

Purpose of this document

This document is an element of the **HPRO Equity, Diversity and Inclusion (EDI) Assessment Toolkit**.

Within the toolkit, the **EDI Organizational Assessment and Action Guide** document provides resources and tools for Regulatory Colleges to use in assessing the current state and identifying opportunities for making progress in their own EDI efforts. The tools are not meant to be prescriptive. Each College will have its own way to approach the process.

These Case Studies are designed to help College staff, Council and committee members, and interested others to understand how the tools might be effectively applied. These case studies are fictional. It is hoped that as Colleges gain experience with the tools, they will document their experience in new case studies to support broad knowledge-sharing within the HPRO networks.

Case study 1: A focused start to an ‘Equity Impact Assessment’ of Registration


<p>The College in numbers</p>	<ul style="list-style-type: none"> • College ABC has approximately 3 000 registrants and 5 staff. • Registrant numbers have been increasing steadily over the last ten years, and new registrants now account for about 10% of their total numbers. • About two-thirds of their registrants identify as men; and two-thirds are under 40 years of age; approximately 8% were educated outside Ontario and 3% outside of Canada.
<p>The EDI context</p>	<ul style="list-style-type: none"> • The Council has had discussions about the need to review registration practices for racial equity, particularly in light of increasing interest in registration in the profession and apparent increase in diversity of new entrants. They are confident in the entry-to-practice exam but have discussed that any potential impact of the recent introduction of an online exam administration should be reviewed. • One current EDI issue is: The professional association has devoted considerable attention on outreach to postsecondary students, including international students. The association has approached members of the Council to express concern about the equity of the registration process for newcomers to Canada – whether trained in Ontario or elsewhere.
<p>Scoping the review</p>	<ul style="list-style-type: none"> • Council asked the College staff to undertake a pilot <i>Equity Impact Assessment</i> focused in one area. Staff were asked to confirm a priority focus and suggest an approach. • Staff used the Self-Assessment Grid to do a high-level review of the current status within the College. • They identified <i>Domain #6, Suitability to Practice</i>, as an appropriate area of focus, with a particular emphasis on Registration. They estimate that that the College’s current practices might reflect the Reactive level and that there would be interest in making progress to the Proactive level.

Policies, standards of practice, and practice guidelines are based on the best available EDI evidence. They reflect current best practices on EDI and are accessible to all with whom public expectations on EDI and other College.	Policies, standards of practice and practice guidelines	<ul style="list-style-type: none"> There is no EDI consideration in policies, practice standards and guidelines 	<ul style="list-style-type: none"> Limited EDI consideration in policies, current practice standards and guidelines Review of policies, practice standards and guidelines through an EDI lens is being explored 	<ul style="list-style-type: none"> Research into the best available evidence is incorporated as part of any policy/guidelines/standard review Registrants' questions and enquiries alternative communication channels offered when requested 	<ul style="list-style-type: none"> using an EDI-lens EDI is embedded in each practice standard and guideline EDI impact of the standard or guideline has been evaluated Registrants routinely suggest how to enhance EDI in practice
6. SUITABILITY TO PRACTICE Diverse registrants are assessed for competent, safe, and ethical practice with diverse patients/clients and colleagues. Continuing competence is assured. Complaints processes are integrated, accessible and supportive of EDI. Activities are	Registration	<ul style="list-style-type: none"> EDI in registration is limited to what is legally required 	<ul style="list-style-type: none"> There is anecdotal evidence of inequality Limited data may impact insight into potential issues (i.e., bias, differential failure/rejection rates) Assessment of competence may be conflated with language ability 	<ul style="list-style-type: none"> Bridging programs are offered Efforts are underway to increase access to education and credentials Potential bias in assessments is being addressed 	<ul style="list-style-type: none"> Bridging programs increase access Accessible registration streams increase access for populations such as Indigenous practitioners and racialized Internationally Educated Health Professionals (IEHPs)
public's risk and actions to protect.	Quality assurance	<ul style="list-style-type: none"> EDI competence is not part of continuing development and quality assurance and is new graduates Only mandatory areas of focus (e.g., sexual abuse) are being addressed 	<ul style="list-style-type: none"> EDI competence is not a discrete part of continuing development and quality assurance Patients/clients are predominantly viewed from the bio-medical and individualist lenses 	<ul style="list-style-type: none"> Eligible professional development activities include EDI Patients/clients are viewed assessment of competence from a medical and individualist lens, while protecting privacy and confidentiality Key concepts, (e.g., social determinants of health, recovery 	<ul style="list-style-type: none"> quality assurance and continuing professional development provide safe spaces where health professionals may reflect and commit to improving their awareness and application of EDI principles in their practice

- Staff used the scoping tools in the **Guidance Document (HPRO Equity Impact Assessment in Domains 5 and 6)** to discuss an appropriate approach with the Council. Given their capacity and other strategic priorities, a focused and light touch approach was selected as an appropriate first step. They agreed upon the following course of action:
 - Strike a working group composed of two staff members, two members of the Registration Committee, and one member of the Examination Appeals Committee.
 - Use the **Assessment Markers** to do a more detailed review of the College's equity status in Domain #6.
 - Report back to Council in three months, with initial findings and suggested next steps.

