UNIVERSITY OF TORONTO
LESLIE DAN FACULTY OF PHARMACY

Equity, Diversity and Inclusion Strategic Plan

December 16, 2021

Leslie Dan Faculty of Pharmacy, University of Toronto

Prepared by the Equity, Diversity and Inclusion Working Group at the Leslie Dan Faculty of Pharmacy

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Land Acknowledgement

We wish to acknowledge this land on which the Leslie
Dan Faculty of Pharmacy, University of Toronto operates.
For thousands of years, it has been the traditional land
of the Huron-Wendat, the Seneca, and most recently, the
Mississaugas of the Credit. Today, this meeting place is still
home to many Indigenous Peoples from across Turtle Island,
and we are grateful to have the opportunity to live and work
on this land.

We recognize the social and structural systems that have
and continue to create inequities that disproportionately
impact Indigenous communities.

Introduction

Statement of Commitment

The Leslie Dan Faculty of Pharmacy (henceforth referred to as the LDFP) at the University of Toronto (U of T) is committed to advancing principles of equity, diversity and inclusion (EDI) in all that we do.

These principles include:

- Creating, supporting, and maintaining a learning and working environment that is free from discrimination, harassment, intimidation, bullying, and disrespectful behaviour
- Striving to recruit and retain learners, staff, and faculty members who reflect the diversity of Canadian society
- Ensuring that our programs and curricula prepare our graduates to meet the needs of the diverse communities they will serve in their careers in Canada and around the world;
- Understanding that transparency drives accountability and committing to regular and inclusive sharing of knowledge and information about EDI initiatives,
- Recognizing that advancing EDI is a shared responsibility and an ongoing process of growth at the individual, organizational, and societal levels

In developing this Statement of Commitment, we recognize and have been inspired by the leading work done by other faculties and offices at the U of T including the Temerty Faculty of Medicine.

LDFP Efforts to Date

The LDFP has started to work on ways to foster more equity, diversity and inclusion across our programs and organizational culture. Together, we are working to expand and deepen our focus on equity, diversity and inclusion as guiding forces for the education we deliver and the research we lead. We have started efforts in several areas including:

- Introducing new scholarships for Black and Indigenous students
- Instituting changes in the LDFP hiring process to further prioritize EDI such as:
  - ensuring search committees include racialized members, gender diversity, and faculty and staff at different professional levels
  - requiring search committee members to complete unconscious bias training
  - reviewing advertisements to ensure a focus on excellence and diversity, use inclusive and gender-neutral language, and emphasize LDFP's commitment to EDI
- Working closely with student groups including, but not limited to, Pharmaceutical Science for EDI (PSEDI), PharmaPride, Pharmacy Awareness of Indigenous Health (PAIH), and the Pharmacy Muslim Student Association

Equity, Diversity and Inclusion Working Group

In April 2021, Dean Lisa Dolovich established an EDI Working Group to develop a strategy to advance EDI initiatives and draft Terms of Reference for a standing committee that will be integrated into our governing Faculty Council.

The Working Group was tasked with providing:

I. A Statement of Commitment that will provide a framework for the development of an EDI strategy at the LDFP

II. A strategy document to include evidence-based directions and recommendations on how to support a healthy and inclusive learning and work environment for everyone at the LDFP.

III. Draft Terms of Reference for a standing committee on EDI to be integrated into the LDFPs governing Faculty Council

The EDI Working Group was tasked with providing strategies on:

- Development of EDI training opportunities for all members of our community to address issues of unconscious bias, mistreatment, and implementation of EDI into practice.

- Incorporation of the principles of EDI in our recruitment, retention and career development initiatives .

- Ensuring the makeup of our committees and decision-making bodies is inclusive and diverse, and members are well educated in EDI principles.

- Development of engagement opportunities within the University of Toronto and broader communities to promote EDI within pharmacy and pharmaceutical sciences.

- Ensuring that our programs and curricula prepare our graduates to meet the EDI needs of the communities they will serve in Canada and globally.

- A data strategy to collect, maintain, interpret, report, and communicate data on EDI to improve effectiveness, accounability and transparency.

- Development of a mechanism or framework for feedback and complaints process with the LDFP.

- Incorporate EDI considerations into space planning and decision making.

