Advocacy Framework and Action Plan

Sub-committee on Decolonizing, Equity, Diversity and Inclusion

APRIL 2024

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How to Read this Report

This report is a collective call to action. Everyone in our Faculty of Health community, at York University, and in broader society has a role to play in enacting decolonizing, equity, diversity, and inclusion (DEDI). We all need to take an advocacy approach to transform our teaching, learning, and working environment. This report details key areas of action we all can engage with **curriculum; scholarly literature; showcasing ongoing DEDI work and scholarship; staff recognition; Indigenous Knowledge Keepers & Elders; training; mentorship & onboarding; data collection; compensation; and recruitment**. Key actions to implement changes across these ten themes are detailed in [Appendix C](#).

The submission of this report to Faculty Council culminates the work of the Sub-committee on Decolonizing, Equity, Diversity and Inclusion (DEDI) of the Faculty of Health (FoH) to support the implementation of the recommendations emerging from The Working Group on Individual and Systemic Racism (WGISR) Final Report released in February of 2022.

By way of orientation, the report begins with an introduction on the mandate and membership of the Sub-committee on DEDI (which met monthly from January 2023-April 2024), and the philosophical approach (including principles and enablers to guide the implementation of the WGISR recommendations) that was used in our work together. The Sub-committee's philosophy is grounded in an **advocacy approach.** Our advocacy approach reflects our intent to listen, critically analyse and deconstruct our day-to-day institutional culture, work towards decolonizing our practices and to push for transformative changes rather than what is just strictly feasible or easy to implement. In our work, we applied this advocacy approach when reviewing and responding to the WGISR recommendations.

The framework and process to review each WGISR recommendation involved the Sub-committee identifying the following: a) Who is involved, b) Current work being undertaken by the FoH, c) Action needed, and d) a Timeline. The report provides a high-level summary of what needs to occur at each level of the FoH to implement the recommendations, alongside a detailed [Appendix C: WGISR Recommendations and Actions for Implementation](#). To this end, we recommend that readers take the time to fully engage with the rich material found in [Appendix C](#) as it demonstrates the use of the framework described above in its application to all the original WGISR recommendations. The Faculty and Schools and Departments may especially find this information useful for guiding DEDI work on an ongoing basis.

In this report, we also provide a description of University, Faculty, School and Department level DEDI initiatives that we were aware were underway at the time of authoring this report. We recognize that it is a snapshot of these initiatives, which are constantly evolving and will not have captured all current initiatives and activities.

The work of implementing the WGISR recommendations will take collaborative and ongoing commitment across the Faculty of Health and will especially need the championship of the Dean and senior leadership. Additionally, to ensure that there is strong leadership and accountability we are recommending an accountability structure that will involve the creation of a DEDI Standing Committee of Council and the development of a DEDI Caucus to work closely with the Associate Dean Faculty Affairs and Inclusiveness. We anticipate that members of the Schools and Departments DEDI committees will have representation on this Caucus.

Finally, we understand DEDI work as something that is always changing and evolving according to the current context and that the material in this report does not comprehensively address all forms of systemic discrimination (e.g., Islamophobia, antisemitism and anti-Asian racism). As such, it behooves all of us in the FoH to continually reappraise the recommendations for action in this report to ensure that the current context is being adequately reflected.

Introduction

The Working Group on Individual and Systemic Racism's (WGISR) Final Report (February 2022) suggested that a process be created for prioritizing and implementing their recommendations. Consequently, the Sub-committee on Decolonizing, Equity, Diversity and Inclusion (DEDI) was formed and tasked with addressing the WGISR Final Report recommendations.

This document outlines the Sub-committee on DEDI's process, activities, and outcomes for meeting the WGISR's recommendations. The Sub-committee's structure and membership, analysis of the WGISR report, recommended priorities for implementation, observations on general barriers, and limitations of this process are described. The overall process considered the context of the Faculty of Health (FoH), and acknowledged the complexity of interactions between faculty members, staff, students, teaching-learning environments, collective agreements, administration, leadership, and the obligations of the FoH to its community partners. This document is intended to be clear and transparent in summarizing the work.

Mandate and Membership of the Sub-committee on DEDI

In December 2022, the FoH Executive and Planning Committee (EPC) directed the formation of a Sub-committee on EDID (renamed in March 2023 to the 'Sub-committee on DEDI' to align the acronym with York University's DEDI strategy). The mandate of this Sub-committee over a period of one year was to review the WGISR report and the current DEDI-focused initiatives in FoH schools and departments and the university, and to prioritize the recommendations from the WGISR report into short- and longer-term action items. Other considerations included available resources and potential supports, most responsible partners, and any perceived barriers and limitations related to the WGISR report. Following feedback on an initial draft from the report's authors, Professors Sean Hillier and Ann Pottinger, the Sub-committee extended its mandate into 2024 and completed its review for FoH EPC in February 2024.

This Sub-committee included a representative membership (alphabetical order):

BISHOP, Robert - Director, Student & Academic Services & Strategic Initiatives; Secretary, Faculty Council
CHEUNG, Stephanie, Manager - Student Success and Stakeholder Engagement, Colleges / Dean's Office
da SILVEIRA GORMAN, Rachel - Associate Professor, School of Health Policy & Management
MEDVEDYUK, Stella - Graduate Student Representative
MOORE, Anne - Assistant Professor; Chair, Faculty Council
MORROW, Marina - Professor; Chair, School of Health Policy & Management
MURRAY, Collette - Graduate Program Assistant (Critical Disability Studies and Health), School of Health Policy & Management
NUR, Samira - Undergraduate Student Representative
PAGE-CUTRARA, Karin - Associate Professor, Teaching Stream; Associate Dean/Teaching, Academic Programs
SINGH, Sachil - Assistant Professor, School of Kinesiology and Health Science

The undergraduate student representative was unable to attend meetings and the Faculty was not successful in recruiting another undergraduate representative. Possible barriers to undergraduate students' participation include the time commitment to meetings and limited methods of outreach. In recognition of this, Stephanie Cheung (a member of our Sub-committee identified above) and Associate Dean Monique Herbert, Faculty Affairs and Inclusiveness, engaged undergraduate work study students to read the final report and provide comments. The comments of the students are provided in Appendix D.

The WGISR members Prof. Sean Hillier and Prof. Ann Pottinger served in a consultative role. That is, the Sub-committee reached out to Profs. Hillier and Pottinger when questions of clarification arose, and they reviewed drafts of the report. Monique Herbert also met with the Sub-committee and provided feedback on the report.

Marina Morrow and Collette Murray co-chaired the Sub-committee on DEDI, which included setting meeting schedules, formulating agendas, and facilitating discussions. The co-chairs also were responsible for inviting external guests to meetings and liaising with Profs. Hiller, Pottinger and Herbert.

Development of Philosophical Approach

Members of the Sub-committee on DEDI recognized that each member was coming into this process from different social positions and roles both within the University and based on individual lived experiences. A process of getting to know each other, and discussing how each member positioned themselves vis a vis DEDI issues (professionally and personally) was initiated. Terms of reference (see Appendix A) were collaboratively developed. As part of the terms of reference, it was decided that decision making, where possible, would occur by consensus. It was also decided that during the decision-making process, Sub-committee members who self-identified as Black, Indigenous, or Persons of Colour could elect to caucus regarding the implications of Sub-committee decisions on the broader FoH DEDI agenda, and on BIPOC members of the FoH community. Similarly, 2SLGBTQI+ and/or Sub-committee members with disabilities could elect to caucus. While laying out this process was beneficial, it did not fully detract from power differences playing out among the membership. For example, members with less institutional power did not always feel comfortable expressing their views and those with more institutional power sometimes felt the pressure to move through the work more quickly to meet institutional deadlines. These power differences had to be acknowledged at several points in the process both formally and informally and this often meant that timelines were sacrificed to address important process discussions.

One of these pivotal points of discussion came many months into the work, when some members of the Sub-committee felt that the process of deciding on how to implement the WGISR recommendations was being primarily driven by institutional priorities rather than representing the spirit of the recommendations which are meant to support advocacy and systemic institutional change. At this point, the Sub-committee decided to explicitly adopt an **advocacy approach** that could speak to the importance of decolonizing institutional practices,

and to push for more transformative changes (e.g., Sridhar, Alizadeh, Ratner, Russ, Sun, Sundberg, Rosman, 2023; Tamtik, 2023; Tran, 2023).

An advocacy approach allowed the Sub-committee to free itself from discussions delimited by institutional feasibility and thus think in more transformative ways about how to address the WGISR recommendations.

Overview of DEDI Activities in the FoH and at York

At York there are several DEDI initiatives that were reviewed by the FoH Sub-committee on DEDI. These included the following reports: the Office of Equity, People and Culture's report, *Decolonizing, Equity, Diversity, and Inclusion Strategy,* the *Black Inclusion Strategy*, and the *Indigenous Framework*. Because of the importance to the university, the Sub-committee invited Amy Gaukel, Senior Executive Officer, Equity, People and Culture to a meeting to present updates on the York DEDI Strategy. York University reports were examined by the Sub-committee to ensure that its own work aligned with university-wide DEDI initiatives. Several Sub-committee members also attended the launch of the York [DEDI Toolkit](#) a resource created to accompany the York [Decolonizing, Equity, Diversity, and Inclusion Strategy](#). The toolkit provides many relevant resources that will be of use to the FoH in actualizing decolonizing strategies.

In Winter 2023, members of the Sub-committee reached out to individual schools and departments and to Calumet and Stong Colleges in the FoH for updates on internal activities and mechanisms that are used to respond to the WGISR as they relate to curriculum, anti-oppression workshops, focused/strategic hiring, scholarships, awards and retention, educational initiatives, the establishment of DEDI Committees, etc. A partial list of these activities can be found in [Appendix B](#).

Responses were positive with some schools and departments reporting various activities and plans. Some schools and departments have established working groups and other committees whose roles inform councils, curriculum, faculty development, programming, and policy. Other schools and departments also demonstrated commitment to expanding research opportunities for Black, Indigenous and People of Colour (BIPOC) students (including opportunities with St. Michael's Hospital), as well as promoting Black and BIPOC faculty hires. In terms of faculty members' professional development, some schools and departments are encouraging the completion of the Place of Online Learning for the Adjudication of Researchers Inclusively and Supportively (POLARIS) training by all faculty members while others sponsored faculty members to complete Indigenous Cultural Safety training programs or sponsored school and department specific training for the inclusion of DEDI in the classroom. There is also evidence of schools and departments' drawing on resources from across campus to benefit internal initiatives. These include communication with other Faculties, involvement of the York Centre for Human Rights, and consultations with the Teaching Commons to help facilitate anti-racism workshops, develop skills related to accessible teaching materials and curriculum revision workshops.

While it was observed that positive steps were being taken at the School and Department level to address structural anti-Black and Indigenous racism, more is needed. Some suggestions for ongoing work include:

1) Link School and department initiatives more formally to structures and resources to support DEDI initiatives at various levels within the FOH;
2) Conduct program evaluations to determine if these initiatives are successful in addressing DEDI;
3) Encourage the sharing of positive outcomes and learning insights across departments and schools; and
4) Examine how training and education are conducted and whether new operational policies/standards of practices are required to continually elevate the work of the FoH and the impact that can be achieved through DEDI initiatives.

Process for Analyzing WGISR Recommendations

This section describes the methodology for examining the WGISR recommendations and the process that was followed to arrive at the recommended implementation plan.
To begin to understand the content and scope of the report, a mapping exercise was completed for each of the 29 WGISR recommendations, where the following aspects were reviewed: what was involved; who is responsible; current resources; barriers to implementation; (other comments); and possible next steps. Once this information was plotted in a table, the Sub-committee ranked the WGISR recommendations according to a range of metrics (including things like harm mitigation, feasibility, and sustainability). However, soon after completing this ranking exercise, the Sub-committee recognized the limitations of this approach. That is, that the recommendations could not really be ranked in any kind of order without devaluing some of them, and that ranking did not properly convey the importance of each recommendation in its own right. Despite these reservations, a first draft of this report was focused on this ranking. At this point, the Sub-committee sought the advice of Profs. Hillier and Pottinger, who both agreed to review the report and provide feedback. The feedback confirmed concerns about using the ranking rubric and the risk of suggesting that some recommendations were more important than others (and that some would not be addressed if they were not feasible in the current institutional context).

As such, the Sub-committee set aside its initial ranking rubric and re-engaged in conversations about how best to inform the implementation of the recommendations, using an advocacy approach (described above), that could position the FoH as a leader at York on DEDI work. To inform this work, one of the Sub-committee members (Collette Murray) did a scan of DEDI research in the post-secondary sector, to learn about promising practices that could support the work of the Sub-committee.[1] This scan and the associated literature informed the

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[1] Abbott, 2023; Barnabe, Henderson, Murry, Baker, Leason, Currie...& Crowshoe, 2023; Bonanno, Walls, Lavigne, Washburn, 2023; Cho, Brassfield, 2023; Dhanota, 2023; Fuller, Brown, Smith, 2023;

approach to the recommendations and actions (refer to Appendix C). In the Sub-committee's final review of the report, the recommendations were examined using the following 4 points:

1) ***Who is involved:*** For each recommendation, the Sub-committee indicated who in the FoH may already/should be involved in the area of focus– often this involved multiple levels in the FoH, and York more broadly.

2) ***Current work being undertaken by the FoH:*** The Sub-committee documented work that has already been done or is currently underway that can be built on and learned from to fulfill the recommendations (refer to Appendix B).

3) ***Action:*** The Sub-committee identified suggested actions for fulfilling a recommendation. In doing so, the Sub-committee drew on collective knowledge, the DEDI activities already occurring at York and on published work on DEDI in the post-secondary context.

4) ***Timeline:*** The contents in Appendix C (WGISR Recommendations and Actions for Implementation) recognize that equity work is ongoing and include a suggested timeframe (immediate (approximately 1-3 months), short term (approximately 4-11 months) and long term (approximately 1-3 years) for accomplishing certain tasks related to each recommendation. A visual depiction of the implementation plan is found below in Figure 1.

