



Ontario Confederation of University Faculty Associations
Union des Associations des Professeurs des Universités de l'Ontario

Meeting of the OCUFA Status of Women and Equity Committee
April 19, 2018

1. Table of Contents	Page 1
2. Meeting Agenda	Page 2
3. Registration List	Page 3-4
4. SWEC Mandate	Page 5-6
5. SWEC Ground Rules	Page 7
6. January 2018 Meeting Minutes	Page 8-11
7. Chair's Report	Page 12-13
8. <i>Past Status of Women Committee Award of Distinction</i>	Page 14-15
9. SWEC Award of Distinction (proposed draft)	Page 16-18
10. Policy about Remote Participation at SWEC Meetings	Page 19
11. Facilitation Style Resources	Page 20
12. Members' reports summary	Page 21-26

**OCUFA Status of Women and Equity Committee Meeting
Westin Harbour Castle Hotel, Toronto, Regatta Room**

**Thursday, April 19, 2018
Draft Agenda**

Breaks at 10:30-10:45 a.m. and 2:45-3:00 p.m.

- 8:00 a.m. Continental Breakfast**
- 9:00 a.m.
1. Call to order
 2. Land Acknowledgement
 3. Approval of agenda
 4. Approval of minutes
 5. SWEC Ground rules
 6. Report of OCUFA Executive and Board
 7. Report of SWEC Committee Chair
 - a. Resource bank update
 - c. SWEC award discussion
 - d. Update about discussions around remote participation
 - e. MAESD
 8. Facilitation style discussion
 9. Elections
 10. Members' discussion
 11. Other business
 - a. Upcoming workshops
 - i. Forward agenda
 - ii. Sept / Oct TRC workshop
 - iii. Training workshop "how to be an equity officer"
- 12:15 p.m. Lunch**
- 1:00 pm Employment Equity, facilitated by Stephanie Simpson and Irène Bujara from Queen's Human Rights Office (open to grievance officers)
- 4:30 Adjourn

OCUFA Status of Women and Equity Committee Meeting
Thursday April 19, 2018
Pier 2/3 Room
Westin Harbour Castle, Toronto

List of Participants

<u>Brescia</u>	<u>Helene Cummins</u>
<u>Brock</u>	<u>Cathy van Ingen</u>
<u>Brock</u>	<u>Nancy Taber</u>
<u>CMCFA</u>	<u>Helen Luu</u>
<u>Huron</u>	<u>Alfred Chan</u>
<u>Nipissing</u>	<u>Kathy Mantas</u>
<u>Nipissing</u>	<u>Lanyan Chen</u>
<u>OCADU</u>	<u>Kathleen Morris</u>
<u>OCUFA Staff</u>	<u>Cheryl Athersych</u>
<u>OCUFA Staff</u>	<u>Mark Rosenfeld, Executive Director</u>
<u>OCUFA Staff</u>	<u>Russell Janzen</u>
<u>OCUFA Staff</u>	<u>Ben Lewis</u>
<u>OCUFA Staff</u>	<u>Abe Nasirzadeh</u>
<u>OCUFA Staff</u>	<u>Mina Rajabi Paak</u>
<u>OCUFA President</u>	<u>Gyllian Phillips</u>
<u>Ottawa</u>	<u>Kathryn Trevenen</u>
<u>Ryerson</u>	<u>Jenny Carson</u>

St. Michael's Richard Carter

Toronto J. Roy Gillis

Toronto Samantha Olexson

Trent Susan Hillock

UOIT Wesley Crichlow

UOIT Yuri Bolshan

Waterloo Weizhen Dong

Waterloo Katie Damphouse

Wilfrid Laurier Rebecca Godderis

Wilfrid Laurier Sheila McKee-Protopappas

Windsor Vicki Jay Leung

Windsor Peter Zimmerman

York Ellie Perkins

Status of Women and Equity Committee Mandate (*Section 22 of the OCUFA Bylaws*)

a. There shall be an OCUFA Status of Women and Equity Committee which shall be a standing committee of the OCUFA Board of Directors that reports to the Board and carries out its activities subject to the approval of the Board.

b. The Committee shall build upon the work of OCUFA's previous Status of Women Committee and act as a centre and source of information regarding issues of concern to women and other equity-seeking academic staff members at Ontario universities, such as those related to gender, ethnicity, race, indigeneity, disability, sexuality, religion, or age. The Committee shall:

i. serve as a resource for the collection, analysis, and dissemination of information regarding issues of concern to women and other equity-seeking academic staff members encountered at Ontario universities;

ii. in coordination with the OCUFA Executive Director and staff, provide committee members with information and advice about provincial legislation and government policies that have implications for terms and conditions of employment for women and other equity-seeking academic staff members;

iii. at committee meetings, serve as a forum where faculty association status of women and/or equity representatives or their designates can exchange information on issues and trends that have significance for women and other equity-seeking academic staff members;

iv. through its meetings, presentations by invited guests, workshops and other means assist members with issues relevant to their role as faculty association status of women and/or equity representatives;

v. act as an advisory committee to local faculty association status of women and/or equity representatives seeking information and/or advice on issues relevant to their role within their association;

vi. initiate and, with the assistance of OCUFA professional staff, carry out such research studies as may from time to time seem desirable, on subjects directly related to issues of concern to women and other equity-seeking academic staff members;

vii. make recommendations to the OCUFA Board of Directors on policy matters relating to issues of particular concern to women and other equity-seeking academic staff members;

viii. submit a report to the Board of OCUFA prior to each Board meeting, on the activities of the Committee: this report may include recommendations regarding the composition and terms of reference of the Committee.

c. The Committee shall consist of one representative from each Member in OCUFA.

