

Building the Inclusive Campus: Where Are We Now, Where Are We Going?

October 2019

Office of the Provost and Vice President (Academic)

TERRITORIAL ACKNOWLEDGEMENT

Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which we gather today. Tiohtiá:ke/ Montreal is historically known as a gathering place for many First Nations.

Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community.


To read more about the Territorial Acknowledgement:

concordia.ca/indigenous




Flow

- Introductions
- Building our learning community
- Inclusive Excellence, Unconscious Bias and Social Justice
- Dialogue




Learning Community Guidelines

- Speak from personal experience
- Listen respectfully; Seek to understand; Listen harder when you initially disagree
- Step up, Step back; encourage others to participate
- Be fully present
- Be open to new and different perspectives
- Explore the impact of comments and behaviors; Acknowledge intent
- Take risks: lean into discomfort; Be Brave
- Respect and maintain confidentiality




- What's up? In you life, anything weighing on your heart
- How is your current role related to creating an inclusive work environment?
- What is source of passion, commitment for you in creating an inclusive campus?
- What do you see occurring (or not) nationally, locally, on campus .. that makes this session important, in your opinion?
- A hope and a fear



Simplified Terms

- **Diversity** involves **difference**
- **Equity** is about **fairness**
- **Inclusion** refers to the **feeling of belonging**



Inclusive Excellence

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Unconscious Bias

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Unconscious Bias

- Unconscious bias is well documented, pervasive, and influences behavior
- Affects everyone of all backgrounds and education levels
 - Even members of an under represented group may have unconscious biases against that group
- Limits the diversity of experience and knowledge in the institution
- Real World Consequences
 - <https://www.youtube.com/watch?v=8Slb97tZSpl&feature=youtu.be>
- Unconscious bias is pervasive, but it can be mitigated
 - Most effective way is to recognize, acknowledge, and discuss

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Social Justice

"We believe social justice is both a **process** and a **goal**. The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and all members are physically and psychologically safe and secure."

- Adams, Bell and Griffin (2007)

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EDI at Concordia: ongoing initiatives

- Equity, Diversity and Inclusion (EDI) Action Plan for the Canada Research Chairs (CRC) Program
- Equity, Diversity and Inclusion Advisory Group
- Indigenous Directions Leadership Group
- Data gathering to inform diversification plan for students, faculty and staff
- Campus-wide accessibility audit
- Joint compensation equity exercise with full-time faculty association
- Development of EDI training plan for academic recruitment committees

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“No learning situation is culturally neutral.”

Wlodkowski & Ginsberg
Diversity & Motivation: Culturally Responsive Teaching



- Questions for discussion**
- Why are diversity issues so difficult to talk about?
 - What are the biggest diversity challenges at Concordia?
 - What questions do you have for others here today?
 - What is your biggest roadblock to engaging conversations to interrupt oppression?



- Next Steps**
- Working Group on Equity, Diversity and Inclusion - Consultations, Recommendation, Implementation
 - <http://www.concordia.ca/provost/initiatives/working-toward-equity-diversity-inclusion.html>
 - EDI Conversations continue
 - Working Group on Equity, Diversity and Inclusion: Information session, Oct 10, 2pm, S-MB-14.250
 - Breaking through Glass Ceilings: Occupational minority CEOs and firm performance, Oct 10, S-MB-14.250
 - Campus Wide Survey, forthcoming