Kalbarczyk, Aqil, Sauer, Chatterjee, Jacques, , Mooney, G., … & Lee, 2023; Maddock, 2023; Phiri, Sajid, Delanerolle, 2023; Price 2023; Showunmi,, 2023; Sridhar, Alizadeh, Ratner, Russ, Sun, Sundberg, Rosman, 2023; Tamtik, 2023; Tran, 2023

Figure 1: DEDI Implementation of WGISR Recommendations
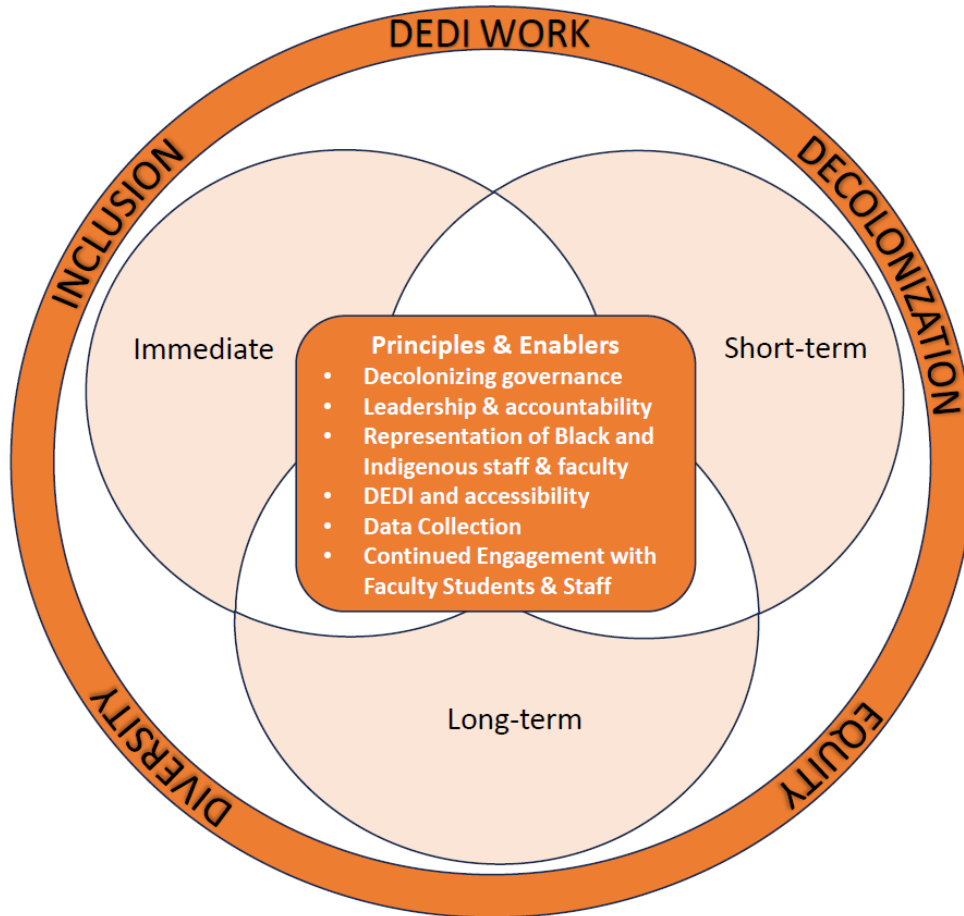
Principles and Enablers for Implementation of WGISR Recommendations

In this section, principles and enablers for the implementation of WGISR are provided, and immediate actions are suggested that can be taken up through the leadership of the FoH and the ongoing engagement of all faculty members, students, and staff in the FoH. These principles and enablers came in discussion with Ann Pottinger and Sean Hillier when they gave us feedback on the first draft of the report.

Decolonizing Governance

To implement the recommendations, it will be important to develop mechanisms to track and evaluate progress and to ensure that accountability mechanisms are built in. These should include but not be limited to: building DEDI responsibilities into all leadership roles; embedding DEDI work into all existing policies and practices; and developing reporting mechanisms that allow for regular reports from school and department-based DEDI committees, working groups and on associated initiatives. While student representation can be included, there is an absence of the staff voice and perspective, who do not hold voting privileges in FoH decisions or within committees.

Leadership & Accountability

The FoH has recently taken positive steps to integrate DEDI principles into its recent strategic planning exercise and final report ([FoH Strategic Plan, 2023](#)). It has also recently created and filled the position of Associate Dean Faculty Affairs and Inclusiveness. Recognizing the importance of governance and clear mechanisms and lines of accountability for fulfilling the WGISR recommendations, the Sub-committee discussed the importance of integrating DEDI into existing institutional structures and also creating new structures. The Sub-committee recommends:

- that the Dean of the FoH plays a role in championing DEDI issues at the senior leadership tables with other Deans, the Provost, and the President, positioning the FoH as a leader on DEDI strategies and initiatives.
- a Standing Committee of the FoH Council on DEDI and that each FoH unit establishes a DEDI committee to mainstream DEDI initiatives and WGISR recommendations into all aspects of FoH Council activities, including oversight and governance.
- that the Associate Dean, Faculty Affairs and Inclusiveness establishes a DEDI caucus that could provide specific representative advice and consultation on DEDI matters broadly, and WGISR implementation specifically. Create a community of practice and an ethos of collective responsibility around DEDI, and WGISR implementation. Acknowledge the challenges with increasing the number of committees in the FoH, keeping in mind pan-Faculty efficiency and effectiveness, and recognize the time and labour of BIPOC faculty members.
- that DEDI initiatives are built into the FoH Strategic Plan, the Integrated Resource Plan and other complementary priorities in an ongoing fashion.
- that the FoH dedicates space on its website to showcase FoH DEDI committees, activities, and initiatives, The DEDI webpage should be included under the "About" tab on the FoH website.

Representation of Black and Indigenous Staff and Faculty in Leadership and Hiring

The WGISR clearly advocates for Black and Indigenous representation to be increased at the staff and Faculty level in order to shift the racialized hierarchy between staff and faculty/management, in which faculty members and management are disproportionately white.

The Sub-committee recommends:
- the prioritization of hires of Black and Indigenous faculty members in all FoH schools and departments
- prioritization of Black and Indigenous faculty and staff members for leadership and management positions a meaningful process for addressing the concerns and centering the voices of Black and Indigenous staff
- training for senior leaders and hiring managers on [Fair Hiring Practices at York](#)
- professional development be offered to Black and Indigenous staff

- recognition of the expertise and knowledge of Black and Indigenous staff, and the impact of microaggressions towards them recognized and met with an actionable plan to eliminate
- increased representation of Black and Indigenous staff in DEDI-related decision-making processes

DEDI and Accessibility

While the mandate of the WGISR was a focus on anti-Black and anti-Indigenous racism, it is recognized that the implementation of the recommendations should bring an intersectional lens to DEDI work. The Sub-committee noted that issues related to disability, accessibility and disability justice are often ignored in DEDI discussions and therefore recommends that the FoH integrates discussions about accessibility and disability justice into all of its DEDI initiatives and be champions of accessibility and universal design.

Disability Justice paradigms acknowledge that standardized approaches to accommodation are often designed with imagined white disabled people in mind, often further marginalizing Black and Indigenous disabled people. Creating an inclusive environment means meeting basic legislative accessibility standards, while also supporting individualized accommodations for students, staff, and faculty. Creating an inclusive FoH means listening to the needs of disabled faculty, staff, and students. Student Accessibility Services and Employee Wellbeing can be helpful resources for highly individualized needs; however, most barriers to accessibility and inclusion are a product of the physical and institutional environment. Therefore, much can be done at the FoH to increase access and inclusion for all:

- Accessibility, inclusion, anti-ableism, and anti-sanism should be included in the mandate; and should be considered in the composition of the Faculty Council Sub-committee on DEDI, and of the Associate Dean Faculty Affairs and Inclusiveness's Caucus.
- The FoH should make use of the expertise of the faculty members and doctoral students in the Graduate Program in Critical Disability Studies, which is housed in the FoH.
- Intentional voice of disability justice within all FoH committees and decision-making

Data Collection

Data collection is a key accountability mechanism to assess progress related to DEDI . In addition to the detailed recommendations in [Appendix C](#), the Sub-committee recommends that:
- a data plan should be conceived and implemented to gather data about DEDI and to monitor and evaluate FoH DEDI activities.

Continued Engagement with Faculty, Students & Staff

DEDI work is ongoing, and it is recognized that in developing these suggestions for a DEDI implementation plan that students have not played a substantive role. The Sub-committee recommends that:

- ongoing student involvement and consultation is required for all future DEDI work (also see the recommendations in Appendix D).

Resources, Barriers and Facilitators for Implementation

The Sub-committee on DEDI recognizes that working to implement the recommendations identified above will require support from the Dean, senior leadership, and additional resources. These include budgetary and human resources. It will be important to recognize the labour of faculty members and staff, particularly as it disproportionately impacts Black, Indigenous and People of Colour. The Faculty of Health must make a commitment to accountability and a form of measurement/evaluation irrespective of budget changes, changes in government, and changes in organizational leadership.

Many of the activities that have been recommended will require coordination by a FoH governance body and leadership structures. As such, as discussed above, we recommend the formation of a DEDI standing committee of Faculty Council and a DEDI caucus that would work closely with the Associate Dean, Faculty Affairs and Inclusiveness. It is recognized in our review of School/Department/College level initiatives that some good work is underway, and this combined with the most recent strategic planning process in the FoH will provide a strong base for the work outlined in the WGISR recommendations.

Next, an overview is provided for how to implement the WGISR recommendations by level of responsibility within the FoH in the short and long term. *This serves as a summary of the detailed information provided in Appendix C. Readers are strongly encouraged to refer to Appendix C for a more robust overview of interdependencies, timelines, and accountabilities.*

WGISR Implementation at the Faculty/Decanal Level

We recommend that the Dean's Office immediate implement the following: address staffing shortages and recognize and compensate for the emotional labor performed by staff to support BIPOC, marginalized, and disabled students; ensure that Black, Indigenous and racialized staff are free from harassment and cyclical microaggressions; and support their professional development goals, and staff career advancement supports.

In the short-term, we recommend the Dean's Office: create an anti-oppressive community of practice at the Faculty of Health; develop a FoH DEDI vision and objectives; compare DEDI progress with other post-secondary institutions in Ontario; and identify a way for students to report racist microaggressions anonymously. The Dean's Office will: prioritize diversifying the faculty complement through hiring; prioritize accessibility and accommodation needs of faculty members, staff, and students; recognize & celebrate BIPOC scholars and staff, especially risk-takers pushing the status quo; and develop a donor-based entrance award for Indigenous and Black students. The Dean's Office will develop a DEDI curriculum document for all UPDs and GPDs; review mechanisms for compensation and recognition of community mentors; create an educational resource on best practices around Indigenous speakers and consultations; incorporate a DEDI educational consultant to design anti-racism and anti-oppressive principles

for professional development within each program in each unit; and work curriculum committees on creating curricular goals and best practices for courses.

In the long-term, we recommend the Dean' Office: coordinate data and DEDI initiatives flowing from the schools and departments ; consult with intersectional caucuses of equity-deserving faculty members, staff, and students; develop a Faculty restorative justice process, with input from the Centre for Indigenous Student Services and Centre for Human Rights, Equity, and Inclusion; set up data systems on hiring, retention, grievances, human rights complaints, and discrimination reporting; and collect data on failed searches, and on hiring of sessional faculty members into tenure track positions. The Faculty of Health will seek out and/or develop education DEDI-focused education for the entire Faculty of Health community, including mandatory general education courses on racism, health, DEDI, and Indigenous knowledges; fund annual speaker series, and student conference on DEDI in health; and create dedicated funding for DEDI guest speakers. The Faculty will develop supports for Black, Indigenous, and racialized scholars in tenure and promotion, research, and teaching; develop a scholarship program for BIPOC undergraduate and graduate applicants and current students; develop course and work releases for BIPOC faculty and staff doing DEDI work; develop an antiracism and allyship training for all personnel; provide DEDI conflict resolution training; develop a Faculty level-process for reporting and addressing racism and harassment towards BIPOC faculty, staff, and students; and hire third party DEDI teams to investigate racism allegations.

WGISR Implementation at the School/Departmental Level

In the short-term, we recommend school and departments develop an equity vision, mission, and values to transform the status quo, in alignment with York's DEDI Strategy, and Indigenous reconciliation and Anti-Black racism Frameworks. Schools and departments will create communities of DEDI practice and oversight mechanisms; will overhaul hiring practices and strategies to achieve collegiums that represent the diversity of the Faculty of Health's student body; and will support AA processes for staff and student hires; and treat BIPOC faculty members, staff and students with collegial respect. Starting in the short-term, and ongoing, Schools and departments will identify and develop best practices for course content about Black, Indigenous and other racialized communities; will include questions about course accommodations in course evaluations; and will recognize and celebrate BIPOC individuals in the units, including scholars, staff, and graduate and undergraduate students.

In the long-term, we recommend schools and departments: develop instructor capacity based on best practices of incorporating Black, Indigenous and other racialized health content in courses; mandate anti-racism, accessibility, disability justice, and equitable community engagement training for faculty members; and support curriculum committees to develop a scaffolded and tiered approach to DEDI content. Schools and departments will: actively mentor BIPOC faculty members and staff to ensure retention, while remaining mindful of the burden this mentorship labour on the few BIPOC individuals within units and looking beyond for supports on how to do this work equitably. Schools and departments will hire faculty members with specializations in DEDI related expertise; attract hires with non-Western world

views; and mentor First Nation, Metis, Inuit, Black and racialized faculty members. School and department chairs will: report, resolve, and escalate intersectional race-based microaggressions towards BIPOC employees; summarize and analyze incidents of racism and discrimination; and establish mechanisms for data collection on staff, faculty, and student demographics. While York's Office of Institutional Planning and Analysis (OIPA) may have demographic information on faculty and staff, we need to be mindful about where we can access existing information on student demographics, and where the Faculty of Health needs to advocate for or to collect its own.

