

COUNCIL PACKAGE

JANUARY 13TH, 2019

PREPARED BY: MAGGIE BUNBURY – DEPUTY CHAIR

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Agenda
Students' Union Representative Council
January 13th 2019, 3:00pm
Council Chambers

1. Call to Order
2. Roll Call
3. Mi'Kmaq Acknowledgment
4. Opening Remarks of the Chair
5. Approval of the Agenda
6. Approval of the minutes
7. Constituency Reports
8. Business Arising
9. Executive Reports:
 - President, Ms. Rebecca Mesay
 - Vice President Academic, Ms. Tiffany MacLennan
 - VP Finance and Operations, Mr. Tega Sefia
 - VP Activities and Events, Mr. Sean Hopkins
 - VP Residence Affairs, Ms. Kallie Ross
 - VP External Affairs, Ms. Clancy McDaniel
10. Students' Union General Manager Report
11. Committee Reports
12. Special Reports to Council
13. Old Business
14. New Business
 - Motion to run the election for the position of Vice President Academic concurrently with the Student Representative Election.
15. Closing Remarks
16. Adjournment

STUDENTS' UNION REPRESENTATIVE COUNCIL MEETING MINUTES



Date: November 25th, 2018

Time: 3:00pm

Call to Order

Meeting called to order at 3:01pm.

In Attendance

Vice President Academic – Tiffany MacLennan

Vice President Residence Affairs – Kallie Ross

Vice President Activities & Events – Sean Hopkins

Education Student Representative – David M. Lewis

First Year Student Representative – Mary Bailey

Science Student Representative – Bryan Fedchun

Arts Student Representative – Lucas Middleton

International Student Representative – Happiness Bhoke John

Students of African Descent Representative – Summer Upshaw

Board of Governors Student Representative – Cecil VanBuskirk

Equity Student Representative – Iffat Sohi

Graduate Student Representative – William Burgess

Absent with Regrets

Students' Union President – Rebecca Mesay

Vice President Finance & Operations – Tega Sefia

Vice President External Affairs – Clancy McDaniel

Board of Governors Student Representative – Emma Crilly

Business Student Representative – Calean Peters

Opening Remarks of the Chair

Welcome to our last council meeting of the semester.

Approval of Agenda

Lucas – Moves to approve the agenda.

Cecil – Seconds.

Motion passes 10-0-0.

Approval of Minutes

Summer – Moves to approve the minutes.

Bryan – Seconds.

Motion passes 10-0-0.

Constituency Reports

Education Student Representative – David M. Lewis

- Constituents are now spread around Nova Scotia doing practicums.
- Have not done very busy because I've been teaching.

Equity Student Representative – Iffat Sohi

- Apologize for missing the last meeting.
- Had our first event for the Indigenous Society.
- Finalized our main speaker for the December 6th event which is happening from 12pm-1pm.
- Robert Wright came from Dalhousie University for the Equity Advisory Committee.
 - Lack of mental health support systems for diverse faculty and staff.
 - Diversity without inclusion is a tragedy.
- Need of transparency in the recruitment processes for both faculty and students.
- Another suggestion from Mi'kmaq students to have a Mi'kmaq diploma in addition with an English diploma. Really important to include their culture in our practices.
- Working on preparations of a draft for international student pamphlets in different languages.

Board of Governors Student Representative – Cecil VanBuskirk

- Emma and I launched our “What’s Your Dilemma with Cecil and Emma” campaign
 - One student mentioned they would like to see an improvement on sexual wellness.
 - Another student would like to see the Wellness Centre less busy.
- Trying hard to socialize with constituents.

Graduate Student Representative – William Burgess

- Just elected to my position 3 days ago.
- Don’t have any sense of my constituents or council.
- Nothing to report.

Tiffany – Welcome!

International Student Representative – Happiness Bhoke John

- Had a post grad work permit for international students.
- Had an event with the BLACC student society.
- Attended the BLACC society Zumba session.
- Cultural training.
- Working on international students’ accommodations over the Christmas break. Had a strategic meeting to find an approach to tackle this problem. Presented to Bob Hale and formed a petition. Have a meeting on Monday to touch base.

Students of African Descent Representative – Summer Upshaw

- Still have been kicking it with the BLACC society.
 - This month we threw two events.
- Sat in on Lane Hall house hockey cup appeals.
- Sat in on International Student Accommodation Committee.
 - Talked about what approach to take.
 - Happiness will have more details.

First Year Student Representative – Mary Bailey

- Worked with Sean H. and Cody to plan my 2000s Dance Party event. We decided it’s best to have it during Frost Week.
- Working on a time capsule event.
- Hopefully residence events will be happening soon.
- Been thinking about putting suggestion boxes around.

Cecil – Emma and I are looking to change the residence visits into a dining hall visit instead. Best way to reach the most number of people. In the works.

Iffat – I agree.

Summer – Would you think that meal hall visits would impose on some people's time?

Cecil – I think that because students are used to seeing polls and different groups handing out things around meal hall it wouldn't be impeding on their space.

Arts Student Representative – Lucas Middleton

- Quiet since the last council meeting.
- Went to the Man Enough talks.
- Attended the sexual violence climate survey report. Some good findings there.
- Bylaw met twice.
- Senate is coming up.

Science Student Representative – Bryan Fedchun

- Met with the Committees on Studies.
- Running low on tutors. Trying to increase students going to the tutorials.
- Senate coming up.

Business Arising

None.

Executive Reports

Vice President Academic – Tiffany MacLennan

- Rebecca and Clancy are away this week at CASA.
- Fall reading week:
 - Goal is to get 1000 people in 7 days and right now we are just under 2000, 3 days left to go.
 - Goal is to get 50% of the population.
 - Went through the survey to see trends. Noticed that no fourth years have filled out the survey. Calean pointed out that a draw for an X-Ring ticket for filling out the survey might be a good idea.
- Two senate meetings coming up
 - Forum on Student Life
 - Working to get Will caught up on Senate.
 - Doing a Meet Your Senate from 9am-9:30am on Friday. There will be coffee and cookies. Being held in the MacKay room.
- Hosted an event with the chemistry society called science against sexual violence. Not as many participants.

- Yesterday spoke at an open house geared towards NSSSA students about continuing leadership into a post-secondary setting.
- Course evaluations are open, fill them out!
 - Come talk to me if you have any questions.

Will – Is it correct that I am a senator?

Tiffany – Yes.

Vice President Residence Affairs – Kallie Ross

- Campus Affairs met twice.
- Have been in contact with the new general manager of Sodexo about getting the Food Services Advisory Committee back up and running.
- I decided that in the month of November I wanted to have individual meetings with my sub-execs. Got all 25 of my sub-execs to sign up for a 1 on 1 meeting.
- Been having some house hockey cup conversations. Sat in on a meeting with Bob Hale about potential dates. Talked about the female house hockey up tournament in the spring.
- Lots of Food Service Tender Committee stuff.
- Had some follow up conversations with Rebecca and Student Life about the Memorandum of Understanding in Cameron Hall.
- Have been in the process of hiring a new OCL. Probably won't happen until the beginning of next semester.

Vice President Activities & Events – Sean Hopkins

- Movember polar bear dip.
- Keeping track of X-Ring logistics and monitoring ticket sales.
- Getting stuff ready for Frost Week.

Students' Union General Manager Report

- Good first semester.
- The Movember stuff is going super good.
 - Had a small group attend the Halifax Social Network event regarding mental health challenges. Considering something with them again next semester.
 - Me and Sean H. took over the radio station to raise \$500 for Movember.
- You will all be required to complete mid-year reports. You will be sent a link by Tanaka to the report which you will fill out and submit to Julieanne. After you fill it out you will receive your honorarium for this semester.
- X-Ring weekend
 - First ever Grad Night for everyone who is graduating this semester.
 - Sunday is bring your parents to the INN night.
 - and then Monday is X-Ring.

- Will be out of office starting the 13th until the new year.
- Working on licenses for the radio.

Committee Reports

Equity Advisory Committee

- Met for the first time.
- Diversity space
 - Discussed the current allotment of diversity space for students.
 - Huge clash between diverse students and students who want to study.
 - Issues with closing doors.
 - Suggested hanging signs so people know what the space is.
 - Also suggested additional desks.
- Indigenous
 - Current students have been dropping out due to events happening in the community.
 - Racism on campus is a push back for indigenous students as well.
 - Planning on having a position for an indigenous student at large on our committee.
- International
 - Talk about the international office – unprofessional behavior.
 - Most of the international students don't feel comfortable going to that office.
 - Want to work on closing that gap.
 - Issue of transparency during recruitment process. Not telling students about certain aspects they will face when they get here.
 - Need someone who has experience being an international student in that office. People who are there now don't have that experience.
- Chair appointment – decided to hold off as a member was missing.

Bylaw and Policy Committee

- Meet once a week every week.
- Most recent project is going through the current bylaw line by line. Hoping to finish before the end of the year.

Organizational Review Committee

- Met twice since the last meeting.
- Narrowing down directions to take.
- Focusing on Students' Union fees.
- Began doing outreach to different universities and stake holders to get views on how the other students' unions are functioning regarding fee increases.
- What we proposed is a set standard of a \$100 fee increase to accommodate the honorarium adjustments.

- Want to make it a justifiable reason to increase these fees.
- What we're looking at right now is we're trying to come up with some options to present to council with some finances to back up why we would ask for an increase. This was one of focuses of the strategic plan from last year. At the time, it was a \$10 increase over 5 years. It's probably going to have to be different. The bulk of what we would be using the increase for would be to make our programs sustainable, upgrading the INN and the SUB. Talking within 5 years. These are conversations that have been happening within the Union for a long time. The idea would be to run a referendum.

Budget and Finance Committee

- Met once since the last meeting.
- William will be filling in as a councilor on that committee.
- Societies looking for allocations.
 - Gave some.

External Affairs Committee

- Met once.
- Still waiting for a student at large.
- Advocacy week for SNS happened. Topics were:
 - Organizing student financial aid.
 - International students.
 - Mental health.
 - Memorandum of Understanding.
- CASA is happening this week.

Campus Affairs Committee

- Spoke about the carol off and the tree lighting happening on the 29th.
- Allocated \$500 to Sean H. for a winter event.
- Divided the rest of the budget into \$1600 for each house. House council will decide where the money will go.
- House hockey cup discussions.
- One of the most successful years so far in terms of damage.

Society Review Committee

- Met two Fridays ago.
- A society was ratified which at this time shouldn't have been. They are the St.FX Peer Support Group.

- Issues on our end surround insurance. What sort of steps a group like this would need to take to provide the services that they propose. At this point in time they are technically suspended from being a society.
- We think it's a great initiative, still going to help them find room to have training sessions for their members.

Iffat – Do you think anybody professional would be involved with them?

Sean R. – I can't answer for the university. For us when you look at other similar programs there is a couple of things that are key: 1.) they have the support of the health and counseling Centre, 2.) establishment of policies and practices that guide the group – those things aren't in place right now. This is a marathon not a sprint. to establish something that will benefit students. Again, I'm not an expert in this. Part of what they're putting together needs to have sustainable component.

Special Reports to Council

Auditors report on Students' Union Financial Statements 2017-2018

- Presented by Ryan Armstrong from Grant Thornton.
- Goes through the statement of operations.
- 2018 budgeted revenue was \$2,091,183. Actual 2018 revenue were \$2,184,434.
- 2018 budgeted expenditures were \$2,088,293. Actual 2018 expenditures were \$2,155,096.
- Excess of revenue over expenditures for 2018 was \$29,338.

Tiffany – First page of the statement of operations, what falls under the student relations line?

Ryan – Some honorariums, training expenditures which are the two largest. There are also some off-campus honorariums and operations.

William – Page 2, where are the notes?

Ryan – There is a set of financial statements that were given to management which contain the notes. This is just a synopsis.

Sean R. – If you want to stop into our office we can provide you with that.

- There weren't any major changes to your policies or sets of notes in the financial statement.

Summer – Moves to approve the Students Union financial statements from 2017-2018.

Iffat – Seconds.

Tiffany – Should it say audited financial statements?

Tiffany – I would like to move to approve the audited financial statements for the St.FX Students' Union from 2017-2018.

Cecil – Seconds.

Motion passes 10-0-0.

Happiness – I motion to reappoint the auditing services of Grant Thornton from 2018-2023.

Tiffany – Seconds.

Discussion:

Sean R. – We were presented with a proposal from Grant Thornton, we have just completed a 6-year contract with Grant Thornton. The increases that we would pay over the 5 years are basically 3% each year and they are also going to continue their sponsorship for our Orientation Week. My recommendation to council is to approve.

Lucas – Calls to question.

Happiness – Seconds.

Motion passes 10-0-0.

Finance & Admin/Student Services Update November 25th, 2018

- Presented by Andrew Beckett of Vice President Finance and Administration and Head of Student Services.