Membership

The Working Group was co-chaired by a faculty member with the rank of Professor and member of the professional manager staff complement. The Working Group included sixteen members representing the following constituencies:

- **Jillian Clare Kohler**, co-chair
- **Lachmi Singh**, co-chair
- **David Dubins**, BMS teaching stream faculty
- **Reina Bendayan**, BMS tenure stream faculty
- **Sara Guilcher**, CSAP tenure stream faculty
- **Ayub Hashi**, PharmD student
- **Marvin James**, professional manager
- **Debbie Kwan**, teaching stream faculty

- **Kathy Moscou**, alumni
- **Kate Richards**, professional manager
- **Quinn Pauli**, graduate student
- **Kishan Rana**, PharmD student
- **Tara Snyder**, professional manager
- **Cecelia Power**, unionized staff
- **Max Yaghchi**, Ontario College of Pharmacists

Equity, Diversity and Inclusion Working Group

The Working Group co-chairs would like to acknowledge the expertise and contributions of **Jaris Swidrovich**, Assistant Professor, Teaching Stream, Leslie Dan Faculty of Pharmacy who joined the LDFP faculty and community on October 1, 2021, and who provided insight and feedback on this strategy.

Additionally, the co-chairs would like to thank **Gul Saeed**, Research Assistant, WHO Collaborating Centre for Governance, Accountability & Transparency in the Pharmaceutical Sector and **Ryan Keay**, Administrator, Education Office, Leslie Dan Faculty of Pharmacy for their work in helping draft this strategy.

Appointment Process

The co-chairs were appointed by the Dean. Faculty and staff membership was determined based on responses to a broad invitation asking for people to indicate interest in joining this Working Group followed by adjudication of responses to promote diversity across the membership complement. Student leadership groups were asked to appoint members to the group. External members were invited to participate in the Working Group by the Dean.

Accountability

The Working Group reported to the Dean of the LDFP. The Working Group also provided an update to community members at the LDFP every four months (i.e., three times during its term) to promote awareness and engagement on the evolving EDI work at the LDFP. Working Group membership, Terms of Reference, and meeting highlights are all posted and available on the LDFP website here.

Term of Work

The Working Group was constituted in April 2021 and provided its report to the Dean on December 17, 2021.

Meetings and Administrative Processes

The Working Group met monthly over 2021 with meeting frequency reduced at various times of the year (e.g., summer). The Working Group was supported with administrative assistance provided by the Dean's Office and Education Office and research support by a Research Assistant. Administrative support included booking meetings, preparing meeting notes, managing meeting follow-up, managing documents, communication with members, and assisting with report formatting/referencing.

Equity, Diversity and Inclusion Working Group

Resources Consulted

To formulate evidence-based strategies, the Research Assistant conducted a series of environmental scans using the Google search engine in English to find best EDI practices related to: recruitment, retention and career development, continuing education and training, curriculum, data and metrics strategy, and feedback collection process, that have been implemented and evaluated by other academic institutions and relevant organizations globally.

The following keywords were used in structured web search queries: "equity," OR "diversity," OR "inclusion" AND "best practices" OR "promising practices" AND "academic institutions" OR "research organizations" OR "universities" in combination with each of our five areas of focus (recruitment, retention and career development, continuing education and training, curriculum, data and metrics strategy, and feedback collection process). Subsequently, the Research Assistant reviewed information from strategy documents, institutional webpages, and some media articles to create a list of best EDI practices.

The Research Assistant also did a targeted search focusing on recruitment, retention and career development, continuing education and training, curriculum, data and metrics strategy, and feedback collection processes that are implemented at U of T. The purpose of the targeted search was to examine if the proposed EDI strategies can be integrated into existing processes at U of T to ensure the appropriate use of resources. See Appendices for a full list of resources.

EDI Working Group Strategies

Summary of Strategies

To develop EDI strategies, the Working Group was divided into five subgroups. Each subgroup focused on a single component of the overall strategy. Each subgroup submitted their strategies in advance of the Working Group meeting on November 9, 2021. While members were assigned to a specific area, these strategies were reviewed by the Working Group to ensure that the full strategic plan reflected inputs from all members.

The goal of these strategies was to provide LDFP leadership with a clear roadmap, consisting of a set of guiding principles or rules, that define the actions to be taken and the items that should be prioritized to achieve desired goals.

The Recruitment, Retention and Career Development subgroup outlined the following strategies:

1. Establish a peer support and mentoring network to match alumni, faculty, staff and current/prospective students
2. Increase award and scholarship opportunities beyond academic and community service criteria
3. Conduct an environmental scan examining the feasibility of expanding professional programs to allow for part-time students
4. Recruit and hire faculty from underrepresented communities

The Continuing Education and Training subgroup outlined the following strategies:

1. Create continuous approach to EDI training
2. Use EDI-related framework when developing continuing education and training materials
3. Support alumni to exemplify leadership of EDI in practice

The Curriculum subgroup outlined the following strategies:

1. Foster awareness of EDI among new and current students
2. Ensure faculty members are accountable for actively promoting EDI
3. Decolonize and Indigenize the pharmacy curriculum

The Data and Metrics Strategy subgroup outlined the following strategies:

1. Define data strategy scope using set priorities
2. Engage external agency to conduct landscape analysis
3. Develop a communications plan to support the launch of faculty-wide data and metrics strategy

The Feedback Collection Process subgroup outlined the following strategies:

1. Develop confidential mechanism for reporting EDI policy contravention
2. Establish an EDI liaison committee to manage complaints
3. Distribute annual survey to current students/staff/faculty at the LDFP to identify EDI gaps

EDI Working Group Strategies

Scope of Implementation

While these recommendations were made by the Working Group, they are not intended to represent the entirety of the LDFP EDI strategy. This is a dynamic strategy that should be reviewed and updated on an ongoing basis to align with the LDFP community, as well as the strategic directions of the LDFP and U of T. Next, LDFP leadership and EDI Working Group co- chairs should consult with the broader LDFP community to develop an implementation plan for the included strategies.

The Working Group strongly recommends that these strategies be incorporated into the upcoming LDFP Academic Planning process, along with timelines to ensure accountability. Implementation timelines identified for the Working Group strategies are intended as a guide to ensure progress and may be adjusted as the implementation plan is developed and evaluated.

Recruitment, Retention and Career Development

Objectives

- To incorporate the principles of EDI in LDFP recruitment, retention, and career advancement practices with regards to faculty, staff, and students.
- To ensure the composition of LDFP committees and decision-making bodies is inclusive and reflects the growing diversity of the LDFP.

Strategy 1

Establish a Peer Support and Mentoring Network to Match Alumni, Faculty and Staff with Current/Prospective Students

Strategy	Foster a culture of EDI and develop LDFP sponsored networks of mentors for one-on-one and small group sessions. These networks would provide guidance and real-life experience to help current and prospective students, beginning at the elementary level, navigate and prepare for various aspects of academia (e.g., the application processes, grant, awards and scholarship application processes, and student life within LDFP). Within these networks, there will be a leadership and career-focused series developed for current and prospective students from underrepresented groups, based on specific needs and interests.
Rationale	The LDFP needs to proactively reach out to underrepresented communities early in the education journey to ensure careers in pharmacy and pharmaceutical sciences are seen as viable opportunities. Learning about the various career paths in pharmacy and pharmaceutical sciences can encourage students to plan science courses, volunteer activities, and mentoring support to assist with applications. Creating a peer support and mentoring network within the LDFP would also help to foster a sense of inclusion and support. University, grant, scholarship, and awards applications can be daunting and confusing without prior knowledge or support from those who have been successful in these processes. For those who do not have an established support network, an LDFP sponsored network of mentors can be used to address this gap and ensure equity of opportunity.
Implementation	1.5 to 2 years

Recruitment, Retention and Career Development

Strategy 2

Increase Award and Scholarship Opportunities

Strategy	Provide increased opportunities and broadening of criteria for awards and scholarships for students from underrepresented communities. *Note the percentage should be decided in conjunction with the appropriate administrative leadership
Rationale	Tuition cost can be a barrier to success for prospective and current students. Most of the current awards and scholarships at the LDFP are based on academic merit and extracurricular activities. These criteria may disadvantage students who need to work for financial reasons or who have responsibilities or circumstances that limit time to pursue extracurricular activities. The majority of awards and scholarships should have broad enough criteria so that eligibility is not inherently exclusive of underrepresented communities. To increase the number of awards and scholarships distributed to students from underrepresented communities who experience tuition cost as a barrier we recommend an environmental scan of current awards and criteria, when they were last awarded. This information could be used to work with donors to establish new awards or to request a change in criteria from donors of current awards to increase eligibility. In addition, the list of awards and scholarships must be communicated widely.
Implementation	1 to 1.5 years

Recruitment, Retention and Career Development

Strategy 3

Environmental Scan - Part-time Programs

Strategy	Conduct an environmental scan of how full-time programs accommodate part-time students
Rationale	A number of financial and accommodation factors exist that may prevent prospective students from applying to programs within the LDFP as they are only offered full-time. Providing a more flexible structure may encourage persons from diverse backgrounds to consider applying and allow students with changing circumstances to stay enrolled. As LDFP programs are the gateway to being licensed pharmacists, and/or researchers within pharmaceutical sciences, the future of pharmacy professions may be limited to those who can afford full-time enrolment in programs and who do not need accommodations for academic or caregiving responsibilities. The LDFP is likely missing critical opportunities to promote diversity across the pharmacy profession and science.
Implementation	1 year

