

Memorial University Equity, Diversity, Inclusion, and  
Anti-Racism Strategic Planning Report: What We  
Heard and What We Learned

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*Land Acknowledgement*

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

Ancestral Honouring and Labour Acknowledgement

We acknowledge the labour theft extracted from people of African descent and used to build European wealth and economies globally and in the Canadian nation state—including Newfoundland and Labrador's shipbuilding and cod fishery industries—through the violence of trans-Atlantic enslavement.

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### Executive Summary

Memorial University has a rich, 100-year history as the only university in the province of Newfoundland and Labrador, originally established in St. John's, the province's largest urban centre. The university was founded on the principle of having a special obligation to the people of the province. From the beginning, the people of the province included Indigenous peoples with their diverse histories and cultures. Over time, Newfoundland and Labrador has seen an increase in Black and racialized residents,

including both migrants and individuals born in the province. Particularly in urban centres near St. John's, the province is undergoing increased diversity; naturally, Memorial University (hereafter Memorial) as a microcosm of the province, is also becoming more diverse. The surge in international students, staff, and faculty from around the world has positioned Memorial as a sought-after educational institution for those seeking a quality education.

Memorial's mission is to "be one of the most distinguished public universities in Canada and beyond," with an emphasis on its committed responsibility to "inclusiveness and diversity." However, both internal and external challenges continue to impact the university's ability to create welcoming and safer spaces for its members to excel in teaching and learning, research and creative endeavours, and public engagement. To achieve its objectives, Memorial must face the challenge of addressing its history of colonization, systemic racism, and discrimination.

Through its firm commitments to Indigenization, and equity, diversity, inclusion, and anti-racism (EDI-AR), Memorial is well poised to face and address these historical and current challenges. The university's aspiration to become the institution of choice and a global leader in EDI-AR is attainable with clear strategies and resources. The EDI-AR strategic planning consultation exemplifies one of the steps Memorial has taken to better position itself as a global leader in postsecondary education. This report details the initial action taken by the Vice-Provost EDI-AR, along with the EDI-AR Strategic Planning Team (SPT), to lay the foundation for an EDI-AR Strategic Plan for Memorial.

## **Purpose**

The initial action of the strategic planning process was to engage in a pan-university, collaborative review of EDI-AR at Memorial. This review involved the SPT's conducting an environmental scan and undertaking extensive consultation with all communities at Memorial. The initial action objective was to use the information garnered from the consultations to develop a comprehensive five-year EDI-AR mission, vision, and strategic plan. The review recognized Memorial's current strengths, identified areas for growth and development, and captured community members' visions for the future EDI-AR agenda and established measurable and sustainable actions to promote it.

Ultimately, a strategic plan will establish a university environment systematically rooted in EDI-AR principles. This involves fostering an environment that not only acknowledges and celebrates diversity, but actively works to eliminate systemic barriers, promotes fairness, and ensures that all members of the university community feel valued, respected, and included. The goal is to create a culture that actively supports EDI-AR throughout Memorial.

Memorial's commitment to prioritizing EDI-AR extends beyond immediate needs, and the university recognizes its significance in addressing systemic inequities present in academia and society at large. By embracing EDI-AR and actively working against racism, colonization, and discrimination, the university positions itself as a leader in higher education, contributing to a more equitable and forward-thinking global community. This commitment reflects Memorial's dedication to fostering positive and equitable change on a local and global scale.

## Process

The strategic planning process began with an environmental scan conducted by the Vice-Provost EDI-AR. The pan-university, collaborative consultative process was initiated by the Vice-Provost EDI-AR, who assembled the SPT after a call for interest (refer to Appendix A). Recognizing the need for a comprehensive understanding of the current state of EDI-AR across Memorial's campuses, the SPT employed two primary methods for assessing the internal environment: (1) conducting focus groups with different units and various parties and (2) administering a survey to the entire Memorial community. The consultation was guided by four questions as follows:

Q1: With regards to EDI-AR, what is Memorial University currently doing well?

Q2: At the current time, with respect to EDI-AR, what are some areas for improvement?

Q3: Looking forward 5–10 years from now, what should/could EDI-AR at Memorial University “look like?”

Q4: Thinking about the kind of things you would like to see in 5–10 years, what activities/actions do you suggest we undertake to get there?

Consultations occurred from September 2022 to November 2022 and from February 2023 to June 2023 consecutively. Eighty community-engaged consultation focus group sessions were held in person or hybrid across all campuses, including Grenfell, Harlow, Labrador, Marine Institute, Signal Hill, and St. John's. In addition, a combined total of 16 personal meetings and multiple email submissions were included. In total, 824 Memorial community members participated during those 96 sessions. Online survey participants



provided demographic information and shared their feelings about an EDI-AR agenda and experiences that promote a welcoming and accepting environment in research, teaching, and learning, university culture, community engagement, and administration. The survey was implemented online and in alternative format in March 2023 and was made available to students and employees. A total of 935 survey responses were received.

### **Summary of Key Findings**

Responses received from participants during this consultation were numerous given the disparities in diversity, cultural representation, and inclusivity in the campus communities that directly impact the daily lives of individuals. Furthermore, issues related to the well-being of individuals and their overall quality of life become more visible and tangible within campus culture, motivating those individuals to seek change.

The need to bridge gaps in representation and foster an inclusive and equitable environment was evident throughout the consultation process. The responsibility for EDI-AR lies with all members of the university; immediate implementation of inclusive recruiting, hiring, promotion, and retention practices is essential to address underrepresentation in leadership, staff, and faculty positions across Memorial. These proactive measures aim to create a more inclusive and equitable university community.

