

EQUITY SUMMIT REPORT

ST. FRANCIS XAVIER UNIVERSITY

April, 2016

“Equity involves a responsibility to interrupt/disrupt inequality by removing obstacles to access in a way that supports freedom”. (Equity Summit Participants)



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EXECUTIVE SUMMARY

There have already been substantial equity initiatives and successes at St. Francis Xavier University (hereafter referred to as X) and with our community partners. We stand on the shoulders of those who have engaged in this important and challenging work. Given the current strategic planning process that is underway at X, and transitions at the senior administrative level, it is an opportune time to revisit and refocus our equity and social justice efforts at X. The release of the Truth and Reconciliation Commission Report also provides a timely context for our work. The Equity Summit was held on Saturday, September 26th 2015 on the traditional territories of the Mi' kmaq people. The Summit was a campus-wide event that included a broad cross-section of campus constituencies and community partners. It was the first time in over a decade that the X community deliberatively gathered to discuss and debate the status of equity and social justice on campus. The Summit was specifically focused around three goals:

- 1) *To create a shared understanding of the concept of equity among Equity Summit participants*
- 2) *To map the steps necessary to create a process that will identify short, mid-term, and long-term goals for creating equity at X*
- 3) *To build a stronger collective of individuals and groups on campus and in the community who are working to increase equity at X*

A participatory process was used to engage students, faculty, staff, and community partners. Participants grappled with the complexity of equity and how it might be specifically applied to all aspects of campus life. Key elements of equity were articulated and debated with a further goal to develop a working definition of equity. Short-term, mid-term, and long-term equity goals were detailed and prioritized. A result of this day-long engagement was increased capacity-building among equity-seeking groups and individuals on campus and their allies. Discussions and consensus-building dialogue resulted in the crafting of eight recommendations. The recommendations reflect the complex, challenging, and long-term nature of university commitments to equity:

- Using the data provided in this Report, create a shared, X-wide definition of equity that can be integrated into all aspects of university operations, including university-wide strategic planning.
- Engage in deliberative equity capacity-building.
- Create an institutionally-embedded process to:
 - a. Ensure inclusive structures, policies and procedures for decision-making about equity goals at X.
 - b. Engage in reconciliation with Indigenous peoples and peoples of African descent.
- Create clearly identified and ongoing supports for pedagogical integration of equity across all disciplines and sectors at X.
- Update/revise existing equity-related policies and procedures at X (up-to-date content and ease of navigation).
- Create a steering committee/group that is responsible for short-term, mid-term, and long-term equity advancement at X.
- Host a yearly Equity Summit to support success and innovation in equity advancement.

Evaluation results demonstrated that the three Summit goals were met. This Summit Report provides ample direction for creating a coherent internal structure for guiding equity initiatives at X. This

structure will also provide a mechanism through which we can strengthen and carefully honor our commitments with our community partners.

A draft Summit Report was reviewed by all campus and community partner participants and a draft was circulated to the President's Council and the Student Union President. This final report can inform campus and community-wide action to increase and sustain equity at X.

INTRODUCTION

Equity Summit Background and Planning Process

In the fall of 2014 several long serving members of the X Equity Advisory Committee began a conversation with Dr. Kent MacDonald to discuss the history and current state of equity initiatives at X, and to explore equity's place within the institution. Dr. MacDonald requested time to process this information and at a subsequent follow up meeting in March 2015, a decision was made that it was time to bring together equity seeking groups, along with our community partners, to discuss this pressing issue. A key goal of the proposed Equity Summit was to ensure broad representation from within X, including key decision-makers.

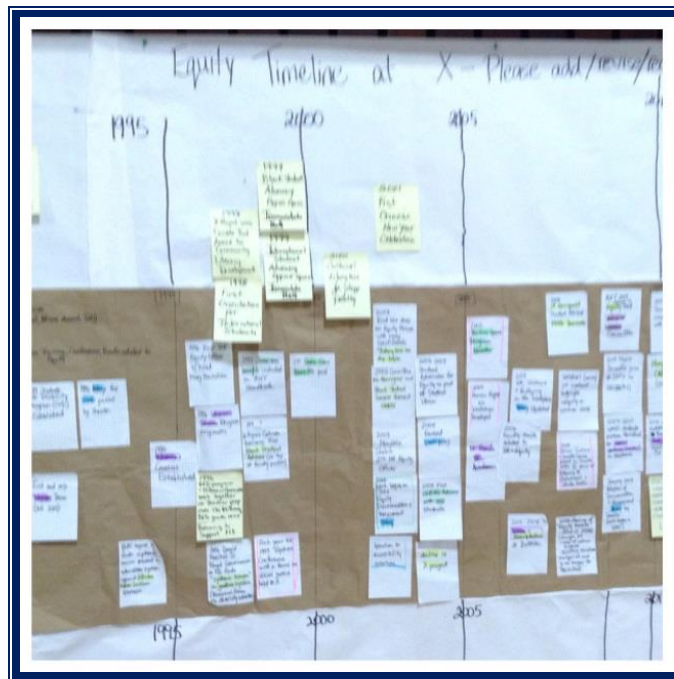
A planning workshop was held in June 2015. Fifteen people representing various departments and constituencies throughout the university were invited to think about the process for organizing the Summit. A timeline of equity initiatives at X was created for the Equity Summit. The timeline visually depicts the history of equity and social justice action on campus and in the community over the past 30 years.

The participants at the planning workshop crafted three goals for the Summit:

- 1) *To create a shared understanding of the concept of equity among Equity Summit participants*
- 2) *To map the steps necessary to create a process that will identify short, mid-term, and long-term goals for creating equity at X*
- 3) *To build a stronger collective of individuals and groups on campus and in the community who are working to increase equity at X*

An overarching planning goal for the Summit was to achieve diverse and broad-based representation from the campus, along with members from community partner groups, to discuss equity. The three sub-committees did a scan of the campus and community to identify a broad scope of different constituencies. Invitations from the President were sent to key people in different roles across campus and in the community. Although not everyone could attend, invitations were sent to people from senior management, athletics, food services, Residence Life, academic departments from all four faculties, union leadership (NSGEU, STFXAUT, UNIFOR, CUPE, SU), various student groups, professional staff, student services personnel, Facilities Management and Coady staff. Most of these constituencies were represented at the Summit. The goal was to foster broad based ownership and commitment to equity on campus. Invitations were also sent to community partners who have long-standing equity-based relationships with X.

An ‘invitation only’ meeting seems counterintuitive, given the equity-focused nature of the work at hand. The aim was to ensure participation from across campus with a direct invitation from the President. There was an increased need for broad inclusion that necessitated direct invitation. The hope was that participants would share results in their own arenas of influence and action in their communities and constituencies. This first Summit was viewed as a place and space where the X community could, for the first time in many years, collectively ‘look in our own backyard’ about social justice and equity on campus. There are no easy answers when systemic change is the goal. The ‘by invitation’ process was not meant to be exclusive in nature and when approached by individuals who requested to be included, those individuals were added to the list. Over 172 people were invited and a total of 68 people attended. Results are organized according to the three Summit goals listed above.



