

EQUITY AUDIT

University of Lethbridge



SNAC+

Support Network for Academics of Colour Plus

Prepared by

**Glenda Tibe Bonifacio
Saurya Das
Caroline Hodes
Jacklyne Cheruiyot**

For the

**Rights, Equity, and Diversity
(RED) Project, 2019-2020**

Supported by



Copyright © 2021

SNAC+

Lethbridge, Alberta

Canada

Table of Contents

Introduction	1
Faculty and Leadership	3
Plans and Policies	7
Programs and Services	19
Beyond 2020	31
About the Authors	34
Acknowledgements	35
Related Resources	36

Introduction

Equity Audit is an independent examination of the state of EDI (equity, diversity, and inclusion) initiatives at the University of Lethbridge. This audit provides a complement report to the RED (rights, equity, diversity) Project prepared by SNAC+ (Support Network for Academics of Colour+) for the Alberta Human Rights Commission upon completion of the project in December 2020.

This equity audit is a basic exercise of what is known and available, what has been done, and what lies ahead at the University of Lethbridge since 2019. All information and materials referenced to are publicly available. Our springboard for this exercise came out from the open and public consultations, workshops, and equity talks conducted by SNAC+ from 2019 to 2020. Students, staff, faculty, and community members participated in these sessions, both in-person and online during the COVID-19 pandemic.

As we have indicated in the RED Project Report (2021), the present historic moment to advance racial justice following the Black Lives Matter (BLM) movement in North America and elsewhere makes equity of the essence. The call for transformations in systems, policies, and practices against racial discrimination is made compelling with the stark rise of white supremacists since 2016. As Sara Ahmed¹ has

¹ See Sara Ahmed: Dresher Conversations, *YouTube*, uploaded by University of Maryland, Baltimore County, 20 March

articulated, however, changing mechanisms of complaint or policy may not yield the significant change that is required; evidence of doing something is not necessarily doing something. Therefore, the Equity Audit must be read in conjunction with the results of the consultation meetings. Having difficult conversations, hearing experiences of discrimination and complaint, and understanding the limitations of complaints mechanisms and policy is an important part of recognizing what is endemic to academic norms and behaviours that enables the same problems to resurface over and over again.

At the University of Lethbridge, we focused on three areas to explore EDI initiatives: faculty and leadership, plans and policies, and programs and services. These areas provide an overview of performative responses to equity at this postsecondary institution. An equity audit “ensure[s] that organizations are creating an equitable environment”.² Fairness, impartial treatment, unbiased, and absence of discrimination are the general attributes of such environment.

2019, https://www.youtube.com/watch?v=zadqi8Pn0O0&feature=emb_logo

² Janice Gassam Asare, “Equity audit of your organization”, *Forbes*, July 27, 2020,

<https://www.forbes.com/sites/janicegassam/2020/07/27/how-to-conduct-an-equity-audit-in-your-organization/?sh=3d4f4abf27a3>

Faculty and Leadership

The purpose of the federal Employment Equity Act (1995) is:

“to achieve equality in the workplace so that no person shall be denied employment opportunities or benefits for reasons unrelated to ability and, in the fulfilment of that goal, to correct the conditions of disadvantage in employment experienced by women, Aboriginal peoples, persons with disabilities and members of visible minorities 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”.³

In this section, we attempted to examine the composition of the faculty and leadership at the University of Lethbridge based on the four equity deserving/seeking groups (i.e., women, Aboriginal peoples, persons with disabilities, and visible minorities). However, there is no available gender- and race-based data as of February 2021. The collection of “demographic data on minority status from faculty” was noted as a priority in the 2018 ULFA Survey of Faculty Perceptions on Equity, Diversity and Inclusion.⁴ Based on this survey report,

³ Government of Canada, Employment Equity Act, <https://laws-lois.justice.gc.ca/eng/acts/E-5.401/page-1.html#h-215135>

⁴ University of Lethbridge Faculty Association (ULFA), Final Report, June 2019, p. 8, <https://www.ulfa.ca/wp-content/uploads/2019/10/Report-EDI-Perception-Report.pdf>

respondents self-identified by gender (51%), sexual orientation (11%), FNMI (First Nations, Metis, and Inuit) status (3%), disability (5%), and other minority status (24%).⁵

The latest publicly available fact book accessed through the University Library catalogue was the *Factbook 2016/2017*. There were 477 faculty members, 9 senior executives, 7 deans, and 11 executive directors as of 2016.⁶ Since the establishment of the University of Lethbridge in 1967 in Blackfoot Territory, all presidents were visibly white males.⁷ In 2015, Erasmus Okine, a native of Ghana, was appointed as Vice-President Research.⁸ He was appointed in April 2020 to serve as Interim Provost and Vice-President (Academic) until June 30, 2023.⁹

In 2019, the University of Lethbridge Senate elected the first Indigenous person as the 14th Chancellor, Charles Weaselhead.¹⁰ The university chancellor

⁵ Ibid.

⁶ University of Lethbridge, *Factbook 2016/2017*, p. 151, <https://digitallibrary.uleth.ca/digital/collection/publications/id/23442>

⁷ University of Lethbridge, Office of the President, <https://www.uleth.ca/president/past-presidents>

⁸ University of Lethbridge, “University appoints Dr. Erasmus Okine as new Vice-President (Research)”, April 28, 2015, <https://www.uleth.ca/unews/article/university-appoints-dr-erasmus-okine-new-vice-president-research#.YCKOpOhKjIU>

⁹ University of Lethbridge, “Dr. Erasmus Okine appointed as Interim Provost and Vice President (Academic)”, April 23, 2020, <https://www.uleth.ca/unews/article/dr-erasmus-okine-appointed-interim-provost-and-vice-president-academic#.YCKQNOhKjIU>

¹⁰ University of Lethbridge, “University of Lethbridge introduces Charles Weaselhead as 14th chancellor and first Indigenous descent”, February 19, 2019, <https://www.uleth.ca/unews/article/university->

serves as “chair of the University Senate, is the ultimate authority for the conferral of academic and honorary degrees, and presides over all University convocations”.¹¹

The Board of Governors “shares governance responsibilities with General Faculties Council, the senior academic governing body”¹² at the University of Lethbridge. There are twenty-one members of the Board of Governors including the President as ex-officio. Of this number, only five are females and visibly white, and two males appear to belong to racialized groups including the Chancellor. These are based on published photos and information as of February 2021.

The University of Lethbridge has five faculties: Arts and Science, Education, Fine Arts, Health Sciences, and Dhillon School of Business (formerly Faculty of Management). Two other schools are the School of Liberal Education and the School of Graduate Studies. All deans and associate deans are visibly white individuals as of February 2021.

