		Gender	2016	2017	2018	2019	2020
Academic Regular		Men	1.1%	1.2%	1.2%	1.5%	1.5%
		Women	1.7%	1.7%	2.0%	2.0%	2.4%
Support Staff (AUPE)		Men	1.5%	1.7%	1.7%	2.1%	1.9%
		Women	1.2%	1.1%	1.4%	1.7%	1.7%

### III.C. Visible/Racialized and Gender at UCalgary

**Figure 11: Visible//Racialized Persons and Gender Identities by Staff Category, 2016-2020**



**Table 13: Visible//Racialized Persons and Gender Identities by Staff Category, 2016-2020**

Visible/Racialized Minority and Gender by Staff Category	Gender	2016	2017	2018	2019	2020
Academic Regular	Men	10.5%	11.3%	11.8%	12.3%	12.5%
	Women	10.2%	11.4%	11.6%	11.6%	11.4%
MaPS	Men	18.6%	18.4%	19.4%	20.3%	20.5%
	Women	13.3%	14.3%	14.4%	15.5%	15.2%
Support Staff (AUPE)	Men	17.8%	17.9%	16.9%	17.7%	17.5%
	Women	17.4%	18.0%	18.3%	18.1%	18.5%

### Overall Recommendations

A re-energized commitment to an equitable, diverse, inclusive, and accessible campus requires proactive measures to identify and eliminate systemic barriers and biases that impede equitable hiring, retention, and advancement. Such a commitment also invites all members of the campus community to challenge themselves to do better, and to continuously seek and

share new knowledge to effect systemic change. The following recommendations are based on research, experience, and established best practices as well as promising practices. They improve transparency in hiring practices, as well as cultivate an inclusive workplace for all who teach, learn, research, and work at the institution.

### **Attracting Talent and Outreach**

- **Value Proposition:** Ensure the University of Calgary in all communications medium convey the story of building an equitable, diverse, inclusive, and accessible institution so that members of the campus community, and under-represented equity-deserving groups, can see themselves teaching, learning, researching, and working in our institution. Communications should highlight UCalgary's commitment to building an inclusive leadership and culture and position the UCalgary as an employer of choice.
- **Improve Attraction and Outreach:** Attract top talent from all backgrounds and close the diversity gap for members of equity-deserving groups. Take proactive steps to ensure diverse applicant and candidate pools by identifying new networks, community partnerships, and building new relationships with diverse communities.
- **Applicant Data:** Collect data at the application stage to better understand the current pipeline of applicants.
- **Talent-Recruitment Audit:** Conduct an equity audit of talent-recruitment strategies to understand the gaps in outreach to different equity-deserving communities.

### **Recruitment**

- **Review and Update Hiring Practices:** Conduct an equity audit of existing hiring practices at all levels of the university and update policies with equitable and inclusive practices.
- **Inclusive Job Postings:** Identify biases and exclusionary language and/or stereotypical terms in job descriptions and rewrite them to focus on necessary job requirements. Check for biases embedded in processes for screening resumés, interviewing applicants, and extending offers.

### **Selection Process**

- **Selection – EDI Data:** Collect, analyze, and monitor applicant pool, shortlisting, and hiring data (including specifically tracking the number of candidates from equity-deserving groups that move from application, to interview, to offer, to accepting a position).
- **Evaluate Everyone Consistently:** Ensure that diverse hiring committees are trained to identify and monitor biases. Use transparent, standardized, and relevant criteria for

hiring, evaluation, and promotion decisions to minimize the negative effects of unconscious and conscious biases on talent development.

- **Equity and Cultural Competencies:** Ensure that hiring committees are familiar with best and promising equity practices and cultural competence in interactions with all candidates.

## **Onboarding**

- **Onboarding Audit:** Conduct an audit of the onboarding process to understand if more is needed for members of equity-deserving groups to feel a sense of inclusion from the date of hire. Continue the onboarding process for a year to track and monitor ways in which members of equity-deserving groups are experiencing the institution.

## **Retention and Promotion**

- **Stay Interviews:** Conduct more frequent “stay” interviews to proactively understand what barriers still exist to proactively address potential turnover issues among members of equity-deserving groups.
- **Mentorship and Sponsorship:** Provide the necessary tools to senior leadership to actively mentor and sponsor diverse top talent within the institution.
- **Track Retention and Live Experiences of Equity-Deserving Groups:** Report on demographics of people who leave the university and collect disaggregated data to determine experiences of members of equity-deserving groups.
- **Track Promotions of Equity-Deserving Groups:** Review all qualified equity-deserving groups who are applicable for promotion within the institution and implement an independent and objective process for review (i.e., tenure) based on bona fide requirements.
- **Employee Audit:** Systematically assess the institutional context to identify barriers for hiring, promotion, and participation of equity-deserving groups at the University of Calgary through an institutional needs assessment.