GOAL 1: CREATING A SHARED UNDERSTANDING OF THE CONCEPT OF EQUITY

“Taking action is uncomfortable and requires courage. There is a need to remove barriers and create new possibilities, paths, relationships, and transformative spaces.”

(Equity Summit Participants)

What is Equity?

The creation of a shared understanding was the beginning phase of the future crafting of an X-wide definition of equity. We drew upon the expertise in the room to talk openly about what equity means to us here at X. Although many people already have a deep knowledge of the meanings of equity, inequity, and social justices and injustices, our collective understanding is not yet crafted. Key words, phrases,

and images were captured verbatim and organized according to key themes. Please see Appendix A: What is Equity? Raw Data.

Participants agreed that equity is a concept that is complex, multi-faceted, and multi-dimensional. Equity involves engagement from people in *all* parts of the university. There is learning, and often unlearning and relearning, involved in achieving equity. Participants concluded that a necessary starting point for equity work is to *come to an agreement that inequity exists*. People on the receiving end of inequitable treatment clearly understand that inequity exists. Those individuals with more power and privilege, and who do not or have not personally experienced inequity, are not likely to recognize their privilege unless they are deliberately or intentionally educated about it.

When we recognize that inequity exists, we can begin to address it and to work towards achieving equity. The data clearly showed that people saw the need to address equity issues at all levels— individual, institutional, systemic, and societal. Organizationally, equity must be addressed across all units (e.g. in departments, in residences, within buildings). Suggestions were made regarding the kinds of attitudes and dispositions needed, and the university climate and culture that is necessary to enact equitable practices. Report data is comprehensive in nature and provides an evidence-based starting point for creating a shared working definition of equity at X, and ensuring that all are doing their part in equity work.

Results demonstrated a collective understanding of the need to consider equity from the point of view of accessibility; space and environments, both formal and informal; belonging; awareness of, and respect for, difference; athletics; education for personnel; allocation of resources; representation; and policies to monitor equity. Equity is, in and of itself, an act of reconciliation. There were several comments about the need for equitable learning practices and a curriculum that is reflective of multiple and diverse perspectives.

Participants at the Summit created a composite of deeper understandings of equity on campus. Raw data provided many words and concepts that can be integrated in a working definition of equity. There are several excellent definitions used by CAUT and by other universities (for example, see Dalhousie University's *Belong: Supporting an inclusive and diverse university*, March 2015) that reflect many of the equity ideas gathered from the Summit.





Preliminary Collective Understandings of Equity

In this second activity of the Summit each table group shared their initial understandings of equity with another table group. The groups were asked to make representations of what equity looked like, sounded like, and felt like. How would we recognize equity? Some of the representations have been captured in the photographs below. Some groups used their key ideas, phrases and word fragments and began to expand their concept of equity on chart paper. The goal of this process was not to craft a definition of equity, although some groups provided their initial answers to ‘What is Equity’? The following quotations illustrate some of this work:

- Equity may be described in three parts. They involve recognizing and respecting diversity, appreciating diversity as an asset and a strength, and acknowledging the role of power and privilege. There must be individual and institutional commitment to creating the conditions for justice, fairness, balance, openness, respect, and full belonging. This does not mean everyone getting the same thing. Rather, people get what they *need*. This leads to human thriving. Taking action is uncomfortable and requires courage. There is a need to remove barriers and create new possibilities, paths, relationships, and transformative spaces.
- Equity is creating the conditions for all people to *fully* belong.

- Achieving justice means achieving equity and achieving equity means achieving justice.
- Equity is invitation vs a guarantee, meaningful inclusion, reconciliation (openness to change, counter narratives and action), and belonging (safety, identity, recognizing and honoring differences).
- Equity is the opportunity for everyone to have equal access to whatever they need to thrive.
- Equity involves a responsibility to interrupt/disrupt inequality by removing obstacles to access in a way that supports freedom. Equity involves the ability to choose, recognize, respect, and celebrate diversity, and having transparency and trust.
- Equity is ramps into buildings and ramps into minds.
- Equity is the ability to live in an environment where individuals have the capability to thrive as individuals and as part of a community working in solidarity, toward the good and the cultivation of each other's capabilities.



GOAL 2: MAPPING THE STEPS TO IDENTIFY SHORT, MID-TERM, AND LONG-TERM GOALS

“Comfort the afflicted and afflict the comfortable.” (Equity Summit Participants)

Two guided discussions determined priority areas for equity action: a) Identifying actions to STOP, START, CONTINUE for Equity Advancement, and b) Specifying equity action priorities. Results of these discussions are detailed below.

Action to STOP, START, CONTINUE for Equity Advancement

Participants were separated into groups: Community Partners, Unions, Students Union & Students, Student Services, Administration and Management, Faculty, and a self-identified group called ‘Hodge Podge’. Each group was asked to consider what they, as a group, should STOP doing, START doing and CONTINUE doing to contribute to the advancement of equity within their area of work/community engagement. The data from the groups and the additional comments are included in Table 1 below. The comments have been categorized according to common themes of teaching and learning (curriculum,

targeted equity training), governance and administrative structures, policies, accessibility, and climate and culture. You will note that there is considerable overlap in the actions for equity advancement. For example, every thematic area contains actions related to accessibility. These overlaps reflect the complex and synergistic nature of taking action to advance equity and social justice at X. Please see Appendix C: Stop Start Continue, Raw Data.

Table 1: STOP, START, CONTINUE for Equity Advancement	
Thematic Area	Action
Teaching & Learning: Pedagogy & Curriculum	Stop (Barriers) <ul style="list-style-type: none"> ○ Putting burden on diverse faculty for diversity education ○ Pretending that all learners are the same and can just learn by listening
	Start (New Initiatives) <ul style="list-style-type: none"> ○ Using expertise of community members when developing equity curriculum ○ Embedding language in collective agreement about teaching & equity (Departmental Evaluation Committees and advancement in rank) ○ Enacting African NS reconciliation ○ Developing a tool to formally assess processes and practices in our courses ...to help faculty understand how students are experiencing the course ○ Creating an Indigenous multi-disciplinary center of excellence (education as reconciliation) ○ Measuring and demonstrating excellence ○ Developing a tool to formally assess our processes, practices and courses
	Continue (Already underway but may need enhancing) <ul style="list-style-type: none"> ○ Offering more counter narratives ○ Making changes to curriculum to make it more inclusive and diverse ○ Making more mirrors and windows for students: Offer a wider variety of courses ○ Building world issues in curriculum as a core equity message ○ Considering more pathways to interdisciplinary studies ○ Threading equity lens through more courses ○ Recognizing diverse learning styles and needs
Teaching & Learning: Targeted Equity Training	Stop (Barriers) <ul style="list-style-type: none"> ○ Overburdening particular units and people to be responsible for all equity training
	Start (New Possibilities) <ul style="list-style-type: none"> ○ Developing a shared definition of equity ○ Learning at <i>all</i> levels of the organization ○ Ensuring new faculty have training to integrate teaching for diverse learners ○ Requiring mandatory equity training for all student leadership, faculty, staff, and administration ○ Planning an Annual Equity Summit and education opportunities ○ Supporting Committee for Aboriginal and Black Student Success-CABSS members ○ Building and strengthening cultural competencies ○ Having an Equity Fair and an Equity Website
	Continue (Already underway but may need enhancing) <ul style="list-style-type: none"> ○ Using equity office expertise ○ Enhancing faculty orientation to improve pedagogy and diversity awareness