Developing and implementing an overarching anti-racism and anti-discrimination policy, along with specific guides for teaching, scholarship, and awards criteria, demonstrates a commitment to integrating EDI-AR principles into all aspects of university life. The strategic plan also recognizes the need for targeted interventions, including mentorship programs for underrepresented graduate students and initiatives

addressing specific barriers faced by Black, Indigenous, and racialized individuals. This plan also encompasses gender-inclusive policies, universal design principles, and measures to counteract biases in research evaluation processes. Recognizing diverse identities within classrooms, supporting international students, and establishing Employee Resource Groups contribute to a more inclusive university community.

In essence, this five-year strategic plan is a call to action for collective responsibility, leadership, and commitment to EDI-AR values. It reflects Memorial's dedication to creating an environment where every individual can thrive, irrespective of their background, and where diverse voices are not only heard but actively contribute to the richness of the academic community. By implementing these recommendations, Memorial is poised to become a model for institutions striving to create a truly equitable and inclusive educational environment.

## **Future Plans**

Following submission of this report, which articulates the key findings from the consultation process, the SPT's objective is to formulate a Strategic Plan that leverages current strengths and mitigates concerns identified during the strategic planning consultation. Under the leadership of the Vice-Provost EDI-AR, and in collaboration with members of the SPT and senior administrators, an EDI-AR five-year Strategic Plan will be developed. During this process, the SPT will accomplish the following:

- Establish the EDI-AR mission, vision, and values.
- Define strategic priorities.
- Develop goals and metrics.

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- Map out a long-term strategy to achieve programme goals.
- Determine how to approach executing the strategy with specific actions.
- Implement, monitor, and revise at pre-established timeframes.

Parallel to the development of the Strategic Plan, the EDI-AR Advisory Committee and members of the SPT will provide recommendations to establish a robust communication strategy to keep Memorial community members engaged and abreast of developments.

## Introduction

Memorial University of Newfoundland and Labrador (hereafter Memorial) attracts the highest quality students, faculty, and staff from Newfoundland and Labrador, Canada, and around the world. Memorial recognizes the importance of diverse perspectives and understands that input and consultations are essential to its equity, diversity, inclusion, and anti-racism (EDI-AR) portfolio. This implies a commitment to actively listening to and involving a broad range of voices related to equity, inclusion, and anti-racism. It also suggests a recognition that the perspectives and experiences of people from diverse communities will play a pivotal role in shaping an environment where everyone feels seen, valued, welcomed, and honoured.

EDI-AR strategic planning is crucial for Memorial to proactively address current and emergent realities related to equity, inclusion, and anti-racism. The objective is to develop an agenda and implement a program that reflects a commitment to cultivating an inclusive and anti-racist environment. The EDI-AR strategic planning process began through the leadership of the Vice-Provost EDI-AR and later received support from one staff member. It involved several steps, including planning, engaging individuals, reporting, designing metrics, and began by considering pre-questions, reflecting, and conducting an environmental scan. A dedicated Strategic Planning Team (SPT) was formed to drive and facilitate the process. This document outlines the consultation and reporting activities undertaken by the SPT throughout the strategic planning process.

The SPT notes that this report is being released amid a rising backlash against EDI-AR and related initiatives in some jurisdictions. To counter this backlash, a long-term

and sustained commitment and effort are required from university leadership, faculty, staff, students, and the broader Memorial communities. The commitment extends to developing and implementing policies that address historical and structural harms, aiming for a more equitable university. Recognizing potential challenges, the SPT suggests additional supports for members of equity-deserving groups and the EDI-AR team, who may become targets of backlash.

### **Framework and Guiding Principles**

Conception of the EDI-AR strategic planning principles was inspired by the commitment in Memorial's 2021 strategic plan, *Transforming Our Horizons*, which indicated that the university has made significant gains since opening its doors 100 years ago, but

Critically, at the same time, we acknowledge that this work has been conducted within the landscapes of vast inequities and racial injustices against Black, Indigenous and racialized people at their intersections, including, but not limited to, sexual orientation, gender identities, age, abilities and health. This province, this country and this world have mobilized in the wake of institutional and systemic violence, death and atrocities. As a place of learning, discovery and knowledge dissemination, we cannot look to the future without acknowledging our role in past violations and committing to meaningful actions as we collectively move forward (*Transforming Our Horizons*, p. 6).

The EDI-AR strategic planning consultation process embraced anti-colonial, racial justice, diversity, inclusion, and equity as crucial foundations for Memorial to achieve its broader strategic goals outlined in *Transforming Our Horizons*.

The EDI-AR SPT actively listened to and learned from numerous individuals during this consultation, honouring and respecting the unique lived experiences, multiple perspectives and worldviews, histories, stories, and visions they shared. The team acknowledged various forms of exclusion, barriers, discrimination, and racism highlighted by participants. Embracing tensions, ambiguities, and differences of opinions, the SPT committed to working with these elements to craft a strategic plan that aligns with the values and needs of Memorial. Working from this premise, the EDI-AR strategic planning process was guided by a critical race theory framework and anti-racist community engagement considerations. The approach encompassed anti-colonial and anti-racist strategic planning principles and a trauma-informed approach to community engagement.