## **Equity-Based Reporting and Targets**

- **Reporting Accountability:** To meet its commitment to data-informed and evidence-based decision-making, the university needs a strong cohort of data analysts with EDI background.
- **Establish Targets:** Consistent with the Employment Equity Policy and the *GFC Handbook*, implement expedited, targeted, cohort, and/or cluster hiring (the process of hiring new

employees in groups rather than individually, a concept that has become common practice for universities and academia<sup>20</sup>) of members of equity-deserving groups into university roles and monitor their progression through the ranks via baselines, targets, and projections.<sup>21</sup>

## Culture of Inclusion

- **Employee Listening:** Conduct focus groups or employ other mechanisms to collect qualitative data to assess what obstacles and barriers are experienced by members of the university community, impeding their sense of belonging and meaningful careers at the University of Calgary.
- **Employee Feedback:** Ensure there is a mechanism for feedback from equity-deserving groups to determine whether identified barriers can be addressed, including expansion of EDI literacy, education, and training.
- **Respectful Workplace Review:** Establish and support policies that decrease instances of discrimination, micro-aggression, harassment, and bullying.
- **Increase Communications:** Communicate accomplishments and learnings related to the university's journey to becoming a more equitable, diverse, inclusive, and accessible institution.
- **Education and Awareness Opportunities:** Provide continual EDI literacy, education, and training opportunities to support ongoing learning around accessibility inside the institution.

## Recommendations by Equity-Deserving Groups

To further eliminate biases and barriers with respect to hiring at the UCalgary, the following recommendations are being made to capture specific nuances among and between equity-deserving groups, in addition to drawing on an intersectional lens, which enable the identification of multiple forms of inequality or disadvantage that can be compounded to create obstacles and barriers to access to, and and success within, the university. These

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<sup>20</sup> See Elizabeth S. Chilton, "The Certain Benefits of Cluster Hiring," Inside Higher Education, <https://www.insidehighered.com/views/2020/02/06/how-cluster-hires-can-promote-faculty-diversity-and-inclusion-opinion>, February 6, 2020; and "Cluster Hiring," Association of Public & Land-Grant Universities (aplu.org), <https://www.aplu.org/members/commissions/urban-serving-universities/student-success/cluster.html>

<sup>21</sup> Cluster hiring is currently being used across several Canadian academic institutions, including University of Alberta, Wilfrid Laurier University, McGill University, McMaster University, Simon Fraser University, University of Toronto, Queen's University, University of Waterloo, Western University, and York.

recommendations are in addition to the previous recommendations, and are detailed for each equity-deserving group in order to disrupt a one-size-fits-all approach:

### Indigenous People

- **Collaborate** in creating ethical spaces with the Office of Indigenous Engagement in the promotion of the *ii' taa'poh'to'p*, the university's Indigenous Strategy, and the promotion of parallel paths and reconciliation at UCalgary.
- **Reporting Accountability:** Continue to provide and review all EDI data pertaining to Indigenous peoples at the university with the Office of Indigenous Engagement as part of UCalgary's consultation and engagement strategy and to maintain respect and transparency.
- **Mentorship and Sponsorship:** Support the advancement of the workforce potential of Indigenous peoples at the university as outlined in the Indigenous strategy and through the *ii' taa'poh'to'p* implementation committees.
- **Self-Identification Data:** Given the emergence of self-ID in employment equity surveys and university census, it is incumbent upon EDI practitioners to support institutional efforts to prevent false claims of Indigenous and/or other identities.

### Visible/Racialized Persons

- **Review Hiring Practices:** Incorporate a racial equity, diversity, and inclusion (REDI)<sup>22</sup> approach in talent identification, recruitment, hiring, retention, and advancement. This should include cohort and cluster hires at a rate that is representative of the qualified external workforce availability.
- **Improve Outreach and Recruitment:** When hiring, formalize the job posting in a variety of channels (i.e., ethnically based news channels and magazines, community pamphlets, social media sites, networks) to ensure greater reach.
- **Update Hiring Practices:** Implement targeted and cluster hiring to prevent isolation and marginality. Promote specific and proven practices to improve racial equity and inclusion for all visible/racialized persons most greatly reflected in the Calgary community (i.e., Chinese, South Asian, Filipino, Black), and to close any racialized wage gaps.
- **Education and Awareness:** Expand education about the lived experiences of visible minority/racialized groups to prevent "one-size-fits-all." Provide continual education

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<sup>22</sup> "What is Racial Equity?" Race Forward, <https://www.raceforward.org/about/what-is-racial-equity>

and training opportunities for visible/racialized persons in alignment with their goals and desired career trajectories.

