

# Discussion Paper: Radically Welcome and Engage Students from Historically-Excluded Groups

*For Consideration and Discussion*

## 1 Purpose

Equity-minded practices in higher education call on us to look at systemic barriers to achieving equity. The approaches outlined here are aimed at improving and enhancing the learning experience for everyone in support of equitable student success. The purpose of this discussion paper is to:

- Examine ways to use inclusive practices with new student welcome programs;
- Have methods to better understand student programming needs during orientation; and
- Understand the critical importance of developing inclusive orientation and transitions programs and the role of these programs increasing student sense of belonging.

While we are producing the new Student Experience and Opportunity Plan, StFX is simultaneously working on the renewal of our University Strategic Plan (2017-2022) as well as the development of the StFX Academic Plan (2017-2022) and other comprehensive strategic planning initiatives, including the President's Action Committee on Anti-Racism (PACAR) and the development of the StFX Accessibility Plan.

As part of our strategic planning process, we have prioritized the need to demonstrate alignment between these documents. The work of PACAR over the past several months have validated, indisputably, that acts of racism, harassment and discrimination are not isolated or singular in nature. Rather, they are part of a deeply entrenched legacy that remains pervasive. As StFX moves to advance equity, diversity, inclusion and accessibility (EDI-A) and address all forms of racism on our campus, we believe it is important to keep a focus on anti-racism, equity and accessibility through all of the programs, services, supports, resources and experiences we provide.

## 2 What is Radically Welcoming?

In 2019, the Canadian Undergraduate Survey Consortium (CUSC) [surveyed first-year students](#) at 34 universities and found that 44% of respondents reported belonging to a visible minority; 4% self-identified as Indigenous; 11% were first-generation students with neither parent having obtained postsecondary education; 24% self-identified as having a disability; and 36% were employed. These numbers represent an increase in nearly every category from the [previous CUSC survey](#) of first-year students in 2016.

Many universities are responding to this new norm with programs to help students from historically-excluded and equity-deserving groups through a system that wasn't historically built to accommodate their needs. As part of this transformational shift, Dr. Gloria Ladson Billings calls on post-secondary institutions to [radically welcome students](#). How are we preparing our institutions, including our orientation programs, to welcome student populations? How are we telling students, "we really want you here"?

Having an understanding of how we welcome new members of our communities is a critical component of higher education. Specifically, with the changing dynamics of who is “coming” to campus, inclusive practices enable students to have an increased sense of belonging.

Rather than trying to fit diverse student populations into a one-size-fits-all approach, universities are looking for different avenues and opportunities to engage students from historically-excluded groups, including Black, Indigenous, minoritized, 2SLGBTQ+, international students, first-generation students, and students with disabilities. This discussion paper highlights ways campuses can build inclusive communities with new students, specifically focusing on inclusive practices for historically excluded student groups. The paper will discuss why equity, inclusion and accessibility practices matter in welcoming new students and their families, ways campuses support students from historically excluded groups to engage in campus, and practices that prevent students from historically excluded groups from engaging in campus.

**Please note:** When we talk about applying an equity lens, we are referring to understanding the unique needs of students based on aspects of their identity such as culture, race, religion, sexual orientation, physical or mental health disability, etc., which have resulted in experiences of marginalization and exclusion. These are individuals that experience differential access to power, wealth and other resources, leading to social, economic, and political marginalization. In contrast to equality, which seeks the same treatment for all individuals, an equity-based approach recognizes that individuals need to be supported based on their unique needs. This plays an especially important role in supporting wholistic student mental health and well-being.

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*For Discussion: What does StFX do already to ‘radically welcome’ students? What experiences are students having in these experiences?*

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### 3 What We Have Heard

#### Student Experience and Opportunity Plan

In Fall 2021, the StFX Senate Quality of Life Committee hosted a series of campus-wide consultation sessions to inform the StFX Student Experience and Opportunity Plan. To facilitate deeper and more diverse connections across the campus community, the need to radically welcome and engage students from historically excluded groups emerged as a priority. Recommendations include:

- Embed equity and inclusion in the development and execution of special student-facing events and programming, such as Orientation Week, Homecoming, etc.
- Enhance communication and outreach programs that aim to increase access for historically-excluded students. Provide appropriate pathways that will facilitate and support their success once enrolled (e.g., use reliable data to identify specific groups that need support).
- Create safer spaces that promote diversity, counter racism, and drive institutional change. This might include increasing diverse representation in our communities/student leadership positions, creating mentorship programs, networks, and/or communities of practice.

