

Equity Action Plan for the School of Social Work

Prepared by the Equity Task Force

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Equity Action Plan for the School of Social Work University of British Columbia¹

1. The School and the Equity Task Force

The School of Social Work at the University of British Columbia was founded in 1920 and is the oldest social work education program in British Columbia. Social Justice is the foundational element in the School's vision,

Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

With a total of 18 faculty members, 17 sessional instructors, 8 staff and 177 students in March 2013, the School offers three degree programs: Bachelor of Social Work, Master of Social Work and PhD in Social Work. In 2011, the School of Social Work (SSW) began to develop a comprehensive and progressive educational equity policy and plan for the School.

The Canadian Association for Social Work Education (CASWE) requires that schools have equity policies that take diversity into account and implement these in curriculum content, faculty composition and student admission. While historically the School has sought to meet these goals, internal reviews, students feedback and our BSW re-accreditation report have indicated the need for further development of policies and practices in relation to equity and inclusion. The strategic planning process responded to these reviews, to the identification of equity issues as a priority for the UBC SSW and is also consistent with diversity, respect of differences, inclusion, and social sustainability-related goals within UBC's strategic plan, *Place and Promise*.

The Educational Equity Strategic Plan was developed under the guidance of the School's Equity Task Force (ETF), which includes two chairs, the Director of the School of Social Work, program chairs, student representatives of each program, a staff member and other interested faculty members, staff and students. The ETF works in collaboration with current initiatives to implement an Aboriginal strategic plan at the School and university wide as outlined in the Aboriginal Strategic Plan, Focus on People.² The mandate of the ETF was:

¹ A motion to adopt this Action Plan was brought to the School Council session of May 30th, 2013.

² See: <http://strategicplan.ubc.ca/the-plan/aboriginal-engagement/>

To develop a comprehensive and progressive equity policy and plan for the School that considers employment including tenure and promotion, curriculum and student admissions.

To achieve this goal, the ETF had the following terms of reference:

- Review current equity policies, frameworks and practices in relation to equity in professional schools;
- Develop a policy and plan to achieve equity consistent with CASWE educational policies and accreditation standards, goals identified in the UBC's current strategic plan, 'Place and Promise' (<http://strategicplan.ubc.ca/>) and the vision of the UBC School of Social Work;³
- Based on consultation with stakeholders identify strategic issues and areas of needed change in relation to equity and inclusion;
- Recommend a plan for moving toward Equity in the School.

The Equity Task Force received financial support to develop this plan from the UBC Equity Office, the School of Social Work and the Dean of Arts.

2. An Action Plan for Equity

An action plan presents a vision and strategies for implementing and monitoring equity policies, procedures and practices. It is designed to change any policies and/or practices that perpetuate systemic, attitudinal and/or day to day discrimination against students, staff, faculty or community members in the class room, the School, practicum setting or workplace and to create learning and work spaces that provide fair, democratic and balanced environments.

The concept of *equity* as understood in this plan is rooted in a vision of social justice. As stated in UBC's strategy for advancing equity and diversity, equity is about achieving social and economic justice and fairness through *equal access* – to education, to employment– and *equal opportunity* to succeed in these domains⁴. “*Equity is not the same as formal equality. Formal equality implies sameness. Equity, on the other hand, assumes difference and takes difference into account to ensure a fair process and, ultimately, a fair (or equitable) outcome (substantive equity).*”

Social justice is understood as:

³ Through the review and consultation process, the Equity Task Force also consulted other key UBC documents: the Aboriginal Strategic Plan; Valuing Difference: Strategy for Advancing Equity and Diversity at UBC; the Intercultural Understanding Strategic Plan and the Respectful Environment Statement.

⁴ Equity and Diversity: Definitions and Philosophy at <http://diversity.ubc.ca/valuing-difference/equity-and-diversity---definitions-and-philosophy/>

- A *vision* of a just and equitable society, meaning an equitable distribution of goods and full access to all societal benefits;⁵
- A *process* which advocates full participation from all [members and potential members], and respect for everyone's rights.