The representative shall normally be the Chair of the association's status of women and/or equity committee, OR member of the association's Executive responsible for status of women and/or equity concerns, OR otherwise elected officer of the association responsible for status of women and/or equity issues.

d. The Committee shall elect a Chair and a Vice-Chair annually, at the last meeting of the fiscal year, from among its members. Those elected will serve in that capacity at the next meeting of the Committee. The maximum number of consecutive terms that a Chair or Vice-Chair may serve in any one position is three consecutive one-year terms. The Chair of the Committee, or designate of the Chair, shall report to the Board at its regular meetings.

e. The Chair of the Committee, or designate of the Chair, shall have voice but not vote at Board. The Chair, or designate of the Chair, shall be entitled to move and/or second motions.

f. The budget of the Status of Women and Equity Committee shall be established annually by the Board of Directors.

g. An OCUFA staff member shall act as Secretary to the Committee.

SWEC Ground Rules/Rules of engagement

Preamble

This document reflects the ground rules that were developed by SWEC members who attended the September 29, 2017 meeting. As such, it represents a living document that will change and evolve as the committee grows and changes in order to accommodate the needs of all members. This document will be included in each meeting package to encourage common understanding between all members, and it will be revisited at the first meeting of each year. With this practice, SWEC strives to build a safer working space.

- Scheduled breaks and lunch times will be respected
- Name plates will be provided, along with the institution, to facilitate discussion and community-building
- Confidentiality:
 - No attribution or sharing of member reports without express permission from the member
 - No sharing of other members' personal experiences
 - Make explicit when information being shared during meetings must remain confidential
 - If we wish to use confidential information for leverage at our own institution, ask first
- Use of language: be mindful of potentially violent and/or offensive terms, expressions. Language is political and evolving. The committee will build common language through an organic process
- Be open to feedback, open to learn (constructive criticism).
- Conversely, be open to questions and offer feedback, acknowledging that other members may have a different level of expertise or experience with an issue (invite people into the conversation rather than "calling them out")
- Assume that everyone comes from positive intentions. This can be both a caring and rigorous space
- Be open to raising an issue for someone else; i.e. do not rely on the same people to voice the same concerns, as it can be exhausting to be that person all of the time.

OCUFA Status of Women and Equity Committee Meeting

January 19, 2018

Minutes

Present:

Helene Cummins – Brescia Faculty Association
Cathy van Ingen – Brock University Faculty Association
Dawn Moore – Carleton University Academic Staff Association
Alfred Chan – Huron University College Faculty Association
Kathy Mantas – Nipissing University Faculty Association
Lanyan Chen – Nipissing University Faculty Association
Cheryl Athersych – OCUFA staff
Mark Rosenfeld, Executive Director – OCUFA staff
Mina Rajabi Park – OCUFA staff
J. Roy Gillis – University of Toronto Faculty Association
Susan Hillock – Trent University Faculty Association
Weizhen Dong – Faculty Association of the University of Waterloo
Rebecca Godderis, Vice-Chair – Wilfrid Laurier University Faculty Association
Vicky Jay Leung – Windsor University Faculty Association
Nick Mulé – York University Faculty Association
Frances Latchford – York University Faculty Association

1. Call to Order

The Chair called the meeting to order at 9:05am.

2. Approval of the agenda

Lanyan/Dawn: THAT the agenda be approved

CARRIED

3. CAUT Equity Workshop

SWEC Vice Chair, Rebecca Godderis, introduced Dr. Anver Saloojee, who gave an Equity Workshop in partnership with CAUT. Dr. Anver Saloojee is Full Professor in the Department of Politics and Public Administration, a member of the Yeates School of Graduate Studies, and is currently a special advisor to the Provost and Vice President Academic at Ryerson.

The goal of the workshop was to give committee members additional information about equity and to discuss resources available for faculty associations. Committee members were reminded that the CAUT workshop is one that could be brought to any faculty association.

Dr. Anver Saloojee discussed land acknowledgements and asked attendees to think about the tensions that can arise when developing acknowledgements, in particular at institutions where the namesake has been implicated in residential schools but that connection isn't widely acknowledged. We were reminded that our job is to make a space safe enough to have these difficult conversations. And we were encouraged to think about these issues as we develop land

acknowledgments and encouraged to ask for support in that work to ensure that we're acknowledging something more complicated than a piece of geography.

Dr. Saloojee led the group in a discussion around how to create equitable environments by removing barriers for everyone. A lively conversation about academic freedom and freedom from discrimination ensued, in particular around the framing of the Laurier debate (as equity versus academic freedom)

Committee members discussed hate group recruiting on campus and viewpoint diversity.

Dr. Saloojee facilitated a discussion around merit based raises, how evaluation committees assess people for tenure, and the ways that academic freedom can be curtailed for junior faculty without tenure.

The committee had a discussion about micro-aggressions.

More information about the presentation can be found in both the CAUT slides/handouts and Anver's slide deck.

Break for lunch

Following lunch, there was a round of introductions where participants identified their names, institution, role and pronouns.