Recruitment, Retention and Career Development

Strategy 4

Recruit, Hire and Retain Faculty from Underrepresented Communities

Strategy	The LDFP must hire individuals from underrepresented groups to increase representation across all levels of the LDFP and advance excellence through equity and diversity. Some methods to improve EDI in hiring processes include: • Train hiring committee members in unconscious bias and anti-racism prior to any application review • Provide hiring committee members with current policies, guidelines and best practices within the University and Faculty related to EDI and require review of these materials • Review of job postings by LDFP's future EDI standing committee prior to approval to ensure appropriate language and content presentation • Conduct focused recruiting in partnership with underrepresented communities including Indigenous and Black communities • Facilitate cluster hires to improve representation and promote excellence of faculty from underrepresented communities • Focus on the retaining and promoting PhD and postdoctoral students from underrepresented communities at the LDFP through tenure-track hiring
Implementation	1.5 - 2 years and ongoing

In addition to the aforementioned strategies, the Working Group makes the following recommendations:

• Embed EDI educational activities within faculty performance reviews.

• Beyond training and education participation, consider how best to gauge how commitment to EDI principles is being demonstrated and how to support this.

• Decisions on eligibility for all EDI funding and programs will require some consultation and will be reviewed at future stages.

• Integrate and align new scholarships and funding developed in the last 18 months with any new process.

Continuing Education and Training

Objectives

- To develop EDI training opportunities for all members of our community to address issues of unconscious bias, systemic racism, and implementation of EDI into practice.

- To develop engagement opportunities within the U of T and broader communities to promote EDI within pharmacy and pharmaceutical sciences.

Strategy	Create ongoing EDI training sessions for faculty, staff, preceptors, and students that go beyond the information provided during orientation sessions. This training should cover the following topics: • Existing U of T policies and procedures relating to EDI • Current best practices related to EDI • Supportive, inclusive, and safe methods to acknowledge shortcomings in EDI • accessibility • Power dynamics training for those in supervisory positions • Unconscious bias training for those in recruitment/selection positions This training should be recognized and incorporated in annual performance reviews for all community members at the LDFP.
Rationale	Members of the community receive orientation training when they first join the LDFP but after that, there is no annual requirement to take courses or learnings on EDI. The knowledge in this area is rapidly evolving and policies will be changing on a regular basis. It is important that all community members of the LDFP are aware and up to date on the actions of the LDFP and U of T.
Implementation	1 - 1.5 years and ongoing

Recruitment, Retention and Career Development

Strategy 2

Use EDI-related Framework When Developing Continuing Education and Training Materials

Strategy	To ensure that EDI principles are incorporated into training, the following non-exhaustive checklist will be considered when developing all continuing education and training materials for faculty and staff: 1. Who is delivering the training sessions and teaching the continuing education courses? Does this individual have adequate training in EDI? 2. Who is the primary target audience of the training session or course? 3. Are there any barriers to enrollment? 4. How is the training session or course being delivered and taught? 5. Is the mode of delivery/teaching accessible to all participants? 6. What is being taught in the training session or course? Does it implement an EDI lens? 7. Is feedback/evaluation regarding EDI being collected from learners, and assessed during the education/training and upon completion?
Implementation	1 - 1.5 years

Strategy 3

Support Alumni to Exemplify Leadership of EDI in Practice

Strategy	The LDFP should ensure it engages its alumni community play a vital role in changing the landscape of pharmacy and continue to act as leaders in the profession. The LDFP should also ensure alumni have access to opportunities to remain current on EDI related practices (e.g. training modules).
Implementation	2 years and ongoing

Curriculum

Objective

To ensure that our programs and curricula prepare our graduates to meet the needs of the diverse communities they will serve in their careers in Canada and around the world.

Strategy 1

Foster Awareness of EDI Among New and Current Students

Strategy	The LDFP must foster awareness of EDI among students when they begin their education at the LDFP, and throughout their time at the Faculty. Awareness can be raised in the following ways: • Implement a mandatory session on EDI for all new undergraduate and graduate students, as well as post-doctoral fellows • Provide education in EDI theoretical frameworks to help navigate unfamiliar situations • Provide students with anti-harassment education to recognize and prevent bullying • Ensure students are introduced to current social justice terminology • Develop learning objectives that incorporate EDI principles in each course at LDFP • Prepare graduate students and post-doctoral fellows to address EDI principles in research projects
Rationale	Students need to recognize how social determinants of health influence the health of specific populations to be able to learn beyond the curriculum.
Implementation	2 years

