



Canadian Association of Radiologists L'Association canadienne des radiologistes

Toolkit for Encouraging and Promoting Equity, Diversity, and Inclusion

September 2023 (Latest Update January 2026)



Land Acknowledgement*

The Canadian Association of Radiologists deeply recognizes and respects the following principles:

Indigenous peoples are the original caretakers of the land we call Canada, and we acknowledge their stewardship.

This land remains unceded, and it is our responsibility to acknowledge our connection to the territories where we live and work. We prioritize initiatives that foster reconciliation with local indigenous communities.

The custodians of traditional indigenous knowledge within each community deserve the utmost honor, consideration, and respect.

We stand in solidarity with courageous Indigenous leaders, both young and old, and pledge our continuous support in creating equitable opportunities for all who inhabit this land.

Successful reconciliation can be achieved through a commitment to learning from our shared history, actively listening to Indigenous truths, and embarking on a new path that is inclusive, collaborative, and respectful, thereby paving the way toward a brighter future for all.

I. **Canadian Association of Radiologists Statement on Equity, Diversity, and Inclusion**

As the national voice for radiologists in Canada, the Canadian Association of Radiologists (CAR) is committed to building a community that embraces diversity, promotes equity, and fosters inclusivity. These values make our radiology community stronger, allow our organization to thrive, and help us meet the needs of the patients we serve.

Mutual respect for the dignity, value, and input of every person is the foundation on which we build an equitable and inclusive community and one which is rich in diversity. The CAR celebrates diversity in all its forms, including race, ethnicity, language, nationality, age, experience, physical ability, gender, sexual orientation, religion, culture, and other visible and non-visible expressions of diversity.

We enrich our interactions and scholarship when we respect the unique voice each of us contributes. We believe our full potential is best achieved in an environment that collaboratively enables respectful interactions. Engaging with unfamiliar ideas, perspectives, cultures, and people create conditions for meaningful growth. As part of our goal to become equitable, we will work to identify and mitigate the adverse effects of any barriers to full participation in our profession and society.

Enhancing diversity, equity, and inclusion in our community will require ongoing work and mindfulness on the part of the CAR and its partners when setting policies, developing procedures, and decision-making at all levels. The CAR encourages staff and members to continue this journey and to actively address barriers to equity both within ourselves and in our communities.

The CAR's priorities of education, advocacy, and excellence in patient care cannot be achieved without embracing these principles of equity, diversity, and inclusion. The CAR will provide resources that educate members of our community about equity and inclusion and will host events that foster dialogue and engagement around diversity. Ongoing awareness will shape our work with health professionals, patients and representatives, governments, and technology partners. The CAR will promote these principles in our goals, missions, and actions.

II. **Introduction¹**

Canadians have a right to protection from discrimination and bias. Advancing equity and diversity in medicine establishes a fair professional environment that enriches diverse perspectives, mirrors the communities served, and fosters professional excellence and social responsibility. Studies show that achieving these goals leads to enhanced patient care and a flexible healthcare system. The Canadian Association of Radiologists (CAR), representing national radiologists, strives for a community that embodies diversity, equity, and inclusivity to strengthen radiology practice and patient service.

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Section 1: Definitions²



Ableism: Prejudice against individuals with disabilities, limiting their opportunities.

Accessibility: Equitable access for all, beyond physical accommodation, considering diverse human experiences and abilities.

Cisgender: Identifying with the gender assigned at birth.

Colonialism: Cultural and economic domination, oppressing one group over another.

Diversity: Demographic or identity variety, including factors like race, religion, disability, perspectives, and skills.

Equity: Ensures fairness in treatment and access to resources, addressing systemic barriers and providing what individuals need to thrive.

Gender: Societal roles, behaviors, and attributes associated with "men" and "women," resulting in stereotyping.

Gender expression: Ways in which individuals choose to express their gender identity.

Gender identity: Internal and deeply felt sense of being a particular gender, which may or may not align with birth-assigned sex.

