CONCORDIA

REPORT OF THE ADVISORY GROUP ON EQUITY, DIVERSITY AND INCLUSION

September 30, 2019
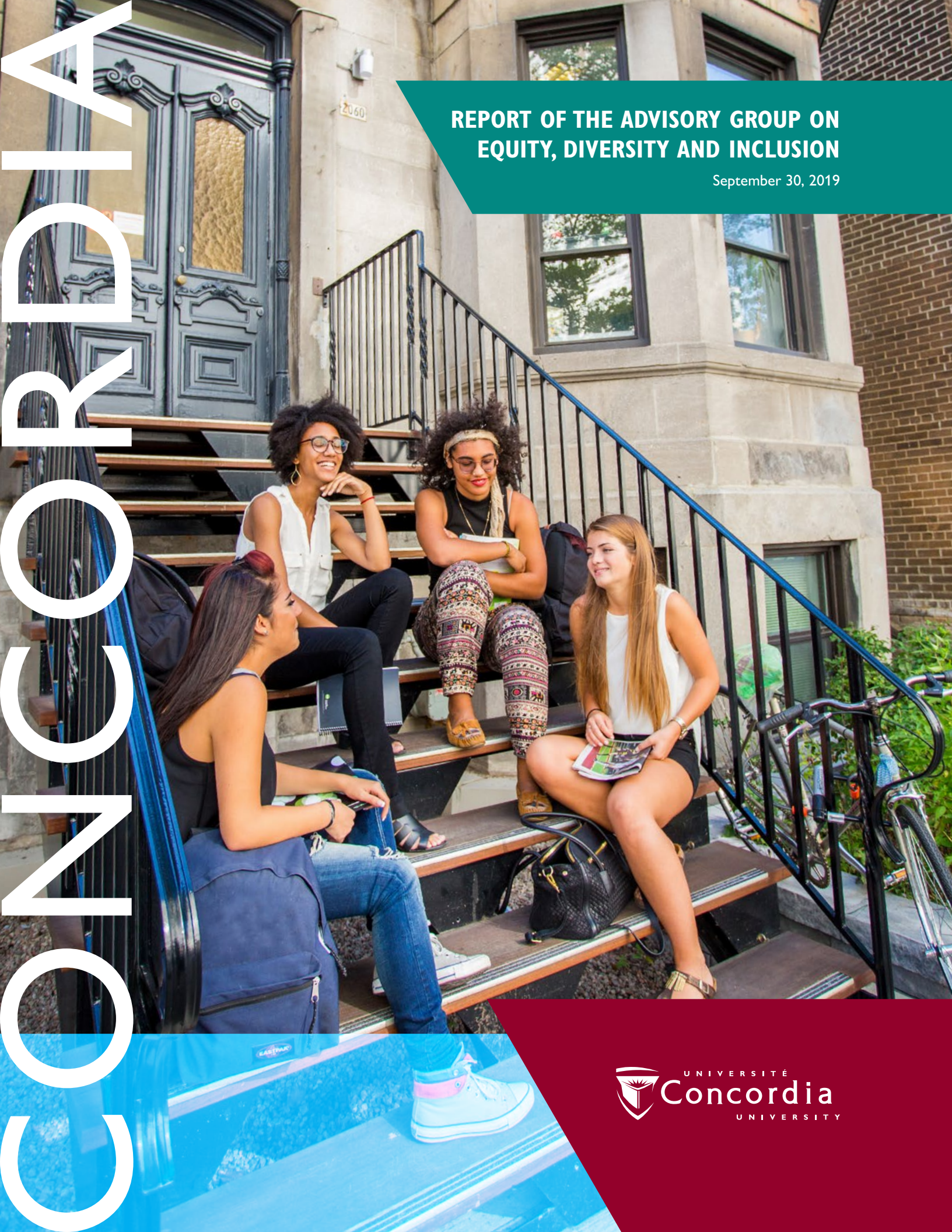
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TABLE OF CONTENTS

PHASE 1 CONSULTATIONS FEB – MAY 2019

ADVISORY GROUP

PHASE 2 RECOMMENDATIONS SEPT – DEC 2019

WORKING GROUP

PHASE 3 IMPLEMENTATION FEB – MAY 2020

STEERING COMMITTEE

INTRODUCTION

In July 2018, the new role of Special Advisor to the Provost on Campus Life was created with the aim of improving policies and processes to foster a safe, accessible, diverse, inclusive and respectful campus. Part of this new responsibility included facilitating a campus conversation on Equity, Diversity and Inclusion (EDI) at Concordia. This process has been divided into three phases: Consultations, Recommendations and Implementation.

Phase 1 included the creation of an Advisory Group on Equity, Diversity and Inclusion, which met from February to May 2019. This report highlights the creative process and findings from the consultation of the Concordia community about processes, practices, needs and suggestions related to EDI at the university. The Advisory Group reviewed the priorities that emerged from the consultation and developed recommendations for advancing EDI in all aspects of life at the university, with the goal of coordinating and enhancing initiatives across the university.

The recommendations in this report fall into the following five key areas:

1. Policy and Processes

2. Hiring

3. Training and Education

4. Leadership and University Responsibility

5. Campus Culture

The priorities and first recommendations identified by the Advisory Group will serve as a starting point for Phase 2, during which a representative Working Group will develop specific recommendations and an action plan for advancing EDI at Concordia University.

The Advisory Group would like to thank all individuals and groups who contributed to this important process.

Lisa Ostiguy
Special Advisor to the Provost on Campus Life
Chair, Advisory Group on Equity, Diversity and Inclusion

PROCESS

This section summarizes the work process of the Advisory Group on Equity, Diversity and Inclusion, which met between February and May 2019. It highlights the diverse and creative ways in which the Concordia community was consulted and invited to give feedback on EDI at the university.

Preparatory work

The planning of the Advisory Group began in Fall 2018 with the Chair initiating information-gathering sessions, which included meetings with external consultants, discussions with other universities and reviewing news articles regarding the topic of EDI as it relates to post-secondary institutions.

A graduate student was hired to do a scan of EDI initiatives in other Canadian universities. The Office of the Provost reviewed EDI structures and policies in other Canadian universities.

The Chair of the Advisory Group also gave presentations to many units to promote the opportunity to contribute to the Advisory Group and to answer any questions related to the mandate or process.

Membership

An open invitation was extended to participate in the Advisory Group. Forty applicants responded to the call for participants. The Advisory Group membership was determined based on the profiles, experience and motivation of the respondents. The respective union groups and representative groups validated the selected candidates. Selection of the undergraduate representatives was carried out in full collaboration with the Concordia Student Union. The invitation letter can be found in Appendix 1 and the list of Members and Support Staff in Appendix 2.

Mandate

The mandate of the Advisory Group on Equity, Diversity and Inclusion is to consult the Concordia University community about processes and existing practices, needs and suggestions related to Equity, Diversity and Inclusion. The Advisory Group will develop a set of priorities and recommendations in advancing EDI in all aspects of life at Concordia, with the goal of coordinating and enhancing ongoing initiatives.

Communications

Early on in the process, multiple methods and means were set up for individuals and stakeholder groups to provide feedback to the Advisory Group.

The website for the Advisory Group was launched on February 28, 2018. The website contains the mandate of the Advisory Group, news and events by date, and information about the consultation process, as well as the list of Advisory Group members.

A dedicated email address, advisory-group.edi@concordia.ca, was set up and shared with the community on the website. Community members were encouraged to send their comments and feedback to the Advisory Group through this email address. Submissions were shared with the Advisory Group at the regularly scheduled meetings.