## **Women**

- Support and monitor gender equity and diversity during talent-recruitment, hiring, promotion, and progression through the ranks, and continue to narrow the promotion and gender wage gap for women, and introduce pay equity through public disclosures of wages (i.e., Bill C-25).
- Develop a universal Child Care/Parental Leave Policy that allows all family forms to transition between home and work commitments and allow flex days to customize work schedules.
- Initiate programs spearheaded by male leadership, such as HeForShe, promoting male allyship of women and challenging notions of toxic masculinity.
- Counteract the undervaluation of women's work through the establishment of gender-diversity targets and monitoring for senior and professional roles.

## **Visible/Racialized Women**

### **Senior Leadership**

- **Improve Attraction and Outreach:** Better understand mechanisms for recruitment, selection, and promotion of visible/racialized women in senior leadership and implement a transparent process for recruitment, selection, and promotion.
- **Mentorship and Sponsorship:** Provide mentorship and networking support specific to visible/racialized academic staff that provides visible/racialized women with opportunities to train for senior leadership positions.
- **Employee Feedback:** Provide forums for women who are visible/racialized persons in senior leadership at the University of Calgary to share their experiences with other visible/racialized academic staff; provide these same women with recognition, support, and monetary grants to ensure their success within the institution.

### **Academic Staff**

- **Promotions:** Provide opportunities for promotion for academic staff from equity deserving groups and reduce any barriers in their progression. This may include consideration for work-related assessments that are not solely based on publication record but rather community service, or a focus on teaching evaluations and student ratings.

- **Reporting Accountability:** Develop a report that outlines appointment decisions for academic staff moving to senior leadership detailing why they were or were not successful. Strategically hire clusters / cohorts of individuals from historically disadvantaged groups.
- **Mentorship and Sponsorship:** Ensure that, once hired, academic staff from equity deserving groups are provided with opportunities for mentorship, sponsorship, office space, and research support.

### **MaPS**

- **Explore the pipelines and pathways** for entry and advancement for MaPS staff with the aim of increasing equity, diversity, inclusion, and accessibility.
- **Mentorship and Sponsorship:** Provide mentorship and support opportunities to MaPS personnel to help them progress through the institution in alignment with their career goals.
- **Employee Audit:** Systematically assess the institutional context to identify barriers for hiring and promotion of MaPS and implement remedies to ensure EDI.

### **Support Staff (AUPE)**

- **Mentorship and Sponsorship:** Provide mentorship and support opportunities to support staff who are visible/racialized women to help them progress through the institution in alignment with their career goals.
- **Employee Audit:** Systematically assess the institutional context to identify barriers to hiring and promoting support staff and implement remedies to ensure EDI.

### **Persons with Disabilities**

- **Targeted Outreach:** Connect with local community organizations specializing in disability employment to identify and recruit diverse persons with disabilities to work at the University of Calgary.
- **Employee Audit:** Systematically assess the institutional context to identify barriers for hiring, promotion, and participation of persons with disabilities at the University of Calgary through an institutional needs assessment.



## Appendix 1 – Sources and Additional Diversity Data

In Canada, unlike the United Kingdom (e.g., Higher Education Statistics Agency<sup>23</sup>), there is no single source of equity, diversity, inclusion, and accessibility data, with much of the focus on demographic diversity data and indicators. In this report, several key data sources are drawn upon:

### Sources of Diversity Data Nationally

- 2016 Census data for Calgary, Alberta, and Canada.
- 2016 Canadian Census of the Population
- 2017 Canadian Survey on Disability
- 2019 Statistics Canada's Survey of Postsecondary Faculty and Researchers (SPFR)
- 2019 Universities Canada, "Equity, Diversity, and Inclusion at Canadian Universities" report
- 2018/19 University and College Academic Staff System – Full-Time Staff (FT-UCASS)
- 2018 Canadian Association of University Teachers, "Underrepresented and Underpaid"