The School of Social Work aimed to develop a comprehensive review and action plan that considered social inequities pertaining to any aspect of diversity and their intersectionality: ethnicity, culture, race, age, abilities, gender, transgender, class, sexual orientation, socioeconomic status, immigration status and geographical location.

To develop the action plan, the ETF gathered stories, information, ideas and recommendations from the following sources:

- a) A *literature review and annotated bibliography* of relevant theoretical frameworks, research findings and equity policies and action plans;⁶
- b) Five *case studies* of Canadian and International schools and faculties of Social Work that provided examples of policies, practices and processes in furthering equity, an analysis of lessons learned and suggestions for policy and practice;⁷
- c) A consultation process with community stakeholders through 5 *focus groups*. It included community members serving in the curriculum and field education committees, alumni, representatives of the B.C College of Social Workers and B.C Association of Social Workers, and field education supervisors in the areas of community practice, health care, child protection, LGTB and settlement.⁸
- d) An online *survey* open to students, staff and faculty with a total of 50 responses.⁹
- e) Informal *dialogue groups* with 5 groups of students (students of colour, LGTB students, students with visible and invisible disabilities, International and PhD students).¹⁰

⁵ Social Justice is a framework geared towards social action and is concerned with the correction of inequalities and injustices past and present. Thus, by recognizing the unequal distribution of power as a key factor in social inequality and by calling for the development of means for facilitating the enjoyment of democratic privileges and immunities for all members (regardless of gender, class, ethnic/racial background, sexual orientation, religious beliefs or ability), social justice principles go beyond the protection of basic rights and individual freedoms.

⁶ PhD students Kate Murray and Raj Kadhka conducted the review and report writing. MSW alumni Anna Cavouras contributed with bibliographic entries. For a full report see Appendix 2

⁷ MSW student Erika Ono with the support of Marshall Brett, BSW student conducted the research and report writing for the case studies. For a full report see Appendix 3

⁸ Alumni Ayesha Haider with support from Erika Ono (MSW) and Sanober Nair (BSW) conducted the consultation and report writing. For a full report see Appendix 5

⁹ The survey, administered using the anonymous on-line program Survey Monkey, was design by PhD student Ally Jamieson with the support of PhD student Tamara Miskovic. MSW student Jody Max wrote the report on the survey. For a full report see Appendix 4

¹⁰ Dialogue groups were facilitated by Vaughn Marshall, Brian O'Neill and Pilar Riaño. Erika Ono and Sanober Nair provided support with note taking. For a full report, see Appendix 6

f) *Interviews* with faculty and sessional instructors.¹¹

In total, 122 people participated in the review and consultation process. Nine students (2 BSW, 3 MSW and 4 PhD) contributed to the design, implementation, report writing and organization of meetings. Data and reports were collected by the ETF chairs and students leaders and shared and discussed with the Equity Task Force in several meetings. In each case data was organized in six areas of review:

- Student access, admission and support
- Curriculum and pedagogy
- Environment and climate: school, work, classroom
- Governance, decision making and accountability
- Staff and faculty recruitment and retention
- Community Engagement

Once the information was organized under these areas, common themes and key strategic issues across these themes and groups were identified.

These resources are not the only source of knowledge and perspectives on equity at the School of Social Work. The ETF acknowledges that documentation and analysis of issues as well as other stories and perspectives on equity have been presented and documented by students of the School of Social Work.¹² This plan has benefited from this work but does not fully represent it.

3. Equity and the School of Social Work: Where we are at

- The School has in place an *admission policy* that reserves five spaces each year for admission of First Nations qualified applicants to the BSW and MSW programs.
- Additional entry points are given to self identify members of minoritized groups in the BSW and MSW.
- Currently, the faculty of the School of Social Work is composed by a diverse group of faculty members that includes Aboriginal, visible minority, gay and lesbian, women (9) and men (8). Among the program chairs, there are visible minority, gay and women faculty.
- *Curriculum*: the School offers a series of courses (mandatory and electives) with focus on equity and diversity issues: SOWK 335/505 Social Analysis for Social Work Practice (with modules on social class, disability, feminisms, gender identity and sexual diversity and aging); SOWK 337 Culture and Race in Social

¹¹ Interviews were conducted by Erika Ono. For a report on the interviews, see Appendix 7

¹² During the process of developing this action plan, two groups of third year BSW students conducted class projects that assessed cultural competency and barriers to access and inclusion in the School. As well an MSW student conducted a qualitative research project on how equity issues impact minoritized students at the SSW. These students generously presented and shared their findings and recommendations with the ETF.