	<ul style="list-style-type: none"> ○ Recognizing and sharing resources between AUT, Faculty, Academic teaching staff ○ Building on existing resources, exercises and models (e.g. positive space training, bringing in the bystander and union developed resources) ○ Using expertise at Coady ○ Bringing high school and STFX students together in X project ○ Holding training opportunities with diverse groups together (faculty, community, students)
Governance Admin Structure	<p>Stop (Barriers)</p> <ul style="list-style-type: none"> ○ The weakening of the bicameral governance model
	<p>Start (New Possibilities)</p> <ul style="list-style-type: none"> ○ Conducting a pay equity study across all units ○ Allocating human resources to support coordination with community partners ○ Affirmative action to ensure diversity and inclusion of representation on campus and in SU leadership roles ○ Re-assessing student services mandate (academic and/or student services) ○ Allocating funding for equity at all levels ○ Evaluating SU executive positions (i.e. mandatory summer office hours, financial support) ○ Advocating at institutional, municipal, provincial, federal levels for equitable practices ○ Hiring a student equity advocate ○ An equity analysis in athletics
	<p>Continue (Already underway but may need enhancing)</p> <ul style="list-style-type: none"> ○ Using bicameral model of governance ○ Budgeting time, expertise and finances for diversity education for teaching staff ○ Directing resources to support innovation
Policies	<p>Stop (Barriers)</p> <ul style="list-style-type: none"> ○ Relying on outdated policies ○ Developing and implementing policies without hearing from voices that may be impacted
	<p>Start (New Possibilities)</p> <ul style="list-style-type: none"> ○ Institutionalizing and providing resources for professional development on inclusive teaching and learning ○ Ensuring that policy development includes and listens to voices of those impacted ○ Ensuring that there is employment equity in <u>all</u> hiring practices; implementing hiring policies that ensure diversity ○ Mandatory anti-oppression training for all those involved in the SU ○ Conforming to all provincial and federal regulations relating to accessibility, signage ○ Having clear communication about inequity and processes being followed to address harassment and discrimination ○ Developing an equity lens or tool to ensure and measure equity progress in policy and in practice ○ Conducting an environmental equity scan: What’s working, internal and external? ○ Asking who benefits and who is harmed by policies—as policies decisions are made
	<p>Continue (Already underway but may need enhancing)</p> <ul style="list-style-type: none"> ○ Discussions about the need to update all equity-related policies on campus

Accessibility	Stop (Barriers) <ul style="list-style-type: none"> ○ Asking students to advocate for adaptations
	Start (New Possibilities) <ul style="list-style-type: none"> ○ Building equity in athletics, race, gender, coaching, funding ○ Having an accessibility advocate
	Continue (Already underway but may need enhancing) <ul style="list-style-type: none"> ○ Taking accessibility issues seriously on campus ○ Recognizing barriers faced by students with ESL (e.g. time to complete exam) ○ Recognizing diverse learning styles ○ Providing gender neutral washrooms ○ Increasing Braille signage on campus ○ Supporting students who require adaptations ○ Supporting Committee on Aboriginal and Black Student Success
Climate and Culture	Stop (Barriers) <ul style="list-style-type: none"> ○ Culture of mistrust, negativity and gossiping ○ Accepting the culture surrounding sexism and inequality ○ Inequities in athletics: race and gender ○ Using offensive, presumptuous language ○ Being a passive bystander ○ Listening to people who say it can't/shouldn't be done ○ Being hard on each other
	Start (New Possibilities) <ul style="list-style-type: none"> ○ Developing an equity-related quality culture ○ Asking who's not participating in the journey that we are on
	Continue (Already underway but may need enhancing) <ul style="list-style-type: none"> ○ Understanding culture and conditions to develop and support capacity to actualize positive equity policy ○ Taking more care in designing inclusive processes



This data provides evidence that equity action is already alive and well at X. However, participants recognized that many of these areas need enhancement and institutional support if we are going to address inequities at X in the long term. Teaching and learning practices were among the most prominent areas noted as a focus for equity advancement. Discussions focused on pedagogy in teaching ‘spaces’ (e.g. formal classrooms, service learning, field trips, clinical practice) and equity training across all units.

In the policy arena there were very few ‘continue’ actions. This may mean that there is insufficient attention to equity in existing policies, or that existing equity in policies needs more visibility. The data indicated that there are some notable pockets of excellent equity work at X, but that this work is not pervasive. There was considerable emphasis on creation of a much more solid policy base to support equity action. Although education is a key pillar of equity success, equity must be policy-driven at the institutional or structural level. Participants were very clear that we need monitoring and tracking processes in place to: 1) evaluate success in equity advancement over time, 2) identify and prioritize areas for improvement, and 3) inform concrete and measurable equity-advancing changes on a consistent basis.

Specifying Equity Action Priorities

The seven groups separately discussed priority actions for short-term, mid-term, and long-term implementation. Results are tallied in the following sections. For a full list of all votes cast, see Appendix D: Short-Term, Mid-Term, and Long-Term Equity Priorities. Note that emphasis (e.g. underlining, punctuation) reflects verbatim translation of data.

Short-Term Equity Action Priorities

There were six immediate action priorities with votes of eight or more (see Table 2). There was very strong support for generating an evidence base to support equity action. The need for a reconciliation center was a central aspect of many table discussions. Mandatory equity training was a top priority for participants.

Table 2: Short-Term Equity Action Priorities (Vote tally for votes of 8 or more)	
Priority Action	Votes
Start generating evidence-based data re equity. Workload and gender in service and gender in athletics, race employment equity, pay equity	25
Start a Reconciliation Center- a community-university alliance for reconciliation through education (use the Truth & Reconciliation Commission Report) to break down silos in the context of greater collaboration	19
Create a proposal to share with faculty on mandatory equity training (new hires, existing faculty, Collective Agreement?)	19
Continue supporting university-community events and relationships (e.g. CABBS; student events: pot-lucks; university events such as Take-Back-the-Night, Pride Week, African Heritage Month events; interfaith events	13
Bring in more diverse opinion when making decisions	10
Request and take equity (bystander model) training in teams and cross-departments and university-wide	8

There were several additional short-term action priority areas that received fewer votes. These included integrating/embedding equity in university strategic planning: “Equity [is] embedded in strategic planning”. “The practice of equity informs all that faculty do (service, teaching, etc)”. At the individual faculty level, there was a call for a commitment to embed equity and social justice in course curricula. At the university level, a priority was the evaluation of the accessibility of our services and holding bystander training sessions for all students, faculty, and staff. Union-related priorities included the promotion of Phase Two of the campus-union poster campaigns to build equity capacity, sharing equity resources among all five X unions and working together to promote equity, and developing a ‘Unioniversity’ event to promote equity on campus.

