

Equity, diversity and inclusion at Canadian universities

Report on the 2019 national survey



Universities
Canada.

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Universities are hubs for the bridge-building, creativity and innovation that we need to create vibrant, inclusive and prosperous communities. At a time of unprecedented global economic, technological, social and environmental disruption, the world needs solutions that can only be imagined when all perspectives and expertise are brought to bear.

Members of Universities Canada recognize the vital importance of a diversity of identity and thought, with room for a variety of ideas, cultures and views. While progress has been made over the past few decades, we recognize that there is more we can and must do to truly achieve inclusive excellence.

Therefore, Universities Canada embarked on an ambitious national benchmark survey on behalf of Canada's universities this year. This initiative will help the sector and stakeholders gain a clearer picture of where we are at and how best to keep moving forward.

It is one of the ways we are building on our ongoing commitment to strengthen equity, diversity and inclusion (EDI) in our campus communities. That commitment is reflected in the seven *Inclusive Excellence Principles* Canada's universities endorsed in 2017 and reaffirmed again in the fall of 2018.

We chose principles as a framework, because we are a diverse country and because different institutions need to approach EDI and act in a way that is meaningful for them. I am pleased to say that the survey shows that 84% of respondent universities are using the *Inclusive Excellence Principles* and that more than three-quarters of universities explicitly reference equity, diversity and inclusion in their strategic plans or long term planning documents.

The *Inclusive Excellence Principles* complement Universities Canada's *Principles on Indigenous Education*, align with other practices being developed and implemented in the sector, and build upon international movements such as the United Nation's HeforShe campaign.

This report demonstrates that together we are making important progress toward building institutional capacity and driving inclusive excellence in teaching and learning, research, community engagement and governance. And yet it underscores what we also know to be true: much remains to be done.

The survey results also remind us of the differences between university communities across Canada and the importance of autonomy of individual institutions to advance change appropriate to local context and needs.

We are deeply committed to continuing to undertake the challenging work ahead. And we are excited to build on our progress – with our sector, our partners, stakeholders and broader society – in the weeks, months and years to come. We know that working together to build more inclusive and innovative universities is ultimately an investment in a stronger Canada – a Canada the world needs.

Paul Davidson
President and CEO
Universities Canada

EXECUTIVE SUMMARY

Mobilizing a full spectrum of ideas, talent and experiences is essential to creating a higher education and research ecosystem that responds to changing Canadian demographics and global challenges. Doing so helps build an innovative, prosperous and inclusive country – and creates institutions that are responsive, nimble and able to ensure the next generation can navigate a fast paced changing world.



Accordingly, Universities Canada created a University Women’s Leadership Network in 2014 to support the advancement of women in senior leadership positions, and in June 2015 launched the [Principles on Indigenous Education](#) to improve access and success for Indigenous students, staff and faculty, and advance reconciliation.

Recognizing that even more can and must be done to address inequities on Canadian campuses, Universities Canada members committed to implementing seven [Inclusive Excellence Principles](#) to advance equity, diversity and inclusion (EDI) in October 2017, following a two-year consultation process.

Universities Canada also committed to a [five-year action plan](#) to support members’ progress. The principles, which are voluntary and complement the *Principles on Indigenous Education*, include a commitment by institutions to develop and/or maintain an EDI action plan and to demonstrate progress over time.

In accordance with the action plan, Universities Canada launched its first-ever comprehensive national survey in February 2019 to make EDI data available for benchmarking and to:

- Better understand the current EDI institutional landscape.
- Enable members to compare results and share promising practices.
- Inform Universities Canada’s advocacy and capacity building activities.

The survey was in the field from February 20 to June 30, 2019. Eighty-eight (or 92%) of our members – representing a full spectrum of universities by region and type – responded to at least one or more parts of Universities Canada’s three-part survey that: a) asked university presidents about their perspectives and practices on EDI, b) asked EDI leads about their institution’s structures, policies and practices, and c) captured self-identification data on senior leaders (deans to board members).

Survey results indicate that universities are prioritizing EDI action plans, strategies and policies; the recruitment and retention of diverse talent among senior leaders, faculty, staff and students; and reconciliation and Indigenization. However, this survey



shows that the higher education community, like many sectors, must continue to do more to advance EDI and demonstrate progress over time.

To help move policies and practices in the right direction, the survey reveals that 77% of universities currently reference EDI in their institution's strategic plan or longer term planning documents, and that 70% of institutions either already have or are in the process of developing an EDI action plan.

Nevertheless, the data shows that even with these activities and with the best of intentions, there are common challenges to making progress, including:

- A lack of resources.
- Difficulty attracting and retaining diverse talent, including in senior leadership.
- Institutional systems, policies, structures and cultures that can hinder progress.
- A lack of data on institutional challenges.
- Insufficient information on best practices for EDI.

Respondents identified a lack of resources as a top challenge. This includes funding for recruitment and retention, and funding to support EDI staff and initiatives. For example, of those institutions with EDI offices, a third (32%) have one or less full-time equivalent staff.

A lack of diversity in senior leadership, especially of racialized people, is also a key finding of the survey. Approximately 60% of senior university leaders identify as belonging to at least one of the designated equity-seeking groups (women, racialized peoples, people with disabilities, Indigenous Peoples, LGBTQ2S+). While racialized people represent 8% of senior leaders, they represent 21% of full-time faculty, 31% of doctorate holders and 22% of the Canadian general population. While the proportion of women in senior leadership positions (49%) in universities is now almost proportionate to that of men, there remain few women in the executive head and vice-president positions at Canadian universities.

Most institutions (78%) either have or are in the process of developing an EDI task force or EDI advisory group drawing on people from across the institution to support the development and implementation of EDI

strategies, policies and practices. But there are still many challenges around data collection and analysis to inform such initiatives. There appears to be a lack of self-identification data on students, for example. And there are opportunities to expand pay audits and improve the collection of climate/culture data. EDI leads also identified a need to improve intersectional analysis. While 23% reported that their institution always or usually considers intersectionality in policy and program development, 44% indicated they sometimes do while 13% never do.

PROMISING PRACTICES

Despite the reported challenges, through this exercise, institutions from across Canada shared promising practices they are pursuing to help realize the potential of inclusive excellence. Examples of these promising practices are shared throughout this report. They highlight how universities are working to recruit and retain diverse students, faculty, staff and senior leaders – and how they are integrating EDI principles, policies and practices into research, teaching, learning, alumni relations and community engagement. Universities are undertaking a wide range of EDI activities, and while two-thirds report sharing promising practices with others, many leaders express a desire for further opportunities to share Canadian-focused EDI research, toolkits and resources.

THE PATH FORWARD

Beyond collecting and sharing national EDI data via this report, Universities Canada will continue to make progress on its five-year action plan to support members' implementation of the *Inclusive Excellence Principles*. The survey data will be used to inform the development of capacity building tools and coordinate efforts with staff at the tri-agencies to avoid duplication of efforts and to promote institutional success stories and individuals. As well, Universities Canada will continue to engage with Statistics Canada on EDI data collection and with government officials to advocate for resources to support EDI. A follow-up member survey is planned for 2022.

1 BACKGROUND AND OBJECTIVES

Mobilizing a full spectrum of ideas, talent and experiences is essential to creating a higher education and research ecosystem that responds to changing Canadian demographics and global challenges. Doing so helps build an innovative, prosperous and inclusive country and creates institutions that are responsive, nimble and able to ensure the next generation can navigate a fast paced changing world.

Accordingly, in 2014 Universities Canada created a University Women's Leadership Network to support the advancement of women in senior leadership positions, and in June 2015 launched the *Principles on Indigenous Education* to improve access and success for Indigenous students, staff and faculty, and advance reconciliation.

Recognizing that even more can and must be done to address inequities on Canadian campuses (including those impacting people who identify as women, racialized, disabled, Indigenous and LGBTQ2S+) Universities Canada members committed to implementing seven *Inclusive Excellence Principles* to advance equity, diversity and inclusion (EDI) in October 2017, following a two-year consultation process. The commitment is to ensure that EDI shapes universities' governance, teaching and learning, research and community engagement. Universities Canada also committed to a five-year action plan to support members' progress. The principles, which are voluntary, and complement the *Principles on Indigenous Education*, include a commitment by institutions to develop and/or maintain an EDI action plan and to demonstrate progress over time.

Alongside Universities Canada's work, the Canada Research Chairs Program instituted a requirement in 2017 that all institutions with five or more chairs maintain an EDI action plan. And in late spring 2019, the federal government launched the voluntary Dimensions Charter and pilot program to foster increased research excellence, innovation and creativity through greater EDI.

It is within this context that Universities Canada launched its first EDI member survey in February 2019, as part of the association's commitment to make data available for benchmarking and comparative analysis.

The aim of the survey was to:

- Help universities and stakeholders better understand the current EDI institutional landscape.
- Facilitate the sharing of results and promising practices amongst members.
- Inform Universities Canada's advocacy and capacity building activities.

Preliminary results were used to inform the association's advocacy on federal initiatives on EDI and shared with senior university leaders at a June 2019 EDI workshop, "Strengthening equity, diversity and inclusion on campus: Best practices for Canadian university leaders," organized by Universities Canada in Vancouver.

This report presents the national results of the 2019 benchmark EDI member survey. Over the coming year, the data will continue to inform Universities Canada's advocacy work and the development of capacity building tools. A follow-up member survey is planned for 2022 to assess progress.



2 METHODOLOGY

Survey data was collected from February 20 to June 30, 2019. Eighty-eight of the 96 universities that received the survey (or 92%) responded to at least one or more parts of Universities Canada's three-part survey, representing a mix of institutions by region and type (the list of institutions is provided in Appendix A).

Inclusive excellence is a commitment to the principles and values of equity, diversity and inclusion (EDI) in the pursuit of institutional excellence in teaching, research, community engagement and governance.

Achieving inclusive excellence requires:

- A commitment from everyone on campus, beginning with the university president and senior leaders.
- Strategies, administrative structures and staffing.
- Ongoing data collection and analysis.
- The identification of successes, challenges and opportunities to progress.
- Adequate resources – both human and financial – to support the above activities.

As such, the survey was designed to collect data on:

- Presidents' perspectives and practices on EDI (questionnaire completed by 80 presidents).
- Institutional structures, policies and practices to advance EDI (questionnaire completed by 72 EDI leads).
- Representation in senior university leadership (self-identification forms completed by 1,140 leaders from 79 institutions).

More specifically, the survey set out to answer the following questions:

- What are university presidents' priorities for EDI?
- Do Canadian senior university leaders reflect the diversity of their university community and broader Canadian society?
- What proportion of institutions have EDI strategies or action plans?

- What administrative structures are in place to support EDI?
- What EDI data is being collected?
- What are some of the key challenges to advancing EDI on campus?
- What are some of the promising practices and opportunities for making progress on EDI?
- What is needed to support EDI on Canadian university campuses going forward?

Universities Canada thanks its Education Committee and EDI Advisory Group – made up of institutional leaders and experts from member institutions – for their input on the survey design, structure and reporting. Government officials from the National Science and Engineering Research Council (NSERC), Innovation, Science and Economic Development Canada (ISED) and the Canada Research Chairs program (CRCP) also provided feedback on the survey.

Details on the survey methodology and response rates are provided in Appendix B. We recognize that some of the terms used in this report will evolve. To share feedback on this report with us, please contact edi@univcan.ca.

3 UNIVERSITY PRESIDENTS' PRIORITIES FOR EDI

The university presidents' questionnaire included questions to help us better understand their key successes in advancing EDI during the last three years, their priorities for the next year, and how they are making their personal commitment to EDI evident.

“I firmly believe that outstanding scholarship, teaching and learning can thrive only in an environment that embraces the broadest range of people and encourages the free expression of their perspectives.”
– University president

SUCCESSSES IN THE LAST THREE YEARS

When asked to list one or two successes resulting from EDI policies or practices in the last three years, presidents most commonly highlighted:

- Increased Indigenous representation and services on campus, in recognition of the Calls to Action from the Truth and Reconciliation Commission (TRC) of Canada and Universities Canada's *Principles on Indigenous Education*.
- Increased diversity among their senior leadership teams, faculty members and students across equity groups.
- The creation of new EDI policies and programs.

PRIORITIES IN THE NEXT YEAR

Presidents were invited to list their top EDI priority in the upcoming year. Their top priorities are to:

- Develop and implement EDI action plans, strategies, policies or practices.
- Recruit and retain senior leaders, staff, faculty and students from underrepresented groups.
- Continue to advance reconciliation and Indigenization (including the recruitment and retention of Indigenous faculty, staff and students).

The commitment to continue to diversify senior leaders, staff and faculty on campus was also evident in presidents' responses about their satisfaction with the extent to which various groups on campus are representative of the diversity of existing talent pools. Presidents reported least satisfaction with the diversity of their professional staff (29% very satisfied or satisfied) and faculty (31% very satisfied or satisfied) and the most satisfaction with the diversity of their student body (74% very satisfied or satisfied). Thirty-eight per cent of presidents reported being either satisfied or very satisfied with the diversity of their executive team and 41% reported satisfaction with the diversity of senior committees.



HOW PRESIDENTS ARE MAKING THEIR COMMITMENT TO EDI EVIDENT

University presidents reported making their personal commitment to EDI evident, including by:

- Being an EDI advocate and championing EDI principles and values.
- Making EDI a focus with regards to hiring practices for faculty, staff, Canada Research Chairs and senior leadership.
- Including EDI as a priority in the strategic plan.
- Ensuring faculty and staff receive EDI training.
- Leading and chairing committees dedicated to EDI.

In addition, three-quarters of presidents indicated that they are evaluating the performance of their senior leaders, in part, on how well they implement EDI principles and best practices in their work. And 45% of presidents reported that EDI is one of the metrics by which their board evaluates their performance. While some institutions have instituted formal EDI performance metrics, others have not.



Promising practice University of Victoria

A new program introduced in September 2018 at the University of Victoria offers both Indigenous and non-Indigenous law studies, the first such joint degree available anywhere in the world. The four-year program, known as JD/JID, enables students to graduate with two professional degrees: one in Canadian Common Law (*Juris Doctor* or “JD”), and one in Indigenous Legal Orders (*Juris Indigenarum Doctor*, or “JID”).

“Students, faculty and staff need to ‘see themselves’ in the institution. Attracting and retaining diverse talent remains the largest challenge.”