Advisory Group meetings

The Advisory Group met 12 times between February and May 2019. In addition to in-person meetings and in support of Concordia's Digital Strategy, the Advisory Group used the application Microsoft Teams for its internal discussions.

The Advisory Group completed a comprehensive review of Canadian universities. Appendix 3 lists the resources consulted by the members of the Advisory Group and provides a summary presentation of the scan of Canadian universities done by the Office of the Provost.

The Advisory Group also participated in the internal launch of the Indigenous Directions Action Plan, Concordia's Path Towards Decolonizing and Indigenizing the University.

Feedback from stakeholders

Specific stakeholders were identified and invited by the Advisory Group to inform its membership. Selection of stakeholders was based on their position at the university or the role that their department plays in regards to EDI.

Appendix 4 provides a list of the individuals who visited the Advisory Group for this purpose during scheduled meetings. The visits included representatives from Campus Wellness & Support Services, the Access Centre for Students with Disabilities, the International Students Office, the Multi-faith and Spirituality Centre,

the Sexual Assault Resource Centre, the Office of Rights and Responsibilities, and the Centre for Teaching and Learning, as well as the Indigenous Directions Leadership Group.

Stakeholders were asked to explain their role and how they contribute to or support the processes in place as they relate to EDI. A question-and-answer period followed each of these presentations. After these visits, the Advisory Group members discussed the main points and observations.

On April 5, 2019, an email was sent to a list of stakeholders identified by the Advisory Group to request their feedback through an online submission form. Thirty-nine units, associations and governing bodies (listed in Appendix 5) were invited to share their constituencies' views and provide feedback on specific issues related to EDI. Individuals who had expressed interest in the work of the Advisory Group were also encouraged to send feedback.

The Advisory Group also invited the community to identify any other relevant stakeholders that may have been missing from the list but that should have been included. Reminders to participate were sent out. Seventeen written submissions were received by the Advisory Group by May 1, 2019. The information submitted was shared with the Advisory Group during the scheduled meetings and served to inform the recommendations.

Percolab

The Advisory Group approved the partnership of a consulting firm, Percolab, to assist them in the consultation process in order to identify creative and diverse ways to collect input on EDI at Concordia.

Percolab's team participated in six meetings of the Advisory Group and conducted three different types of activities to gather input across the university:

• Structured interviews

• Ethnographic listening

• Creative consultations

Advisory Group members voted to select the stakeholders (among the list identified earlier – Appendix 4) and places of the structured interviews and ethnographic listening.

The Advisory Group and Percolab's team worked closely together to establish criteria to guide choices on the consultation process:

• Students, faculty and staff should be represented.

• Both campuses should be included.

• People selected to be interviewed should reflect the diversity of the Concordia community.

• Learning potential should be prioritized over representativeness.

Structured interviews

The four groups of stakeholders interviewed were:

• Student Success Mentors from the Student Success Centre (two students)

• Centre for Structural and Functional Genomics (one faculty, one staff, one student)

• Critical Feminist Activism and Research project (three members)

• Access Centre for Students with Disabilities (two registered students)

The structured interviews carried out by Percolab included an introduction, factual questions, sense-making questions and suggestions on the future coordination of EDI initiatives. Percolab's structured interview process can be found in Appendix 6.

Ethnographic listening

Four ethnographic listening activities were conducted:

• Intervening in an undergraduate Linguistics course

• Hanging out on Sir George Williams Campus (John Molson School of Business Building, Webster Library) and on Loyola Campus (Vanier Library, Hive Café Solidarity Cooperative, PERFORM Centre, Science Pavilion)

• Volunteering at the People's Potato

• Intervening in an undergraduate Finance course

The Percolab team actively joined members of the Concordia community during those four activities. They covered three types of ethnographic listening processes: observation, blending in and designed. Percolab's ethnographic listening process can be found in Appendix 7.

Creative consultations

The two creative consultations consisted of:

- Collecting sense of belonging stories from students (Webster Library and Vanier Library)

- Testing staff and faculty agreement with statements related to EDI (GM Building lobby)

Fifty-five people, mainly students, participated in the first creative consultation. Percolab's team set a conversation pod in the two libraries and invited people who passed by to share feedback how they feel included in Concordia. Their discussions were based on the Appreciative Inquiry approach: "what do you appreciate, what would you amplify and what would you adjust?" Percolab recorded answers on an index card, took a polaroid photo of the person if they consented and displayed the cards and photos around the conversation pod. A picture of the event and the answers collected can be seen in Appendix 8.

Approximately 50 people, faculty and staff, participated in the second creative consultation. Percolab's team set up an installation in the lobby of the GM Building with seven aspirational statements related to EDI. Student responses from the first creative consultation were also displayed. Percolab invited staff waiting for the elevator to react to the statements and choose which one would help their work align with EDI. In cases of indecision, participants were allowed to choose two statements. Pictures and results of the consultation are shown in Appendix 9.

IDEAS Cafés

The Advisory Group organized four IDEAS Cafés on EDI:

- April 4, 2019 – SGW Campus (JMSB Building)

- April 8, 2019 – Loyola Campus (Administrative Building)

- May 13, 2019 – Loyola Campus (Administrative Building)

- May 15, 2019 – SGW Campus (Webster Library)

The IDEAS Cafés took the form of informal discussions between members of the Advisory Group and participants from across the university. Three questions developed by the Advisory Group and posted on the walls were used to start the conversations. Participants were encouraged to share their feedback on these questions by adding input directly onto the posters. The data collected were reviewed and discussed by the Advisory Group during scheduled meetings. A summary can be found in Appendix 10.

The three questions were:

Question 1 – Areas of Improvement, Concerns and Challenges
What do you think needs improvement with EDI at Concordia? Can you identify some concerns and challenges that Concordia could and should address?

Question 2 – Strengths, Successes and Best Practices
What do you think is working well with EDI at Concordia? Can you identify some successes and best practices on which Concordia could and should continue to build?

Question 3 – Needs, Suggestions and Priorities
What is required to advance EDI at Concordia (initiatives, processes, structures …)? If you had to pick one, what would be, in your view, the most important and urgent priority?

Survey

The Advisory Group approved the use of a survey to consult the community more broadly. Members worked with an external survey provider, SOM, to develop the draft questionnaire. Each proposed survey question was reviewed and approved by the Advisory Group.

As several other surveys were conducted during the winter semester in the university, members of the Advisory Group decided to delay the launch of the survey until Phase 2 to ensure wider participation. The draft questionnaire with questions generated by the Advisory Group will be handed to the Phase 2 Working Group for review and input.

In the next sections, we highlight the consistent themes that emerged from the different channels of communication with the Advisory Group. This report summarizes the findings and recommendations based on those themes.

FINDINGS AND RECOMMENDATIONS

This section summarizes the findings of the Advisory Group from the resources consulted and the feedback from the Concordia community collected by the Advisory Group and Percolab during the consultation process. It integrates community input from all constituents across all forms of consultation and reflects the discussion at the meetings of the Advisory Group.

Structures and organization of EDI in Canadian universities

The Advisory Group reviewed structures and how EDI is organized or coordinated at universities in North America, but focused primarily on the approach used to coordinate EDI at twelve universities in Canada.

Offices addressing EDI in Canada reflect different missions and responsibilities at each university. There is no consistency in the title, reporting structures and what is included at each university. Offices in Canada focus on Human Rights (including anti-discrimination), Equity (systematic inequities and fair access to opportunities) and Diversity (creating an awareness of diverse groups and promoting an increased understanding of those who are different). There are also universities that do not have dedicated offices.

Universities with Human Rights offices tend to focus on individual cases and supporting and addressing concerns of members. Equity and Diversity offices have a greater emphasis on education and creating a campus culture and awareness of diversity. There are differing emphases at universities with movement away from or more focused on equity.