### **Anti-Colonial and Anti-Racist Strategic Planning Principles**

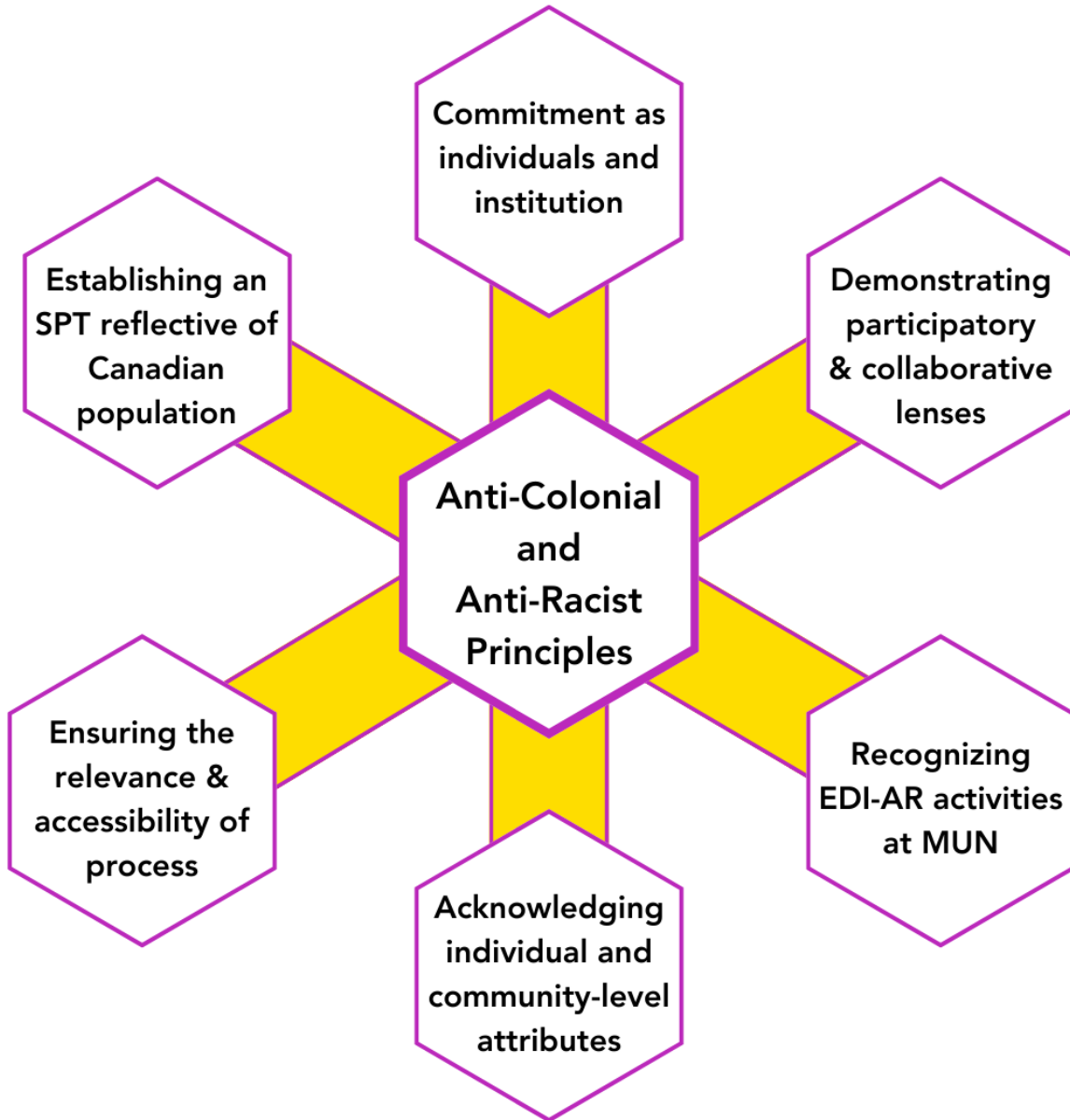
Anti-colonial and anti-racist principles guided the strategic planning. These principles include the following (Figure 1):

1. Committing to ongoing critical reflexivity as individuals at an institution of higher learning and recognizing the inherent nature of racism in organizational structures and the lack of racial representation in decision-making positions.
2. Demonstrating how the strategic planning process used a participatory and collaborative lens by planning, listening (first voice account), and co-learning (leadership) with and from those with lived experience of racism and colonization, at the intersections of gender, gender identities, sexual orientation, age, health status, geographic region, accessibility, and citizenship status, on the SPT and within participant and stakeholder engagement.

3. Recognizing that EDI-AR activities at Memorial groups and events frequently exclude specific attention to racism and colonization; acknowledging the work is done without formal organizational resources, and the labour is primarily provided by those who are historically and systemically marginalized.
4. Acknowledging personal locations, privilege, power, and power relations within institutions and Memorial communities, including among SPT members, participants, and interested parties.
5. Ensuring that all aspects of the strategic planning process are relevant and accessible.
6. Establishing an SPT that reflects the nuance of the Canadian population.

**Figure 1**

*Anti-Colonial and Anti-Racist Principles*



### **Trauma-Informed Community Engagement**

The SPT took a comprehensive and thoughtful approach to community engagement activities during the strategic planning process. The adoption of a trauma-informed