– University president

DIFFERENCES BY TYPE OF INSTITUTION AND REGION

Presidents at comprehensive institutions indicated the most satisfaction with the diversity of their professional staff (43%) and faculty (50%) and high satisfaction with the diversity of their students (79%). Presidents at specialized institutions (for engineering, visual arts, etc.) by comparison reported the least satisfaction with the diversity of their faculty (18%) and students (55%).

An examination of regional differences showed presidents in Atlantic Canada to be the least satisfied with the diversity of the various groups on campus. For example, 9% reported satisfaction with the diversity of their professional staff while 35% in Ontario, 33% in Quebec and 31% in Western Canada did so. Eighteen per cent indicated being satisfied or very satisfied with the diversity of their faculty compared to 42% in Quebec, 32% in Western Canada and 31% in Ontario. Presidents in Western Canada were the most satisfied with the diversity of their student body (85%), followed by those in Ontario (73%), the Atlantic (64%) and Quebec (58%).

More than 85% of presidents at the medical and comprehensive institutions reported integrating EDI considerations into the performance evaluations of their senior leaders while 50% of those at federated institutions reported doing so.

4 REPRESENTATION IN SENIOR LEADERSHIP

Universities Canada's *Inclusive Excellence Principles* commit to providing equity of access and opportunity for all – from students to faculty and staff to senior leaders.

To understand the diversity among senior leaders at Canadian universities, senior leaders (deans to board members) were asked to complete a self-identification form. This data is not currently collected by Statistics Canada or other sources. Forty-six per cent of the senior leaders within the institutions (deans to presidents) completed the self-identification survey. Fifteen per cent of the chancellors, board members, and senate chairs completed the form. Details on the methodology are provided in Appendix B.

The data show that there needs to be more progress made at the various senior leadership levels when the level of diversity is considered within the university community and within broader society.

REPRESENTATION AMONG SENIOR LEADERS

Table 1 illustrates the diversity among Canadian senior university leaders (deans to board members) compared to the student and faculty populations and the general Canadian population. The data show:

- The proportion of women in senior leadership positions in universities is almost proportionate to that of men (49% compared to 51%).
- Racialized people are significantly underrepresented in senior leadership positions at Canadian universities and are not advancing through the leadership pipeline. While racialized people account for 22% of the general population, 40% of the student body (both undergraduate and graduate), 31% of doctoral holders and 21% of full-time faculty, they comprise only 8% of senior leaders at Canadian universities in the sample.
- Similarly, people with disabilities account for 22% of the general population and 22% of faculty but only account for about 5% of senior leaders at Canadian universities (this may also be due to a reluctance to self-identify and slight differences in how the Canadian Survey on Disability and our self-identification form define disability).
- Indigenous people constitute 3% of senior university leaders, which is lower than in the general population (5%), but higher than the proportion of full-time faculty and doctorate holders, and similar to the proportion of the student body population (both undergraduate and graduate).
- LGBTQ2S+ people make up 8% of senior university leaders at Canadian universities, which is higher than in the general population (3%).¹

¹ Statistics Canada data from the [2014 Canadian Community Health Survey](#) show that 3.0% of Canadians identify as lesbian, gay, or bisexual. Fondation Jasmin Roy estimates that 13% of Canadians identify as LGBTQ+ from their [2017 LGBTQ+ Realities Survey](#).



Promising practice University of Regina

For the last 10 years, the University of Regina has hosted the *Inspiring Leadership Forum* providing people from across Saskatchewan and beyond an opportunity hear and learn from the inspirational stories of internationally renowned women leaders. The popular event, held during International Women’s Week, sells out every year.

“Fully realizing goals requires that we think about EDI from K-12 and who is pursuing university – especially graduate work – and in what fields. We have achieved equity in some areas and for some categories like arts, but not in others like engineering.”

– University president

Table 1. Diversity of Canadian university senior leadership

	Women (%)	Racialized (%)	Indigenous (%)	Persons with disabilities (%)	LGBTQ2S+ (%)	Identifies with two or more designated groups (%)
Senior university leaders ¹	48.9	8.3	2.9	4.5	8.0	10.7
Full-time faculty ²	40.2	20.9	1.3	21.8 ³	N/A	N/A
Doctorate holders ⁴	37.5	30.5	0.9	N/A	N/A	N/A
Graduate students ⁵	54.8	40.1 ⁸	3.3	5.0	N/A	N/A
Undergraduate students ⁶	57.1	40.0 ⁸	3.0	22.0	N/A	N/A
General population ⁷	50.9	22.3	4.9	22.3 ³	3.0 ⁹	N/A

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

Table 2. Canadian university senior leadership by racialized groups (n=93)

	Total racialized population (%)	Arab or West Asian (%)	Black (%)	Chinese (%)	Japanese (%)	South Asian (%)	Racialized person (%)	Other ⁷ (%)
Senior university leaders ¹	8.3	0.8	0.8	1.4	0.5	2.9	0.5	1.4
Full-time faculty ²	20.9	3.9	1.9	5.1	0.6	4.7	0.2	N/A
Doctorate holders ³	30.5	6.6	3.0	9.7	0.5	6.7	0.3	N/A
Graduate students ⁴	40.1	7.1	6.1	N/A	N/A	8.4	4.0	N/A
Undergraduate students ⁵	40.0	N/A	6.0	12.0	N/A	8.0	N/A	N/A
General population ⁶	22.3	2.3	3.5	4.6	0.3	5.6	0.7	N/A

1 Universities Canada EDI Survey

2 Statistics Canada, Census 2016

3 Statistics Canada, Census 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 2016

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

DISAGGREGATED DATA

People of South Asian descent make up the largest group of senior university leaders who identify as racialized, followed by people of Chinese descent. However, as Table 2 shows, every racialized group analyzed is underrepresented in senior leadership.

Though not depicted above, the survey also showed that of those who identify as Indigenous, 52% identify as Métis and 48% as First Nations.

Note that the survey asked senior university leaders if they identified within LGBTQ2S+ communities and to specify gender identity, but did not seek further disaggregated data on sexual orientation.

In terms of gender identity, 49% identified as female, 51% identified as male and less than five senior leaders identified as gender fluid/non-binary and/or transgender. The survey did not seek disaggregated data on people with disabilities.

INTERSECTIONAL DATA

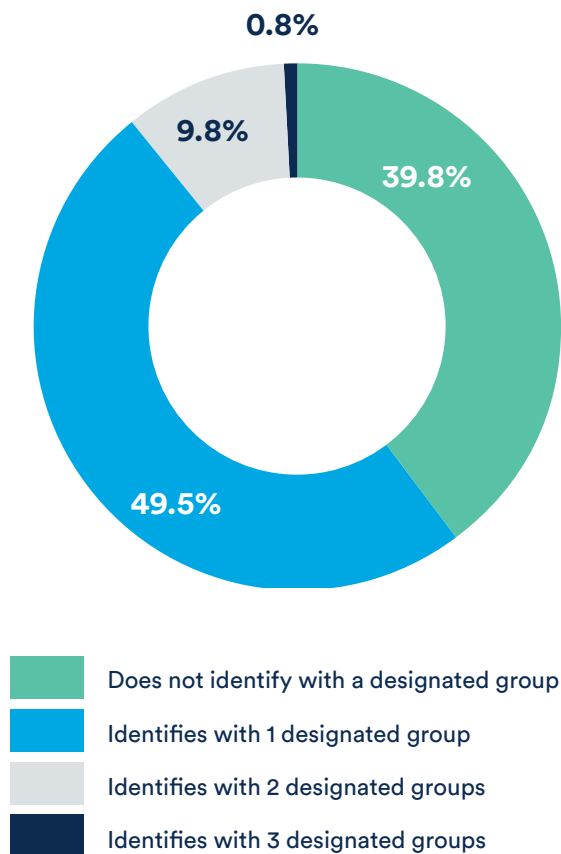
Identity is complex, and while part of one’s identity may provide social advantages, another part may create challenges in terms of equity, diversity and inclusion (EDI). Intersectional analysis is important for examining how the interplay between aspects of a person’s identity shapes their experiences.

Recognizing the importance of intersectionality and the need to move away from examining EDI initiatives in solely single identity dimensions, respondents were asked to report on the five EDI designated groups with which they identify.

An intersectional analysis of the data shows that 60% of senior leaders belong to at least one of the five EDI designated groups (women, racialized minorities, Indigenous Peoples, persons with disabilities or LGBTQ2S+ individuals) and 11% identify with two or more of the designated groups (Figure 1), illustrating the importance of accounting for intersectionality.



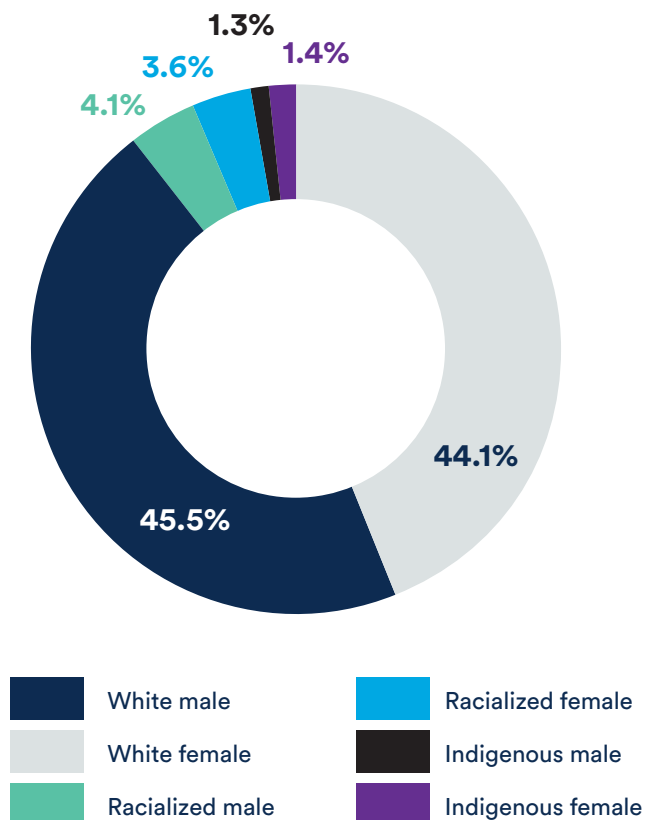
Figure 1.
Number of intersections across designated groups (n=1,070)



An examination of the intersection of gender and race, and Indigeneity and gender (Figure 2), shows that there is almost an equal proportion of male to female racialized senior leaders (4.1% versus 3.6%) and an equal proportion of male to female Indigenous senior leaders (1.3% versus 1.4%). Though not depicted below, the survey also showed that of the LGBTQ2S+ population, 6.8% indicate they belong to a racialized group, while 93.2% indicate they are white. None identified as Indigenous.

Further intersectional analysis was difficult given the small numbers of senior leaders across equity groups.

Figure 2.
Intersections between gender, race and Indigeneity (n=1,110)



Promising practice
St. Thomas University

In 2013, St Thomas University’s Nominating Committee of the board adopted a skills and background matrix to guide future appointments to the board. The matrix includes EDI guidelines aimed at increasing the number of women, Indigenous members and racialized people. At the time the matrix was introduced, most board members were white males. Today, the board consists of 12 women and 13 men, including two Indigenous women, and one visible minority member.

REPRESENTATION BY SENIOR LEADER POSITION

In Table 3, the diversity of Canadian senior university leadership is disaggregated by position, where sample size is allowed. From this table, it is evident that while the proportion of women in senior leadership positions in universities is almost proportionate to that of men, the representation by position differs.

The data show there is gender parity for deans in the arts, social sciences and humanities disciplines but fewer women who are deans in health and STEM areas. There is close to gender parity in the representation of women who are deans of graduate studies and students, and who are associate and assistant vice-presidents. And there is an especially high proportion of women who identify as “other decision-makers reporting directly to the president,” suggesting that presidents are using their power to appoint women to senior leadership positions. However, there are fewer women who are vice-presidents research, provost/vice-presidents academic and presidents.

The data also shows that racialized people make up a very low number of senior university leaders who are president, provost/vice-president academic, vice-president research or other vice-presidents. The largest proportion of racialized senior leaders are deans in the health and STEM fields. Few Indigenous people and people with disabilities are presidents, provost/vice-presidents academic, vice-presidents research or other vice-presidents. And few Indigenous peoples are deans.

PRESIDENTS

Survey results show that presidents come from diverse academic and professional backgrounds. We learned that:

- 73% have backgrounds in the arts, social sciences and humanities, 34% in STEM disciplines and 10% in health-related disciplines (some reported having an academic background in more than one of these categories.)

“A continuous cultural shift is needed to remove all unconscious bias and artificial or conceptual barriers. This is a long-term process.”
– University president

- Over three-quarters were recruited from outside their institution (55% from another Canadian university, 5% from a university outside Canada, 18% from other organizations).
- 43% were vice-presidents prior to becoming executive heads (of which 25% were vice-presidents academic), 23% were deans, 17% presidents and 10% were from government, non-governmental organizations, or the private sector.
- About half (49%) of university presidents are first generation university graduates.

DIFFERENCES BY TYPE OF INSTITUTION AND REGION

An analysis of those who responded to the survey reveals that the federated universities have the highest proportion of senior leaders that are women and racialized people. Comprehensive universities have the highest proportion of senior leaders that are from LGBTQ2S+ identities and persons with disabilities (Table 4).



Promising practice Ryerson University, University of Waterloo, Western University and Ontario Tech University

As part of the “Hydro One Women in Engineering University Partnership,” Ryerson University, the University of Waterloo, Western University and Ontario Tech University work together to encourage women to consider a career in engineering. Since 2012, their efforts have increased women’s enrolment in engineering programs at the four universities by 65 per cent. From 2014 to 2016, the number of women in electrical engineering internships tripled. At Hydro One, the number of applications from women for a two-year training program rose by 256 per cent. The partnership has supported close to 19,000 students to date.