Presentation can be obtained in the November 25th Students' Union Representative Council Package at www.theu.ca

- Talks about reasons as to why certain departments are over budget, i.e., repairs.
- 2018-2019 budget was delayed getting approved.
 - Calls for a \$3.2 million deficit.
 - Hoping for help from the government.
- Tuition and fees are more than 50% of our revenues.
- Academics is the biggest expenditures which is not surprising.
 - Most of the spending is wages to faculty and staff.
- Working with the province on a new Memorandum of Understanding.
- All the major projects underway on campus will be finished by the end of May.
 - Official opening of Mulroney Hall is June 20th.
 - Highlights the progress of Mulroney Hall and Nicholson Tower.
- Hoping to start the Centre for Healthy Living and tear down Lane Hall. As well as demolish the Annex.
- Oland Centre renovations coming along well. First phase was the main gym which was done last summer. This year we replaced the exterior bleachers thanks to the Special Olympics. The new therapy space is currently being worked on, it will be finished early January.
- Next year we'll be gutting the varsity locker rooms and the installation of visiting locker rooms. New football locker room is 100% funded by donations from football alumni.
- These projects are either being funded by the government or private donations.
- New fitness centre will be 3x as big as the current fitness centre. Not quite sure in terms of timing.
- Bloomfield – few renovations regarding offices on the 4th floor for the Diversity Engagement Centre.
- Replaced the Somers and Powers roof and hopefully will be replacing the Physical Sciences Complex roof.

- Student Services:
 - Sexual violence has been a big topic this semester.
 - Our stats are no different from other campuses across the country but they are still alarming.
 - Had a highly publicized case from last year which was regrettable since it highlighted an area in which we failed. We have since made apologies and my expectations are that we will be better moving forward.
 - Residence changes have been a big topic as well.
 - Made changes to Cameron and MacKinnon Halls. I've been extremely pleased with the way these changes have gone this year. Credit to the student leadership in these residences.
 - Introduced a couple new Living and Learning Communities this year.
 - Introduced a new position: Manager of Student Experience Augy Jones. Felt that there was a need to provide more leadership for the Diversity Engagement Centre.
 - Introduced a new cannabis policy associated with the legalization of cannabis. For all intents and purposes cannabis has been legal on campus for a long time. Smoking in residence is an issue this year and we are trying to address that from a healthy and safety standpoint.

Sean H. – Can you disclose the main contributors of athletics going over budget?

Andrew – Late cuts made to the athletics budget that was not thought through from an operational stand point. This budget has been streamlined and budgeted to a point where it comes down to cutting a team. We have had discussions about having to cut a team or two but it did not go ahead with the board. Another area of concern is the athletic financial awards (scholarships), there were a number that were over budget. What we've done this year is were changing the timing of when the awards are given (now the end of the year) and we've instituted caps for all the teams. So far in the current fiscal year athletics are on track with the budget.

Tiffany – I noticed in your 3rd slide meal plan increased by 3.8%. I'm curious how that aligns with our consultation agreement with the Students' Union to be voted on.

Andrew – Between 3.5-5% it goes to the Budget Committee; it doesn't have to be voted on by the Students' Union. It is a flow through.

Sean R. – What is the reasonable goal that has been set in terms of student recruitment for this coming year?

Andrew – Over the last year and half the registrar's office developed a strategic plan which was approved in May by senate. For the 18-19 fiscal year, we hit the budget target but we didn't hit all the targets in this strategic plan. Have seen a bit of increase in part time numbers. This year we hit our target for full time students. Targets are revisited every year. In terms, as to where we find ourselves as in institution we want to grow a bit but not a lot. If we grow a lot it begins to impact the type of institution we want and our infrastructure (over capacity of residences, meal hall, classrooms). In terms of enrolment we are trying to maintain our domestic enrolment and increase our international enrolment by 5 or 6%. Very positive connection between alumni and enrolment. We rely very heavily on our friends and family on getting students here. Positive move getting Mary-Jessie over there.

Iffat – Is there a difference between enrolment between students in NS and out of NS.

Andrew – We are very reliant on enrolment from outside the province. 50% of our population comes from outside the province. Our approach is different when it comes to international students it isn't that different when it comes to other provinces outside of NS. Toronto, Ottawa, and Calgary are important markets for us when it comes to recruitment. We see a lot of potential in India, China and Latin America.

Iffat – Have you considered having recruiters from these countries instead of Canadians?

Andrew – We are doing a combination of both. We do have on the ground agents.

Sean H. – You mentioned a couple of changes that have been made to Bloomfield, are you able to disclose any future plans?

Andrew – None of these plans are isolated. From the university's stand point we would never do anything unilaterally. Funds permitted we would like to move the International Office near the alumni lounge to complete off the Diversity Engagement Centre making this space complete for these students. This would allow Students' Union administration offices to move up here. There have been talks about getting rid of the Info Desk on the 3rd floor. I'd love not to have the bus come to Bloomfield but instead go to the Keating Centre. The art gallery could be moving out of this building as well as renovations to the INN. Trying to make this building adhere to the Students' Union and Student Service focuses.

Sean R. – There would be a new info desk on the 4th floor. The only thing we're looking hard at is the bus. Doesn't make a lot of sense for us to maintain the bus. Looking to increase some space capacity in this building as well. The INN is a focus.

Tiffany – Is there money put in place somewhere let's say if any of these new projects go longer than expected?

Andrew – This is not expected. We have a very low risk tolerance here when it comes to building new infrastructure. We have an agreement that if additional time is needed the fee would come out of contractor.

Summer – Would moving the fitness centre above the changing rooms effect our budget?

Andrew – All the renovations to the Oland Centre are being provided by private donors as well as the fixed student contribution. That's why it's being done in phases, we won't proceed with a phase if we don't have the money for it.

Gallery – Is the allocations for cyber security going to change now?

Andrew – IT security is probably one of the biggest challenges we got. We were fortunate during this attack because they had an admin password but no data was lost, only the use of our processing capabilities. \$4,000 was set aside this year for security updates and thanks to this we could identify the attack very quickly. I suspect that this cost will increase after this last attack, especially with an upgrade to MesAmis. Best solution is to move our information to the cloud. Expenditures will see us trying to change the functioning of IT services.

WUSC Society Presentation

- Presented by Matt Trinkus Vice President of the WUSC local committee.
- St.FX currently has 3 student refugees thanks to this program.
- Proposal to increase the student levy from \$4 to \$8 or from \$4 to \$10 in time for the 2019-2020 school year, or as soon as possible.

Tiffany – Last year the proposed change was \$4 to \$8. The quorum for a referendum is 20% and last year it was voted in favour of increasing the levy but quorum was not met.

Lucas – Is the expectation from the WUSC society that The U takes control of promoting the referendum or would it be the society?

Matt – We expect heavy involvement and responsibility from the society.

Sean R. – To be in alignment with the general election there would need to be a motion put forward today to go to referendum.

Gallery – You also need to have a motion to change the referendum period because our current referendum period doesn't start until February 8th.

Cecil – Which one is the most favorable option?

Matt – Last year it was voted in favour for \$4 to \$8. So we think this is the most possible.

Sean R. – There was consultation between council last year and the constituencies about what the movement from \$8 to \$10. The most favourable option from last year was the move to \$8.

Sean R. – I would add that we did meet with the members of WUSC last year about what happened. There were some extenuating circumstances about emails ending up in junk mail.

Lucas – Moves to make an exception to the Unions referendum period to allow a referendum to run in conjunction with the general election.

Summer – Seconds.

Tiffany – Calls to question.

Cecil – Seconds.

Motion passes 10-0-0.

Lucas – Moves to go to referendum to increase the WUSC levy fee from \$4.00 to \$8.00 at the time of the general election.

Summer – Seconds.

Discussion:

Tiffany – some of the issues that arose last year was using the acronym. I think a \$4 to \$8 increase is great and that it will be passed by students.

Happiness – Calls to question.

Bryan – Seconds.

Motion passes 10-0-0.

St.FX Students' Union Strategic Plan 2018-2021 Presentation

- Presented by Lucas Middleton and Sean Ryan.

Presentation can be obtained in the November 25th Students' Union Representative Council Package at www.theu.ca

Tiffany – Guiding principles should be changed to core values.

Cecil – Can we continue to add to this in the future?

Sean R. – No, it gets looked at every 3 years. This doesn't lock any member of the Union into doing certain things it just provides an outline.

Gallery – What does this document hold Union members to?

Sean R. – It must be presented at the first council meeting each year. In terms of coming up with solid dates and times that's not what this document is about. It's about providing direction and influencing future decisions.

Cecil – Motions to pass the current suggested 2018-2021 St.FX Students' Union Strategic Plan.

Happiness – Seconds.

Motion passes 10-0-0.

Old Business

None.

New Business

Motion to Approve the Financial Statements 2017-2018

Motion to reappoint the auditing services of Grant Thornton from 2019-2023

Motion to approve 2018-2021 St.FX Students' Union Strategic Plan

Closing Remarks of the Chair

Please remember I will probably send out a Doodle Poll for the council competency training blanket exercise for next semester.

Adjournment

Will – Moves to adjourn the meeting.

Happiness – Seconds.

Motion passes 10-0-0.

Meeting adjourned at 5:39pm.



STFX STUDENTS' UNION FOR STUDENTS, BY STUDENTS

Office of the **President**

Name: Rebecca Mesay
To: StFX Student Council
Re: Report to Council (January 2019)

Committees

By-Law and Policy Committee last met on November 22nd to discuss the outcome of proposals from the previous year and to do a final review of the by-laws. There was also a plan suggested for the structure of by-law and policy and what the committee work will entail in the New Year.

External Affairs

The StFX Students' Union's Annual Polar Bear Dip happened on November 24th. Alongside Vice President Residence Affairs, Kallie Ross, I attended the event and watched as the participants completed the challenge.

The Canadian Alliance of Students Associations' (CASA) Advocacy Week happened in the final week of November. Vice President External, Clancy McDaniel, and I participated in various meetings with Members of Parliament, civil servants, and Senators to speak on different student issues. To find out more information about these issues, please see the link at the bottom of the page, it will connect directly to CASA's Advocacy document.

Internal Affairs

While I was away in the final week of November, advocacy on behalf of International students continued including a second meeting with Bob Hale. This meeting involved Sasha Paul, the International Student Representative, Bhoke John, and the Coordinator for Students of African Descent, Kelsey Jones. We were able to successfully advocate for a reduction in the cost for winter accommodations for international students, however discussions will continue into the next year about how best to provide for international students during the winter holiday.

On December 10th, I had my monthly meeting with Head of Student Services, Andrew Beckett and Director of Student Life, Jacqueline de Leebeck to discuss updates in Student Life from the previous month.

The winter holidays started soon afterwards and I would return to office on January 8th.

Upon my return, I had a conversation with Megan Fogarty to formalize a date to review the new Harassment and Discrimination Policy drafted by the university.

On January 11th, I attended a training hosted by the Advancing Women's Equality Project, to become a facilitator for the focus groups planned for the second semester.

On the same day, I was part of a Board of Governors' meeting with the University Administration.

Executive

This week was spent primarily booking committee meetings, liaising with external groups, meeting with student advisors, and checking in with various members of the Executive Team.

Rebecca Mesay, President

su_pres@stfx.ca

W: 902-867-2435

Glossary:

Student Nova Scotia (SNS): is an alliance of Nova Scotia post-secondary student associations. It gives students a united voice in Nova Scotia, helping set the direction of post-secondary education by researching challenges, identifying solutions, and creating the political space needed for these solutions to happen.

Canadian Alliance of Student Associations (CASA): is a national voice for Canada's post-secondary students. Established in 1995, CASA is a non-partisan, not-for-profit student organization composed of student associations from across Canada. It represents undergraduate, graduate and polytechnic associations. At its core, CASA advocates on behalf of post-secondary students to the federal government. When Canada's leaders make decisions affecting our post-secondary education system, they turn to CASA for solutions.

Federal advocacy document:

https://d3n8a8pro7vhmx.cloudfront.net/casaacae/pages/2863/attachments/original/1544131430/Advo-EN-Final_web.pdf?1544131430



Office of the **Vice President Academic Affairs**

Name: Tiffany MacLennan

To: StFX Student Union Representative Council

Re: Report to Council (End of November/December)

Committees

Since the last council meeting, **Senate** has been very active.

- On November 30th, the Senate hosted its *Open Forum on Student Life*. During this forum, there were two topics: student experience and sexualized violence.
- On December 4th, the third meeting of Senate occurred. During this meeting, an update from the Course Evaluation Committee was given. Followed by a review of the Chemistry Department. The Coady Institute also gave an update during this meeting. Eight motions were passed from the Dean of Science, six of which were regarding changing six-credit course to three-credit. The other two were regarding the nursing program.
- The 4th meeting of Senate happened on January 7th, I will give an update in my report to council.

Academic Planning and Priorities met on December 6th. One of the biggest topics discussed during this meeting was the introduction of a new graduate studies program in Computer Science. As this develops further, it will be brought to Senate.

The **Sexual Violence Prevention Committee** met on December 7th, unfortunately I was writing an exam during this meeting so I was unable to attend. The next meeting is January 11th.

The **Service Learning Advisory Committee** meeting is having its first meeting this week.

External Affairs

On November 23rd, I attended the Facilitator Thank You for the Waves of Change facilitators for first semester. This event was to give thanks to those working to help educate around the issues of sexualized violence on our campus as well as a time given to provide feedback about the program so far.

On November 24th, I attended an Open House that was intended for NSSSA students and hosted a table on student leadership beyond high school. The event was well



STFX STUDENTS' UNION FOR STUDENTS, BY STUDENTS

attended and the students had many great questions about involvement at a university level.

Internal Affairs

On November 29th, I met with the Graduate Student Representative and the Chair of Senate to discuss the rules/regulations of Senate as the Graduate Student Representative is new to Senate.