WGISR Implementation at the Undergraduate and Graduate Program Level

We foresee that program-level recommendation implementation will require extensive discussion, training, and professional development. Please see Appendix C for more commentary on potential strategies and supports for program-level implementation.

We recommend that programs immediately facilitate anti-oppressive and anti-discriminatory representation of racialized students on program curriculum committees and/or executive committees (depending on the governance structures in place). Undergraduate and Graduate Programs leadership will treat BIPOC faculty members and staff as colleagues with respect, where their voice and institutional expertise belong in discussions impacting program-level decision making. Programs will flag the factors impacting diverse Black, Indigenous and racialized student retention, considering how student course evaluations may be used to identify barriers, and developing open-ended self-identification options for collecting student demographics. Data collections on intersectional barriers should be ongoing, and data collection and review should reflect DEDI principles. Units will need support to develop the capacity to do data collection and on an on-going basis.

In the short-term, we recommend that programs shift to a student-centred equity-focused mindset, and work with learners and faculty on criteria for a DEDI-oriented curriculum/program that incorporates principles of equity in curriculum design. This will be achieved through partnering with graduate and undergraduate students, centering student course feedback, and consulting with students on what anti-oppressive practices look like in curriculum. Programs will include review of DEDI goals in their existing program review processes. If these processes don't yet exist, these need to be discussed and developed, so as to create review processes that work for individual programs. Ideally, programs can undertake a bi-annual review with faculty members to provide opportunity to explain what is being done to achieve DEDI goals in their courses, and review programs and literature for systemic barriers in curriculum. Ideally programs can take advantage of opportunities for cross-unit input and collaboration within and beyond the Faculty of Health. Programs may also work with FoH librarian on establishing a collection of Indigenous and racialized scholarly publications; and identify courses that instruct on various "isms" and impacts to public and personal health. Please see Appendix C for more commentary on centering DEDI in approaches to teaching and researching health.

In the long-term, we recommend that programs develop admissions processes to prioritize Indigenous and Black students and intersections with race, disability, gender identities and lived experience, and create transitional links with K-12 to recruit Black, Indigenous, and racialized students. Programs will develop and evaluate non-retaliative complaints procedures and develop and collaborate on data collection processes. Programs will develop DEDI-informed approaches to student mentoring, with the support of community partnerships. For example, connecting to networks of Black, Indigenous, and racialized professionals can yield important advice and opportunities for promoting student success. Programs will review curriculum to ensure core courses centre race and racism, including readings and guest lectures by racialized and Indigenous scholars and practitioners, and develop decolonial praxis. Concepts such as "decolonial praxis" can be included in a glossary or reference aid on a Faculty of Health DEDI webpage.

We recommend that programs work with faculty, staff, and students to map the ways in which structural inequities in the university environment play out at the program level and look for ways to accommodate for these inequities at the program level, paying specific attention to barriers to the advancement of Black and Indigenous students. Programs will review pedagogy to support accessibility needs and neurodivergence; and provide anti-oppressive, anti-ableist supervision and mentorship to support completion of academic milestones. Programs will develop caucuses to help to decenter whiteness and all complicities of racism and oppression impacting the lived experiences of all marginalized groups within the program experience, noting the pan-university focus on anti-Black and anti-Indigenous racism.

WGISR Implementation at the Faculty Member & Staff Level

We recommend that faculty members, with the support of staff immediately provide AODA-compliant course outlines to support accessibility needs within the student learning experience at the undergraduate and graduate level. As we foster a collegial environment where management, staff and faculty members are to treat each other respectfully, it is also important that BIPOC faculty members and staff are valued as unionized colleagues with designated reporting and workloads.

In the short-term, we recommend that faculty members develop a plan for the demographic transformation of the Faculty demographics, carefully considering what this process may look like and how more equitable representation will be achieved. For example, what will it take for faculty demographics to more closely match student demographics? Faculty members will also develop their skills in modelling and facilitating respectful listening, and in honoring students' decisions on whether to share lived experience. For example, students report discomfort at being called on to speak about their lived experiences when instructors have a lack of personal knowledge.

In the long term, faculty members will engage in professional development to support learn new skills such as how to share positionality orally during class introductions, and how to mindfully and meaningfully incorporate Black, Indigenous and other racialized health content

in courses, including content from recent publications from BIPOC doctoral students/scholars and post-pandemic learnings, comparative to topics in global regions. Faculty members will work with the Teaching Commons to develop and take courses on teaching equitably using community engagement and address structural inequities in the classroom, University environment, and to the advancement of Black and Indigenous students.

In the long term, we recommend staff members develop respectful listening skills. Faculty members will develop respectful listening to staff members. Since staff demographics more closely resemble student demographics, faculty members have much to learn from staff members' best practices for supporting diverse students.

WGISR Implementation at the Student Level

In the short term, we recommend the inclusion of students in implementation committees, and student groups will aim to designate contact persons to work consultatively with implementation committees (including at the Program, School/Department and Faculty levels). Student groups may help identify the scope of student resource needs, including requirements for effective participation in DEDI implementation. The inclusion of diverse student voices at program-level and faculty-wide committee meetings is part of the belonging needed to understand their role in supporting student learning experiences.

While program leadership, faculty members, staff and students are to interact with each other with respect, Schools and Departments' program directors will work collaboratively to ensure the respectful treatment of BIPOC faculty members and staff who are the first level of contact in daily interactions by making visible where decision-making lies with respect to programs.

Appendix A: Sub-committee on Decolonizing, Equity, Diversity and Inclusion (DEDI) Terms of Reference

Mandate: Review the final report by the *Working Group on Individual and Systemic Racism* within the Faculty of Health (FoH) and make implementation recommendations.

Context and Communication: This group is a Sub-committee of, and reports to the Faculty of Health Executive and Planning Committee.

Term: January 1, 2023 to December 31, 2023

Membership: The composition of the Sub-committee DEDI is intended to reflect a diverse and inclusive membership, while representing the FoH's five Schools/Departments.
- 2 faculty members, not from the same unit
- 2 students (one undergraduate, one graduate), not from the same unit
- 2 staff members, not from the same unit
- Chair of Faculty Council
- Secretary of Council or designate (ex-officio)
- 2 faculty members from Executive and Planning Committee (1 Associate Dean, 1 Chair/Director)
- Member(s) of the FoH Working Group on Individual and Systemic Racism (consultants)

Chair: Selected by the Sub-committee membership, Co-chairs reflect representation of the Executive and Planning Committee, and the FoH faculty members/staff at-large. The roles of the Co-chairs include, but may not be limited to, guiding agenda-setting with the membership, facilitating meeting activities, and calling/setting frequency of meetings. The role of the Co-chair who represents the Executive and Planning Committee is to liaise with that committee.

Meetings: Meetings will occur every two weeks (or as determined by the Co-chairs/committee membership). Documentation will occur to minute meeting decisions.

Decision-making, where possible, will occur by consensus.

During the decision-making process, Sub-committee members who self-identify as Black, Indigenous, or Persons of Colour may elect to caucus in regarding the implications of committee decisions on the broader FoH DEDI agenda, and on BIPOC members of the Faculty of Health community. Similarly, 2SLGBTQI+ and/or committee members with disabilities may elect to caucus.

Responsibilities: The general role of the Sub-committee will be:
- Review final report from the Working Group on Individual and Systemic Racism within the Faculty of Health recommendations.

- Review current DEDI activities in each School and Department as well as other pan-university reports and synthesize any new information with the report recommendations.
- Prioritize recommendations into shorter term and longer-term deliverables, create actions, determine responsible parties.
- Identify needed resources as well as potential barriers for both short- and longer- term deliverables.
- Prepare any potential motions for Executive and Planning Committee to present to Faculty Council if required to implement deliverables.
- Prepare reports or briefings on the work for use in communicating progress with the FoH Community.

These outcomes and other components of the terms of reference may be amended, varied, or modified in writing after communication with the Executive and Planning Committee.

Sub-committee DEDI: Membership

PAGE-CUTRARA, Karin	Associate Dean/Teaching, Academic Programs
MORROW, Marina	Chair, School of Health Policy & Management
MOORE, Anne	Chair, Faculty Council
BISHOP, Robert	Secretary, Faculty Council

Faculty Representative (2)
da SILVEIRA GORMAN, Rachel	School of Health Policy & Management
SINGH, Sachil	School of Kinesiology and Health Science

Staff Representative (2)
MURRAY, Collette	School of Health Policy & Management
CHEUNG, Stephanie	Colleges / Dean's Office

Student Representative
Stella Medvedyuk	Graduate Student Representative

Working Group Representative (1)
HILLIER, Sean / POTTINGER, Ann	* Consultative role only

Appendix B: School and Department Level and College DEDI Initiatives[2]

School of Global Health

- Established an EDID Coalition of Support. This Coalition launched in 2022 aims to promote an academic and social environment that is driven by principles of equity, diversity, inclusion, and decolonization by fostering collaboration between students, alumni, community partners, faculty, and staff in the York University School of Global Health.
- More information on this Coalition and other SGH EDID activities can be found on our EDID webpage: https://www.yorku.ca/health/globalhealth/equity-diversity-inclusion-and-decolonization/. We have also assembled EDID resources for students here: https://www.yorku.ca/health/globalhealth/equity-diversity-inclusion-and-decolonization/edid-resources/
- Appointed a School EDID Lead, who Chairs EDID committee and represents faculty members at the EDID Coalition. Every SGH council meeting has a standing agenda item to discuss EDID-related issues.
- Developed an EDID Curriculum Self-Assessment Tool to allow course directors to identify opportunities to incorporate EDID principles into their courses.
- Evaluated and made improvements to EDID in the SGH curriculum through the cyclical program review process, and our ongoing curriculum review for strategic planning within the SGH.
- Hiring process is underway for a Strategic Black Scholar Hire in Global Mental Health. More information can be found here: http://webapps.yorku.ca/academichiringviewer/viewposition.jsp?positionnumber=2348
- Recognition of Days of Significance. We are beginning a process of regularly marking Days of Significance through panel events, social media campaigns, and other events to ensure continuity in years to come in coordination with groups like the Global Health Students Association. Last year we collaborated with the Tubman Institute during Black History Month to put together a panel on "Global Health as an Issue of Social Justice for Black People".
- Several SGH faculty members are participating in the Black Students Mentorship Program
- The SGH participated in summer work-integrated learning experience initiative for Black students using our GH 4000 independent student course. This is being led by Anda Petro and Monique Herbert.
- Launched a pilot initiative on Global Health Career Preparedness in Equity, Diversity, Inclusion and Decolonization (EDID) led by Nene Kwasi Kafele, a Toronto-based expert in teaching and leadership training on anti-oppression, anti-racism, equity, access, inclusion, institutional accountability, cultural competence in clinical care and public policy advocacy in relation to health and marginalized populations. Funded with a Fund for Innovation in

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[2] Note that these initiatives were gathered in 2023 during the first phase of the DEDI Sub-Committee's work and therefore some initiatives may have been discontinued and some may have been added since.

Teaching grant, two workshops were nested into the Global Health Integrated Practicum and Capstone Courses (IHST 4300/4400) in Winter 2022.

School of Health Policy and Management

- All faculty members are routinely encouraged to complete the POLARIS training and it is mandatory for anyone sitting on a hiring committee.
- In 2023, five faculty members volunteered to participate in the Work Integrated Learning for Black Students in Health program.
- In 2021, the EDID committee organized a four-part anti-racism workshop for the school, which was facilitated by the York Centre for Human Rights; all faculty and grad students were encouraged to participate.
- In 2021, The EDID committee initiated an annual award for a paper on anti-Black racism and health.
- In 2021, a BIPOC committee was established at SHPM, and was written into the school terms of reference as a body empowered to review proposed programming and policy changes, and to advise the school council.
- In 2021, the EDID committee set the following four priorities: a) Establish an Anti-Racism Working Committee in the School to consult with students, staff, and faculty (including part-time faculty) on what supports, and changes are needed; b) A curriculum review at the graduate and undergraduate level to ensure that issues related to racism and (neo) colonialism and their impact on health equity are infused throughout our teaching; c) Organizing a seminar series on anti-Black racism in health policy and health care in Canada, that will add to the anti-racist education work the Indigenous Health speaker series in the Faculty of Health has started in 2019; and d) An annual award for the best student essay/text on anti-Black racism in the field of health in Canada, and interventions to policy, practice, and alternatives from community activism and organizations.
- In 2020-2021 members of the EDID committee initiated a few solidarity statements to Black and Indigenous communities responding to current events, which were issued as school statements.
- In 2020, SHPM completed the first Black-focused hire at York, in Black Disability Studies.
- In 2019, the graduate program in Critical Disability Studies initiated a BIPOC and a Black caucus; these have been written into the CDS Executive terms of reference.
- The EDID committee, led by member Sean Hillier, presented an Indigenous Speaker Series in 2019-2020, which was advertised throughout the Faculty of health.
- An EDID committee was formed in 2019.
- In 2018, SHPM competed a hire in Indigenous Health.

Challenges identified:
1. It has been suggested that we need a training/support program that can help instructors move past getting angry or shutting down when challenged to change their approach to teaching.
2. We have had excellent Black colleagues who were CLAs, who were not retained through tenure track hiring processes, thus underscoring the deeply structural nature of hiring inequities.
3. We have had struggles over the implementation of AA in the hiring process.

4. We suspended issuing solidarity statements due to the resistance of some colleagues.
5. The school BIPOC committee ceased to function after 2021, due to lack of faculty members and staff capacity; EDID work has fallen disproportionately to BIPOC staff and faculty members and a few allies.
6. The Critical Disability Studies BIPOC and Black caucus ceased to function after the founding GPD's term ended.