Table 3. Diversity of Canadian university senior leadership by position

	Senior leaders survey responses	Women (%)	Racialized (%)	Indigenous (%)	Persons with disabilities (%)	LGBTQ2S+ (%)
Senior university leaders (total)	1140	48.9	8.3	2.9	4.5	8.0
President	62	31.7	**	**	**	8.3
Provost/vice-president academic	39	38.5	**	**	**	**
Vice-president research	30	33.3	**	**	**	0.0
Other vice-president	84	45.7	7.3	**	**	9.6
Other decision maker reporting directly to the president	94	72.0	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	50.0	10.4	**	4.4	8.9
Dean - Health faculties	33	34.4	15.2	**	**	**
Dean - Other (e.g. school of graduate studies, dean of students)	69	46.3	**	**	9.1	7.6
Dean - STEM faculties	43	28.6	11.9	**	**	**

Note:

The actual percentage of presidents who identify as women is 25%. See appendix B for details.

Representation data based on position for job positions with a response rate lower than 30% was not included in this table. See appendix for details.

** Sample size in cell is too low to display

Table 4. Differences in diversity of Canadian university senior leadership by institution type

	Women (%)	Racialized (%)	Indigenous (%)	Persons with disabilities (%)	LGBTQ2S+ (%)	Identifies with two or more designated groups (%)
Comprehensive	49.3	9.5	**	4.7	8.8	10.1
Federated	64.5	16.1	**	**	**	**
Medical/Doctoral	46.7	8.8	3.2	3.9	7.6	9.6
Primarily Undergraduate	50.3	6.3	3.7	4.5	7.5	11.4
Specialized	44.3	9.4	**	4.6	8.4	11.0

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An examination of the regional data (Table 5) show that:

- Ontario has the highest proportion of senior leaders that are women, racialized people as well as those that identify with two or more of the designated underrepresented groups compared to other regions.
- Quebec has the lowest proportion of senior leaders that are women, racialized people, persons with disabilities, and those that identify with two or more of the designated groups.
- Atlantic Canada has the lowest proportion of senior leaders that are LGBTQ2S+.

Table 5. Regional differences in diversity of Canadian university senior leadership

	Women (%)	Racialized (%)	Indigenous (%)	Persons with disabilities (%)	LGBTQ2S+ (%)	Identifies with two or more designated groups (%)
Atlantic	49.7	8.9	**	5.2	3.2	11.1
Ontario	51.2	9.5	3.3	4.9	7.9	12.3
Quebec	41.9	5.3	**	4.0	8.6	6.0
West	49.2	8.1	3.3	4.0	9.8	10.7

** Sample size in cell is too low to display

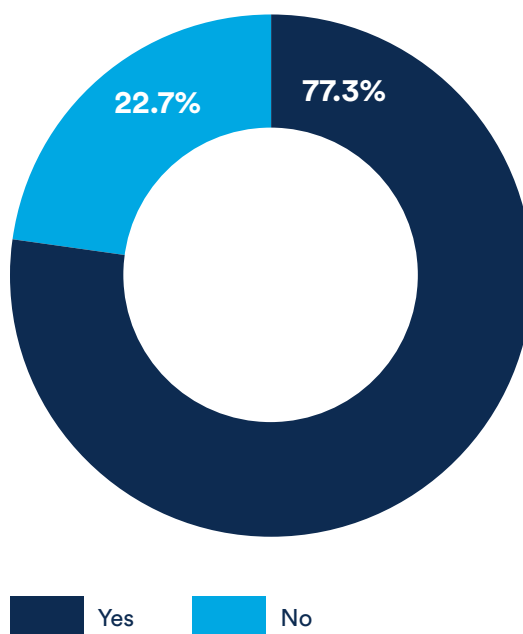


5 INSTITUTIONAL STRATEGIES, PLANS AND POLICIES

University presidents are prioritizing the development of EDI strategies, action plans and policies as committed to in Universities Canada’s *Inclusive Excellence Principles* framework. This survey showed that as of June 2019:

- Most institutions (77%) reference equity, diversity and inclusion (EDI) – or at least one of these elements – in their institution’s long-term strategic plan (Figure 3).
- 25% of institutions have an EDI action plan addressing governance, research, teaching and learning, and community engagement (Figure 4).
- Another 45% of institutions are in the process of developing an EDI action plan.

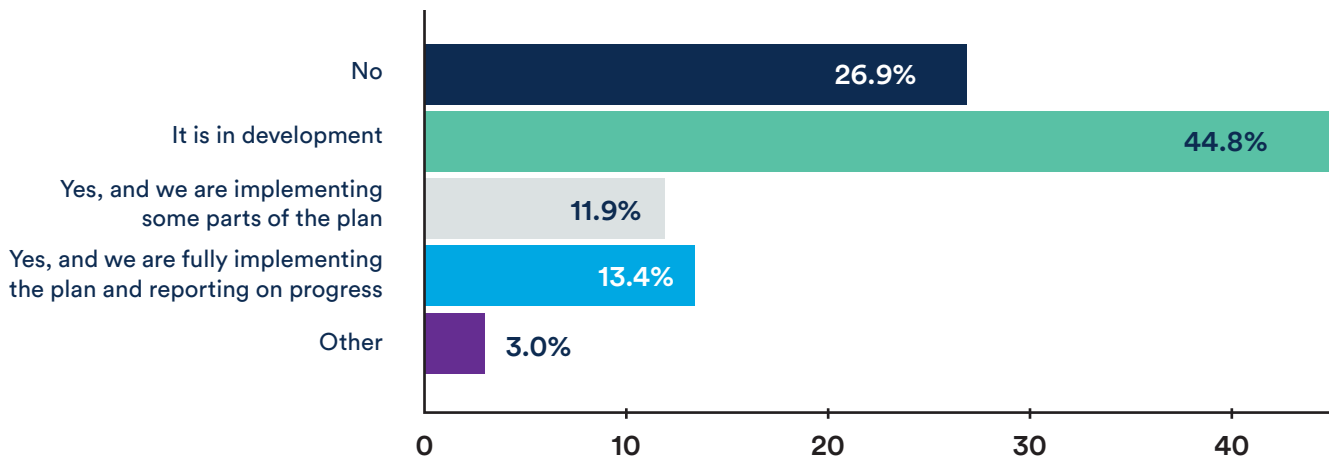
Figure 3. Explicitly references EDI in strategic plan or longer-term planning documents (n=66)



“Although we have a clear mission, vision and values, we still have work to be done to bring the various initiatives into a coherent EDI strategy that cascades throughout the institution.”

– University president

Figure 4.
Institution has EDI strategy or action plan (n=67)



The survey revealed that not all universities have arrived at an accepted definition for EDI on campus that can be applied across all initiatives (Figure 5). Only one-third of institutions indicated having an accepted definition and understanding of EDI that is applied in most initiatives. Another 22% indicated that there is a definition for EDI, but that there is some variance in its application.

Other EDI leads indicated that they are developing an EDI definition or commented that there are references to EDI in their strategies without defining the terms,

that they have a diversity action statement, or that they have a definition for equity but not for diversity and inclusion. Others indicated that they have vision statements and principles for EDI.

Consistent with these findings, almost half of university presidents (45%) indicate that they want their institutional policy and decision-making to better integrate EDI values and priorities (Figure 6).

Figure 5.
Institution has campus-wide definition for EDI (n=67)

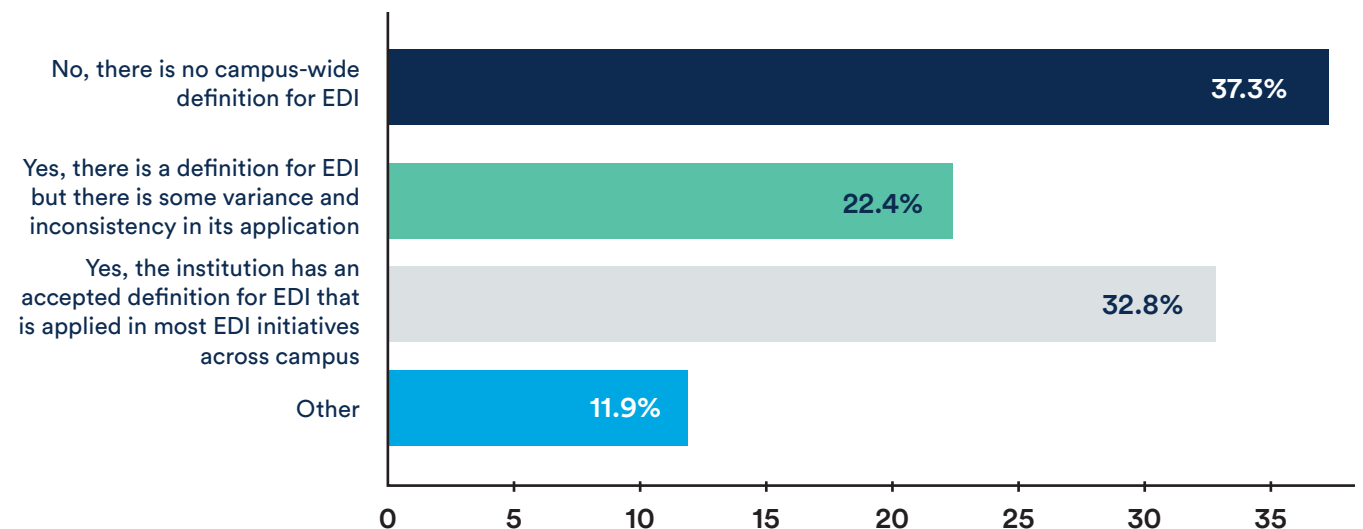
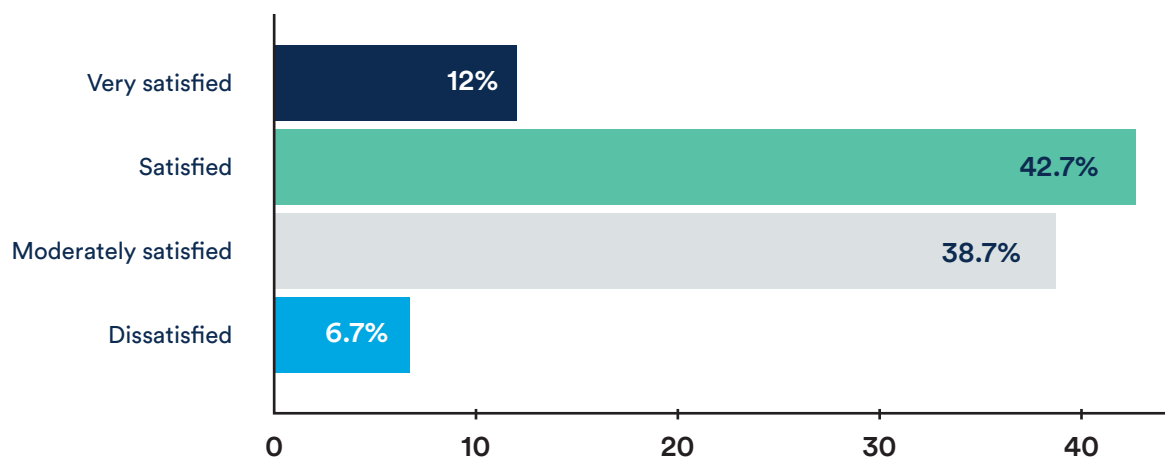




Figure 6.
Satisfaction with integration of EDI in institutional policy and decision-making (n=75)



“Including EDI principles and values in both governance and management is part of the foundation that must inform all of our decisions and actions.”
– University president



Promising practice Dalhousie University

Dalhousie University publishes annual progress reports on its *Diversity and Inclusiveness Strategy*, which centres on the four pillars of campus activity: climate, student access and success, education and research and governance structures. By showcasing the progress made to date and identifying areas for action, the annual progress report provides a valuable tool for advancing equity, diversity and inclusion.

DIFFERENCES BY TYPE OF INSTITUTION AND REGION

Examining differences by institution type, over 90% of the medical/doctoral and comprehensive schools indicated that their institution has an explicit EDI reference in their strategic plan or long-term planning documents, while just 72% of primarily undergraduate institutions did. And 73% of the medical/doctoral institutions reported having an EDI action plan compared to 39% of comprehensive institutions and 10% of primarily undergraduate institutions. In terms of regional differences, while over 80% of institutions in Atlantic Canada, Ontario and Western Canada reported EDI references in their strategic plans, just 55% of Quebec institutions reported doing so. In contrast, a third of institutions in the Atlantic provinces and Quebec report having EDI action plans compared to just under a quarter in Ontario and Western Canada.

6 ADMINISTRATIVE STRUCTURES AND STAFFING

Universities require administrative structures and staffing to develop, implement and monitor equity, diversity and inclusion (EDI) strategies, action plans, policies and practices. The survey results show that these structures vary across the country and institutional contexts.

“The challenge has been that we don’t have anyone full-time to move things forward so the work is on top of what people are already doing. We are currently looking at ways, through budget and funding proposals, to assign a full-time body to the role. The committees have done a significant amount of work on the file so far, but we need further resourcing.”
– University president

EDI LEADS AND REPORTING STRUCTURES

In examining the job titles of the most senior individuals that drive EDI, 44% are vice-presidents, 20% are directors and 17% are associate vice-presidents or equivalent. Twenty-seven per cent of those individuals had equity or diversity in their job title, including four associate vice-presidents and one vice-president.

Of those individuals that drive EDI, more than half (51%) report directly to the president, 17% report directly to the provost/vice-president academic, and 22% report directly to another vice-president, with the majority indicating this is a vice-president of finance and/or administration.

