

**Appendix 1**  
**EQUITY TASK FORCE – SCHOOL OF SOCIAL WORK**  
**Summary of Issues per source and area of review**

	<b>Survey – Students</b>	<b>Dialogues (students)</b>	<b>Interviews Faculty / Instructors</b>	<b>Focus groups (community members; committees, alumni)</b>
<b>Curriculum pedagogy and scholarship</b>	<p><i>Stigmatization</i> (peers, staff) when students are open about disabilities.</p> <p>Disclosure or requests for accommodation are seen as unprofessional by some profs: <i>disrespect and invisibilization</i></p> <p><i>Invisibility of issues</i>: not talked about in most classes</p> <p>Most professors white</p> <p>Western curriculum and teaching and format of classes favours extroverted students and without learning/cognitive disabilities. <i>Instructional methods value dominant learning styles</i></p> <p>Teaching does not address diversity of philosophies</p> <p><i>Courses box diversity in separate categories</i></p> <p>Inconsistent teaching: how well, which, or if, equity</p>	<p><i>Race, Visible minorities and ESL Trashing expectations.</i> Coming with high expectations on valuing and welcoming difference: experiences of people of color, int'l students are not valued</p> <p><i>ESL students made feel different</i></p> <p><i>Subtle ways of showing impatience</i> with language, different expression or indifference</p> <p><i>White entitlement at work</i> in many ways: some differences are ok to be named and analyzed while others (whiteness) are not.</p> <p><i>Ethnocentric norms and standards</i> taught: ex. Interviewing skills; good communication is direct communication.</p> <p>Incidents of racism/prejudice in classroom: lack of facilitators experience</p> <p>Lack of sensitivity and</p>	<p>Dissonance between the embracing of feminism and anti racism as subjects for discussion and the lack of examination of day-to-day behaviours.</p> <p>Members of minoritized groups often <i>do not see themselves reflected in the curriculum</i> in many of the classes.</p> <p><i>Equity issues are seen as an add-on.</i></p> <p>The <i>responsibility of teaching courses</i> on equity-related topics has, and is frequently placed on minoritized faculty members.</p> <p>A challenge to “include curricular material of broad application in an increasing global classroom”.</p> <p><i>Lack of immigrant and refugee issues/topics</i> in current curricula.</p> <p><i>Curriculum on Aboriginal issues needs improvement</i> and consideration of variations (such as differences between rural and urban communities).</p> <p>Ongoing debate on whether best approach is to integrate equity</p>	<p>Effort to include <i>equity in curriculum but with a mainstream lens</i> and in <i>compartmentalized manner</i>: <i>Paying lip service</i> to communities by having one course on culture and race; Aboriginal or modules on “isms”</p> <p><i>First Nations issues</i> restricted to one course but <i>not built into a School’s culture</i> that embraces First Nations culture and worldviews.</p> <p><i>Equity concerns are rarely discussed</i> in curriculum and field education committees: people do not know how to discuss it.</p> <p><i>Curriculum does not adequately prepare students to work with immigrants and refugees</i>: understanding cultural perspectives in seeking and receiving help/support.</p> <p>When discrimination happens,</p>

	<p>issues are taught or addressed depends on the person teaching</p> <p>Discrepancy between theory and action</p> <p>Too surface and lacking necessary depth and complexity</p> <p>Pervasive dominance of white entitlement and white-centrism/euro-centrism</p>	<p>awareness in groups</p> <p>Lack of depth and nuance in content about cultural difference</p> <p>Stereotyping through use of case studies</p> <p>Understanding different models for practice but not how racism is engrained and how to see it</p> <p>Fragmented curriculum</p> <p>Homogenizing visible minorities; lack of a historical vision of many generations in Canada and differences with new immigrants</p> <p>Assumptions made on VM students about westernization or closeness to culture</p> <p>Single-ing out LGTB / transgender students: asking questions, confirmation or approval</p> <p>Use of racist stereotypes through humour</p> <p><i>People with Disabilities</i></p> <ul style="list-style-type: none"> <li>•Insufficient content on disability</li> <li>•If education re disability left to field experience, critical analysis cannot be promoted.</li> <li>•Only one module on disability,</li> </ul>	<p>related topics in courses or to have separate ones. But overall, more course material on equity related issues is needed.</p> <p>Curriculum is deeply rooted in a <i>Western centric paradigm</i>.</p> <p>Syllabi are expected to outline equity perspectives but it is not always followed it up.</p> <p>School needs to make a commitment to strengthen the way in which pedagogy addresses equity issues.</p> <p>Need to incorporate other forms of teaching that facilitate this (art and theatre).</p>	<p>new immigrants are not cognizant or feel safe to name it.