4. Approval of minutes

Dawn/Alfred that the minutes be approved

CARRIED

5. SWEC ground rules

SWEC Vice Chair, Rebecca Godderis, asked people to review the ground rules the committee agreed to at the September meeting and highlighted some of the ground rules for discussion. The group committed to revisiting these rules at the beginning of each meeting.

6. Report of the OCUFA Executive and Board

The Executive Director reported on OCUFA's three identified priorities for the 2017-18 year: good jobs/vibrant universities, university funding, and capacity building. He also highlighted upcoming OCUFA initiatives, such as the April Worldviews talk, and the pre-budget submission. The ED outlined that polling that will be conducted in advance of the provincial election.

7. Report of the SWEC committee Chair

a. Vote on the preferred method of communication

A discussion about the various options occurred. The question went to a vote. Eight people voted in favour of group email. One in support of listserv. Three abstentions. Group email was chosen as the preferred method of communication.

b. Volunteers sought for discussion of facilitation styles

There was a discussion on the preferred way of decision making for the committee. SWEC Vice Chair, Rebecca Godderis, mentioned that at the last meeting there was a split in the room on the question of consensus-based decision making vs. majority rule. Given that some members wanted to receive more information before making a decision, the committee decided to hear from a few experts as well as some of the committee members who have had experience with consensus-based decision-making. Dawn [Carleton] and Roy [UofT] volunteered to share their insights and experiences at the April meeting of SWEC. There may also be possible resources that could be shared in advance as well.

c. Discussion about priority setting

It was clarified that the committee priorities are set by SWEC not OCUFA. The group favored the suggestion for having a forward agenda, which ensures that new topics and priority points could be added to the agenda on an ongoing basis without the previous priorities getting pushed aside or forgotten.

Lanyan/Helene: THAT SWEC use a forward agenda

CARRIED

d. SWEC award

The current Status of Women Award of Distinction is to be replaced with the Status of Women and Equity Award of Distinction to reflect the new mandate of the committee. Susan [Trent] and Francis [York] volunteered to work on the revisions.

There was a brief discussion about the possibility of multiple awards for different categories of equity work. The decision was made to have the revised Status of Women and Equity Award this year and revisit the idea of adding more awards next year.

Other Business arising from the Chair's report

A conversation about the option to call in to meetings occurred. Some of the issues around offering the option included: confidentiality, community building and the prohibitive cost issues. The issues of accessibility were also raised. Rebecca noted that the committee chair and vice-chair would work with the OCUFA staff to review the options, costs, and the amount of planning that would be required to have a call in option, and report back to the committee in April. Rebecca asked Roy to give an update on MAESD's Standards Development Committee, which will develop recommendations related to an Education Accessibility Standard. Roy noted that there are 24 people on the committee and the current mandate is looking at the implantation of AODA. The first meeting will be on Feb 9th.

8. Members' discussion

SWEC Vice Chair, Rebecca Godderis, explained that a summary of member reports was included in the agenda package followed by a number of specific SWEC related questions. She

went over the small group discussions section. There were no questions from committee members.

The members' reports were grouped into categories for people to review and noted the questions that were generated from the reports. Members were asked to choose which questions were most pressing to discuss.

A reminder that the members' discussion portion of the meeting is confidential and not minuted.

9. Other business

No other business was reported.

10. Adjournment

The meeting was adjourned at 4:33 p.m.

**OCUFA Status of Women and Equity Committee
Report of the Committee Chair and Vice Chair**

**Submitted by Helen Luu and Rebecca Godderis
April 19, 2018**

Thanks to everyone once again for your enthusiastic engagement at the last meeting on Jan 19. We have really appreciated everyone's commitment to SWEC, which is laying a strong foundation for the committee to grow over the coming years. We will be sharing a survey after this meeting to solicit your feedback and your ideas to shape the committee's future direction and priorities. In this report, we will focus on the work we've completed since the last meeting and respond to the issues and concerns that arose at the last meeting.

1. RESOURCE BANK

You'll recall from our first meeting and subsequent survey that SWEC members were interested in a central location where they could access resources related to committee work and equity work on their campuses. A password protected portion of the OCUFA website has been developed and resources are currently being uploaded there. If there are resources you think would be helpful for other committee members, please send them to Mina and Cheryl.

SWEC members will have to register for the site (please ask staff for support if you haven't been able to register already). Guidelines about posting resources are under development and will be shared with committee members over the summer.

2. SWEC AWARD

In light of the new committee and its expanded mandate, we wanted to update the committee award. Susan H (TUFA) and Frances L (YUFA) have worked with OCUFA staff to make the award more inclusive. You'll find the original award and the revised award in your meeting package; we will discuss the changes and work toward approving new award language in the meeting on April 19th. **Please review the changes and bring any comments, questions, and concerns to the meeting.**

3. FACILITATION STYLE

There was interest from the committee to explore new methods of facilitation for SWEC meetings such as consensus-based decision making. At our January meeting, we decided that committee members would prepare some materials to share at this (April) meeting for people to better understand the options available. It is anticipated that the committee will continue these discussions; in the interim, until a final decision is made, the committee is using a relaxed version of Roberts Rules as do other OCUFA committees.

4. REMOTE PARTICIPATION

At the January meeting, committee members expressed interest in discussing remote participation at future SWEC meetings. The OCUFA Executive Director committed to having further internal discussions about this issue and to report back to the committee. There is a memo about remote participation in your meeting package – the crux of the memo is that OCUFA, and by extension, the committee staff and chairs, are committed to working with SWEC members to accommodate individual equity-related needs.