Curriculum

Strategy 2

Ensure Faculty Members Are Accountable for Actively Promoting EDI

Strategy	The LDFP must ensure that faculty and staff members are actively engaged in promoting and integrating EDI best practices in all their work at the LDFP. Professors and staff members can take the following steps to promote EDI: • Express allyship to students and encourage self-expression of identities • Begin the first class or seminar of term, and other events at the LDFP with a Land Acknowledgement and encourage students to do the same for their presentations as appropriate • Communicate trigger warnings for sensitive topics that could negatively impact mental health • Ensure faculty are familiar with current social justice terminology • Review and reassess course material in a timely manner to mirror social change • Accommodate students and faculty members with disabilities, including learning and physical disabilities • Ensure EDI principles are followed through by preceptors during experiential rotations
Rationale	Faculty should take into account racism, ableism, and marginalisation's impact on population health in curriculum with a view towards advancing student's understanding of equity in addressing social determinants of health.
Implementation	1 to 2 years

Curriculum

Strategy 3

Decolonize and Indigenize the Pharmacy Curriculum

Strategy	The LDFP must work toward decolonizing and Indigenizing the pharmacy curriculum. This process should involve a review of all course syllabi to ensure an intersectionality lens is applied, along with Land Acknowledgments and inclusivity/anti-harassment statements. We have identified some of the following areas in the curriculum that require review and can serve as starting points toward decolonizing and Indigenizing the curriculum: • Embed guest lecturers from racialized groups and underrepresented communities to better incorporate lived experiences in curriculum • Include Indigenous health practices in each pharmacotherapy courses • Teach race as a social construct in pharmacogenomics education • Promote skin-tone diversity in dermatology education • Increase 2SLGBTQ+ representation beyond HIV/AIDS education • Use gender-affirming language in transgender health education • Teach women's health from a predominant female perspective • Include diverse religious dilemmas in case studies • Embed Truth and Reconciliation Commission of Canada Calls to Action principles in core curriculum • Assist graduate students and post-doctoral fellows with research proposals to include EDI principles
Rationale	The LDFP should decolonize and Indigenize the pharmacy curriculum to better instill knowledge of EDI best practices within students by graduation. This is critical as students need to apply appropriate approaches when working with diverse populations to be able to work effectively in their desired fields.
Implementation	1.5 to 2 years

In developing these strategies, the Working Group identified gaps in the following areas that must be addressed in order to make pharmacy curriculum more equitable, diverse, and inclusive:

• Foster an environment in which the lived experience of people from racialized groups and underrepresented communities is integrated into the curriculum (e.g., hiring practices, community engaged scholarship)

Data and Metrics Strategy

Objective

- Develop a data strategy to collect, maintain and interpret data on EDI. The mandate also includes reporting and communication mechanisms to improve accountability and transparency.

Strategy 1

Define Data Strategy Scope Using Set Priorities

Strategy	Clearly define the scope and purpose of a LDFP-wide data and metrics strategy based on articulated EDI priorities and relevant benchmarks.
Rationale	A successful data and metrics strategy must be well defined and should be used to understand our community, measure the effectiveness of existing EDI initiatives, help identify and advance new areas of priority over time, and hold LDFP leadership accountable to EDI commitments. The LDFP should select metrics that evaluate programs and initiatives captured in this report and that are aligned with LDFP's strategic goals and priority areas. Planning desired outcomes before selecting metrics will ensure the right metrics are selected before a data collection strategy is launched. It is important to distinguish between "diversity" and "inclusion" and the types of data that measure each (see "More Than a Feeling: Measuring Workplace Inclusion" in Resources Used section). At a university level, the U of T is currently reviewing its organizational EDI data collection and strategy. Based on our consultations, we have learned the U of T intends to broaden diversity metrics and make them available to divisions. However, efforts to measure and evaluate a sense of "inclusion" will likely need to be led at a divisional level. Additional suggestions for implementation: • Collect include quantitative, qualitative, desegregated, and intersectional data. • Consider using the Gartner Metrics Inventory and Prioritization Matrix and Tool in addition to LDFP strategic goals to identify priority metrics. • Identify relevant diversity benchmarks within the U of T setting and among related external sectors including demographics for the population of Toronto, Canadian pharmaceutical industry, and pharmacy professional practice. • Leverage disaggregated data collected at the institutional level including through the U of T Student Equity Census broken down by faculty/division.
Implementation	1.5 to 2 years