School of Kinesiology and Health Science

From the ***Kinesiology and Health Science Committee on Equity, Diversity, Inclusion and Decolonization Standing Committee Report March 2023:***

Preamble: The Kinesiology and Health Science (KHS) standing committee on Equity, Diversity, Inclusion and Decolonization (EDID) was formed July 1, 2022. The committee was formed as the result of several efforts and initiatives in KHS since 2020. In late 2020, an Equity Needs Assessment was performed by an external organization called EDIcation Consulting. The results of the needs assessment were documented in a 90-page report that detailed specific considerations, recommendations for growth and improvement. Given the depth and scope of the full report document, a condensed version (15 pages) of the report was prepared. The Chair of the School (Angelo Belcastro) asked for volunteers to help take the content of the reports and generate some actionable recommendations that could guide KHS in moving forward with the goal to enhance EDID throughout the school. A coalition of volunteer faculty members, staff, and students from KHS was formed to lead the process of generating a list of actionable items.

Five high-level categories were identified throughout the report: 1) Teaching and Learning, 2) Recruitment and Representation, 3) Support for Implementation of EDID practices, 4) Accountability, 5) Community Building. These five categories guided the coalition of volunteers in identifying action items within the report that could populate the categories. A series of recommendations were developed across the five categories. One consistent theme throughout the report and the coalition recommendation development process was the need for a standing committee on EDID in the school of KHS in order to a) ensure longstanding commitment to the implementation of the actionable recommendations within the school and b) support for the evolving nature of work in the area of EDID. As such, a standing committee on EDID was established July 1, 2022.

Mission: Guided by the School's EDID plan recommendations put forth by the KHS EDID Advisory Coalition, the KHS EDID Standing Committee will work with the School's administration and KHS Committees (e.g., Academic Executive, Committee on Undergraduate Studies, Graduate Executive) to develop strategies for integrating EDID into the School plans. Each year, the committee will identify priorities for action and support the Standing Committees of the School in implementing these actions.

The School Council's EDID Standing Committee will serve:
   a. To amplify and put into action opportunities to support EDID in the School of Kinesiology and Health Science.
   b. To dialogue with all School of Kinesiology and Health Science standing committees to integrate EDID planning into standing committee efforts through reciprocal knowledge exchange and support.
   c. To consolidate and provide resource opportunities to full- and part-time faculty, staff, and students to learn about and implement strategies that promote EDID within the School of Kinesiology and Health Science.

Committee Composition 2022-2023:
   a. Chair (tenured faculty): Rebecca Bassett-Gunter
   b. Co-Chair (tenured faculty); Yuka Nakamura
   c. School Affirmative Action Representative (non-elected, appointed KHS faculty member);
   d. Lauren Sergio
   e. Tenured faculty member; Jessica Fraser-Thomas
   f. Untenured faculty member; Larkin Lamarche
   g. Staff member (non-elected, volunteer representative); Laura Austen
   h. Sessional instructor member (non-elected, volunteer representative); Samara Thompson
   i. Undergraduate student (non-elected, appointed by KAHSSO); Mohamed Elsayed Elghobashy
   j. Graduate student (non-elected, appointed by KAHS GSA); Lauren Turner

Committee Activities 2022-2023: The committee on EDID has met monthly throughout the 2022-2023 academic term. It has been clear throughout the meetings that the committee is unique in that a) it is a new KHS committee and thus the operational processes are evolving, and b) the appropriate processes for a committee on EDID are unique compared to other KHS committees. EDID touches every aspect of policy and practice within KHS. As such, the scope of work for this committee is broad and undefined. The recommendations developed out of the third-party needs assessment have guided the committee work throughout this inaugural year. Nonetheless, it has felt overwhelming to determine where and how to start working to change such complex and nuanced issues in a system that has been developed with little consideration for EDID. Below there are two aspects of our committee work described: 1) cross-cutting activities and 2) teaching and learning focused activities.

1. Cross-Cutting Activities:
In order to weave EDID into the higher-level planning of the school, the EDID Co-Chairs worked with the KHS Academic Planning Group (i.e., School Chair, Undergraduate Program Director, Graduate Program Director, Operations Manager) throughout the summer of 2022. Drawing on the third-party needs assessment report and actionable recommendations

developed through the work of the coalition, considerations of EDID were integrated into the Academic Planning document revisions for 2020-2025.

The committee identified that it would be valuable to ensure that aspects of EDID are considered within the terms and operations of each KHS committee. To guide this process our group reviewed the chapter The Dirty Dozen in the book The Equity Myth: Racialization and Indigeneity at Canadian Universities. Specific considerations for each committee were highlighted. The EDID committee is now going through the process of reviewing the terms of reference for each KHS committee and developing principles to guide each committee in updating their terms of reference for the coming year. We will ask each committee to go through this process during the spring of 2023 so that the terms of reference are updated for July 1, 2023.

The committee has recognized that additional funding and support will be necessary to implement some of the EDID-focused activities within the school. We have been preparing a budget forecast to itemize potential expenses and seek funding opportunities as they become available. This exercise should be complete spring 2023.

The committee is preparing an application for YUFA course release request to support EDID activities in the school. Specifically, course release is requested for Yuka Nakamura to invest time into updating the school's affirmative action plans and tenure and promotion processes. This application will be submitted in April 2023.

2. Teaching and Learning Focused Activities:
Through much discussion, the committee determined that an initial focus on the "teaching and learning" recommendations would be optimal given that these recommendations scaffold many of the activities in KHS and have potential to reach all KHS members (i.e., faculty, staff and students). Our first efforts focused on curating existing resources that might be of value to the KHS Faculty, staff and students. Our sense what that there are likely many existing resources that can be leveraged rather than investing resources in developing new knowledge products. The committee has worked to develop a resource catalog that will make it easier for KHS members to find useful resources to advance their EDID knowledge and practices. This online catalog will be shared with the school in the spring of 2023.

The committee has provided guidance to Brad Meisner and Heather Edgell in their involvement with the Faculty of Graduate Studies and informing EDID initiatives to support graduate students in KHS. Brad Meisner has served as a liaison between the KHS EDID committee and the Faculty of Graduate Studies roundtable discussions regarding EDID. Heather Edgell has also served as a liaison between the KHS EDID committee and the Faculty of Graduate Studies academic planning activities. The KHS EDID committee has continued to guide these discussions through the recommendations brought forward by the initial needs assessment and coalition work.

The EDID committee co-chairs are working with the Teaching Commons to prepare KHS-specific supports to meet the needs of our faculty members in the area of teaching (and

learning) with an EDID focus. The EDID committee has invited Teaching Commons to the April Academic Council meeting during which time they will share information and resources with council members. The co-chairs are working to guide the development of this information session through the priorities set forth in the established needs assessment report and recommendations.

The EDID committee has developed a student survey to assess students' experiences around EDID in KHS and at York more broadly. Students will be invited to complete the survey during class in March 2023. KINE 1000 and KINE 3000 have volunteered to dedicate class time for this process. The EDID committee has reached out to 2000 and 4000 level instructors as well to hopefully ensure breadth in the survey completion. We have asked the KHS office for support through a work-study student to summarize the survey feedback which will then inform future committee work to meet the needs of students based on their experiences. We feel there is value in having further information about the demographic make-up of our student body. However, we do not feel it is appropriate to gather this information via a targeted survey distributed to our students in class. As such, we have approached the school administration to seek existing data that we may access.

The EDID committee co-chairs have met with the Committee on Undergraduate Studies (CUS) to determine opportunities for collaboration with regard to EDID-focused teaching and learning. For our initial efforts, we determined that the EDID committee can support CUS in a process to update course outlines to consider aspects of EDID relevant to all courses in KHS. We will also work together with CUS and Teaching Commons to develop supports for course directors to update course *content* to consider aspects of EDID. The co-chairs are meeting with Teaching Commons during the week of March 13th to further these discussions. We also discussed the opportunity for the EDID committee to support the IPAL development team in considering aspects of EDID throughout the IPAL program.

The EDID committee has initiated a monthly email to KHS faculty members and staff with targeting information and resources that are intended to be relevant and timely. We are seeking input from the coalition to identify monthly content. Where possible, we will tie the content to discussions and activities at academic council. For example, in January, we shared with KHS information about meaningful land acknowledgements and then discussed this during academic council. We have reached out to Academic Executive to discuss the opportunity to present information at subsequent academic council meetings.

School of Nursing

- The Undergraduate Curriculum Committee has a Working Group for Anti-oppressive Curriculum. There are no official terms of reference nor responsibilities at this point (they had their initial meeting in January), and they have 5 members and are seeking others to assist. They address the School Council meetings to provide more information for faculty members regarding their plans for continuing curricular work and implementing the recent revisions to the undergrad curriculum (which included anti-racism, the Call to Action, etc.).

- The Faculty Professional Committee recently hosted a session on setting the stage for DEDI conversations and action in the School of Nursing. The plan from this committee is to continue with these activities on Faculty development, scheduled after Council meetings to encourage better attendance.
- The SoN is going to be sponsoring some faculty members (who express interest) in completing the SAN'yas Indigenous Cultural Safety training program (https://sanyas.ca/)

School of Psychology

- JEDI Committee Graduate Program.
- READY Program TO Help Black students obtain volunteer research opportunities with department faculty members.
- Hired a Black Scholar and an Indigenous Scholar through designated hires.
- Actively promote POLARIS training for all of our hiring committees.
- The Undergraduate Studies Committee has a Working Group that addresses retention and promoting student success.
- We are offering again this year the federally funded Work Integrated Learning Program for Black students.
- We have just co-developed with the St Michael's Hospital a Research Scholars Initiative for BIPOC students which will provide 3 undergraduates with a full-time summer placement and 10 hours per week in the Fall and Winter terms to engage in health equity research with scientists at the hospital's research institute MAP. The placements are funded for the three terms.
- We are considering how to implement curricular reforms.

DEDI Activities in Calumet & Stong Colleges (CCSC)

Strategic Planning & Development:
- CCSC recognizes EDI as a strategic direction in its 2020-2025 Strategic Plan. Strategic Direction D – Promoting Equity, Diversity, Inclusion & Citizenship, identifies the need to recognize barriers, advocate for empowering BIPOC students, develop community capacity for intercultural understanding, strengthen relationships with community partners- particularly those which serve Indigenous students, recognize intersectionality, and foster social responsibility
- EDI is more than just one workshop/sporadic events throughout the year. How can we be more intentional about our efforts, collaborate with campus partners to reduce redundancy, and embed principles of decolonization and inclusion in our day-to-day work? Broad areas of focus include: HR & Policies, Programming, Events, Space, and Communications

Human Resources & Policies:
- Question/discussion about DEDI is included in staff and student interviews (e.g., exploring personal/professional initiatives, how the candidate will foster EDI as the successful incumbent, etc.)
- Conducting an internal review and updating departmental hiring and onboarding procedures to algin with York University's Fair Hiring Practices

- Exploring additional/annual training for staff and work/study students and peer leaders (e.g., CHREI provides training on unconscious bias, diversity & inclusion, accessibility, etc. https://rights.info.yorku.ca/)
- College Heads and staff consult with student clubs and student organizations regarding DEDI initiatives/projects. EDI is regularly discussed at Student Success Council, College Head and Student President bi-monthly meetings, and within programming meetings. Student clubs and organizations include: FHSC, CCC, UPSA, SAMPHI, GHSA, BSIP/BSMP, SCSG, KAHSSO, NSTAMP, 2NA, NSAY.

Programming & Events:
- A Land Acknowledgement is shared at the start of large events and gatherings (e.g., Student Success Council). Having more discussions about the how to present land acknowledgements in a meaningful way, connecting to our work and practice.
- Foundational Peer Leadership Training's *Leadership 101* Module introduces EDI definitions, EDI in leadership, bravery in pursuit of a more equitable world, EDI in practice, and campus tools for supporting inclusive spaces and events (Inclusion lens, REDDI Workshop Series & Certificates)
- Community Development programs include: Indigenous Circle and BOLD Ideas
- Agents of Change funding criteria includes promotion of student-led initiatives focused on positively impacting vulnerable and marginalized communities (e.g., Black Students Mentorship Program, Empowering Women in Health (EWIH), Conversations on South Asian Mental Health (COSAMH), Lingua Franca

Communications:
- A statement of solidarity is shared weekly via the weekly list-serv with faculty, students, staff, alumni and fellows
- Video captioning, photo descriptions, colour contrast, representative imagery are explored before publishing content
- Undertaking revisions to webpages which include: Calumet College's Indigenous history, peace pipe and rock as well as CCSC's Black History Month page

Appendix C: WGISR Recommendations and Actions for Implementation

This appendix provides a detailed description of the recommendations and suggested actions for the implementation of each of the findings in the WGISR Report. Note the following colour coding to facilitate identification of timelines: ==yellow== (immediate, approx. 1-3 months), ==green== (short-term, approx. 4-11 months), ==blue== (long-term, approx. 1-3 years). Red Text indicates language that was pulled directly from the Report. The recommendations are presented in the order that the items appear in the Report.

LEADERSHIP AND HIRING (8 RECOMMENDATIONS)

1. Prioritize connection between racism and health throughout all of its work and in particular, racism and poor health outcomes

> *"Faculty of Health (FoH) must aim for local, national and global leadership in health equity through its curricula, scholarship, research and knowledge exchange that focuses on racism/isms and health as demonstrated through its IRP and policies."*

Who is involved: School and Department leads/Chairs and Directors; Dean; Associate Deans; All faculty members; Executive & Planning; All unions.