On December 14th, I met with the Registrar to discuss the dates for Fall Reading Week.

On January 6th, I attended a welcome event for the students beginning at StFX in the January term. This was a great event and it was great having the opportunity to meet this group of students before the semester began.

Tiffany MacLennan
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STFX STUDENTS' UNION FOR STUDENTS, BY STUDENTS

Office of the **Vice President, Residence Affairs**

22

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Name: Kallie Ross

To: StFX Student Council

Re: Report to Council (December and up to January 11th)

Committees

The **Food Service Tender Review Committee** had a number of meetings in December surrounding the Food Service RFP (request for proposal). The evaluations went well, and the University will soon begin negotiations with the top proponent.

Internal Affairs

Over the past few weeks, I have been communicating back and forth with Bob Hale regarding House hockey cup dates. Earlier this week, we were able to sit down and finalize the tentative dates for all of the house hockey cup, including an all-female tournament to take place in march. The dates are still considered tentative until they are approved through the Event Review Committee.

I have also been working with the residence life team to plan and host a January kick-off training sessions for all the house leaders on Saturday January 11th.

Sub-Executive

On Thursday January 10th, I held a hiring panel to fill the vacant position of OCL for the remainder of the year. I was able to hire the position and the successful applicant was Selena Landry, a 2nd year off-campus student.

Kallie Ross, Vice President Residence Affairs

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First Year Representative Report - Mary Bailey

Since last council meeting, I had a nice relaxing break! Also, I have been working on my 2000s Dance Party event at the Inn. I have been working hard to try and advertise it as much as possible. I have been trying to promote and make sure students know about the Frost Week events as well. As always, I've been keeping active on my Facebook page. I finally had a student visit me in office hours just to discuss what I do during my office hours and we just had a casual chat. I am also continuously brainstorming ideas for future events.

Graduate Student Representative Report - William Burgess

Since last Council meeting, I attended my first Senate meeting as well, but due to illness, I was unable to attend the Senate meeting of Jan. 7. Because of this combination of the winter holidays and my indisposition, I have been unable to conduct any Council business or contact any of my constituents. I am setting a meeting with the Director of Internationalization to confer with her about the concerns of international graduate students. I will continue to try to find or make an "all grad students" listserv, so as to hear the concerns of my constituents and/or establish office hours in which they know they can reach me. As far as I know, no committees have met since last Council meeting.

Students' of African Descent Representative Report - Summer Upshaw

Organizational Review Committee had a brief meeting via email a few days prior to Christmas break in which we discussed our aim for this semester. The general theme of the meeting was essentially making suggestions and recommendations in regard to changes to council structure. A few items that were discussed included the addition of a Gender and Sexuality Diversity Representation position, as well as readjusting BOG Representative positions from council to stand alone positions as they previously were before changes that occurred 4 years ago. A few items that still required a bit of discussion were things such as; the highlighted Equity Position, as well as the highlighted Impeachment sections.

The BLACC Student's Society is scheduled to meet to discuss upcoming activities and events that have been planned for the 2019 winter term. Also, providing students the opportunity to become more engaged over the course of African Heritage Month is at the core of our collective efforts, moreover strategizing ways in which we can increase student and committee member interest will cover a large portion of discussion.

Upcoming collaborations for myself and the BLACC Student's Society include a brief radio show segment host by Natalie Kreiger. Topics TBD. Along with pairings alongside XPride. Topics also TBD as we're waiting to solidify the best times in which it would be more appropriate to collaborate.

Increasing student interest and participation for a lot of these events will be at the core of my efforts as a counsellor, as well as maintaining an active role in any upcoming events that highlight the diversity of our campus.

Board of Governors Student Representative Report - Emma Crilly

Since my last report there isn't much to add. I will be continuing to work on getting one student in the office a day with our "what's your dilemma with Cecil and Emma". In addition, I will be working to get into meal hall to meet face to face with the student body. I will be continuing to have by-law and policy meetings and my committee meetings. On December 5th we had a Board of Governors meeting via teleconference. On that call student satisfaction and opinions were a main topic and were at the center of the discussions. If anyone has any questions or concerns please reach out.

All the best,

Emma

Equity Student Representative - Iffat Sohi

Since the last council meeting, I have been working with Aboriginal Students Advisor's office for the red dress campaign in February which will consist of various events throughout the week. There have also been discussions of presenting indigenous students with diplomas in Mi'kmaq language along with medicine bundles. I have also been working with Human rights and Equity officer, Megan Fogarty, about dealing with equity issues around campus. I am also working on creating the rough draft for the pamphlet project for international students. I have been also researching about accessibility to prayer facilities on campus. With this new year, I hope to work harder and contribute as much as I can to achieve all the goals that I made during last year.

Arts Student Representative Report - Lucas Middleton

January 10th, 2019

My role since the last council meeting has been picking up a little bit. At the University committee level, the Committee on Studies Arts met twice before the break, the Academic Priorities and Planning committee (APP) met once, and Senate met once. After the break, Senate met on Monday the 7th. At the most recent Senate meeting the most significant event for the Arts is that the political science department restructured its degree paths and added a few new courses. Coming up there is an APP meeting scheduled for later this month, and though a date has not been set yet there will be a committee on studies meeting in the near future.

At the Union level, things have been fairly quiet. The Bylaw and Policy committee will be meeting as soon as we can figure out a time that works for everybody involved. The election is also coming up, and I look forward to working the polls.

Coming up this semester I am planning on working on a mechanism to increase councillor resources to conduct outreach and general student awareness of what their representatives do.

International Student Representative Report - Happiness Bhoke John

Since last council meeting;

- Two meetings were held with Bob Hale, Rebecca Mesay, Sasha Paul and Kelsey Jones regarding Christmas break accommodations for International Students. A petition was put forward which had demands from the constituency. A temporary solution was implemented as there was not enough time to thoroughly deal with the issue, but this has laid foundation to a longer conversation about the matter so as to find a permanent solution. The talks are expected to happen sometime in January.

Missing Reports

- Vice President External Affairs - Clancy McDaniel
- Vice President Internal Affairs - Sean Hopkins
- Vice President Finance & Operations - Tega Sefia
- Business Student Representative - Caelan Peters
- Science Student Representative - Bryan Fedchun
- Education Student Representative - David M. Lewis

Student Talk-Back Session

“I’m for X. Is X for Me?”: Exploring the Challenges and Opportunities to Belonging at StFX

Wednesday, March 30th, 2016 (Ed. by M. Fisher)

Purpose:

The purpose of hosting the student talkback session: “I’m for X. Is X for me?: Challenges and Opportunities to Belonging at StFX” was to provide a forum for students to inform how we go about serving diverse student populations at StFX. The idea was to identify current challenges and then actively participate in informing how we go about meeting those challenges in the future.

Description:

The panel consisted of 5 individuals who are either currently involved in X or are alumni’s of the university. It consisted of a first year representative from out of the province, a member of the LGBTQ community, an African Nova Scotian (ANS) student, a former ANS student who has been involved with training around cultural competency, diversity and mentorship programs at X and a representative who is involved with the recruitment and training of student athletes.

Attendees were made up of members from the LGBTQ community, African Nova Scotian students, International Students (primarily of Asian and African descent), First Nations students, members of the faculty of Education, student life advisors, senior staff at StFX, security personnel and other Canadian students.

The talkback session was structured into a panel discussion segment, a collaborative idea lab segment and a final “dreaming” or visioning segment. The panel discussion segment was intended to outline the various challenges that students face and to facilitate discussion that would bring consensus from the broader group to the points highlighted by the panellists. Following a brief intermission, in the second segment, 5 major themes were highlighted. Attendees and panellists were loosely organized into teams who then contributed ideas related to each theme, while moving from one station to the other. These contributions were intended to be ideas for addressing the challenges highlighted in the previous segment. The final segment featured everyone sharing their input on the kind of university community they dreamed of having at StFX.

PART 1: DESCRIBING THE CHALLENGES TO BELONGING AT STFX

Ground rules

- Respect everyone
- Agree to disagree
- Focus discussions and criticisms on interests, NOT people
- All inputs are equally valuable
- Confidentiality is key
- Speak from experience

Objectives

1. To identify some of the challenges that students have relating to “belonging” at X
2. To collaboratively generate ideas towards addressing these challenges
3. To stimulate discussion(s) around equity, diversity, and cultural sensitivity at STFX

Q: WHAT ARE SOME OF THE CHALLENGES TO “BELONGING” AT STFX?

Initially coming to X

- Homophobia exists at StFX and students are not sensitive to LGBTQ issues
- Marginalized students do not know who to identify with and/or when it is appropriate to do so (When deciding to come to StFX) I was “warned” about coming to X (particularly because of the lack of diversity and association)
- Aboriginal students face huge challenges when coming to StFX because they are leaving a community in which they have lived their entire lives and experiencing a “culture shock” here
 - o There are no indigenous programs at StFX
 - o Indigenous people are not being acknowledged
- Our “assimilation” practices begin upon entering the university (e.g. orientation) and say, be “this” or “that” in order to be a Xaverian, NOT “be who you are”
 - o E..g. Drinking, partying, or being sexually involved is something people feel they need to do from day one
- Support for other minorities is needed (e.g. Asian students often have a huge language barrier but have no one to represent their interests or concerns)
 - o Transitioning here is especially difficult for ESL students who have to do extra “self-study” to pass courses
 - o Asian students are usually a “quiet” group so they need someone to give them a voice
 - o There is a huge language barrier and no one to help new students to understand or improve their English (or socialization)
- There is a huge culture shock upon entering the university
 - o E.g. Meal hall menu’s are set and have very little variety
- Students are pre-defined when entering StFX (including the classroom)

Inclusivity

- There are significant stereotypes associated with being “Black” at StFX

- Being Black is synonymous with being at X to play sports, NOT for academics
- You are labeled as incapable of being academically successful
- Black students are a minority at StFX and, as such, their problems do not get addressed with the same attention and concern as other issues might. The same is true for other students who are in the minority (e.g. Asian students)
- If you are a Black or “non-white” student, Student Union (SU) campaigns do not highlight anything with regards to culture (SU does not seem to be there for all students – just what the SU deems important)
 - This is mostly because of the makeup of the SU leadership team – there is no diversity
- We do not foster community well
 - E.g. The February and March issues of The Xaverian did not cover anything about Black History Month or the Red Dress Campaign
 - For example Black History Month was described as “Library Lovers Month” on the SU Calendar and Mi’kmaq History Month was not highlighted by SU, neither was any other events or activities related to those students(e.g. International Day for the Elimination of Racism or the Red Dress Campaign).
 - There are numerous campaigns being run and virtually none on culture and diversity
- Stereotypes exists regardless of the fact that you have to met admission requirements
 - Work by international students is often undermined even though they had to do more to come to StFX and have to work harder while here at StFX
- There is a perception that students from other places are not as educated as Canadian students so their opinions do not matter
- StFX students are not educated enough about how to appreciate other’s differences

Leadership

- There is a lack of leadership education given to students who are in leadership roles, especially about diversity
 - E.g. The recent “We Are StFX” advertisement is a clear representation of the lack of representation at STFX
 - It is the institution’s responsibility for educating students re: “Diversity” at X
- It is difficult to find something/someone that I can identify with that/who I can aspire to become
- Leadership programs do not have a representative group so it is hard to aspire to leadership positions

Diversity

- StFX does not take diversity seriously
- [When talking about “we are StFX”] We do not feel like we are included in “WE”
- StFX is not a real representation of the diversity of the world and Canada
- The lack of diversity in the staff and professorship contributes to the stereotypes and prejudices
- If SU is for all students then it has a responsibility to provide programs that are for *all* students
- Our institutional culture contributes to the challenges of diversity
- We have no representative on the Student Union

- Our institution does not educate students or broaden their understanding of different cultures

Recruitment

- As it concerns recruiting, students are asking: Can I see myself in the community there at STFX?
 - o Recruiters that go to Black communities cannot identify with the community
- If you are going to invite me to StFX, try to use someone that looks like me to invite me
- We need better representation within the “recruitment team” and people that genuinely care about diversifying X
- Our recruitment personnel are not representative of the people who we want to welcome
- The advertising does not represent all student groups

Teaching & Support

- There is a lack of appropriate, culturally responsive supports and services for diverse students
 - o There is no help for cultural issues and the present support systems often do not understand cultural problems and cannot relate to them appropriately
- Teaching needs to be sensitive to the realities of student life
 - o There needs to be more effort to help students understand the information (especially for those who don’t use or understand western jargons and examples)
- StFX celebrates benefits and results, not the passion that a student may have for learning
- Professors are not sensitive to students with challenges (e.g. First Nations, International Students, Mental Health)
 - o Aboriginal students are often intimidated by professors
- Professors allow remarks in classes that are not addressed or corrected
 - o E.g. students asking stereotypical questions about First Nations that are not corrected
 - o E.g. professors use offensive terms in class such as “nigga” and “indian”
- Group work is especially stressful for diverse students because they are made to feel like their opinions do not matter.
 - o Students from other cultures are often chosen last
 - o People in groups are not patient enough if someone speaks slower than them because of language barriers
 - o If you are different, your input into the group is generally not accepted, or is accepted only to be changed later with or without your knowledge
- There is not enough cultural training for staff, faculty or students (including RAs)

Fostering Community

- The Xaverian spirit of brotherhood / sisterhood is shallow
 - o It is there on the surface but not underneath (not felt by students who are different)
 - o It is for a select group of people as well – e.g. those involved in typical X things such as wings night, the campaigns student union runs, etc. – like those who have cliques etc.
- Aboriginal students often seclude themselves among others and in places where they feel safe
 - o Students find it hard to get help or stick up for themselves because when they ask for extra support they are turned down or told “no”

- Pairing students in residence is a huge problem
- The process of making changes or bringing solutions in residence is too long or not good enough
- It is difficult to feel integrated into all of the StFX culture.
 - o Certain practices are historically and intrinsically not accommodating
- There is a negative perception of students from other cultures – they are perceived as “lesser than”

Other

- Bursaries are limited for international students who pay a higher tuition for less service
- International students are often not told about the increases or projected increases and this can cause a problem with sponsors or when parents dedicate a set amount to send them to school
 - o Many students have to use necessary funds for tuition
 - o Other students have to work long hours just to pay for school and if not, there are numerous taxes that they were not taught about

LINGERING QUESTIONS

Q: Does my issues matter

Q: Is X [as is] the reality?