Assessment

- The working group focused on the **Assessment Markers for Registration**, within *Domain #6, Suitability to Practice*. They decided to do independent ratings of the items in all four levels (Proactive to Progressive) and then meet to discuss and produce a consensus rating for each item. They recognized that they were missing some information but could generally agree on clear strengths and clear gaps or missed opportunities.

	<p>6.1 Registration</p>  <ul style="list-style-type: none"> • In discussion with the Council, there was a strong concern about the lack of explicit representation of equity-seeking groups within the assessment process, particularly in the absence of meaningful equity data about applicants and registrants. It was agreed that next steps would be to consult more widely.
<p>Consultation and decisions for action</p>	<ul style="list-style-type: none"> • Using tools in the Guidance Document (HPRO Equity Impact Assessment in Domains 5 and 6), the working group created a three-month consultation plan and sought input from stakeholders and members of equity-seeking groups of applicants and registrants. • The working group presented the findings and recommendations to the Council. • An action plan was developed and approved.
<p>Follow-up</p>	<ul style="list-style-type: none"> • The action plan was funded and completed over the following year, leading to enhanced data collection and a more inclusive process for revision to the entry-to-practice exam. • Results and ongoing commitments were reported directly to the professional association and posted on the College’s website. The process and outcomes were included in the following year’s CPMF report.

Case study 2: Applying an Equity Lens to the College’s Practices

<p>The College in numbers</p>	<ul style="list-style-type: none"> • College JKL has approximately 14 000 registrants and 28 staff. • About 60% of registrants are under 50 years of age. About 65% identify as men, with significantly more men in the older age brackets. About 40% were initially trained outside Ontario; about 30% outside Canada/USA.
<p>The EDI context</p>	<ul style="list-style-type: none"> • The College is in the process of creating its new strategic plan. An enhanced focus on Equity, Diversity and Inclusion (EDI) will be highlighted. The Council wants to undertake a broad-based review of the College’s practices in order to define three areas for EDI action within the upcoming three-year period covered by the plan. • The College has previously undertaken initiatives to examine fairness in registration practices, specifically related to internationally educated applicants. It has recently hired a senior professional staff member to focus on broader aspects of EDI. • There have been recent initiatives to collect diversity-related data from current registrants. Despite a limited response rate, the results clearly demonstrate that diversity is increasing among more recent registrants. • Pressures have been mounting from stakeholders, educational institutions, and the public to demonstrate equity and responsiveness in the College’s practices.
<p>Scoping a review</p>	<ul style="list-style-type: none"> • Council asked the College staff to collaborate with the Strategic Planning Committee in conducting an equity-focused review of the College’s practices aligned to the CPMF reporting domains. The College has committed to consultation and engagement in the development of the strategic plan; the definition of the EDI component must reflect this. • Given the importance of the upcoming strategic plan, the timeframe was set at six months.

- Staff and two members of the Strategic Planning Committee used the tools in the **Guidance Document (HPRO Domains 5 and 6)** to clarify the scope and agree on an engagement process.
- A broadly representative EDI Planning Task Force was created. The EDI staff professional adapted the **HPRO Equity Impact Assessment Overview** presentation slide deck to brief the task force members on the HPRO initiative’s background, purpose and available tools and resources. A key element was to create a working definition of equity, diversity and inclusion that would build on, yet go beyond, their previous focus on gender and internationally educated professionals.
- As a step to familiarize themselves with the materials, the group reviewed the **Self-Assessment Grid** and agreed that all of the domains were relevant for their work. They agreed on a process for using the more detailed **Assessment Markers** for a broad review of the status of the College’s practices.

Assessment

The task force divided the domains among a number of small working groups, who used the **Assessment Markers** to evaluate and document the status of the College’s current EDI-related practices.