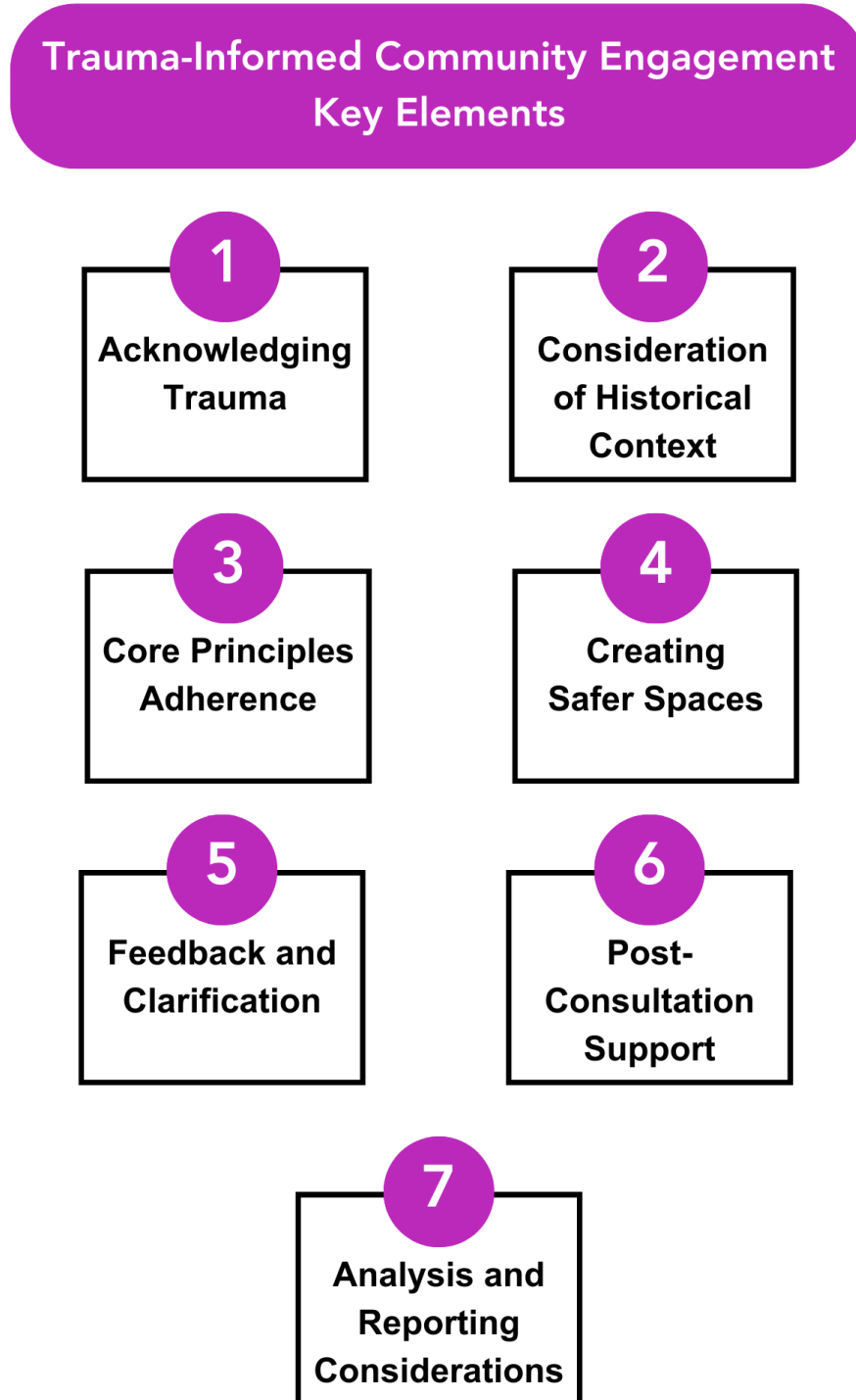
approach reflects a commitment to addressing historical and contemporary trauma, racism, discrimination, and inequity in a sensitive manner. Key elements of the approach included the following:

1. *Acknowledging Trauma*: Recognizing and acknowledging the potential impact of trauma on individuals, understanding that it can make people feel unsafe, disenfranchised, unheard, silenced, vulnerable, and fearful.
2. *Consideration of Historical Context*: Being mindful of people's multiple histories and stories of racism, subjugation, forced assimilation, violence, and discrimination, which may contribute to re-traumatization during the planning, consultation, and reporting activities.
3. *Core Principles Adherence*: Adhering to core principles of participant empowerment, self-awareness, acceptance, and the commitment to do no harm. This involves remaining flexible and respectful, and avoiding the projection of beliefs and biases onto participants.
4. *Creating Safer Spaces*: Providing "as-safe-as-possible" spaces during consultations, staying alert to trauma during consultations, acknowledging the role that trauma may play in participants' lives, and offering mental health contact information for support. For example, separating groups by rank rather than department to address power relations and being conscious of potential triggers during discussions.

5. *Feedback and Clarification*: Encouraging participant feedback, seeking clarification and actively incorporating input to ensure a more inclusive and respectful process.
6. *Post-Consultation Support*: Providing participants with mental health contact information in case they need support following the consultation, recognizing the potential emotional impact of discussing experiences of racism, discrimination, inequity, and exclusion.
7. *Analysis and Reporting Considerations*: Being aware that participant stories could be triggering during the analysis and reporting of consultations and taking time to handle the information with care and sensitivity (Figure 2).

**Figure 2**

*Key Elements of Trauma-Informed Community Engagement*



By incorporating these elements, the SPT strove to foster an inclusive, respectful, and trauma-informed environment throughout the strategic planning process. This approach aimed to mitigate potential harm, empower participants, and create a space where critically nuanced diverse voices and experiences were valued and heard.

### **Strategic Planning Process: Activities and Deliverables**

As noted previously, the strategic planning process was initiated by the Vice-Provost EDI-AR, who created timelines to guide the process (refer to Appendix A) and assembled the SPT after a call for interest (refer to Appendix B). Recognizing the need for a comprehensive understanding of the current state of EDI-AR across Memorial's campuses, the SPT employed two primary methods for assessing the internal environment: (1) conducting focus groups with different units and various parties (refer to Appendix C) and (2) administering a survey (refer to Appendix D) to the entire Memorial community. This report outlines key findings from these sources, summarizing the specific tools and processes used, including pre-strategic planning questions, goals, and objectives; STP formation; and environmental scan results. The consultations were conducted in English, and scripts were used by facilitators to maintain consistency across the sessions. Rigorous efforts were made to safeguard the identity of participants to minimize the risks associated with sharing their stories.

### **Goals and Objectives**

The overall goal of the strategic planning process was to engage in a pan-university collaboration and wide consultation with all Memorial communities in order to develop an EDI-AR mandate, vision, and strategic plan for the next five years by doing the following (Figure 3):

1. Identifying Memorial's EDI-AR strengths and areas for growth and development;
2. Listening to interested parties' visions of a future Memorial EDI-AR agenda; and
3. Determining measurable and sustainable actions to promote EDI-AR.

**Figure 3**

*Strategic Planning Process Goals and Objectives*

Identifying Memorial's EDI-AR strengths and areas for growth and development

Listening to interested parties' visions of a future Memorial EDI-AR agenda.