### Additional Comparative Diversity Data

Table A1 provides disaggregated data for Indigenous peoples in Calgary, Alberta, and across Canada. The data is disaggregated by First Nations, Métis, and Inuit

**Table A1: Comparative demographic data for Indigenous peoples in Canada, Alberta, and Calgary, 2016**

Category	Canada	Alberta	Calgary
	<b>Total % (n)</b>	<b>Total % (n)</b>	<b>Total % (n)</b>
Aboriginal/Indigenous	4.9% (1,673,785)	6.0% (258,645)	2.9% (35,195)
First Nations	2.8% (977,230)	3.4% (136,585)	1.3% (15,500)
Métis	1.7% (587,545)	2.8% (114,375)	1.5% (18,475)
Inuit	0.2% (65,025)	0.06% (2,500)	0.03% (355)
Non-Indigenous population	34,460,060	3,978,145	1,222,405

<sup>23</sup> Higher Education Statistical Agency (HESA), <https://www.hesa.ac.uk>

## Data for Canadian Universities and Colleges

This section includes comparator diversity data for members of the five equity-deserving groups at Canadian universities. These data help us better understand how the UCalgary is doing in increasing compositional diversity relative to other Canadian universities and colleges.

In November 2019, Universities Canada released the *Equity, Diversity, and Inclusion at Canadian Universities* report. The survey had a 92% response rate from member universities, including medical/doctoral, comprehensive, specialized, undergraduate, and federated/affiliated post-secondary institutions. Table A2 from this survey's findings contains the data on the representation of Indigenous people and visible minority/racialized persons by role at Canadian universities. The findings show members of visible/racialized minority groups constitute 40% of undergraduate and graduate students and 31% of doctorate-holders, but only 21% of full-time faculty and are significantly underrepresented in senior leadership. Indigenous people constitute about 3% of undergraduate and graduate students, but only 1% of doctorate-holders. The representation in the professoriate is 1% and 3% among senior leadership.

**Table A2: Indigenous peoples and Visible/Racialized Persons in Academic Pipelines at Canadian Universities (Universities Canada, 2019)**

Category	Total % visible/racialized (n=93)	Arab or West Asian (%)	Black (%)	Chinese (%)	Japanese (%)	South Asian (%)	Visible/racialized persons (%)	Indigenous (%)	Other <sup>7</sup> (%)
Senior university leaders <sup>1</sup>	8.3	0.8	0.8	1.4	0.5	2.9	0.5	2.9	1.4
Full-time faculty <sup>2</sup>	20.9	3.9	1.9	5.1	0.6	4.7	0.2	1.3	-
Doctorate holders <sup>3</sup>	30.5	6.6	3.0	9.7	0.5	6.7	0.3	0.9	-
Graduate students <sup>4</sup>	40.1	7.1	6.1	-	-	8.4	4.0	3.3	-

Undergraduate students <sup>5</sup>	40.0	-	6.0	12.0	-	8.0	-	3.0	-
General population <sup>6</sup>	22.3	2.3	3.5	4.6	0.3	5.6	0.7	4.9	1.4

Source: Table 2, Universities Canada, Equity, diversity, and inclusion at Canadian Universities, 2019. Available from: <https://www.univcan.ca/wp-content/uploads/2019/11/Equity-diversity-and-inclusion-at-Canadian-universities-report-on-the-2019-national-survey-Nov-2019-1.pdf>

1. Universities Canada EDI Survey, 2019

2. Statistics Canada, Census of the Population, 2016

3. Statistics Canada, Census of the Population, 2016 data on highest educational attainment - earned doctorates

4. Canadian Association for Graduate Studies, Canadian Graduate and Professional Student Survey, 2016

5. Canadian University Survey Consortium, 2018

6. Statistics Canada, Census of the Population, 2016

7. Comparable data not available due to differences in definition of “other” visible/racialized persons category

Table A3 draws on data from the Canadian Association of University Teachers’ “Underrepresented and Underpaid” (2018) report, which provides data on the status of women at Canadian universities by rank.