</p> <p>Deep <i>sense of exclusion</i> as visible minority going to program.</p> <p>Frustration with time inflexibility of program for part timers.</p> <p><i>Little information shared to students on scholarships/grants.</i> Information had to be sought out rather than available.</p> <p>Need to integrate equity concerns in all streams.</p> <p><i>Lack of action:</i> Equity concerns may be documented when students raise them but little action was taken.</p> <p><i>A hand on approach is missing to real equity</i> issues faced by marginalized individuals.</p> <p>More should be done in the curriculum <i>to increase content by women writers</i> and professionals.</p> <p>Increase of online courses may pose a further barrier, as it requires computer literacy and equal access to high-speed internet and home workspace.</p> <p>Under what ideology are social workers being trained? Is the</p>
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		<p>and focus on physical disabilities...</p> <ul style="list-style-type: none"> <li>•Would have been helpful if School had communicated student's accommodation needs to practicum.</li> </ul> <p><i>Queer People</i> -Need more curriculum content</p> <p>Hierarchy of oppressions in which heterosexism dealt with in only 1 module of 1 course</p> <p><i>Int'l and PhD students</i> Sexist discrimination: preferential treatment given to the male students, such as disproportionate air time in class and higher marks.</p> <p>For ESL students, again a disproportionate focus on writing and language instead of intellectual content.</p> <p>Female ESL students expressed receiving far more negative critique regarding rewriting than male ESL students who were simply asked to rewrite with emphasis on where content was unclear and where grammar could be improved.</p>		<p>clash between dominant societal values and social work values of justice and equity is contributing to a sidelining of the profession?</p>
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		Discrimination in the classroom: Experiences of inequality in various different classes where faculty made statements that were either blatantly offensive or adversarial; students expressed feeling "silenced", "stupid", and "afraid to speak" .		
<b>Community relations</b>	Lack of flexibility in program can maintain socio-economic barriers to students who need to work while in school			<p>Know of students who dropped program because of racism or exclusion</p> <p>Communities that form a <i>disproportionately large part of Soc work clientele do not have equal access to school.</i></p> <p>Field educators: students have a <i>long way to go to truly respect differences</i> and challenge deeply entrenched belief systems: further training and awareness needed.</p> <p>Experiences of <i>racism and prejudice</i> against students in practicum</p> <p>Students' attitude towards securing placements show how it's becoming a career path, less emphasis on social justice,</p> <p>Concern by field supervisors in the health and community field that they have not been</p>

				invited into curriculum committee: their input would be valuable.
<b>Student access, outreach and support</b>	<p>Absence of strategies to attract a diverse student base</p> <p>Lacks representation from diff. groups: no effort to reach out.</p> <p>Most from privileged background; middle class</p> <p>Absence or low representation from: low income, disability, older, visible minorities, (with children). Where are the Aboriginal students?</p> <p>No financial opportunities</p> <p>No accommodation for students who have to work while in school</p>	<p><i>Race, Visible minorities and ESL</i></p> <p>Lack of coherence in language assessment; subjective decision making on who gets in</p> <p>Lack of clarity on how self disclosure plays in admission</p> <p>In considering school and looking at teachers/CVs, lack “of my face” struck the students</p> <p><i>People with Disabilities</i></p> <p>Student felt like “the only one” with a disability, ... isolating ... surprised there are more students with disabilities.</p> <p>Need to have more people with disabilities in School</p> <p>Students feel left out of some opportunities because of poverty associated with disability.</p> <p>Accommodations through Access &amp; Diversity inadequate</p> <p><i>Queer people</i></p> <p>-Include ‘equity points’ for</p>	<p><i>Not enough focus on equity issues in the admissions process.</i></p> <p><i>Not enough student outreach, which impacts the representation of minoritized groups in the student body.</i></p> <p>Not enough <i>accommodation made to single parents and students who need to work full-time while going to school due to financial strains.</i></p> <p><i>Information about the designated spots for Aboriginal students is not clearly stated on the website, nor is it easily accessible to most students.</i></p> <p>Progress has not been linear. School had a progressive equity policy for student admission in the early 1990s but a group of students challenged it arguing that admission should be solely on merit.