As universities in Canada become increasingly diverse, new structures and approaches of universities that blend Human Rights, Equity and Diversity are being created. There are common functions across universities, which include homes for discrimination and harassment policies, creating and sharing of educational tools, community outreach, EDI action plans, Equity committees and senior administration positions assigned to oversee EDI.

Responsibilities in EDI offices and university structures include diversity leadership training and programs for faculty, staff and students, inclusive campus initiatives (special projects, diversity weeks, etc.), advancing teaching and research, strategic communications, community and external relations and fundraising with identified constituents, diversity agendas and priorities, harassment and discrimination policies, and sexual violence prevention policies.

Leaders of the units also reflect diversity in their titles and positions, ranging from Consultant, University Advisor, Executive Director, Associate Provost, Vice Provost, Associate Vice President and Vice President. The size of the units corresponds to the size of the university, with some offices staffed with more than 10 people with different responsibilities and others with a few key people identified with responsibilities.

Many existing offices address discrimination and harassment, sexual violence, and accessibility and accommodations for students and employees. Some universities include two separate divisions, one that focuses on support and education of the university and the campus culture, and the other on addressing specific individual concerns and complaints.

Universities are generally coordinating their EDI initiatives for students and employees collectively, with very few EDI offices housed in Human Resources (HR). There are some challenges when EDI is exclusively located in HR departments. HR offices may raise the question of neutrality when issues are being addressed by an employer. Policies addressing EDI are frequently developed to address both student and employee concerns. HR might not be seen as the most effective way to provide an advocacy role. Universities also highlight that their offices work units across campus to prevent hate, harassment and discrimination and to respond to concerns, so being housed in one area may make the cross collaboration on issues a challenge.

Appendix 3 indicates additional information on EDI structures at different universities.

Priorities in advancing EDI at Concordia University

The consultation process organized by the Advisory Group sets out to reach students, staff and faculty at Concordia using various methods to reach a diverse community. The Advisory Group reviewed

and summarized the feedback from 39 stakeholders, 17 submissions, four IDEAS Cafés, four structured interviews, four ethnographic listening and two creative consultations. Data collected with specific examples can be found in Appendices 7 to 10.

EDI strengths and best practices at Concordia

The value and importance of diversity on campus was frequently identified as a strength of Concordia. Some referred to the "Concordia Spirit" that is reinforced by creative people and processes. Concordia was identified as a university that has openness to listen to members of the community on what is important.

Established programs and services that are welcoming and accessible were identified as a strength at Concordia in supporting EDI. Specifically mentioned by several members of the community included: the International Students Office, the Multi-faith and Spirituality Centre, the Sexual Assault Resource Centre, the Access Centre for Students with Disabilities, and the Concordia University Student Parents Centre. The Office of Rights and Responsibilities and the Ombuds Office were identified as important resources at Concordia for addressing harassment, discrimination and fairness. Several other initiatives across the university were highlighted, including the recent launch of the Indigenous Directions Leadership Group action plan and the adoption of the territorial acknowledgment.

Strong representation of women in senior leadership roles at the university was also cited as a strength at Concordia. Recent university efforts by the Office of the Provost address our hiring practices and biases to encourage diversity of faculty; these were cited as a strength. An example of a process that supports inclusion that was mentioned was the process of facilitating members of the Concordia community to use their preferred name. As well, student clubs and associations were highlighted as building strength in EDI. The PERFORM Centre Gym was highlighted as an area that offers accessibility.

The Advisory Group noted that services and programs that offer opportunities for different diverse groups to interact together in meaningful ways at the university seem to be highlighted as important, and that the university should continue to offer more of these opportunities for all members of the community.

The variety of student service offerings were identified as appealing to students from different backgrounds. The ones that offer the most to students are adaptable and flexible in offerings and provide safe spaces for people to connect with each other in diverse ways.

Research labs reported that working in collaborative environments with diverse community members allows for friendships and a positive multicultural and international experience among community members. Students in research labs reported being treated equally, and identified that there is an open-minded, supportive group where fairness happens naturally. One participant identified that "Concordia gives a chance to everybody."

The ethnographic listening and observation identified EDI as being reflected on campus, with posters on student elections, gender-neutral bathrooms at different locations, and gathering spaces on the downtown campuses. They reflected diversity and community members interacting with each other.

The observations highlighted that the library downtown offered important co-working spaces for diverse groups to interact and a collective place to hang out.

The People's Potato was highlighted as an important anti-oppressive space that promotes values of inclusion in all of its work. At the People's Potato, it was observed that working together on a common task when there is mutual support and freedom of doing what one wants is inclusive in itself. There is an importance to being welcomed, of knowing each other's names; it is a model that shows that a university can be a place of inclusion for the community at large. The People's Potato includes several volunteers who have disabilities, and values of diversity and inclusion are reinforced with posters.

In courses, positive examples highlighted include addressing pronouns positively, addressing EDI concerns as part of course content in courses that don't have a specific content focus on EDI, including diversity of opportunities and readings and projects to accommodate students from different backgrounds and having the diversity of the university reflected in the faculty hired to teach courses.

It was also mentioned that the name and meaning of Concordia should be promoted in the values of the university in supporting EDI.

EDI areas of improvement and priorities at Concordia

The Concordia community gave the most feedback in the area of improvement. A summary of the feedback has been organized into five themes, with recommendations from the Advisory Group to be developed in Phase 2.

1. Policy and Processes

The Concordia community identified a need for structured processes and formalized policies within the university to support the commitment to EDI. There was a lack of awareness of what exists in the university, and there was a consensus across all conversations that there needs to be better coordination of existing support services and programs that foster EDI.

Comments focused on the university being reactive rather than proactive in supporting diverse groups across campus. There are no visible incentives for units across the university to support values of EDI across the campus. There were concerns identified over gendered leaves, and the effects of maternity leaves on career paths and progress, as well as processes that seem too hard to navigate and offer little flexibility in specific circumstances.

There was an identified need to develop more policies to address Equity issues, with more specific feedback to consider values of EDI in all of our policies and practices in the university. Other feedback from staff included a call for policies to give people a framework and direction. There was also a call to formally recognize that it is not always easy for members of different groups in the university and that things can be improved. Concordia focuses on the individual and not the collective. Navigating the system is hard for students in terms of accessibility, and the lack of French was identified as a concern.

Recommendations:

1.1. Identify a home for information on university policies that address EDI to create better access to the university.

1.2. Develop a communications plan to clearly explain processes and policies in place to address discrimination and harassment in the university.

1.3. Review policies that exist in the university related to EDI and identify gaps and updates necessary to address ongoing concerns. Accessibility has been identified as an area that specifically needs attention.

1.4. Create incentives and rewards to encourage units to build supportive EDI processes and practices in units across the university.

2. Hiring

The concern over hiring a diverse staff and faculty that reflect the diversity in our large student body and the city of Montreal was cited as an issue of concern at Concordia. There was a clear call for more dedicated efforts from the university to review hiring practices. This includes training of hiring committees, redefining excellence in broader terms and changing the language in our job descriptions to reflect inclusion and the university commitment to EDI.

There need to be more people of colour and other underrepresented groups on the staff and faculty at Concordia. The community called for the need to be intentional about hiring a diverse workforce; specifically, persons of colour, individuals with disabilities and Indigenous staff and faculty were mentioned as needing more attention in our hiring approaches. Attention has been paid to increase the number of women in leadership roles at the university, but more attention is needed with the goal of increasing the representation of other underrepresented groups in leadership roles.