Of the five positions with titles of executive directors (i.e., Ancillary Services, Calgary Campus, International Centre, Student Services, and Teaching Centre) from the University Campus Directory as of

lethbridge-introduces-charles-weaselhead-14th-chancellor-and-first-indigenous#.YCKSR-hKjIU

¹¹ University of Lethbridge, The Chancellor, <https://www.uleth.ca/convocation/chancellor>

¹² University of Lethbridge, Board of Governors, <https://www.uleth.ca/governance/board-governors>

February 2021, only one came from the ‘visible minority’ group that we prefer to identify as racialized.

Because of the lack of race-based data from the University of Lethbridge and in Canada, the faculty composition cannot be fully discerned. In general, the faculty and all levels of leadership at the University of Lethbridge is predominantly white for over fifty years. There are minimal signs of leadership representation from equity deserving/seeking groups, particularly from Black, Indigenous, and People of Colour (BIPOC) in the last few years.

Plans and Policies

The University of Lethbridge has developed policies to achieve its mandate as a publicly funded postsecondary institution in Alberta. In the first section, we examined two major documents available from the University Secretariat (Governance) website¹³ as of February 2021, the *Strategic Plan* and the *People Plan*. We searched for key words – e.g., equity, inclusion, and diversity - as applied in these plans. In the second section, we discussed the equity policies.

Strategic Plan: Destination 2014-2022

In the first section, “Where We Are Going”, the strategic plan aims for the university to be “Canada’s destination for all who seek a comprehensive, liberal education-based university that promotes a diverse and inclusive environment”.¹⁴ It recognizes that the University of Lethbridge was founded on “traditional Blackfoot land” in 1967.¹⁵

In the section “Who We Are”, the plan states:

“Our students learn within and beyond the classroom in a research-intensive environment

¹³ University of Lethbridge, Planning & Reporting, 2021, <https://www.uleth.ca/planning-and-reporting>

¹⁴ University of Lethbridge, Destination 2022: Vision & Strategy, Strategic Plan 2014-2022, p, 1, <https://www.uleth.ca/sites/default/files/2018/07/strategicplan-final-2018.pdf>

¹⁵ Ibid., 2.

that offers connections with the diverse communities we serve”.¹⁶

The strategic plan identifies the Fundamental Principles and the university’s Commitment to Society. In this section, the fourth bullet point states:

“We promote diversity and gender **equity** and ensure equal opportunity for participation”.¹⁷

Further, the fifth bullet point states:

“We are committed to collaborating with First Nations, Métis, and Inuit peoples and communities to ensure that our partnerships, and ensuing programs, meet the needs of these communities”.¹⁸

Under its Commitment to Students, the fifth of six bullet points states:

“We strive for inspirational teaching and learning, which takes place in an environment of respect free from discrimination”.¹⁹

The Commitment to Responsible Action includes the second bullet point, which states:

“We practice procedural fairness and act in accordance with all applicable codes of

¹⁶ Ibid., p. 3.

¹⁷ Ibid., p. 6.

¹⁸ Ibid.

¹⁹ Ibid., p. 7.

professional and ethical practice and conduct”.²⁰

The University of Lethbridge strives to be Alberta’s Destination University. The strategic plan includes the following Strategic Directions: “excel as a comprehensive university”, “inspire and support student potential”, and “build internal community”. As a comprehensive university, it states:

“...We will develop, promote, engage, and advance internationalization”.²¹

In terms of students’ support, the strategic plan indicates that:

“At both undergraduate and graduate levels, we will strive to advance students as knowledge makers and as global citizens with international and intercultural skills and knowledge”.²²

In terms of the community, the strategic plan declares to “develop an internal community that is diverse, inclusive, and welcoming”.²³

Overall, the seventeen-page Strategic Plan only mentions “gender equity” once. There is no other reference to equity in the whole document.

²⁰ Ibid.

²¹ Ibid., p. 8.

²² Ibid., p. 9.

²³ Ibid., p. 13.

People Plan:

The *People Plan* (2016-2019) is subtitled “a community that is diverse, inclusive, and welcoming”.²⁴ In this three-year plan, there are six priorities, as follows:

1. Collaboration and cohesiveness
2. Communication
3. Orientation/on-boarding
4. Supervision and leadership
5. Training and development
6. Work-life balance.²⁵

In its twelve-page document, there is no reference to equity. Diversity, on the other hand, is indicated in the following:

People Plan is “dedicated to enriching **diverse** campus experience that makes the University of Lethbridge a desirable place to work”.²⁶

“Collaboration introduces **diversity** of perspective, multiple solutions to problems, opportunity for the sharing of responsibilities and workload, and fostering of a creative environment”.²⁷

The vision statement under collaboration and cohesiveness states, “strive for a vibrant, cohesive community...contributing to the campus culture

²⁴ University of Lethbridge, *People Plan*, https://www.uleth.ca/sites/default/files/People_Plan_Final_2.pdf

²⁵ *Ibid.*, p. 6.

²⁶ *Ibid.*, p. 2.

²⁷ *Ibid.*, p. 7.

through **diversity** of knowledge, skills, and ideas”.²⁸

Policies

This section focuses on existing policies related to the broad dimensions of equity as of February 2021. We prefer to emphasize the equity policies, sexual violence policy, and harassment and discrimination policy. The related programs will be presented in the next section.

Equity Policy

The main policy on equity is *Diversity and Employment Equity Policy*, which took effect on December 16, 2004. This is basically a one-page document that outlines the guiding principles, objectives, and policy.²⁹ The guiding principles are defined as:

“1.1 **Diversity** is the recognition and acknowledgement of individual differences such as: education, age, gender, sexual orientation, style, ability or disability, religion, ethnicity, culture, or any other characteristic that shapes an individual’s attitudes, behaviours and perspective. Diversity strengthens and enriches the University

²⁸ Ibid.

²⁹ University of Lethbridge, Institutional Policies and Procedures, Diversity & Employment Equity Policy, <https://www.uleth.ca/policy/resources/diversity-employment-equity-policy>

workplace, improving its effectiveness and success

1.2 **Equity** is treating people fairly, that is, acknowledging and making accommodations for differences so that everyone can contribute fully.

1.3 **Merit.** Skill, ability, performance and results are the criteria used for selecting, developing and advancing people.

1.4 **Inclusiveness.** Equity is inclusive, whereby the rights of all individuals to be respected, valued, and empowered to participate fully, are honoured.”³⁰

A footnote in this equity policy declares the university’s “statutory obligations as contained in the Employment Equity Act, certified commitment to the Federal Contractors Program February 21, 2003”.³¹ It makes no reference to the Alberta Human Rights Act.³²

Refer to this link:

<https://www.uleth.ca/policy/resources/diversity-employment-equity-policy>

The University of Lethbridge was committed *sixteen years ago* “to achieving and maintaining a fair and

³⁰ Ibid.