</p> <p>Criteria that additional points in admission process for students who self identify Aboriginal and a designated number of seats reserved are not clear communicated.</p> <p>School is behind in representation</p>	<p>Gender imbalance</p> <p>No awareness of any <i>measure to reach out racial minorities</i></p> <p>Issues of <i>ownership, access and exclusion for new immigrant communities</i> and social work</p> <p>Not enough done to <i>outreach new immigrant communities</i></p> <p><i>Attitudinal racism</i> in admission process towards Aboriginal students: experience of racist comments by interview panel members</p> <p>Students with disability face greater challenges</p> <p>Int’l students come with different understandings / approaches to social work: more philanthropic rather than regulated profession.</p> <p>Int’l trained social workers come with different expectations because of stronger social justice focus (UK).</p> <p>Concern for the <i>student who does not feed mold</i> of typical student</p>

		<p>queer applicants</p> <p>–Make all students aware of supports for LGBT students on campus</p> <p>Int'l and ESL – PhD students Lack of support for navigating stresses and challenges to immigrating, and for how to integrate into school. International students report that their reality is rarely a part of any discussion in the school and they feel alone in figuring it all out. Sense of isolation.</p>	<p>of Aboriginal students Class barriers are critical. Not enough outreach, support for single mothers or low income students. No enough commitment to promote equitable access and entry to minoritized students. It's predominantly a white body. No outreach or support to accept and retain minoritized and low income students. Under-representation of queer identified students; specially transgender</p>	<p><i>Access to information</i> in a timely and relevant manner is an issue of concern Selecting students (admission) <i>lacks a process</i> to address equity concerns No enough encouragement to put action in place during recruitment process Many groups underrepresented because of inability to be full time Differences (inequity) <i>between foreign trained and locally trained</i> Fear of some new immigrants to become part of a profession that is vocal about challenging issues <i>Financial Equity</i> – Increase need for financial support for some groups to access and apply to School. <i>Access is very socio economic class based.</i> Non alumni groups hesitant to discuss it Stringent requirements and screening for hospital placements and particularly evaluations on “capacity to write”: does this process screen out ESL and other students with disabilities?</p>
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<p><b>Climate</b></p>	<p>Pervasive dominance of white entitlement and white-centrism/euro-centrism</p> <p>Mostly heterosexist assumptions and views</p> <p>Not welcoming and inclusive of people with various disabilities</p> <p>Concerns about instructors not brought up as they will be protected by “friends”</p> <p>Power of faculty silences some</p> <p>Unsafe to discuss personal experiences of poverty among a privileged student body</p>	<p><i>Race, Visible minorities and ESL</i></p> <p><i>No acknowledgment of personal resistance / discomfort</i> to issues of equity and diversity. Not wanting to “go there.”</p> <p>No context of safety as it is solely a “Canadian” place</p> <p><i>Open discomfort when a member of a minority group raises an issue</i></p> <p>When stereotyping happen, students do not feel safe to name them</p> <p><i>People with Disabilities:</i></p> <p>–Not confident faculty will understand, may make mistaken assumptions</p> <p>–Students may speak of clients with disabilities in such a way as to cause discomfort for students with invisible disabilities</p> <p>–Personal sharing... puts student at risk because level of understanding about invisible disabilities amongst classmates is limited.</p> <p>–invasive questioning from other students</p> <p>–feeling of being observed and</p>	<p><i>Invisible barriers:</i> Inequity and academic barriers exist, but they can be invisible.</p> <p><i>Resistance to change:</i> Those who benefit from current practices are resistant to change.</p> <p>Minoritized faculty sometimes experience <i>resistance and/or</i> resentment from students when teaching equity-related topics.</p> <p>Issues of climate:</p> <p><i>Dismissal of equity issues:</i> students and faculty who experience less barriers tend to recognize less (or no recognize) concerns about equity.</p> <p><i>Sustainability of equity initiatives:</i> effort to create inclusive and equitable environment in student orientation but sustainability is an issue.</p> <p>Climate getting better but a long way to go.</p> <p><i>Safety gets overstated</i> and should not be about pacifying defensive behavior from privileged students.</p> <p><i>Unsafe teaching environment</i> for minoritized faculty when receiving defensive and racist feedback in course evaluations.</p> <p><i>Lack of safety and silencing</i> for non tenure faculty in naming racism and other –isms.