- Create interactive/experiential training for all faculty, staff and students. Content should be tailored for each role, with a consistent focus on understanding power/privilege, intersectionality, racial microaggressions, how to have difficult conversations, how to intervene and respond to incidents of racism.
- Create tailored experiential learning and employment opportunities, with priority for students from historically-excluded groups.

## Equity, Access and Inclusion

In 2021, the Presidents' Advisory Committee on Anti-Racism was convened to examine concerns regarding systemic discrimination and assist the University in gaining a better understanding of the experiences of racialized faculty, staff and students. The PACAR Interim Report 1 (October 2021) recommended a series of major categories of action, among which support for **access and success**.

To advance equity and inclusion StFX must “identify and address institutional barriers for (Indigenous, Black and other) racialized students, faculty and staff which affect their sense of belonging, their representation in institutional practices and structures, their academic success, and their overall well-being in the classroom and beyond from recruitment through to graduation” (PACAR Interim Report p. 8).

This conclusion is supported by recommendations arising from campus-wide consultations, which revealed the need to [radically welcome](#) students from historically excluded and equity-deserving groups. The structures of orientation as they currently exist perpetuate the persistence of traditions that no longer meet the needs of all students. Dismantle structures embedded in tradition that may be exclusionary, unwelcoming and unsupportive. An approach to radically welcoming students calls on StFX to change the ways in which they have traditionally welcomed new students to the university community, and advance new, innovative, equitable approach to ensure all students can flourish.

## Equity and Mental Health

Mental health impacts everyone and is influenced by the social and economic conditions that shape our life experiences, referred to as the social determinants of health (SDOH)

*Social determinants of health (SDOH) are the living conditions that shape the health of individuals. The SDOH include Aboriginal status, disability, early life, education, employment and working conditions, food insecurity, health services, gender, housing, income and income distribution, race, social exclusion, social safety net, unemployment and job security.<sup>i</sup>*

In addressing the SDOH, three related factors are particularly significant for mental health: freedom from discrimination and violence, social inclusion, and access to economic resources.<sup>ii</sup>

- Discrimination refers to actions taken to exclude or treat others differently because of their race, ethnicity, gender, sexual orientation and/or disability. Violence is often the vehicle through which discrimination is acted out, and includes abuse, bullying, violence by intimate partners, sexual violence, etc.<sup>iii</sup>

- Social inclusion or connectedness is protective of mental health. Having social ties can promote feelings of attachment and companionship, enhancing one’s sense of purpose, self-esteem, and ability to deal with adversity.<sup>iv</sup>
- Access to resources, such as housing, education, work and income, impacts one’s level of social connectedness and personal sense of competence.<sup>v</sup>

Feeling safe, socially included, and being able to access resources have a significant impact on student mental health and are especially important to consider as diversity increases on campus. As an example, decades of systemic discrimination, violence, exclusion, and economic marginalization has created barriers for Indigenous students in accessing higher education. The impacts of these issues are wide-ranging, touch diverse regions and populations across the province, and are entrenched in services. Some postsecondary campuses have started taking measures to address these by working with Indigenous communities to create supports and programming that honour their histories and life experiences.<sup>vi</sup>

#### Case Example: Nipissing University – Indigenous Orientation and Transitions Programs

The [Indigenous Foundations Program](#) is a full-time university transition program for Indigenous students pursuing an undergraduate degree. The program provides students with a learning environment and **sweetgrass wholistic approach to support** where they can pursue their academic goals while balancing personal wellness. Faculty, Indigenous knowledge holders, and a dedicated Student Success Coordinator supports students in the Indigenous Foundations Program. Students who successfully complete their first year in the program earn **up to 24 university credits towards their university degree**. Students also have developed a strong foundation in academic and personal skills to help ensure their continued success in their studies at Nipissing University.

The [Summer Indigenous Institute](#) offers Indigenous students an academic transition to their undergraduate studies. This culturally-based transition program was created to support students as they learn skills necessary for success at university. The program allows Indigenous students an advanced look at university life while also giving them a head start on their credits. Courses are taught by Indigenous faculty and students have access to upper-year student mentors. Enji giigdoyang, the Office of Indigenous Initiatives also offers academic, personal, and cultural support activities while students are in the program.