A sense of belonging for all is important at Concordia, and Concordia faculty and staff should reflect the diversity of their students.

Recommendations:

2.1. Clearly communicate the ongoing work on addressing hiring (Canadian Research Chair, Office of the Provost, initiatives in HR) to make efforts clear across the university.

2.2. Develop a plan to increase anti-bias training and inclusive job posting to all sectors of the university (possibly creating a webinar or online unit that could be accessed by all hiring committees across the university).

2.3. Specifically Address our lack of people of colour, people with disabilities and indigenous staff in our hiring processes.

2.4. Develop a plan to increase the diversity among staff to reflect the diversity among students.

3. Training and Education

The need for more training across the campus in all sectors was consistently identified. Having a diverse student body at the university does not necessarily mean that our community is learning and benefiting from the diversity. The community called for more intentional opportunities to learn about EDI. The feedback highlighted that more workshops and training about different cultures, different backgrounds and different religions should be offered as part of the university mandate.

EDI are not consistently addressed in academic work and it is a missed opportunity at Concordia, given the diversity within our students. Faculty should be encouraged to participate in workshops on how to promote values of EDI in the classroom.

Training is also needed around sensitivity to diversity, and there was call for mandatory training in diversity and on inclusion of all employees. Professors need more opportunities to learn about how to address sensitive issues in courses and need to be aware of how to design inclusive course content. There is also training needed related to supporting and accommodating students and employees with disabilities. Specific training on designing approaches that are more inclusive at all levels of the university is needed.

Consistently throughout the process, it was identified that Concordia could play a bigger role in training and education in EDI. As a university, our approaches could be more intentional and focused, with the goal to understand and increase awareness of issues and concerns of marginalized groups on the campus.

Recommendations:

3.1. Establish a working group to review the feasibility of principles of Universal Design for Learning being implemented across the university to address collective responsibility to support EDI in teaching and services at the university.

3.2. Organize and promote more Centre for Teaching and Learning workshops on inclusive and diverse teaching practices.

3.3. Offer greater options and access to training on understanding diversity for students, staff and faculty.

3.4. Develop specific training on conflict resolution and strategies to support individuals facing barriers, discrimination and harassment.

4. Leadership and University Responsibility

There was a call for being more visible in our commitment to EDI in the university by making a statement as an institution, being clear on what is important, what is valued and what we can do to support and promote EDI.

There are very few data available and reported on that are specifically related to diversity. The feedback identified a need to create better tracking of our progress addressing priorities in EDI and to communicate the progress to the university. Concordia could make a formal commitment across the university to include more diversity in decision-making committees.

The university needs to create leadership opportunities to advance EDI priorities and secure a formal system or structure to coordinate EDI efforts, with adequate resources to sustain current and new initiatives. The feedback highlighted the need for a proactive unit to coordinate, promote and celebrate EDI. Priorities from the community highlighted the importance and need for a Human Rights and Equity Services unit that formally addresses freedom of expression, promotes fair access to opportunities for marginalized groups and supports and addresses accessibility concerns.

The university leadership should identify spaces to discuss differences and create guidelines that support principles of EDI across all units in the university.

Recommendations:

4.1. Formalize and allocate resources to support a structure or model that coordinates and promotes EDI across the university.

4.2. Collect better data and metrics on progress of EDI initiatives.

4.3. Communicate the importance of EDI in vision statements and statements of commitments.

4.4. Develop a formal governance structure that addresses Equity and Human Rights issues in a visible, coordinated way.

5. Campus Culture

Creating a thriving environment for all is a priority, and creating an inclusive, equitable and diverse university takes us all. As a university, we need to be more systematic about inclusion, to transform the university culture to naturally think of EDI and to not promote the use of checklists and quotas.

People have been hurt and there needs to be recognition that we have not always supported the diverse members of our community. We are a huge university where people often feel disconnected from each other, and we need to create opportunities in the university to create community. There need to be ways to have uncomfortable conversations in order to address systematic issues that have hurt people. There was an identified need to create safe places to be different. For a university of our size, we need diversity in all areas, such as food options on campus.

There were multiple suggestions to promote and make processes clear for those who have concerns over the way they have been perceived and treated. Community members identified a need for greater attention to creating initiatives that are supportive and informative relating to addressing EDI. It was specifically highlighted that the university needs to set goals and resource them adequately.

We need to build a shared responsibility for the advancement of EDI. Community members identified that their work is not recognized or adequately supported, which has led to frustration and a feeling that work in EDI is not recognized or valued. It was identified that the university needs to recognize and compensate those doing grassroots work to promote the values of EDI.

There was a need identified to involve more avenues to get all members of the community engaged in EDI initiatives. Currently, the responsibility for these initiatives falls on women and a few representatives from underrepresented or marginalized groups.

Religion was identified as an issue that is often not spoken about on campus, Avoidance of opportunities to have discussions on religion impacts other aspects of campus life that are ignored, such as the choice of food options on campus, space for prayer and inconsistent accommodations for religious observances.

There is also a need for greater awareness of accessibility concerns, including gender-neutral bathrooms.

Recommendations:

5.1. Create opportunities at Concordia to celebrate our diversity, including communications to highlight stories from members of our community and holding diversity weeks and various events each academic year to learn more about our diverse campus.

5.2. Establish a working group with resources to support EDI initiatives at the university and specifically for groups that are marginalized and/or underrepresented.

5.3. Create opportunities to bring attention to the needs and issues of specific members of our community and to continue to engage members of the community in the discussions of priorities, including a plan for organized conversations over the academic year that are specifically related to concerns over processes related to supporting EDI.

5.4. Develop a university action plan to address EDI as part of all processes across all sectors at the university.

APPENDICES
APPENDIX 1

Call for members: Advisory Group on Equity, Diversity and Inclusion
Students, faculty and staff are encouraged to apply by Friday, January 18, 2019.

Happy new year!

In July 2018, I started a new role as Special Advisor to the Provost on Campus Life. Part of this new responsibility includes facilitating a campus conversation on Equity, Diversity and Inclusion (EDI).

Input by stakeholders from across the university will be included as part of a Concordia strategy, with a set of actionable recommendations for advancing EDI in all aspects of life at Concordia.

The Advisory Group on EDI will include undergraduate and graduate students, staff, faculty, and members of the administration.

Advisory Group membership

To help guide this important initiative, I will be creating an Advisory Group on EDI. The number of members will be capped at 12 to ensure that the group will be able to hold effective meetings. The mandate of this group will include designing a process to engage the university community in discussions.

The 12-member Advisory Group will include:

• two undergraduate students

• two graduate students

• two faculty members (1 full-time and 1 part-time)

• two staff members working in EDI

• two additional members of the university community

• one external member

• Chair: Lisa Ostiguy, Special Advisor to the Provost on Campus Life

Call for members: the deadline to apply is Friday, January 18, 2019 at 6 p.m.

I invite the entire community to participate in the effort to create a diverse group from across the university.

I encourage all interested students, faculty, staff and members of the administration, who are diverse with respect to their status as an employee or student, ethnicity, nationality, age, gender identity and expression, or other characteristics. Ideally, the group will include a wide range of backgrounds and experience from members who believe they can bring their expertise to this very important work of the Advisory Group, and ask candidates to submit an email to me by 6 p.m. on Friday, January 18.

Eligibility requirements

Students must be currently registered in a program and enrolled as a student in 2019 at Concordia, and have completed a minimum of 30 credits for undergraduates or 12 credits for graduate students.

Faculty and staff must be active members until June 30, 2019 and have been employed at Concordia for at least 12 months. Faculty and staff members who are on leave or on sabbatical are not eligible.