Heteronormativity: Assumption of heterosexuality as the norm, marginalizing sexual minorities.

Homophobia: Fear, hatred, or prejudice against homosexuals.

Human Rights: Fundamental rights to dignity, equality, and respect for every human, regardless of various factors.

Intersectionality: Overlapping disadvantages related to multiple identities, such as race, class, and gender.

LGBTQ2: Acronym encompassing lesbian, gay, bisexual, transgender, intersex, and queer individuals.

LGBTQ2+: Inclusive term for diverse sexual orientations and gender identities.

Microaggression: Daily verbal, behavioral or environmental slights, whether intentional or unintentional, that communicate hostile, derogatory, or negative attitudes toward stigmatized or culturally marginalized groups.

Non-Binary: Gender identity beyond the binary understanding of man or woman.

People with Disabilities: Preferred term instead of "handicapped," recognizing barriers caused by society or the environment.

Person First: Placing the person before the disability, respecting individual identity and autonomy.

Pluralism: Ethic of respect for diversity, fostering inclusivity and belonging.

Racism: Belief in the superiority of one racial group over others, leading to discrimination.

Sex: Biological and physiological characteristics assigned at birth.

Sexism: Prejudice based on sex, often against women, fostering stereotypes of social roles.

Sexual Orientation: How individuals define their sexual attraction, separate from gender identity.

Systemic barriers: Institutional practices leading to unequal access or exclusion for underrepresented groups.

Tokenism: Giving representation to minorities to appear fair, without addressing underlying issues.

Transgender: Gender identity differing from the sex assigned at birth, including binary and non-binary identities.

Transsexual: Term less commonly used, referring to transgender individuals who have undergone physical transition.

Two-spirit: Culturally specific identity used by some Indigenous people, incorporating male and female spirits.

Unconscious bias: Implicit attitudes or stereotypes influencing decisions without intention.

Underrepresented minority (URM): Underrepresented minority refers to a group of people who are not adequately represented in a particular context, often due to factors such as race, ethnicity, gender, or disability.

Section 2: Establishing an Equity, Diversity, and Inclusion Committee

Introduction^{3,4,5}

This section provides guidance on forming and enhancing EDI committees in Canadian Radiology departments. You can refer to existing EDI guidelines, like the CAR Diversity Statement and CMA policies for assistance. An EDI committee should have a clear scope and mandate tailored to meet local needs. EDI Committees consist of diverse individuals committed to advancing equity, diversity, and inclusion within their units. These committees can either be permanent or temporary, focusing on strategic guidance, implementation of initiatives, or a hybrid of both.²

Establishing Context and Purpose

Before forming an EDI committee, consider what equity, diversity, and inclusion look like in your workplace, the areas you could address, how to support existing initiatives, and whether there's openness to EDI initiatives.

Suggestions for EDI Committee Scope and Mandate

EDI committees should break down organizational barriers, promote visibility for marginalized members, consider EDI implications in decision-making, help in strategic planning, provide support for EDI tasks, revise policies, collect diversity data, initiate educational programs, address discrimination and human rights concerns, and enhance EDI skills.

Effective Practices for EDI Committees

Explore past EDI initiatives, garner leadership support, maintain flexibility and adaptability to changes, consider the timing of the committee's launch, and build partnerships across various levels in your organization.

Creating the EDI Committee

Selection of Committee Members

An EDI Committee should have members possessing qualities like passion, leadership, and an inclusive mindset. Ensure the committee represents diversity in race, ethnicity, gender, and other categories. The composition should allow for a variety of perspectives and expertise.

Size of the Committee

The optimal committee size, as suggested by Leon & Williams (2016), is between 10 and 15 members, which can vary depending on the unit size and ease of facilitated discussion. All interested individuals can be considered for participation.

Recruitment Strategy

Recruitment can be achieved through advertisements, peer nominations, self-nominations, identifying proactive individuals, or promoting it in e-newsletters.