</p>	<p>Focus on completing program, inequity is a secondary issue</p> <p>Gender imbalance (faculty/student) impacted on class dynamics and collegiality</p> <p><i>Financial support</i> increasingly needed</p> <p><i>People do not know how to discuss equity</i> and it’s a big issue.</p> <p><i>School does not follow any consistent protocols</i> such as Aboriginal ceremony and acknowledgments</p> <p><i>Students not feeling comfortable</i> speaking on sensitive issues of race and gender discrimination as undergraduates.</p> <p><i>Covert racism</i> and prejudice by field supervisors/staff in practicum settings towards visible minority students or ESL students.</p> <p><i>Lack of clarity on whose responsibility</i> is to address equity issues coming up in field placements.</p>
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<b>Employment</b>			<p>Not enough outreach.</p> <p>The make-up of the faculty does not represent that of Vancouver. For example, not enough racially minoritized faculty and sessional instructors.</p> <p>Recent improvements in hiring but still many equity issues to be addressed. No discussion on retention.</p> <p>Need to be increased and continuous efforts to hire and retain diverse faculty members.</p> <p>No enough focus on hiring racially minoritized individuals, especially foreign born.</p> <p>Lack of affirmative action policies in hiring; barriers faced by applicants are not officially considered in the hiring process.</p> <p>Wage difference between men and women. Different negotiation styles between men and women when making requests of pay.</p>	No enough encouragement to put action in place during recruitment process
<b>Systems, governance and decision making</b>	Values diversity but diversity needs to put in action, beyond abstract commitment: more staff and faculty of diff. backgrounds	No many faculty care and support: who comes?	<i>Leadership has come from a small group of individuals, but the lack of commitment from the entire faculty has resulted in slow progress, and at times, regression</i>	<i>Equity seems to be approached from a liberal perspective of diversity as advantage rather than an issue of fairness, rights and justice.</i>

	<p>Looks like run by a “boys club”</p> <p>Disproportionate number of white male faculty</p> <p>Does not address diversity of philosophies</p>		<p>in addressing equity issues.</p> <p>In terms of strategic commitment, <i>equity is often operationalized on a surface level.</i> The increasing corporatization and bureaucratization of the University has impacted the School by narrowing the definition of equity, and <i>moving away from a comprehensive and holistic approach to improving equitable policies and practices.</i></p> <p>Despite the School’s mission statement that emphasizes social justice and the ethic of care, <i>there is a lack of understanding of, and value placed on ‘women’s work’ and caring labour</i> by some faculty members.</p> <p>The School’s <i>strategic commitment to improving equitable practices and policies has been inconsistent</i> throughout the last twenty years.</p> <p>University’s mandate for excellence overshadows the practice of equity. Narrow definition and focused on celebrating diversity.</p> <p>Compliance with accreditation standards in regards to equity is not sufficient.</p> <p>Commitment to equity due to leadership of some but strategic commitment is lacking,</p>	<p>Gender imbalance / bias. It has improved but most need to be done.</p> <p>Great even noble ideas but <i>outwards appearance isn’t inward reality.</i></p> <p><i>History of racism, complaints, and committee’s formation in the School</i></p> <p><i>Power imbalances</i> between faculty and community members in committees with community representation: proposals/measures for mandatory topics such as cultural diversity can get stalled when going from the committee to the larger faculty.</p> <p><i>No reference to representation in the terms of reference</i> for curriculum committee</p> <p>Equity issues can get stalled when they pass from the committee to the faculty</p> <p><i>Perceptions of equity are still filtered through classical approach</i> of diversity as advantage rather than issues of fairness, rights and justice</p> <p>Cross cultural diversity training for all staff/faculty should be mandatory.</p>
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			<p>Lack of consistency and progress in addressing equity.</p> <p>No recognition of the value of elders in formal or informal ways: no presence of emeritus faculty.</p> <p>Agist culture has been developing: talk of encouraging older faculty to retire and to replace them with younger and more energetic people.</p> <p>Lack of consultation to older faculty on decision making about themselves. Assignment of duties that are more appropriate for junior faculty.</p> <p>When minoritized faculty experience racism is at times brushed off ; for example stating as a coincidence that the critiques made were targeted at racially minoritized and Aboriginal professors.</p>	
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