Mid-Term Equity Action Priorities

There were seven mid-term action priorities with votes of eight or more (see Table 3). There was strong support for enhancing the equity teaching-learning process, particularly in terms of curriculum innovation. Participants were also clear that they wanted equity and diversity “operationalized” and specifically integrated into university strategic planning processes.

Table 3: Mid-Term Equity Action Priorities (1-2 Years) (Vote tally for votes of 8 or more)	
Priority Action	Votes
Support Teaching/Learning: a) curriculum innovation & meeting needs of diverse learners (hire a full time center director to support Faculty Development Cttee; b) pedagogy and equity (orientation for new faculty, orientation and ongoing support for all teachers)	19
Operationalize what diversity and equity looks like/sounds like as outlined in the strategic plan and create measures to know if we have achieved this...provide supports to get there.	16
Establish annual Equity Summit monitoring, report in an open town hall and integrate into routine events	16
Apply a diversity and equity lens to budgeting and planning	14
Work with university to foster mentorship opportunities (e.g. McKenna Leadership, Welcome Week activities, Women’s Center, X-project. Include Community in Framework as guest speakers	10
Design and implement equity audit campus-wide (e.g. physical access, gender, etc)	10
Implement affirmative action to ensure that all students have equal opportunity to student union positions and student employment and leadership opportunities despite their sex, gender, race, age, religious beliefs, class, ability, or cultural background	8

There were a number of priority areas that received fewer votes. These included developing or adapting a university wide equity tool to guide faculty activities and to support and measure impact of equity action. Student Union mid-term priority areas were anti-oppression training for the people involved in the U, and evaluation of SU executive positions so that they are more equitable with other universities (i.e. pay, changing mandatory summer hours). In the university-wide union context, there was a call to develop strategies to “change mindsets and bylaws that keep intra-union divisions in place”.

There was an emphasis on bringing coherence to equity policies and decisions such as those involved in planning and budgeting (in some cases new policy, in some cases revising policy). Examples cited were the linkages among the community code, harassment, and sexual violence policies; hiring and admissions policies; and scholarship policies.

Long Term Equity Action Priorities

There were six long term action priorities with votes of eight or more (see Table 4). The priority area that received the most votes, by far, was the need to advocate for full time equity services due to demands of students and current trends. Participants emphasized equity in the teaching-learning process as a strong long-term priority: “Curriculum infused with counter-narratives.” Other top priorities included an equity focus in Bloomfield renovations and the creation of an equity garden at X.

Table 4: Long-Term Equity Action Priorities (3-5 years) (Vote tally for votes of 8 or more)	
Priority Action	Votes
Advocate for full time equity services due to demands of students and current trend	36
Infuse curriculum with counter-narratives, informed by diverse voices. Ensure that these narratives are pervasive <u>across</u> all faculties	21
Establish an equity focus in Bloomfield renovations: gender-neutral bathrooms, marginalized group space, signage	18
Create an ‘Equity Garden’	18
Reflect Issues of equity in teaching, research, service. The face of faculty will be more diverse.	17
Request and take equity (bystander model) training, in teams and cross-departments/whole university	8
Establish a transition year program to support student success (self-identified need). Gateway and capstone courses for all students focusing on equity (stand out in Canada for this!!)	8

Authentic community participation was emphasized throughout the long-term goal discussions. Relationships with community partners is seen as an ongoing and central aspect of achieving equity priorities at X. Creating and sustaining community relationships requires mindful and respectful attention. Long-term goals must explicitly reflect these aspects of sustaining partnerships with the larger community. Participants emphasized built-in, institutional accountability and responsibility to ensure advancement of equity at X.

There were a number of additional long-term action priority areas that received fewer votes. These included becoming educated about privilege and oppression and becoming educated in other cultures. There was also support for prioritizing and implementing institutional changes based on an equity audit. Note that there is some overlap among the short-term, mid-term and long-term priorities.

GOAL 3: BUILDING A STRONGER EQUITY COLLECTIVE AT X

“Appreciate and celebrate success, renew and keep going—appreciative inquiry, storytelling”.
(Equity Summit Participants)

The Summit supported the creation of a stronger, more broad-based collective of individuals on the campus and in the community. There was a concerted effort to require people from within X to acknowledge that subsequent Summits would be necessary to draw in community participation. The fact that close to 70 people chose to attend a Saturday workshop was heartening. Participants emphasized that the Summit helped the discussion move beyond the ‘usual usuals’ in equity work on campus. This process provided rich conversations from people located in many different areas of the university community. It also demonstrated the broad campus commitment to advancing equity in a coordinated and coherent manner.

The choice of a Saturday Summit presented challenges for some participants. There were notable gaps from certain units. The representation of invited community members was low and this may be due to the Saturday offering. Campus representation may also have been inhibited by the Saturday placement. Many campus members have parenting and other care-giver obligations on the weekend. The relatively short time line to prepare the Summit could have contributed to some logistical oversights where people were invited but there was little time for follow up to ensure key community people were included. In evaluation feedback several people mentioned that childcare proved to be a barrier for some participants and the lack of childcare may have prevented some people from attending.



RECOMMENDATIONS RELATED TO EQUITY SUMMIT GOALS

Throughout the day participants generated Ideas for contemplation and action. The following recommendations reflect these discussions.

Goal One: To create a shared understanding of the concept of equity among Equity Summit participants

Recommendations

1. **Using the data provided in this Report, create a shared, X-wide definition of equity that can be integrated into all aspects of university operations, including university-wide strategic planning.** There are at least three comprehensive strategic planning processes underway at X (e.g. university-wide strategic planning, Faculty of Arts strategic planning, Faculty of Science strategic planning). Integration of equity must be deliberative and explicit. Using the words (i.e. equity, social justice, inclusiveness, diversity), without specific applications, allows us to embrace some of the language of equity without committing to action. Claims that “the details of application” are in some other place or document will delay and impede our action for collective equity work.

The group(s) charged with continuing this phase of ongoing equity work should develop an inclusive process to craft a two-part working definition of equity:

- a. One part of the definition should include a brief phrase that captures the spirit of equity that can be easily remembered by stakeholders – such as *“equity is doing whatever it takes to get everyone where they need to be”* or *“equity is doing to the entire organization what the ramp does to the stairs”*.
 - b. A second part of the definition should integrate the multi-dimensional nature of equity. This version should be longer and should demonstrate the complex nature of equity. It should be posted visibly around campus to ensure a shared, working definition and meaning of equity.
2. **Engage in Deliberative Equity Capacity-Building.** Discussion of the concept of equity led to detailed recommendations about equity capacity-building. The group(s) charged with continuing this phase of equity work should develop strategies to act on this recommendation. These initiatives would develop in tandem with existing and ongoing initiatives such as Bringing in the Bystander and Positive Space Training. Specific suggestions included providing equity in-services for *all* campus members, building a series of short presentations for each ‘unit’ so that equity can be understood and operationalized, implementing mandatory equity capacity building/workshops for all new faculty hires, and providing an orientation about equity to personnel and students new to X. We should create a specific institutional structure to support equity action across campus and with community partners. This could be in the form of an Equity and Reconciliation Center or an Equity Hub. Creation of a physical space would demonstrate a powerful and concrete commitment to equity at X.