Q: Does the “social justice” we boast about involve issues of diversity?

Q: Will “diversifying” staff or faculty change perceptions?

Q: Why do students who live in close proximity not attend StFX?

Q: Are students choosing schools where they perceive they belong?

Q: Why can we not send Caribbean students (or staff) to the Caribbean and make it relatable to students we are trying to recruit?

Q: Why must we struggle to get things that are basic/right?

Q: How can we welcome people better?

Q: What is the StFX way?

Q: What is the criterion for “leadership”?

Q: Is there something/someone that I can identify with that/who I can aspire to become

Q: How do we celebrate students who are not in the spotlight – or typical

Q: How do we develop leaders who are not a part of the “normal” group of students at StFX

Q: Is there a way to increase tuition but keep “service” and “international fees” constant?

- Can we explain better to students about the charges that are involved in the full tuition?
- Why do students pay so much for so little?

PART 2: IDEAS FOR ATTENDING TO THE CHALLENGES

Q: HOW CAN WE MAKE STFX A COMMUNITY WHERE EVERYONE CAN TRULY “BELONG”?

5 Themes for discussion

1. Visibility and representation (acknowledgement of culture)
2. Real academic and community support
3. Culturally appropriate services (e.g. counselling/student support)
4. Buy-in from faculty
5. Make X HOME for me!

1. *Visibility and Representation*

- Have more representation among recruitment personal that can relate to those who are being recruited
 - o Involve for example a 4th student to share their STFX experience with potential students
 - o Use people who are familiar with the Caribbean to help attract students from the Caribbean
- Create a bridging program for Black and Aboriginal students (and other international students)
- Create an African Canadian/Aboriginal studies program that looks primarily at the African Nova Scotian experience
- Assign designated positions in SU for representatives of various communities
- Continue to have more talks like this that includes Canadian students as well so they are more aware of the challenges that other students face

2. *Real Academic Community Support*

- Provide advising that reaches all students. “International” is too broad for every international student
- Professors should learn to pay more attention to the fact that some international students may need extra help. This does not mean they should consider students as “dumb” just because they don’t understand you. They should be aware that there are cultural and language barriers [that often make learning more difficult]
- Create more courses that discuss issues that relate to race and racism
- Acknowledge the achievement gap for Aboriginal and African nova Scotian’s – adapt & support
- Create an ESL program to help students whose first language is not English
- Hire professors [and staff] who are visible minorities

3. *Culturally Appropriate Support and Services*

- Ensure that advisors in student affairs are heard/acknowledged and supported
- Employ more culturally proficient staff who can relate with students of diverse background
- Begin the L.I.N.K program back whereby 3rd and 4th year students are mentoring 1st year incoming students. This should be designated position
- Fund the advisors to create positions for senior students to help students of diversity, help with recruitment, help with society imitatives, etc.

4. *Buy-in from faculty*

- Professors should mandate more equitable work groups
 - o Could use mandatory training in order to facilitate the previous suggestion
- Instruction should be more cultural complementary (what is the average persons background knowledge?)
 - o The Education program at StFX is a good example of this
- Use more “worldly” material that teaches about what’s going on in the world, not just Canada
- Professors need to be held accountable for using [culturally] offensive language
- Professors should reserve office hours for minorities or internationals
 - o This would help attendance
- Professors should use less confusing jargon that may not be known to everyone
- There should be different entrance evaluations for international students
- Faculty should try to enforce concepts that the class uses in the community (make it relatable)

5. *Make X “Home”*

- Diversify meal hall (please)
- Sensitize frosh week activities
 - o Diversity, and the “other” activity
- Start up Project-Link (mentorship for students)
- Create a follow up program with International students once they get here
- Bring Mi’kmaq flag on campus
- Bring elders on campus
- Designate and promote spaces for spontaneous “gathering”
- Bloomfield “lounge” and the “café” should be open 24 hours and should not be reserved simply as study space
- Create a space for students from far away to feel like they belong – the current Aboriginal lounge is not big enough and does not allow for decorating as a welcoming space for all students

PART 3: DREAMING OF AN IDEAL STFX

Q. WHAT WOULD BE YOUR DREAM FOR STFX THAT YOU COULD BE PROUD OF - if you either returned as an Alumni or during your time here?

- Feeling involved
- Promote Africentricity at the institution (courses and representationally)
 - o The same is true for LNU's
- Celebrates uniqueness (and difference), NOT the status quo
- Proper guidance and mentorship throughout university (e.g. about bursaries and services such as the bus that takes students to superstore)
- Greater awareness and orientation to what living in Antigonish (and Canada) is all about
- Create meaningful windows and mirrors – no “tokenism”
- Becoming (all of who I am and all I want to be) without extra worrying about whether that'll be accepted or if it's possible
- A place where I can just BE! A true community.
- Increased representation and inclusion
- Feeling like my contribution (and ME) are valued
- Cultivate a sense of being all “humans”, NOT “other”
- No racist slurs
- “University as it should be” is a statement that is felt deeply by all who attend StFX
- Help us to learn to help the community
- Provide the same opportunities to succeed for every student
- Promote a good Canadian experience
 - o While not requiring that I have to lose myself in the process (less assimilation)
- Collaborate with societies and interest groups with focused intention on an initiative that matters to all students, NOT just events that the “elite” students care about
- Create places to belong and gather together (e.g. games night)
- A second “HOME”

GENERAL SUMMARY

Overall the session was well attended. Hosting this session proved a useful tool for helping to give students a voice and also to bring to light many issues that must be considered when seeking to “internationalize” the university, recruit marginalized and international students, as well as better serve students already at StFX. The discussion itself suggests that follow up sessions are necessary for thinking strategically about how we might attend to the challenges and ideas highlight above.

GROUP-SPECIFIC SUMMARY

Aboriginal Students

Aboriginal students generally experience a culture shock when coming to university. Sometimes being in a new community can be overwhelming and, as such, students seek out others who can relate both in terms of identity and also around specific issues with school. It is especially challenging for students for whom English is a second language. As a result of these challenges, together with other cultural “insensitivities” in classes and on campus overall, some students withdraw and others battle constantly about whether or not to stay in school.

The Aboriginal student lounge has been beneficial in providing a space for students to gather and interact. Additionally, having an advisor has proved very helpful – for one, a number students have decided to stay at StFX because of the opportunity to have someone to share their frustrations with and receive advice from. Extra support is needed in terms of elders on campus, within Academics, tutoring, etc. Also, recommendations were made for having a transitional period / year for students who come to university already behind (re: the achievement gap in Nova Scotia). Other recommendations included receiving better support from staff and personnel, which necessitates cultural proficiency and or individual representation in various positions.

Black Students

“Black students” / “students of African descent” is used here to refer to African Nova Scotia students at StFX. These students’ experience complexed challenges that is often associated within the greater context of the historical experience of African Nova Scotians in the province. Therefore, delays in the university’s work to enhance the opportunities and experiences for African Nova Scotian students are seen as just another chapter in the oppression and injustices that our students have had to endure at the junior high and high school levels in the province. Challenges range from the lack of a transitional period for students who, through no fault of their own, have been cheated by pre-university education, to the assimilative practices inherent in various program and priorities at the university. Further, students experience degrading treatment from some students, staff and professors who may lack the ability to recognize their privilege, attend to their stereotypical biases, and treat each student equitably.

The office for students of African descent has become a kind of hub for discussing many of the challenges students face. However, students believe the university can do more. Having representation all levels of leadership is particularly important. Student Union, support and service staff, professors and senior staff personnel who can identify with and or relate to these student’s experience is key to efforts to help students be successful at StFX. Like Aboriginal students, African Nova Scotian students continue to call for active work on the part of the university to ensure that students have a fair shot at the opportunities that are afforded other students who are not Black. The work has already begun but students have very little faith in StFX’s commitment to serving *all* students well.

International Students

International students face a number of challenges while attending our university. Quite frankly, the forum indicated that we might be out of touch with the lived experiences of international students. Further, students suggested that for the huge cost that they are paying to be here StFX is not an accommodating environment. This sentiment is expressed in various areas but most predominantly in how we accommodate international students.

A number of students express frustrations related to living in residence. The most disconcerting however might be the short turnover that international students have between completing final exams, especially before the summer, and being asked to vacate the premises. To explain, generally students are able to enter into leases at the end of the month (typically April). However, because they are given 24 hours to move out after their last exams, it is quite possible that a student will have a week with no where to stay – unless of course they incur an additional cost of staying in residence. Because of the financial pressures that many students come to university with, this is not always possible. However, students relate that StFX basically kicks them out on the street at the end of courses.

Consideration has to be given to the fact that many Canadian students have parents who can help them move out of residences. Also, students who live in close proximity often have less to move. This is not the same for international students who've had to make a life in Antigonish, at our invitation. While there is a business aspect to it, we seem to lack compassion and understanding in this regard, things we would not accept if the roles were reversed. Therefore, as one student suggested, StFX needs to think more about how it can become a second "home" for international students.

Another challenge for students have to deal with negative perceptions of students and professors at StFX. Students believe that peers often view them as less educated or not proficient in English or other subjects. This is also true of professors who minimize real challenges as ploys by students to receive preferential treatment. Students feel that professors are not willing to go the extra mile to help them become acclimated to the new learning environment, language, or requirements. As such they often feel "unwanted" and like the least "favourite" at StFX.

The greatest challenge for international students relates to the expense of doing education in Canada. While tuition is bearable for most students, others struggle to balance school with essential employment and other financial responsibilities. As such, interest payments, late fees, and other non-essential payments are very taxing for international students. Further, these students believe that where they pay double the amount, they should not have to be subjected to significantly less support and services. Understandably, many international students believe that actual practices at StFX are not representative of the advertising that they hear in recruitment pitches and other conversations regarding internationalization, diversity and culture at the university.

International students suggest creating equal opportunities for them to become involved in the life of the university. They also believe that they need advocacy at various levels of the university that can give voice to their concern. Asian students particularly shared their dire need for people who can support and assist them both transitionally and throughout their time at university. Students believe that comprehensive work needs to be done across the university to appropriately accommodate them while they are here. This is true for issues relating to Mental Health, Advising, Support and Services, Academics, Funding, Leadership and also pathways prior to and after graduation.

THEMATIC SUMMARY

Leadership Opportunities

Students emphasize that the lack of representation in leadership, particularly as it relates to the SU, means that issues pertaining to marginalized students are never addressed—at least not to the same extent as issues affecting the dominant student group. Further, students find that there is no image or example of leadership to aspire to, primarily because of the absence of leadership in personnel at the university. As a solution, students suggest designated positions in SU both to combat the lack of representation and to help sensitize the SU to broader issues that affect all students. Students also suggest diversify the staff and faculty at StFX to begin creating a community in which students have representation and can identify with more closely.

Student Support and Services

Many students seeking support often find it challenging to get advice or support that considers both their cultural identity and the challenges related to their experience before coming to and while at StFX. Asian students for example face huge cultural barriers that negatively affect their classroom work. Even though they represent a large number of international students they lack support personnel who can focus on their needs or advocate on their behalf. One major issue for many international students is the amount of tuition they spend compared to the level of service they receive. It would not be incorrect to say that these students pay double for half the service that Canadian students receive. Given the huge sacrifices that these students make to be here and the significant challenges they face while here, students suggest putting more effort into making the StFX experience truly like a second “home”. Further, health, academic, and service supports should have personnel that can better attend to the unique challenges facing international and marginalized students.

Classroom

Students face a number of challenges in the classroom related to language, terminology, group work and professor sensitivity. By diversifying the professorship and promoting cultural sensitivity for both professors and students alike, students hope that classrooms can become a place where they feel empowered, respected and validated. Further attention must also be paid to ensuring that the curriculum is broad enough to be relevant to the diverse experience that students bring to the classroom.

Orientation to StFX

“**We Are StFX**” is a statement that students want to feel deeply. That means addressing the entire process from recruitment, to orientation, to providing support services that are able to help students cope with challenging new experiences. Also, there needs to be better understanding that the traditional StFX way is not the same for every student who attends. Also, care must be taken to appreciate differences so that students can belong to StFX without having to sacrifice their cultural identity in the process.