Actions and suggested timelines:
- Examine existing local, provincial and national partnerships to align with a focus on anti-racism and health equity.
  Long-term: 1 - 2 years
- Develop a DEDI curriculum document for all UPDs and GPDs to demonstrate statements for course syllabi content that have anti-racism and health equity foci; applicable for undergraduate syllabi and graduate-level syllabi.
  Short-term: Within 4 months
- Create a version of undergraduate and graduate student exchange and study abroad opportunities that relate to different perspectives of health equity focus (culturally relevant and inclusive of global Indigenous epistemologies, communities).
  Long-term: 1 year
- The Faculty to look at different places/committees where post-secondary institutions in Ontario convene (e.g., CACUSS) to assess its progress on DEDI initiatives relative to other institutions when aiming for leadership.
  Short-term: 6 - 8 months
- Associate Dean for Faculty Relations & Inclusivity to pull out sections from the Health's Institutional Resource Plan (IRP) to provide leadership to and move forward with the help of a DEDI working group/CoP in HH.
  Short-term: 4 months

- Develop mandatory general education courses that focus on racism, health, DEDI, Indigenous knowledge, related SDH/SDGs for undergraduate degrees.
  Long-term: 2 - 3 years

  "FoH must determine how best to create and build the connection between racism and health into the work of the FoH. This may include the creation or modification of objectives, mission, values, priorities."

Who is involved: All faculty and community members.

Actions and suggested timelines:
- Identify DEDI definitions to develop FoH equity vision and objectives to act upon. Examine existing structures to reimagine this through a lens of Indigenous sovereignty, anti-racism and decolonization.
  Short-term: 6 months
- Each School/Department to develop their own equity vision, mission and values, as well as statements on racism and health within their field/discipline to support the overall revised FoH equity objectives.
  Short-term: 6 months
- Include a commitment to connect racism and health into FoH Strategic Planning, which involves a revision of the vision, mission and vision of the FoH that aligns with pan-university DEDI frameworks.
  Short-term: 6 months
- Identify courses that instruct on various inequities and impacts to public and personal health.
  Short-term: 6 - 8 months

2. Implement a dedicated leadership oversight group to advance the work of the Faculty in the area of EDI

  "Recommend a non-academic role be dedicated to the coordination of the recommendations...spans roles, responsibilities and Schools."

Who is involved: Associate Dean for Faculty Affairs and Inclusiveness (FA&I) alongside of the Dean, other Associate Deans, Chairs and Directors; A future Standing DEDI Committee of Council.

Actions and suggested timelines:
- Shift from privilege and maintenance of status quo to a student-centered equity focused mindset in Dean's Office, senior administrators, managers (CPM), YUSA staff, YUFA and CUPE faculty members.
  Short-term: 6 - 8 months

- Integrate DEDI principles across each School and Department with focus on York DEDI Toolkit, Indigenous reconciliation and Anti-Black racism Framework with ongoing updates collected to report to school and department-level DEDI committees in FoH.
  Short-term: 6 months
- Support critical leadership with intentional strategy, anti-oppressive policies and decanal support of a team equipped with DEDI lens and resources.
  Long-term: 1-3 years
- Equip all senior administrators with anti-oppressive and decolonial leadership skills that moves away from the optics of progress towards actionable change from entrenched inequities.
  Long-term: 1-2 years
- A caucus of equity-deserving members and representative employee/student groups (Indigenous, Black and racialized, student with disabilities, etc) to consult with the Associate Dean for Faculty Affairs and Inclusiveness on FoH matters: Cognizant that BIPOC representation/presence alone does not transform change but voices and lived experiences does.
  Long-term: 1 – 3 years
- Culturally relevant leadership with 'ethics of care'[3] for Indigenous, Black and racialized staff, faculty members, managers, and students and ongoing environmental scan of best practices in higher education and anti-racist, anti-sexist, anti-ableist learning environments (i.e. Post pandemic-enabled compassion for staff and students).
  Long-term: 1 – 3 years
- Interrogation and revision of FoH operational procedures to create anti-oppressive practice and service.
  Short-term: 6 - 8 months
- Prioritize accessibility/accommodation needs of FoH employee groups.
  Short-term: 6 - 8 months
- Create and lead with a critical accessibility plan beyond minimum compliance.
  Short-term: 6 - 8 months
- Identify departmental lead/champions for DEDI initiatives. Individuals to meet with their counterparts on an ongoing basis to discuss challenges, share progress, advocate for additional changes (e.g., Community of Practice).
  Short-term: 4 months
- Advance the work of faculty members in the area of DEDI. Create centralized platforms that showcase their research (public lectures, workshops, DEDI events, conferences, etc).
  Short-term: 6 - 8 months

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[3] Ethics of care can be defined as educational administration and leadership positions considering caring practices experienced because of the COVID-19 pandemic and the ways in which theseexperiences may shape how we respond to students, staff and the collective future in positive ways. Accessed on February 24, 2024 https://doi-org.ezproxy.library.yorku.ca/10.7202/1092712ar

3. Designate a senior FoH leader through the creation of a senior academic leadership position to ensure the implementation and integration of these recommendations

"Creation of a new Associate Dean Equity Role."

Who is involved: Dean and Provost (this has been addressed).

Actions and suggested timelines:
- FoH work/action plan to build on the announcement of Monique Herbert as the inaugural Associate Dean of Faculty Affairs and Inclusiveness. This should include a strategy for outreach, execution of priorities identified in this document, and community accountability.
  <mark>Short-term: 5 months</mark>
- Dean and Provost to identify scope and role responsibilities for any new AD position and share the action items to finalize implementation plan.
  <mark>Short-term: 2 months</mark>
- AD role to focus on decolonization and equity in health; integration across the FoH infrastructure and consider how to decolonize governance[4]. This role requires a grasp of health leadership and decolonization strategies to integrate across the FoH infrastructure (implementing York's DEDI strategy).
  <mark>Long-term: 1 – 3 years</mark>

"Request to the Provost for the creation of a new Associate Dean role focused on equity...filled by a member of a historically marginalized equity seeking group."

Who is involved: Dean and Provost (note, this has been addressed)

Actions and suggested timelines:
- Completed but DEDI Sub-committee never saw nor reviewed the job description; increase transparency of developing equity-related roles across the FoH.

4. Create a leadership team to identify key positions, people, and committees across the Faculty of Health who will report to the review and implementation group for the review, response, and implementation of specific recommendations

Who is involved: New Associate Dean FA&I; All faculty members.

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[4] More research is required on decolonizing university governance. Raquel Rall et. al (2020) offers best practices of culturally sustaining governance facilitating a recognition of decision-making that intentionally prioritizes matters of equity and justice within council (boards). Accessed on Feb 22, 2024 https://doi.org/10.3138/jehr.2019-0006

Actions and suggested timelines:
- DEDI Sub-committee is only one year, AD establishes a hire/call to form a team of seconded individuals (CPM, YUFA, YUSA) and BIPOC representatives join a caucus to support the Associate Dean.
  Short-term: 5 months
- Each School forms and has their DEDI committee to report to the DEDI caucus and Standing Committee of Council group and/Associate Dean role.
  Long-term: 1 – 3 years
- DEDI Caucus and Standing Committee of Council needs to identify equity in education, equity in health consultants to support its work and interpretations of the WGISR report.
  Long-term: 1 – 3 years
- Review possibility of compensation with a stipend to seconded individuals.
  Short-term: 3 months

5. Establish a standing DEDI Committee of Faculty Council and a DEDI Caucus to work with the AD Faculty Affairs and Inclusiveness

Who is involved: All faculty and community members.

Actions and suggested timelines:
- Form a DEDI Standing Committee of Faculty and a DEDI Caucus that can work closely with the AD Faculty Affairs and Inclusiveness.
  Immediate
- Terms of Reference of DEDI Standing Committee of Faculty Council and the DEDI Caucus should ensure continuity of members, labour and expertise using a one-to-two-year commitment for employee groups and 6 months commitment for students for oversight.
  Short-term: 5 months
- All School and Department DEDI committees will submit their terms of reference e to the Associate Dean Faculty Affairs and Inclusion to ensure EDI/antiracism oversight.
  Short-term: 5 months

6. Hire and promote more racially diverse individuals in academic and staff management positions

"Initiate and collaborate with CUPE/YUSA and other relevant stakeholders."

Who is involved: Bargaining units; Dean & Provost; Committee members for hiring and promotion of staff and faculty members; Including all leadership positions in FoH.

Actions and suggested timelines:
- Active mentorship for BIPOC faculty and staff to ensure retention initiatives; work with equity committees of YUFA, YUSA, YUTA, CUPE, CPM to develop and build on such retention.
  Long-term: 1 – 3 years
- Dean's Office to examine hiring practices and union collective agreements to revise hiring procedures to incorporate an equity lens after bargaining.
  Long-term: 1 – 3 years
- Operations Managers, HR and others to take the TAD 'Talent Acquisition at York course' to develop a FoH hiring plan per School and Department that advances DEDI, leadership strategies and hiring of staff and faculty. Determine what baselines will be used to assess for adequate representation.
  Long-term: 1 year
- If hiring means expansion and not replacement, then this recommendation must be foregrounded in the context of conversations about institutional shortages of space and financial constraints. Linked to Recommendation #3 so the processes of hiring are clearly strategized.
  Short-term: 2 months

7. Examine and implement a process for equity-based hiring appointments for faculty members and administrative positions

"Pass a hortative motion requesting that the institution engage the respective unions in…a process for equity-based hiring."

Who is involved: Bargaining units; Faculty; AD.

Actions and suggested timelines:
- AD to establish whether this recommendation is actionable. Obtain data on equitable hiring/promotions to date in FoH and propose a Faculty motion at Council to develop an approach for an equitable hiring plan.
  Long-term: 1 year

"Recommend the Dean…engage in conversations with the Provost, YUFA and CUPE about AA hiring thresholds and Black/ Indigenous priority needs."

Who is involved: Bargaining units; Staff and faculty representatives on bargaining units.

Actions and suggested timelines:
- AD to work with the Dean to discuss hiring thresholds to diversify faculty hires. Review current AA hiring thresholds institution-wide to establish revised thresholds for cluster hire of Indigenous and Black faculty members (YUFA and CUPE) with the Provost Office.
  Long-term: 1 - 2 years

- Develop an action plan/pathway to map how senior administrators and unions work together to advance DEDI goals for transparency; make the plan/pathways available to students, YUFA and CUPE faculty, and staff members.
<mark>Long-term: 1 year</mark>

"Recommend faculty and staff holding roles within their unions bring this... to their union leadership..."

Who is involved: Stewards; Union representatives.

Actions and suggested timelines:
- Faculty members and staff engage and advocate without being advised by the FoH and Dean.
<mark>Immediate: as required</mark>

8. Hiring advertisements should place focus on attracting excellence within a field of study and place emphasis on those who can bring other worldviews into the learning environment

Who is involved: New AD Faculty Affairs and Inclusiveness; Dean; School and Department hiring committees.

Actions and suggested timelines:
- No perceived barriers, with exception of applicant pool (*CLA talent that may not be considered in past hires).
- Recognize that interest in applying may be impacted by other systemic issues (e.g., retention, tenureship, institutional reputation for follow through on DEDI initiatives, etc.).
- Redefine the term excellence with a decolonial lens and prioritize Canadian talent that brings academic content that the FOH does not have (i.e. anti-Asian racism in disability).
<mark>Short-term: 5 months</mark>
- School and Department level discussions among executive committee and DEDI committees; improve BIPOC adjunct faculty/contract faculty relationships and opportunities to support department mentorship of PhD students who wish to enter academic teaching.
<mark>Short-term: 8 months</mark>
- Attracting non- Western world views in job postings and support diverse representation in hires with PhDs (revaluate publications outside peer-viewed that decolonize gatekeeping of knowledge that contribute to the field).
<mark>Long-term: 1 year</mark>
- HR to conduct an up-to-date needs analysis on current processes to understand whether they have resulted in equitable hiring/promotions.

- There were recent changes to the hiring practices in the FoH (e.g., working with central HR/ a recruitment team who can assist with initial candidate screening, developing interview questions, conducting reference checks, etc.). Each faculty member should work with the central team to ensure practices serve the ends of locating a suitable hire as well as meeting DEDI objectives as stated in this document.
Short-term: 6 months

REVAMPING CURRICULUM: ACKNOWLEDGING AND DIVERSIFYING KNOWLEDGES (2 RECOMMENDATIONS)

9. Establish a system and process to conduct a comprehensive review of programs to examine and identify systemic biases in the curriculum.

"Deliberate on how the process and review are inclusive of and responsive to learner input and feedback"

Who is involved: Schools and departments and programs; All faculty members.

Actions and suggested timelines:
- Each School and Department to work with learners and faculty members on criteria for a DEDI-oriented curriculum/program that incorporates principles of equity in curriculum design.
Short-term: 6 - 8 months
- Incorporate partnership with graduate students in co-curricular creation model, where possible.
Short-term: Each term of teaching
- Identify how to incorporate student-centred focus/voices (consider course evaluations; an issue because of how racialized faculty is evaluated and its impact on tenure and promotions).
Immediate: 3 months
- Student representation on program executive committees is to be inclusive of student voice on learning experience, anti-oppression, and anti-discrimination of racialized student experiences.
Immediate: 2 months
- Establish consultation with students on what anti-oppressive practices look like in curriculum, move towards established goals; engage in continuous evaluation and consultation of practices and goals.
Short-term: 6 months
- With the oversight of UPD/GPD, conduct bi-annual review with faculty members to provide opportunity to explain what is being done to achieve DEDI goals in their courses.
Short-term: every 6 months

- Conduct a scoping literature review on systemic barriers in curriculum. Invite students to provide feedback on literature review findings. Share student feedback with UPD/GPD, Chairs, and AD.
  Short-term: 6 months
- Conduct a comprehensive review of programs to examine and identify systemic biases in the curriculum.
  Short-term: 8 months
- Require GPDs and UPDs to undergo appropriate training to consider how program pedagogy meets students with neurodivergence, accessibility needs before reviewing courses that are typically thought to be exempt from bias.
  Long-term: 1 - 1.5 years.

"Determine if race/racism is viewed and represented as a public health issue."

Who is involved: Schools and Departments; Faculty.

Actions and suggested timelines:
- Identify key documents at School and Department's program level and if foundational courses present race/racism as a public health issue; integration in curricula.
  Long term: 1 - 1.5 years
- Conduct a mapping of required Health schools and departments' courses with DEDI elements.
  Long-term: 1 year
- Work with TPH and PHO to determine industry standard practices to making and realizing efforts towards achieving diversified knowledge in the curriculum.
  Long term: 1 year

"Identify gaps in knowledge and integration of often overlooked racialized and Indigenous scholars within course content."