Goal Two: To map the steps necessary to create a process that will identify short, mid-term, and long-term goals for creating equity at X

1. **Create an Institutionally Embedded Process to Ensure:**

- a. **Inclusion in Decision-making.** List the constituencies and communities that need to be ‘at the table’ when we identify short-term, mid-term, and long-term goals. Create and update contact lists and strategies to involve people at a practical level (e.g. attendance at workshops, meetings) and an institutionally embedded level (e.g. strategic planning). Craft a process for including a broader scope of stakeholders within the governance of the university. Current practices are in some cases exclusionary. Think about how equity should be integrated into a bicameral governance model at X. Short-term, mid-term, and long-term success of all recommendations depends on this process.
 - b. **Engage in Reconciliation with Indigenous Peoples and Peoples of African Descent.** In his address to the campus community on October 26, 2015, Wab Kinew, noted Anishnabee scholar, journalist and activist, stated that “success would be the best form of reconciliation towards historically marginalized groups”. Create a broadly representational group to generate a list of concrete actions for institutional change to be carried out at X—with short, mid, and long-term goals and deliverables.
2. **Strengthen the Deliberative Tracking and Auditing of Equity at X:**
 - a. Develop a comprehensive inventory of equity actions at X. An equity activity timeline was started at the Equity Summit planning workshop held in June 2015, and further refined at the Equity Summit. The timeline illustrates key equity actions and initiatives that have been undertaken at X in the last 30 years. Media Services has offered to complete an electronic version of the timeline early in 2016. This document should be used to create a baseline that can be updated yearly, or as events and actions occur. There has already been substantial equity work at X and with our community partners. We acknowledge that we stand on the shoulders of those who have engaged in this important and challenging work.
 - b. Design equity audit and tracking tools to strengthen the deliberative monitoring of equity progress at X (i.e. pay and workload equity, student accessibility, recruitment materials and strategies, scholarship allocations, public panels and presentations, media communications, to name a few)
 - c. Conduct an environmental scan of existing equity tracking tools and processes (e.g. in the public sector, in global justice initiatives).
3. **Create Clearly Identified and Ongoing Supports for Pedagogical Integration of Equity** across all disciplines and units at X.
4. **Update/Revise Existing Equity-related Policies and Procedures at X** (Focusing on up-to-date content and ease of navigation)
 - a. Analyze existing policies and procedures. Identify consistency, inconsistency, overlaps, and gaps among the policies. Policy analysis tools, such as those available at the National Collaborating Center for Public Policy, are readily available. Identify and explicitly address challenges and barriers in navigation of each of our policies and procedures, including immediate or emergency navigation, mid-term, and long-term navigation.

- b. Create an Inventory of existing equity-related policies and procedures at other universities, nationally and globally. Compare and contrast short-term, mid-term, and long-term efficacy and applicability for the X context. Adjust if necessary.
- c. Create a process for broad inclusion to update/revise equity-related policies and procedures at X. Ensure timely, ongoing revisions as necessary, in addition to a comprehensive review every 5 years.

Goal Three: To build a stronger collective of individuals and groups on campus and in the community who are working to increase equity at X.

Recommendations

1. **Create a Steering Committee/Group that is Responsible for Short-Term, Mid-Term, and Long-Term Equity Advancement at X:** A working group should be struck by the Presidents' Advisory Council, representing various constituencies across campus, including senior administration, as well as community partners. This group can build on existing equity initiatives and actions and the important new 'beginnings' of the Equity Summit. Clearly there are many people interested in making X a place where all people thrive. This group must be broad-based, diverse, and materially supported by the President's Council. It must reach well beyond the core group who have historically taken on the primary and ongoing responsibility for advancing equity at X.
2. **Host a Yearly Equity Summit to Support Success and Innovation in Equity Advancement.** The Equity Summit should be established as a yearly event. Resources should be allocated to support this valuable forum.

SUMMIT PARTICIPANT EVALUATION RESULTS

Evaluations of the Summit

Participants were asked to evaluate how well the Equity Summit achieved the three stated goals. Sixty-two participants completed the workshop evaluation form, a response rate of over 90%.

1. To create a shared understanding of the concept of equity among Equity Summit participants. Most participants (83%) felt that this goal was achieved. The comments were generally positive and participants recognized that the Summit was an important starting point towards coming to a common understanding of the concept of equity. Several people stressed that this work needs to be on-going and that the circle needs to be continually widened. Others commented about the rich conversations they had while articulating their concept of equity.

2. To map the steps necessary to create a process that will identify short, mid-term, and long term goals for creating equity at X

Almost 73% of respondents felt this goal was met. Some people wanted more clarity about which goals would be prioritized and how that process would be accomplished. The information generated from the raw data in this report does provide themes and suggestions for developing priorities. However, it was

not a goal of the Summit to settle on priorities during the actual Summit. Perhaps organizers could have communicated this more clearly to participants at the Summit.

3. To build a stronger collective of individuals and groups on campus and in the community who are working to increase equity at X.

Almost 94% of participants felt that a stronger collective was initiated at the Summit. Several people stated that they appreciated seeing a broader based commitment to equity. There were many comments about who else needed to be included to create a stronger collective from both the campus and the community.

When asked “*Was your voice heard?*” evaluation comments were overwhelmingly positive. People stated that the small group table discussions helped to facilitate meaningful and interesting discussion. However, there were 5-6 comments in which people commented that a ‘safe’ space for conversations can never be assumed. These individuals did not feel that they could express themselves freely.

When asked, “*What worked today in terms of engaging broad input about equity at X?*” Participants remarked about the excellent process and facilitation that allowed for small group conversations and deliberate mixing of voices. Participants clearly stated that it was essential to have a facilitator who is skilled in the area of equity and diversity— one who guides the process of creating rich dialogue while accomplishing discussion goals. The committee commends and thanks Olga Gladkikh for her excellent facilitation and her active contribution in the planning process.

When asked for additional comments, participants were generally very positive and stated that they appreciated the opportunity to come together. People stated that the Summit was a wonderful start. There were several comments about the complexity of equity work and the requirement for continued effort to create more equity at X. These participants stated that they would like to be part of this process.

APPENDICES

APPENDIX A: What is Equity?