Determining measurable and sustainable actions to promote EDI-AR.

This report is the first action by the Vice-Provost EDI-AR and the SPT to lay the foundation for an EDI-AR Strategic Plan for Memorial.

**Pre-Strategic Planning Questions**

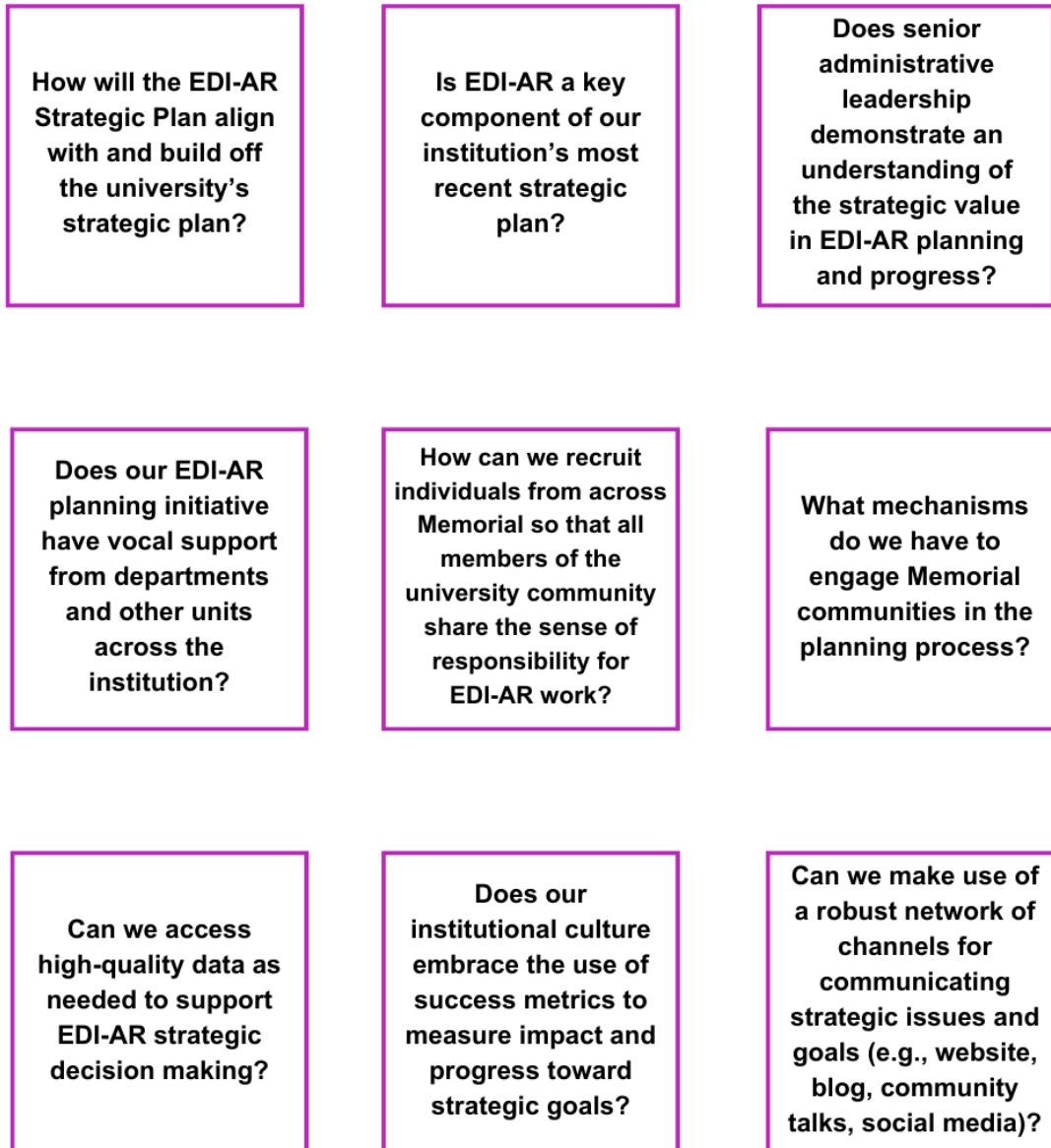
Several questions guided the strategic planning process (Figure 4):

1. How will the EDI-AR Strategic Plan align with and build off the university's strategic plan?
2. Is EDI-AR a key component of our institution's most recent strategic plan?
3. Does senior administrative leadership demonstrate an understanding of the strategic value in EDI-AR planning and progress?
4. Does our EDI-AR planning initiative have vocal support from departments and other units across the institution?

5. How can we recruit individuals from across Memorial so that all members of the university community share the sense of responsibility for EDI-AR work?
6. What mechanisms do we have to engage Memorial communities in the planning process?
7. Can we access high-quality data as needed to support EDI-AR strategic decision making?
8. Does our institutional culture embrace the use of success metrics to measure impact and progress toward strategic goals?
9. Can we make use of a robust network of channels for communicating strategic issues and goals (e.g., website, blog, community talks, social media)?

**Figure 4**

*Pre-strategic Planning Questions*



### **Strategic Planning Team Formation**

The team consisted of the Vice-Provost EDI-AR (October 2021); individuals who expressed interest in being part of the SPT (March 2022), and a staff member (May 2022). Roxanne Millan, Director, Resource Allocation and Planning, provided guidance and direction to explore ideas and confirmed policy histories and purposes.

### **Representative Strategic Planning Team**

While the Vice-Provost EDI-AR plays a pivotal role in strategic planning, no single individual can, or should be, responsible for Memorial's institutional EDI-AR planning and execution: equity, inclusion, and anti-racism are a collective responsibility. To ensure that the SPT was representative of the Memorial community, an open call for participation resulted in 83 individuals joining the SPT. Team members were from various disciplines, units, and roles at Memorial, bringing a nuanced content expertise in areas, such as education, policy, anti-racism, violence prevention, accessibility, and immigration. They contributed critical lived experience related to race, ethnicity, gender, gender diversity, poverty, low-income status, sexual orientation, disability, health status, citizenship, and other intersecting lived experiences.