Work Practice; SOWK 425/510 First Nations Social Issues; SOWK 570B Social Work Practice with First Nations/Aboriginal Individuals and Communities; 523 Advanced Analysis of Culture and race.

4. Equity and the School of Social Work: Strategic Issues and Areas of Needed Change

Five main critical issues and challenges related to achieving equity at the School emerged from analysis of the literature and the consultation with stakeholders. These issues refer to systemic, attitudinal and every day discriminatory procedures and practices, and underscore the relevance of implementing a strategic action plan for change at the School. They came across in a consistent and clear manner in the stories and viewpoints shared during consultation process and across various groups.¹³

The issues summarized below, however, are not a comprehensive description of the problematic areas and challenges identified through the consultation and review process nor do they include all the voices and stories we heard. A detailed description, comprehensive review and recommendations on these issues and of the stories we heard by area are found in the reports on the survey, focus groups, dialogue groups and interviews (see Appendices). The review and understanding of these issues is of fundamental importance to the implementation of the action plan.

The five key strategic issues are:

*Under-representation from students and faculty from disadvantaged, minoritized groups*¹⁴ Although progress has been made in recruiting faculty from diverse backgrounds in the last year (2012) and in recruiting students from minoritized backgrounds, under-representation at all levels within the School of many segments of the local and national populations continues to be perceived.¹⁵ This under representation is related to the *prevalence of systemic, procedural and attitudinal barriers* to access, entrance, support and retention for Aboriginal, immigrant and refugee, transgender, and lesbian, gay and bisexual individuals, in addition to those with low income and living with a disability. It is also related to the lack of an outreach strategy that includes

¹³ See Appendix 1, Chart “Summary of Issues per source and area of review” and the reports per source of information (Appendix 2-7).

¹⁴ We have adopted this term from Muzzin. Muzzin uses “minoritized” instead of “minority” to signal how the problem is located “within academic processes that exclude particular groups and their knowledges”, rather than within these groups or their members. She notes that “use of this term allows the situation of women to be likened to ethnoracial minorities, even though they are in the majority of the Canadian population.” (Muzzin, 2009 pp. 105-106)

¹⁵ The School has as February 2013, a total of 81 students enrolled in its BSW program. They self-identify as follows: 14 male, 67 female; 4 aboriginal; 4 with disabilities and 22 visible minority. There are a total of 76 MSW students: 14 male, 62 female. Four of the students are aboriginal. The School lacks further information on self identify profiles. No data are available regarding LGBT, immigrant and refugee, and working class background students.

community stakeholders in its design and implementation and to the absence of financial support opportunities.

A fragmented curriculum on equity-related topics and the dominance of Western-based content and instructional methods. The organization of the curriculum in separate courses or modules on disadvantaged groups or diversity-specific themes compartmentalizes analysis and understanding of the workings of oppression and discrimination, and reinforces a view of equity as an add on. The rooting of curricula in Western-centric approaches and pedagogy hinders advancement towards an educational environment that embraces Indigenous and other worldviews in curriculum, pedagogy and protocols.

Racism and other forms of oppression and inequity. Discriminatory procedures, attitudes and practices operating at the School create a *chilly and unsafe climate* for minoritized individuals and affects their learning, participation and performance. Stories were shared on ways that Aboriginal students and students of colour have been silenced, stereotyped and minimized by faculty and/or peers during class or in practicum settings, of incidents of racist remarks, jokes and discriminatory language left unaddressed by instructors; of the stigmatization of, judgment and disrespect for students with disabilities and low income; of the devaluation of knowledge and experience of ESL and International students or of LGTB students singled out or pressed to speak on behalf of an entire community. A chilly climate is also maintained by the presence of a pervasive culture of white entitlement that validates the naming and learning about particular differences while resisting the naming of white and class privilege or brushing off experiences of discrimination as coincidence or exaggeration.¹⁶ The consultation and review also indicated that faculty play a major role in reproducing an Institutional White heteronormative and ableist culture and in the maintenance of a chilly climate in classrooms and School.