Table 1: What is Equity?	
KEY THEMES: WHAT IS EQUITY?	DISCUSSION RESULTS
Equity is ... (overarching ideas)	<ul style="list-style-type: none"> ○ Reconciliation ○ Excellence in everything we do doing whatever it takes to get everyone to the same place ○ Removing the barriers that some people face ○ Leveling the playing field ○ A stepping stone to equality ○ Breaking the cycle of disadvantage ○ Careful language ○ Safety ○ Access ○ Education ○ Belonging ○ Balance ○ Fairness in difference ○ Inclusion ○ Opportunity ○ Responsibility (comes from valuing, respecting people) ○ Representation ○ Self-reflective vigilance ○ Friendliness
Equity is... (space [<i>physical and emotional</i>] and environments)	<ul style="list-style-type: none"> ○ Creating space that is flexibly accessed ○ Creating safe, comfortable, welcome, positive space. ○ Welcoming universally ○ Having Accessible buildings ○ Creating environments that promote respect, inclusion and belonging ○ Feeling safe and grounded ○ Fairness in difference – to create conditions to be able to occupy a safe space to create a career and a life
Equity is ... (power, privilege, and oppression)	<ul style="list-style-type: none"> ○ Being aware of privilege ○ Unlearning and rebalancing privilege ○ Moving from tolerance to acceptance and most of all to respect ○ Recognizing difference and power relationships ○ Recognizing and rebalancing privilege and oppression ○ Understanding that privilege is invisible to those who have it
Equity is ... (symbolic level)	<ul style="list-style-type: none"> ○ Balancing between symbols of tradition and of diversity ○ Showing who is here (showing a comprehensive history)
Equity is ...	<ul style="list-style-type: none"> ○ Creating proactive and responsive systems and people

(institutional and systemic levels)	<ul style="list-style-type: none"> ○ Being accountable at individual, group, systemic and societal levels ○ Having a recognition that root causes require root solutions ○ Being rooted in Human Rights ○ Changing instructional structures, rules, practices to ensure equitable practice ○ Offering diversity in the curriculum ○ Having transparency ○ Acknowledging the importance of process in systems ○ Showing support
Equity is ... (personnel)	<ul style="list-style-type: none"> ○ Having a strategy to train our people in equity related matters ○ Having diversity of staff ○ Empowering people at all levels ○ Speaking up as silence is assent
Equity is ... (attitudes and dispositions)	<p><u>Being aware of difference</u></p> <ul style="list-style-type: none"> ○ Having recognition and respect for people’s difference ○ Recognizing/appreciating/welcoming differences ○ Recognizing and respecting differences so as to celebrate diversity. ○ Being able to perspective take, thinking in other shoes ○ Having awareness of the needs of others ○ Making the connections between Identity, celebration, and growth <p><u>Having values related to equity</u></p> <ul style="list-style-type: none"> ○ Fairness, Social justice, Justice <p><u>Having social emotional dispositions</u></p> <ul style="list-style-type: none"> ○ Having feelings of Joy, happy, healthy, attentive, forgiving, friendly, reaching out, hospitality, compassion, openness, supportive ○ Having the feeling of being held ○ Slowing down and being patient ○ Being able to hold love, sadness, joy, exhaustion, anger, greet ○ Being me while not hurting others ○ Being comfortable with being uncomfortable ○ Showing support <p><u>Having a sense of belonging</u></p> <ul style="list-style-type: none"> ○ Sense of belonging ○ Creating the ability for everyone to participate <p><u>Meeting and identifying needs</u></p> <ul style="list-style-type: none"> ○ Putting needs ahead of wants ○ Having people receiving what they need <p><u>Holding counter narratives</u></p> <ul style="list-style-type: none"> ○ Acknowledging racism and community history – and the ongoing presence of racism ○ Truth-telling ○ Breaking binaries <p><u>Enacting advocacy</u></p> <ul style="list-style-type: none"> ○ Committing to advocacy that produces CHANGE! ○ Having awareness and advocacy come out of a sense of social responsibility ○ Being open to change

	<ul style="list-style-type: none"> ○ Acknowledging that can we do this together ○ Acknowledging that our privilege should lead to advocacy ○ Acting with intentionality and deliberateness
Equity is ... (responsibility)	Shared responsibility of the whole individual and organizational system. Assuming a responsibility to interrupt and disrupt inequality
Equity is ... (access)	<ul style="list-style-type: none"> ○ Providing equal access to everything for everyone ○ Having accessible buildings ○ Creating different career/paths lead to jobs and opportunities ○ Creating access to 'thrive' and become your full and abundant self ○ Removing obstacles to access- freedom to choose ○ Revealing systemic barriers

APPENDIX B: Barriers to Achieving Equity

Table #: What are Barriers to Achieving Equity?	
WHAT ARE BARRIERS TO ACHIEVING INEQUITY?	DISCUSSION RESULTS
Existing inequity	<ul style="list-style-type: none"> ○ Structural inequities ○ Historical inequities ○ Societal inequities ○ Moral inequities
Institutional, systems level	<ul style="list-style-type: none"> ○ Having inflexible data systems: Assuming a passive state
Personnel	<ul style="list-style-type: none"> ○ Having disempowered personnel (<i>I'm sorry I can't change that</i>) ○ People being scared to ask or not knowing who to ask ○ Having a lack of women in upper administration ○ People get discouraged from speaking up because it is 'uncomfortable' to do so
Resources	<ul style="list-style-type: none"> ○ Having a shortage of resources for overcoming inequity ○ Having no allotted budget items
Communication	<ul style="list-style-type: none"> ○ Having no communication ○ Having no cross campus and community consultation
Attitudes	<ul style="list-style-type: none"> ○ Having everyone feel they have to think alike ○ Having people think that everyone has to get the same thing ○ Thinking that nice is enough (Nova Scotians are really 'nice' and/but maybe...not so welcoming) ○ Holding unexamined assumptions that can become barriers ○ Accepting the notion that we let it slide
Access	<ul style="list-style-type: none"> ○ Holding the idea that there is only one path (there has to be opportunity to move out of prescribed roles)
Lack of diversity	<ul style="list-style-type: none"> ○ Lack of diversity on campus (staff, student, faculty, administration)

APPENDIX C: STOP, START, CONTINUE Raw Data

Table #: STOP, START, CONTINUE Raw Data			
Group	Stop	Start	Continue
Union	<p>Culture of distrust & negativity (gossiping) <i>... this is important across all groups</i> <i>... gossip is not necessarily a bad thing (informal info sharing, one means by which harassment & violator are spoken about)</i></p> <p>AUT divisions between faculty & academic teaching staff <i>... divisions between faculty & other AUT members, e.g. Coady</i></p>	<p>Collaboration between & among unions <i>... join please</i> <i>... ask who is not participating in the equity journey</i> <i>... ensure formal processes can be followed so don't have to gossip or any means which people can find out about harassment & discrimination, sharing is through information</i></p> <p>Investing in & valuing people by recognizing strengths & providing new opportunities for growth</p>	<p>Building on equity initiatives (funds, social justice, education, human rights training, advocates) <i>... could share union developed materials and resources more widely</i> <i>... open to diverse individuals & groups?</i></p> <p>Increasing participation of all university personnel in campus matters</p>
Faculty	<p>Putting burden on diverse faculty for diversity <i>... yes!!</i> <i>... yes</i></p> <p>Stop pretending all learners are the same & can just learn by listening <i>... yes. I second this!</i></p> <p>Building silos</p> <p>Inequities in athletics (race, gender) <i>... and everywhere else!</i></p> <p>Lack of commitment to equity</p>	<p>Requiring every staff, student, faculty take a course/PD on equity</p> <p>Integrating world issues in all course (Arts, Sciences, Humanities) –core message</p> <p>Breaking down faculty silos</p> <p>Building Indigenous Reconciliation through Multi-disciplinary Center of Excellence</p> <p>Cultivating intentional pedagogy</p> <p>Supporting education as reconciliation</p> <p>Enacting African Nova Scotian reconciliation</p> <p>Hiring policies that promote diversity</p> <p>Creating Higher levels of accommodation within the curriculum</p>	<p>Advocating for change, justice</p> <p>Community alliances</p> <p>Enhancing faculty orientation to improve pedagogy & diversity awareness <i>... invite community allies & representatives to participate & contribute</i></p> <p>Innovations <i>... build on existing resources, exercises & models such as Positive Space</i></p>