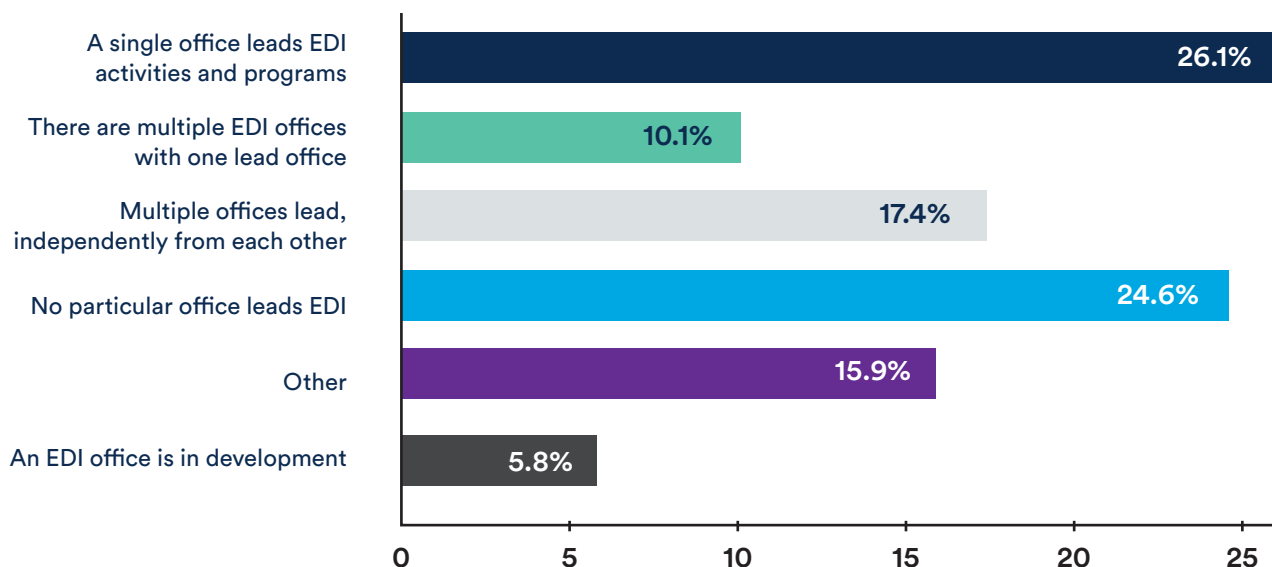
EDI OFFICES

The data suggests that more than half (54%) of institutions have some type of an EDI office (Figure 7). However, a quarter of institutions have no office leading EDI. Sixteen percent of institutions reported other arrangements. For example, some indicated that while they do not have an EDI office, they are developing an EDI committee. Others indicated that the human resources department or human rights offices deal with EDI-related programs and activities.

The responses show mixed views on the value of centralizing EDI activities in one EDI office versus allocating such responsibilities across various offices. Some indicated for example, that multiple units handling EDI initiatives works most effectively for their institution.



Figure 7.
Administrative structure (n=69)



Promising practice University of New Brunswick

In 2018, the University of New Brunswick opened the 203 Centre for Gender and Sexual Diversity. The Centre offers LGBTQIA2S+ (lesbian, gay, bi-sexual, transgendered, queer, intersex, asexual, two-spirit) students, faculty, and staff a safe space for gathering and socializing. The Centre is run by an advisory board made up of students, faculty, and staff and aims to improve the mental and physical health of the LGBTQIA2S+ community at UNB.

EDI STAFFING AND ACTIVITIES

Of institutions with EDI offices, just over half (55%) have three or more full-time equivalent staff, while a third (32%) have one or fewer full-time staff.

EDI office staff undertake a wide range of activities (Figure 9). A very high proportion indicated that they provide education and training. “Other” EDI activities include addressing sexual violence and prevention on campus, collecting EDI data and tracking progress, and contributing to sector-wide and external programs and initiatives (e.g. submissions to government consultations and conference presentations).

“There is no perfect structure – centralized and decentralized both have challenges and opportunities.”
– EDI lead

Figure 8.
Full-time equivalent employees at EDI office(s) (n= 38)

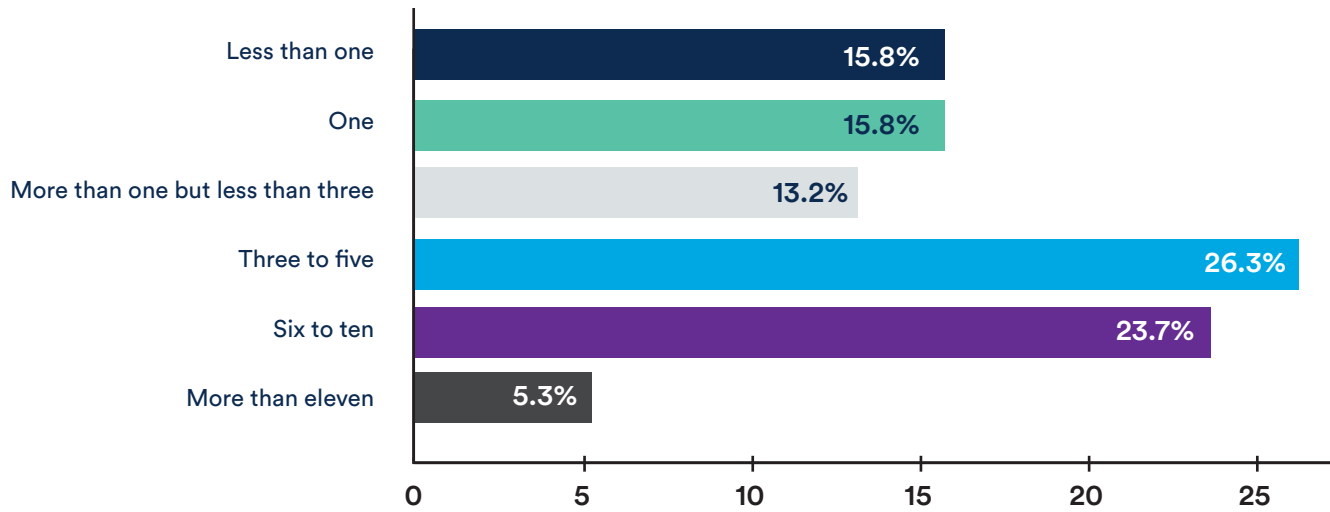
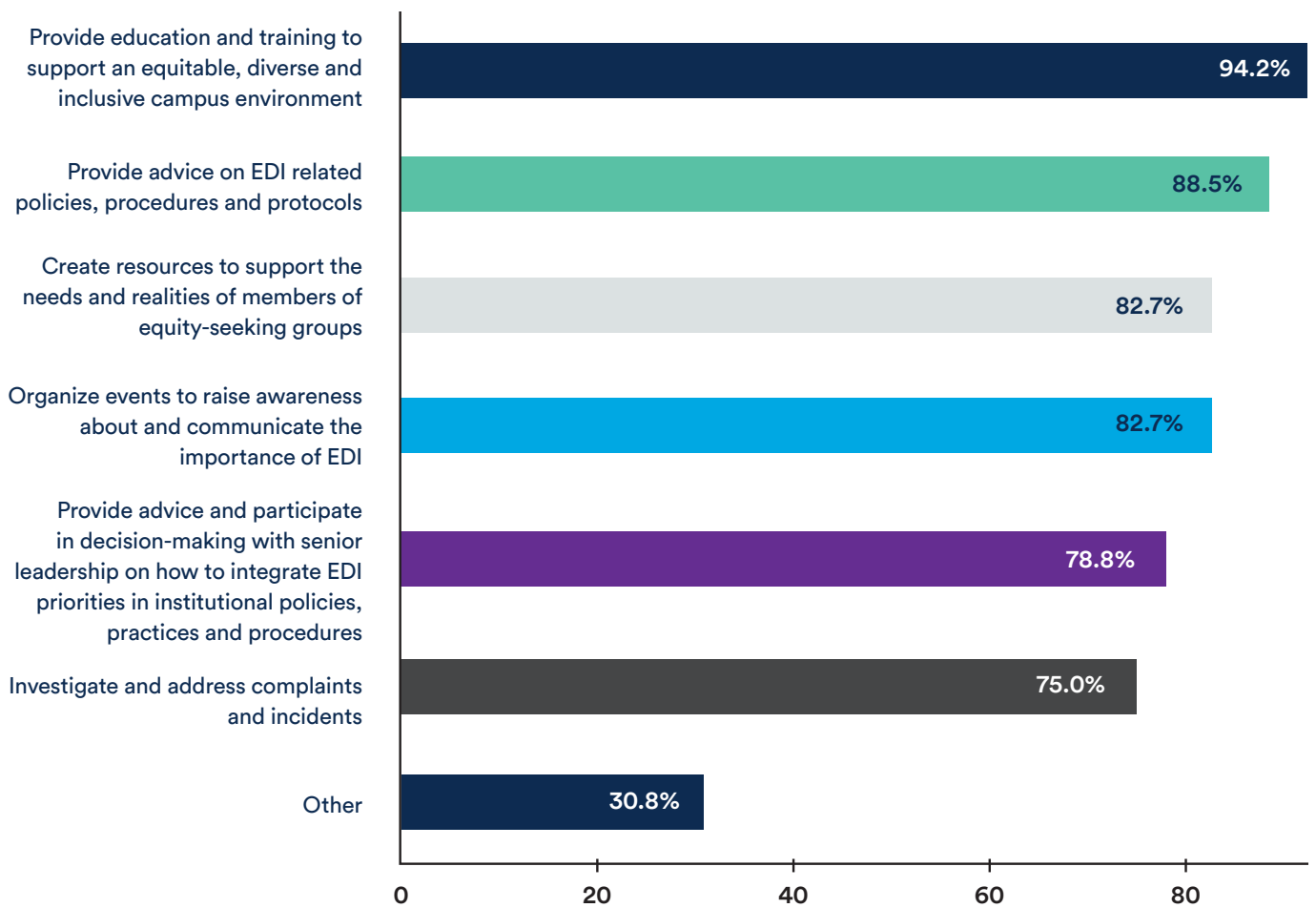


Figure 9.
Activities undertaken by EDI offices (n=52)

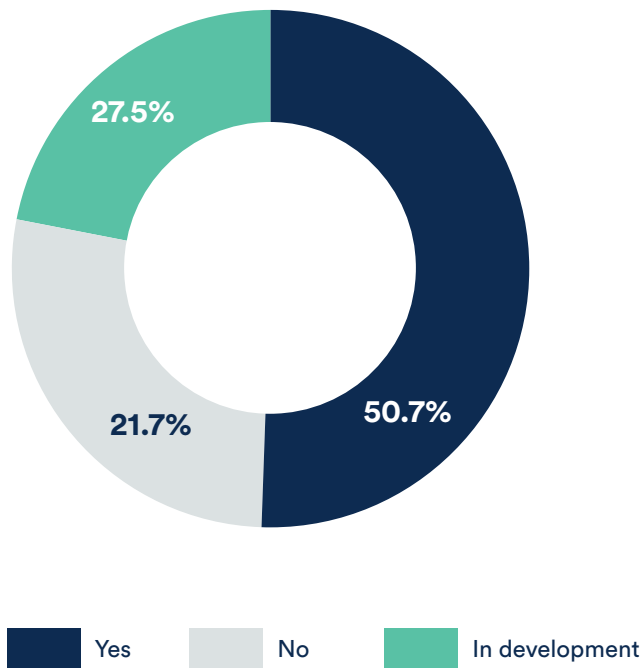




EDI TASK FORCES OR COMMITTEES

EDI task forces or committees that draw on people from across the institution (including people from underrepresented groups) play a key role in the development and implementation of EDI strategies, policies and practices. About half of universities indicated they have such a committee or task force, while another 28% are in the process of developing one (Figure 10).

Figure 10.
University has EDI task force or advisory committee (n=69)



DIFFERENCE BY TYPE OF INSTITUTION AND REGION

Medical/doctoral institutions:

- Are the least likely to have their most senior individuals who oversee EDI reporting directly to the president (27% versus 47% of primarily undergraduate, 62% of comprehensive, 60% of federated and 70% of specialized institutions).
- Tend to have EDI offices (over 80%, while 37% of primarily undergraduate institutions have no particular office that leads EDI).
- Tend to have the most staff in EDI offices (40% have six or more full-time staff).
- Are the most likely to have an EDI task force or committee in place (82% versus 69% of comprehensive, 37% of primarily undergraduate and 30% of specialized institutions).

Regional differences:

- Quebec institutions have senior EDI leads who are most likely to report directly to the president while those least likely to report directly are in Western Canada (68% versus 36%).
- Institutions in Ontario are the most likely to have an EDI office (85%), while institutions in Quebec are the least likely (42%).
- Institutions with the most staff tend to be in Ontario and in the western provinces.

“It is important for everyone in the institution to see the need to advance EDI at the institution. To do this, we strongly believe that the work of EDI should be integrated across many departments and units as opposed to having an EDI office on campus.”

– EDI lead

7

DATA COLLECTION AND ANALYSIS

The collection and analysis of both quantitative and qualitative data are needed to be able to identify existing strengths and barriers to advancing equity, diversity and inclusion (EDI) on campus, to develop plans, policies and practices to address the barriers, and to monitor and report on progress. Survey results show that there are some challenges on this front.

“As a small university, resources to work with data are scarce, anonymity is harder to ensure, and realistically, data collection can have an ambiguous cultural effect, including the increased perception of surveillance, which can be detrimental to campus culture.”

– EDI lead

REPRESENTATION DATA

DATA COLLECTION ON THE DESIGNATED GROUPS

Inclusive excellence recognizes the importance of having a diversity of identities and perspectives at all levels of the institution – from the student body to the senior leadership. The research shows that students from underrepresented and disadvantaged groups tend to have greater success at university when they have diverse faculty and role models.

To understand the current context and set targets to improve, institutions need to collect self-identification data. In terms of self-identification data collection (on age, gender, race, disability, Indigenous identity and sexual orientation) we see that (Table 6):

- Most institutions collect data on age and gender but very few collect data on sexual orientation.
- There is generally more data collected on Indigeneity than on race and disabilities.
- Institutions are more likely to collect self-identification data on academic and non-academic staff than on students (possibly due to employment equity regulations and the requirements of the Canada Research Chairs program).
- Very few universities collect any data on their board, senate and committee members.
- Universities collect the least data on adjunct and sessional faculty members.
- Universities are much more likely to collect data on Indigenous students (71-73%) than racialized students (23-25%) and only 40% are collecting data on disability through self-identification surveys of their student body.
- A higher proportion of institutions are collecting data for undergraduate students than for graduate or postdoctoral students. This may be because several of the institutions surveyed only offer undergraduate programs.