[Peer2Peer Indigenous Mentorship](#) connects upper year Indigenous Nipissing University students with Indigenous students that are newer to post-secondary education, and/or are looking for additional resources and supports. The program provides cultural support for participants and helps create a network in which all participants can build relationships with one another. Peer2Peer also promotes the development of leadership skills and builds community.

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*For Discussion: What actions, strategies or initiatives does StFX need to prioritize to create the conditions in which students from historically-excluded groups feel welcome, safe and that they belong on campus and in our communities?*

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## 4 Program Examples

There are a wide range of EDI and anti-racism initiatives underway at Canadian universities. A [Universities Canada report](#), in particular – which draws on survey data collected from 88 schools from February 20 to June 30, 2019 highlights the wide range of EDI and anti-racism initiatives underway at Canadian Universities (see *Appendix E for the full text of the Canadian Post-secondary Sector Survey*).

Much of the dialogue around diversity and inclusion in higher education suggests that co-curricular experiences impact the way in which students view and engage the world. Research suggests this begins with institutions' orientation and induction of new students into the campus environment. These programs can create opportunities for students to have positive interactions with diverse peers, which research demonstrates can lead students to feel a greater sense of belonging to their university.

### A. Training and Capacity Building

Consultations informing the development of the StFX Student Experience and Opportunity Plan have revealed time and again that more education and training are needed to raise awareness for all members of the campus community – students, faculty and staff – about what racism, discrimination and harassment are and the many subtle forms microaggressions take.

“Mandatory training” was frequently mentioned, as well as the need for a coordinated approach to education tailored to meet the specific needs of different campus groups, including administrative and academic leaders, student leaders, faculty members, librarians, residence and other student-facing staff members, academic advisors, counsellors, new employees, Orientation Leaders, incoming students, etc. While it is recognized that many groups across campus are conducting and receiving some training already, there is a strong consensus that more needs to be done to coordinate impactful programming on a more systematic, campus-wide basis.

Examples from other post-secondary institutions highlight the purpose of training not only to teach orientation leaders about ways to engage respectfully, but also provide implicit bias training to increase students' awareness of the unconscious and subtle associations made between groups of people.

- The Division of Student Affairs and Equity and Human Rights Offices at Queen's University deliver mandatory [EDI training](#) for student orientation leaders and volunteers. The sessions help to ensure that student leaders understand the importance of conducting their work in a manner that celebrates the diversity of the student body and promotes inclusivity.
- Recognizing the important connection first-year students form with upper year peer leaders, Western University has developed a scaffolded training program for student leaders (including Residence Leaders, Orientation Leaders, and [Western's Peer Leader Program](#)) that extends throughout the entire year. Scaffolded learning experiences provide ongoing training, capacity building and professional development in the areas of: Gender-based and Sexual Violence, Student Mental Health and Wellness, Equity and Inclusion. [Academic and Leadership Programmers \(ALPs\)](#) in Residence Life receive additional ongoing training in academic areas such as, learning skills, study methods and campus resources.

## B. Employment Opportunities and Inclusive Hiring Practices

For many students, working on campus as a peer educator, student researcher or in residence is one of the most formative high-impact practices of their post-secondary journey.<sup>vii</sup> For students these on-campus roles are opportunities to earn money against the rising costs of post-secondary education, develop and utilize skills for future employment and support their fellow students<sup>viii</sup>. Given the benefits of student employment, investigating the degree to which we are “engaging in hiring and promotion practices that are non-discriminatory” is a vital equity consideration<sup>ix</sup>.

Through consultation, we heard time and again that historically excluded students do not see diversity among residence staff, health service providers, and student leadership roles such as the Students’ Union and Orientation Leaders. What they want to see is themselves represented at the university, including in student services roles that support them, in order to feel less isolation and more connection to their community. Questions were asked about how hiring committees make their decision, whether they have representation of race and gender, and whether members are trained with regard to bias and other issues related to EDI.