Lack of strategic commitment. Students, faculty and community members stated that although the School of Social Work talks about equity and embraces social justice as the foundation of its vision and mission, there is a lack of strategic commitment to taking action to achieve this vision. Lack of commitment is demonstrated in the absence of substantive progress in: a) allocating human and financial resources to address existing inequities or change systems, b) developing policies and procedures to address discrimination and to promote equity in classrooms and in the workplace;¹⁷ and, c)

¹⁶ It is critical to recognize that the School operates within a broader dominant culture that reproduces such entitlement at the various institutional and academic levels of the university. For a description of incidents or situations related to these issues, see the reports on the survey, focus groups (alumni) and dialogue groups.

¹⁷ Absence of School policies addressing equity is a serious omission. A review of the School's web site identifies only two policies specific to the School (professional conduct and snow policy) are in effect. Neither of these policies contains any reference to equity. The School's website make reference in the Students Handbooks to UBC Harassment and Discrimination policies. Although provision is made on application forms for applicants to the BSW and MSW programs to self-identify as members of equity groups, no policy regarding the admission of such applicants is made. The School of Social Work has a policy to reserve five spaces for Aboriginal qualified applicants to the MSW program but this policy is not posted or explained anywhere in the informational material of the School (website, applications, handbooks).

uneven commitment, understanding and leadership in equity related issues across faculty, management, staff and students, and d) “disciplinary snobbery” explained by one consultation participant as “feeling social workers understand [and practice] social justice issues better than people from other disciplines.”

Limited participation in decision-making and weak democratic processes. Power unbalance and lack of representation in decision-making bodies and procedures support a white male, middle class, ableist institutional culture of privilege.¹⁸ Examples of these power unbalances can be found in the disproportionate number of white and male faculty in power positions, in the lack of consultation with faculty and staff on decisions about themselves, in the devaluing of the work of women faculty and staff, in the working dynamics between community members and faculty in various committees and in the absence of clear avenues for students or staff to raise complaints about discriminatory or inequitable practices by their supervisors or teachers.¹⁹

5. Where are we going? The Plan

5.1 A Vision for a living action plan²⁰

The Equity vision underlying this plan acknowledges the need to devote considerable attention to the processes and methods through which the UBC School of Social Work’s equity plan and practices are developed, implemented, monitored, and revisited on an ongoing basis. In order to realize an equity plan, it needs to exist not only in text, but also by ‘living’ through practice and subject to change and debate. As such, a living equity plan is informed by the following guiding principles:

- It is not only *what* organizations do (either informally or in terms of policy) which challenges oppressive and racist structures, but *how* organizations do this; how policy is implemented has a significant impact (Ahmed, Hunte, Kilic, Swan, & Turner, 2010);
- Attention needs to be given to *processes and methods* for development, implementation, and sustaining of an equity plan instead of focusing on a set of isolated and not necessarily related, best practices;
- *A holistic approach* to address equity issues is built upon recognition of current inequities, meeting professional and community standards, and a respect of rights and freedoms;
- Institutional and faculty commitment and openness to change and to challenging structures of oppression are conditions for any basic and meaningful change; and

¹⁸ Institutional privilege is defined by MacDonald, Bernard, Campbell, MacDonald & Richard, 2003 as the normalized and taken for granted benefits of being part of the mainstream culture in a formally organized set of relations.

¹⁹ Several examples on these issues were documented through faculty interviews, dialogue groups and alumni focus groups. See reports on Faculty Interviews; equity dialogues and community consultation.

²⁰ The idea of a living action plan is based upon the work of the University of Manitoba Faculty of Social Work’s Educational Equity Committee, Initiative, and Plan.

- *Student leadership in the design and implementation of the action plan and participatory governance* are core requirements to ensure accountability and transparency of process.

5.2 Goal

The School of Social Work recognizes that progress towards equity requires addressing issues and challenges in a systemic and holistic way. Through the acceptance of this plan, the School of Social Work adopts the goal of *working towards the realization of an equitable learning and working environment and creating open accountability measures for monitoring the implementation of this action plan* and establishes a strategic commitment to achievement of this goal.