5. ELECTIONS

As per the committee mandate, there is to be an election at the last meeting of each academic year to elect a committee chair and vice chair.

The committee shall elect a Chair and a Vice-Chair annually, at the last meeting of the fiscal year, from among its members. Those elected will serve in that capacity at the next meeting of the Committee. The maximum number of consecutive terms that a Chair or Vice-Chair may serve in any one position is three consecutive one-year terms. The Chair of the Committee, or designate of the Chair, shall report to the Board at its regular meetings.

We will hold elections at the end of the meeting.

6. MAESD

Roy G. from UTFA has been appointed as the OCUFA SWEC representative to the provincial committee that is developing standards for implementing the Accessibility for Ontarians with Disabilities Act (2005) for the post-secondary environment.

7. UPCOMING MEETINGS

As a reminder, SWEC members have invited Grievance Committee members to attend our workshop this afternoon. They have opened up their workshop tomorrow morning to us. If you are interested in attending and haven't yet registered, please do so online or speak to Mina or Cheryl. The GC workshop is on Human Rights and discrimination. It will walk through a case study of systemic discrimination in a P&T case and examine how to recognize its subtler manifestations in the university sector, how to argue for it, and how to address counter-arguments against it—whether they're from management or from our own members.

We are waiting to have our meeting dates confirmed for us and will share them with you once they are. We will ask you about this in the survey following this meeting, but we have asked for meeting dates for 3 regular meetings and 1 full-day workshop that would precede the first meeting date. The full-day workshop would offer an orientation for new (and a re-orientation for returning) equity officers, if there's an appetite for that.

We anticipate that we'll have a meeting in September, January and April again.

Status of Women Award of Distinction

Background:

This award is to celebrate outstanding contributions to the advancement of women professors, academic librarians, and other members of academic staff at Ontario universities.

It honours and recognizes the dedication of those whose leadership has helped improve the lives and working conditions of academic women and, by extension, their families, friends, and colleagues. The award recognizes the exceptional people whose efforts to advance the position of academic women have improved the profession.

Although the intent is to grant one award annually — in conjunction with the OCUFA Teaching and Academic Librarianship Awards — the OCUFA Status of Women Committee will recommend to the OCUFA Executive more than one award if it believes that in any given year there is more than one meritorious candidate. The committee may also decide not to make the award in any given year.

Criteria:

Candidates for the award will usually meet the following criteria:

1. Member in good standing of an OCUFA – affiliated faculty association.
2. A notable record of active involvement in issues affecting female academic staff in Ontario universities.
3. Distinguished achievement in contributing to the advancement of women in the academy, demonstrated over an extended period of time, or in a single project, either currently or in the past.
4. Such achievement could be in, but not restricted to, the following areas: providing organizational leadership; implementing new policy; initiating educational programs benefiting women; achieving political, legislative or collective bargaining gains; and contributing distinguished service to women's organizations.

Nomination procedure:

Nominators should be members of an OCUFA-affiliated faculty association.

Nominators must provide to the committee:

1. A letter that outlines their nominee's contributions and achievements as they pertain to the advancement of women academic staff in Ontario universities. The letter should be no longer than three pages.
2. A curriculum vitae of the nominee.

The Committee will gather additional information about nominees, if necessary, to help make its decisions.

Criteria – Status of Women Award of Distinction

Areas of distinguished leadership

Organizational leadership Has led, or lent distinguished service to, an organization in such a way as to forward the situation of academic women, for example, in achieving political, legislative, or collective bargaining gains.

Collective bargaining leadership Through collective bargaining, has advanced the situation of academic women

Policy leadership Has developed or implemented policy, whether for a faculty association, OCUFA, or government, that advances the situation of academic women

Educational/raising awareness leadership Has initiated educational or public awareness programs that benefit academic women

Scholarly leadership Whose teaching, research, or publishing has advanced the situation of academic women

Criteria

Impact: The extent to which the nominee's leadership has advanced the situation of academic women

Service: The time and effort the nominee has devoted to advancing the situation of academic women

Originality: How "pioneering" the nominee's achievement was/is

Collegiality: The nominee's record of working with others to advance the situation of academic women

Exemplariness: To what extent the nominee is a role model/mentor for academic women

Status of Women and Equity Award of Distinction (Proposed draft)

Background:

The OCUFA Award of Distinction celebrates the outstanding contributions of OCUFA members whose work has contributed meaningfully to the advancement of professors, academic librarians, and/or academic staff who are Indigenous, women, racialized, LGBTQ2S, and/or living with disabilities. It honours and recognizes dedicated members whose leadership has improved the lives and working conditions of equity-seeking university faculty and, by extension, their families, friends, and colleagues. The Award venerates exceptional OCUFA members who have worked tirelessly, and frequently without recognition, to advance a sophisticated, lasting and effectual consciousness of equity that is both particular and intersectional as it pertains to the improvement of the profession within local university settings and/or across Ontario universities.

Some individuals seeking equity may be disadvantaged *particularly* by their Indigeneity, race, sex, gender, sexuality *or* ability, while others may be disadvantaged *intersectionally* by their Indigeneity, race, sex, gender, sexuality *and* ability, or some combination thereof. The OCUFA Award of Distinction especially welcomes nominations of candidates whose work is attuned to the nuances of equity as a particular and intersectional concern.