Table 6. Collection of self-identification data

	n	Age (%)	Gender (%)	Race (%)	Disability (%)	Indigenous identity (%)	Sexual orientation (%)
Undergraduate students	52	88.5	96.2	25.0	38.5	73.1	13.5
Graduate students	48	85.4	95.8	22.9	39.6	70.8	14.6
Postdoctoral students	34	82.4	97.1	35.3	38.2	55.9	23.5
Adjunct professors/ sessional instructors	52	78.8	94.2	59.6	61.5	63.5	28.8
Assistant professors	59	76.3	93.2	71.2	72.9	71.2	30.5
Associate professors	60	76.7	93.3	70.0	71.7	70.0	30.0
Full professors	63	74.6	93.7	69.8	71.4	69.8	28.6
Non-academic professional staff	60	80.0	93.3	70.0	71.7	70.0	31.7
Non-academic support staff	62	77.4	93.5	67.7	69.4	67.7	30.6
Senior administrators	58	77.6	93.1	69.0	70.7	69.0	27.6
Board members	25	60.0	92.0	56.0	44.0	56.0	**
Senate members	17	76.5	88.2	47.1	41.2	47.1	35.3
Members of key institutional committees	11	63.6	90.9	**	**	**	**

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Promising practice McGill University

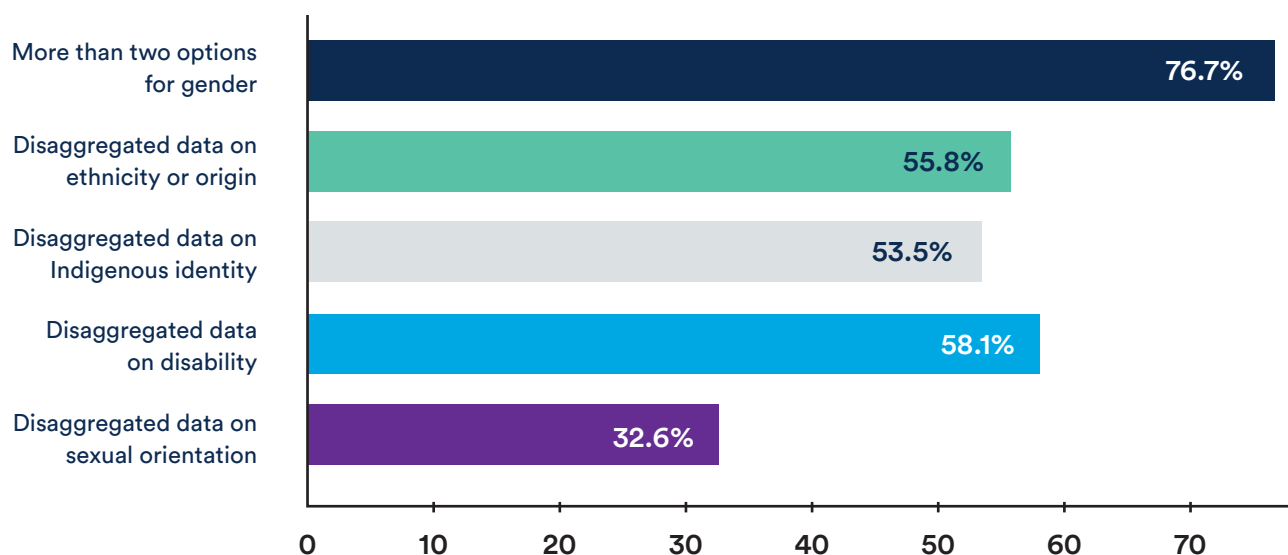
At McGill, the Faculty of Medicine does outreach to increase the number of applicants from underrepresented groups, including from Indigenous and Black communities and from rural and low-income backgrounds. Every year since 2009, McGill has invited high school students from underrepresented groups to their Explore! Careers in Health Camp. The student-led bilingual camp helps them learn about medicine, nursing, dentistry, physical therapy, occupational therapy, speech language therapy, genetics and pharmacology.

WHAT OTHER TYPES OF SELF-IDENTIFICATION DATA DO INSTITUTIONS COLLECT?

Thirty-eight per cent of respondents indicated that they collect other forms of self-identification data – most commonly data on language and religion. Some indicated that they collect data on first generation students, socio-economic status and on students’ citizenship.

Figure 11.

Collection of disaggregated self-identification data (n=43)



WHAT PROPORTION OF INSTITUTIONS COLLECT DISAGGREGATED SELF-IDENTIFICATION DATA?

It is important to collect disaggregated data to understand differences and potential inequalities within a group. Most institutions (77%) have questionnaires that provide more than two options for gender. However, only 58% of institutions collect disaggregated data on disability through self-identification forms, 56% collect disaggregated data on ethnicity or origin, and 54% seek disaggregated data on Indigenous identity. Only one-third (33%) indicated that they collect disaggregated data on sexual orientation (Figure 11).

“It is important to build trust in data collection and management mechanisms in order to encourage participation among vulnerable and /or marginalized members of the community.”

– EDI lead



Promising practice University of Alberta

In 2018, the University of Alberta launched Intersections of Gender, an academic hub to illuminate intersectional gender research, support interdisciplinary research collaborations, strengthen inclusive mentorship and teaching, and engage communities across all sectors on gender + intersectionality. Research resources include a directory of 250 researchers and their projects related to intersectionality and gender. By bringing these wide-ranging initiatives together, the University of Alberta wants to develop a sustainable, central research institute for students and scholars from around the world.



HOW OFTEN DO INSTITUTIONS COLLECT SELF-IDENTIFICATION DATA?

The majority (64%) of respondents indicated that self-identification data for faculty and staff is collected at the application stage or upon hiring and is collected upon admission or enrollment for students.

Approximately 18% of those that responded indicated that self-identification data is collected on an ongoing basis where faculty, staff and students can update their information at any time on a voluntary basis. Some senior EDI leaders (18%) indicated that their institution collects self-identification data on an annual basis. Others indicated that they collect the self-identification employee data biennially or every three to five years through census surveys, for example, or student self-identification data through student satisfaction surveys.

WHICH PART OF THE INSTITUTION COLLECTS SELF-IDENTIFICATION DATA?

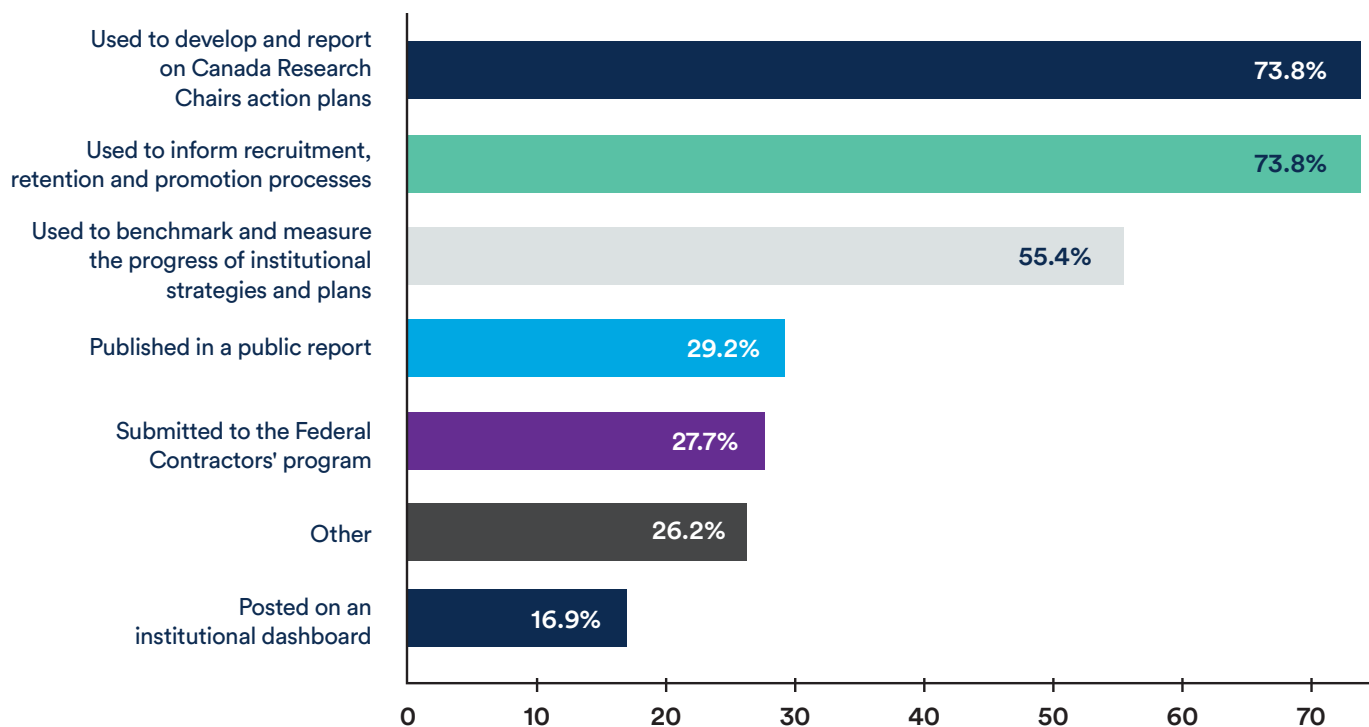
The overwhelming majority (81%) of respondents indicated that diversity self-identification data for faculty and staff is collected by the human resources office. Approximately 22% indicated that the EDI office

or the office of human rights and equity collects this data. In contrast, most student data are collected by the registrar’s office. A minority of respondents indicated that other parts of the institution collect diversity self-identification data (e.g. the research office, the office of the provost, student services and the institutional analysis and planning unit). A few also indicated that they are using third parties to collect employee self-identification data because of a reluctance by employees to share self-identification data with human resource departments.

HOW IS THE DIVERSITY SELF-IDENTIFICATION DATA USED?

Most respondents indicated that diversity self-identification data is being used to inform recruitment, retention and promotion processes (74%) and to develop and report on Canada Research Chairs action plans (74%). Only 55% reported using the data to benchmark and measure the progress of institutional strategies and plans (Figure 12).

Figure 12.
Institutional use of diversity self-identification data (n=65)



WHAT ARE THE MAIN CHALLENGES WITH COLLECTING SELF-IDENTIFICATION DATA?

In order of importance, the four main challenges with collecting self-identification data reported are:

- A reluctance to self-identify and concerns regarding privacy, confidentiality, anonymity and how the data will be used.
- A lack of resources to undertake data collection.
- Low response rates (voluntary nature of self-identification requests or survey fatigue).
- A lack of consistent terminology or outdated terminology in self-identification data collection.

INSTITUTIONAL CLIMATE/CULTURE DATA

Creating a culture or climate that supports EDI is an integral component of advancing EDI. Collecting institutional climate/culture data can help identify successes and challenges to address.

Forty-eight percent of senior EDI leaders indicated that their institution has a public definition for what it considers an inclusive campus climate or culture and 42% of senior EDI leaders indicated that their institution collects this data (Figure 13).

Institutions reported collecting climate/culture data through employee opinion surveys, faculty association surveys, exit and internal transfer surveys, inclusion surveys for Canada Research Chair participants,

focus groups and student satisfaction surveys. Surveys include questions on employee and students’:

- Sense of inclusion on campus and capacity to flourish and succeed.
- Feelings about diversity.
- Awareness of policies.
- Perspectives on supports/resources, training and fairness.
- Perceptions and experiences with bias, harassment and discrimination.

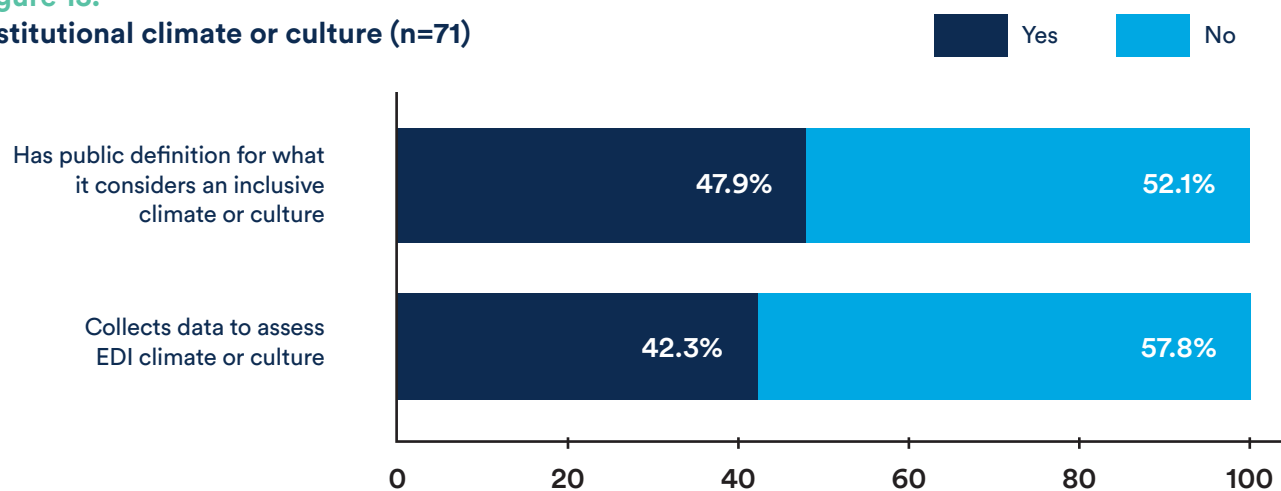
In order of importance, the four main challenges that emerged in terms of climate/culture data collection were:

- Lack of time and resources (financial and human) to undertake such surveys.
- Concerns regarding disclosure, anonymity and confidentiality (particularly an issue for smaller institutions).
- Low response rates due to the voluntary nature of the surveys.
- Survey fatigue, as there are many external and internal surveys being circulated.

Some expressed the desire for a strong climate/culture survey tool that is relevant to the Canadian context and that can be used for comparison with other Canadian postsecondary education institutions.

Figure 13.

Institutional climate or culture (n=71)





PAY AUDITS

Senior EDI leaders were asked to indicate whether their institution undertakes gender, race and other forms of pay audits to identify differences in pay for equal work and eliminate differences where they cannot be justified. Almost half of the institutions (49%) undertake gender pay audits, approximately 19% of institutions undertake other forms of pay audits (usually external market salary comparisons), and only two institutions are conducting pay audits based on race.

INTERSECTIONAL ANALYSIS

As mentioned, intersectional analyses are important for examining "how relationships among different identity factors shape individuals' experiences of inequality and discrimination."² Almost one-quarter (23%) of EDI leads reported that their institutions always or usually consider intersectionality in policy and program development, while 44% indicated they sometimes do and 13% never do so (Figure 14).

In terms of the challenges with integrating intersectionality in the development and implementation of policies, EDI leaders listed (in order of importance):

- A lack of understanding of what intersectionality is.
- A lack of data to conduct intersectional analyses.
- A lack of resources.