³¹ Ibid.

³² See Province of Alberta, Human Rights Act, <https://www.qp.alberta.ca/documents/Acts/A25P5.pdf>

representative workplace through the development and implementation of an employment equity plan where diversity is valued and all individuals are provided full opportunity to develop their potential by removing barriers in selection, hiring, development and advancement”.³³ Today, in 2021, we wait for this institutional commitment to happen.

Other Equity Policies

The document, Canada Research Chair Program Equity, Diversity & Action Plan (2019), notes the “several internal policies related to equity, diversity, and inclusion” and listed the following: “Diversity and Employment Equity Policy, Aboriginal Education Policy, Accommodations for Students with Disabilities, Sexual Violence Policy, Harassment and Discrimination Policy, and Best Practices for Hiring with a Focus on Diversity and Equity, among others”.³⁴ The policy on “best practices for hiring” was dated October 2007 to “support departments in the search and selection of new faculty and professional librarians”.³⁵

Refer to this link:

<https://www.uleth.ca/hr/best-practices-hiring-guide>

³³ Ibid.

³⁴ University of Lethbridge, Canada Research Chair Program Equity, Diversity, & Inclusion Action Plan -September 2019, p. 3, https://www.uleth.ca/sites/default/files/2019/10/2019_revised_canada_research_chair_action_plan_final.pdf

³⁵ University of Lethbridge, Best Practices for Hiring with a Focus on Diversity and Equity, https://www.uleth.ca/sites/default/files/FacultyEquityHiringGuideOct07final_web.pdf

We are not sure if this document is rigorously emphasized in department search committees. For example, the Department of Women and Gender Studies has conducted about two faculty searches since 2007 and was not advised by Human Resources about the “best practice” during the hiring process. At the Faculty of Health Sciences, we only know of one tenured Black faculty member since 2007. The Faculty of Fine Arts has no Black scholar known so far. The Department of Indigenous Studies has no Indigenous scholar as of February 2021.

Sexual Violence Policy

Student activists and allied faculty and staff, including community members, had been advocating for a sexual violence policy for over a decade before a sexual violence policy was created in 2016. It was updated in 2019 and some of the new changes addressed trauma reduction and removal of deadlines in filing complaints.³⁶ The push for institutional response, protection, and support arose out of the collective outrage at the lack of any kind of policy infrastructure, including accessible and suitable complaints mechanisms, prevention programs, training modules or data collection, and the absence of a free-standing sexual violence policy at the University of Lethbridge.³⁷ Despite over a decade of

³⁶ Jasmine Bala, “University of Lethbridge updates sexual violence policy”, *Global News*, June 27, 2019, <https://globalnews.ca/news/5438142/university-of-lethbridge-sexual-violence-policy/>; See Chloe Gust, “New paper strives to confront sexual violence on campus”, *The Meliorist*, March 12, 2020, <https://themeliorist.ca/2020/03/12/new-paper-strives-to-confront-sexual-violence-on-campus/>

³⁷ See Paige Gorsak, “Wrong problems, Wrong solutions”: Sexual violence, neoliberal universities, and the affects of institutional

staff, faculty and student demands, it was not until 2016 when provinces began to mandate such policies on university and college campus' across the country that the University of Lethbridge took action.

Sexual violence refers to “sexual act or acts targeting a person’s sexuality, gender identity or gender expression – whether the act is physical or psychological in nature, whether in person or through other forms of contact-that is committed, threatened, or attempted against an individual without that individual’s consent”.³⁸ Examples include “sexual assault, sexual harassment, stalking, indecent exposure, voyeurism, distribution of a sexually explicit photograph or recording”.³⁹

Refer to the University of Lethbridge sexual violence policy at

<https://www.uleth.ca/sexual-violence/sexual-violence-policy-1>

For the information on filing a formal complaint with the university, refer to

<https://www.uleth.ca/sexual-violence/information-filing-formal-complaint-university>

Harassment and Discrimination Policy

The University of Lethbridge adheres to the Harassment and Discrimination Policy, noted as last

betrayal”, MA Thesis, Department of Women’s and Gender Studies, University of Alberta, 2019.

³⁸ University of Lethbridge, Sexual Violence Policy,

<https://www.uleth.ca/sexual-violence/sexual-violence-policy-1>

³⁹ Ibid.

revised on December 11, 2014 and took effect on June 13, 2019.⁴⁰ Section 1 (Purpose), 1.3 states:

“The University will take the following into account when carrying out its responsibilities under this Policy: individuals’ experiences can be affected by factors such as their access to power and privilege, historically relevant considerations such as settler colonialism, their sex, sexual identity, gender identity, gender expression, racialization, age, family status, religion, faith, ability, disability, national or ethnic origin, indigeneity, immigration status, socio-economic status, class, and language. The University also recognizes that a university is a unique environment, in which power imbalances are inherent. These factors impact individual experiences of Harassment and/or Discrimination and choices with regard to recourse. The University will take the following into account when carrying out its responsibilities under this Policy: individuals’ experiences can be affected by factors such as their access to power and privilege, historically relevant considerations such as settler colonialism, their sex, sexual identity, gender identity, gender expression, racialization, age, family status, religion, faith, ability, disability, national or ethnic origin, indigeneity,

⁴⁰ University of Lethbridge, Harassment and Discrimination Policy, <https://www.uleth.ca/policy/resources/harassment-and-discrimination-policy>

immigration status, socio-economic status, class, and language. The University also recognizes that a university is a unique environment, in which power imbalances are inherent. These factors impact individual experiences of Harassment and/or Discrimination and choices with regard to recourse”.⁴¹

Refer to this policy at
<https://www.uleth.ca/policy/resources/harassment-and-discrimination-policy>

These policies are considered reactionary where affected groups and individuals have expressed dismay about their absence in a postsecondary institution and where they have pushed for change both formally and informally. There are no publicly available archives of such activism, except in our distant memory over the last fifteen years. We claim to witness these calls in department meetings and other meetings with those who play direct roles and are empowered with the authority to work on these concerns. Observably, the main response we gathered seems to articulate the presence of legislated federal and provincial laws against discrimination, assault, etc. that could be used without any intervention from the university. The slow progress to establish equity and related policies at the University of Lethbridge is demonstrative of the lack of genuine commitment to

⁴¹ Ibid., p. 1

create an equitable and inclusive environment. These policies remain an abstraction if the community is not made aware of their existence and, more importantly, if corollary programs and services do not exist. Policies alone do not result in equity, diversity, and inclusion. At worst, they are examples of creating evidence of doing something while nothing changes, and at best, they are reactive instruments that are only triggered when the damage has already been done providing only very limited avenues for redress. If the stated commitments in both the University of Lethbridge's Strategic and People Plans are to come to fruition, what is required in addition to those policies, is a proactive approach to creating a culture of equity that is woven into the fabric of the institution.