EQUITY SUMMIT REPORT

ST. FRANCIS XAVIER UNIVERSITY

April, 2016

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



PREAPRED BY JANET MACDONALD, ELIZABETH MCGIBBON AND JOANNE TOMPKINS

EXECUTIVE SUMMARY

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

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

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

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

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

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

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

INTRODUCTION

Equity Summit Background and Planning Process

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

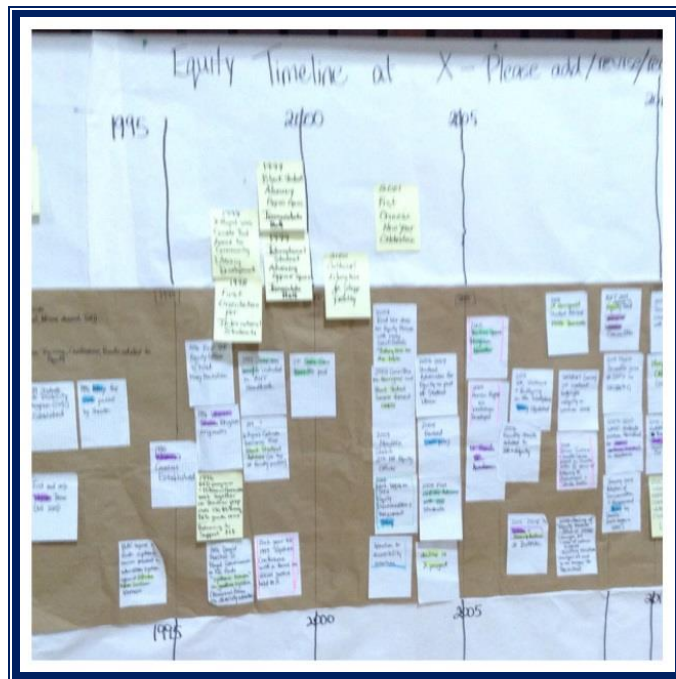
A planning workshop was held in June 2015. Fifteen people representing various departments and constituencies throughout the university were invited to think about the process for organizing the Summit. A timeline of equity initiatives at X was created for the Equity Summit. The timeline visually depicts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

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

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

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

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



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

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

(Equity Summit Participants)

What is Equity?

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

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

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

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

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

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





Preliminary Collective Understandings of Equity

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

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

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



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

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

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

Action to STOP, START, CONTINUE for Equity Advancement

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

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

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

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

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



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

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

Specifying Equity Action Priorities

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

Short-Term Equity Action Priorities

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

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

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

Mid-Term Equity Action Priorities

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

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

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

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

Long Term Equity Action Priorities

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

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

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

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

GOAL 3: BUILDING A STRONGER EQUITY COLLECTIVE AT X

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

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

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



RECOMMENDATIONS RELATED TO EQUITY SUMMIT GOALS

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

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

Recommendations

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

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

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

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

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

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

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

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

Recommendations

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

SUMMIT PARTICIPANT EVALUATION RESULTS

Evaluations of the Summit

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

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

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

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

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

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

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

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

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

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

APPENDICES

APPENDIX A: What is Equity?

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

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

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

APPENDIX B: Barriers to Achieving Equity

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

APPENDIX C: STOP, START, CONTINUE Raw Data

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

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

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

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

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

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

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

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

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

STARTING THE JOURNEY

ATLANTIC CANADA'S
UNIVERSITIES RESPOND TO THE
TRUTH AND RECONCILIATION
COMMISSION





Cover photo: Ashley R. Julian, BA-Dalhousie, BEd-StFX and MEd-UNB.

Ms. Julian currently works as First Nations Cultural Transition Coordinator at Miramichi Valley High School. Ashley dances at the 2017 Annual Powwow at the University of New Brunswick.

UNB's campuses are located on traditional Wolastoqey land, and celebrating Mi'kmaq, Wolastoqey and other First Nation cultures is woven into our fabric.

The Annual UNB Powwow, hosted at our Fredericton campus in conjunction with our Mi'kmaq-Wolastoqey Centre, provides a unique opportunity for not just the university community but the wider public to participate in, learn about and celebrate the traditions and cultures of the Mi'kmaq and Wolastoqey people.

BIAS FOR ACTION



The Truth and Reconciliation Commission (TRC) released its Calls to Action for Post-secondary education in 2015.

The Association of Atlantic Universities (AAU) Aboriginal Education working group, comprised of academic and student services administrators, Aboriginal student advisors and representatives of regional Indigenous education organizations, used the *Universities Canada Principles on Indigenous Education* (<https://www.univcan.ca/media-room/media-releases/universities-canada-principles-on-indigenous-education/>) to frame its recommended response to the TRC Calls to Action.

The Committee presented its recommendations to my colleagues in June 2016. The Committee's recommendations were challenging but encouraging at the same time. Senator Dan Christmas, long-time leader of the Mi'kmaq Nation of Nova Scotia and at the time, Senior Advisor, Community of Membertou, Cape Breton Island, contributed deep insight to our discussion about the way forward. His advice for university Presidents was direct and clear: "This will be hard, take a long time and, will require a sustained commitment."

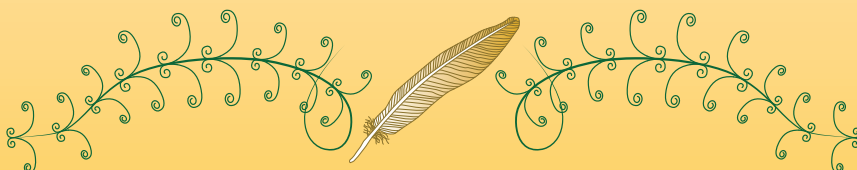
It was clear to the Presidents that the Committee was absolutely committed to fulfilling the TRC's recommendations. The Presidents in return pledged to be tenacious in responding positively to those recommendations, and accountable for doing so.

The AAU's report is designed to share the progress our universities are making in fulfilling the TRC's recommendations. It is not an exhaustive accounting of what each of our member universities has completed so far. The report is designed to share visually and in story-form the commitment of our institutions to the decolonization and Indigenization of universities across Atlantic Canada.

There is much more work to be done. Progress is being made. And, we have a bias for action in making a positive difference for Indigenous learners across the region.

Dr. Alaa Abd-El-Aziz, Chair, AAU

President and Vice-Chancellor, University of Prince Edward Island



1

Ensure institutional commitment at every level to develop opportunities for Indigenous students.

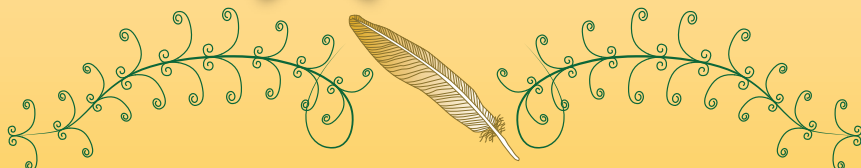
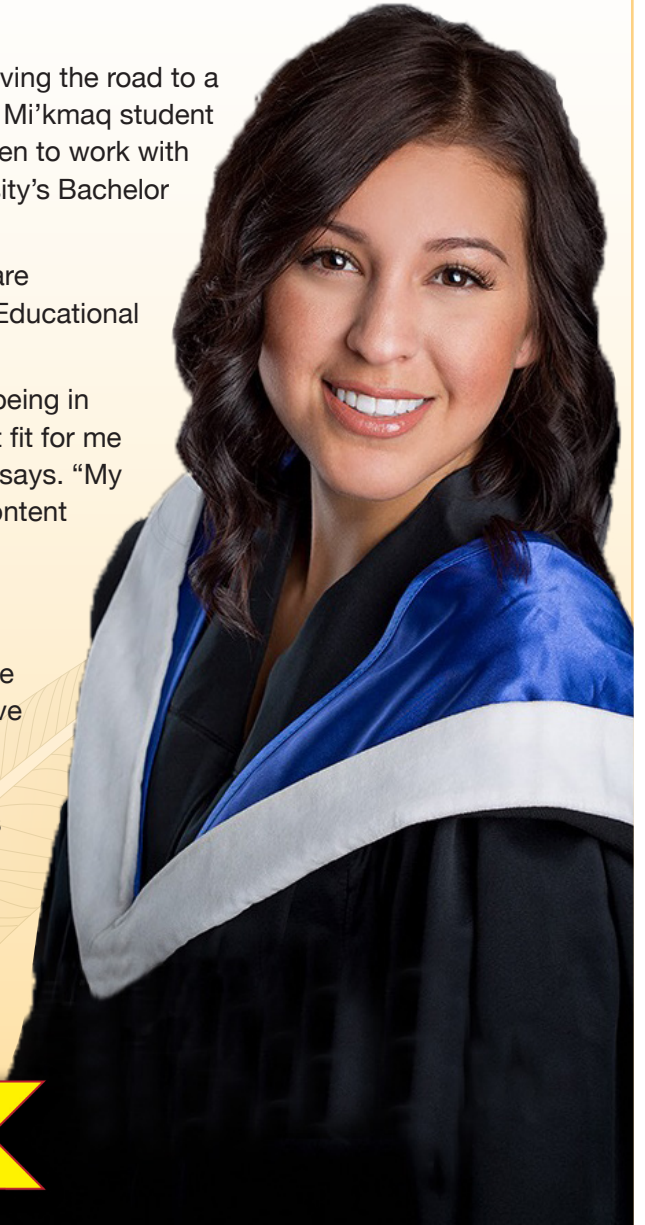
ST. FRANCIS XAVIER UNIVERSITY (StFX) is paving the road to a promising future for **Devann Sylvester**, a Mi'kmaq student from Membertou. Her goal has always been to work with kids, so she is now enrolled in the university's Bachelor of Education program.

Ms. Sylvester is grateful that her studies are supported through the Jeannine Deveau Educational Equity Endowment Scholarship Fund.

"I've always wanted to be a teacher and being in my first year of studies at StFX is the best fit for me and the best start for my future," Devann says. "My courses incorporate treaty and cultural content and that makes it more meaningful. I feel acknowledged and included."

After she graduates, Devann says she'd love to get a position teaching in her home community at Membertou. To help achieve that goal, she'd like an opportunity to study the Mi'kmaq language. "I would like Mi'kmaq language immersion classes to better serve my future students and community."

The Deveau Educational Equity Student Scholarship Fund provided \$8 million to StFX, through the generosity of Jeannine Deveau (class of 1944).



Be student centered: focus on learners, learning outcomes and learning abilities, and create opportunities that promote student success

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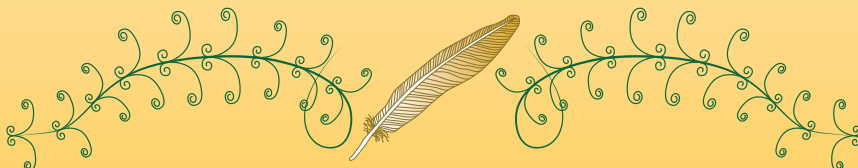
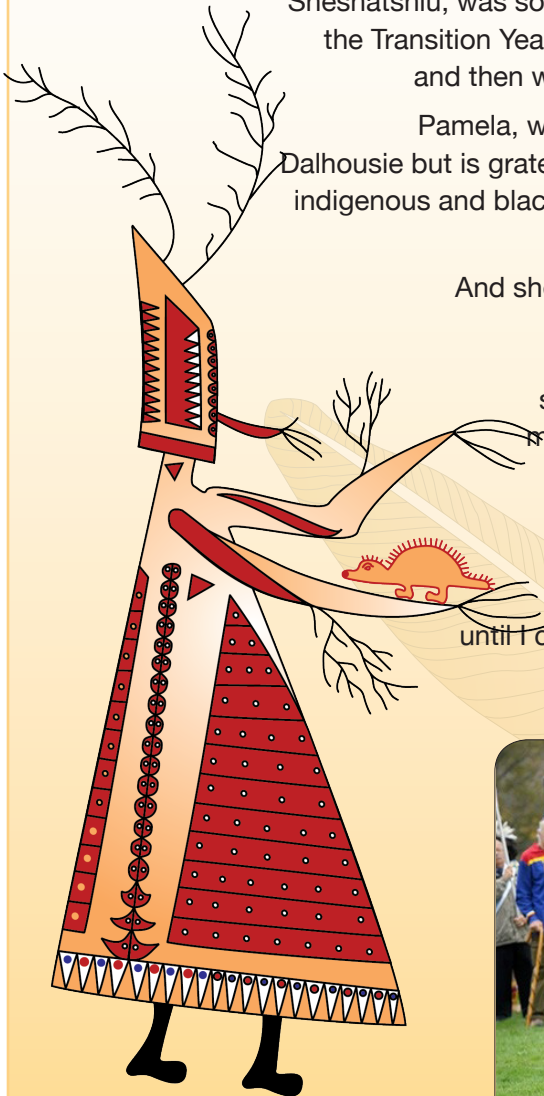
Pamela Gough, who grew up in the tiny Labrador community of Sheshatshiu, was something of a trailblazer when she graduated from the Transition Year Program (TYP) at **DALHOUSIE UNIVERSITY** in 1999, and then with a certificate in Dental Hygiene five years later.

Pamela, who is Innu, suffered culture shock after moving to Dalhousie but is grateful for the Transition Year Program, which helped indigenous and black students get ready for university. “I don’t think I could have completed my degree without TYP.”

And she’s happy to see more supports are now in place.