In order to facilitate equitable student hiring practices, StFX will need to review practices such as: inclusive job postings, candidate recruitment and selection, developing interview processes, assembling a diverse hiring panel, and ongoing support for staff members. To help guide professionals, the Canadian Association of College and University Student Services (CACUSS) developed [Working Towards Inclusion: Equitable Practices for Hiring Student Staff and New Professionals](#) (August, 2021). [A recent report](#) from NASPA (2019) also explores how universities can design and administer student employment as a high-impact practice, including leadership engagement, equitable hiring processes, growth and professional development opportunities, student learning outcomes and assessment.

Program Examples:

- The [University of Alberta’s Stride Program](#) is a cohort program aimed at encouraging greater participation/involvement of marginalized genders from all backgrounds – race, ethnicity, Indigeneity, sexuality and ability – in student governance. The program equips participants with the knowledge, skills and network to run for a variety of student leadership positions and make meaningful change on campus.

## C. On-Campus Summer Transitions and Extended Orientation Programs

First-year experience programs, which support the academic performance and social development of college students and also increase students’ sense of campus community and connection to their institutions, can improve student orientation and transitions. Summer Transitions, which ease students’ transition to university and help students develop academic skills and social resources to succeed, can also improve persistence and degree completion.<sup>x</sup>

For example, a new study from the Higher Education Quality Council of Ontario (HEQCO: 2020) finds that, on average, more students with disabilities reported experiencing challenges transitioning to higher education than students without disabilities. Examples of initiatives to better support students with disabilities in their transition into university life include:

- York University offers [Strengthening Transitions for Students with Autism Spectrum Disorders](#). This program, aimed at students with autism spectrum disorders, includes mentorship programs, workshops and support groups, 1:1 coaching, parent information hubs, sensory spaces, therapy dogs and paid Work/Study opportunities, supports and programming.
- The University of Calgary [launched a six-week program](#) in 2017 to help students with attention deficit hyperactivity disorder (ADHD) to develop coping skills and build supportive networks. In a group setting, the program offers students support before concerns arise, focusing on new students who may struggle with the transition to a university environment. Topics include: time management, communicating with faculty, self-advocacy, etc.
- University of Toronto (Mississauga) and University of British Columbia offer a [Black Excellence Orientation \(UofT Mississauga\)](#) and [Black Student Orientation \(UBC\)](#)
- McGill University offers [First-Generation Week](#), with dedicated programs to support student orientation and transition for first-generation students. Programs include student panels, wellness and self-care activities, and networking events with McGill staff and faculty.

#### E. Inclusive, Evidence-Informed Orientation Week Events and Programs

StFX Student Services and the Students' Union, in collaboration with campus and community partners, facilitates Orientation Week programming and events that are aimed at providing fun, inclusive, impactful and meaningful Orientation Week experiences for incoming StFX students.

In order to unify orientation planners and facilitators in a common approach to providing inclusive, accessible events aligned with the values of their universities communities, post-secondary institutions have developed resources, tools and programs for orientation planners and student leaders to use in order to centre equity, anti-racism and accessibility through orientation events and programming:

- Student Leaders at York University use an online tool – [an Inclusion Lens](#) – to proactively ensure its close to 500 orientation week events are welcoming to incoming members of the York community.
- Ryerson University developed an [Orientation Planner's Manual](#) to help Orientation leaders plan events for incoming students during Orientation Week. Tools include: [Consent Comes First: Orientation Checklist](#) and [Accessible Events Checklist](#).
- McGill University conducts [workshops in residence](#) for all students. Covering topics like gender, sexuality, consent, race and Indigenous histories and realities, these workshops give students the tools to create more inclusive residence communities.

#### D. Mentorship Programs

With the development of the Student Experience and Opportunity Plan, participants specified sources of support and mentorship deriving from peers, faculty and staff as having important functions for students as they navigate the transitions and daily stress of university life. These comments reflect the NSSE (2020) survey results, which suggest that 67% of StFX students report feeling left out some or most of the time.

Clearly, there are individuals who do not experience the campus as a supportive community, and as a result, are not benefiting from the protective advantage of social support.

Some participants identified groups on campus that might be considered vulnerable with respect to the experience of being included and supported. For example, international, Indigenous, Black, and 2SLGBTQ+ students may experience additional stress of not feeling included in the community experience, that may lead to mental health symptoms. Overall, there is a recognition that enhancing mentorship connections through deliberate efforts by staff and faculty can be an important antidote to the experience of isolation for many students, particularly for students from historically excluded and equity-deserving groups.