**Table A3 – Full-time University Teachers by Rank and Gender<sup>24</sup>**

Category	2006/2007		2010/2011		2016/2017	
	Total	% Women	Total	% Women	Total	% Women
Full professors	14,039	20.3	14,946	23.4	16,239	27.6
Associate professors	13,195	36.0	15,473	38.3	16,272	43.0
Assistant professors	10,910	42.9	10,161	46.4	8,544	48.5
Other	2,423	52.9	4,354	53.1	4,605	53.6
All ranks combined	40,567	33.4	44,934	36.6	45,660	39.6

Source: Canadian Association of University Teachers, “Underrepresented and Underpaid,” Table

1: Full-time University Teachers by Rank and Gender (CAUT, April, 2018), p. 3;

[https://www.caut.ca/sites/default/files/caut\\_equality\\_report\\_2018-04final.pdf](https://www.caut.ca/sites/default/files/caut_equality_report_2018-04final.pdf)

Table A4 provides comparative demographic data from the 2019 Universities Canada survey for members of five equity-deserving groups (women, Indigenous peoples, visible/racialized

<sup>24</sup> See, also, Statistics Canada, University and College Academic Staff System. <https://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=3101>

minorities, persons with disabilities, and LGBTQ2S+) who are in senior leadership roles at Canadian universities.

**Table A4: Diversity of Canadian university senior leadership by position, 2019<sup>25</sup>**

Category	Senior Leaders survey Responses	Women (%)	Racialized (%)	Indigenous (%)	Persons with disabilities (%)	LGBTQ 2S+ (%)
Senior university leaders (total)	1,140	48.9	8.3	2.9	4.5	8
President	62	31.7	**	**	**	8.3
Provost/vice-president academic	39	38.5	**	**	**	**
Vice-president research	30	33.3	**	**	**	0
Other vice-president	84	45.7	7.3	**	**	9.6
Other decision-maker reporting directly to the president	94	72	7.5	5.3	**	8.8
Associate and assistant vice-president or equivalent	223	55.4	6.4	2.3	2.3	8.2
Dean - arts, social sciences, humanities	116	50	10.4	**	4.4	8.9
Dean - health faculties	33	34.4	15.2	**	**	**
Dean - Other (e.g. graduate studies, dean of students)	69	46.3	**	**	9.1	7.6
Dean - STEM faculties	43	28.6	11.9	**	**	**

Comparative demographic data is presented in A5 on university populations is presented by racialized persons, Indigenous peoples, multiple identities, and their representation in the academic pipeline, from undergraduate students to doctorate-holders, to full-time faculty and senior leadership.

<sup>25</sup> Source, Universities Canada, "Equity, diversity, and inclusion at Canadian universities: Report on the 2019 survey," Ottawa: Universities Canada (November 4, 2019), <https://www.univcan.ca/media-room/publications/equity-diversity-and-inclusion-at-canadian-universities-report-on-the-2019-survey/>

**Table A5 - Diversity of Academic Pipelines at Canadian Post-Secondary Institutions (Statistics Canada, 2019)**

	University professor, instructor, teacher, or researcher	College professor, instructor, teacher, or researcher	Post- doctoral fellow	PhD Stud ent
	%	%	%	%
Men	51	50	58	47
Women	48	50	41	52
Gender-diverse	0.2	0.2	1.2	0.7
Visible minority	19.4	13.6	50	39
Not a visible minority	80	86	50	61
Indigenous peoples	2	2.2	..	1.7
Non-Indigenous identity	97.8	97.8	99.6	98.3
Self-reported disability	6.7	7.1	4.8	10.4
No self-reported disability	93	92.8	95	89.5
Heterosexual	90.6	93.8	92.8	86.1
Gay or lesbian	4.6	2.7	2.8	4.7
Bisexual or pansexual	3	2.3	3.5	6.8
Sexual orientation, not elsewhere classified	0.7	0.3	..	1.4
Cisgender	99.4	99.6	98.6	98.9

Source: Selected population characteristics of postsecondary faculty and researchers by region, role, and employment status, Table 37-10-0165-01, <https://open.canada.ca/data/en/dataset/45ec51c1-384a-4a9c-967b-2c573f7a3a01>

## Appendix II– Definitions

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**Aboriginal/Indigenous Peoples:** “Aboriginal” is defined by the Government of Canada as First Nations (Status, Non-Status), Métis, or Inuit, and was established by the federal government as an umbrella term for diverse Indigenous peoples in Canada. However, this may not be how individuals identify. Instead, individuals may identify as Cree, Blackfoot, Dene, Inuit, Métis, Mi’kmaq, Mohawk, Nakota Sioux, etc. All of these identities are part of the umbrella term of Aboriginal Peoples and Indigenous nations. Aboriginal/Indigenous peoples and nations may also include Canada.