Programs and Services

Like other universities in Canada, the University of Lethbridge has the basic programs and services for students, faculty, staff, and the community it serves. The quality and efficacy of these services are beyond the scope of the Equity Audit. Perhaps student support programs and services could have contributed to the high ranking of the University Lethbridge among undergraduate universities for many years. In 2020, it ranked second or the “highest ever position in the annual Maclean’s University Rankings Report”.⁴²

In this section, we outline the programs and services that relate to the plans and policies previously discussed. Since these notable guiding policies apply to all units in the university, we classify the programs and services based on the target sectors: students, faculty and staff, and the community.

Students

The landing page of the Student Services reads: “you are the focus of everything we do at uLethbridge”.⁴³ There are specific links to services to different types of students categorized as “Calgary Campus students, Graduate students, Indigenous students, International students”.⁴⁴

⁴² University of Lethbridge, “University of Lethbridge achieve highest-ever second place position in Maclean’s University Ranking”, October 8, 2020, <https://www.uleth.ca/communications/university-lethbridge-achieves-highest-ever-second-place-position-maclean%E2%80%99s>.

⁴³ University of Lethbridge, Student Services, <https://www.uleth.ca/campus-life/student-services>

⁴⁴ Ibid.

Refer to this link:

<https://www.uleth.ca/campus-life/student-services>

Sexual Violence: In reference to the Sexual Violence Policy, the Sexual Violence Support & Education website provides the following items under “Education & Initiatives”: “The Preventing Violence Action Committee (PSVAC), Bystander Campaign, E-Learning: Understanding and Responding to Sexual Violence-Level One, Understanding Sexual Violence, Sexual Violence Awareness Week”.⁴⁵ The same website provides a section on “Get Support” for “community resources, reporting sexual violence, support available on campus”.⁴⁶ Accordingly, the campus support “can offer in person support sessions for information regarding to sexual violence and safety planning, ongoing counselling to help process the trauma, and medical treatment”.⁴⁷

Refer to this link:

<https://www.uleth.ca/sexual-violence/support-students>

2SLGBTQ+. A new online resource was recently developed, 2SLGBTQ+Resources.

The 2SLGBTQS+ website states:

“The University of Lethbridge promotes diversity and gender equity, and works toward

⁴⁵ University of Lethbridge, Sexual Violence Support & Education, <https://www.uleth.ca/sexual-violence/get-support-0>

⁴⁶ Ibid.

⁴⁷ University of Lethbridge, Supports Available on Campus, <https://www.uleth.ca/sexual-violence/supports-available-campus-1>

creating an inclusive university community. These resources are provided to support 2SLGBTQ+ university community members and to help other students, staff, and faculty contribute to the creation of a respectful and inclusive culture”.⁴⁸

Refer to this link:

<https://www.uleth.ca/lgbtq>

The University of Lethbridge used materials from the websites of the University of Waterloo and York University with permission. Support services provided by the University of Lethbridge include Counselling Service, Health Centre, Safewalk, and sexual violence prevention and education. The listed resources also identified the location of “all-gender washrooms”.⁴⁹ Due to the COVID-19 pandemic and concerns for the safety of our team following public health restrictions, we were unable to physically check these washrooms from January to February 2021.

For this Equity Audit, we take particular interest in the services provided to Indigenous and international students. We acknowledge that graduate students could be in any of these categories. As of September 2020, there were 605 MA students, 148 doctoral students, and 548 international students”.⁵⁰

⁴⁸ University of Lethbridge, 2SLGBTQ+ Resources, <https://www.ulethbridge.ca/lgbtq>

⁴⁹ Ibid.

⁵⁰ University of Lethbridge, “uLethbridge quick facts”, <https://www.uleth.ca/about/facts>

Indigenous Students

Services for Indigenous students are provided by the Indigenous Student Affairs. Its role is “to guide, encourage, and empower students in the University environment”.⁵¹ As of February 10, 2020, the Indigenous Student Affairs Team at the Iikaiskini Gathering Place comprises of two staff.⁵² The physical location of the Gathering Place which opened in 2014 is way outside the main campus near the Aperture Park. However, Mike Mahon, president of the university, announced on October 1, 2020 the new construction in summer 2021 that will make the location of the Gathering Place “central” in campus.⁵³

The following are listed as types of services for Indigenous students: “housing, childcare resources, scholarships and loans information, personal, academic, career and employment counselling, Student Success Center, Accommodated Learning Center, Ceremony and Smudge Room, Elder support, community cultural connections and activities, Native

⁵¹University of Lethbridge, Indigenous Student Affairs at Iikaiskini Gathering Place, <https://www.uleth.ca/first-nations-metis-inuit/indigenous-student-affairs>

⁵² Ibid.

⁵³ University of Lethbridge, “Federal grant and donor support contribute to creation of permanent home for Iikaiskini Gathering Place”, October 1, 2020, <https://www.uleth.ca/unews/article/federal-grant-and-donor-support-contribute-creation-permanent-home-iikaiskini-gathering#.YCRmbmhKjIU>

American Student Association and Lounge, Iniskim Alumni Chapter, food banks, community Services”.⁵⁴

International Students

As of February 2021, the International Student Services listed the following items under the said caption: “international student advising, international student events, international student guide, iCent App uLethbridge, International Student Mentorship Program, inviting friends and family, request for completion letter (PGWP), COVID-19 information for international students, international recipe collection”.⁵⁵ It seemingly offers a welcoming support “in adapting to campus life socially, academically, and culturally” and “guide [international students] academic and personal challenges and, whenever necessary, to advocate on [their] behalf”.⁵⁶

While services for Indigenous students and international students have significantly improved in the last decade, these are not well integrated into university life for *all* students. These services tend to operate in silos with perceived less support from other students to develop a culture of inclusion for all. In the internationalization study by Bonnie Lee and Glenda Bonifacio in 2019-2020, there was desire among

⁵⁴ University of Lethbridge, Indigenous Student Affairs at Iikaiskimi Gathering Place, <https://www.uleth.ca/first-nations-metis-inuit/indigenous-student-affairs>

⁵⁵ University of Lethbridge, International, <https://www.uleth.ca/international/content/international-student-services>

⁵⁶ Ibid.

international students to participate in more activities with Canadian or local students.⁵⁷

Faculty and Staff

Human Resources (HR) provides the general information about services for faculty and staff.