#### Case Example: Q Success – Supporting Underrepresented Students in Transition

A [mentorship program](#) at Queen’s University is helping students from underrepresented groups make the transition into their first year of university. The program pairs first-year students with upper-year mentors and offers events throughout the year to offer support.

The program is open to all first-year students at Queen’s and takes care to match students with mentors who share similar experiences, for example students who are Indigenous, racialized, or otherwise underrepresented in the university community. In a study of the program, members of underrepresented groups were found to participate at higher rates than the overall first-year cohort.

The popularity of the program with underrepresented students shows that there is a need for this type of programming on campus and offers a model for other universities wishing to create programs that reach all students while considering equity, diversity and inclusion.

#### F. Community Connections

As we expand opportunities for students to *discover* their personalized pathway through StFX’s rich learning environment, *engage* with our diverse community on and off campus; and develop the skills they need to *flourish*, creating spaces for StFX students to share their stories and life experiences is important to fostering empathy and understanding – so that peers can celebrate, engage and educate each other. Through storytelling, we can strengthen and broaden the ways in which students can connect with one another and contribute to StFX’s story.

- The [Community Podcast Initiative \(CPI\)](#) at Mount Royal’s School of Communication Studies is the first-of-its kind program for a Canadian university that will see students and the community develop, produce and promote storytelling through podcasting focused on giving a voice to marginalized and underrepresented groups.
- Western University’s [Thrive Online webpage](#) is a National Institute for Learning Outcomes Assessment (NILOA) award-winning example for how diverse student stories can be shared in different ways; in this case, by letting students share their learning stories and life experiences so that peers can celebrate, engage and educate each other. The website stresses the values of joy,



courage, curiosity, equity, decolonization, empathy, hope, humility and integrity across the platform.

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*For Discussion: Are there aspects of the sample program provided in the discussion paper that would help advance our approach to radically welcoming students to StFX? Are there other elements of the design, development and implementation of this initiative that we need to consider?*

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## Appendix A: Review of Anti-Racism-Related Offices, Policies and Initiatives at Selected Canadian Universities

See too:

Universities Canada (Oct 2019) report: [Equity, diversity and inclusion at Canadian Universities](#)

E(Race)R Summit on Race and Racism on Canadian University Campuses (March 2017) Post-Summit Report:  
<https://downloads.wlu.ca/downloads/student-life/diversity-and-equity/documents/eracer-summit-report.pdf>

Institution	University-Wide Statements	Office(s) Role(s)	Policies	Selected Initiatives
Western University	<a href="#">Strategic Plan: Towards Western at 150</a> (see EDI-related discussion on page 6)	<a href="#">Equity and Human Rights Services</a> (3 staff members)  EDI Education Coordinator (in Student Experience)  <a href="#">Vice-Provost and Associate Vice-President, Indigenous Initiatives</a>	<a href="#">Non-Discrimination and Harassment Policy (Procedures)</a>	<a href="#">President's Anti-Racism Working Group</a>
Alberta	<a href="#">Strategic Plan: For the Public Good</a> (2016-2021)  <a href="#">Equity, Diversity and Inclusivity</a> (University Webpage)	<a href="#">Office of Safe Disclosure and Human Rights</a> (1 staff member)  <a href="#">Vice-Provost (Indigenous Programming and Research)</a>	<a href="#">Discrimination, Harassment and Duty to Accommodate Policy (Procedure)</a>  <a href="#">Code of Student Conduct</a> (refers to DHDA Policy for racial harassment)	<a href="#">Visiting Lectureship in Human Rights Lougheed Leadership and Diversity Series</a> EDI Week <a href="#">EDI Awards</a> <a href="#">Intersections of Gender</a> (academic hub) (this is a UofA "Signature Area")
British Columbia	<a href="#">Strategic Plan: Shaping UBC for the Next Century</a> (2018-2028) - Core Area, People and Places, includes statements related to EDI	<a href="#">Equity and Inclusion Office</a> (23 staff members) - Associate Vice-President, Equity and Inclusion	<a href="#">Discrimination Policy</a>  <a href="#">UBC Respectful Environment Statement</a>	<a href="#">Rule Our Racism Week</a> <a href="#">I, Too, Am UBC Campaign</a> (tumblr) <a href="#">Equity Enhancement Fund</a> <a href="#">Equity &amp; Inclusion Scholars Program</a> <a href="#">Equity Student Advisory Council</a> <a href="#">Equity Ambassadors (Students)</a> <a href="#">Resources for Respectful Debate</a>
Brock	<a href="#">Strategic Plan: Niagara Roots, Global Reach</a> (2018-2025)	<a href="#">Human Rights and Equity</a> (8 staff)	<a href="#">Respectful Work and Learning Environment Policy</a>	Anti-Racism Taskforce – <a href="https://brocku.ca/anti-racism">https://brocku.ca/anti-racism</a> (links did not work). Began in 2014. Subcommittees: <ul style="list-style-type: none"> <li>• Education, Services and Supports</li> </ul>