Although the intent is to grant one award annually — in conjunction with the OCUFA Teaching and Academic Librarianship Awards — the OCUFA Status of Women and Equity Committee may recommend to the OCUFA Executive more than one award if it believes that in any given year there is more than one meritorious candidate. The committee may also decide not to grant this award in any given year.

Eligible Candidates:

Candidates for the award will usually meet the following criteria:

1. Member in good standing of an OCUFA – affiliated faculty association.
2. A notable record of active involvement with equity work that positively affects professors, academic librarians, and/or other academic staff in Ontario universities who are Indigenous, women, racialized, LGBTQ2S, and/or living with disabilities,
3. Distinguished achievement in contributing to the advancement of people who are Indigenous, women, racialized, LGBTQ2S, and/or living with disabilities in the academy, which is also demonstrated over an extended period of time, or in a single project, either currently or in the past.
4. Such achievement could be in, but not restricted to, the following areas: providing organizational leadership; implementing new policy; initiating educational programs benefiting faculty who are Indigenous, women, racialized, LGBTQ2S, and/or living with disabilities; achieving political, legislative or collective bargaining gains; or performing distinguished service in support of equity and equity-seeking members within their own and/or other university organizations.

Areas of distinguished leadership: eligible candidates for awards will have participated in at least one or more of the following leadership roles:

Organizational leadership: candidates have led, or lent distinguished service to, an organization in such a way as to forward the situation of professors, academic librarians, and/or other academic staff who are Indigenous, women, racialized, LGBTQ2S, and/or living with disabilities; for example, by achieving political, legislative, or collective bargaining gains.

Collective bargaining leadership: candidates, through collective bargaining, have advanced the situation of professors, academic librarians, and/or other academic staff who are Indigenous, women, racialized, LGBTQ2S, and/or living with disabilities.

Policy leadership: candidates have developed or implemented policy, whether for a faculty association, OCUFA, or government, that advances the situation of professors, academic librarians, and/or other academic staff who are Indigenous, women, racialized, LGBTQ2S, and/or living with disabilities.

Educational/raising awareness leadership: candidates have initiated educational or public awareness programs that benefit professors, academic librarians, and/or other academic staff who are Indigenous, women, racialized, LGBTQ2S, and/or living with disabilities.

Scholarly leadership: candidates are those whose teaching, research, or publishing has advanced the situation of professors, academic librarians, and/or other academic staff who are Indigenous, women, racialized, LGBTQ2S, and/or living with disabilities.

Criteria:

Impact: The extent to which the nominee's leadership has advanced the situation of professors, academic librarians, and/or other academic staff who are Indigenous, women, racialized, LGBTQ2S, and/or living with disabilities.

Service: The time and effort the nominee has devoted to advancing the situation of professors, academic librarians, and/or other academic staff who are Indigenous, women, racialized, LGBTQ2S, and/or living with disabilities.

Originality: The degree to which the nominee's achievement was/is groundbreaking locally within their university setting or across Ontario universities.

Collegiality: The nominee's record of work in conjunction with others to advance the situation of professors, academic librarians, and/or other academic staff who are Indigenous, women, racialized, LGBTQ2S, and/or living with disabilities.

Exemplariness: The extent to which the nominee is a venerated role model/mentor amongst professors, academic librarians, and/or other academic staff who are Indigenous, women, racialized, LGBTQ2S, and/or living with disabilities.

Nomination procedure:

- 1) Nominees and nominators should be members of an OCUFA-affiliated faculty association.
- 2) Nominators will provide a letter of up to three pages that outlines the nominee's contributions and achievements as they pertain to the advancement of professors, academic librarians, and other academic staff in Ontario universities who are Indigenous, women, racialized, LGBTQ2S, and/or living with disabilities.
- 3) Nominators will provide a curriculum vitae of the nominee.

The Committee will gather additional information about nominees, if necessary, to help make its decisions.

Please send all nominations to the Chair, OCUFA Status of Women and Equity Committee, c/o OCUFA, 17 Isabella Street, Toronto, ON M4Y 1M7.

Policy about teleconferencing and remote participation at SWEC meetings

OCUFA is dedicated to the principles of the Status of Women and Equity Committee and places high value on the participation of all member associations at these meetings. OCUFA is committed to providing support to faculty associations, where necessary, to ensure that committee members have the necessary accommodations to attend meetings (with travel support or course release where possible).

Historically, all OCUFA committees have prioritized in person attendance as the meetings are generally highly participatory and feature multiple break out groups and small group work. Moreover, in accordance with the committee mandates and objectives, OCUFA committees regard the committee meetings as valuable spaces for community building and forming connections. Being in the same space, helps to build relationships among faculty associations and to bring material to life for participants.

The above mentioned activities and objectives pose difficulties to accommodating remote participation. Furthermore, there are financial and logistical barriers to accessing teleconferencing and mic-in services at the hotels and committee meeting spaces, as such services are often quite expensive, and would only function for certain parts of the meetings where there are single speakers and not for the small break out-group. Additionally, OCUFA has found in the past that technological issues often leave remote participants frustrated and unable to fully participate or interject, while the people in the room share the same level of frustration due to frequent disruptions technology glitches often present.