Data and Metrics Strategy

Strategy 2

Engage External Agency to Conduct Landscape Analysis

Strategy	Engage an external agency to conduct a landscape analysis across set priority areas to establish a measurement baseline of defined goals
Rationale	A useful and consistent data and metrics strategy is crucial to the ongoing success of EDI initiatives. Engaging an external agency to lead the initial landscape analysis will ensure our efforts have a solid foundation based on specialized expertise. The external agency should align with efforts at the university level and assist in determining what should be measured at the divisional level and what university-level existing or emerging data metrics the LDFP should seek to leverage. Additional suggestions for implementation: • Work with central U of T Equity Offices to identify appropriate expert agencies • Work with central U of T Equity Offices to develop an RFQ to engage an expert agency • When engaging an external agency to collect, measure and report on EDI metrics, consider a minimum of three years to provide the service to establish the practice of engagement and collection, build trust and to provide sufficient data to gauge progress
Implementation	1 to 1.5 years

Data and Metrics Strategy

Strategy 3

Develop an Integrated Communications Plan to Support the Launch of a Faculty-wide Data and Metrics Strategy

Strategy	Develop an integrated communications plan to support the launch of faculty-wide data and metrics strategy
Rationale	Through our consultations we have learned that clear and open communication is fundamental to initiating a data and metrics strategy. Stakeholders will want to understand why we are collecting data and how it will be used. Additionally, the data collected and the decisions and actions it informed should be shared transparently with these stakeholders. To collect meaningful data, particularly qualitative data that will measure a sense of inclusion in our community, the LDFP will need to work to build trust over time. Suggestions for implementation: • Collaborate with Communications Office at the Leslie Dan Faculty of Pharmacy to develop an integrated communications plan. • Work with central U of T Equity Offices to ensure best practice in communicating EDI data and metrics initiatives including effective engagement, transparency, and reporting results effectively. • Build trust among groups we are collecting data from through intentional engagement activities. • Develop a protocol to follow if potentially identifiable data is encountered prior to initiating data collection.
Implementation	1.5 to 2 years

Feedback Collections Process

Objective

- Develop a mechanism/framework for feedback within the LDFP.

Strategy 1

Develop Confidential Mechanism for Reporting EDI Policy Contravention

Strategy	Develop a confidential mechanism for all community members at the LDFP, including staff, students, and faculty, to communicate practices or incidents that contravene EDI polices or procedures.
Rationale	At U of T, a myriad of resources and processes are available for reporting and for obtaining advice, information and assistance with concerns and complaints. However, it is not always clear where people can go for help or to report a concern. Students, staff, or faculty may feel uncomfortable about approaching managers or colleagues to obtain this information. This strategy would focus on developing a clear pathway for all community members at the LDFP to access available resources and to confidentially report issues of concern: • The strategy will involve collating resources and information currently available, connecting with EDI subject matter experts at the university to inform the development of LDFP pathway/process • The mechanism should be easy to use and access but secure to ensure confidentiality and encourage usage • should be confidential but may not be anonymous in case additional action needs to be taken • Reported issues and concerns should go to a "neutral" committee at the LDFP (see strategy 2)
Implementation	1 to 1.5 years

Feedback Collection Process

Strategy 2

Establish an EDI Liaison Committee

Strategy	Establish an EDI Liaison Committee to coordinate responses and resolutions to complaints
Rationale	• The committee should include stakeholders representing the best interests of staff, students, and faculty and include internal and external members of U of T. The purpose of the committee would be to: • Review, triage and advise on reported practices/incidents that contravene EDI policies/procedures as reported back by U of T Equity Offices • Establish a process for resolution or escalation of concerns • Maintain a repository of U of T EDI resources available to all community members of the LDFP • Advise complainants of resources available to them • The composition of this committee is of the highest importance and should include individuals with knowledge of the relevant legal and policy areas. All members should be appropriately trained and should be independent from LDFP leadership.
Implementation	1 year

Conclusion and Recommendation for a Standing Committee on EDI

Conclusion

The EDI Strategy represents a focused approach to the LDFP's efforts to ensure more equity, diversity and inclusion in all areas of its programming, education and training. This Strategy is intended to be a dynamic document that will be reviewed and updated on a regular basis by stakeholders in the LDFP community to ensure it is commensurate with current needs and it can anticipate forthcoming ones.

Next steps for the EDI Strategy will include a workshop with Working Group members and interested stakeholders from the student, faculty, alumni and administration communities. This workshop should critically determine how to prioritize the recommended strategic directions and what implementation of these priorities will entail.

Recommendations for a Standing Committee on EDI

The Working Group strongly agreed on the importance of establishing a Standing Committee on EDI to be integrated into the LDFPs governing Faculty Council. This is an important step to ensuring accountability, awareness, and collaboration on EDI strategies and initiatives.