				<ul style="list-style-type: none"> <li>• Policy Review and Assessment</li> <li>• Research and Assessment</li> </ul> <p>Human Rights Taskforce - <a href="https://brocku.ca/human-rights-task-force/">https://brocku.ca/human-rights-task-force/</a> Final Report: <a href="#">Pushing Onward – May 2017</a></p>
Calgary	<a href="#">Strategic Plan: Eyes High</a> (2017-2022)	<a href="#">Vice Provost (Equity, Diversity and Inclusion)</a> (began August 2020)  <a href="#">Office of Diversity, Equity and Inclusion</a>	<a href="#">Harassment Policy</a>	UofC hosts the Alberta Civil Liberties Research Centre - <a href="http://www.aclrc.com/contact-us">http://www.aclrc.com/contact-us</a>
Carleton	Strategic Integrated Plan: <a href="#">Collaboration, Leadership and Resilience: Sustainable Communities – Global Prosperity</a> (development of a new strategic plan was underway and paused due to COVID)	<a href="#">Department of Equity and Inclusive Communities</a> (10 staff) - University Advisor on Equity and Inclusive Communities	<a href="#">Human Rights Policy and Procedures</a>	Department of Equity includes 4 Centres of Focus: Centre for Indigenous Initiatives; Equity and Inclusion Promotion; Sexual Violence Prevention and Survivor Support; Discrimination, Harassment and Accommodation Response  <a href="#">EIC Advisory Group</a>
Dalhousie	Strategic Plan, Infrastructure and Support, (5.2) <a href="#">Diversity and Inclusiveness Strategy</a>	<a href="#">Human Rights and Equity Services</a> (8 staff) - Vice-Provost (Equity and Inclusion)  <a href="#">Black Student Advising Centre</a>	<a href="#">Statement on Prohibited Discrimination</a>	<a href="#">Culture of Respect</a> – website outlining initiatives and D&I strategies <a href="#">Lord Dalhousie Scholarly Panel on Slavery and Race University Response</a> (Sept 5, 2019). <a href="#">Apology for racist actions, views of school’s founder</a> (G&M, Sep 6, 2019). On “Campus Life” website: <a href="#">Communities on Campus</a>
Guelph	<a href="#">Strategic Framework. Our Path Forward</a> , 2016. See: Nurturing a Distinctive University Culture  Affirmations of Inclusion at Board of Governors and Senate (April 2017). See Inclusion Report.	<a href="#">Diversity and Human Rights Office</a> (5 staff)  Student Experience – <a href="#">Cultural Diversity Office</a>	<a href="#">Human Rights Policy and Procedures</a>	<a href="#">Fostering a Culture of Inclusion at the University of Guelph, April 2017</a> Anti-Blackness Teach-In (2019 event): <a href="https://gryphlife.uoguelph.ca/event/95311">https://gryphlife.uoguelph.ca/event/95311</a> <a href="#">Progress on Employment Equity Goals (2016-2019)</a>
Manitoba	Strategic Plan, <a href="#">Taking Our Place (2015-2019)</a>	<a href="#">Office of Human Rights and Conflict Management</a> (5 staff)	<a href="#">Respectful Work and Learning Environment Policy</a>	<a href="#">President’s Taskforce on Equity, Diversity and Inclusion</a> – established October 2019