With these considerations in mind, OCUFA would like to acknowledge that there are some barriers that may make attendance at meetings for a SWEC member difficult and failure to accommodate alternative participation may pose an equity concern. Given this, it is important that OCUFA engage in careful consideration of any request to accommodate remote participation and decisions will be made on a case by case basis. In cases where a video or telephone service are required, decisions may be made about what portions of the meeting will be made available by phone.

As with all of these considerations, OCUFA will use the framework set out in the Human Rights Commission of Ontario around the duty to accommodate. We recognize that accommodation is a shared responsibility and all may need to make adjustments.

Resources on Consensus-based Decision Making

Resource 1:

Consensus Decision-Making

A Virtual Learning Center for People Interested in Consensus by Tim Hartnett.

Please review materials at:

<https://www.consensusdecisionmaking.org/>

Resource 2:

An additional resource, by Tim Hartnett, entitled Consensus Facilitation.

at:

<http://www.groupfacilitation.net/Facilitation.html>

Resource 3:

Also resources by Seeds for Change:

Detailed Resources at:

<https://www.seedsforchange.org.uk/consensus>

Resource 4:

Quick Guide to Facilitation at:

<https://www.seedsforchange.org.uk/quickconsensus>

SWEC MEMBER REPORTS SUMMARY APRIL 19, 2018

Hyperlinks are provided in the electronic document.

I. INDIGENOUS ISSUES

Questions: At our last meeting, a question about land acknowledgements was raised. Can you offer any insight into the types of land acknowledgments your faculty association and/or department regularly performs? Are there broader conversations on your campus about when land acknowledgements should be provided and the most appropriate ways to do acknowledgments? Is there anything else specific you would like to note about the Indigenous initiatives occurring at your university?

A. Land Acknowledgments

1. The practice

- It varies across associations and universities, from having no regular land acknowledgement to offering it only at major public forums and major union gatherings, to more regular offerings such as during the first meeting of the term for the Executive, the Council, and each committee, as well as the AGM and public events.
- No one stated that it is offered at every meeting
- Some observed its inclusion as part of individual e-mail signature blocks

2. Examples

- [FAUW \(Waterloo\) “Land Acknowledgement”](#)
- Western, p. 1 of their [Indigenous Strategic Plan](#)
- Windsor: on their webpage [“University of Windsor Indigenous Initiatives”](#)
- UTFA (Toronto): [“Statement of Acknowledgement of Traditional Land”](#)
- CAUT’s [“Guide to Acknowledging First Peoples & Traditional Territory”](#) provides recommended territorial acknowledgement for institutions across Canada

3. Additional Resources

- FAUW (Waterloo) blog: [“Territorial Acknowledgements and Indigenization: A Primer”](#)
- McMaster resource guide: [“Introduction to Land Acknowledgements”](#)
- CAUT’s [“Guide to Acknowledging First Peoples & Traditional Territory”](#)
- *New Yorker* article by Stephen Marche (7 Sept 2017): [“Canada’s Impossible Acknowledgment”](#)
- MOOC (Massive Open Online Courses)
 - UBC: [“Reconciliation Through Indigenous Education”](#)
 - U of Alberta: [“Indigenous Canada”](#)

B. Indigenous Initiatives

1. Committees and Working Groups

- U of Waterloo (UW) has formed an **Indigenization Strategy Advisory Committee** tasked with advising the President, Provost, and senior management on the development of an Indigenization Strategy for the university, including a response to TRC calls to action
- FAUW(Waterloo) Equity Committee added Indigenous culture and indigenization as a **standing agenda item** for their monthly meetings
- A **senate committee** at Nipissing University was set up this year to focus on Decolonization and Indigenization of education. As well, the Office of the Provost and Vice-President, Academic and Research initiated a discussion on campus on Indigenization of the Academy.

- RMC has formed an **Indigenous Knowledge and Learning Initiatives (IKLI)** Working Group that includes faculty, staff, students, and senior administrators
- UOIT **invited Visiting Elder** Terri Brown, a member of the Indian Residential School Survivor Committee, to its equity committee meeting in February