Application process

To apply, please email me your expression of interest and include your contact information, a short statement of the reasons you are interested in being part of the Advisory Group on EDI, your background and experience, and what you can contribute to the discussion.

If you know someone who might be interested or has relevant experience, please encourage them to apply.

You can also suggest individuals who would be valuable in this working group.

All eligible applications will be reviewed. Advisory Group members will be announced at the end of January 2019.

Time commitment

When submitting an application, please be aware that if you are selected, you must be able to attend the Advisory Group meetings from the beginning of February 2019 until the end of June 2019. Meetings will be held (weekly or bi-weekly) on Wednesday mornings from 9 a.m. to 11 a.m.

To be an active and full member on the Advisory Group, it is vital that all members be able to meet this requirement. It will not be possible to be replaced by a delegate or a substitute.

Selection criteria

I am seeking individuals who have good listening and communication skills, who are interested in promoting EDI in various ways on campus, have the ability to engage critically with diverse perspectives, and who are willing to participate actively and respectfully in discussions on complex issues.

To carry out this work, these individuals will contribute their advice and insights into EDI to support the development of a process to effectively engage the community in conversations on existing and emerging challenges that fall within the scope of the Advisory Group's mandate. The committee will meet with stakeholders, carry out community conversations and develop a communications plan to keep the University informed on ongoing work and initiatives.

For student members, selection will be carried out in full collaboration with student associations and student unions.

Opportunities for consultation

The Advisory Group will be inviting groups and units across the institution to provide written feedback along with opportunities for face-to-face meetings with Advisory Group members.

We will be holding public conversations to engage undergraduate and graduate students, faculty and staff as part of our work. Individuals will also be able to submit written feedback.

We will be sharing more details on the consultation activities shortly. If you are interested in Equity, Diversity and Inclusion on campus, but are not available to participate in the Advisory Group, you can request to receive updates and information on consultation opportunities by writing me an email.

For any questions, please contact me by email at specialadvisor.campuslife@concordia.ca.

Lisa Ostiguy
Special Advisor to the Provost on Campus Life
Chair, Advisory Group on Equity, Diversity and Inclusion

APPENDIX 2

Members list

Advisory Group on Equity, Diversity and Inclusion members

• Anna Barrafato, Interim Manager, Access Centre for Students with Disabilities

• Téo L. Blackburn, Manager, Academic Leadership and Inclusion, Office of the Provost and Vice-President Academic

• Rhonda Chung, PhD, Education, Faculty of Arts and Science

• Mark Andrew Galang Villacorta, Senior Lead, Diversity and Equity, Office of the Provost and Vice-President Academic

• Lyse Muhayangingo, BComm, John Molson School of Business

• Lisa Ostiguy, Special Advisor to the Provost on Campus Life (Chair)

• Rohit Parashar, MEng, Quality Systems Engineering, Gina Cody School of Engineering and Computer Science

• Kajol Pasha, BA, Anthropology and Sociology, Faculty of Arts and Science

• Jacqueline Peters, Part-Time Lecturer, Classics, Modern Languages and Linguistics, Faculty of Arts and Science

• Rahul Ravi, Chair, Finance, John Molson School of Business

• Tina Shah, Manager, Financial Planning and Analysis, Financial Services

Advisory Group on Equity, Diversity and Inclusion support staff

• Laurane Beyle, Project Coordinator, Campus Life, Office of the Provost and Vice-President Academic (Advisory Group Coordinator)

• Anne Von Finckenstein, Director, Institutional Communications, University Communications Services (Advisory Group Communications Advisor – February to April 2019)

• James Roach, Senior Communications Advisor, Institutional Affairs, University Communications Services (Advisory Group Communications Advisor – May to August 2019)

APPENDIX 3

Resources consulted

Universities Canada principles on EDI:
www.univcan.ca/media-room/media-releases/universities-canada-principles-equity-diversity-inclusion/

Simon Fraser University initiative on EDI: www.sfu.ca/vpacademic/equity-diversity-and-inclusion.html

McGill University Task Force on Respect and Inclusion in Campus Life:
www.mcgill.ca/principal/initiatives/respect-and-inclusion-campus-life/task-force-respect-and-inclusion-campus-life

University of Alberta Office of EDI:
www.ualberta.ca/faculty-and-staff/equity-diversity-inclusion

Association on Higher Education and Disability's statement of commitment to Diversity and Inclusion:
www.ahead.org/about-ahead/diversity-inclusion

Canadian Centre for Diversity and Inclusion:
https://ccdi.ca/

Canadian Race Relations Foundation:
www.crrf-fcrr.ca/en/

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www.insidehighered.com/advice/2018/03/26/advice-how-become-diversity-equity-and-inclusion-leader-opinion

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www.ted.com/talks/taiye_selasi_don_t_ask_where_i_m_from_ask_where_i_m_a_local?language=en

The Deskilling of Immigrant Women, Vol 5 No 2 (2015), Directions
www.crrf-fcrr.ca/images/stories/pdf/directions/directionsVol5No2Web.pdf

What's the Difference Between Diversity, Inclusion, And Equity?,
https://generalassemb.ly/blog/diversity-inclusion-equity-differences-in-meaning/

Demandes d'accommodements des étudiants : Comment y répondre, February 21, 2019, UdeM
www.youtube.com/watch?v=mkPhb2_inCI&feature=youtu.be

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Government of Canada makes bold moves to increase equity, diversity and inclusion in research, May 9, 2019,
nserc-crsng.gc.ca
www.nserc-crsng.gc.ca/Media-Media/NewsRelease-CommuniqueDePresse_eng.asp?ID=1062&fbclid=IwAR3t-2KHsNswYLiA8xBmky0n8wQ_gd3yKLgEK7m4QN7J0t5pahqsB_70A5A

Workforce diversity is essential, but what does real inclusion look like?, Mar 28, 2019, cbc.ca
www.cbc.ca/life/culture/workforce-diversity-is-essential-but-what-does-real-inclusion-look-like-1.5076025

Scan of EDI structures in Canadian universities
Presentation to the Advisory Group on Equity, Diversity and Inclusion – April 3, 2019

Equity Offices
- Differing responsibilities
- Staffing challenges
- Wide variety of reporting structures
- Proliferation of equity services
- Shift to, and away from equity
- Creation of administrative positions
- Expansion

Henry, Dua, James, Kobayashi, Li, Ramos & Smith (2017)

Five Main Mechanisms
- Discrimination & harassment policies
- Educational tools
- Senior administrative positions addressing equity
- Equity Plans
- Equity committees
  Henry, Dua, James, Kobayashi, Li, Ramos & Smith (2017)

Equity Office Journeys
- Clear parameters / mandate
- Campus consultations
- Consultants
- Data
- Diversity Network
- Senior Leadership

- Culture change
- "You can do anything you want!"