5.3 Strategic Commitments

This action plan is organized around seven strategic commitments where the School can implement key actions:

1. The leadership of the School (Director, program chairs and faculty) and the Faculty of Arts (Dean, Associate Dean of Equity) make a commitment to implement the action plan and to ensure accountability through evaluation and involvement.
2. Develop and implement comprehensive equity, affirmative action, anti discrimination and accommodation policies and processes and ensure that management, faculty, staff and students are aware and put in practice these policies.
3. Remove barriers to access, admission and educational success for members of minoritized groups by strengthening community outreach, reviewing current admissions criteria and selection process for all programs, reviewing equity admission criteria and developing discretionary applicant categories, supporting mentorship programs and financial support.
4. Mandatory and ongoing education and training opportunities on decolonizing/anti racism and anti oppressive practices for all faculty and staff.
5. Develop criteria and a set of guidelines to address equity and inclusion of different worldviews and non Eurocentric perspectives in course content and pedagogy; Encourage faculty to develop a pedagogical vision that addresses equity.
6. Create, support and maintain spaces for people who identified as members of minoritized group to come together (ex. Caucus; networks) as well as ongoing

spaces for storytelling and talking on the complexity of staff and students struggles around discrimination.

7. Set up an annual evaluation process to monitor progress in relation to the strategic goals.

5.4 Specific strategies, actions, responsibilities and timeline

Understanding that the task and commitment to implement this action plan is long term, the plan is divided in three action phases in relation to each strategic commitment:

Phase I: Completion of initiatives already underway or immediately do-able

Phase II: Policy and process development

Phase III: Implementation

Strategic commitment 1: The leadership of the School (Director, program chairs and faculty) and the Faculty of Arts (Dean, Associate Dean of Equity) make a commitment to implement the action plan and to ensure accountability through evaluation and involvement.

	Specific Actions	Responsible	Timeline	Resources
I.	Financial, time and personnel resources are allocated for the implementation of the Equity Action Plan (EAP).	Faculty of Arts Dean and Associate Dean of Equity, Director of School of Social Work, Associate VP of Equity	Sept. 2013	Financial, Workload
I	The Equity Task Force (ETF) transitions into a permanent committee, the Equity Committee (EC), with two chairs (one Faculty, one student) and a clear mandate.	Current ETF chairs, ETF student representatives, and Director of School of SW	Sept. 2013	Workload
I	The School recognizes that systemic discrimination exist at the School and is embedded in systems, procedures, classroom, work and day-to-day interactions.	Director of the School of Social Work; Program Chairs, Faculty members and School Council	Sept. 2013	
I	A resource person from the Equity office is assigned to the SSW to support the implementation of the EAP.	Associate VP of Equity	Sept. 2013	Workload
I	Director and program chairs are fully informed on the implementation of the EAP and participate at ETF/EC meetings	Director, program chairs	Ongoing	

I	Members of the Equity Committee (EC) are present at curriculum and field education committees and at the School council meetings	Program chairs, student council, EC members	Ongoing	
I	Recruit and appoint students in each program to the position of equity liaison / facilitator for a period of two years (BSW, Foundation MSW and PhD) and one year for Advanced MSW ²¹	Program chairs, EC student representatives, student body and faculty	Sept. 2013	
I	Ensure participatory and democratic mechanisms of decision making for admissions, workload and program structure changes	Director of School of Social Work, Program Chairs and management	ongoing	
I	Communicate widely the Equity Action Plan and policies in staff and faculty orientations and in Students, Faculty and Staff Handbooks	Director of School of SW, program chair, faculty and staff, EC	Ongoing	
II	The School and the EC identify areas of overlap and collaboration with the Aboriginal Strategic Plan and areas of separation	EC; Chair of Aboriginal Strategy; faculty, Director of School	June, 2014	
II.	Facilitate and support participation of community representatives in EC processes	Director of School of SW, EC, faculty, student representatives	June, 2014	workload
II	Allocate resources for the ongoing development and maintenance of an equity website	Dean of Arts and Equity Office	June, 2014	Financial
II	Report annually on progress and challenges in implementing the EAP	Equity Committee and outside evaluator	Ongoing	Financial

Strategic commitment 2: Develop and implement comprehensive equity, affirmative action and anti-discrimination *policies and processes* and ensure that management, faculty, staff and students are knowledgeable and put in practice these policies.