The Working Group recommends that the appointment process of the Standing Committee on EDI follow the same process as was used to develop the Working Group. To the furthest extent possible, members of the Standing Committee should represent all areas and stakeholders at the LDFP and each member of the Standing Committee should be provided with orientation and training in EDI best practices and be responsible for completing this training.

In addition, the Working Group recommends that the Standing Committee be accountable to the Dean of the LDFP and the Faculty Council.

Appendices

Existing EDI Data Strategies and Recommendations at U of T

Equity and Diversity in Research and Innovation Working Group, Division of the Vice-President, Research & Innovation (VPRI):

- https://ediri.utoronto.ca/ediri-recommendations/report/

Human Resources & Equity

- http://www.hrandequity.utoronto.ca/wpcontent/uploads/sites/15/2018/01/2016-EE- Report-1.19.2018-FINAL-FOR-EXPORT.pdf
- https://hrandequity.utoronto.ca/about/reports/

Office of Vice Provost, Students

- https://www.viceprovoststudents.utoronto.ca/u-of-t-student-equity-census/

Faculty of Medicine, U of T

- https://www.lmp.utoronto.ca/your-voice-surveys

Department of Surgery, U of T

- https://surgery.utoronto.ca/current-initiatives

Task Force on Race and Indigeneity, Faculty of Kinesiology and Physical Education

- https://kpe.utoronto.ca/story/kpe-task-force-race-and-indigeneity-begins-developing- recommendations
- https://kpe.utoronto.ca/story/kpe-task-force-race-and-indigeneity-begins-developing- recommendations

Anti-Black Racism Task Force, U of T

- https://hrandequity.utoronto.ca/inclusion/anti-racism-strategic-tables/anti-black-racism- task-force/

Other Helpful Resource(s)

- https://hrandequity.utoronto.ca/inclusion/

Appendices

Promising EDI Recruitment and Retention Strategies

Pre-application Stage: Create Inclusive Job Postings

- The Diversity Committee at University Health Services, University of California, Berkeley (n.d.). https://diversity.berkeley.edu/sites/default/files/recruiting_a_more_diverse_workforce_uh s.pdf;

- Government of Canada (2021). https://www.chairs-chaires.gc.ca/program- programme/equity-equite/best_practices-pratiques_examplaires-eng.aspx

Hiring Process: Create A Diverse Hiring Committee

- The Diversity Committee at University Health Services, University of California, Berkeley (n.d.). https://diversity.berkeley.edu/sites/default/files/recruiting_a_more_diverse_workforce_uhs.pdf;

- Government of Canada (2021). https://www.chairs-chaires.gc.ca/program- programme/equity-equite/best_practices-pratiques_examplaires-eng.aspx

- Simon Fraser University. Implicit bias, hiring, and retention: Equity, diversity, and inclusion (EDI) resource guide. https://www.lib.sfu.ca/help/academic- integrity/edi/hiring-unconscious-bias

Hiring Process: Train the Hiring Committee

- The Diversity Committee at University Health Services, University of California, Berkeley (n.d.). https://diversity.berkeley.edu/sites/default/files/recruiting_a_more_diverse_workforce_uh s.pdf;

- Government of Canada (2021). https://www.chairs-chaires.gc.ca/program- programme/equity-equite/best_practices-pratiques_examplaires-eng.aspx

- Simon Fraser University. Implicit bias, hiring, and retention: Equity, diversity, and inclusion (EDI) resource guide. https://www.lib.sfu.ca/help/academic-integrity/edi/hiring- unconscious-bias

Recruiting and Retaining Underrepresented Students

- University of Alberta (2020). https://www.ualberta.ca/equity-diversity-inclusivity/media- library/edi/survey-and-reports-page/final---edi 201819-report.pdf

- Universities Canada (2019). https://www.univcan.ca/wp-content/uploads/2019/11/Equity- diversity-and-inclusion-at-Canadian-universities-report-on-the-2019-national-survey-Nov- 2019-1.pdf

- Government of Canada (2021). https://www.chairs-chaires.gc.ca/program- programme/equity-equite/best_practices-pratiques_examplaires-eng.aspx

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Appendices

Promising EDI Recruitment and Retention Strategies

Recruiting and Retaining Faculty and Staff

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- Alburo, J., Bradshaw, A.K., Santiago, A.E., Smith, B.J., & Vinopal, J. (2020). Looking Beyond Libraries for Inclusive Recruitment and Retention Practices: Four Successful Approaches.
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- Bhalla, N. (2019). Strategies to improve equity in faculty hiring. Molecular biology of the cell, 30(22):2744–9.
  https://doi.org/10.1091/mbc.E19-08-0476