2. Education: Courses, Talks, Workshops, Programs, Pedagogies

- At Brescia:
 - Brescia is exploring the **Kairos Blanket Exercise** for the Fall
 - the **Education and Policy Committee** is viewing the TRC report.
 - Brescia is **bridging with Western** to allow Indigenous students access to their services
- Renison University College (UWestern) has created a **10-week course** facilitated by Saami Indigenous (Northern Finland) and Settler educator, Kelly Laurila. Using primarily a sharing circle format, participants are invited into the conversation of what it means to be part of the reconciliation process, and the course welcomes everyone in the community.
- Wilfred Laurier has
 - an **Indigenous Studies program**
 - created an **appointment of an Elder-in-Residence** (3-yr position similar to a faculty appt)
 - hired an **Indigenous curriculum specialist**
- Huron:
 - ran the **Moccasin Identifier Project** as part of Treaty Day,
 - offered a **workshop on treaties** (“Unpacking Colonial Pacts & Treaty Histories through Public Pedagogies”) and a **panel on Indigenous Research Methodologies** jointly organized by Huron Library & Western libraries. This constituted a second session in an ongoing series to learn and engage in critical conversations about decolonization and indigenization as they relate to academic research and support
 - has a **teaching award dedicated to** Indigenous teaching and learning
- NUFA (Nipissing) Gender Equity and Diversity committee co-organized, with the students’ Equity Centre, a **workshop on an Indigenous-based anti-racism strategy** in Ontario involving the Anti-Racism Directorate under the Ontario Cabinet Office. Other collaborators in this event were the Office of Indigenous Initiatives at NU, the Department of Social Welfare and Social Development, the Anishinabek Nation, the North Bay Indigenous Friendship Centre, and the local school board, to name a few.
- At RMC:
 - The College has had the **Aboriginal Leadership Opportunity Year program** for the past 10 years and hired **two specialists** (one Indigenous, one non-Indigenous) last year on a one-year contract to review the program. It is also in the process of developing a permanent full-time **Director of Indigenous Knowledge and Learning** position.
 - Last year, the Department of English organized a **2-part workshop on Indigenous peoples, cultures, and histories**, open to all faculty, staff, and administrators, and facilitated by staff from Queen’s Four Directions Aboriginal Student Centre. The first part was the **Kairos Mass Blanket Exercise**, an embodied learning exercise that teaches Indigenous rights history (this year it is offered in French). The second part was a workshop titled “Identity, Indigenous Paradigms and Relationship Building,” which focused on fostering understanding and relationships between Indigenous and non-Indigenous peoples.
 - The English Dept. has also incorporated the Mass Blanket Exercise into its core curriculum, as well as a workshop on Indigenous culture, so that every student at RMC will have participated in these events (beginning last year).

3. Cultural Events and Spaces

- Huron faculty members run a **monthly film series** focused on the TRC and send a **letter to the administration** each year requesting it to engage the TRC formally
- **Live poetry night** on the TRC in February each year (Huron)
- Laurier has an **Indigenous House** on each campus for students, out of which comes a lot of programming
- RMC has a **Cultural Room** for its ALOY students and a **tipi** where a **weekly smudge** takes place, open to the entire College and led by RMC's **Elder-in-Residence**.

II. ISSUES OF FREE SPEECH AND HATE SPEECH

Question: In what ways has the free speech vs. diversity/equity “debate” surfaced at your university? Are there any specific concerns related to the propagation of hate speech on campus? Has your faculty association discussed these issues or taken a specific stance?

» **WESTERN:** *The president’s office and the Faculty Association hosted the **President’s Luncheon on Academic Freedom** on March 12, 2018. It covered the topic of freedom of speech, which is still an on-going debate on our campus: <https://dailyacademicfreedom.wordpress.com/>*

» **TORONTO:** [UTFA Statement on Threatened Website](#) (10 Nov 2017)

The University of Toronto Faculty Association is alarmed to learn that a web site may be under construction that is designed to place under surveillance certain kinds of academic content. Instructors of the potentially targeted courses believe that their autonomy as educators may be under threat. The proposed website has created a climate of fear and intimidation. The UTFA Executive has taken the unprecedented step of asking that the entire Executive meet with the Provost's office to express our deep concern about this threat to our members and to the academic mission of the University. Here is the first paragraph from U of T’s academic mission statement:

The University of Toronto is dedicated to fostering an academic community in which the learning and scholarship of every member may flourish, with vigilant protection for individual human rights, and a resolute commitment to the principles of equal opportunity, equity and justice.

» Statement made by U of T: [Freedom of Speech at the University of Toronto](#)

» **WINDSOR:** *As reported at the last SWEC meeting, in June 2017 the university experienced a spate of **hate comments deemed graffiti** on several Bystander Initiative posters in the Women’s & Gender Studies and Bystander Initiative offices. The comments were **anti-feminist and islamophobic** in nature. Many faculty members and students felt stigmatized and scared for their safety. Despite the effects it left on employees and students, the university chose to stay silent on the matter, until the faculty association was notified by concerned members and publicly aired the matter to the media. WUFA stated that the association stands by its members, and does not tolerate hate and indifference that is communicated in silence and in a threatening manner on campus; that WUFA stands for freedom of expression in an open forum and for respect for differences of opinions. At which point, the university was compelled to acknowledge the graffiti, stated that it has zero tolerance for hate speech, and became more transparent on the efforts to investigate the incidents and measures in ensuring security for employees and students in the areas involved.*

» **LAURIER:** *This issue has been a central focus at Laurier since Fall 2017 when TA **Lindsay Shepherd** released a recording of a meeting to the media where she was questioned about her use of a TVO debate in class that featured **Jordan Peterson** talking about gender pronouns.*

As a result of the media attention, Laurier formed a **Freedom of Expression Task Force** that is currently meeting, and is supposed to propose a set of FOE principles in April to help guide the university in relation to these questions. The Task Force accepted submissions from members of the community (both Laurier and more broadly; over 300 submissions were received, and WLUFA provided a letter emphasizing the **distinctions between academic freedom and freedom of speech**.

Most recently, a group called **Laurier Society for Open Inquiry (LSOI)** has organized with Lindsay Shephard as its President and they have started a series called "**The Unpopular Opinion Speaker Series**". The first speaker they invited to campus was Faith Goldy, who wasn't able to do her talk because a fire alarm was pulled in the building. Students and LSPiRG (Laurier Students Public Interest Research Group) organized a counter-rally that was attended by hundreds of people. The next known event planned for campus is a debate about abortion, and LSOI has made it clear that they plan to organize another time for Faith Goldy to speak and to host other speakers before the semester is done.