Selection Process Considerations

Consider factors such as member accountability, committee budget, reporting requirements, member roles, meeting frequency (preferably quarterly), and time commitment.

Chair of the Committee

Select an appropriate Chair for the committee.

Communication Strategy Development

Establish a strategy that identifies key stakeholders and messages, provides for stakeholder feedback, outlines reporting procedures, and shares regular updates and progress reports.

Committee Placement within the Unit/Department

Locate the committee strategically within your organizational structure to facilitate reporting and resourcing, and to increase commitment and accountability. The placement may depend on the committee's purpose, reporting lines, and accountability, and may need periodic reassessment.

Decision-Making Authority and Process

Ensure the committee is embedded into the organizational structure such that recommendations are likely to be seriously considered and likely to be implemented. While decisions made by the committee often need approval from an authoritative body, how these decisions are framed and implemented can affect the committee's effectiveness. The decision-making process should align with the committee's local definitions of EDI. Consider different approaches like consensus or voting and be aware of power dynamics among committee members to ensure a safe space for all to express their views.

Accountability

EDI Committee should maintain transparency and commitment. It needs mechanisms for accountability which differ depending on context. Key questions include:

- Who does the committee report to and how?
- What existing accountability structures are used?
- How are results communicated beyond direct reporting relationships?
- How will results be shared with the local Radiology community?
- What reports are required due to internal or external funding?
- How does the committee report to leadership and the department?
- Are there interested parties for ongoing updates or annual reports?
- If limited by time, should a concise annual report template be developed?
- Are budgetary reports required if department funding is received?
- How can committee hold leadership accountable for supporting strategic aims and recommendation implementation?

Membership Composition

The committee should comprise diverse perspectives and expertise. Aspects for determining membership:

- Representation, experience, expertise, or skills
- Inclusion of members with various backgrounds, including marginalized groups
- Ways to build capacity for those lacking EDI expertise, such as forming an auxiliary group for EDI learning and taking online courses and other forms of EDI training

Recruitment Tactics

Diverse perspectives are essential. Consider department nature to determine best advertising areas and use multiple tactics:

- Advertising at department-wide meetings
- Posters in common areas
- Nominations
- Promotions in e-newsletters
- Identification of changemakers in the community

Leadership and Facilitation

Consider who is best suited to lead the committee and how they can be supported. Important questions include:

- Whose work portfolio aligns with committee goals?
- Is a single leader or co-chair model more appropriate?
- Consider a rotating model to distribute leadership opportunities to those involved

EDI Committee Work: Labour and Recognition

EDI work requires emotional, intellectual, and physical labour and should be adequately recognized and compensated. This work often falls on oversubscribed faculty, staff, and trainees, particularly those representing marginalized groups.

Affirmation

Implement pre- and post-meetings to ensure committee members understand context and manage emotional labour.

Recognition

Incentivize participation through various means including, but not limited to, providing honoraria, food, drink, awards, public recognition, and positive communication.

Compensation

Compensate those who work outside their job descriptions, using methods like honoraria, gift cards, administrative releases, and work hour recognitions.

Considerations for Trainees, Sessional and Contract Faculty, Hourly-Paid Staff

Pay attention to compensating marginalized groups within the university system. Consider the specific needs of trainees, sessional instructors, and hourly-paid staff.

Membership Cycle

Implement a cycle to keep the committee fresh and maintain institutional memory. Consider a co-chair system for knowledge transfer and orientation of new members.

Meeting Planning & Formulating Goals and Objectives

Plan meetings thoughtfully, considering the accessibility of location and digital documents, allowing for remote participation, and maintaining a consistent schedule. Data collection, reviewing existing practices, identifying barriers, promoting diversity training, and developing mentorship programs and educational modules are key steps in formulating goals and objectives. Establish senior leadership positions responsible for EDI planning and education. Communicate EDI objectives and evaluate leaders based on EDI implementation. Implement annual mandatory EDI training and review policies through an EDI lens.