Participation in the SPT aimed to enhance the capacity of those with less formal EDI-AR knowledge and strategic planning experience, while simultaneously developing and improving the EDI-AR skill set of others. Individuals were asked to describe how they would contribute to the SPT, and they provided various responses (Figure 5).



## Figure 5

### *Applicants to the SPT Responses (Excerpts)*

#### A participant said...

“I haven’t ever worked in this area but being from...and having lived in [country name]...previously and now Canada, I think I have a good understanding about the challenges outsiders may face particularly to do with racism. So, I feel my personal experiences and passion for these issues go a long way.”

#### Another participant commented...

“As a woman, I recognize the social barriers contributing to inequity and exclusion. I’m a passionate advocate and have valuable perspectives that can inform EDI-AR policies and create proactive solutions to address injustices through media, meaningful group discussions and education.”

#### A content expert commented...

“I have significant experience in the field of accessibility and inclusion and working to create spaces/practices that allow all individuals to fully express, represent and engage through providing support to individuals and creating change at a systemic level through program and policy development.”

EDI-AR strategic planning is an important undertaking at Memorial, requiring representation from various campuses, individuals with different levels and ranges of experience, and a shared commitment to EDI-AR. The members of the EDI-AR SPT not only met but exceeded these requirements. Their various backgrounds and commitment provided a unique opportunity to craft a robust and impactful report, paving the way for a comprehensive EDI-AR Strategic Plan.

## Invitation and Onboarding

All 83 individuals who expressed interest in becoming members of the SPT were invited to join the team and were placed into a subgroup of their choice (refer to Appendix E). Six subgroups were created to work specifically on (1) Campus Culture, (2) Community Engagement, (3) Curriculum (Teaching and Learning), (4) Human Resources and Employment, (5) Research and Creative Activities, and (6) Student Success and were asked to draft their subgroup vision and mission statements). Each member of the SPT signed a confidentiality agreement. The SPT met regularly from March 2022 to July 2022 and then again in September 2022. The first meeting was virtual, and subsequent meetings were hybrid at Signal Campus with limited virtual access. Terms of Reference were developed and distributed (refer to Appendix F). Meetings were held from 9 a.m. to 12 p.m. and included skills development and education, which special invited guests provided.

Several members of the university community offered wisdom and support to the SPT. Catharyn Andersen discussed the Indigenization Framework and its connection and importance to EDI-AR work. Former interim Vice-President and Provost Dr. Margaret Steele, and former President Vianne Timmons brought greetings to the team and thanked everyone for volunteering their time and contributing to Memorial's EDI-AR Strategic Plan. Keith Matthews provided specific skills development on what strategic planning is, its influence on institutional success, and how the EDI-AR Strategic Plan needs to align with the Memorial Strategic Plan, *Transforming Our Horizons*. Emily Wooley and then-Vice-President Pro-Tempore Grenfell Campus Dr. Ian Sutherland shared insights and lessons learned from their roles as co-chairs for the Memorial

University strategic planning process. Gerona McGrath also provided key insights into the Faculty of Medicine's strategic planning process to help guide the team.

### **Subgroup Deliverables**

The SPT subgroups developed their individual group's vision. They provided feedback and input in developing and finalizing the consultation documentation, including ways to receive feedback from participants, and helped finalize survey questions. The SPT also provided suggestions on how to receive feedback during the consultation and the groups that needed to be approached to participate. Members of the SPT also facilitated and took notes during the consultations, and assumed responsibilities as part of a sub-writing, editing, formatting and member checking group during the report writing stage.

### **Environmental Scan Summary and Consultation Analysis**

This section presents the themes from the community-engaged consultation and the environmental scan, along with recommendations for strategic priorities and directions. The analysis was approached from an anti-colonial and anti-racist perspective to align with the SPT framework and principles of engagement. This process amplifies equity-deserving voices, particularly those who have been historically marginalized, and prioritizes their needs.

### **Summary of Environmental Scan**

The environmental scan was important in identifying and monitoring internal and external factors that may affect Memorial's EDI-AR performance and strategy, including administrative priorities, policies, and regulations (e.g., provincial Accessibility Act,

federal Employment Equity Act, Memorial University's Respectful Workplace policy and Memorial's Accessibility Plan).

Sources of information reviewed included a sample of Memorial's published reports, communications documents, policies, and internal news articles as well as local news articles, federal and provincial policies, some other global documents, and EDI-AR reports and frameworks (refer to Appendix G). This information was collected by internet searches on Memorial's website and through emails sent to the Office of the Vice-Provost EDI-AR that contained announcements and updates. A meeting was also held with the President's Advisory Team to gather further insight into the team's vision for EDI-AR. A document analysis was done to identify and examine potential strengths, weaknesses or areas for growth, opportunities, and threats (SWOT). Although the environmental scan was limited because of time constraints and staff resources, it offered a good entry point into providing an overview of Memorial's EDI-AR priorities to date. The Environmental Scan was ongoing; as new documents were brought to the attention of the Office of the Vice-Provost EDI-AR, or as already-scanned documents became updated, continued reading informed the consultation process. The environmental scan also included speaking with key senior administrators including Dr. Timmons and the former President's Advisory Team, consisting of all Vice-Presidents.