	See Strategic Priority IV: Building Community	<a href="#">Human Resources – Equity, Diversity and Inclusion</a> (1 advisor)		<a href="#">President’s message on confronting anti-Indigenous racism collectively (Feb 2019)</a> <a href="#">Anti-Racism Lead at the Rady School of Health Service (Sep 2019)</a> <a href="#">Report: Responding to Sexual Violence, Harassment and Discrimination at the University of Manitoba: A Path Forward (August 2019)</a> <a href="#">UM Black Alliance</a> – Faculty, staff, students, alumni and community members <a href="#">Gaa wii’ji’l vivaang</a> – Indigenous and Non-Indigenous faculty, staff and student group
McGill	<a href="#">McGill Strategic Academic Plan 2017-2022</a> See objective: Expand Diversity	<a href="#">Equity at McGill</a> (13 staff) - <a href="#">Associate Provost (Equity and Academic Policies)</a> - <a href="#">Equity Education Advisor (Anti-Oppression and Anti-Racism)</a>	<a href="#">Policy on Harassment and Discrimination Prohibited by Law</a>	<a href="#">EDI Strategic Plan, 2020-25</a> <a href="#">President’s Task Force on Respect &amp; Inclusion on Campus - Final Report, April 2018</a> <a href="#">Working Group on Principles of Commemoration and Renaming</a> - <a href="#">Final Report, December 2018</a> <a href="#">Faculty of Medicine, Social Accountability and Community Engagement Office</a> – Equity and Diversity programming and education for faculty <a href="#">Black Students’ Network</a> <a href="#">Black History Month</a>
McMaster	Guiding Strategy, <a href="#">Institutional Priorities and Strategic Framework (2021-2024)</a> .  Equity, Diversity and Inclusion <a href="#">President’s Message</a>  EDI Strategy, <a href="#">Towards Inclusive Excellence (2019-2022)</a>	<a href="#">Equity and Inclusion Office</a> (11 staff): - Associate Vice-President, Equity and Inclusion - Equity and Inclusion Educator	<a href="#">Discrimination and Harassment Policy</a>	<a href="#">President’s Advisory Committee on Building an Inclusive Community (PACBIC)</a> Working group on <a href="#">Race, Racialization and Racism (R3)</a> <a href="#">Hamilton Anti-Racism Resources Centre (HARRC)</a> – joint between City of Hamilton, McMaster, and Hamilton Centre for Civic Inclusion <ul style="list-style-type: none"> <li><a href="https://dailynews.mcmaster.ca/articles/a-unique-model-for-responding-to-racism-in-hamilton/">https://dailynews.mcmaster.ca/articles/a-unique-model-for-responding-to-racism-in-hamilton/</a></li> </ul>
Ottawa	Strategic Plan, <a href="#">Transformation 2030</a>	<a href="#">Human Rights Office</a> (7 staff)	<a href="#">Prevention of Harassment and Discrimination</a>	<a href="#">Office of the President – Combatting Racism on Campus</a> – began 2019