“We need access to strong and meaningful data that emphasizes context and that can enhance our capacity for higher order decision making.”

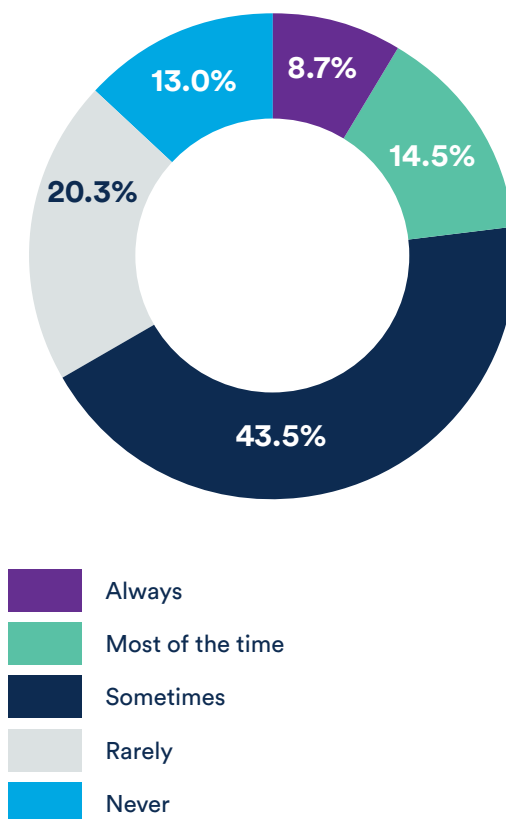
– University president

DIFFERENCES BY TYPE OF INSTITUTION AND REGION

The data suggest that the medical/doctoral institutions are currently best at data collection and analysis. For example, over 90% reported using EDI data to benchmark and measure progress on institutional strategies and plans and to collecting culture/climate data, while 82% reported conducting gender pay audits, and one, a pay audit based on race. They were also most likely to always or usually conduct intersectional analyses (54%).

Universities in Western Canada (56%) were more likely to collect data on EDI climate or culture, followed by Ontario (45%). Universities in Ontario were the most likely to undertake gender pay audits, followed by those in the western provinces.

Figure 14. Institution considers intersectionality (n=69)



² <https://hillnotes.ca/2017/05/26/gender-based-analysis-plus-in-canada/>

8 CHALLENGES

The questionnaires for both presidents and equity, diversity and inclusion (EDI) leads included several questions about the challenges they have encountered implementing EDI initiatives on campus. Understanding the key challenges to advancing EDI on campus is vital to changing the current landscape.

“Balancing the budget is a day to day struggle, and it is very difficult to allocate resources to new initiatives. Despite this, we have still managed to direct resources to some important EDI initiatives.”

– University president

University presidents and EDI leads agree that the top challenges are:

- A lack of resources (financial, human, material and temporal).
- Difficulty attracting and retaining diverse talent.
- Institutional systems, policies and governance structures.
- The institutional culture and pushback within and outside the institution.
- A lack of EDI data.

PRESIDENTS’ PERSPECTIVES ON THE CHALLENGES

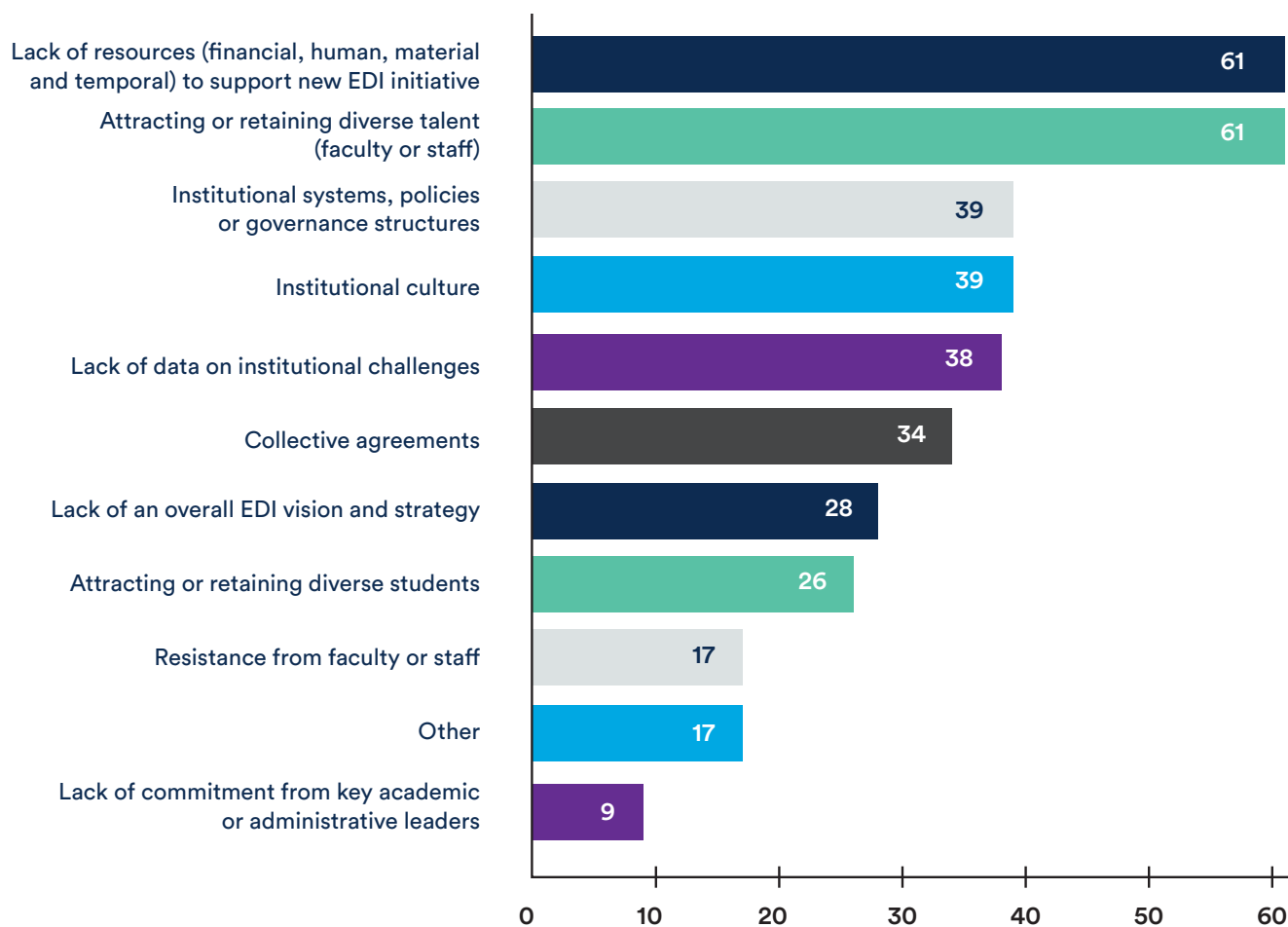
Presidents were asked to rank the top five internal challenges/barriers that their universities face in implementing EDI priorities to advance the institutional mission (Figure 15). The top internal challenges are a lack of resources (financial, human, material and temporal) to support EDI initiatives and attracting or retaining diverse talent (faculty or staff).

Presidents were also asked to rank the top three external challenges/barriers that their university faces in implementing EDI priorities to advance the institutional mission (Figure 16). Here again a lack of resources (financial, human, material and temporal) was the top challenge, followed by structural or cultural barriers within society.

In terms of the challenges, many wrote about their lack of resources, including staff to advance EDI initiatives and to deliver ongoing education and supports in these areas. They also identified a lack of resources to attract and retain diverse talent, the stiff competition for talent, and the lack of qualified candidates, especially Indigenous scholars. For Quebec institutions, finding candidates from underrepresented groups who are fully functional in French is an added challenge. Some indicated that they are at a disadvantage when seeking diverse faculty and staff members because of their institution’s relatively low wages, less central location, less diverse and welcoming surrounding community (including racism) and because of the nature of the institution (e.g. less research intensive).



Figure 15.
Top internal challenge/barriers



Others indicated that financial challenges are reducing their ability to replace staff and faculty when existing employees leave and to provide supports to faculty and staff from underrepresented groups once hired. Many wrote about the low turnover of personnel, particularly in the professoriate, making it hard to change the composition of the institution. Some indicated that preferential hiring in collective agreements makes it difficult to achieve greater diversity. Others pointed out that processes that lead to hiring, promotion and tenure decisions are highly decentralized and systems and culture change are required to get the desired results. And some noted that increasing the representation in certain fields will require investments to increase the diversity of the students who ultimately become scholars.

Other challenges for EDI include: combatting traditional indicators of excellence, the sentiment that “we are already there,” the view that EDI is merely a numbers game, people frequently seeing problems rather than opportunities, and difficulty getting people to see the work they do as having an EDI component. Finally, presidents also noted challenges in bringing together all the various initiatives into a coherent EDI strategy that cascades throughout the institution, challenges due to fragmented decision-making and governance processes, and due to a lack of strong and meaningful context specific data to enhance decision-making.



Promising practice Concordia University

Concordia University hosts an annual Teaching and Learning Winter Festival. As part of the university’s next generation learning project, the 2019 festival included 12 different sessions on a variety of topics on the theme of inclusive teaching including: a session on strategies for addressing racism in the classroom, workshops on strategies for engaging in challenging conversations, and a workshop to increase participants’ knowledge and understanding of decolonizing and Indigenizing.

EDI LEADS’ PERSPECTIVES ON THE CHALLENGES

Senior leaders who oversee EDI matters at their institution were asked to list one or two challenges/barriers in the areas shown below. Table 7 lists the most common responses in order of frequency. The lack of EDI data, resources and pushback are common barriers across most of these areas.

“A lack of resources is a significant barrier for our successful recruitment and retention of faculty. Our heavy teaching load and low salary scale contribute to this significantly. A lack of resources also limits our capacity to provide the kind of supports we would like to provide to faculty and staff from equity-seeking groups.”

– University president

Figure 16.

Top external challenge/barriers

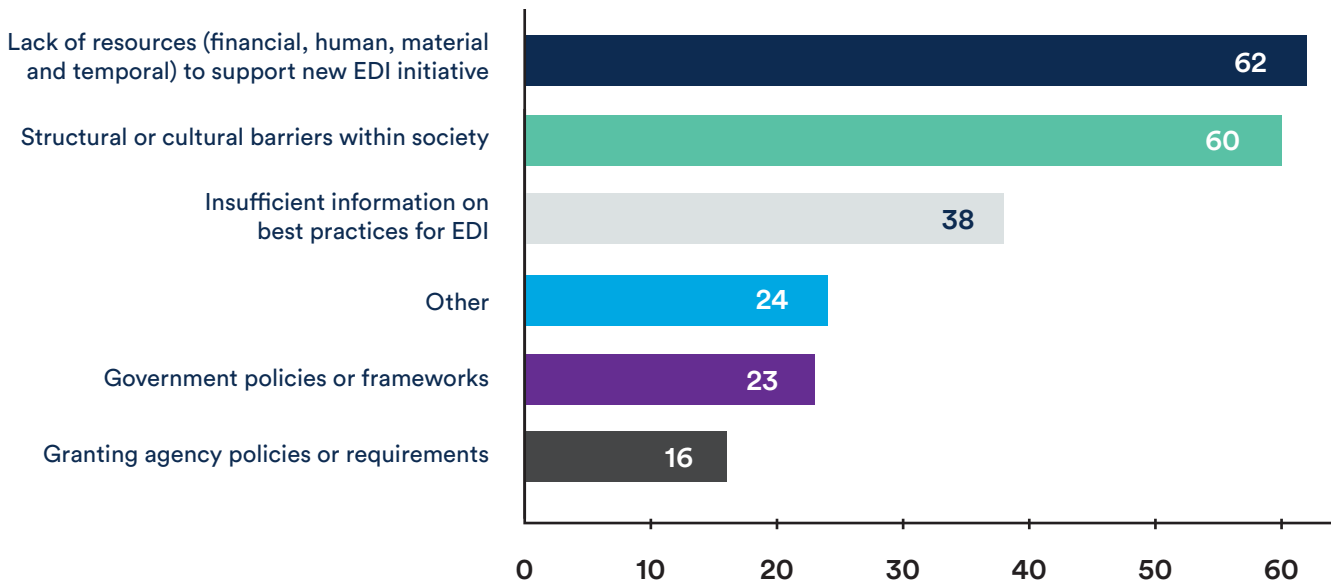




Table 7. Top five challenges/barriers as reported by senior EDI leads

CHALLENGES/BARRIERS	
Recruiting and retaining diverse students	<ol style="list-style-type: none"> 1. Lack of EDI data on students 2. Lack of resources and/or support services 3. Financial challenges (e.g. offering competitive scholarships, high tuition costs, affordable housing) 4. Location of institution 5. Competition with other institutions
Recruiting, retaining and supporting the advancement of diverse faculty	<ol style="list-style-type: none"> 1. Limited diverse candidate pool (especially for Indigenous people with PhDs) 2. Lack of EDI data on faculty 3. Location of institution 4. Competition with other institutions 5. Limited resources and/or support services <p>**Other notable challenge/barrier: Institution requires that the candidate be proficient in French which limits the number of diverse candidates that apply</p>
Recruiting, retaining and supporting the advancement of professional staff	<ol style="list-style-type: none"> 1. Lack of EDI data on professional staff 2. Limited resources and/or support services 3. Location of institution 4. Resistance to change 5. Low wages/lack of funding
Recruiting, retaining and supporting the advancement of diverse senior leaders (including Board and Senate members)	<ol style="list-style-type: none"> 1. Lack of EDI data on senior leaders 2. Members are elected/appointed (e.g. by province) 3. Limited resources and/or support services 4. Resistance to change 5. Limited diverse candidate pool
Integrating EDI considerations into research	<ol style="list-style-type: none"> 1. Limited resources and/or support services 2. Resistance to change 3. Lack of EDI data 4. Focus on research excellence rather than going beyond traditional measures of merit and encompassing alternate ways of knowing 5. Disciplinary boundaries
Integrating EDI considerations in teaching and learning	<ol style="list-style-type: none"> 1. Institutional policies and regulations as well as disciplinary boundaries 2. Academic freedom 3. Limited resources 4. Lack of EDI data 5. Campus is not accessible
Integrating EDI considerations in alumni relations and community engagement	<ol style="list-style-type: none"> 1. Lack of EDI data on alumni 2. Limited resources 3. Alumni from designated equity groups are less likely to participate in alumni engagement activities 4. Lack of diversity amongst alumni 5. Alumni association operates independently

“Many within the institution view EDI as merely a numbers game. The deeper work of changing institutional culture is much more challenging and not broadly understood or appreciated.”