Refer to this link:

<https://www.uleth.ca/hr>

The HR website lists these items: careers, documents and forms, pension and benefits, payroll and tax information, HR consulting, wellness and recognition, new employee, and guide to The Bridge.⁵⁸ For services provided, the following are indicated: HR consulting services, payroll, pension and benefits, EFAP (Employee and Family Assistance Program), HR procedures, People Plan, harassment and discrimination, wellness and recognition, and recognition (LSA, long service awards).⁵⁹ Harassment and discrimination, in particular, includes “A Commitment to You” subtitle that reads:

“The University of Lethbridge is committed to providing a living, learning, and working environment that is free of harassment and discrimination and is supportive of productivity, academic achievement, and the dignity, self-esteem and fair treatment of all

⁵⁷ This study on “Enhancing internationalization in the curriculum: Strategies and practices at the University of Lethbridge” was supported by the Teaching Development Fund, Teaching Centre, University of Lethbridge.

⁵⁸ University of Lethbridge, Human Resources, <https://www.uleth.ca/hr>

⁵⁹ Ibid.

members of its community. The Harassment and Discrimination Policy, developed by the University in consultation with employee and student groups, gives practical application to that commitment”.⁶⁰

In this subsection, the links to the New Harassment and Discrimination Policy, Procedures and Options for Conflict Resolution, and the Sexual Violence Policy are provided.⁶¹

Furthermore, there is a different support to faculty and staff related to sexual violence.

Refer to this link:

<https://www.uleth.ca/sexual-violence/faculty-and-staff-information>

However, there are no regular programs conducted by HR to promote equity and inclusion. New faculty and staff are provided with basic orientation to university policies and procedures. The head of the HR unit occupies a seat at the four-person Joint Equity Committee based on the latest collective bargaining of the University of Lethbridge Faculty Association (ULFA). Two members represent the Board of Governors and two members are from ULFA.⁶² This joint committee in 2021 is composed of three females and one male, all visibly white individuals.

⁶⁰ University of Lethbridge, Human Resources: Harassment & Discrimination, <https://www.uleth.ca/hr/harassment-and-discrimination>

⁶¹ Ibid.

⁶² University of Lethbridge Faculty Association, Joint Equity Committee, <https://www.ulfa.ca/joint-equity-committee/>

Research: In September 2019, the University of Lethbridge established the new Canada Research Chair (CRC) - EDI Action Plan. This was a response to the 2017 directive from the Canada Research Chairs Program of the government of Canada for universities with at least five chairholders to implement measures of “greater transparency and accountability in relation to the process used to allocate, select, and support chairholders”.⁶³ As of February 2021, there were ten CRC holders including four visibly white females and one from BIPOC at the University of Lethbridge.⁶⁴

The CRC-EDI Action Plan online statement reads:

“... CRC EDI Action Plan strives to align with overall institutional EDI goals in order to proactively address areas of potential concern, challenges, and barriers that may be experienced by equity seeking groups on campus. The key objectives for the plan center around four overarching strategic goals:

1. The continued development of a university community culture, dedicated to the promotion and advancement of equity, diversity, and inclusion;
2. Ensuring hiring practices in all portfolios and practices, including the CRC program, are open, transparent, and equitable, and affirm the University’s commitment to using evidence-based strategies;

⁶³ University of Lethbridge, Canada Research Chair Program, p.2,

⁶⁴ University of Lethbridge, Research Chairs,

<https://www.uleth.ca/research/research-chairs#canada-research-chairs>

3. Promoting a cultural awareness of EDI, through the development of enhanced education and training; and
4. A commitment to collecting accurate, actionable equity and diversity data to guide best practices and initiatives.”⁶⁵

Refer to this link:

<https://www.uleth.ca/research/crc-equity-diversity-and-inclusion>

As current faculty members with high interest on equity initiatives in Lethbridge, we believe that the CRC-EDI Action Plan was not widely disseminated. We are not sure if the CRC-EDI Action Plan was developed in consultation with BIPOC faculty. We surmise that such research-based equity program is another example of a top-down approach where those particularly impacted were generally excluded from the consultation process. According to this document, however, the CRC-EDI Action Plan was “developed in consultation with the President’s Office, including the President’s Advisory Committee on Diversity, Equity, and Inclusion (PACDEI), the Office of the Vice-President (Research), and Human Resources, including the Associate Vice-President (Human Resources) and a Senior HR Consultant”.⁶⁶

The CRC-EDI Action Plan outlines the “threefold” “strategy for raising awareness” as follows:

⁶⁵ University of Lethbridge, <https://www.uleth.ca/research/crc-equity-diversity-and-inclusion>

⁶⁶ University of Lethbridge, Canada Research Chair Program Equity, Diversity & Inclusion Action Plan-September 2019, p. 2, https://www.uleth.ca/sites/default/files/2019/10/2019_revised_canada_research_chair_action_plan_final.pdf

1. “The University of Lethbridge and its Faculty Association have entered into a Memorandum of Understanding under the collective agreement to form an equity working group. According to the terms: *“The parties agree that the Equity Working Group will prepare a report with recommendations on how Equity and Diversity issues at the University can best be identified and addressed, where they are found to exist, with due reference to ensuring that ongoing attention to such issues is paid by appropriate means.”* This work is ongoing and a report is due soon.
2. The University of Lethbridge is committed to engaging stakeholders and members of the four designated groups in developing an effective institutional Equity, Diversity and Inclusion Action Plan that will raise awareness of the benefits of equity within the CRCP and the academic appointment process more generally.
3. The University of Lethbridge Faculty Association has also formed its own Gender, Equity and Diversity Committee which is working with the institution to identify inequities and to devise corrective strategies”.⁶⁷

This Action Plan is, perhaps, a significant attempt to put together relevant policies related to EDI at the University of Lethbridge. It also listed the internal policies subscribed to.

⁶⁷ Ibid.

Community

The University of Lethbridge has now been consistent in using the territorial acknowledgement. One format reads for “large institutional meetings or small public events:

Oki, and welcome to the University of Lethbridge. Our University’s Blackfoot name is Iniskim, meaning Sacred Buffalo Stone. The University of Lethbridge acknowledges and deeply appreciates the Siksikaitsitapii peoples’ connection to their traditional territory. We, as people living and benefiting from Blackfoot Confederacy traditional territory, honour the traditions of people who have cared for this land since time immemorial. We recognize the diverse population of Aboriginal peoples who attend the University of Lethbridge and the contributions these Aboriginal peoples have made in shaping and strengthening the University community in the past, present, and in the future”.⁶⁸

It is well appreciated that the University of Lethbridge has evolved as an institution with community support. The facilities and programs tend to be named after significant community donors. For example, the new PE building is known as the 1st Choice Savings Centre for Sport and Wellness.⁶⁹ The Faculty of Management

⁶⁸ University of Lethbridge, Territorial Acknowledgement Statements, https://www.uleth.ca/sites/default/files/2019/08/final_territorial_statements_june_2019.pdf

⁶⁹ 1st Choice Savings and Credit Union Ltd., 1st Choice Savings Centre for Sport and Wellness, <https://www.1stchoicesavings.ca/Community/1stChoiceSavingsCentre/>

is now called the Dhillon School of Business.⁷⁰ There are many more examples of rooms on campus that were named after university sponsors and donors.