Queen's	<a href="#">Strategic Planning</a> webpage	<a href="#">Deputy Provost (Academic Operations and Inclusion)</a>  Associate Vice-Principal (Indigenous Initiative and Reconciliation)  Associate Vice-Principal (Human Rights, Equity and Inclusion)  <a href="#">Human Rights and Equity Office</a> (15 staff) - Inclusion and Anti-Racism Advisor	Link to <a href="#">Diversity and Inclusivity Policy index</a>	<a href="#">Principal's Implementation Committee on Racism, Diversity and Inclusion</a> <ul style="list-style-type: none"> <li>- <a href="#">Final Report, April 2017</a></li> <li>- <a href="#">Progress Report, April 2018</a></li> <li>- <a href="#">Progress Report, August 2019</a></li> <li>- <a href="#">Progress Report, Fall 2020</a></li> <li>- <a href="#">Progress Report, Fall 2021</a></li> </ul> <a href="#">Inclusive Queen's</a> webpage: <ul style="list-style-type: none"> <li>- <a href="#">Equity, Diversity, Anti-Racism</a> – highlights several resources/offices</li> </ul> <a href="#">DEAP Tool</a> <a href="#">University Council on Anti-Racism and Equity (UCARE)</a> Diversity, Inclusion and Equity in the Classroom – offered through <a href="#">Centre for Teaching and Learning</a> <a href="#">Queen's Coalition Against Racism and Ethnic Discrimination</a> <a href="#">Together We Are Blog</a> <a href="#">First Generation Pathway</a> (financial support)
Ryerson	Academic Plan, <a href="#">Our Time to Lead</a> (2020-2025)	<a href="#">Office of the Vice-President, Equity and Community Inclusion</a> (8 staff)	<a href="#">Discrimination and Harassment Prevention Policy</a>	<a href="#">Equity and Community Inclusion Pledge</a> <a href="#">Community Networks and Committees</a> Report: <a href="#">From Principles to Action: Collaborating to Create an Inclusive Research Culture</a> (2018) <a href="#">The Institutional Diversity Blog</a> <a href="#">Ryerson Anti-Racism Task Force</a> (2010 Report) <a href="#">Anti-Black Racism Climate Review</a> (2019) <a href="#">Viola Desmond Awards and Bursary</a> <a href="#">Diversity Self ID</a> (for employees and students)
Saskatchewan	University Plan, <a href="#">The University The World Needs Mission, Vision, Values</a>	<a href="#">Discrimination and Harassment Prevention Services</a> (staff not listed)	<a href="#">Discrimination and Harassment Prevention Policy (Procedures)</a>	
Toronto	<a href="#">President's Statement on Diversity and Inclusion</a>	<a href="#">Antiracism and Cultural Diversity Office</a> (ARCDO 3 staff)  Full listing of <a href="#">Equity Offices</a> reporting to VP – Human Resources and Equity	<a href="#">University Statement on Prohibited Discrimination and Discriminatory Harassment</a>	<a href="#">ARCDO Advisory Committee</a> <a href="#">Black History 365</a> ARCDO <a href="#">Training and Workshops</a> (for faculty and staff)
Victoria	<a href="#">Strategic Framework</a> See Strategy 1.2	<a href="#">Equity and Human Rights</a> (EQHR) (7 staff)	<a href="#">Policy on Human Rights, Equity and Fairness</a>	Best Approaches in Anti-Racism Education (lit review) <a href="https://www.uvic.ca/equity/assets/docs/report.pdf">https://www.uvic.ca/equity/assets/docs/report.pdf</a>

			<a href="#">Discrimination and Harassment Policy (Procedures)</a>	
Waterloo	Strategic Plan, <a href="#">Connecting Imagination with Impact</a> (2020-2025) See Goal: Promote and Support Indigenous Initiatives and a Culture of Equity, Diversity and Inclusivity for All	<a href="#">Human Rights, Equity and Inclusion</a> (16 staff)	<a href="#">Ethical Behaviour</a>	<a href="#">Social Media Abuse Help Page</a> <a href="#">Racial Advocacy for Inclusion, Solidarity and Equity (RAISE)</a> – Waterloo Undergraduate Student Association <a href="#">Host of Conversation Conference</a> (along with Renison University College)
Laurier	Laurier Strategy: <a href="#">Today, Tomorrow, Together (2019-2024)</a> See Strategy: Thriving Community	<a href="#">Senior Advisor: Equity, Diversity and Inclusion</a>  <a href="#">Centre for Student Equity, Diversity and Inclusion</a> (3 staff) - focus on student education and ‘spaces’  <a href="#">Office of Dispute Resolution and Sexual Violence Support</a> (staff not listed, but directory suggests 3 staff)	<a href="#">Prevention of Harassment and Discrimination (Procedures)</a>	<a href="#">E(Race)r Summit on Race and Racism at Canadian Universities</a>
York	<a href="#">Strategic Priorities</a>	<a href="#">Centre for Human Rights, Equity and Inclusion</a> (8 staff) - <a href="#">Vice-President, Equity, People &amp; Culture</a> (began Oct 1, 2019)	<a href="#">Racism (Policy and Procedures)</a>	<a href="#">President’s Initiative on Open and Respectful Dialogue</a> <a href="#">President’s Advisory Committee on Human Rights (PACHR)</a> - <a href="#">Race, Inclusion and Supportive Environment Committee</a> (reports to PACHR) <a href="#">Inclusion Lens (Events Management Tool)</a> - <a href="#">Inclusion Lens Report, 2017</a> <a href="#">Towards Race Equity in Education (Report, 2017)</a> <a href="#">YUBelong Campaign</a> <a href="#">REDI (Respect, Equity, Diversity and Inclusion) Series</a>

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- <sup>viii</sup> Rossman, P. (2019). *More Than a Paycheck: Applied Learning Within a Student Employment Context*. *New Directions for Higher Education*. (188), p. 43-50.
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