– University president

9

PROMISING PRACTICES

While there are certainly many challenges to implementing equity, diversity and inclusion (EDI) initiatives, we asked presidents and EDI leads to highlight some of their success stories. The survey also asked EDI leads about their key lessons learned in this work and for details on how they are sharing promising practices.

“Institutions need to continually work to keep EDI front of mind. Meaningful change requires that we intentionally and thoughtfully imbed equity in all that we do.”

– EDI lead

PRACTICES TO ADVANCE EDI ON CAMPUS

Survey respondents indicated that they are reviewing policies and practices to remove barriers to EDI at their institution. Below are examples of some of the practices undertaken on campus to advance EDI. Universities Canada’s website (univcan.ca) also highlights a number of institutional EDI successes and promising practices with links to EDI tools and resources.

A. TO RECRUIT, RETAIN AND SUPPORT UNDERREPRESENTED STUDENTS:

- Partner with businesses and community groups on outreach, recruitment and student support activities.
- Target scholarships, bursaries, loans and tuition waivers for non-traditional students.
- Improve college-university transfer pathways.
- Offer pre-university preparatory programs.
- Provide early offers of admission to students from underrepresented groups.
- Create safe spaces on campus for sharing experiences and community building that respect race, gender, sexual orientation and different abilities, including spaces for equity-promoting student clubs.
- Provide gender neutral washrooms.
- Hold events to celebrate student diversity and advance EDI (e.g. events to celebrate International Women’s Day, the International Day for the Elimination of Racial Discrimination).
- Provide student supports such as an Indigenous student centre, a Black student support coordinator, accessibility and academic advising centres.

B. TO RECRUIT, RETAIN AND SUPPORT THE ADVANCEMENT OF DIVERSE FACULTY AND STAFF:

- Set recruitment targets that align with regional, provincial and national equity group populations and target positions for underrepresented faculty.
- Require that shortlists include at least one designated equity group candidate.
- Conduct focused recruiting in partnership with Indigenous communities, facilitate cluster hires for Indigenous faculty, consider equivalents to a PhD for Indigenous faculty, and focus more on the retention and promotion of PhD and postdoctoral Indigenous students at the institution through tenure-track hiring.



- Provide EDI training to all deans, department chairs and selection committees involved in recruitment, promotion and tenure (e.g. unconscious/implicit bias training).
- Ask job applicants about their experience in advancing EDI.
- Create positions to support diverse faculty and staff (e.g. senior advisor on racialized faculty).
- Provide comprehensive new faculty and staff orientations that includes attention to EDI
- Ensure faculty and staff have ongoing access to training and workshops on topics like communications, diversity, cultural competencies, implicit bias and conflict management.
- Take service into account in faculty contracts (e.g. work on committees, mentoring) and reduce teaching workloads accordingly.
- Create inclusive spaces and networks to give visibility to a diversity of voices.
- Ensure collective agreements have clauses to advance EDI.

C. TO RECRUIT, RETAIN AND SUPPORT THE ADVANCEMENT OF DIVERSE SENIOR LEADERS:

- Ensure search firms provide diverse candidate pools for senior positions.
- Prioritize the hiring of leaders from underrepresented groups.
- Fund development opportunities and leadership training for leaders and potential leaders from equity groups.
- Be an ally and support the mentoring and sponsoring of equity candidates for faculty, staff and leadership positions.
- Establish an ad-hoc committee to review senate by-laws governing elections to address barriers to inclusion in senior governance roles.
- Develop EDI guidelines and a skills and background matrix to guide appointments to the board to achieve diversity and gender parity.



**Promising practice
Carleton University**

Launched in 1990, the Paul Menton Centre (PMC) at Carleton University coordinates a wide range of support services for students with disabilities – from academic accommodations, to equipment loans, to financial resources, counselling, learning strategy supports and mentorship. Together with the university’s Research, Education, Accessibility and Design (READ) initiative, the PMC offers programs like the Accessible Career Transitions initiative which assists students and alumni with employment.

D. TO INTEGRATE EDI CONSIDERATIONS IN RESEARCH:

- Hire Canada Research Chairs from designated equity groups.
- Review what constitutes research excellence.
- Ensure members of application committees for grants, scholarship and award nominations receive EDI training.
- Hold events and workshops focussed on EDI in research.
- Create guidelines for researchers on best practices in Indigenous community engagement and for inclusive community engagement.
- Promote non-traditional research.
- Integrate EDI into strategic research plans.

“We must simultaneously cultivate the skills to engage issues of diversity, work to change structures which maintain inequities, and implement mechanisms of accountability.”

– EDI lead

E. TO INTEGRATE EDI CONSIDERATIONS IN TEACHING AND LEARNING:

- Create centres, resources and workshops to help instructors incorporate EDI and universal design principles in their teaching practices.
- Ensure curricula are conducive to EDI and include commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability.
- Dedicate funding designed to integrate Indigenous voices and perspectives in the classroom.
- Enhance accessibility to education through distance and online learning opportunities.
- Provide EDI training to teaching assistants and new graduate student supervisors.
- Provide underrepresented students with more service-learning and international opportunities and create service-learning opportunities that engage Indigenous communities.

F. TO INTEGRATE EDI CONSIDERATIONS IN ALUMNI RELATIONS AND COMMUNITY ENGAGEMENT:

- Include EDI considerations in alumni awards.
- Host alumni events and training that are EDI focused (e.g. Indigenous speaker series, queer homecoming).
- Build institutional relationships with marginalized and historically excluded communities.
- Partner with alumni and communities to support programming and scholarships for disadvantaged students.

“We are in the early stages of our EDI initiatives however, from the work done to date we have already experienced the benefits of ensuring the process is a consultative and collaborative one. Allowing time for people to reflect on the information, have a mechanism to pose questions to improve overall awareness and understanding are key process elements to include.”

– EDI lead



Promising practice Université de Sherbrooke

April is pedagogy month at the Université de Sherbrooke. Every April since 2004, the university’s training support services has organized a series of activities to highlight the achievements of its instructors and the latest innovative approaches to teaching and learning. As part of the activities, the institution hosts a series of workshops on inclusive teaching and learning including how to plan, instruct and assess inclusive classes.



PUBLIC RECOGNITION FOR EDI CHAMPIONS

Recognizing those who advance EDI on campus reaffirms the value of the work they do. Senior individuals who oversee EDI matters were asked whether their institution has a means of publicly recognizing members of the university community (e.g. students, faculty, staff) who contribute to advancing EDI on campus. Thirty-two percent of senior EDI leads indicated that they have a means of publicly recognizing members who contribute to advancing EDI while the majority (68%) indicated that they do not.

SOME EDI AWARD EXAMPLES

Diversity and Inclusion Leadership Award:
Mount Saint Vincent University

Award for Equity and Community Building:
McGill University

Diversity and Equity Award for students and the Faculty Equity Award: **OCAD University**

Human Rights, Diversity and Equity Student Award: **MacEwan University**

KEY LESSONS LEARNED BY WORKING TO ADVANCE EDI ON CAMPUS

EDI leads reported a variety of themes as important in developing and/or implementing structures, policies and practices to advance EDI at their institutions including:

- Broad consultation and collaboration are important.
- Data to support decision-making is important.
- The need for a variety of tools and strategies.
- The need for strong leadership support for EDI.
- Approaches must be systemic, with EDI practices embedded in policy and practices across the institution.
- Centralized and de-centralized approaches have different advantages and disadvantages.
- Making progress requires time, money and human resources.

SHARING PROMISING OR PROVEN PRACTICES

EDI leads report a variety of ways that EDI successes and setbacks are shared within the institution, including:

- EDI reports and strategic plans are published and shared online.
- Internal reporting to senior administrators.
- Meetings of EDI committees, task forces and administrative councils.
- Emails to all staff or EDI listservs.
- Stories published in campus news sources and/or on social media.
- Websites of departments or institutional offices (e.g. president's office, EDI office).
- Informal structures.

EDI leads were also asked whether their institution actively engages in sharing promising or proven EDI practices with other institutions or organizations. Most respondents (66%) indicated that their institution shares EDI practices with other institutions or organizations. Many do so through existing networks (e.g. the Research Council of BC, le reseau EDI des universités du Québec, provincial employment equity groups, university-community groups like the Waterloo Regional Equity consortium, the Indigenous Network of Colleges and Universities, and the Accessibility University Sector Committees). Others do so by organizing roundtable discussions with other institutions, by sharing information informally with others or asking for advice, and by participating in surveys.

Those who responded that they are not involved in the sharing of promising or proven practices mentioned barriers such as: a lack of resources (HR, time, money); a lack of a central EDI office; the institution's EDI work is too new to share; and simply not yet having an opportunity.

Many EDI leads expressed interest in more opportunities to share Canadian-focussed EDI research, tools and resources (e.g. via a focussed community of practice). Presidents also indicated that support with collecting and sharing best practices and success stories would be helpful.

10 THE PATH FORWARD

This national survey of equity, diversity and inclusion (EDI) at Canadian universities shows there is a strong commitment across institutions to ensure that EDI shapes governance, teaching and learning, research and community engagement. But it also shows that the higher education community, like many sectors, must continue to do more to advance EDI and demonstrate progress over time. All individuals on campus, beginning with university senior leaders, have a role in enabling inclusive excellence.

Some observations include:

1. ADDITIONAL RESOURCES (FINANCIAL, HUMAN, MATERIAL) WOULD HELP ACCELERATE PROGRESS AT UNIVERSITIES.

- Respondents identified a lack of financial resources to recruit and retain students, faculty, professional staff and senior leaders as a key challenge.
- Of institutions with an EDI office, 32% have one or fewer full-time equivalent staff. A lack of resources to manage and support EDI initiatives was listed by university presidents and senior EDI leads as a major barrier. This is especially the case for smaller institutions, though larger institutions reported that they too are stretched to provide support across the entire university community. Government funding to support EDI on campus would be beneficial.

2. MEASURES NEED TO BE EXPLORED TO INCREASE THE NUMBER OF UNDERREPRESENTED PEOPLE IN SENIOR UNIVERSITY LEADERSHIP POSITIONS.

- People who identify as racialized are significantly underrepresented in senior leadership, representing 8% of senior leaders compared to 21% of the full-time faculty population, 31% of doctorate holders and 22% of the general population. The disaggregated data indicate that some racialized people are even more underrepresented than others in senior leadership.
- Only 5% of senior leaders identify as having a disability compared to 22% of faculty and 22% of the general population. More data is needed to understand the extent to which this may in part be a result of some people not feeling comfortable self-identifying or not seeing a need to self-identify as they do not consider themselves disadvantaged in employment due to their disability.
- Three per cent of senior university leaders identify as Indigenous compared to 1% of full-time faculty, 1% of doctorate holders and 5% of the general population. There are opportunities to increase the number of Indigenous peoples across all senior leadership positions.



- Women represent 49% of senior university leaders, 40% of full-time faculty, 38% of doctorate holders and 51% of the general population. There are still few women in the executive head and vice-president positions. Probing into how diversity for women was achieved in other senior leadership positions may offer insights on how to change the numbers at the top.
- The data show the complexity of defining senior leadership as universities increasingly have numerous other decision makers, assistant and associate vice-president positions that are filled with those outside of the academic sector who may have little opportunity for mobility into university leadership positions such as presidents, provosts or vice-presidents academic or research.
- Institutions could consider implementing leadership development programs and practices (in combination with an inclusive excellence lens for assessing leadership potential), which seek to proactively remove barriers and accelerate the development of equity talent pools, and in particular, for racialized persons.

3. MORE NEEDS TO BE DONE TO IMPROVE INSTITUTIONAL GOVERNANCE, CULTURES, PLANS AND POLICIES TO ADVANCE EDI.

- We can expect that most institutions will have an EDI action plan within the next couple of years, given that 25% already have one and 45% reported that they are in the process of developing an action plan to address institutional systemic barriers to EDI.
- Most universities either have an EDI task force or advisory committee (that engages cross-campus community members and includes members of underrepresented groups) or are currently developing one – signaling that universities are prioritizing EDI and working to ensure broad engagement in the development and implementation of EDI plans and policies. At the same time, senior leaders need to be aware of the taxation that can occur if the same pool of people are continually drawn upon to work on such committees. This points to the need to diversify staff and faculty as well as the need to value diversity across the university so those of all groups play leading roles in translating principles to practices.



Promising practice The University of British Columbia

For the last 10 years, The University of British Columbia's successful Equity Ambassadors program has been developing students' leadership skills to help create a more inclusive environment for all on campus. Each year, 15-20 students are selected to be Equity Ambassadors. In this role they facilitate events and dialogues with their peers on social justice and human rights issues.

- Valuing and including EDI as a job performance metric that is akin to other metrics may help people value and practice EDI and may help evolve institutional cultures. And recognizing those who do advance EDI on campus could also be helpful – a third of institutions reported having such awards.
- The survey response rate for board members, senate chairs and chancellors was 15%. It will be important to translate the value of EDI and self-identification to board and senate members and ensure EDI is prioritized in their decision-making.

4. THERE IS A CLEAR NEED FOR BETTER EDI DATA COLLECTION AND ANALYSIS.

- Survey respondents identified a lack of EDI data among the top challenges to advancing EDI on campus. They identified the need for common definitions and data collection practices as well as clear guidance on policy and legal ramifications of data collection.
- Collecting self-identification data on underrepresented groups helps institutions to support their success. Survey results indicate that universities are not collecting self-identification data on students as consistently as they do for faculty and staff, missing opportunities to understand the diversity of those being admitted and graduating

from various programs. They are also missing opportunities to understand the academic pipeline and ensure they are attracting and retaining diverse PhD and postdoctoral students who could potentially move up that pipeline into university academic and leadership positions. This is important given that attracting and retaining diverse talent is among presidents' top priorities.