Tracking Progress

Evaluate committee effectiveness, monitor progress, and gradually expand diversity initiatives. Utilize surveys, discussions, and feedback requests.

Terms of Reference

Draft Terms of Reference document, detailing committee purpose, membership composition, processes, reporting structure, and review procedures. Engage committee members in the drafting process and leave room for the evolution of the committee.

Challenges & Solutions to EDI Committees

Challenges include alignment with organizational goals, funding, misconceptions about EDI work, scheduling, faculty burnout, and lack of leadership support. Solutions involve academic awards, proposal to the department, supporting wellness and resilience, and mandatory education on EDI topics for key personnel.

Section 3: Recruiting a Diverse Workforce

Job Advertisement and Postings^{6,7,8,9}

Advertise the job widely, including a focus on necessary qualifications and value of EDI experience. Encourage minority applicants and promote competitive searches. Use gender-neutral language in job descriptions and highlight the organization's commitment to EDI.

Search for Candidates

Ensure diversity in the search committee and provide adequate compensation and time for the process. Mandate EDI training for all committee members.

Assessing Applications & Short-listing Candidates

Accept complete CVs and collect disaggregated self-identification data and recognize non-traditional work. Swiftly respond to non-shortlisted candidates.

Hiring Committee

Assemble a diverse committee with EDI expertise and representation from various ranks. Manage conflicts of interest and mandate EDI training for all members. Provide a comprehensive toolkit, including conflict of interest policy and educational material.

Best Practices Tips and Ideas

- Convert job descriptions to gender-neutral language.
- State commitment to diversity and inclusion in the call out.
- Use results-based criteria instead of a checklist of skills.
- Conduct blind screenings to minimize bias.
- Be mindful of language when rejecting a candidate.
- Seek out diverse referrals and involve underrepresented colleagues in the selection process.
- Educate the hiring committee on EDI principles and biases.
- Review criteria for bias and list only necessary skills.
- Utilize tools like the gender bias decoder for language scanning.

Search Strategies: Attracting and Recruiting Talent

Advertise widely and allow sufficient time for diverse candidate identification. Maintain a list of progressing trainees and postdoctoral researchers. Use social media, conferences, and community encouragement for recruitment. Balance succession planning with diversity promotion.

Handling Complaints

Implement and communicate a formal process for managing EDI-related complaints. Publish contact information for addressing concerns or complaints. Monitor and address concerns in a timely and thorough manner. Ensure confidentiality, support complainants, and prevent retaliation.

Self-identification

Collect self-identification data with inclusive options and respect privacy. Communicate the purposes and importance of self-identification. Provide a privacy policy and involve senior leaders in communication. Encourage self-identification through reminders and campaigns. Avoid assumptions and guessing about an individual's identity.

Interviews

Shortlisting Candidates for Interviews

Rank selection criteria to ensure unbiased, consistent, and transparent selection. Use an evaluation matrix reflecting minimum qualifications, skills, and diversity commitment.

Accessibility & Instructions to Candidates

Ensure all parts of the process are accessible to all candidates. Clearly state the institution's accommodations policy. Consider providing accommodation proactively to reduce bias and ensure inclusivity. Provide key information to candidates in advance of the interview.

Interview Process

Consider providing interview questions in advance for candidate review. Ask all candidates the same questions. Include a question allowing candidates to share personal experiences or expertise in EDI. Use a concise matrix and consistent criteria for all candidates. Account for communication and presentation styles using various evaluation formats. Personalize the candidate's visit and provide relevant information and contacts.

Virtual Interviews

Provide instructions and troubleshoot potential technical issues in advance. Ensure adequate internet connection and provide support during the interview. Consider time zones, obligations, and accessibility for all candidates. Familiarize committee members with technology. Use an accessible platform and ensure clear visibility of committee members.

Hiring Decisions

Selection Report

Provide a written report on the selection process, including unsuccessful candidates. Include rationale for the selection and approval from the EDI champion.