Today, “Dalhousie is going into the Indigenous communities attending education fairs at high schools. I also notice a lot of Indigenous students moving into health and law programs and it’s heart lifting for me.”

Pamela once thought she’d like to get out of Labrador for good but now she’s back home working for Health Canada. “I didn’t know it until I came home just how homesick I was and now I’m helping to make small changes.”



3

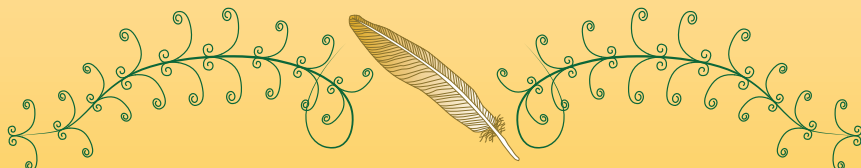
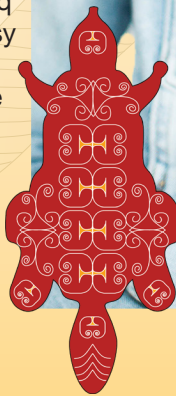
Recognize the importance of indigenization of curricula through responsive academic programming, support programs, orientations, and pedagogies

For more than 40 years, **CAPE BRETON UNIVERSITY** has been a leader in Indigenous post-secondary education with a focus on Mi'kmaw culture. CBU's Unama'ki College, the only Indigenous college in Eastern Canada, works with Mi'kmaw chiefs and leaders to advance communities through partnerships, education, and research. Indigenous education has also been woven into the fabric at CBU through The Kji-keptin Alexander Denny L'nui'sultimkeweyo'kuom (Mi'kmaq Language Lab), The Mi'kmaq Resource Centre, the Purdy Crawford Chair in Aboriginal Business, and Mi'kmaq Studies program.

The Learning from Knowledge Keepers of Mi'kma'ki, an open-access course, has attracted more than 21,000 learners from about 30 countries since 2016.

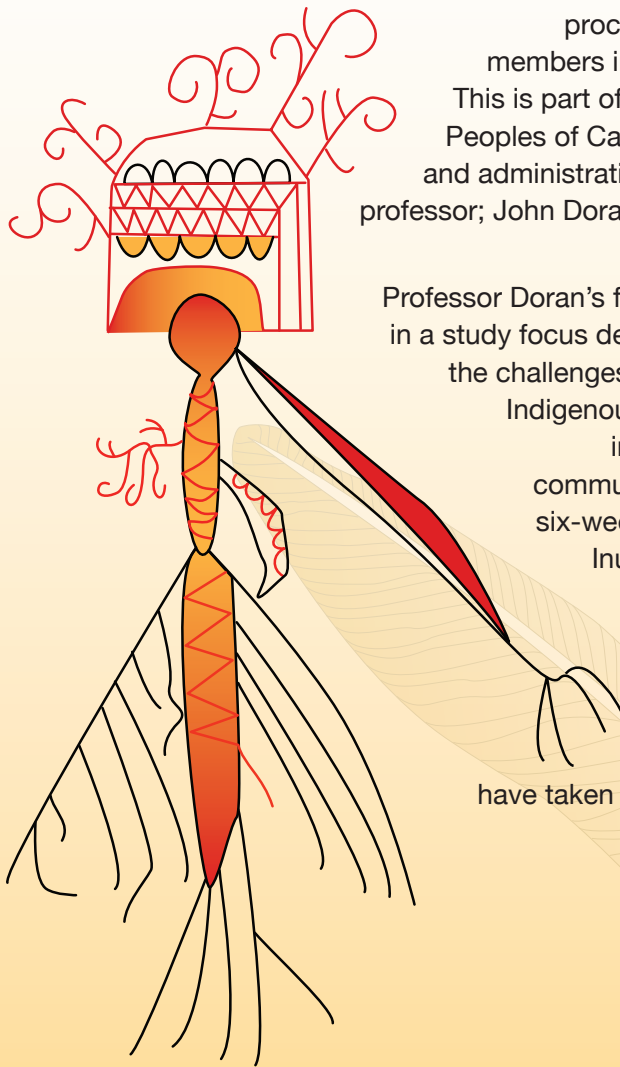
The Kwitn Program allows Indigenous students to explore science, technology and business while incorporating Mi'kmaw traditional knowledge. CBU also boasts a 20-year tradition of in-community programming, offering programs in nine First Nation communities across Nova Scotia and Quebec.

Unama'ki College offered a Mi'kmaq language course in fall of 2017. Susy Denny, a fluent Mi'kmaw speaker whose grandfather is the namesake of the Mi'kmaq Language Lab, was one of the instructors. She proudly works to preserve Mi'kmaw culture. "I have a vision to bring Indigenous culture through language to my home reserve for the kids and their future."



Recognize the importance of Indigenous education leadership through representation at the governance level and within faculty, professional and administrative staff

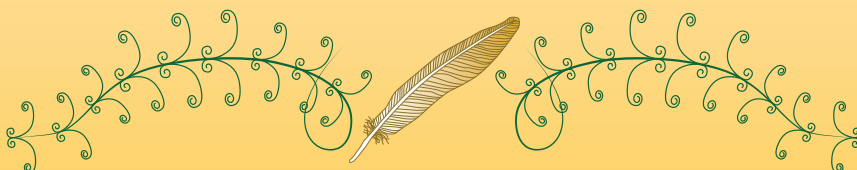
4



The **UNIVERSITY OF PRINCE EDWARD ISLAND** is in the process of recruiting three Indigenous faculty members in its arts, science and nursing programs. This is part of an overall effort to represent Indigenous Peoples of Canada in its faculty, and in its professional and administrative staff. Today UPEI has one Indigenous professor; John Doran is an assistant professor of Indigenous Studies in the Faculty of Education.

Professor Doran's faculty also enables students to take part in a study focus designed to deepen their understanding of the challenges and opportunities related to teaching in Indigenous communities in Canada. This program includes cultural immersion in Indigenous communities in the Maritimes. It culminates in a six-week supervised practicum in First Nations, Inuit or Metis communities in Canada, or in Indigenous communities abroad in New Zealand and Finland.

Since the Indigenous Education study focus was launched almost a decade ago, the vast majority of graduates have taken full-time teaching jobs across Canada or internationally.



5 Continue to build welcoming and respectful learning environments on campuses through the implementation of academic programs, services, support mechanisms, and spaces dedicated to Indigenous students

To honor the spirit of reconciliation, **NSCAD UNIVERSITY** has set aside a space (the Treaty Space Gallery) highlighting its commitment to Indigenous knowledge and contemporary Indigenous art.

Charged in 2017 with a mandate to honor the spirit and principles of the Truth and Reconciliation Commission, this leading Canadian fine arts university turned to a trio of Indigenous students for guidance.

Carrie Allison Goodfellow (MFA 2018), Brandon Hollohan (BFA 2018) and Glenn Knockwood (BFA 2019) researched “responses to treaty” and the ways treaty education spaces have been used on university campuses.

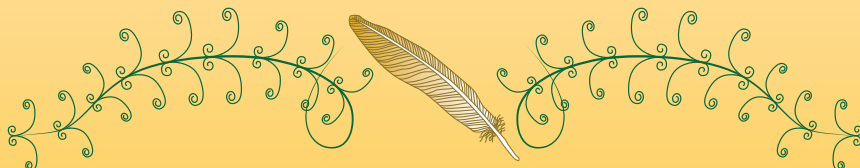
And so the concept of the Treaty Space Gallery was born.

The gallery will advance the understanding of treaties in the Nova Scotian and Canadian contexts.

Drawing on the theme that “We Are all Treaty People,” this gallery will celebrate the diversity of Indigenous experiences/histories and artistic practices.



Mi'kmaq Elder Freeman Douglas Knockwood said an opening prayer and his grandson, NSCAD student Glenn Knockwood performed a smudging ceremony at the opening of the Treaty Space Gallery at NSCAD's Port Campus on October 3, 2017.



KULAHSIHKULPA

EPJILA'SI!

In the past few years, Indigenous students attending Atlantic university institutions have requested changes that will lead to the honouring of Indigenous identities, languages, values, beliefs, worldviews, ancestral teachings, ways of knowing, knowledge systems and philosophies. They seek to have these cultural elements flourish within the universities they are attending. They further seek opportunities to develop a strong cultural foundation, as well as academic and professional skills while they pursue their post-secondary education.

This will require Atlantic universities to develop and implement an Indigenous curriculum, culturally-based student services, recruitment of Indigenous faculty/staff and creation of physical spaces such as Indigenous Centres within university campuses. These changes will benefit not only Indigenous students but all students, faculty and administrators.

They will become familiar with Indigenous histories, languages, worldviews, contributions, treaty rights and socio-economic conditions.

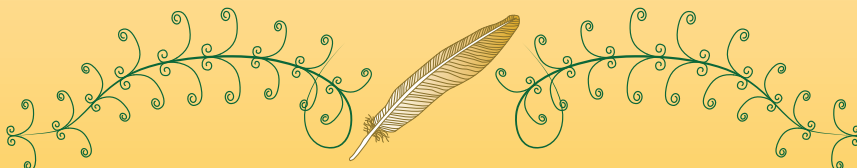
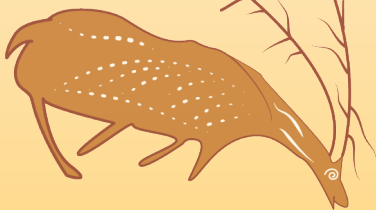
As co-chair of the AAU Committee on Aboriginal Education, I am proud of the progress we have made in advancing the changes proposed by Indigenous and non-Indigenous allies, scholars, educators, leaders, parents and students. The Committee has adopted the Truth and Reconciliation Commission Calls to Action as well as the Universities Canada Principles on Indigenous Education framework. These two documents will continue to guide the Committee as we discuss initiatives designed to help our Indigenous students succeed academically and build a strong cultural foundation. The voices of our Indigenous students will also continue to guide our committee.

As a Wolastoqi educator and administrator, I appreciate the willingness of our Atlantic universities to Indigenousize their academies and ultimately address the academic, social and cultural needs of our Indigenous students. I am honoured to co-chair the AAU Committee on Aboriginal Education with Jeff Orr as well as collaborating with all members of the committee. The commitment demonstrated by all committee members gives me a sense of hope for our Indigenous youth and the communities they represent.

Woliwon/Wela'lin,

David Perley
Director

Mi'kmaq-Wolastoqey Centre
University of New Brunswick



6

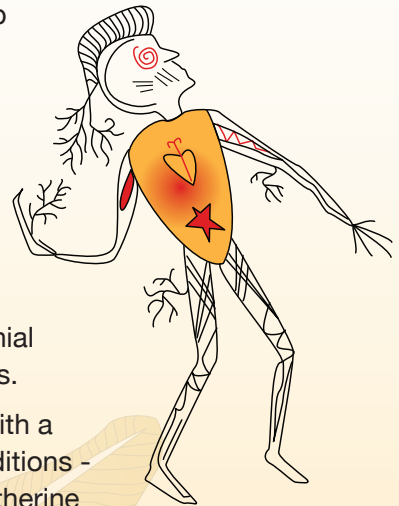
Continue to develop resources, spaces, and approaches that promote dialogue between Indigenous and non-Indigenous students

High school students from across Canada congregate each summer at the **UNIVERSITY OF KING'S COLLEGE** summer-camp focused on humanities and the arts.

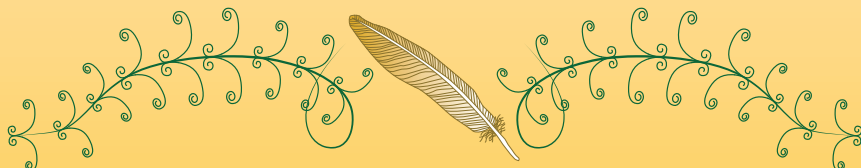
Last year, students at the Humanities for Young People camp learned about The Challenges of Reconciliation.

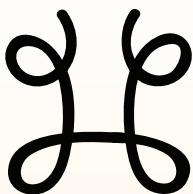
The camp, focused on the theme of reconciliation, achieved its two broad program goals. It brought together Indigenous and non-Indigenous youth from across the country. And it delivered a curriculum of learning that included Mi'kmaq cultural and spiritual traditions, the colonial history of treaty rights, and the legacy of residential schools.

Students also had access to respected Mi'kmaq leaders with a deep understanding of Indigenous spiritual and artistic traditions - Dalhousie's Elders-in-Residence, and Alan Sylliboy and Catherine Martin, both Mi'kmaq artists from Millbrook.



King's student Will Vibert, HYP counsellor and tutorial leader, and Celeste Sylliboy, HYP participant, member of the Millbrook First Nation.



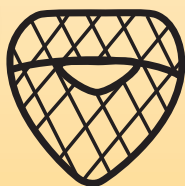
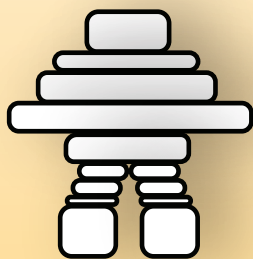


Ten years after Memorial's Aboriginal Health Initiative was launched, it continues to focus on recruiting Indigenous students into the Faculty of Medicine. Three seats have been designated in the Faculty for Indigenous students who wish to pursue medicine as a career.