Who is involved: Schools and Departments; Faculty.

Actions and suggested timelines:
- Identify literature of Indigenous and racialized scholars in each field and bring to School and Departments' undergraduate and graduate-level executive meetings to incorporate into course content and circulate to faculty members to consider in syllabi.
  Long-term: 1 - 2 years
- Survey courses; Work to understand nature of any gap and address challenges with sharing information (open access vs. Peer-reviewed journals); submit updated course content to curriculum committees.
  Long-term: Ongoing
- Check for course resources that reflect diverse perspectives, be cognizant of challenging the Canadian view in discourses.
  Short-term: 6 - 8 months

- Work with FoH librarian on establishing a collection of Indigenous and racialized scholarly publications in health disciplines.
  Short-term: 6 – 8 months.

"Scaffold course content starting in year one that has particular focus on equity within health."

Who is involved: Schools and Departments; Curriculum committees; Faculty.

Actions and suggested timelines:
- Curriculum committees establish what undergraduate/graduate students currently know about DEDI, and have a tiered approach per year of DEDI content that FoH schools and departments expect them to acquire.
  Long-term: 1 year.
- Program executive committees to intentionally design each School and Department's course requirements so that equity focused courses are strategically scaffolded and are required for degree completion.
  Long-term: 1 - 2 years.

10. Co-create culturally safe learning spaces…. Paths forward include…

"Teaching specifically about Black, Indigenous and other racialized health beyond a single lecture or module….must start from year one….across the curriculum."

Who is involved: Schools and Departments; Faculty members.

Actions and suggested timelines:
- Work with Teaching Commons to develop instructor capacity on how to incorporate Black, Indigenous and other racialized health content mindfully and meaningfully in courses.
  Long-term: 1 year and ongoing
- Mandate an anti-racism, accessibility, and disability justice training for YUFA with collaborative Teaching Commons workshops on teaching equitably using community engagement.
  Long-term: 1 - 2 years
- Develop FoH dedicated web area on DEDI activities; incorporate this on School and Department home web pages.
  Short-term: 6 months
- Work with AD and curriculum committees on creating curricular goals and best practices for course content about Black, Indigenous and other racialized health; evaluate and revise goals and best practices yearly.
  Short-term: 6 months
- In each field, consider incorporating a decolonial praxis.
  Long-term: 1 year and ongoing

- Hire faculty with specializations in DEDI related expertise in each School and Department.
  Long-term: 1 year and ongoing
- Incorporate Indigenous, Black and racialized guest lecturers with expertise in each field .
  Long-term: 1 year and ongoing
- Work with DEDI experts in each School and Department to create a list of BIPOC organizations that are willing to participate in guest talks, workshops, special events.
  Long-term: 1 year
- Require compulsory courses to have DEDI focus.
  Long-term: 1 - 1.5 years

"Stop focussing solely on vulnerabilities and deficits for groups… instead including content on resilience…collective resilience."

Who is involved: All faculty members; Curriculum review bodies.

Actions and suggested timelines:
- Increase culturally relevant pedagogy approach to inclusion of content.
  Short-term: 6 - 8 months
- Incorporate concepts of BIPOC resiliency and collective resilience as mandatory criteria for curricula assessment.
  Short-term: 3 months
- Review the existing disability accommodation process and improve efforts that differentiate needs for undergrad versus graduate student.
  Short-term: 6 months

"Assessment of the frequency of and how diverse learners are engaging and interacting."

Who is involved: Faculty and Schools and Departments; UG and GPDs, YUSA advisors and program assistant supporting.

Actions and suggested timelines:
- Add DEDI questions, query for students to comment on learning styles and course accommodations within course evaluations.
  Short-term: 6 months

- Graduate student supervision – revise annual reports to add a question for student comment (GPD review); include an annual report process for MA during MRPs.
  Short-term: 8 months
- Disability justice training for supporting academic accommodation plans for undergrad and grad student with intersectional disabilities; (YUFA, Admin leaders) YUSA staff training and HR/compensation for this level of admin support in job descriptions.
  Long-term: 1 - 2 years

"Students do not become the example for the class or are expected to share their experiences of 'isms' and traumas."

Who is involved: Schools and Departments; All Faculty members.

Actions and suggested timelines:
- Assess instances by adding student representatives on our curriculum Sub-committees to help eliminate expectations of sharing of 'isms'.
  Short-term: Every 6 months
- Develop and provide draft verbiage that course instructors must include in their syllabus on a DEDI code of conduct in classrooms between students.
  Short-term: 4 months
- Instructor/professional development on listening and being inclusive when related lived experience written or discussed in course are respectfully honored when voluntarily shared; not expected and rejected.
  Short-term: 6 months
- Collaborate with Teaching Commons to ensure DEDI and anti-oppression education resources for faculty.
  Long-term: 1 - 1.5 years
- Identify a way for students to report these instances anonymously.
  Short-term: 8 months
- Include a statement in undergrad and grad student guidebooks and FoH/school and department webpages on student rights, respect towards sharing of traumas and experiences of 'isms.'
  Short-term: 3 months
- Work with student associations and clubs on spreading the message on peer respect and student rights and treatment of students sharing of traumas and experiences of 'isms.'
  Short-term: 6 months

"Faculty members to reflect on extent to which their courses and research include and take up diverse knowledges, readings, individuals, and historical context of oppression.n"

Who is involved: Schools and Departments; All faculty members.

Actions and suggested timelines:
- Mandatory AODA compliant course syllabi for students with sensory and print disability with School and Department accountability checks.
  Immediate: 2 months
- Include content from recent publications from BIPOC doctoral students/scholars and post-pandemic learnings; comparative to topics in global regions.
  Long-term: 1 year

11. Address...representation and credibility in terms of 'who gets to say what about whom'. ...so few Black and Indigenous scholars, yet there are many courses focused on this topic that are being taught by non-Indigenous and non-Black people...

"Consider how Indigenous, Black, and other racialized People are recognized and celebrated within the faculty."

Who is involved: Schools and Departments; Faculty.

Actions and suggested timelines:

- Consider how staff and faculty members self-identify (if FoH, can access university data).
  Short-term: 6 months
- York-related releases for BIPOC scholars doing DEDI work. Include more than just scholars, and include staff members.
  Short-term: every 6 - 8 months
- Second YUSA staff and compensate their expertise on DEDI, disability matters using temporary promotion assignments and create YUSA positions for career advancement.
  Long-term: Yearly
- Increase transparency around decisions related to strategic hires at York for Indigenous and Black scholars in the FoH disciplines (Canadian talent).
  Long term: 1 year
- Develop internal FoH mechanisms at School and Department level and Dean's Office to recognize & celebrate BIPOC scholars.
  Short-term: 6 - 8 months
- Strategic hires for disability scholarship and secondment for Canada Research Chair and Special Advisor to Dean on Accessibility and Accommodation.
  Long-term: 1 - 2 years
- Indigenous innovation and research in health; feature a series in each School/Department.
  Long term: yearly
- (Re)consider how non-Indigenous and non-Black scholars can contribute meaningfully to course design/offerings.
  Long-term: 1 year
- Address structural inequities in the University environment to the advancement of Black and Indigenous students/scholars.
  Long-term: 1 - 2 years
- HR/TAD can issue a survey to staff to determine how they would like to be recognized (which can be varied from praise to promotions, etc.). Current programs include the following:
  https://www.yorku.ca/vpepc/proposed/employee-service-recognition-program/
  https://www.yorku.ca/staffawards/
  https://www.yorku.ca/ancillary/employee-recognition-program/

- Enable staff to nominate themselves or colleague for a FoH created award.
- Address concerns voiced by BIPOC staff about their eligibility/favourability for awards if they are pushing the status quo about DEDI in their respective departments.
- Develop a plan for a demographic transformation of the Faculty profile. Consider what this process may look like and how it will be achieved.

"Resources are needed in the FoH for the active and ongoing inclusion of Indigenous knowledge keepers/Elders."

Who is involved: Faculty.

Actions and suggested timelines:
- Hire/engage Indigenous knowledge keepers in FoH.
- Create content for Indigenous Health in FoH disciplines that offer suggestions and resources (review scholarship in Canada, recent dissertations).
- Balance the over-reliance on Indigenous individuals to take this on – address burden of work, identify available resources, allow for workload redistribution and exceptions.
- Consult with individual Indigenous knowledge keepers and elders on how they would like to be recognized, engaged, and compensated.
- Provide an educational resource (live/recorded) regarding standards/best practices for appropriate honoraria for Indigenous speakers/consultations (see question #8 below): https://www.yorku.ca/health/fund-for-innovations-in-teaching-fit/about-the-fund-for-innovations-in-teaching-fit/guidelines-for-guest-speakers-honoraria/

12. Encourage and offer professional development for course directors to adopt an antiracism framework within their classes. [rationale provided]

"…review…current course offerings for content and revise by integrating diverse worldviews and sources of knowledge and shift away from content that reproduces and perpetuates Eurocentrism and colonization."

Who is involved: School/Department programs with course knowledge from departments; DEDI committees; Curriculum committees.

Actions and suggested timelines:
- Curriculum committees along with UPDs/GPDs to map and identify areas where more diverse views are needed.

- Enable schools and departments to share and use the mapping to identify relevant content and areas where diverse views and resources are needed Long-term: 1 year
- Invite guest speakers, professionals, culturally relevant knowledge holders from equity-deserving groups and create dedicated funding for DEDI speakers.
Long-term: 1 year
- Incorporate an educational consultant specialized in DEDI to support this work and design anti-racism and anti-oppressive principles into programs' professional development.
Short-term: 3 months
- Continue to adapt this EDI resource to include aspects of decolonization in professional development.
Long-term: Ongoing

"Professors are encouraged to be transparent and state... pedagogical approach and frameworks to students, along with their strengths and limitations."

Who is involved: All faculty members.

Actions and suggested timelines:
- Instructors to share positionality to course orally during class introduction of course syllabi/content.
Long-term: As needed
- Developing tools/resources for course outline reviews in each School or Department that anticipate sensory and print disabilities among students and accessible pdfs.
Long-term: Each term

RESOURCING: SUCCESS SUPPORTS & RESOURCES (10 RECOMMENDATIONS)

13. Provide resources for racialized caucuses who are undertaking significant work within the areas of antiracism, Indigenization, and EDI... led by and for the specific groups for whom they advocate and represent.

Who is involved: Faculty; York Chairs of groups.

Actions and suggested timelines:
- Commitment and actions of the Faculty of Health (Dean, decanal roles, faculty members, staff and schools and departments and students) to decentre whiteness and eliminate racism (i.e. anti-Asian racism, brown complicity[5] , antisemitism, invisible

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[5] In (Shah, V, 2023) discusses the complex relations of power and theorization of Black-Brown solidarities, where brown complicity is how the racialization and differential positioning of Brown communities can invisibilize their experiences of racism and simultaneously allow them to benefit at the expense of anti-Blackness – which operates within settler colonialism, imperialism, casteism and capitalism. Accessed December 20, 2023 https://doi.org/10.24908/jcri.v10i1.15355

forms of discrimination and differential treatment of international students) and anticipate disability (invisible or visible disabilities).
Long-term: Ongoing

- Utilize a decolonial lens in decision-making; caucuses to canvas DEDI research, disability and antiracism into discussions, revise work and build into praxis.
Long-term: Ongoing

- Dean, executive and middle leadership training in culturally sustaining/critical care leadership and culturally responsive leadership.[6]
Long-term: Ongoing

- Develop targeted leadership development program for diverse managers/leaders.
Long-term: 1.5 years

- Central area to collect data and AD Inclusiveness house a list of the caucus groups resources per School or Department (if available); recognition of those engaged in DEDI work.
Long-term: Ongoing

- Caucuses members can self-identify if not already known to schools and departments.

14. Designate faculty members staff and other resource persons and financial resources to student-led groups to address EDI matters within their groups

Who is involved: Faculty; York Schools and Departments, Colleges; College heads.

Actions and suggested timelines:
- Start with clearly identifying scope of need/resource needs within groups and a designated contact persons.
Short-term: 8 months

- FoH work with campus partners such as Student Community Leadership Development to identify student groups who contribute to DEDI work (for example Andrew Brown) (Calumet and Stong Colleges).
Short-term: 6 months

- Initiate a pan-university initiative to support racialized caucuses and groups who undertaking significant work within the areas of antiracism, Indigenization, and DEDI.
Short-term: 6 months

- DEDI committees in each School/Department and student committees reframe students understanding that staff labour enact the university processes and regulations that govern their program experiences, but staff are not the decision-makers. Students must be mindful of their complicity in the power-dynamics of potential interpersonal

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[6] Maddock, C (2023) states that greater focus on examining diversity, equity and inclusion in relation to academic middle leading practices is proposed to address the lack of literature in this area. Students, academics, professional staff and community members associated with academic middle leadership are urged to be participant-researchers or co-researchers. The inclusion of traditionally under-represented individuals and collectives in this research will be essential, including those identifying as women, indigenous, LGBTIQA+, culturally and linguistically diverse, and having disabilities. Accessed on Jan 15, 2024 https://doi.org/10.1080/1360080X.2022.2160888

discrimination. FOH to work collaboratively with committees to remind students of student code of conduct and refrain from misdirecting anger, microaggressions or discriminatory communications towards BIPOC staff, contract and tenured faculty.
<mark>Immediate: 4 months</mark>

- Develop list of contacts/York DEDI resources, central webpage on FoH EDI for student associations, peer-mentoring student groups to access (updated by AD, Faculty Affairs and Inclusiveness).
<mark>Long-term: 1 year and ongoing</mark>

15. FoH is to support and require each School/Department to implement, monitor and evaluate mentorship programs for faculty members and staff that encompass diverse models of mentoring.

"Include formal support for Indigenous, racialized and/or marginalized students to access faculty supervisors/mentors who are willing to supervise..."