Leadership
- Diversity Consultant / Advisor
- Director
- Executive Director / University Advisor
- Associate Provost
- Associate Vice-President
- Vice-President

Diversity Responsibilities
- Recruitment / diversification for faculty, staff, students
- Diversity leadership and training programs for faculty, staff, students
- Inclusive campus climate initiatives
- Advancing EDI through curriculum and research
- Strategic Communication / institution's diversity brand
- External relations and fund-raising with key diverse constituencies
- Assessment of offices, units, initiatives and efforts of senior leaders in advancing the institution's diversity agenda
- Harassment / Discrimination Complaints*
- Affinity Group Administration*
  *Williams & Wade-Golden, 2013; *not part of WWG list*

APPENDIX 4

List of stakeholders consulted and interviewed by the Advisory Group

Gaya Arasaratnam, Director, **Campus Wellness & Support Services**

Anna Barrafato, Interim Manager, **Access Centre for Students with Disabilities**

Robert Cassidy, Director, **Centre for Teaching and Learning**

Kelly Collins, Manager, **International Students Office**

Ashely Crouch, Interfaith Facilitator, **Multi-faith and Spirituality Centre**

Jennifer Drummond, Coordinator, **Sexual Assault Resource Centre**

William G. Lindsay, **Senior Director, Indigenous Directions**

Lisa White, Director, **Office of Rights and Responsibilities**

APPENDIX 5

List of stakeholders contacted by the Advisory Group

- Aboriginal Student Resource Centre
- Academic Cabinet
- Access Centre for Students with Disabilities
- Advancement and Alumni Relations
- Campus Wellness & Support Services
- Centre for Gender Advocacy
- Centre for Teaching and Learning
- Critical Disability Studies Working Group
- Dean of Gina Cody School of Engineering and Computer Science Office
- Dean of Students Office
- District 3 Centre for Innovation and Entrepreneurship
- Ethnocultural Art Histories Research in Media
- Ethnocultural Art History Research Group
- Financial Aid and Awards Office
- First Peoples Studies program
- Human Resources
- Indigenous Art Research Group
- Indigenous Directions Leadership Group
- International Students Office
- Intersectionality Research Hub
- Milieux Institute
- Multi-faith and Spirituality Centre
- Navigators
- Office of Community Engagement
- Office of Rights and Responsibilities
- Office of Sustainability
- Ombuds Office
- President's Executive Group
- Provost's Executive Team
- Religious and Spiritual Student Groups
- Security Office
- Senate
- Sexual Assault Resource Centre
- SHIFT Centre
- Student Associations (incl: Concordia Student Union and Graduate Student Association)
- Student Athletic Teams
- Student Recruitment
- Student Success Centre
- Unions and Staff Associations

APPENDIX 6

Percolab's structured interviews process

Introduction

Purpose: to build relationships, to present the process and where they fit in it

• Who we are

• How we got to you

• The process

Factual questions

Purpose: to get a picture of what they are doing

• What is your mission/purpose?

• How do you view EDI? How do you think about it?

• What is your language around EDI? What words do you hear and use?

• What are your practices relative to EDI?

Sense-making questions

Purpose: to learn, to hear about their successes/challenges and what this means to them, to listen to their ideas and their plans for the future

• What do you think needs improvement with EDI at Concordia?

• What do you think is working well with EDI at Concordia?

• What is required to advance EDI at Concordia (initiatives, processes, structures …)?

APPENDIX 7

Percolab's ethnographic listening process

Type of ethnographic activity	Description	When is it useful?
Observation	When you pick a strategic location and hang there for a while as a way to gather informal information (for example words spoken, attitudes).	When you want to see how people are working, this is the most objective way possible. It can involve interaction at one point.
Blending in	When you actively join others in what they are doing to live an experience with them and ask questions in a way that flows and blends in with the context.	When you have targeted a specific moment. Stepping in as a participant can be more relevant than taking an outside observer role.
Designed	When you design a process or installation to elicit specific type of information from people. A provocation.	There is a short window of opportunity of interaction with people and you want to take advantage of inviting in some type of targeting information. By using design, you are focusing on the user experience.

APPENDIX 8

Summary of the feedback collected during the first creative consultation:

Collecting sense of belonging stories from students (Webster Library and Vanier Library)

– May 2, 2019, and May 3, 2019

BELONGING TO CONCORDIA – Consultation in Libraries (Triple A)			
Location	Appreciate	Amplify	Adjust
D-1 down-town	Research centre that fosters a sense of community, builds relationships outside of university. Working with students and faculty. Build connections. I live in Montreal and I'm anglophone.	Advertise events/activities and make them open to public. Give more values to external contribution. Physical accessibility.	Being clear about which events are open to public. Have reasonable cost for events.
D-2	Faculty accessibility. Group of students from Africa.	Institutionalization of African studies (research centre).	Faculty hiring (faculty doesn't reflect diversity of students, example in classes on Africa).
D-3	People are approachable. Familiar spaces, faces.	More connection between head of university and students (events, talks).	More opportunity to honour the different cultures (exhibitions, events).
D-4	Nothing.	Nothing.	Employees should be able to offer services in French. Montreal is a francophone city.
D-5	Multicultural students. International Students Organization. Student Centre helps a lot.	Nothing.	Facilitate connection with others, between associations. Lack of resources to share with others (e.g. with more resources, my association could invite others for a meal).

BELONGING TO CONCORDIA – Consultation in Libraries (Triple A)			
Location	Appreciate	Amplify	Adjust
D-6	My program (HR). Initiative like 4th space. Social events (in other programs, too). Engagement with external organization + community.	Continuing touching base with people after frosh, to facilitate connections.	Students Association could do more reaching out to more students.
D-7	Social life. Everything is close by. Good memories from his student years, as a recent immigrant.	Access to good and inexpensive food.	Nothing.
D-8	Sense of belonging because of stress during exams, like everybody else. Every day, studying, socializing. Services (medical, etc.), it's a privilege.	Have more multicultural events, bigger events, too.	Nothing. There's already a lot of opportunities. Advertise more the opportunities that exist to students.
D-9	No domination of a special group. Can work and study in English. Different activities, gym, workshops not even related to my studies (happiness workshop). Feels like you are cared about. Free lunch at People's Potato, feels like safety even when I don't use it. Friendly competition, helping each other.	GradProSkills workshops, helpful environment.	Some teachers less friendly, don't seem to care. "I'm the boss" attitude. Teachers need assessment on the quality of their job.
D-10	Friends.	Nothing.	To have more open space where people can meet and socialize.
D-11	Realize a goal, a dream. Happy about everything.	More scholarship for international students.	Nothing.
D-12	Belonging to a multicultural, artistic school. Being in Montreal.	Nothing.	Hard to navigate the services at the beginning. Information should be more accessible. For example, discovered only in 2nd year a useful application for students called "student care."
D-13	Arts. Photography. Teaching.		
D-14	Students are concerned with EDI. Critical approach to inclusion. Conversation ok and work needs to be done.	Events in Feb. with staff. e.g. Black students program protest in pedagogy. Awareness work to be done. Demand change by students.	More faculty with expertise in theory/research. Marginalized communities. Receptiveness to marginalized students. Approach to faculty. Accountability with action, not just talk. Lack of EDI in English department.
D-15	Respected everywhere.	Customer focus.	Too many committees.

BELONGING TO CONCORDIA – Consultation in Libraries (Triple A)			
Location	Appreciate	Amplify	Adjust
D-16	A. People open. Great conversation. Accessibility. Open education approach. Flexible faculty.	A. Market analyst. Money go somewhere. B. More globally competitive environment. Admin. is growing but not teaching.	A. Different learning paths availability. B. Indigenous students.
D-17	Talented like everyone else. Diverse community.	I'm a Muslim. Sometimes it's hard for me to pray in private, not public.	"Any help I need, I find it."
D-18	International family away from home. Residence.	Opportunities for research. Volunteer in lab. Prof experience.	Concordia University diversity. Sharing each other's stories of diversity.
D-19	Comfortable. Like-minded people.	Diversity voice. Discuss differences.	Nothing. Too good an experience.
D-20	Multicultural feeling. International.	Feels accessibility good. Organization, event.	No exploitation. More international student days.
D-21	Concordia's contribution to society.		
D-22	Staff: working environment.	Relationships.	Finishing time flexibility.
D-23	Overall feeling positive.	More inclusionary. If you're not part of class, you're not part of community.	If they work on class issues, we're doing well.
D-24	A lot of student associations.	Nothing.	Wish the university would monitor student groups to ensure their inclusivity and create better understanding.
D-25	Library: really like mood and common area.	More events that include everyone.	Nothing.
D-26	People really friendly. Many cultures. Gives opportunity to youngsters.	Been here 30 years working. Daughter graduated. Helped coach the Stingers.	More security: FG, LB Building, tunnel to GM.
D-27	A lot of diversity. Don't feel singled out.	More and more foreign students.	Can't think of anything.
D-28	Friendliness. Feeling warm + welcomed.	More advertising for club spaces.	More spaces for clubs.
D-29	Nothing.	Need more group activities, like more barbecues. We work a lot but have to make community on our own.	Nothing.
D-30	Students creating community because faculty not prepared for current students - gender identities.	More attention to students' initiatives. Clearer path for events to get support.	Not enough ways to teach different people in fine arts. Have hard time with different students (students of colour).
D-31	Lecture delivery. Library services.	Washrooms' hygiene.	Getting notices earlier for events, better communication.