In addition, various pathway programs have been established at the faculty to prepare students for the admission process. The Pre-Med Orientation and MUNMED Mentorship Programs, for instance, are designed for students in pre-med studies who would like to learn more about the medical profession, and about the steps required to prepare for successful admittance into the medical education program.

Over the past few years, Memorial has also recognized the need to reach out into Indigenous communities to connect with youth. In 2015, on the Grenfell Campus of **MEMORIAL UNIVERSITY**, the Healers of Tomorrow Gathering was launched. This week-long summer camp introduces Aboriginal secondary students to various health care professions that require either university or college training. Elders and healers from the various Indigenous communities also attend and share their knowledge with the participants. With the second offering in the summer 2017, seats were also reserved for students from the Nunavut Territory.

The lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous groups, and we acknowledge with respect the diverse histories and cultures of the Beothuk, Mi'kmaq, Innu, and Inuit of this province.



Mishkushish Pinette



8

Recognize the value of promoting partnerships among educational and local Indigenous communities and continue to maintain a collaborative and consultative process on the specific needs of Indigenous students

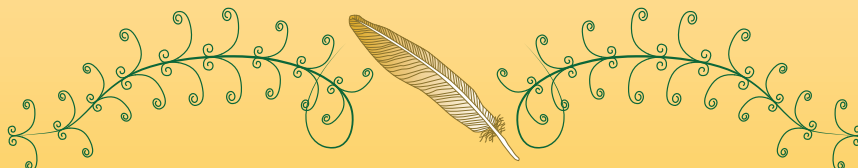
ACADIA UNIVERSITY and The Ulnooweg Development Group, a non-profit organization that encourages economic development among the Mi'kmaq people, will teach digital and entrepreneurial skills to First Nations students.

The Acadia Entrepreneurship Centre (AEC) Ulnooweg and Glooscap Ventures are now planning the launch of an Atlantic Aboriginal Youth Entrepreneurship Camp.

The Camp will bring together up to 25 youth from First Nations across Atlantic Canada to learn about indigenous culture, explore the option of entrepreneurship, and develop skills needed to become a successful entrepreneur.

Ulnooweg also works with the Canadian Space Agency and the Acadia Robotics Centre to show First Nations students from kindergarten to Grade 12 the fundamentals and real-world applications of digital skills.

“They’ll come into schools and teach robotics,” Chris Googoo, the chief operating officer of Ulnooweg, told *Entrevestor* (the online bible of tech news in the region). “Our goal is to teach the kids about not just robotics but how it’s used in society, like to put a man into space.”



Build on successful experiences and initiatives already in place at universities across the country to share and learn from promising practices, while recognizing the differences in jurisdictional and institutional mission

9

The **UNIVERSITY OF NEW BRUNSWICK** has now held four annual powwows to honor the contribution and recognize the spirit of Indigenous peoples in Atlantic Canada.

David Perley, director of the Mi'kmaq-Wolastogey Centre, calls the powwow "a gathering of people to celebrate life, songs, dances, languages and traditions."

The theme of the 2018 event, held April 5, was 'All My Relations: Unity in Diversity'. Mr. Perley said the theme "acknowledges that the UNB community is composed of

numerous unique, distinct and vibrant cultures that should be honoured and given official recognition. Our powwow will celebrate all cultures and promote the principles of mutual respect, acceptance, understanding and harmony."

UNB will also continue to offer programming and events designed to educate the community and promote dialogue between Indigenous and non-Indigenous students. Public lectures, conferences, and symposia will be held, as UNB continues to install more Indigenous artwork and signage on campus.

In addition, the Mi'kmaq-Wolastogey Centre will continue to provide a supportive learning environment for Indigenous students, by helping them with admission into UNB, assisting with course selection, and offering cultural growth and teachings from the centre's Elder-in-Residence.



2018 UNB's Annual Powwow.



NOT THE TIME FOR COMPLACENCY

When David Perley and I agreed to co-chair the AAU Committee on Aboriginal Education, we wanted to ensure we maintained a strong focus on decolonizing our post-secondary institutions, while honoring the aspirations of Indigenous students and supporting them in their journey.

Our focus was born of long experience - we have been witness to the many challenges that face our institutions in their efforts to be inclusive of Indigenous students, and to educate all students about Indigenous perspectives and histories. Indigenous students have long called for more attention to be paid to their languages, cultures and knowledge systems. It is imperative that our institutions now hear and heed that call.

Thus our singular focus upon building a collective Atlantic university approach that allows us to share our successes and challenges in addressing the Truth and Reconciliation Commission Calls to Action, using the Universities Canada Principles on Indigenous Education Framework.

I have been fortunate to meet and work with many amazing Indigenous and settler students, educators and community leaders throughout my career at StFX – people who are deeply committed to ensuring that post-secondary education is a fulfilling and meaningful experience for Indigenous peoples.

It is important that their stories are accurately told and understood in our institutions of higher learning. As co-chair of the AAU Committee, I have been very impressed with the conviction of the representatives from every university in Atlantic Canada who have joined this committee.

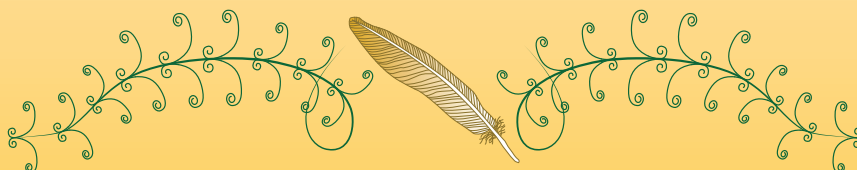
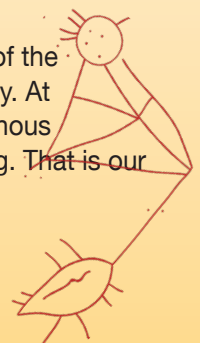
Collectively, we are determined to address the TRC Calls to Action through the Universities Canada Principles on Indigenous Education. Our committee members are showing that their institutions can deliver programs, establish curricula, and provide services in ways that demonstrate respect for Indigenous knowledge, culture and traditions, while making Indigenous students feel “at home” in our institutions.

Our AAU committee is keenly aware that only by working together can the goals of the Truth and Reconciliation Commission be met. This is not the time for complacency. At our universities we will need to continue to work to build partnerships with Indigenous communities and to help everyone in our institutions to learn new ways of working. That is our only option.

Yours sincerely,

Jeff Orr

Dean of Education, St. Francis Xavier University



Recognize the importance of sharing information within the institution, and beyond, to inform current and prospective Indigenous students of the array of services, programs and supports available to them on campus

10

Raymond Sewell, the first full-time Indigenous student advisor at **SAINT MARY'S UNIVERSITY**, understands the difficult journey that universities represent for the young people he now guides and mentors.

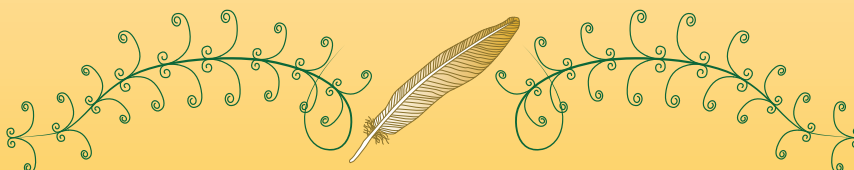
“For many students coming from Indigenous communities, university can be a big transition,” Sewell has said. “You are leaving behind your community and family. It can be a bit of a culture shock. Part of my job is helping students with that change.”

Sewell himself travelled to Halifax, from his home community of Papineau First Nation in New Brunswick, to study at Mount Saint Vincent University and SMU, where he earned his Master of Arts in Atlantic Canada studies in 2014.

SMU President Robert Summerby-Murray recognizes how important Raymond’s role is in the context of the university’s response to the recommendations of the Truth and Reconciliation Commission. “We are acting to foster an environment that reflects the important cultures, histories and traditions of Indigenous students,” the President said.



Flag raising at Saint Mary's University



11

Recognize the importance of providing greater exposure and knowledge for non-Indigenous students on the realities, histories, cultures and beliefs of Indigenous people in Canada

For the past several years, **MOUNT ALLISON UNIVERSITY** has provided a forum for Indigenous peoples to share their stories and experiences with the broader community. It has also taken steps to help Indigenous students feel more welcome at the liberal arts and sciences school in Sackville.

In September 2016, Mount Allison opened Mawita'mkw, a designated Indigenous gathering space on campus for Indigenous students and community members. Mawita'mkw is also home to the University's first elder-in-residence, Elder Gilbert Sewell

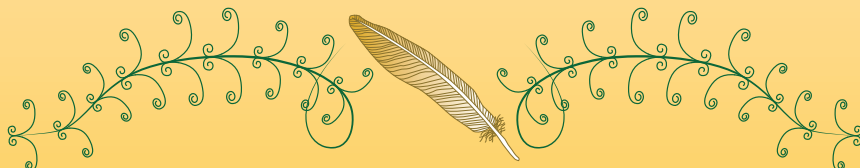
from Pabineau First Nation in New Brunswick.

Over the past two years Mount Allison has introduced four new Indigenous courses and incorporated Indigenous content in many areas of the curriculum. Indigenous community leaders, academics, musicians, policy-makers, and writers from across Canada have also delivered public lectures on campus and engaged with students during the University's Year of Indigenous Knowing (2016-17) and Year of Indigenous Action (2017-18).

In a powerful ceremony in the spring of 2018, Mount Allison permanently raised the Mi'kmaq flag on campus and celebrated the school's first powwow, continuing the University's commitment to truth and reconciliation.



Catherine Martin chants to the beat of the drum.



Recognize the importance of fostering intercultural engagement among Indigenous and non-Indigenous students, faculty and staff

12

Last year, the **ATLANTIC SCHOOL OF THEOLOGY** brought traditional Indigenous spiritual values to its campus.

Adrian Jacobs, Keeper of the Circle at the Sandy-Saulteaux Spiritual Centre in Beausejour, taught a graduate level course called Indigenous Culture, History and Contemporary Issues.

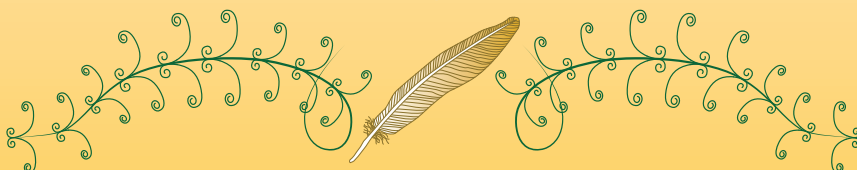
With more than 30-years of experience training ministry candidates, Mr. Jacobs has deep knowledge of Indigenous community cultures in Canada and internationally.

The course at AST was conducted on the Learning Circle model used within the Indigenous ministry training program of the Sandy-Saulteaux Spiritual Centre.

Within the Circle, teachers and students enter a mutual process of learning and growth.



This is a Talking Stick used in Talking Circles and is a communication tool used to gain consensus.



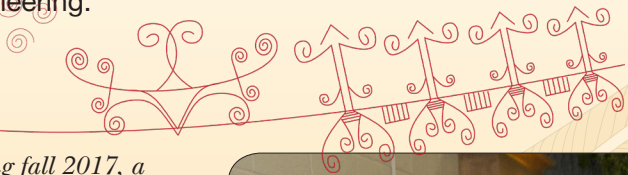
13 *Recognize the role of institutions in creating an enabling and supportive environment for a successful and high quality K-12 experience for Aboriginal youth*

MOUNT SAINT VINCENT UNIVERSITY is reaching into the school system to engage Aboriginal youth in grades seven to 12 in the maths and sciences.

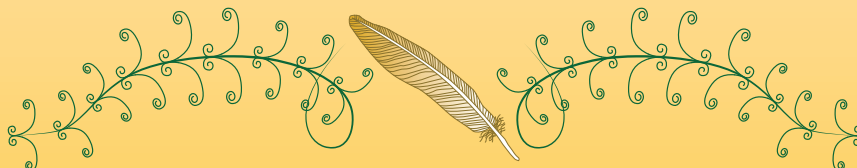
The Community SciMath program, with assistance from the Natural Sciences and Engineering Research Council of Canada, includes Science Circles to promote hands-on science exploration. It will involve working with both girls and Aboriginal youth.

Engagement with Aboriginal youth in Nova Scotia will be based on Mi'kmaq Elder Albert Marshall's guiding principle of *Two-Eyed Seeing (Etuaptmumk)*. In essence, Indigenous knowledge will be intertwined with sci-math teachings.

"We have collective track records in successfully engaging girls and partnering with Aboriginal communities and are excited to launch this new initiative," says Dr. Tamara Franz-Odenaal, Professor of Biology and NSERC Chair of Women in Science and Engineering.



During fall 2017, a Mount Saint Vincent University-based open house for Indigenous youth from across mainland Nova Scotia was offered. The event included a mentorship component that connected youth with Indigenous scientists and professionals working in science-based roles, for example, one mentor was a dietitian, another an environmental scientist and another an engineer.



Seeing through both eyes

ST. THOMAS UNIVERSITY is working to advance the spirit of reconciliation.

To this end, it hosted a conference on reconciliation in September 2017, entitled “Indigenization of the Academy.”