Who is involved: Faculty; Schools and Departments; Colleges.

Actions and suggested timelines:
- Explore ways to implement without added service workload.
<mark>Short-term: 6-8 months</mark>
- Foster an intergenerational mentee-centered approach to build longitudinal and strategic success of First Nation, Metis, Inuit, Black and racialized faculty/ scholars in Health research and teaching in Critical Disability Studies, Health, Nursing, Kinesiology & Health Sciences, Psychology, Global Health – a FoH Tri-Council application.
<mark>Long-term: Multi-year project (4 years)</mark>
- Identify scope of supervision and mentorship needs for Indigenous, Black, and racialized students at graduate level drawing on supervisory guidelines, upcoming FGS (Faculty of Graduate Studies) graduate supervision hub; ensuring critical, early intervention and academic plan using anti-oppressive anti-ableist lens to support completion of academic milestones.
<mark>Long-term: 1 year and ongoing</mark>
- Development of DEDI-informed student mentoring programs by each School and Department.
<mark>Long-term: 1 year and ongoing</mark>
- Each School and Department to create annual report on DEDI-informed student mentoring, to evaluate, and review strategies to mentor domestic, international, mature and part-time student needs.
<mark>Long-term: 1 year and ongoing</mark>

"Where diverse mentors do not exist, FoH should seek such mentors within the community through co-mentorship and academic/ community partnerships that are formally recognized."

Who is involved: Faculty; Schools and Departments.

Actions and suggested timelines:
- Gather input from current DEDI BIPOC experts on resources for community partnerships to support mentorship models.
  Long-term: 1 - 2 years
- Review mechanisms for compensation and recognition of community mentors.
  Short-term: 6 months
- AD to work with academic and community partnerships to develop formal relations and mechanisms for ongoing co-mentorships programs.
  Long-term: 1 - 2 years

16. Require that Schools and Departments designate specific resources to support BIPOC junior faculty throughout the tenure and promotion process and in their academic, teaching, and research development.

Who is involved: Need to identify specific resources and examine resource gaps. Potential involvement from Faculty of Health Resource Office; Teaching Commons.

Actions and suggested timelines:
- FoH strategic plan and IRP to prioritize Black and Indigenous scholars and support racialized scholars in tenure and promotion and research, teaching endeavors.
  Long-term: 8 months and ongoing
- Create mechanisms for workload redistribution and/or exception for BIPOC scholars who carry disproportionate load of DEDI related work.
  Short-term: 6 - 8 months
- Leverage already existing mentorship programs.
  Short-term: 6 - 8 months

17. Provide additional support programs and allocate resources that specifically focus on racialized staff professional development, career advancement, and to their meaningful engagement and contribution of their knowledge and experience.

Who is involved: Need to identify specific resources and examine resource gaps. YUSA; CPM members.

Actions and suggested timelines:
- Ensure Black, Indigenous and racialized staff are treated with respect, free from harassment and cyclical microaggressions from YUFA/CPM; priority for YUSA working in a safe, anti-oppressive working environment and protected to complete their labour.
  Long-term: Urgent and ongoing
- Address short staffing: YUFA consideration of staff workloads, particularly around emotional labor and care work for at-risk, students with disabilities post-COVID, expectations to lead conversations around diversity, and racial fatigue for YUSA staff of color, bullying and strains on their mental health and wellness require Associate Dean, Chair/Operations Managers monitoring and staff resources.
  Long-term: Urgent and ongoing

- CPM Operations Managers to have anti-racism training; meaningful engagement to support professional development goals, career advancement, and utilize temporary promotion compensation for knowledge and expertise of BIPOC YUSA staff; recognize ideas from YUSA staff over crediting to CPM who have performance review structure.
  Long-term: Urgent and ongoing
- Eliminate inequity of YUSA staff reliance training CPM and YUFA taking senior admin roles with higher salary and have equitable job evaluations supported and compensated by FoH HR.
  Long-term: Urgent and ongoing

18. Support scholarships, representation, and fields of study and recruitment of Black, and Indigenous students to undergraduate and graduate programs

"Faculty is advised to implement a session for black and indigenous individuals applying to and accessing funding for graduate school (recommend that these events are widely circulated within and external to academic spaces)."

Who is involved: Faculty of Health upper year instructors; FGS; GPDs; UPDs.

Actions and suggested timelines:
- All School and Department admission committees to build holistic admissions approach into adjudication process, prioritizing Indigenous, Black students and intersections with race, disability, gender identities and lived experience.
  Long-term: Urgent and ongoing
- Collaboration and agreement across schools and departments on contents of a Faculty-wide approach for recruitment targets.
  Long-term: Urgent and ongoing
- Donor-based awards/Dean entrance award for Indigenous and Black graduate students for recruitment.
  Short-term: 6 months
- Each School and Department to create a dedicated team to work with pan-university initiatives focused on transition programming, visiting high schools, working with partners across K-12 to recruit BIPOC applicants.
  Long-term: 1 year
- AD to work with the Dean and donors to develop a scholarship program for various FoH schools and departments specifically designated for BIPOC applicants and current undergrad and grad students.
  Long-term: 1 year

19. Advise the graduate program to make recommendations to the Faculty of Graduate Council to amend their admission requirements to remove the GRE for their respective programs

Who is involved: Need to identify who will advise, lead and obtain documentation and supports from across the Faculty of Health to lead this.

Actions and suggested timelines:

- Only minimum GPA and language testing for graduate admissions, no GRE tests for FoH programs; programs to consider equity for number of academic recommendation letters mature student option for part-time BIPOC applicants.
  Long-term: review to improve after each admission cycle

20. Initiate literacy training and awareness campaigns for all faculty and staff on human rights, equity, inclusion, and antiracism concepts and ally-ship.

"Mandatory training for all new incoming faculty and staff."
"Create a symbol that those who have been trained can use to indicate that they have been trained."
"Connection between health and racism should be made explicit in training."

Who is involved: Schools and Departments; YUFA; YUSA; CUPE; Content creators.

Actions and suggested timelines:

- Develop a pilot project that starts as FoH specific in partnership with the Teaching Commons/ Talent Acquisition and Development at York University.
  Long-term: 1.5 - 2 years

21. Initiate a series of ongoing yearly events, interactive lecture series and open forums on anti-racism and the connection between health and racism.

Who is involved: Associate Dean FA&I; Schools and Departments.

Actions and suggested timelines:

- Implement a FoH annual events series with contributions from each School/Department; in-person and virtual for FoH members.
  Long-term: Yearly
- Fund a student-led DEDI annual conference that focuses on the connection between health and racism. Showcase and recognize BIPOC student work.
  Long-term: Annual
- Set up a special honorarium fund for Black and Indigenous guest speakers at conferences.
  Short-term: 6 months

22. Ensure the actions taken in response to the recommendations in this report do not come at the expense of students through increasing pricing of course content, modules, tuition, and course related materials.

Who is involved: Associate Dean FA&I; Schools and Departments.

Actions and suggested timelines:

- The Faculty of Health to listen to student perspectives, consider their different positionalities, wellness and economic concerns as they navigate decisions made at the pan-university and Provost level.
- Develop guiding principles for FoH that ensure that report recommendations and resulting actions do not come at the expense of students.
  Immediate: 3 months

REPORTING AND RESPONDING: WHOLISTICALLY ADDRESSING INSTANCES OF DISCRIMINATION (5 RECOMMENDATIONS)

"This policy must include a clear way to report to a neutral 3rd party, the process for investigation, decision-making findings, mediation, and accountability. This process should include the option of anonymous reporting, which may or may not include investigate a part, but will be tracked for patterns or recommendations for change."

23. Implement an in-person and online system for safe reporting of incidents of racism.

"System should include reporting of other forms of discrimination and violence, including micro-aggressions which are considered acts of violence."

Who is involved: YUFA; CUPE; YUSA; Faculty level Associate Dean FA&I.

Actions and suggested timelines:
The following items are long-term: 2 years
- FoH faculty/staff/managers: transparent investigation and anonymous process developed where retaliation or reprimand does not occur to the individual who reported.
- Operations managers and senior admin need conflict resolution training with understanding of race relations, equity trauma-informed care, restorative justice practices, anti-Black racism with escalation to Dean's Office Training should be mandatory for all managers and provided centrally by HR/TAD.
- Develop Faculty level-process to report and address anti-racism, harassment, verbal, and discriminatory violence by YUFA and students towards BIPOC YUSA members.
- UPD/GPD/Chair to escalate incidents of anti-racism discrimination and violence towards YUSA frontline staff and YUFA/CUPE faculty to new AD, action must be acted on and resolved.
- Race-based and gender-based microaggressions towards BIPOC employees (considering intersectionalities) to be reported and resolved with cultural sensitivity and cultural competency.
  (i.e. Black women and anti-mobbing in higher education academia).
- Hire neutral 3rd party investigation teams specialized in DEDI and race related cases from equity perspective for allegation of anti-back racism in the faculty and staff.
- FoH to develop plan for addressing allegations of anti-black racism and institutional reputation in the media.
- Develop reporting mechanism on lack of accommodations and discrimination met for BIPOC students with disabilities.

- Identify if this is a process is needed specifically in FoH for this and consult with any parallel processes with York.
- Create a separate tribunal for race related complaints that are consulted on by Black and Indigenous caucuses.
- Make reporting of racism accessible and visible (e.g through eClass; or links located in visible locations on York/Faculty/School main pages).

24. Launch an awareness campaign on the process and benefits of reporting racism.

Who is involved: Faculty; York; Associate Dean FA&I.

Actions and suggested timelines:
- With support of AD design and implement an awareness campaign after reporting mechanisms are in place for both students, employees.
  Long-term: 3 months to 1 year after system in place

25. Co-create a just culture of collecting, monitoring and reporting information as well as events of racism and discrimination.

Who is involved: Faculty; Schools; York.

Actions and suggested timelines:
- Address the issue of anonymity and sensitive information, which in small schools this can lead to alienation of the complainant.
  Short-term: 6 – 8 months
- Develop a process to outline how complainants will be protected and not retaliated; explore capacity to implement this in a sustainable manner; annually review and evaluate the process.
  Long-term: every 6 months, after implementation

26. Develop and integrate conflict resolution and restorative justice approaches that are inclusive of policies, procedures, and trained personnel to support members in the Faculty of Health who experience racism and discrimination.

Who is involved: Faculty; York.

Actions and suggested timelines:
- Develop FoH internal process, while approaching the Centre for Indigenous Students; Centre for Human Rights, equity and inclusion and consult with VP of Equity, People and Culture Office to understand processes.
  Long-term: 2 years

27. Present quarterly to the FoH counsel a summary analysis (disaggregated and anonymized) of incidents involving racism and other forms of discrimination and violence.

"Must include…type of incident; quantity of incidents; school, department…practicum setting…; actions taken and outcome summary."

Who is involved: Faculty; Schools/Departments.

Actions and suggested timelines:
- Develop a summary analysis; Once summary is presented, document learnings from confidential resolutions
  Long-term: Quarterly

RECORDING DATA AND REACTING: DATA COLLECTION AND DECISION MAKING (2 RECOMMENDATIONS)

28. Design a method of collecting demographic and other data, including:

"Incoming and continuing students to disaggregate student retention and graduation rates, students who are unsuccessful (or those with lower grade point averages) within programs."

Who is involved: OIPA; OSAS; Associate Dean; UPDs; GPDs.

Actions and suggested timelines:
- Develop guiding principles rooted in DEDI for reviewing data with caution in terms of use of student demographic data to explain low grades. This could fuel stereotypical views that (for example) race leads to deficit; data must be contextualized.
  Short-term: 6 - 12 months
- Flag the factors impacting student retention rather than associating race with success and lower grade point averages; YUSA staff are not credited in supporting student retention and have increased role in working with UPDs/ GPDs in devising administrative strategies to support academic plans.
  Immediate: 2 months
- Schools and Department levels are to document the intersectionalities of factors impacting students (qualitative data); establish support, referral to accessibility/accommodations and consultation with university regulations (i.e.. FGS) for holistic support of academic/administrative plan; FoH GPD/UPD meetings can gather intersectional factors to report to Associate Dean, Research and new AD role.
  Short-term: Each term
- Connecting with OIPA as part of the Colleges' strategic implementation of DEDI initiatives in our student success programs.
  Long-term: 1 year and ongoing
- Explore automated data collection for identified categories when collecting quantitative data; qualitative data to understand the broader social context.
  Long-term: 1 year and ongoing
- Consider how student evaluations may be used to identify barriers for students in course analysis and discussions with Academic Chairs.

- Graduate student progress reports can address barriers flagged by supervisory team (GPDs can collect); determine what mechanisms are available at MA level and undergraduate level.
- Include student retention and EDI efforts in every upcoming Faculty of Health Impact Report to bring transparency and accountability.
- Consider how demographic data is slotted into established categories: do students self-identify? Does the institution categorize them? Can student select multiple categories? Are the options for self-identification open-ended.

"Staff and faculty hiring and retention, grievances, human rights complaints, reported issues of discrimination and how they were resolved (or not)."

Who is involved: Unions; Faculty Relations; Centre for Human Rights

Actions and suggested timelines:
- Review processes for mitigating the concern about fear and reprisals with reporting (address current difficulty in reporting due to repercussions and possible media exposure, etc.).
- Setting up data systems at faculty/ university level reports on hiring, retention, grievances, human rights complaints, and reported issues of discrimination & their resolution.

"Metrics for student admissions and success, faculty and staff hiring in retention, and complaints and resolutions."

Who is involved: Schools and Departments; OSAS; OIPA; ADs.

Actions and suggested timelines:
- Explore mechanisms for staff self-reporting of social location/identity.
- Develop an equitable approach that considers BIPOC students, faculty and staff members; no AA process in staff hires or student hires.
- Include reports in upcoming Faculty of Health Impact Report to bring transparency and accountability.

29. Audit and provide data on the percentage of faculty (full and part-time) and staff that are Indigenous, Black, and racialized.