BELONGING TO CONCORDIA – Consultation in Libraries (Triple A)			
Location	**Appreciate**	**Amplify**	**Adjust**
L-1 Loyola	Respect from the teachers. Openness. Friendliness: classmates, staff. Commitment + accountability. Transparency. Understanding from teachers (for example, impact of flooding on stage).	Difficult to access academic advising. More orientation about events, advertising through posters, students coming to classes and making friendly invitations.	Hang out with people I knew before coming to Concordia. Haven't really meet new people.
L-2	It's my first week in Montreal. Institution of learning. Tour of lab yesterday. Help from other students (for e.g. with Wi-Fi). Grateful to be here.	Too new to see that.	Procedure for registering is too complicated.
L-3	I'm a good worker, on time, work hard. "Good morning" and lunch together. Help from others (my educator, for e.g.).	Nothing.	Don't know.
L-4	Classes. Friendly students. Most prof, too.	Nothing.	The admin. should look into "rate my professor." Some profs are very bad.
L-5	Library, everyone works here, have same goal, doesn't matter who you are. Friendliness. Game nights at the Asian Association.	More study areas on the campus (big tables, good lighting, good ventilation).	More events not involving drinking. More clubs. More promotion to know about them.
L-6	Engineering community is inclusive. Space Concordia was fun. Group work.	Opportunity to get together with other departments.	Student fairs to present all the clubs, events, etc. Used to have one on Mackay Street, every club was there.
L-7	Opportunity here. Friendliness. Everyone ready to help.	Ensuring good information is available.	
L-8	Lots of good friends. Welcoming people.	Hire more visible minorities (First Nations, black …).	Nothing.
L-9	Team. Sports. Supportive, inclusive and work together. Diversity of Concordia.	Cultural sharing events. Food + music culture.	Nothing.
L-10	Worked 34 years here. Contributed. Studied here too. "I belong."	Stop pandering. Laws apply to all. Equality/equity.	University is becoming ageist. "What are you still doing here?" Instead of recognizing experience.
L-11	In dorms, so meet lots of people. Staff and students very friendly.	History of Concordia. Name.	Department e.g. funding Biology.
L-12	Do my stuff.	Country-based activity.	For everyone or for none. No special treatment.

| BELONGING TO CONCORDIA – Consultation in Libraries (Triple A)			
Location	**Appreciate**	**Amplify**	**Adjust**
GM-1 lobby	Teachers explore inclusion. Love the atmosphere.	Involvement on different activities.	
GM-2	Really good here. Multicultural. United.	Country-based activity.	Toilets.
GM-3	Focused on research. Sad didn't have time to participate (in events, activities). Obstacles: language, new here, introverted personality, fear of losing time.	Present information in a way that international students can figure out what's going on.	Nothing.
GM-4	Listening to problems - coordinate.	More courses available.	Lower fees.
GM-5	Received help when needed, e.g. funding. Concordia accepts everybody. Most diverse. Gives a chance to everybody. Want to give back later if I can.	Nothing.	Nothing.
GM-6	Feel marginalized.	Critical thinking beyond fashionable fascism.	On their own conclusion.
	Themes: friends, multicultural/ international ("international family away from home"), social life (events, associations), lots of help/services (library, workshops, health, funding), openness, engagement with external world/contribution to society, Montreal, anglophone, university is a life goal/opportunity ("Concordia gives a chance to everybody"), do my stuff/focus on research, arts, sports, good memories	Themes: name of Concordia, advertise events better (posters, for e.g.), facilitate connection (e.g. head of university and students, touching base after frosh, between departments), more multicultural/inclusive events, physical space (Muslims to pray, clubs, more study areas), discuss differences, clearer path for events to get support, make information more easily available, hire minorities, physical accessibility, access to academic advising	Themes: reasonable cost (events, fees), faculty hiring (diversity), ageism, more reaching out from student associations, different learning paths available, no special treatment, advertise opportunities more, more open space for socialization, information more accessible, more security, services in French, events not involving drinking, more promotion for clubs (student fair like before)

APPENDIX 9

Summary of the feedback collected during the second creative consultation:
Testing staff and faculty agreement with statements related to EDI (GM Building lobby) –
May 8, 2019
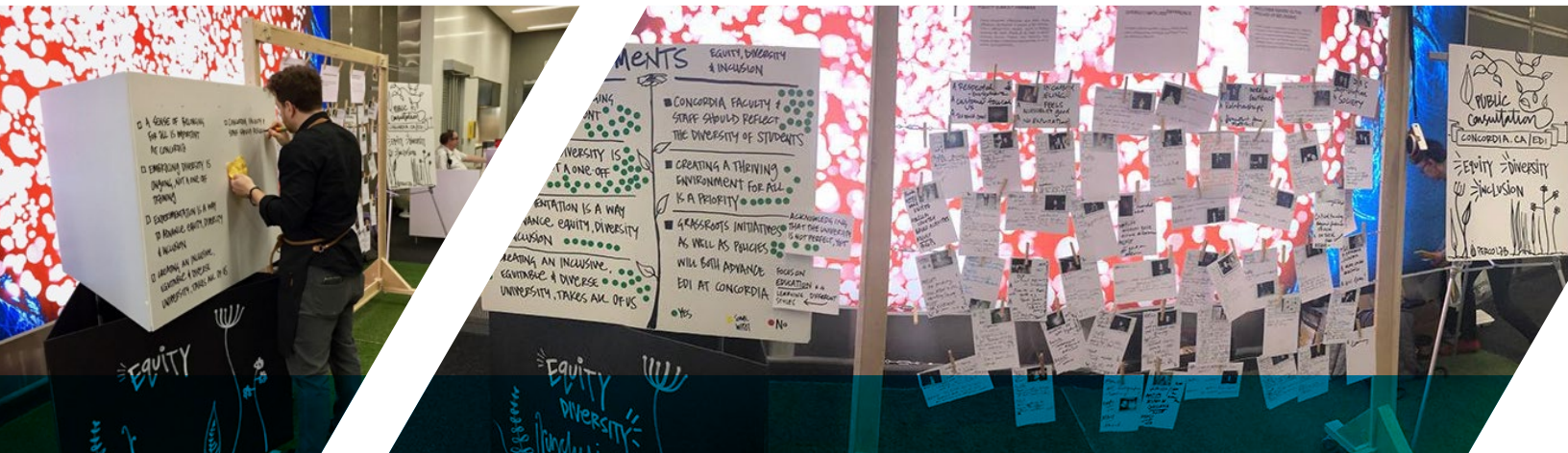
Order of priority:

88 stickers at the end (some people had two green dots)

• **24 stickers**: Embracing diversity is ongoing, not a one-off training

• **15 stickers**: Concordia faculty and staff should reflect the diversity of students

• **14 stickers**: A sense of belonging for all is important at Concordia

• **11 stickers**: Creating an inclusive, equitable and diverse university takes all of us

• **9 stickers**: Creating a thriving environment for all is a priority

• **7 stickers**: Experimentation is a way to advance EDI

• **5 stickers**: Grassroots initiatives and policies will both advance EDI at Concordia

• **3 stickers**: Acknowledging that the university is not perfect, yet

• Focus on education, e.g. different learning style

Observations:

• People found it difficult to choose one statement in particular. "They are all good" was a frequent comment.