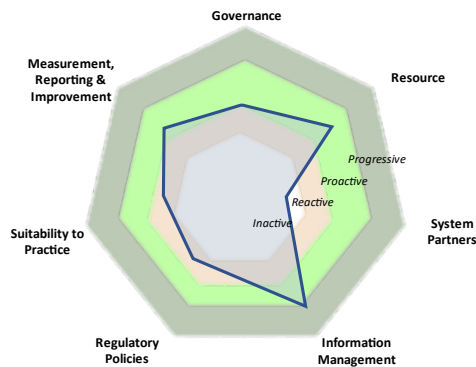
2.2 EDI specific funding (in-kind and otherwise, internal and external)

Indicator	Assessment
Practice	<ul style="list-style-type: none"> ✓ The College has not made EDI specific resourcing commitments. ✗ The College has not made an explicit resourcing commitment. ✗ The College has not identified any in-kind or budgetary commitments that it can make to EDI. ✗ The College has not identified any in-kind or budgetary commitments that it can make to anti-racism. ✗ The College does not have available resources and does not commit to securing in-kind or monetary support for the necessary EDI and anti-racism initiatives/programs.
	<ul style="list-style-type: none"> ✓ The College has completed the assessment of the availability of the in-kind and monetary resources that it can use to address EDI and anti-racism. ✓ The College has identified external funding or in-kind support that can help it address its EDI and anti-racism journey. ✓ The College has assessed the level/quality of its human and financial capacity to implement EDI and anti-racism related changes.
	<ul style="list-style-type: none"> ✗ The College has secured in-kind or financial funding internally for EDI and anti-racism-related changes.
Practice	<ul style="list-style-type: none"> ✗ The College has specifically allocated in-kind or financial funding internally for EDI and anti-racism related changes. ✓ The College has submitted applications for external funding to support its EDI and anti-racism initiatives. ✓ The College has secured external funding to support its EDI and anti-racism initiatives (including combining resources with other regulatory Colleges).
	<ul style="list-style-type: none"> ✗ The College has implemented any EDI-related projects, with clearly identified resourcing/funding. ✗ The College has developed an EDI and anti-racism specific funding mechanism that protects the funds from in-kind and otherwise in-kind or otherwise for other purposes. ✓ The College continuously assesses its budget for in-kind and financial funding (in-kind and otherwise) for EDI and anti-racism initiatives that integrate a structural approach.