"What is the average and range of length of time of service?"

Who is involved: Schools and Departments; OSAS; OIPA; ADs.

Actions and suggested timelines:
- Explore and begin to utilize annual survey or exit interviews that could be used to provide data on percentages of faculty and staff that are BIPOC; consider collective agreements.
  Short-term: Develop in 6 months

"Over the last 10 years, how many part-time faculty and staff have acquired full-time positions or promotions? How have they progressed through the ranks/promotions? Within that number, how many of those positions went to each identifiable group?"

Who is involved: York; Faculty; Unions.

Actions and suggested timelines:
- Obtain access to data from current systems tracked by unions and Faculty Relations, as available.
  Short-term: 6 months
- Report findings to the AD and FoH on an annual basis.
  Long-term: Annually

"How many faculty and staff positions have resulted in failed searches? What factors contributed to failed searches. How many applicants and what were the identities and qualifications of applicants/ candidates for failed searches."

Who is involved: Faculty; School or Department level hiring committees.

Actions and suggested timelines:
- Establish a mechanism to capture data (can a new process be established where this information is collected by each school); examine ways on how data for staff can be acquired, if no data exists – establish mechanisms for this data to be collected.
  Long-term: 2 years

Appendix D: Undergraduate Students Comments on the DEDI Sub-committee Report

METHOD & OVERVIEW

1st Meeting in-person: 1 hour
Tuesday, March 19 from 9:00 to 10:00 a.m.
- Introductions & What brings you to DEDI work?
- Overview of the [original report by the WGISR](#)
- Overview of the Faculty of Health DEDI Sub-committee, terms of reference & timeline.
- Review of the Sub-committee's report.
- Key challenges/areas for further consideration.
- Next Steps.

Compete before the Next Meeting: 3-5 hours
- Read the 2 reports.
- Students are welcome to annotate with comments, questions, concerns, for further discussion.

2nd Meeting in-person: 1 hour
Friday, March 22 from 3:00 to 4:00 p.m.
- Discuss feedback, thoughts, concerns.

After these meetings:
- S. Cheung/other Sub-committee attendees will share notes back with the Sub-Committee.
- Integration of student feedback into the final report.
- Closing the loop with students: thanking them for their time, letting them know how their feedback was incorporated, and ways to get involved further (e.g., opportunities to connect with Monique/sit on an advisory committee, etc.).

4 CCSC work/study students and 1 volunteer participated in the review process.
4/5 participants identify as mature students.
Participants identify as BIPOC students.
Students spoke from the lens of accessibility and intersectionality.

FEEDBACK FROM STUDENT 1

- Report is wordy and hard to follow along.
- It was easier to read the first (WGISR) report as this was overwhelming.
  (we know how the "How to Read the Report" section. Perhaps we can clarify headings and add images to break up the wall of text).
- Page 4-6 were particularly difficult to read through.
- There was lots of repetition which made the report confusing at times.
- Suggestion to add an appendix legend on each page for reader reference.
- Suggestion to add a conclusion and summary.
- Liked implementation at different level.
- Suggestion to use person-centered language (e.g., student with a disability).
- Suggestion for an infographic to present a visual component of the report.

FEEDBACK FROM STUDENT 2

- Additional working group/committee members should have Black (student) representation and Indigenous (student representation). These groups should not be conflated/ homogenized, same goes for BIPOC.
- Good draft; implementation and timeframe seem to be feasible.
- When there are funding cuts, EDID initiatives seem to be the first targeted .
- Framing context for mature students/ people have to work 9-5 and don't get access to specific resources.
- Updates on whether the psychology internship is ongoing.
- Steps are actionable.
- Some cynicism as the report seems nice and idealistic; is it really going to be implemented.
- A structure of accountability is necessary for consistent implementation across the board.
- Suggestion for an audio/visual component to the report so people don't feel intimidated reading it, especially students.

FEEDBACK FROM STUDENT 3

- Too much to read a block of text.
- The Introduction section uses the acronym DEID (inconsistent.)
- The report didn't include mature student perspective.
- Suggestion to incorporate commentary on global conflicts/sensitive issues around free space, censorship, intersectionality between race, religion, culture.
- Stephanie shared resource: https://www.yorku.ca/scld/the-guide-to-freedom-of-expression-for-student-organization-events/.
- Clearly identify who is accountable for what actions and what actions are benefitting students.
- Suggestion for training across the board (e.g., faculty/staff/students).

FEEDBACK FROM STUDENT 4: (Attended the first group discussion but missed the second due to personal emergency.).

Both documents were very informative. I'm quite impressed with the work the FoH is putting in to improving EDID (DEDI?). I'm not sure how much I can offer, as EDID-in-action is new to me. Here are some thoughts that came to mind:

- The Report doesn't say much around supporting individuals with disabilities.
- I like that the Recommendations for WGSIR includes this.
- Perhaps incorporate lived experiences of undergrad students?
- p.28, #8 of Report, what is T & P?
- Bringing in other worldviews into the learning environment is great, but there does need to be some qualification or standard to uphold the quality of education.
- The authors indicated that the Dean did ask specifically to highlight anti-Black and anti-Indigenous racism, which the authors did a fantastic job and it was very informative. I learned a lot.
- Perhaps the title should indicate that this report currently speaks to only these groups? Or that it is one of the initiatives of EDID?
- If the document is meant to address all groups impacted by systemic racism (as the title suggests), it leaves out all other racialized groups.

FEEDBACK FROM STUDENT 5: (Was not able to attend group discussions)

Students need a feedback loop so they know when their feedback has been implemented and so they know their voice matters. The faculty can leverage social media to share videos or posts about what is happening with DEDI and how student feedback has been applied, as well as advertise new opportunities to provide feedback (e.g., participate in new committees, work with the AD Faculty Affairs & Inclusivity, etc.).

GENERAL FEEDBACK:

Student Buy-In Through Transparency
There were multiple lines mentioning how students would be consulted in making student-centric changes. Some ways of doing so were listed on page 12:
- Using Student Course Evaluations (mentioned multiple times).
- Data collections on intersectional barriers.
- Partnering with graduate students.
- Consulting students with curriculum.
- Various Committees and Caucuses across FoH.

I really do appreciate the care to consider undergraduate voices but I'm afraid these efforts may be undercut if there isn't student buy-in built. Once that buy-in and trust is built can these data collection/collaboration projects feel worthwhile.

For example, the end of course surveys are really hit or miss but I remember to doing them for the following reasons:

- Professors clearly show how they have taken past feedback to make. accommodations/changes in the course that I've seen as a current student.
- The professor built a connection and trust throughout the semester.
- The professor was actively seeking and utilising feedback throughout the course.

The recommendations don't have to do all the same things but the core message I want to convey is that **students need to see that their feedback/voice is actually being heard and seeing how it's creating change**. These changes are already happening with the new Associate Dean position, and more Black faculty being considered for leadership positions this past year. I also think that the Faculty is trying to communicate it but could improve on it.

Mainly, the transparency can't only be given in an email format/document. I believe that if you want to build more engagement/buy-in you have to meet students where they are at. A short video, like this one under the [Dean's corner tab](), provides alternative ways to access information. This video introduces some of the upcoming changes in the Faculty of Health and, despite the user themselves having to look for it, allows students to learn more via documents in the "strategic planning" tab. A short video like this that instead summarises student-centric changes would allow for the information to be more accessible. It would also allow for the message to be more easily shared by utilising the social media presence of FoH's various student organisations and governments in.

 It took a bit of googling but I was able to find a post about our new Associate Dean https://www.instagram.com/yorkuhealth/p/Cz6_Xxjv1Ij/. Using this account for an annual, or bi-annual update of what college leadership is doing could be posted and then shared to the stories of various other organizations (KAHSSO, UPSA, Calumet student government, etc). Additionally, this gives students a name and face to leadership and at least some understanding towards who's making said changes.

Targeted Student Engagement
While I am a POC, I believe moving forward there has to be more involvement from Black and Indigenous students. There were multiple nuanced discussions in both documents addressing it, so I won't belabour the point.

My only additional thought would be to caution against only engaging with students who are able to navigate post-secondary to have the opportunity to be visible. In my personal experience, it's usually people who are able to "be in the loop" that get the opportunity to have their voice heard. For example, I feel like I'm mainly getting the opportunity to review this document because I have the privilege of being a part of the Work-Study student community and have a manager that actively keeps me connected to opportunities like this.

I don't have a clear-cut solution, but one idea is to engage with clubs outside of the FoH clubs. Specifically, student clubs that are centred around BIPOC identities. Using that connection to ask for FoH students within those clubs.

More Top-Down than Bottom-Up Solutions
From a student perspective: It feels like a majority of the changes are focused on changing DEDI at the faculty, leadership, and curriculum level. This is not a bad thing but the level of depth and immediacy of the top-down solutions feels disproportionate to the bottom-up solutions. They are mentioned and seem to be addressed in the medium and long term. However, I want to point out this gap because if they are not addressed in those time frames CCSC will be stuck having to use top-down solutions as short term fixes.

Possible Collaboration with Student Organizations to Implement Recommendations
Appendix B does a great job of taking inventory of what the different components in the FoH are doing. I think a similar thing can be done with the various student clubs.

For example, one of the bottom-up recommendations were: "create transitional links with K-12 to recruit Black, Indigenous, and racialized students". I believe a student organisation under KAHSSO helps marginalised high school students develop job and interview skills. FoH could collaborate with this student club to build out additional programming to meet these transitional links. There could be different opportunities when collaborating with other students' organisations, that is not just confined to only feedback.

Building Sustainability Around the Associate Dean of Faculty Affairs and Inclusiveness
I think having this position is an amazing idea, and Professor Herbert being the inaugural member gives me a lot of hope as a student. I believe that this position could be better set up for success. Both documents have emphasised that these recommendations are to be a faculty wide effort to implement. However, from my understanding it will be on this new Associate Dean position to streamline the efforts across the different components of CCSC and keep the faculty accountable to the recommendations.

From my understanding, the Associate Dean would work closely with different committees and caucuses. However, when both the global and York's financial situation gets better, I think it would only benefit FoH to give the Associate Dean a small team to work with. Even if it's one or two Administrative Assistants, I feel like the position needs dedicated paid support. Not just from committees and caucuses who, from my understanding, meet occasionally outside of their explicit working positions. This is not to dismiss the core guiding principle that change has to happen across leadership and faculty wide but is to set up this new position for sustainable success.

As a sub-point to this, I also think some structure needs to be set up in streamlining the communication between the various committees and caucuses. There were many committees mentioned in the document itself and in Appendix B. I believe bi-annual meetings were discussed; I think this would be a great opportunity for different components of CCSC to understand what each other are doing in line with the WGSIR recommendations.

Note: Most of these notes are on recommendations that exist in the medium-long term, and I understand that specifics for them have not been outlined yet. Apologies if this leads to some redundant points

Student Buy-In Through Transparency
- There are multiple mentions of student engagement and data collection but I'm afraid that they won't be fruitful due to a lack of student buy in.
- I believe the FoH needs to build said buy-in through transparency, specifically communicating changes beyond emails/navigating the FoH homepage.
- **Idea/example -** Small videos can be created outlining how student feedback, via the WGSIR recommendations, has been acted upon and shared on the faculty of health Instagram. This post can be further shared by FoH student organizations via their Instagram, newsletters, and showcased on the FoH website.
    - This can be accompanied by another documents for students who are interested to learn more, and the video can end emphasizing the importance of student voice and direct students to future opportunities to have their voices heard.

Targeted Student Engagement
- As the document mentioned, Black and Indigenous students need to be engaged directly. I would further this point in seeking out BIPOC students who may not know of these opportunities because they struggle to navigate post-secondary. So, we are not only getting the opinions of students who can navigate post-secondary enough to be visible.
- **Idea/example:** Engaging student organizations who are based around BIPOC identities to see if they have any FoH students who would be interested in participating.

More Top-Down than Bottom-Up Solutions
- Right now, the immediate priorities tend to be around top-down solutions, like in seeing more BIPOC identities reflected in leadership and faculty or curriculum changes. These are needed changes but the amount of top-down changes feel disproportionate to bottom-up solutions. Many of the bottom-up solutions are medium-long term but ensure that they are worked towards.

Possible collaboration with Student Organization to Implement Recommendations
- Appendix B takes inventory of what different components of the FoH are doing in regards to DEDI. Not necessarily with the DEDI lens but similarity an inventory of

different student organizations can be taken to see opportunities to collaborate on implementing WGSIR recommendations.
- **Idea/Example** - There is a student club in the FoH that works with marginalized high school students. FoH can collaborate with them to expand their programming to help implement the recommendation of: "create transitional links with K-12 to recruit Black, Indigenous, and racialized students".

Building sustainability Around the Associate Dean of Faculty Affairs and Inclusiveness
- A lot of the support the new Associate Dean has is around committees and caucuses. I think once the economic climate allows for it, having dedicated paid positions that support the Associate Dean can only benefit FoH.

Specific Notes:
- Page 4 - *possible barriers to undergraduate students' participation include the time commitment to meetings and limited methods of outreach*. Briefly sharing changes in outreach/time-commitment accommodations may be useful for future reference.
- Page 4 - *At this point, the committee decided to explicitly adopt an advocacy approach* - I could have missed it but a brief explanation of what that approach is needed. It's referenced again on page six but there is just a citation and no explanation.
- Page 7 - one of the pieces of knowledge that was drawn from was "collective knowledge". As a reader, I'm curious what level of reflection on implicit bias/cultural competency was taken before relying on collective knowledge.
- Page 9 - *Addition of DEDI Webpage under the "About" tab on the FoH site, to showcase FoH DEDI committees, activities, and initiatives.* - I think this could also be an opportunity for accountability. Sharing the timelines for recommendations and updating the page with reasons why certain recommendations didn't meet their projected timelines.
- Page 13 - More of a clear conclusion. Maybe highlighting the recommendations that are already being implemented and the next recommendations that are to be implemented in the next year.

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