• No one disagreed with any of the statements. No red dots.

Insights:

Given the reaction, the university could probably **go bolder.**

APPENDIX 10

Summary of the feedback collected during the four IDEAS Cafés

What do you think needs improvement with EDI at Concordia?
Can you identify some concerns and challenges that Concordia could and should address?

Policy and Processes
• More clarity in policies and processes to support EDI

• Greater clarity on what policies exist at the university to support EDI

• Better coordination of support services and programs in EDI

• Proactive protocols to support EDI with rewards

• Protection of gendered leaves and mat leaves and the perceptions around these leaves

• Review our policies and processes with an EDI lens

• Making people aware of acceptable behaviour

• Proactive, not reactive, processes

Hiring Processes
• More efforts to recruit diverse staff that represents Concordia students

• Redefine excellence in global terms

• Language in job descriptions

• More people of colour in the faculty

• Faculty hiring needs to formally consider diversity

• We need more faculty of colour in the humanities

• We need to hire more indigenous staff and faculty and people of colour; we need quotas

• We need to be intentional about hiring people with disabilities

• EDI training offered as part of the onboarding process at Concordia

• Language training for faculty and staff

• Hiring more people with disabilities; hiring diverse staff in student services

Training and Education
• How is EDI addressed as part of academic work?

• More training in EDI

• Training about inclusion and learning about diversity, different cultures and religions

• New faculty and staff should have diversity and inclusion emphasized

• Integration of EDI in the curriculum

• Need more intentional learning about diversity

• Make sensitivity training mandatory for all faculty and staff

- Linguistic expertise in training

- Mandatory training for all faculty and staff, something in line with the Canada Research Chair

- Diversity in age, race, gender and disability of the staff

- Guest lectures and themed organized discussions

- More workshops about multiculturalism

- Academia has to evolve on language

- Make sensitivity training mandatory for all faculty and staff

Awareness and Community Engagement

- Burden on women and underrepresented groups to do the work

- Religion is the least talked about aspect of our university diversity

- Need more support for sex workers in our community

- Many more conversations are happening now, which is great

- More avenues to get the community involved, and not just a few representatives

- More discussions on religious diversity, disability and the development of more proactive services

- Where are the men?

Leadership and the University Responsibility

- More clarity in policies and processes to support EDI

- Distrust between students and administration is unfortunate

- Administration is leading the work; we need a statement

- Need data on diversity

- We need easier ways to navigate processes

- Diversity in decision-making committees

- A clear university commitment to EDI

- Senior leadership in EDI

- More women in position of power, more women in male-dominated fields such as engineering

- Clear document of language and EDI, and also a clear university statement of values

- Clear message of the university's commitment to inclusion

- Accessibility

- Facility accessibility for those with disabilities

Campus Culture

- Need more systematic inclusion (i.e. transform culture to naturally thinking EDI and not just use a checklist when hiring and not just a course on it)

- At Concordia, we are in a fog and yelling EDI and starting to listen

- People have been hurt, this needs to be recognized

- Complexity, people are at different stages of healing

- We are a disconnected university that needs to talk more

- Better data on students and staff

- Willingness to engage in topics that might be uncomfortable

- Have a safe place

- Food diversity

- Accommodation for religious issues and concerns

- Buy-in on EDI from others beyond young women

- EDI to be informative, not damaging

- Language support for international students

- Being aware of possible microaggressions

- Sensitivity around food options

- EDI should integrate multi-faith and International Students Office (ISO) programming

- We need to set targets and objectives and resource them successfully

- A space for faculty, staff and student to interact

- Don't laugh at anxious students by staff

- Don't call black colleagues angry and loud

- Black studies and support for black profs

- Halal, kosher and vegan options on campus

- We need to address the use of outdated terminology

- We need to address exclusion in jokes and in conversations

- More awareness of Office of Rights and Responsibilities (ORR) and their role

What do you think is working well with EDI at Concordia?

Can you identify some successes and best practices on which Concordia could and should continue to build?

Concordia Spirit
- Concordia has creative processes and people

- University openness to collecting feedback from stakeholders

- We have EDI momentum

- We are an innovative university

- Concordia makes space for difficult conversations

- We would have to work hard to move backwards from here

- Live out values as Concordians

Programs and Services

• Security represents diversity, but there is no diversity in the exams office

• Curriculum office more aware of EDI issues than in the past, and therefore can flag issues in program development

• Inclusive and accessible courses

• More facilitated discussions such as in multi-faith

• Intersectionality in our sexual violence policy

• Proactive outreach of ORR and Sexual Assault Resource Centre (SARC)

• ISO, Access Centre for Students with Disabilities (ACSD), SARC and Concordia University Student Parents Centre (CUSP)

• EDI hiring workshops for faculty

• International Students Office provides good support

• Social programs offered by ISO

• Family and off-campus support by ISO

• ORR code processes addressing discrimination

• Resources supporting EDI

• Training staff about inclusion and nonjudgmental advising

• Indigenous Directions Leadership Group action plan

• Student association and clubs support EDI

• Ranking of research awards attention

• Efforts do not equal impact

• EDI units in the Provost office working with the faculty

• Programs and services that allow interaction between groups

• Team approach to supporting student cases of inequity and discrimination

• Good representation of women in senior administration

• Preferred name policy

• Introduce opportunities for both cultural integration and cultural support

• Ombuds Office that looks at fairness

• Processes and measures that address racism, religion and gender-based violence

• Students have organized themselves and support each other; how can we leverage this more?

• Concordia efforts to gather feedback on EDI from the whole university

• SARC and Sexual Assault Response Team (SART)

• Multi-faith breakfasts

• Career and Planning Services seeking diverse staff or faculty and reinforcing the idea of competence

• Intersectional approach at SARC

University Leadership

- At the university, senior leaders support EDI

- Independent working groups already contributing to faculties supporting EDI through funding

- Senior administration includes many women

What is required to advance EDI at Concordia (initiatives, processes, structures …)?
If you had to pick one, what would be, in your view, the most important and urgent priority?

- Identify Allies, "Neighbourhood Watch" System

- More women of colour in leadership

- Need for a value statement as a university

- Accessibility on campus

- We need a human rights office that addresses freedom of expression and harassment, and promotes fair access to opportunities from marginalized groups

- We need a structure to advance and promote EDI

- Proactive unit to address and promote EDI

- Sensitize faculty and staff to issues to incorporate in their class discussions (trickle-down effect?)

- Leadership and resources

- Clear definitions

- Sensitivity training and cultural and inclusion work

- Talk to international students about what is happening outside of Canada

- Include international students intentionally in EDI priorities

- EDI could be emphasized as a way of learning, so students graduate thinking and feeling differently

- Collective university-wide efforts

- Define the scope of EDI at Concordia

- Inclusion issues in student associations need to be addressed

- More newsletters and information sessions

- More themed workshops on different elements of diversity for a greater community understanding

- Student associations (especially the Graduate Student Association) are not representing the graduate students of Concordia. They are an association that continues year after year to be only Indian, serving only the needs and interest of Indian students