**Accessibility** is a foundational principle necessary for the removal of barriers to equitable participation in all aspects of life by people living with diverse visual, motor, auditory, learning, and cognitive abilities. It requires designing environments, programs, services, and products from the outset, so they are accessible to people living with various abilities.

Accessibility is grounded in the recognition that what constitutes a disability barrier varies across visible and invisible ability differences. As an approach, it enables equitable access to and success within for persons living with diverse visual, motor, auditory, learning, and cognitive abilities, as well as for low-income people.

**Diversity:** difference or variety is a characteristic of nature and human society. Efforts to increase representational or numerical diversity are enabled by institutional commitment to equity, diversity, and inclusion. Fundamental to education and employment equity is the cultivation of an environment in which those who have been historically disadvantaged and are currently under-represented can gain access to, and flourish, within the community.

Representational diversity is an outcome of proactive measures to correct systemic disadvantage, and to create equitable opportunity structures and pathways for a critical mass of those who are historically disadvantaged and under-represented. Diversity may also refer to philosophical or perspectival differences, institutional types, disciplinary fields, ways of knowing, and theoretical and methodological variations. Identity-diversity shapes, and is shaped by voice, representation, and experiences.

**Equity** is a principle, condition, process, and outcome rooted in human rights and the inviolability of human dignity. It is integral to the legal principle of justice, and the ethical principle and practice of fairness and doing the right thing. It requires identifying patterns of inequities and making changes to systems, cultures, and processes that obstruct members of the community from achieving their full potential.

Equity enables proactive measures and reasonable accommodation necessary to identify structural, systemic, and cultural barriers; discrimination, unfairness, and disadvantage; and to ensure equitable pathways and opportunity structures for women, Indigenous peoples, visible/racialized minorities, persons with disabilities, and LGBTQ2S+ in all spheres of life.

**Equity-Deserving Groups:** The term “equity-deserving groups” has come to replace that of “equity-seeking groups.” During his installation address as vice-president and principal at University of Toronto Scarborough, Dr. Wisdom Tettey, PhD, challenged the academic community to, “start by thinking of, and relating to, those who are marginalized or are constrained by existing structures and practices as ‘equity-deserving groups’ and not ‘equity-seeking groups’ — a concept which, while well-intentioned, perpetuates a perception of these groups as interlopers.”

**Gender (Gender Identity, Gender Expression):** Gender is defined as how a person feels internally (gender identity) and/or how a person expresses their self-identity publicly (gender expression) in their daily life, including at work, while shopping or accessing other services, in their housing environment, or in the broader community. A person’s gender may change over time. A person’s current gender may differ from the sex a person was assigned at birth and may differ from what is indicated on current legal documents. Statistics Canada defines gender as inclusive of gender identity and gender expression.

**Inclusion** encompasses norms, practices, and intentional actions to promote participation, engagement, empowerment, and a sense of belonging for members of historically under-represented and disadvantaged groups in all aspects of life. It is about promoting institutional culture and practices to ensure all can experience a welcoming space of fairness, dignity, and human flourishing.

Where diversity may focus on the quantitative representation, inclusion focuses on the qualitative experience of belonging. Diversity may exist with inequity, isolation, and marginality, but social inclusion focuses on culture and practices that deepen participation and engagement. Inclusion requires institutions to design spaces of leadership and governance, teaching and learning, research, scholarship, artistic inquiry, and community engagement so that there are no impediments to full participation by members of equity-deserving groups. Inclusion requires proactive measures to transform cultures and relations of power and privilege, resulting in the social exclusion of under-represented groups.

**Persons with Disabilities and Deaf Persons:** A person with a disability is someone who has a “long-term or recurring physical, mental, sensory, psychiatric, or learning” disability. (For the purposes of this report, “long-term” is defined as lasting more than six months). A person may consider themselves to be disadvantaged in employment by reason of that disability or believe an employer or potential employer is likely to consider them to be disadvantaged in

employment by reason of that disability. This also includes persons with disabilities who have been accommodated in their current job or workplace (e.g., by the use of technical aids, changes to equipment, or other working arrangements).

**Visible/Racialized Persons:** This refers to whether a person belongs to a visible/racialized minority group as defined by the *Employment Equity Act* and, if so, the group to which the person belongs. The Act defines visible/racialized minorities as “persons other than Aboriginal peoples who are non-White in race or non-White in colour.” The visible/racialized population in Canada consists of the following groups: Arab, Black, Chinese, Filipino, Japanese, Korean, Latin American, South Asian, Southeast Asian, and West Asian.