» **TRENT**: There was a recent **student-sponsored event on white privilege** entitled, "It's Okay to be (Against) White(ness)", organized and sponsored by the Trent Central Student Association. It resulted in significant media attention after it hit social media, became a target of right-wing trolls, and provoked backlash. Officers of TUSA met with the Provost and Associate Vice President for Student Affairs to raise concerns especially in relation to a troubling exchange between a student hostile to the event and a Trent faculty member. We were reassured that the University was striking an appropriate balance in working with the TUSA to ensure a safe space for the event to occur and, in the end, it went off without incident. See <https://globalnews.ca/news/4079669/sask-prof-discusses-whiteness-with-trent-university-students-in-peterborough/>.

III. EQUITY INITIATIVES

Question: What equity initiatives have been undertaken on your campus since you last reported to the committee?

- Brescia will be hosting an **Anti-oppression Workshop** in the spring for faculty and staff and in the fall for the students. Brescia has also completed an **equity statement** for the university.
- UW issued "[University of Waterloo Canada Research Chairs Equity, Diversity, and Inclusion Action Plan](#)"
- WLUFA Diversity and Equity Committee made the following recommendations as part of their **first action plan**:
 - adopting an **equity statement** to guide the faculty association
 - providing **anti-oppression training** for executive and other committee members (e.g., grievance)
 - developing an equitable **compensation plan for contract faculty** that are doing service for the faculty association,
 - creating a **racialized faculty colleague position** to provide advocacy within the association and university for faculty of colour
- UTFA:
 - Continual **collaboration of Equity Committee with other committees** (Grievance; Membership; University and External Affairs; and Salary, Benefits, Pensions and Workload)
 - Response to and **consultation on university policies** such as sexual violence and harassment, leave of absence for students, leave for gender affirmation processes, and long-term disability benefits
 - development of a donations policy for UTFA and the expansion and **promotion of accessibility** at UTFA and UofT

- NUFA (Nipissing) is working with the students' Equity Centre to develop a **classroom-based anti-racism strategy**, training to NUFA members on concepts of **consent and gender, and policies in relation to sexual misconduct**.
- FAUW **changed the SWEC name to Equity Committee** to better reflect the broader scope of the committee
- FAUW decided to give out more **Equity & Inclusivity Awards** this year (four—2 to individuals, 2 to groups) in order to encourage greater membership engagement on the equity and inclusivity front
- CMCFA (RMC) Workplace Equity Committee) is developing a **survey of its members** asking them to identify any equity-related issues they have experienced or heard of others experiencing in their work
- **Bargaining** priorities were shaped based on feedback from specific equity groups and an equity officer was included on the bargaining team
- Involvement in data collection and analysis, including a **self-ID survey and gender wage gap analysis**
- Consultation/facilitation on adjudication of **Trans Health Fund**

IV. EQUITY ISSUES AND QUESTIONS

Questions: What were some key equity issues you've faced on your campus since the last meeting? Is there a specific question or problem related to equity with your faculty association, or the university more broadly, that you would like us to try and bring forward to the committee to discuss and help you work through (time permitting)?

1. How have other associations gathered **data** on the cultural-minority status of their members in order to study issues of inequity and inequality among those in minority or marginalized groups?
2. How have other associations dealt with gender inequities with respect to the **T&P** process, especially at the level of Full Professor?
3. Do other associations have advice on **recruiting** members to their equity committees?
4. For those institutions with **dedicated Indigenous hires**, how has the recruitment and hiring process differed from the process for non-Indigenous positions (if at all)?
5. Would an **AVP, Equity** position be more accountable than a **VP, Equity** position?
6. Brescia would like to discuss the following issue of having **summer courses** reserved for contract faculty and therefore unavailable to full-time faculty:

There is an issue with the ability of full-time faculty to teach an extra course in intersession/summer in order to offset pay inequities that we are experiencing at our university. This is usually only undertaken by women who occupy single-headed households, or are single mothers. The administration is trying to hold this group back from undertaking same, and did so from 2014-2018. Extra courses are offered to contract faculty first, if they have experience in the course, and have taught it during this time in the last few years. Given that F.T. faculty have not been allowed to teach in this time slot we automatically do not qualify. Saying that some F.T. faculty have been afforded this option this year, and others have not. Some Chairs have worked with their F.T. faculty to include them in this decision making process, others have not. Hence, the arrangement is helter skelter and lacks transparency, accessibility, fair, and equitable arrangements for all F.T. faculty who may want to teach an additional course and who have done so successfully in the past. The C.A. has very loose wording on this issue and is another drawback to the fair and equitable unfolding of same. Hence, favoritism and haphazard processes are unfolding before our eyes.

To be sure the contract faculty do have opportunities to teach many of these courses given that only six, or so F.T. faculty, out of thirty-seven are interested in this teaching option for extra pay.

7. Trent (Susan) would like to discuss the problem of **third-party reporting** and documenting of faculty and/or student **harassment** complaints
8. Huron (Alfred) would like to discuss the lasting ethical and practical impact of an unfair **tenure-track hiring** practice from two years ago
9. Nipissing has been dealing with equity issues surrounding the potential **merger of two bargaining units**, FASBU and CASBU

V. OTHER

Question: Are there any other issues you would like to bring to the committee's attention?

- UTFA (Roy): I would like to work with other SWEC members to establish priorities for some specific projects that SWEC or SWEC members can engage in for the coming academic year of 2108-2019.