<p>6.1 Registration</p> <p>Domain</p> <ul style="list-style-type: none"> The College's registration committee is not representative of the identity of applicants or registrants. The registration process only includes legally required EDI information/guidance. The College does not have procedures for applications or registrants. The College is taking surveys related to learning assessments for classroom and educational applicants. The College communicates its registration policies and procedures. The College integrates feedback EDI identity factors in its decisions related to registration processes. The College has an appeal process. <p>Envision</p> <ul style="list-style-type: none"> The College has a registration committee that is fairly representative of the identity of applicants or registrants. The College is implementing strategies to improve self-identification of applicants and registrants by using multiple identity factors. The College is keeping and reporting accurate rates on their self-assessments along multiple identity factors or categories. The College is supporting efforts by educational institutions to ensure a diversified pool of candidates qualified in competency and experience. The College engages diverse registrants who self-identify using multiple identity factors to address assessment bias and identify vulnerable bias. The College tracks and reports its appeal data broken down accordingly for multiple identity factors. The College collects, uses and presents applicant and registrant identity data following all required legislation, regulatory and industry standards. The College needs to find resources for work with other stakeholders to increase registrant identity along several dimensions/bias. The College needs to find resources working with stakeholders to reduce assessment and identifying concerns and demand from diverse applicant/registrant groups to the assessment of diverse registrant/ applicant or mental equality to practice. <p>Progress</p> <ul style="list-style-type: none"> The College consistently asks applicants about identity and multiple identity factors to develop the full representation of registrants and preparatory resources, as well as feedback processes, in order to support the success of diverse groups of applicants. The College needs resources to identify and address bias in registration policies, requirements, and assessment tools as part of a defined process for identifying and addressing bias. The College takes action to address the impact of assessment bias and institutional, structural, and systemic bias and focus on the diversity of the pool of successful applicants. 	<p>4.1 Collection of EDI related data and protection from cross-functional disclosure</p> <p>Envision</p> <ul style="list-style-type: none"> The College's practices for data collection and protection are informed. There has not been collection of any EDI related data from individuals. EDI data collection has been very limited. The College's formal policies governing data collection and protection take no reference to particular considerations for EDI-related information. <p>Envision</p> <ul style="list-style-type: none"> EDI data collection is undertaken for only a very limited number of individual characteristics, generally by request to specific processes. EDI data collection is undertaken with particular initiatives but not on an ongoing basis. There are processes in place to manage any unauthorized disclosure of individual EDI information. Clear and ongoing communication efforts are in place to minimize individual's' freedom to self-identify EDI data. College staff, council and committee members receive training and ongoing support to manage EDI-related information. There are policies and practices in place to present clearly appropriate (e.g., needs, relevance, etc.) based information being shared to the College's social media and public documents. The College's data collection and reporting practices explicitly address the risk of individual data being disseminated to a third group user. The College's data collection methods require regularly reviewed to reflect terminology and definitions that are currently recommended by experts and stakeholders. The College's data collection methods require regular review of its member EDI-related data and its processes for collecting, analyzing and reporting it. Self-identification of a range of EDI-related characteristics (e.g., race, gender, age, disability, etc.) is not used in conjunction with other related information (e.g., experience, competence). <p>Envision</p> <ul style="list-style-type: none"> The College's data collection and reporting practices require the potential for group disclosure or data resulting from reporting of EDI-related data. The College regularly consults with representation of equity-seeking groups to review and adjust its information management practices. The College has a robust set of practices for analyzing, interpreting and making decisions on EDI-related data. There are policies and practices in place to ensure the equity-seeking groups of information being obtained to the College's social media and public documents. 	<p>3.2 EDI competence of council and committee members</p> <p>Envision</p> <ul style="list-style-type: none"> Council and committee members have not had understanding of EDI and anti-racism. The composition of the Council and committees appears to be homogeneous, and is generally unrepresentative. <p>Envision</p> <ul style="list-style-type: none"> Council and committee members have had some training on EDI and anti-racism. Council and committee members have some knowledge and awareness of EDI and anti-racism (based on general instructions, not yet developing College-specific regulations, policies, procedures, and programs). Council and committee members are open to reading EDI and anti-racism related publications within the College while maintaining the existing system and processes in they are. <p>Envision</p> <ul style="list-style-type: none"> Council and committee members have a commitment to seeking representation of equity-seeking groups (members of the LGBTQ2+ community, Indigenous groups, other racialized groups, disability groups, etc.) Council and committee members are actively working on enhancing the identity-seeking processes within the committees that they are under. Council and committee members have not had training on EDI and anti-racism as a result to help up to date and to keep EDI and anti-racism being strong and effective. Council and committee members use their EDI and anti-racism competencies while making decisions. <p>Envision</p> <ul style="list-style-type: none"> Council and committee members are supportive, and avoid any challenges of EDI and anti-racism. Council and committee members are open and willing to make EDI and anti-racism related adjustments within the College (flexibility and the willingness to implement recommended changes). Council and committee members use EDI and anti-racism tools to make some changes to their approaches, projects, working groups, etc., although this change may be incremental. <p>Envision</p> <ul style="list-style-type: none"> Council and committee members use EDI and anti-racism tools to make consistent and long-term changes to their approaches, projects, working groups, etc. Council and committee members share on their EDI and anti-racism training to make committee and council assignments. Council and committee members understand the need to add deliberate support for understanding EDI and anti-racism resources within their College. Council and committee members are champions of EDI and anti-racism and take consistent action to ensure EDI and anti-racism alignment.
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- In two working sessions, the task force reviewed the outputs of the working groups and came to a consensus rating for each domain.
- The task force members acknowledged that the assessment was not an 'exact science' but they agreed they were very confident that their process had generated a reasonable basis for identifying the College's strengths and gaps, and related priorities for the strategic plan.

Consultation and Decisions for Action



- To validate the conclusions, the task force members used tools in the **Guidance Document (HPRO Equity Impact Assessment in Domains 5 and 6)**, and the **FAQs** to identify and consult with people in their networks, key stakeholders, and representatives of equity-seeking groups.
- The Strategic Planning Committee concurred with the task force's findings. They recommended that the three-year strategic plan should focus on selected EDI matters with respect to *System Partners, Regulatory Policies and Suitability to Practice*.

	<ul style="list-style-type: none"> • The Council approved the recommendation. The Strategic Planning Committee used the details from the assessment process to expand upon the EDI section in the strategic plan.
<p>Follow-up</p>	<ul style="list-style-type: none"> • The strategic plan’s EDI section was further developed with timeframes, desired outcomes, budget, and a consultation and engagement process. • Progress was reported on an ongoing basis throughout the plan period, in stakeholder engagements, public communications, and CPMF reports.

Case study template: Learning from experience

As Colleges start to use the **EDI Organizational Assessment and Guidance Document** it is expected that their experiences will generate useful insights to share. To support knowledge sharing, the template below can be used by Colleges to capture and share their experiences when applying the tools to their own practices.

The College in numbers	
The EDI context	
Scoping a review	
Assessment	
Consultation and Decisions for Action	
Follow-up	