In general, the university offers many community programs for people of all ages and groups. The diversity of people is commonplace.

Refer to this link:

<https://communityprograms.ulethbridge.ca/>

⁷⁰ University of Lethbridge, Dhillon School of Business, <https://www.uleth.ca/dhillon/about-navjeet-bob-dhillon>

Beyond 2020

Strides toward equity, diversity, and inclusion - EDI – on postsecondary campus in Canada are gaining momentum in 2021. Nevertheless, EDI has become a euphemism for institutions to join the seemingly progressive and accountable institutions that have embraced the past and commit to addressing present ‘wrongs’. As such, it is often not accompanied by sustainable programs or institution-wide commitments. These are not easy steps to take, as those who engage in this work continuously face backlash for their anti-racist work among colleagues, administrators, and far-right groups. EDI initiatives often make those who are not directly impacted by structural and systemic violence and discrimination uncomfortable as they are challenged to face the inequities, exclusions, and violence that their own success, status and achievements often rest upon. As the popular saying goes: if you have not had the Supreme Court rule that you deserve the same rights as others, you have the privilege not to think about systemic and structural violence and discrimination. To push for genuine transformation in one’s own institution, and in society more broadly, is necessary, but it can often result in the increased targeting of those who advocate for systemic and structural change.

To work towards meaningful change in postsecondary institutions, EDI must be foregrounded in anti-racist, intersectional, and human rights frameworks. But, critical race approaches and decolonization strategies tend to be faculty-driven and not institutional. The

spread of an institutional EDI ethos may have fostered new initiatives like the Inclusive Practices Working Group/Equity Group in the Faculty of Arts and Science at the University of Lethbridge, but the fact that this initiative only surfaced in late 2020, for some, seems too little, too late.

The University of Lethbridge has drafted and approved equity policies. Nevertheless, the promotion of equity driven principles and values through effective support programs and services is still lacking. Policy alone has no meaning if it is not accompanied by transformative and well-sustained programs, infrastructure, outreach, and services. It is vital that the nexus of policy and programs be grounded in a sustainable critical race, anti-colonial infrastructure that is (dis)ability conscious and has a robust gender analysis in order to develop meaningful inclusive practices moving forward.

As of February 2021, the University of Lethbridge has pursued the hiring of its first Executive Director for EDI. SNAC+ has provided recommendations to the Search Committee nominated by their peers and the consulting group in 2020. One of our recommendations is the preference for a BIPOC candidate with demonstrated capacity for developing programming through a critical race lens with the recognition of the unique constitutional status of Indigenous Peoples in Canada, and an intersectional gender analysis. We also recommended that this position be remunerated appropriately and have an infrastructure of support behind it. EDI is not the work of one person. Most post-secondary institutions in Canada have EDI offices populated by trained staff

with institutional connections to, and collaboration with, provincial human rights commissions and legal professionals. Faculty committees are also part of the support networks that are required for sustainable EDI practice, but they are not the totality of EDI practice.

We also argued for the increased representation of BIPOC among the tenured faculty and at all levels of administrative leadership. The call for a cluster hire of Indigenous scholars is compelling in the thrust for Indigenization of the academy and in the true spirit of reconciliation. Indigenous knowledges, locally and globally, must form part of the core teaching program of the university. Indigenization and internationalization are not two separate spheres in equity work; they form an intricate bond in how racialization, colonization, and marginalization have defined both Indigenous Peoples' and non-Indigenous people's lives to date.

Equity is a priority mandate across post-secondary institutions today. This should not be compromised by budgetary considerations nor should it be diluted to make those who benefit from structural and systemic inequity comfortable. Social justice is imperative in *what we do, how we act, and why we do it*.

Our struggles and journeys continue.

About the Authors



Glenda Tibe Bonifacio is a full professor in the Department of Women and Gender Studies, University of Lethbridge. She co-founded SNAC+ in 2016.

Saurya Das is a full professor in the Department of Physics and Astronomy, University of Lethbridge. He co-founded SNAC+ in 2016.

Caroline Hodes is an associate professor in the Department of Women and Gender Studies, University of Lethbridge. She co-founded SNAC+ in 2016.

Jacklyne Cheruiyot completed her Masters in Women and Gender Studies from the University of Lethbridge in 2020. She is a collective member of SNAC+.



Acknowledgements

Nicola Alvarez

William Asiimwe

Deb Bullock

Linda Nguyen

Collective members of SNAC+

Consultation/Workshop Participants

Alberta Human Rights Commission

Related Resources

The following resources are available as of February 2021. These are not exhaustive but guides to further information on anti-racism, equity initiatives, and support.

Lethbridge

City of Lethbridge, Diversity and Inclusion

<https://www.lethbridge.ca/City-Government/strategic-initiatives/Pages/Diversity-and-Inclusion.aspx>

Coalitions Creating Equity

<http://coalitionscreatingequity.ca/lethbridge-region/>

Coalition of Municipalities against Racism & Discrimination

<https://www.lethbridge.ca/living-here/Our-Community/Documents/CMARD%20Team%20-%20Terms%20of%20Reference%20Feb%202012.pdf>

Gay and Lesbian Alliance of Lethbridge & Area
The Alberta Teachers Association

<https://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity-Equity-and-Human-Rights/Sexual%20Orientation/ResourcesforTeachers/LocalResources/Pages/Lethbridge.aspx>

Immigrant Services

<https://www.lfsfamily.ca/content.php?p=43>

Inclusion Lethbridge, <https://inclusionlethbridge.ca/>

Lethbridge Accountability, Social and Equity Q28

<https://www.lethbridgeaccountability.ca/2017/Q28>

Lethbridge Counselling Services

<http://www.counsellinglebridge.ca>

Lethbridge Diversity and Inclusion Alliance

<https://www.ldiayql.com/nce>

Lethbridge Family Services, <http://www.lfsfamily.ca>

Lethbridge Group United against Racial
Discrimination (GUARD)