The environmental scan showed that Memorial was moving toward including EDI-AR in its environment and infrastructure. In 2021, the Office of Indigenous Affairs published *The Strategic Framework for Indigenization* to guide the university through its reconciliation efforts. That same year, Memorial implemented a new Strategic Plan, *Transforming Our Horizons*, which contains clear calls to action in relation to EDI-AR. In

this year as well, the Vice-Provost EDI-AR was hired. All units and departments were mandated to implement unique strategic plans with elements of EDI-AR. There are EDI-AR-related groups at different campuses as well as within units and departments (e.g., at the Grenfell campus, there is an EDI-AR Committee; at the St. John's campus, there are anti-racism and/or EDI committees in the School of Social Work, Faculty of Engineering, Faculty of Medicine, and Faculty of Humanities and Social Sciences) that work to advance EDI-AR at Memorial. In November 2021, Memorial became a signatory to the Scarborough Charter. Prior to this, Memorial has had a long history of publishing reports and creating action plans and policies to address equity concerns, including the Canada Research Chair EDI Action Plan, the Employment Equity Report and Action Plan, the Blundon Centre Report (2016), the Strategic Internationalization Plan 2020, the Indigenous Report (2007), the Rights and Equity Office Report (2019) and the Research Impacting Indigenous Groups policy (ratified in 2020). Two of Memorial's major strengths are its populations, which represent global communities particularly among the student body, and an eagerness to advance an EDI-AR agenda.

The environmental scan also showed that there were most definitely opportunities for growth in Memorial's progress toward EDI-AR and highlighted ongoing internal and external threats to EDI-AR at Memorial. For example, several news articles discussed individual instances and group experiences of racism and discrimination. As well, a sample of EDI-AR policies were reviewed, and a majority were deemed to be outdated. Memorial is still grappling with community backlash resulting from the removal of the provincial anthem, Ode to Newfoundland without consultation, a significant reduction in government funding, on-going provincial government scrutiny and the results of the

provincial audit, reduced student services, increased tuition for both domestic and international students, physical structure in disrepair, high interest rates, low housing stock and high cost of housing, student protests around housing, tuition, infrastructure, Indigenous identity, tensions on and off campus, and the aftereffects of the labour disruption. Furthermore, the environmental scan showed that EDI-AR initiatives were hindered because of frequent administrative changes, primarily through retirement, and the growing number of inexperienced senior administrators.

### **Methodology**

The SPT completed a thorough mixed-methods review of transcripts from telephone calls, in-person meetings, emails, and focus groups, and conducted a survey; these sources provided multifaceted insights into the status of EDI-AR efforts at Memorial.

The mixed-methods review used to empirically assess the current EDI-AR landscape at Memorial was designed to acquire and integrate the multifaceted perspectives of diverse individuals and knowledge holders. This strategic approach not only highlights the existing status but also provides the groundwork for actionable insights, which are critical to creating an environment that is inclusive, anti-racist, decolonial, and representative of the Memorial communities, culture, and environment.

Consultations were held with pre-existing groups, such as faculty and leadership councils, and groups of participants with some similarity, such as general student groups, international students, undergraduate students, graduate students, executive assistants, department heads, executive directors, deans, managers, associate vice-presidents, vice-presidents, deans, Board of Regents, alumni, undergraduate and graduate student associations, labour associations (e.g., Memorial University of

Newfoundland Faculty Association [MUNFA] and the Lecturers' Union of Memorial University of Newfoundland [LUMUN] etc.), faculty, staff, and per-course instructor and graduate associations. (Refer to Appendix H).

The consultations focussed on collecting information related to four key priorities in the EDI-AR context at Memorial: (1) evaluating current successes, (2) identifying areas for improvement, (3) envisioning the future trajectory of EDI-AR at Memorial, and (4) proposing strategic steps for progress. These priorities directed the formulation of consultation questions, the overall process, coding and identification of main themes and the final analysis, ensuring that the consultations met their objectives. This systematic approach facilitated the construction of a comprehensive understanding of Memorial's current EDI-AR landscape.

### **Consultation Methods**

Multiple methods of consultation were used to maximize accessibility and engagement. The consultation methods included focus groups, personal discussions, surveys, and open calls for feedback to be submitted via email in text or via creative means, such as art, music, or poetry. Survey links and scheduled focus group sessions were distributed online (e.g., listserv, departmental and unit emails), through QR codes, flyers, campus radio, and on the EDI-AR website.

### **Focus Groups**

The consultation periods were used to encourage students, staff, faculty, administrators, and alumni to share information through focus groups, open calls, and

surveys. This part of the consultation was co-facilitated with pre-existing instructions (refer to Appendix J) guided by four questions as follows:

Q1: With regards to EDI-AR, what is Memorial University currently doing well?

Q2: At the current time, with respect to EDI-AR, what are some areas for improvement?

Q3: Looking forward 5–10 years from now, what should/could EDI-AR at Memorial University “look like?”

Q4: Thinking about the kind of things you would like to see in 5–10 years, what activities/actions do you suggest we undertake to get there?

At the end of the session, the notetakers (refer to Appendix I) and facilitators from the SPT compared the information documented for clarity and to streamline the information shared. Notes were taken on laptops owned by the Office of the Vice-Provost EDI-AR. Participants were also offered mental health contacts should they need support after the consultation. (refer to Appendix K).

## **Online Surveys**

According to briefing notes provided by Keith Matthews (from the Centre for Institutional Analysis and Planning (CIAP)) to the President's Advisory Team, in July 2022, the Board of Regents reviewed and approved the Performance Measurement Dashboard for the new strategic plan, *Transforming Our Horizons*. In this Performance Measurement Dashboard, the university reported the status of two key performance indicators (KPI) as related to *Enabling Cultures*:

- 6.3 Create survey and data collection tools to measure employee engagement,



- 6.4 Create survey and data collection tool to measure student engagement.