	<p>Pedagogy that is traditional teaching as if there were 1 kind of learner</p> <p>Classes of 100 that are transmission oriented</p> <p>The business model</p>	<p>Enhancing support for employment equity</p> <p>Creating more support and mentoring</p> <p>Launching a pay equity study</p> <p>Making more mirrors and windows for our students by offering a wider variety of courses</p> <p>Developing a faculty orientation with more focus on teaching.</p> <p>Opening faculty to diversity</p> <p>Asking what the curriculum is of our courses</p> <p>Offering more counter narratives</p> <p>Threading an equity lens through more courses</p> <p>Giving new faculty ways to integrate teaching for diverse learners</p> <p>Marrying excellence and equity</p> <p>Creating a center for teaching and learning</p> <p>Bringing in expertise of a lot of people at Coady</p> <p>Analyzing equity in athletics –</p>	
Student Union	<p>Instead of creating projects to deal with equity & sustainability, building it into our culture</p> <p>Evaluating our services to determine their level of accessibility</p> <p>Evaluate executive positions, i.e. Mandatory summer office hours? Financial support?</p>	<p>Lobby for gender neutral & LGBTQ rainbow crosswalks on campus</p> <p>Look into extending advocate services into new items, i.e. accessibility</p> <p>Anti-oppression training for all those involved with the U</p> <p>Making space for marginalized groups</p> <p>Signage, i.e. open it up to more languages, Braille</p> <p>Decrease deterrents</p>	<p>Have an equity advocate</p> <p>Advocate at the institutional, municipal, provincial & federal levels for equitable practices</p> <p>Equitable all-inclusive fun programming</p>
Students	Accepting the here & now	Advocating ... <i>student advocates for</i>	Voicing our opinions

	<p>Using offensive, presumptuous language</p> <p>Being a passive bystander</p> <p>Feeding into stereotypes <i>... yes!!</i></p> <p>Accepting the culture surrounding sexism & inequ(al)ity</p>	<p><i>situations that aren't just disciplinary</i> <i>...asking if education is missing in our education?</i></p> <p>Creating solutions</p> <p>Recognizing financial constraints (on SU) <i>... and all students</i></p> <p>Recognizing language barriers with international students</p> <p>Promoting inclusion for all students in all groups <i>... being innovative & 'outside the box' even at the risk of failing</i> <i>... how diverse is the SU leadership? (not very)</i> <i>... some sort of affirmative action to make sure all students are equally represented within the campus and in the students union (religious)</i></p> <p>Reading emails</p> <p>Getting involved with issues that don't directly impact us</p> <p>Becoming educated on what privilege is & what we can do about it <i>... learn from broader community</i></p> <p>Being a positive bystander <i>... challenging other students on their complicity with oppression & violence</i></p> <p>Educate, raise awareness of other cultures <i>... cultural competence</i></p>	<p>Verbalizing steps we can take to create change</p> <p>Making friends outside of our circles/comfort zones</p> <p>Advocating</p> <p>Being involved in sessions like this</p> <p>Challenging our administration to facilitate change</p> <p>Contributing to the fun, welcoming environment at X</p> <p>Encouraging one another</p> <p>Maintaining student societies</p> <p>Being leaders</p> <p>Pushing back against 'the normal'</p> <p>Dealing with touchy subjects</p> <p>To learn</p>
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Community	Stop with the “buts” but add the “ands” <i>... the irony</i>		
Administration/ Management	<p>Relying on outdated policies <i>... yes! yes! Yes!</i></p> <p>Thinking in silos</p> <p>Developing & implementing policies without hearing from voices that may be impacted <i>... more than a 'hearing' please; input & dialogue from the start</i></p>	<p>As decisions/policies made, ask who benefits/who is harmed associated with the documents</p> <p>Support of policies & directions</p> <p>Ask why things are the way they are; get behind actions to determine what is driving behaviour</p> <p>Ask who is not participating in the journey that we're on</p> <p>Acknowledge all individuals for their contributions, recognizing everyone's efforts <i>... acknowledge, value & support (\$) the work of community that advances equity on & off campus</i></p> <p>Identify ways to engage various under-represented voices</p> <p>More care in designing inclusive processes</p> <p>Build a greater community level understanding of equity <i>... yes particularly among many long-term faculty, particularly in Science who see equity as “watering down” excellence! ... we, the equity folks, need support from administration for some very intransigent faculty! ... build 'a greater community' ... is this the university community or the wider community?</i></p> <p>Take accessibility issues on campus seriously (could be a continue)</p>	<p>Increasing diversity through hiring, recruiting under-represented populations, groups; don't want tokenism</p> <p>Continue the discussion in various forums</p> <p>Equity matters in what we do & keep it visible</p> <p>Continue discussion with managers/leaders to build greater awareness of equity issues <i>... yes there are key concepts (power, privilege, cultural capital) that senior administration needs to understand ... Equity 101</i></p> <p><i>...cross-campus & campus-community long-term strategic planning ...an equity lens (tool) to ensure & measure? ... talk to action ...allocate funding for equity at all levels</i></p>

		<p><i>... with many new administrators it is important to find out the institutional history</i></p> <p><i>... how will equity be measured every year? administration needs to document progress</i></p> <p><i>... promote X-culture & diversity on campus (signs, buildings, etc.)</i></p> <p><i>... position vis a vis provincial & federal standards?</i></p>	
Student Services	Working in silos <i>... excellent</i>	<p>Reassess our mandate & where services fit (academic and/or student services)</p> <p>Assess current situations for students, e.g. Residence Life</p> <p>Select one goal each year; one focus <i>... good!</i></p> <p>Communicate best practices with faculty <i>... bring back peer mentorship</i> <i>... yes faculty NEED to hear from you folks!!!</i></p> <p>Come together to work more collaboratively more often</p> <p>Networking, sharing calendars, communications re upcoming events</p> <p>Develop a collective vision for what we do</p> <p>Quarterly meetings</p>	<p>Working collaboratively</p> <p>Personal & professional development</p> <p>Questioning policies</p> <p><i>... supporting indigenous students</i></p> <p><i>... working with community services</i></p>
Hodge Podge	<p>Hierarchy by role</p> <p>Being hard on each other <i>... classifications of faculty & staff, people & culture</i></p>	<p>Valuing all StFX employees similarly <i>... yes! yes!</i></p> <p>Organizational expectation training; common community principles <i>... equity training, yes!</i></p>	<p>Continue training, e.g. Bystander</p> <p>Use Equity Office expertise <i>... and other experts on campus when needed</i> <i>... and community</i></p>