Objective Assessment

Avoid subjective criteria and personal biases when assessing candidates. Consider strategic hiring to address underrepresentation.

Value Diversity

Avoid undervaluing non-traditional or unconventional scholarship or research. Seek expert input for unfamiliar fields. Accommodations should not negatively affect the assessment.

Consider Individual Circumstances

Avoid averaging productive and non-productive periods unfairly. Be aware of unique challenges faced by immigrants and Indigenous scholars. Recognize limitations in publishing and research funding in certain fields.

Retention and Promotion

EDI Guidelines

Establish and review faculty evaluation and promotion guidelines with EDI oversight. Collect and analyze disaggregated self-identification data to identify barriers.

Enhanced Mentoring Program

Develop and implement a robust mentoring program with incentives and cross-departmental options. Recognize the additional burden on underrepresented faculty and distribute responsibilities equitably.

Systemic Barriers and Environmental Scan

Conduct regular environmental scans to identify and address systemic barriers. Survey faculty, staff, and trainees to assess collegiality, climate, and EDI progress.

Healthy Work Environment

Define and commit to a healthy work environment. Assess and address policies, programs, and structural realities affecting inclusion.

Promotion and Diversity

Conduct information sessions on promotion processes. Promote the benefits of diversity within the institution and emphasize the importance of role models.

Promotion Criteria

Consider EDI principles in faculty awards, nominations, and academic promotion committees.

Teaching Evaluations

Put teaching evaluations in context and consider biases and external factors. Recognize the impact of gender, disability, race, language ability, and culture on teaching styles.

Support for Chairholders

Assign support personnel to help chairholders navigate challenges in the early years.

Policies Against Discrimination¹⁰

Establish swift and effective policies to address hate speech, violence, harassment, and discrimination against all underrepresented groups.

Nominations^{11,12,13,14}

Nominee Evaluation

Review research proposals for gendered language and encourage balanced descriptions. Provide guidelines to mitigate letter writer bias and unconscious biases.

Institutional Support

Offer strong support to all chairholders, including mentoring and additional resources. Ensure equitable support for underrepresented groups and consider cultural considerations.

Dual Career and Pay Equity

Address dual career issues and provide support for partners. Offer equal and generous offers to candidates from underrepresented groups.

Organizational Allocation and Planning⁷

Strategic Planning

Include EDI in organizational goals and risk assessment. Promote role models, mentors, and diverse leadership. Reinforce messaging and accountability mechanisms.

Senior Leadership Position

Establish a senior leadership role for EDI planning and education. Provide resources, training, and events to promote EDI. Assess leaders based on their implementation of EDI principles.

Communication and Training

Communicate EDI objectives to all members of the institution. Implement mandatory EDI training and review policies through an EDI lens.

Assessing Professional Performance and Career Advancement

Evaluation Criteria

Consider creative professional activity (CPA) and EDI engagement in formal evaluations. Clearly define criteria for professional advancement and different professional streams.

Transparency and Feedback

Provide transparency on assessment criteria and evaluation committees. Offer private feedback and access to key assignments, sponsors, assessors, and mentors.

Equity and Career Development

Conduct periodic audits to ensure equitable access to career development opportunities. Support professionals from underrepresented groups and promote diversity in career advancement.

Section 4: Tools

Tool: Assess Existing Practices

A. This tool helps you assess the existing practices within your specific context, to identify what is already in place and where improvements might be made.

Existing Practices		
Recommended Practice	Is this Present? (Yes or No) or don't know	Note Your Observations:
Do we use structured interviews?		
Do we use predetermined evaluation criteria during succession planning for leadership positions?		
Do we rely on evidence-based decisions rather than allowing individuals to make subjective choices?		

Is our hiring and promotion process open and transparent?		
Do we post our job openings and encourage all people who think they may be interested and eligible to apply?		
Do we make real and significant efforts to identify diverse pools (for recruitment, hiring and promotion)?		
Do we critically examine whether job descriptions and/or job structures (i.e., expectations about how people do their jobs) may be unnecessarily “typed” (e.g., male-typed, culturally- typed)?		
Are hiring leaders motivated because they understand and believe in the benefits of diversity and inclusion?		