<https://www.facebook.com/pages/category/Nonprofit-Organization/Lethbridge-Group-United-Against-Racial-Discrimination-106975077710739>

Lethbridge Indigenous Sharing Network

<https://www.sisn.ca/lethbridge/>

Lethbridge Pride Fest, <https://lethbridgepride.ca>

Lethbridge Public Library's Commitment to Race &
Social Equity

<http://www.lethlib.ca/sites/default/files/Race%20and%20Social%20Equity.pdf>

McMan Youth, Family & Community Services

<http://www.mcmansouth.ca>

OUTreach Southern Alberta <http://www.outreachsa.ca>

Southern Alberta Ethnic Association, <https://saea.ca/>

Southern Alberta Language Assessment Service Ltd

<https://www.salasLtd.ca/>

Teamworks Career Centre

<https://www.teamworktraining.ca>

Volunteer Lethbridge, <https://volunteerlebridge.com>

Womanspace Resource Centre

<http://www.womanspace.ca>

Alberta

ActionDignity, People's Café (Coalition to Advance Fairness & Equity)

<http://actiondignity.org/programs/peoples-cafe/>

Alberta Association for Multicultural Education

<http://www.canadianculturalmosaicfoundation.com/>

Alberta Civil Liberties Research Centre

<http://www.aclrc.com/>

Alberta Human Rights Commission

<https://www.albertahumanrights.ab.ca/Pages/default.aspx>

Anti-Racism Advisory Council

<https://www.alberta.ca/anti-racism-advisory-council.aspx>

Building Educational Equity from the Inside Out

<https://arpcresources.ca/pd-resource/building-educational-equity-from-the-inside-out/>

Campus Equity & Meaningful Inclusion, Mount Royal University

<https://www.mtroyal.ca/CampusServices/CampusResources/CampusEquityMeaningfulInclusion/index.htm>

CARED Calgary Anti-Racism Education

<http://www.aclrc.com/cared>

Centre for Addiction and Mental Health
Health Equity

<https://www.camh.ca/en/driving-change/health-equity>

Centre for Race and Culture, <https://cfrac.com/>

Coalitions Creating Equity Alberta
<https://www.facebook.com/coalitionscreatingequity/>

Collaborative Online Resources & Education,
Recording: Creating a Culture of Equity and
Reconciliation
<https://corealberta.ca/resources/recording-creating-culture-equity-and-reconciliation>

Healthy Campus Alberta, Canadian Mental Health
Association, Equity, Diversity & Inclusion Tool Kit
<https://www.healthycampusalberta.ca/resources/equity-diversity-inclusion-toolkit/>

Human Rights, MacEwan University
<https://www.macewan.ca/wcm/CampusLife/HumanRights/index.htm>

International Qualification Assessment
<https://www.alberta.ca/iqas-overview.aspx>

Landlord and Tenant Advisory Board
<http://www.landlordandtenant.org>

Law Central Schools, Resources for Alberta Teachers
<https://www.lawcentralschools.ca/>

Law Society of Alberta, Equity & Diversity
<https://www.lawsociety.ab.ca/resource-centre/key-resources/equity-and-diversity/>

Legal Aid Alberta, <https://www.legalaid.ab.ca/>

Multiculturalism, Indigenous and Inclusion Grant
Program

<https://www.alberta.ca/multiculturalism-indigenous-and-inclusion-grant-program.aspx>

REACH Edmonton, Coalitions Creating Equity

<https://reachedmonton.ca/initiatives/coalitions-creating-equity/>

Safe Sport Diversity and Inclusion Resources

<https://albertasport.ca/safe-sport/safe-sport-2-3/>

Taking Action against Racism

<https://www.alberta.ca/taking-action-against-racism.aspx>

Teaching for Diversity, Resources

<http://teach4diversity.ca/resources/>

Teaching Sexual Health.Ca

<https://teachingsexualhealth.ca/>

The Alberta Library, Diversity and Inclusion Resources

<http://thealbertalibrary.ca/library-resources/anti-racism-resources>

The Alberta Teachers' Association

Diversity, Equity & Human Rights

<https://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity-Equity-and-Human-Rights/Pages/Index.aspx>

Welcoming and Inclusive Communities

<https://www.auma.ca/advocacy-services/programs-initiatives/welcoming-and-inclusive-communities>

Canada

Advancing Equity and Inclusion: A Guide for Municipalities

https://documents.ottawa.ca/sites/documents/files/documents/adv_equity_en.pdf

An Anti-Racism Reading List

<https://www.penguinrandomhouse.ca/list/1779/anti-racist-reading-list>

Anti-Black, Anti-Indigenous & Systemic Racism,
Concordia University

<https://www.concordia.ca/library/guides/womens-studies/antiblackracism.html>

Anti-Racism Resource Centre, Tools for Equity in
the Classroom

<http://www.anti-racism.ca/content/tools-equity-classroom.html>

ARTREACH, Anti-O and Equity Resources

<https://www.artreach.org/antioandequityresources>

Black Lives Matter: Resources on Social & Legal
Issues, Courthouse Libraries BC

<https://www.courthouselibrary.ca/how-we-can-help/our-library-services/lawmatters-public-libraries/black-lives-matter-resources>

British Columbia Human Rights Tribunal

<http://www.bchrt.bc.ca/index.htm>

Canadian Anti-Racism, Education and Research
Society

<https://www.crrf-fcrr.ca/en/clearinghouse-search/author/1284-c16056>

Canadian Anti-Racism Network

<https://stopracism.ca/content/diversity-training>

Canada's Anti-Racism Strategy

<https://www.canada.ca/en/canadian-heritage/campaigns/anti-racism-engagement.html>

Canadian Association of Chiefs of Police
Equity, Diversity & Inclusion Committee
<https://www.cacp.ca/equity-diversity-inclusion.html>

Canadian Association of Physicists
Resources for Addressing Equity, Diversity and
Inclusion
<https://www.cap.ca/about-us/committees/cap-nserc-liaison-committee/resources-addressing-equity-diversity-inclusion/>

Canadian Association of University Teachers
Equity Review
<https://www.caut.ca/latest/publications/education-equity>

Canadian Centre for Diversity and Inclusion
<https://ccdi.ca/>

Canadian Centre for Policy Alternatives
Race and Anti-Racism
<https://www.policyalternatives.ca/taxonomy/term/69>

Canadian Civil Liberties Association, <https://ccla.org/>

Canadian Council for Refugees
<https://ccrweb.ca/en/anti-racism-policy>

Canadian Human Rights Commission
<https://www.chrc-ccdp.gc.ca/eng>

Canadian Institutes of Health Research
Equity, Diversity and Inclusion Resources
<https://cihr-irsc.gc.ca/e/51709.html>