- Simon Fraser University. Implicit bias, hiring, and retention: Equity, diversity, and inclusion (EDI) resource guide.
  https://www.lib.sfu.ca/help/academic-integrity/edi/hiring- unconscious-bias

Appendices

Examples of Feedback and Complaints Collection Process at U of T

- **Office of the Vice-Principal Academic and Dean, UTM:**
  https://www.utm.utoronto.ca/dean/anonymous-feedback

- **U of T Division of the Vice-President, Research & Innovation (VPRI):**
  https://research.utoronto.ca/equity-diversity-inclusion/equity-diversity-inclusion

- **U of T Sexual & Gender Diversity Office (SGDO):**
  https://sgdo.utoronto.ca/support/

- **UTSC Equity, Diversity, and Inclusion Office (EDIO)**
  https://utsc.utoronto.ca/edio/

- **U of T's Anti-Racism & Cultural Diversity Office (ARCDO)**
  https://antiracism.utoronto.ca/help/

- **The Office of Appeals, Discipline and Faculty Grievances**
  https://governingcouncil.utoronto.ca/processes-0
  https://governingcouncil.utoronto.ca/process-flowcharts
  https://governingcouncil.utoronto.ca/about-adfg-office

- **U of T Office of the Ombudsperson**
  https://governingcouncil.utoronto.ca/contact-ombuds-office

- **Office of the Vice-Provost, Students**
  https://www.viceprovoststudents.utoronto.ca/students/student-complaints/#discrimination

- **Faculty of Law**
  https://handbook.law.utoronto.ca/policies/student-feedback-concerns-and-formal- complaints-procedure

Other Relevant Information

- **Office of the Vice-Provost, Academic Programs**
  University of Toronto, Quality Assurance Process operates in accordance with the Quality Assurance Framework (QAF) for the Province of Ontario. This framework indicates that "[i]n recognition of the diversity in institutional strategies, universities may add to the following components for their new program approval process, including for example, consideration of equity, diversity and inclusion, special missions and mandates, and student populations that are being encouraged by governments, institutions, and others."

Appendices

EDI Working Group Terms of Reference

An Equity, Diversity and Inclusion (EDI) Working Group at the Leslie Dan Faculty of Pharmacy (LDFP) has been established to develop an EDI strategy and draft Terms of Reference for an EDI Standing Committee at LDFP to support a healthy learning and work environment for all members of Faculty.

The strategy is expected to provide recommendations on:

- The development of a Statement of Commitment which will provide a framework for the development of an EDI strategy for the Faculty.

- Development of EDI training opportunities for all members of our community to address issues of unconscious bias, mistreatment and implementation of EDI into practice

- Incorporation of the principles of EDI in our recruitment and career advancement practices with regards to faculty, staff and students

- Ensuring the makeup of our committees and decision-making bodies is inclusive and works to reflect the diversity of our department

- Engagement opportunities within the University of Toronto and broader communities to promote EDI within pharmacy and pharmaceutical sciences

- Assuring that our programs and curricula prepare our graduates to meet the needs of the diverse communities they will serve in their careers in Canada and around the world.

- A data strategy to collect, maintain and interpret data on EDI

- Developing a mechanism/framework for feedback and complaints process within the Faculty

Membership

The Working Group will be co-chaired by a faculty member with the rank of Professor and member of the professional manager staff complement.

There are to be between 8-12 members of the Working Group with at least the following constituencies represented:

- undergraduate students

- graduate students

- BMS tenure stream faculty

- CSAP tenure stream faculty

- teaching stream faculty

- professional managers

- unionized staff

- communications (ex-officio)

The Working Group will also seek to include one alumni member, one member from an external professional pharmacy organization and one member from an external pharmaceutical sciences organization.

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Appointment Process

The co-chairs will be appointed by the Dean. Faculty and staff membership will be determined based on responses to a broad invitation asking for interested people to indicate interest in joining this Working Group and then adjudication of responses to promote diversity across the membership compliment. Student leadership groups will be asked to appoint members to the group. External members will be invited to participate in the Working Group by the Dean.

Accountability

The Working Group will report to the Dean of the Leslie Dan Faculty of Pharmacy. The Working Group will also provide an update to the LDFP community every 4 months to promote awareness and engagement on the evolving EDI work at LDFP.

Term of Work

The Working Group will be constituted in April 2021 and provide a report to the Dean by January 31, 2022.

Meetings and Administrative Processes

The Working Group will meet approximately monthly over 2021-22 with meeting frequently reduced at various times of the year (e.g. summer). The Working Group will be supported with administrative assistance provided by the Dean's Office. Administrative Support will include booking of meetings, meeting notes, meeting follow-up, document management, member communication, and assistance with report formatting/referencing.