Tool: Assess your Inclusive Leadership Capabilities

The effectiveness of this toolkit will depend on the commitment of the user to the principles of inclusivity and why it is important to understand and intentionally strive towards this in all of our practices, process, and programs. At the heart of the sustainment of an inclusive and healthy working environment is leaders who are confident in using the language of inclusion and encouraging and modeling it with their peers and within their workplaces.

The link below takes you to an Inclusive Leader Capability Assessment. Take this [assessment](#) to understand your strengths as an inclusive leader, and where there are opportunities to seek growth.

Section 5: Resources

Literature

- [Sara Ahmed: On Complaint](#) (Wheeler Centre YouTube, October 28, 2018).
- [Best Practices for Hiring with a Focus on Equity and Diversity](#) (University of Lethbridge, October 2007).
- [Bias in Peer Review](#) (Canada Research Chairs Program, September 11, 2017).
- [Canada Research Chairs Equity, Diversity and Inclusion Requirements and Practices](#)
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YouTube Videos

- Disability Sensitivity Training (developed by the Office of Disability Rights)
- Inclusive Language Guides:
- [Inclusive Language Guide - City of Edmonton](#)
- [Inclusive Language Use – Town of Whitby, Ontario](#)

Guides

- [Guide to Asking Questions in Interviews – Alberta Human Rights Commission](#)
- [Equity and Diversity in Medicine](#)
- [Diversity and Inclusion - Doctors of BC](#)
- [Business Case for Diversity in the Workplace - World Economic Forum](#)
- [The Lancet - Diversity and Inclusion in Health and Care](#)
- [Canada Research Chairs Program EDI action plan](#)
- [NSERC framework on equity, diversity, and inclusion](#)
- [NSERC guide for applicants](#)
- [Canada Foundation for Innovation mandate and EDI values](#)

Unconscious bias

- [Canada Research Chairs unconscious bias training module](#)
- NSERC: Chair for Women in Science and Engineering handout
- Reducing unconscious bias in the review process
- Gender and sex considerations for applications and research design:
- CIHR: How to integrate sex and gender into research
- [Government of Canada: Gender-Based Analysis Plus](#)
- Women's College Hospital Women's Xchange – The Health Researcher's Toolkit: Why Sex & Gender Matter
- CIHR: Sex and gender champions
- Gender and sex considerations for applications and research design:
- CIHR: How to integrate sex and gender into research
- [Government of Canada: Gender-Based Analysis Plus](#)
- Women's College Hospital Women's Xchange – The Health Researcher's Toolkit: Why Sex & Gender Matter
- CIHR: Sex and gender champions
- [Gendered innovations in science, health & medicine, engineering, and environment](#)

Promoting EDI in selection processes, recruitment, and hiring

- [CRC: Best practices guide for recruitment, hiring, and retention](#)
- [CRC: Guidelines for assessing the productivity of nominees](#)
- U of T: Strategies for recruiting an excellent and diverse faculty complement
- [CRC: Guidelines and best practices for reference letter writers](#)
- [NIH: Scientific Workforce Diversity Toolkit](#)

Team composition and training

- [U of T School of Graduate Studies: Creating equality and equity when working with students](#)

Leaves

- Tri-Agencies: Maternity, parental, medical, or family medical leave for grantees
- Tri-Agencies: Paid maternity and parental leave for students and postdoctoral fellows
- [CRC: Leaves policy](#)
- NSERC: Discovery & Discovery Development Grants – Pilot for primary caregivers who are eligible for but decline taking extended leave
- NSERC: Discovery & Discovery Development Grants – Pilot for primary caregivers who are eligible for but decline taking extended leave
- [NSERC Discovery Grants](#)
- [NSERC Discovery Development Grants](#)

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