- There are opportunities to improve pay audits (most universities are not currently conducting pay audits beyond gender pay audits) and culture/climate data collection.
- Eleven per cent of senior leaders identified with two or more designated equity groups. However, the survey showed that not all universities are applying intersectional analyses to the development of policies and practices. There is a need for training on how to conduct intersectional analyses and address issues of intersectionality.

5. FURTHERING OPPORTUNITIES TO SHARE LESSONS LEARNED AND PROMISING PRACTICES WOULD BENEFIT MEMBER INSTITUTIONS.

- Insufficient information on EDI best practices was among the top external challenges identified by presidents. A third of EDI leads indicated that they are not currently engaging in sharing promising practices with other institutions or organizations. EDI leads stated that they would appreciate more opportunities to do so.
- Adopting best practices that have been used to advance gender equity should be applied to other equity-seeking groups – in particular, racialized groups.

- There are opportunities to extend the best practices learned from the EDI work done for the Canada Research Chairs program, beyond research, to address all university missions.
- Context is crucial. Opportunities to share lessons learned and promising practices among those from similar types of institutions and from similar locations would be valuable. For example, satisfaction with EDI appears to be tied to type and size of institution and linked to the university's location. This means, especially for recruitment and retention, that institutions in less diverse areas and outside of large cities need to tailor their EDI practices and policies to unique realities. This means working toward not only ensuring EDI in institutions, but having resources in place to support staff, researchers and students in their lives outside of the institution.



NEXT STEPS

As part of its mandate to support Canadian university presidents in their work to advance EDI at their institutions, Universities Canada will continue to collect and share best practices, success stories and national EDI data. These activities will also continue to underpin advocacy – with all members, partners, stakeholders and governments – around the need for more resources to support EDI on Canadian campuses.

Conducting this first-ever national survey of EDI structures, policies and practices on university campuses is one of several actions committed to in Universities Canada’s 5-year action plan to support members’ implementation of the *Inclusive Excellence Principles*.

As we continue to implement the 5-year plan, this survey data will help guide the creation of capacity building tools developed in coordination with federal research granting agencies. It will also guide Universities Canada’s ongoing collaboration with member universities and stakeholders from the government, private and community sectors to inform institutional practices and public policy development.

Universities Canada will use the data collected to profile institutional success stories and individuals who are advancing EDI on its website, social media and other communication channels.

Finally, Universities Canada will continue to engage with Statistics Canada on EDI data collection and with government officials to advocate for resources to support EDI.

A follow-up member survey is planned for 2022.



Promising practice University of Toronto

The University of Toronto believes its medical students should reflect the diversity of the city’s population. To meet this vision, the university announced the *Community of Support* (COS) initiative in March 2017. Its aim is to increase the number of medical students who identify as Indigenous, Black, Filipino, economically disadvantaged or who have a disability. The COS provides students with admissions information, access to mentors and support at each stage of the application process.

Since it was implemented, the University of Toronto has experienced increasingly positive results and more applications each year.

APPENDIX A: PARTICIPATING INSTITUTIONS

Medical/doctoral*

Dalhousie University	University of Alberta	University of Saskatchewan
McGill University	University of Calgary	Université de Sherbrooke
McMaster University	Université Laval	University of Toronto
The University of British Columbia	University of Manitoba	
Queen's University	University of Ottawa	

*Medical doctoral universities offer a broad range of PhD programs and research; all universities in this category have medical schools.

Comprehensive*

Brock University	Simon Fraser University	University of Waterloo
Carleton University	University of Guelph	University of Windsor
Concordia University	Université du Québec à Montréal	Wilfrid Laurier University
Memorial University of Newfoundland	University of New Brunswick	York University
Ryerson University	University of Regina	
	University of Victoria	

*Comprehensive universities have a significant degree of research activity and a wide range of programs at the undergraduate and graduate levels, including professional degrees.

Specialized*

Athabasca University	NSCAD University	Royal Military College of Canada
École de technologie supérieure	OCAD University	Royal Roads University
Emily Carr University of Art + Design	Ontario Tech University	TÉLUQ
Institut national de la recherche scientifique	Polytechnique Montréal	
	Redeemer University College	

*A university that offers education in very specialized fields or use special delivery methods. Note that Polytechnique Montréal is also a federated/affiliated university.



Undergraduate*

Algoma University	Mount Saint Vincent University	University of Northern British Columbia
Acadia University	Nipissing University	University of Prince Edward Island
Bishop's University	Saint Mary's University	Université du Québec en Abitibi-Témiscamingue
Brandon University	St. Francis Xavier University	Université du Québec à Chicoutimi
Canadian Mennonite University	St. Thomas University	Université du Québec en Outaouais
Cape Breton University	The King's University	Université du Québec à Rimouski
Concordia University of Alberta	The University of Lethbridge	Université du Québec à Trois-Rivières
Kwantlen Polytechnic University	Thompson Rivers University	Université de Saint-Boniface
Lakehead University	Trent University	University of Winnipeg
Laurentian University	Trinity Western University	Vancouver Island University
MacEwan University	University of the Fraser Valley	
Mount Allison University	University of King's College	
Mount Royal University	Université de Moncton	

*Primarily undergraduate universities focus mostly on undergraduate education and tend to have few graduate programs or graduate students.

Federated/affiliated*

Brescia University College	Saint Paul University	University of St. Michael's College
Campion College	St. Jerome's University	University of Sudbury
Huron University College	St. Paul's College	University of Trinity College
Luther College	St. Thomas More College	Victoria University

*An institution offering postsecondary level instruction that has an agreement with a larger university which grants the degrees.

APPENDIX B: DETAILS ON THE SURVEY METHODOLOGY

The survey was launched in February 2019 and survey responses were collected from February 20 to June 30, 2019. Eighty-eight (or 92%) members responded to at least one part of Universities Canada's three-part survey, representing a full mix of institutions by region and type. The three-part survey collected data on:

1. Presidents' perspectives and practices on EDI
2. Institutional structures, policies and practices to advance EDI
3. Self-identification data from senior university leaders

The surveys were self-administered online using the Qualtrics Inc. platform. Data was analyzed using STATA 12.0. Only aggregated data was presented to ensure confidentiality and for the self-identification survey cell counts lower than five were not displayed.

QUESTIONNAIRE FOR UNIVERSITY PRESIDENTS

University presidents were asked to complete the survey on presidents' perspectives and practices on EDI. This survey was completed by 80 out of the 96 presidents and had an overall response rate of 83%. See Tables 1 and 2 for details on the response rate by institution type and region.

QUESTIONNAIRE FOR UNIVERSITY EDI LEADS

University presidents were asked to provide a contact person who oversees EDI matters at their institution. These senior EDI leads were then asked to fill out the survey on institutional structures, policies and practices to advance EDI. This survey was completed by 72 EDI leads and had a total response rate of 75%. Tables 3 and 4 provide details about the response rates by region and institution type.

Table 1. Survey response rates by region

Region	Count	Participated in survey 1	Response rate
Atlantic	15	12	80.0
Ontario	31	27	87.1
Quebec	19	13	68.4
West	31	28	90.3
Total	96	80	83.3

Table 2. Survey response rates by institution type

Institution Type	Count	Participated in survey 1	Response rate
Comprehensive	15	14	93.3
Federated	13	9	69.2
Medical/doctoral	15	12	80.0
Primarily undergraduate	38	33	86.8
Specialized	14	12	85.7
Total	95	80	

Note: The total count does not add up to 96 because of Université du Québec which is the administrative body of the UQ network of institutions. This administrative hub is a member of Universities Canada, but it cannot be classified as an institution type given that they do not have students or faculty.



SELF-IDENTIFICATION FORM FOR SENIOR UNIVERSITY LEADERS

The EDI leads were asked to send out the self-identification form to all the senior university leaders (deans to board members) at their institution. To ensure harmonization with other government efforts, the questions were the same as those in the self-identification form for applicants to the granting agency funding programs. Only a question on sexual orientation was added by Universities Canada.

The self-identification data form was filled out by 1140 senior leaders and at least one form was received from 79 institutions. In terms of U15 school participation, at least one or more survey responses was received from 12 out of the 15 institutions.

Currently, there is no estimate of the number of senior university leaders that exist in Canada making it challenging to determine whether the survey responses from the self-identification forms were representative of the population of senior university leaders in Canada.

Universities Canada created an estimate of senior university leaders using data provided by EDI leads, web counts and internal lists. It should be noted that it was difficult to ascertain the number of individuals who belong to the position of “other decision makers who report directly to the president,” and that number was estimated by averaging the responses received from institutions in each institution type and applying that average across all institutions in that type.

The total survey response rate using Universities Canada’s estimate is 29%. Although institutions were asked to send the self-identification form to all senior university leaders, the following positions had low response rates (lower than 30%): board members, chair of the board, chair of the senate and chancellor. Therefore, representation data based on job position was not included for those positions (Appendix B: Table 5).

Based on our breakdown, the response rate for deans to presidents was 46% and the response rate for board members, chair of the board, chair of the senate and chancellor was 15%.

To further ensure that the data from the self-identification forms were representative of the senior university leaders across Canada, Universities Canada also did a web count of the number of women who

are senior university leaders in Canada using website searches, looking at photographs, reading bios for pronouns, and when necessary, deciding based on names. Though this method has its limitations, this estimate allowed for a comparison between the proportion of women in the survey sample and the proportion in the total population. When comparing the estimates of women by Universities Canada to the proportion of women in the self-identification responses, there is a higher response from women for the following positions: board members, chancellor, deans (arts, social sciences, humanities; health faculties; STEM; other) and presidents (Table 6).

Table 3. Survey response rates by region

Region	Count	Participated in survey 2	Response rate
Atlantic	15	12	80.0
Ontario	31	22	71.0
Quebec	19	13	68.4
West	31	25	80.6
Total	96	72	75.0

Table 4. Survey response rates by institution type

Institution Type	Count	Participated in survey 2	Response rate
Comprehensive	15	13	86.7
Federated	13	7	53.8
Medical/doctoral	15	11	73.3
Primarily undergraduate	38	30	78.9
Specialized	14	11	78.6
Total	95	72	

Note: The total count does not add up to 96 because of Université du Québec which is the administrative body of the UQ network of institutions. This administrative hub is a member of Universities Canada, but it cannot be classified as an institution type given that they do not have students or faculty.

Table 5. Response rate to self-identification form by position

	Universities Canada estimate	Self-identification survey responses (n)	Response rate (%) based on Universities Canada's estimates
University senior leaders (total)	3978	1137*	28.7
Chair of the senate	96	9	9.4
Chair of the board	96	22	22.9
Board member	1946	301	15.5
Chancellor	96	12	12.5
President	96	62	64.6
Provost/vice-president academic	82	39	47.6
Vice-president research	77	30	39.0
Other vice-president	174	84	48.3
Other decision maker reporting directly to the president	260	94	36.2
Associate and assistant vice-president or equivalent	452	223	49.3
Dean - Arts, social sciences, humanities	275	116	42.2
Dean - Other (e.g. school of graduate studies, dean of students)	96	69	71.9
Dean - Health faculties	96	33	34.4
Dean - STEM faculties	136	43	31.6

* 1140 people responded to the survey. However, three people in the survey did not indicate their position

Table 6. Women senior leaders in survey sample versus total estimated population by position

	Percentage of women in total estimated population	Percentage of women in survey sample
Chair of the senate	N/A	25
Chair of the board	40	23
Board member	43	52
Chancellor	41	50
President	25	32
Provost/vice-president academic	39	38
Vice-president research	38	33
Other vice-president	47	46
Other decision maker reporting directly to the president	N/A	72
Associate and assistant vice-president or equivalent	N/A	55
Dean - Arts, social sciences, humanities	41	50
Dean - Other (e.g. school of graduate studies, dean of students)	33	46
Dean - Health faculties	47	34
Dean - STEM faculties	25	29



APPENDIX C: UNIVERSITIES CANADA'S INCLUSIVE EXCELLENCE PRINCIPLES

Canadians value an inclusive country, where equity is deeply embedded and diversity welcomed. Our identity is expressed in the shared values of openness, fairness and tolerance.

Members of Universities Canada reflect those values in their approaches to teaching, research and community engagement. Universities recognize the vital importance of a diversity of identity and thought, with room for a variety of ideas, geographies, cultures and views. While progress has been made over the past few decades, we recognize that there is more we can – and must – do to truly achieve inclusive excellence.

To complement Universities Canada's [Principles on Indigenous Higher Education](#) and building on international movements such as the United Nation's [HeforShe campaign](#), members of Universities Canada commit to attracting and retaining students, faculty, staff and leaders from all backgrounds. To serve their missions, our university leaders commit to being active champions of equity, diversity and inclusion on our campuses, in our communities and across the country.

To this end, the members of Universities Canada make an explicit public commitment to seven principles. These principles acknowledge the differences between university communities across Canada and the autonomy of individual institutions to advance change appropriate to local context and needs.

1. We believe our universities are enriched by diversity and inclusion. As leaders of universities that aspire to be diverse, fair and open, we will make our personal commitment to diversity and inclusion evident.
2. We commit our institutions to developing and/or maintaining an equity, diversity and inclusion action plan in consultation with students, faculty, staff and administrators, and particularly with individuals from under-represented groups¹. We commit to demonstrating progress over time.
3. We commit to taking action to provide equity of access and opportunity. To do so, we will identify and address barriers to, and provide supports for, the recruitment and retention of senior university leaders, university Board and Senate members, faculty, staff and students, particularly from under-represented groups.
4. We will work with our faculty and staff, search firms, and our governing boards to ensure that candidates from all backgrounds are provided support in their career progress and success in senior leadership positions at our institutions.
5. We will seek ways to integrate inclusive excellence throughout our university's teaching, research, community engagement and governance. In doing so, we will engage with students, faculty, staff, our boards of governors, senates and alumni to raise awareness and encourage all efforts.
6. We will be guided in our efforts by evidence, including evidence of what works in addressing any barriers and obstacles that may discourage members of under-represented groups to advance. We commit to sharing evidence of practices that are working, in Canada and abroad, with higher education institutions.
7. Through our national membership organization, Universities Canada, we will work to generate greater awareness of the importance of diversity and inclusive excellence throughout Canadian higher education.

¹ Underrepresented groups include those identified in the federal Employment Equity Act – women, visible minorities, Aboriginal peoples, and persons with disabilities – as well as, but not limited to, LGBTQ2S+ people and men in female-dominated disciplines.



**Universities
Canada.**

For more information,
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