Canadian Legal Information Institute

<https://www.canlii.org/en/index.html>

Canadian Multicultural Education Foundation

<https://www.cmef.ca/>

Canadian Museum for Human Rights

<https://humanrights.ca/about/toward-greater-inclusion-and-equity>

Canadian Race Relations Foundation

<https://www.crrf-fcrr.ca/en/>

Canadian Women's Foundation

Resources for Ending Anti-Black Racism

https://canadianwomen.org/blog/ending-anti-black-racism/?gclid=EAIaIQobChMI8Z7hz8z47gIV-BmtBh3ssAyJEAAYBCAAEgJ4ZfD_BwE

Canadian Web-Based Diversity Resource, Ontario
Tech University

<https://hr.ontariotechu.ca/learning-and-organizational-development/diversity,-equity,-and-inclusion/canadian-web-based-diversity-resources/index.php>

Centre for Innovation in Campus Mental Health
Equity Resources and Tools

<https://campusmentalhealth.ca/toolkits/campus-community-connection/tools/equity/equity-resources-and-tools/>

Cooperation Canada

<https://cooperation.ca/anti-racism-efforts/>

Employment Equity in Canada's Federal Public
Service, Library of Parliament

<https://hillnotes.ca/2020/08/13/employment-equity-in-canadas-federal-public-service/>

Equitable Faculty Recruitment and Selection Toolkit,
University of Waterloo, Equity Office

https://uwaterloo.ca/human-rights-equity-inclusion/sites/ca.human-rights-equity-inclusion/files/uploads/files/equitable_recruitment_selection_toolkit-final-lr_0.pdf

Equity & Human Rights Services, Western
University, Frequently Asked Questions

<https://www.uwo.ca/equity/diversity/employment/faq.html>

Experiences Canada, Anti-Racism Resources

<https://experiencescanada.ca/resources/anti-racism-resources/>

Federal Anti-Racism Secretariat

<https://www.canada.ca/en/canadian-heritage/campaigns/federal-anti-racism-secretariat.html>

Gender & Work Database, Union Equity Resources

<http://www.genderwork.ca/gwd/modules/unions/union-equity-resources/>

Government of Canada

--- Best Practices in Equity, Diversity and Inclusion
in Research

<https://www.sshrc-crsh.gc.ca/funding-financement/nfrf-fnfr/edi-eng.aspx>

--- Equity, Diversity and Inclusion

https://www.nserc-crsng.gc.ca/NSERC-CRSNG/EDI-EDI/Dimensions-Charter-Endorsers_Dimensions-Charte-Etablissements_eng.asp

--- Equity for Aboriginal People in the Legal System

<https://www.rcaanc-cirnac.gc.ca/eng/1524503744418/1557511885830>

Health Law Institute, Dalhousie University
<https://www.dal.ca/faculty/law/hli/research/online-resources.html>

Human Rights Legal Support Centre
<http://www.hrlsc.on.ca/en/home>

Immigration, Refugees and Citizenship Canada
<https://www.canada.ca/en/immigration-refugees-citizenship.html>

Impactree, Black History Month Action Hub
<https://www.impactree.com/racialjustice/>

Kawartha Pine Ridge District School Board
Race, Ethnicity and Culture, Recommended Websites
<https://www.kprschoools.ca/en/staff/wellness/equity/raceethnicityandculture.html>

Law Student's Society
Equity & Diversity Resource Bank
<https://students.queenslaw.ca/equity-diversity-resource-bank>

Legal Resources for the Public
<https://www.lawsociety.bc.ca/working-with-lawyers/resources-on-the-justice-system/>

National Collaborating Centre for Determinants of Health, Resource Library, Health Equity Tools
<https://nccdh.ca/resources/entry/health-equity-tools>

National Collaborating Centre for Methods and Tools, Equity-focused Knowledge Translation Tool Kit
<https://www.nccmt.ca/knowledge-repositories/search/108>

Ontario Education Services Corporation
Equity and Inclusive Education, Safe and Inclusive
Schools

<http://equity.oesc-cseo.org/Category.aspx?cid=238>

Ontario's Equity and Inclusive Education Strategy
<http://www.edu.gov.on.ca/eng/policyfunding/equity.pdf>

Ontario Human Rights Commission

<http://www.ohrc.on.ca/en/racial-discrimination-brochure>

Ontario Women's Justice Network

<https://owjn.org/know-the-law/discrimination-and-human-rights-law/>

Pathways to Prosperity: Canada

Anti-Discrimination and Anti-Racism Observatory

<http://p2pcanada.ca/anti-discrimination-and-racism-observatory/>

Pay Equity Laws in Canada

<https://www.adp.ca/en/resources/compliance-and-legislation/pay-equity-laws-in-canada.aspx>

Public Service Alliance of Canada

<http://psacunion.ca/anti-racism>

Quebec Interuniversity Equity Diversity Inclusion,
Resources, <https://rqedi.com/en/resources/>

Queen's University, Human Rights and Equity Office

<https://www.queensu.ca/hreo/>

Report Hate Crime

<http://www2.gov.bc.ca/gov/content/governments/multiculturalism-anti-racism/anti-racism/reporthatecrime>

Resilience BC Anti-Racism Network

<https://www2.gov.bc.ca/gov/content/governments/multiculturalism-anti-racism/anti-racism/resiliencebc>

Resources for Black Students, York University

<https://careers.yorku.ca/students-and-new-grads/resources-for-black-students>

Student Wellness and Equity, University of Victoria

<https://www.uvic.ca/law/jd/studentwellnessandequity/index.php>

The Canadian Bar Association

Measuring Diversity: Additional Resources

[https://www.cba.org/Publications-Resources/Practice-Tools/Measuring-Diversity-\(1\)/Resources/Resources/Measuring-Diversity-Additional-Resources](https://www.cba.org/Publications-Resources/Practice-Tools/Measuring-Diversity-(1)/Resources/Resources/Measuring-Diversity-Additional-Resources)

The National Campus and Community Radio Association, Equity Resources

<https://www.ncra.ca/projects-and-services/equity-resources>

Tribunals Ontario

<https://tribunalsontario.ca/hrto/what-we-do/>

UFCW Canada, Anti-Racism Resources

http://www.ufcw.ca/index.php?option=com_content&view=article&id=32798&Itemid=2483&lang=en

Universities Canada

--- Equity, Diversity and Inclusion

<https://www.univcan.ca/priorities/equity-diversity-inclusion/resources-from-canadian-and-international-organizations/>

--- Equity, Diversity and Inclusion Initiatives at Canadian Universities, Canadian University Resources

<https://www.univcan.ca/priorities/equity-diversity-inclusion/edi-stories/>