		<p>Environmental scan: what's working (or not), internal & external <i>...archive, make accessible to the public</i></p> <p><i>... create a culture of respect, responsibility in the workplace</i></p>	<p><i>expertise off-campus; more collaboration, more change!</i></p> <p>Understand issues & conditions to develop & support capacity to actualize positive equity policy</p> <p><i>... cascade the discussion by Department</i></p>
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APPENDIX D: Short-Term, Mid-term, and Long-Term Equity Priorities

Equity Summit: Short-Term Action Priorities, Tally		
Faculty	1. Faculty bring forward a strategic priority area for pedagogy, starting with a specific focus on equity (i.e. to specifically inform strategic planning process)	Votes 2
	2. University Strategic Planning: Equity as excellence through the development of a teaching-learning professional development center that has equity as the initial strategic priority area. Equity embedded in strategic planning. The practice of equity informs all that faculty do (service, teaching, etc)	3
	3. Start generating data to generate evidence-based data??? Re equity. Workload and gender service and gender athletics, race employment equity, pay equity	25
	4. Each of us will embed equity/social justice in our curriculum (we are education, nursing history, engineering, physics)	5
	5. Start a Reconciliation Center- a community-university alliance for reconciliation through education (use the Truth & Reconciliation Commission Report) to break down silos in the context of greater collaboration	19
	6. Create a proposal to share with faculty on mandatory equity training (new hires, existing faculty. Collective Agreement??)	19
The U, students	1. Bringing in more diverse opinion when making decisions	10
	2. Stop accepting the here and now. If you want change, go after it	7
	3. Be a positive bystander and hold sessions for all students, staff and faculty	2
	4. Evaluating the accessibility of our services	5
Admin/Mgmt	1. Build framework for review ?? policy and procedure and decisions with equity lens	0

	2. Identify and consider who is not (yet) participating in the equity journey and why. Consider how this might be done and who is best placed to champion. Stop thinking in silos!	7
Student Services	1. Three quarterly meetings to be scheduled in student services. Meeting #2 include other members of staff, faculty that impact student life	0
	2. Share calendars (events and programs) within student services	0
	3. Include faculty and vice versa on programs and services offered to students that are supported by student life 'after hours'	1
Community	1. Continue supporting university-community events and relationships (e.g. CABBS; student events: pot-lucks; university events: take-back-the-night, Pride week, AHM?? Event; interfaith events	13
Hodge Podge	1. Request and take equity (bystander model) training (in teams and cross-department/whole university	8
	2. Model non-hierarchical and inclusivity practices and language	0
Union	1. Promoting Phase Two of Campus-Union ??poster campaigns (videos) to build equity capacity	1
	2. Share equity resources among unions (4) and <u>work together</u> to promote equity	4
	3. Develop Unioniversity event to promote equity on campus	2
Equity Summit: Mid-Term Action Priorities, Tally (1-2 years)		
Faculty	1. Develop/adapt a university wide equity tool to guide faculty activities (to support and measure impact of equity action)	2
	2. (1-2 years) Operationalize what diversity equity?? looks like/sounds like as outlined in strategic plan and create measures to know if we have achieved this and provide supports to get there	16
	3. (1-2 years) Support for Teaching/Learning: a) curriculum innovation & meeting needs of diverse learners (hire a full time center director—way more than Faculty Development Cttee; b) pedagogy and Equity (orientation for new faculty, orientation and ongoing support for ongoing faculty???)	19
The U, students	1. Evaluate executive positions to be more equitable (i.e. pay, changing mandatory summer hours)	1
	2. 2. Some sort of affirmative action to ensure that all students have equal opportunity to student union positions and student employment and leadership opportunities despite their sex, gender, race, age, religious beliefs, class, ability, or cultural background	8
	3. Begin anti-oppression training for the people involved in the U	1
	4. Student advocates for situations that aren't <u>just</u> disciplinary (unjust treatment, misrepresentation, harassment...any situation where you don't know where to turn to ensure action)	
Admin/Mgmt	1. Bring coherence to equity policies and decisions such as: planning and budgeting (in some cases new policy, in some cases revising policy). For example:	3

	<ul style="list-style-type: none"> • community code linked to harassment, sexual violence policies • hiring and admissions policies • scholarship 	
	2. diversity and equity lens to budgeting and planning	14
Student Services	1. Assessing Student Experience—Residence Life Experience, from student, RLS/SU ?? perspective	5
Community	1. Working with university to foster mentorship opportunities (e.g. McKenna Leadership, Welcome week activities, Women’s Center, X-project. Including Community in Framework as guest speakers	10
	2. Collaborate with teaching staff/Faculty Development Cttee to community best practices	2
Hodge Podge	1. (1-2 years) Establish annual equity Summit monitoring, report and open town hall and integrate into routine events	16
	2. (1-2 years) Design and implement equity audit campus-wide (e.g. physical access, gender, etc, etc)	10
Union	1. Engaging dialogue around opportunity for professional growth of university personnel	1
	2. Develop strategy to change mindsets and bylaws that keep intra-union divisions in place	4
Equity Summit: Long Term Action Priorities, Tally (3-5 years)		
Faculty	1. Issues of equity are reflected in teaching, research, service. The face of faculty will be more diverse	17
	2. Curriculum infused with counter-narratives, current, site of equity, informed by diverse voices and these are pervasive <u>across</u> all faculties	21
	3. Transition year program to support student success (self-identified need). Gateway and capstone courses for all students focusing on equity (stand out in Canada for this!!)	8
The U, students	1. Equity focus in Bloomfield renovations: gender-neutral bathrooms, marginalized group space, signage	18
	2. Instead of creating projects to deal with equity and sustainability, build this into our culture	2
	3. Develop and implement policies surrounding accountability towards equity	0
	4. Become educated on privilege and oppression and becoming educated in other cultures	1
Admin/Mgmt	1. Operationalize & sustain equitable policy & procedures and behaviours and actions out of those policies	0
	2. Putting in a monitoring, evaluation and learning process around ensuring equity in our practice which is accountable to students & staff (i.e. university community as a whole)	6
Student Services	1. Advocate for full time services due to demands of students and current trend	36
	2. Decide on shared vision and focus for each school year	1

Community	<ol style="list-style-type: none"> 1. Community Advisory roles and participation <ul style="list-style-type: none"> • Committees • Participating in audit • Providing internships, training • Education • Making decisions • Authentic participation 	5
Hodge Podge	<ol style="list-style-type: none"> 1. Prioritize and implement (resource) changes based on audit 	2
	<ol style="list-style-type: none"> 2. Appreciate and celebrate success, renew and keep going (appreciative inquiry, story telling) 	2
Union	<ol style="list-style-type: none"> 1. (3 years) Organize a follow-up equity Summit to evaluate, assess progress, re-strategize 	1
	<ol style="list-style-type: none"> 2. Equity Garden 	18