

Welcome to the July 2017 edition of the Equity, Diversity and Inclusion (EDI) Digest. You are receiving this email because you have indicated that you wish to be notified of information, educational opportunities or events related to creating a respectful and inclusive environment at the University of Alberta. If you have any questions or concerns, please contact us at EmploymentEquity@ualberta.ca. For archived digests, please go to <http://www.hrs.ualberta.ca/MyEmployment/EmploymentEquity.aspx>. To unsubscribe to this digest please click <http://www.mailman.srv.ualberta.ca/mailman/listinfo/edi>

[Employment Equity, HRS](#)

IN THIS ISSUE:

- 1. Educational Sessions and Events - July**
- 2. Resources**

1. Educational Sessions and Events

Introduction to Unconscious Bias

Facilitated by: Candy Khan, PhD (Candidate), Education Policy Studies and EDI Advisor, HRS

If you have a Brain, you have an unconscious bias! Bias is not always a bad thing. It simply means that your brain looks for shortcuts to make sense of the world. Unconscious bias plays a huge role in your daily life, it is automatic and operates at an unconscious level. The neuroscience on unconscious bias indicates that humans are not as rational as we might like to think when making decisions about people and situations. Our background, personal experiences, stereotypes and cultural context have an impact on our judgment and behaviour. Recall a time when you met someone and had that instant connection, or your latest hire where you said that they were a 'right fit'.

Our 2.5 hour interactive workshop provides a non-judgemental approach aimed at understanding what unconscious bias is (and is not), how it operates in the workplace and how it can undermine business objectives. The workshop will offer you the opportunity to increase self-awareness, get up to speed with the latest research on unconscious bias and come up with strategies to catch yourself when bias may be at play.

Date: July 5, 2017
Time: 1:00pm - 3:30pm
Location: ECHA L1-220
This Session is Full

Date: July 11, 2017
Time: 1:00pm - 3:30pm
Location: ECHA L1-220
[Register here](#)

What are people saying about the Introduction to Unconscious Bias Workshop?

- “Candy has a very engaging way of presenting challenging ideas.”
- “The session raised my awareness”

- “I appreciated the discussion around unpacking your personal bias”
- “Opened myself up to how I perceived those I interact with”



The Equity, Diversity and Inclusion office is proud to host the following webinar from the Canadian Centre for Diversity and Inclusion (CCDI). Please plan to stay for post webinar discussion:

Generational Inclusion

Four Generations – Four Approaches to Work™: Maximizing Collaboration

There are four generations in the workplace – Traditionalists, Baby Boomers, Gen Xers and Millennials. Each generation possesses unique identities that translate into different behaviors. To be a team that works well together, we have to understand each other’s similarities and differences. Only by understanding the ‘other’, can we then discover ways to engage with each other. However, we have to recognize that the tactics that may engage one generation will not necessarily engage the other. Since engagement is critical for team performance and bottom-line results, the accountability to engage lies within the team.

This highly interactive presentation focuses on raising participants’ generational awareness and exploring techniques to increase collaboration across a diverse workforce. First, we explore the identities of the four generations, and how these identities translate into behaviors in the workplace. We also discuss how the workplace reality has changed to one in which each team member views themselves as an investor in the business. Participants discuss techniques to improve collaboration and leave with tips that can be applied right away.

Date: July 18, 2017

Time: 10:00am - 12:00pm

Location: ECHA L1-220

[Register here](#)

2. Resources

We introduced the following Gender Based Analysis(GBA+) online course in a previous EDI Digest but would like to highlight it again as an important EDI tool. While GBA+ doesn’t explicitly address unconscious bias, many of the techniques used can help uncover unconscious bias in policies, programs, services and other initiatives.

[GBA+ \(Gender Based Analysis\) is a free online learning opportunity](#). It is “an analytical tool used to assess the potential impacts of policies, programs, services, and other initiatives on diverse groups of women and men, taking into account gender and other identity factors. The "plus" in the name highlights that GBA+ goes beyond gender, and includes the examination of a range of other intersecting identity factors (such as age, education, language, geography, culture and income).” For more information about identity factors go to [Government of Canada’s Approach](#), or take the [Introduction to GBA+ online course](#).

Dos and Don'ts on Designing for Accessibility

“[Karwai Pun](#) is an interaction designer and is part of an accessibility group at [Home Office Digital](#), leading on autism. Together with the team, she’s created these dos and don’ts posters as a way of approaching accessibility from a design perspective... The dos and don’ts of designing for accessibility are general guidelines, best design practices for making services accessible in government. Currently, there are six different posters in the series that cater to users from these areas: low vision, D/deaf and hard of hearing, dyslexia, motor disabilities, users on the autistic spectrum and users of screen readers.”

See below for examples of the posters and follow the link to get more information.
<https://accessibility.blog.gov.uk/2016/09/02/dos-and-donts-on-designing-for-accessibility/>

The image displays six posters, each detailing 'Do...' and 'Don't...' guidelines for a specific user group. Each poster includes icons and examples to illustrate the points.

- Designing for users on the autistic spectrum:** Do... use simple colours, write in plain English, use simple sentences and bullets, make buttons descriptive, build simple and consistent layouts. Don't... use bright contrasting colours, use figures of speech and idioms, create a wall of text, make buttons vague and unpredictable, build complex and cluttered layouts.
- Designing for users of screen readers:** Do... describe images and provide transcripts for videos, follow a linear, logical layout, structure content using HTML5, build for keyboard use only, write descriptive links and headings. Don't... only show information in an image or video, spread content all over a page, rely on text size and placement for structure, use **big, bold** iHeader, force mouse or screen use, write uninformative links and headings.
- Designing for users with low vision:** Do... use good colour contrasts and a readable font size, publish all information on web pages, use a combination of colour, shape and text, follow a linear, logical layout, put buttons and notifications in context. Don't... use low colour contrasts and small font size, bury information in downloads, only use colour to convey meaning, spread content all over a page, separate actions from their context.
- Designing for users with physical or motor disabilities:** Do... make large clickable actions, give form fields space, design for keyboard or speech only use, design with mobile and touchscreens in mind, provide shortcuts. Don't... demand precision, bunch interactions together, make dynamic content that requires a lot of mouse movement, have short time out windows, use users with lots of typing and scrolling.
- Designing for users who are Deaf or hard of hearing:** Do... write in plain English, use subtitles or provide transcripts for videos, use a linear, logical layout, break up content with sub-headings, images and videos, let users request an interpreter for appointments. Don't... use complicated words or figures of speech, put content in audio or video only, make complex layouts and menus, make users read long blocks of content, don't make telephone the only means of contact with users.
- Designing for users with dyslexia:** Do... use images and diagrams to support text, align text to the left and keep a consistent layout, consider producing materials in other formats (for example, audio or video), keep content short, clear and simple, let users change the content background and text. Don't... use large blocks of heavy text, underline words, use italics or write in capitals, force users to remember things from previous pages - give reminders and prompts, rely on accurate spelling - use autocorrect or provide suggestions, put too much information in one place.