	Specific Actions	Responsible	Timeline	Resources
I	Review vision and mission statements to ensure that equity, respect and responsibility to create	EC, Director, School Council	Dec. 2013	Workload

²¹ This group of students will be the point of contact (for information, concerns, complaints) for students in their cohort and part of the governance structure of the Equity Committee.

	a climate free of discrimination are stated as core principles.			
I II	Develop a plan to modify the physical environment at the School of Social Work (walls, bathrooms, social areas, corridors and classrooms) as a means to communicate: a) the School's strategic commitment to Equity and to an environment free of discrimination and racism; b) Schools values, respects and welcomes different worldviews and backgrounds; c) to accommodate various gender identities in their use of facilities such as washrooms.	EC, faculty, students and staff	June, 2014	Workload Financial
II	In accordance and coordination with the Aboriginal Strategic Plan, develop an affirmative action policy that includes an outreach strategy for hiring and retention of staff and faculty from First Nations, underrepresented and minoritized groups	Director, coordinator of Aboriginal strategic plan, hiring committees	June, 2015	
II	Develop and implement an anti racism and anti discrimination policy for the School	EC, Director	June, 2014	
II	Develop and implement an accommodation policy for the School	EC, Director	June 2014	
II	Review accommodation statements in all curricular materials and provide guidelines to faculty and instructors on accommodation regarding visible and invisible disabilities	Program committees	June 2014	
III	Ensure that representation of faculty and students in governance structures of the School reflects make up of student body and Lower Mainland population.	Director, program chairs, student reps	Sept. 2014	Financial and workload
III	Appoint a resource person to deal with disability related issues such as faculty/staff education and accommodation for students.	Director	Dec, 2014	Financial/ workload

Strategic commitment 3: Remove barriers to access, admission and educational success for members of minoritized groups by strengthening community outreach, reviewing current admissions criteria and selection process for all programs, developing discretionary applicant categories, supporting mentorship programs and financial support.

	Specific Actions	Responsible	Timeline	Resources
II	Review admission criteria and processes for all the programs; develop an equity admission criteria ²² and a discretionary category ²³ of applicants.	Program chairs and BSW, MSW and PhD committees, EC	June, 2014	
II	Ensure that School policy that reserves five spaces for Aboriginal applicants in the MSW program is widely communicated and developed for BSW program	Program chairs and committees, School Council	March, 2014	
II	Based on applicants' self-identification as member of minoritized groups, provide additional points in the ranking of applicants for admission to BSW & MSW	Program chairs and committees, School Council	March, 2014	
II	Increase recognition and weight of experiential knowledge, work and volunteer experience, civic and community contributions, and international education and experience in admissions criteria and process.	Program chairs and committees, School Council	March, 2014	
II	Increase student feedback on admission priorities and process.	Director of School of SW, Program chairs and committees, admission committees and student representatives	June, 2014	
II	Outreach ²⁴ in high schools, colleges, other university programs,	Director of School of SW, program chairs, student	June, 2014	Financial/workload

²² Such criteria will consider applications based on individual merits (life experience, work and volunteer history, social and civic leadership and communal responsibilities/contributions) not as part of a competitive pool of applicants assess under a standardized criteria of GPA and years of experience.

²³ As created by the Faculty of Law of UBC that grants the admission committee the discretion to respond to the situation of an applicant that because of special circumstances in life, she or he may not satisfy one or more requirements for regular applicants.