Tetpawtihkene *Ilsu'teka'tiqw*

CONFERENCE TOWARDS RECONCILIATION

A NEW PATH, A SHARED VISION, A NEW DIRECTION



SEPTEMBER 27-29 | ST. THOMAS UNIVERSITY | KINSELLA AUDITORIUM

WEDNESDAY SEPT. 27 @ 1PM
A NEW PATH FOR COMMUNITIES
Working Together and Becoming Allies
Keynote by **Mr. Eddy Robinson**
Panel Discussion | Breakout Sessions



CELEBRATION OF INDIGENOUS CULTURE
THURSDAY AT 1PM | LOWER COURTYARD

THURSDAY, SEPT. 28 @ 9AM
A SHARED VISION FOR STUDENTS
The Two-Eyed Seeing Approach
Keynote by **Ms. Rebecca Thomas**
Panel Discussion | Breakout Sessions



FRIDAY, SEPT. 29 @ 9AM
A NEW DIRECTION FOR CURRICULUM
Incorporating Indigenous Content
Keynote by **Dr. Marie Battiste**
Panel Discussion | Breakout Sessions



www.stu.ca

The 2017 conference featured a keynote address by Rebecca Thomas, Halifax poet laureate and Co-ordinator of Aboriginal Student Services at the Nova Scotia Community College.

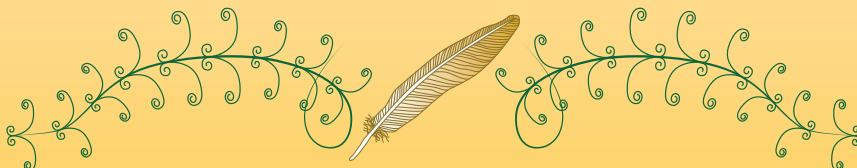
Ms. Thomas focused on the Mi'kmaq concept of *Etuptumuk*, which translates as Two-Eyed Seeing.

Through one eye, we see “with the strengths of Indigenous knowledges”, she said.

Through the other eye, we see with the “strengths of Western knowledges.”

And so the spirit of reconciliation was captured in a single, simple, profound concept.

The conference was part of a series of events which addresses how STU can respect the spirit of the Truth and Reconciliation Commission of Canada.



APPRENDRE DU PASSÉ POUR AMÉLIORER L'AVENIR



Gravure de Jacques Grasset de Saint-Sauveur, ca. 1788 - 1796.

ACADIENS ET MI'KMAQ : UNE RELATION BASÉE SUR LE RESPECT ET LA TOLÉRANCE

Les historiens ont souligné le fait que les Acadiens et les Mi'kmaq étaient amis et alliés et qu'ils entretenaient des relations pacifiques et cordiales. Dans *We Were Not the Savages*, Daniel Paul affirme que les Mi'kmaq s'étaient associés aux Acadiens, et qu'ils étaient traités par ces derniers avec le respect dû à tout être humain. Les colons français mangeaient avec les Mi'kmaq et bénéficiaient de leur hospitalité, ils n'ont pas essayé de les déplacer ou de les convertir, à la différence des colons anglais qui, assumant leur supériorité raciale, étaient déterminés à assimiler ou exterminer la population autochtone (p. 50).

Les Acadiens et les Mi'kmaq avaient compris qu'ils devaient vivre ensemble en toute harmonie pour survivre.

Une telle proximité, faite de collaborations et d'échanges fructueux, a forgé leurs cultures respectives. Selon de nombreux historiens, les Acadiens n'auraient pas survécu aux 17^e et 18^e siècles sans l'aide des Mi'kmaq qui partageaient volontiers leurs connaissances, notamment pour l'utilisation médicinale de plantes sauvages (Paul, p. 53).

Les mariages mixtes venaient renforcer les liens entre les Acadiens et les Mi'kmaq (Bouchard, p. 87) et les enfants nés de ces unions étaient accueillis dans les deux cultures. Aujourd'hui, témoin vivant de ces relations, la langue acadienne contient du vocabulaire Mi'kmaq, par exemple madouesse (porc-épic).

Neutres dans un premier temps, les Mi'kmaq se retrouvèrent impliqués dans la guerre entre les Britanniques et les Français sur la possession de l'Acadie et furent obligés de choisir un allié. L'alliance entre les Français et les Mi'kmaq s'établit autour de 1652 et se poursuivit jusqu'au bout (Paul, p. 143). Les Mi'kmaq furent pourchassés par les Britanniques qui remirent des primes sur leurs scalps en 1749. Quelques années plus tard, quand les Britanniques donnèrent l'ordre de la déportation des Acadiens, les familles Mi'kmaq risquèrent leur vie pour protéger et cacher de nombreux fugitifs acadiens. Après le Traité de Paris (1763), les Acadiens furent peu à peu autorisés à revenir. Quand la colonisation s'établit, les Acadiens et les Mi'kmaq furent séparés; leur relation mutuelle bénéfique, longue de 158 ans, prit fin.

Plus récemment, des efforts pour renouer ces liens historiques ont été déployés. Aujourd'hui, de nombreux Acadiens utilisent le terme « métis » pour identifier leur



héritage mixte. Les Mi'kmaq sont aussi tout à fait conscients que nombre d'entre eux ont des ancêtres Acadiens. Ce regain d'intérêt pour leur histoire commune a donné lieu à des nouvelles collaborations. Le plus grand évènement, qui a attiré des milliers de personnes, a eu lieu pendant l'été 2017 au Lieu historique national de Grand-Pré – un festival de 4 jours commémorant la longue histoire et la collaboration entre ces alliés. L'éducation et la réconciliation étaient les principaux objectifs de cet évènement.

L'UNIVERSITÉ SAINTE-ANNE suit de près ces développements et soutient les efforts déployés pour accroître la connaissance des cultures autochtones de la région. L'Université a participé à Grand-Pré 2017. Son Centre acadien est affilié à l'Association des Acadiens-Métis Souriquois depuis une dizaine d'années, apportant son aide pour les recherches généalogiques. Le Centre acadien a aussi organisé récemment un atelier sur le tissage de paniers avec l'aide d'une personne qui a appris cet art directement des aînés des deux cultures. Un nouveau cours sur l'histoire et la culture Mi'kmaq sera offert à l'université l'année prochaine.

Références / References

1. Bouchard, Michel Robert Foxcurran and Sébastien Malette. 2016. *Songs upon the rivers : the buried history of the French-speaking Canadiens and Métis from the Great Lakes and the Mississippi across to the Pacific*. Montréal : Baraka Books, 2016.
2. Paul, Daniel. 2000. *We Are Not Savages*. Halifax : Fernwood, 2000.



RECONNAÎTRE L'HISTOIRE ET TISSER DES LIENS

L'UNIVERSITÉ DE MONCTON prend des mesures pour attirer les étudiants autochtones, les appuyer durant leurs études et, les encourager à poursuivre leurs études jusqu'à l'obtention d'un diplôme.

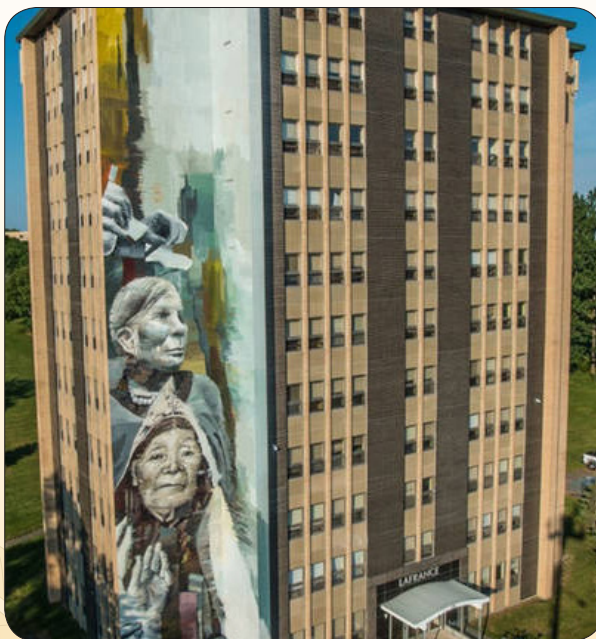
Ces initiatives font partie de la réponse de l'Université de Moncton au rapport de la Commission de vérité et réconciliation du Canada.

L'Université de Moncton modifie également la formation des enseignants afin de s'assurer que ses diplômés comprennent les réalités et les enjeux autochtones.

Le service de Formation continue offrira également des cours de langues autochtones.

À l'avenir, l'Université de Moncton s'engage à faire honneur à son engagement d'introduire des mesures pour refléter les valeurs et la culture autochtone sur ses campus.

En dernier lieu, ce n'est pas un hasard si, à l'Université de Moncton, l'œuvre d'art à destination publique la plus importante est l'immense murale sur l'édifice LaFrance rendant hommage à l'aînée micmaque du 19^{ème} siècle, Molly Muise.





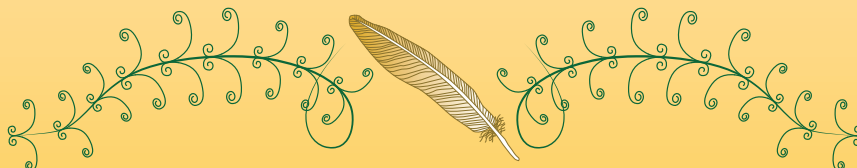
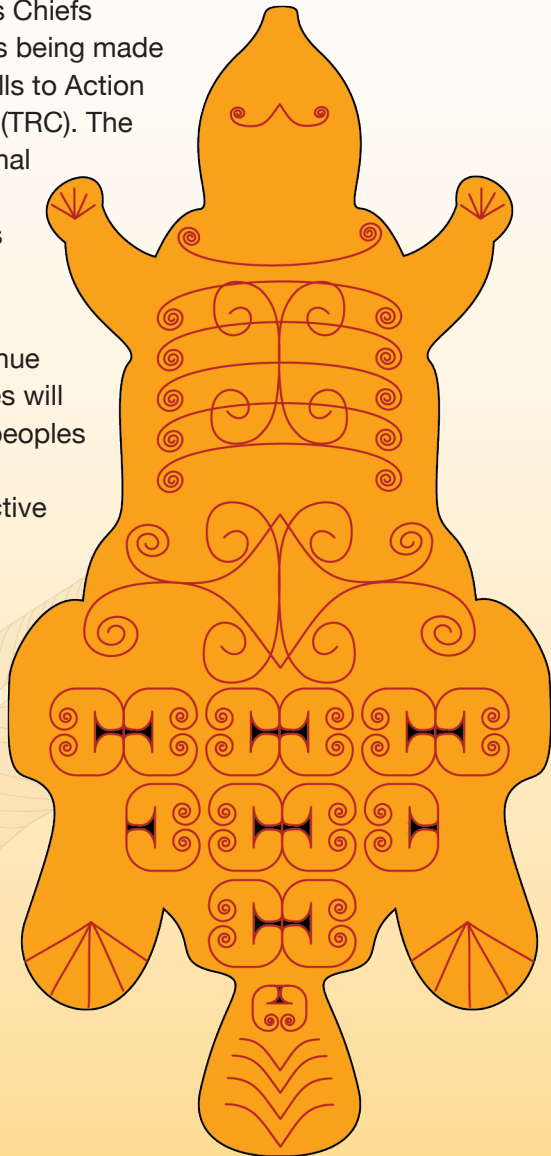
ATLANTIC POLICY CONGRESS

OF FIRST NATIONS CHIEFS SECRETARIAT

The Atlantic Policy Congress of First Nations Chiefs Secretariat is pleased to see the great efforts being made by Atlantic Universities in addressing the Calls to Action of the Truth and Reconciliation Commission (TRC). The tangible actions underway to instill institutional change reflective of the TRC Final Report are welcome and appreciated by Indigenous peoples of the region.

There is still much work to do as we move forward together. For reconciliation to continue to advance in a positive direction, universities will need to more fully engage with Indigenous peoples and create processes and protocols that will lead to systemic changes within their respective institutions. Both short-term and long-term action plans that clearly demonstrate results measured against the TRC Calls to Action will need to be developed and implemented. We are confident, as higher learning institutions, universities will lead the way to reconciliation by creating fundamental institutional change that will fully integrate Indigenous ways of knowing and being. We receive this report with optimism as a constructive starting point to that change.

John Paul
Executive Director



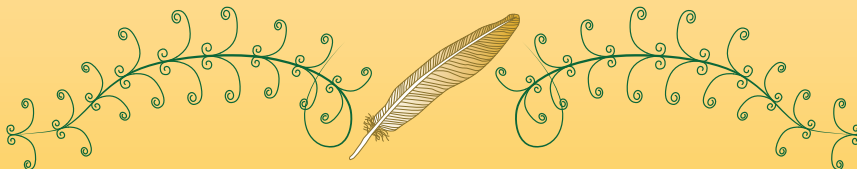


About the Report's designer



Anna Nibby-Woods is a Mi'kmaq, an artist and an entrepreneur. Nibby-Woods is one of those hyphenated combo surnames, Nibby is a pre-contact name meaning leaf and pronounced Nip-peech. Interestingly Anna married a Woods.

For the past thirty-five years Anna has worked in print, advertising and the communication industries in one capacity or another as a graphic artist, production manager, art director, estimator, illustrator, copy writer, etcetera. Over the years Anna has diversified into several other fields including diversity management, cultural sensitivity and cultural ecotourism. As an artist, images, stories and concepts gleaned from Anna's Mi'kmaq culture become inspiration for her paintings, sculptures, drawings, and writings.



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