²⁴ Outreach will be jointly developed by Faculty and students and in collaboration with community partners.

	and community agencies to increase student applicants from underrepresented and minoritized groups.	council, faculty, student representatives		
III	Resources are allocated for outreach	Director of School of SW, program chairs, Dean of Arts, Equity Office	June 2015	Financial
III	Create a funding strategy for qualified applicants from underrepresented groups to enter and complete their program of study ²⁵ Focus fundraising efforts in supporting this funding strategy.	Director of the School of SW; Dean of Arts Office; Equity Office; President's office	June, 2015	Financial

Strategic commitment 4: Mandatory ongoing decolonizing/anti-racism/anti-oppression education and training opportunities for all faculty, management and staff

	Specific Actions	Responsible	Timeline	Resources
I	Include equity at annual faculty retreats	Director of School of SW, faculty, management, staff	Ongoing	
II	Annual education and training for all faculty, sessionals, management and staff on equity related issues/topics	Director of School of SW, faculty, management, staff	June 2014	Workload /financial
III	Offer Equity education and training opportunities to students	EC	Ongoing	Workload

Strategic commitment 5: Develop criteria and guidelines to address equity and inclusion of different worldviews and non-Eurocentric perspectives in course content and pedagogy.²⁶

	Specific Actions	Responsible	Timeline	Resources
II	Recognize and increase inclusion of different worldviews and non-	Director, program chairs, all faculty, curriculum and	June, 2014	Workload

²⁵ This strategy should be worked considering the Aboriginal Strategy Plan's strategy to provide "Financial Support for Aboriginal Students in Undergraduate and Professional Programs. More adequate levels of financial support for Aboriginal students should be developed through central and unit initiatives, fundraising, and lobbying with governments."

²⁶ The report "A Compilation of Case Studies on Equity Processes and Practices" provides a detailed discussion on processes, approaches and methods to work towards the development of this strategic commitment.

	<p>Eurocentric perspectives in course content and pedagogy through:</p> <ul style="list-style-type: none"> • Encouraging faculty to develop a pedagogical vision that addresses equity • Develop processes and mechanisms for inclusion of different worldviews. • Close coordination and guidance from the Aboriginal Strategic plan. 	field education committees, student representatives		
II	Provide support and acknowledgment (resource allocation and workload recognition, merit review) to learning opportunities that foster alternative pedagogies, formats and non Eurocentric content (ex. Directed studies; co-teaching with community members)	Director; Dean of Arts; faculty	June 2014	Financial/workload
II	Ongoing student evaluation on ideas and experiences of course content and pedagogy regarding equity and different worldviews	Director of School of SW, program chairs, curriculum and field education committees, student body	June, 2015	
III	Include options for assignments in courses and field education through a more diverse pedagogical stance and include equity content in all courses and syllabi.	Director of School of SW, program chairs, all faculty, curriculum and field education committees, student representatives, student body	June, 2015	

Strategic commitment 6: Create, support and maintain spaces for people who identified as members of minoritized groups to come together (for example, Caucus, networks) as well as ongoing spaces for storytelling and taking on the complexity of staff and student struggles around discrimination.

	Specific Strategies, Goals and Actions	Responsible	Timeline	Resources
I	With support of instructors and students liaisons, facilitate the creation of student caucuses and networks (ex. (dis)ability;	Student representatives; program committees, program chairs; equity committee	June, 2015	Workload

	LGBTTIQQ, international students)			
I	Address equity issues in student council, increase student involvement in EC matters, get student representatives to regularly update students on EC matters	Director of School of SW, program chairs, EC members, student representatives, student body	June, 2014	
II	Develop a formal complaint process for matters related to discrimination, systemic and attitudinal barriers.	Director School of SW, program chairs, EC members, students	June, 2015	

Strategic commitment 7: Set up an annual evaluation process to monitor progress in relation to strategic goals.

	Specific Strategies, Goals and Actions	Responsible	Timeline	Resources
II	Develop and implement an annual evaluation process to monitor progress in relation to strategic goals. Include community consultation and input.	Director of School of SW, EC members, student representatives, program chairs, faculty	June, 2014	Financial

References

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LIST OF APPENDICES

Appendix 1

Summary of Issues per Source and Area of Review

Appendix 2

Literature Review: Key Themes and Annotated Bibliography

Appendix 3

A Compilation of Case Studies on Equity Processes and Practices

Appendix 4

Equity Survey Report

Appendix 5

Educational Equity: A Community and Stakeholder Perspective

Appendix 6

Equity Dialogue Groups Report

Appendix 7

Faculty Perceptions and Experience