The purpose of the two *Enabling Cultures* surveys is to measure the degree to which students and employees feel the university is progressing with its commitment to institutional change. Under the auspices of the President's Advisory Team Subcommittee on KPIs, co-chaired by Steve Greene and Keith Matthews, work toward the two surveys was undertaken beginning August 2022. Co-chaired by Keith Matthews and Emily Wooley, an omnibus survey was drafted, with input from the SPT, with branching logic for students and employees. The main survey aligned with the six enabling cultures highlighted in *Transforming Our Horizons* for the university and was launched with a special added survey to support the EDI-AR strategic planning process. This survey formed the basis for the quantitative analysis, performed by CIAP, in this report.

Participants provided demographic information and shared their feelings about an EDI-AR agenda and experiences that promote a welcoming and accepting environment in research, teaching and learning, university culture, community engagement, and administration. The survey was implemented online and in alternative format in March 2023 and was made available to students and employees. Because the students' response rate was low, the survey was reposted in June 2023 to students only to provide an opportunity to receive increased responses. A total of 935 survey responses were received.

### **Analysis and Summary**

Using Dedoose, a qualitative data analysis software, a systematic approach was used to extract significant statements made by participants from interview transcripts.

Qualtrics was used to conduct the quantitative analysis of surveys. These statements formed the basis of initial codes that represented various dimensions of the EDI-AR conversation. Using word tools, two rounds of coding and thematic analysis were performed with codes grouped according to their relationship and similarity; generating an initial set of 35 themes. Through a two-stage consolidation process, these themes were further consolidated to present the six final themes in this report.

### **What We Learned**

Memorial communities, regardless of size, region, or location, are passionate and committed to advancing EDI-AR. Participants in this consultation shared unabashedly with courage, candour, and honesty. Memorial is gifted with having a wide spectrum of individuals with various levels of knowledge about the university's EDI-AR infrastructure. Experiences range from those who are new and are trying to learn and understand to those who carry and hold a lot of history. The SPT learned that many in the university communities have clear, strong, and well-articulated ideas about EDI-AR and about what they believe needs to be done to advance it at Memorial.

### **What We Heard**

With four guided questions, an online survey, ongoing open calls, 96 consultations sessions, 935 participants responded to the survey resulting in almost 1900 participants. The SPT was privileged to receive a wealth of information: members of the Memorial community recognize EDI-AR strength in all aspects of the university.

## **Telling The Story by The Numbers**

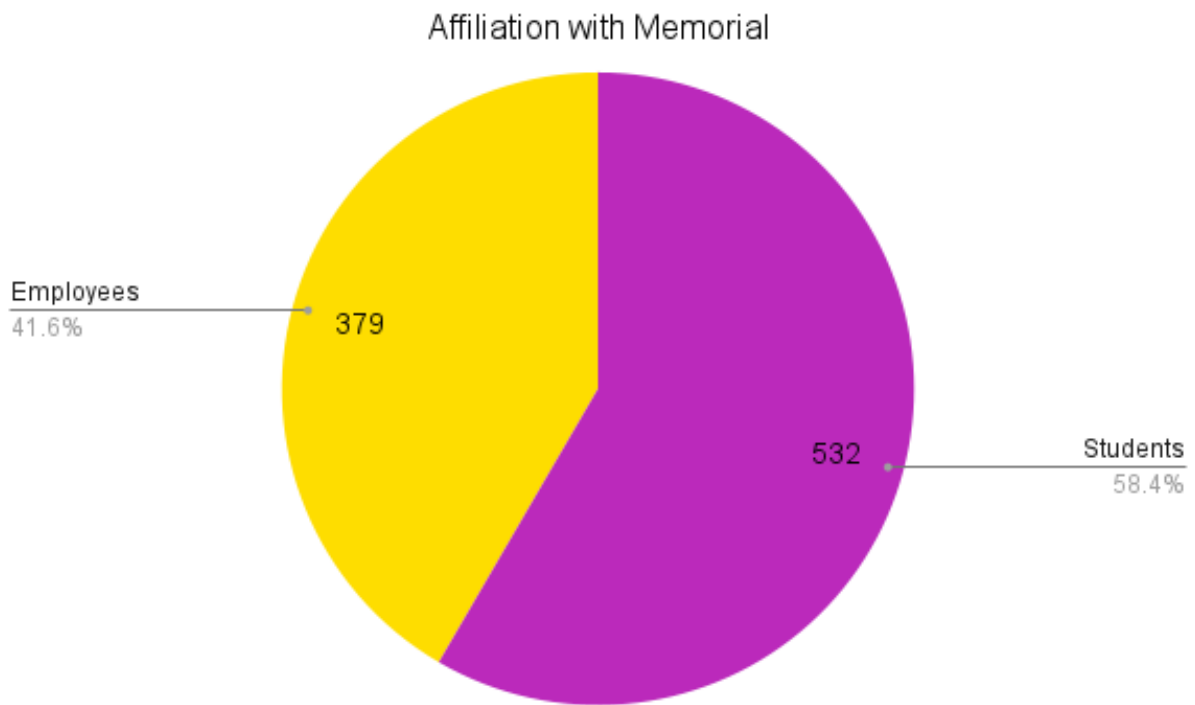
The following section presents the survey results, including responses and ideas on how Memorial can further be improved in supporting professional development for staff and faculty; strengthening hiring practices to address systemic issues; and addressing the lack of representation in senior administration. Areas that gleaned high percentages of respondent participation are highlighted in charts and summaries. The data shown in Figures 6 and 7 represent various perspectives of students and employees on Memorial's EDI-AR performance. The graphs depict the participants' levels of satisfaction by capturing their opinions, experiences, and viewpoints. They highlight feedback from participants of Memorial's existing strengths and opportunities for improvement. The insights gleaned from these results will serve as a starting point for understanding gaps in campus EDI-AR efforts and will aid in developing informed strategies and actions to improve EDI-AR at Memorial.

### **Demographics**

A total of 935 individuals responded to the survey: 40.5% identified as students and 56.9% as employees (Figure 6). Participants were isolated by student or employee, so there was no opportunity to study situations where participants were in both categories.

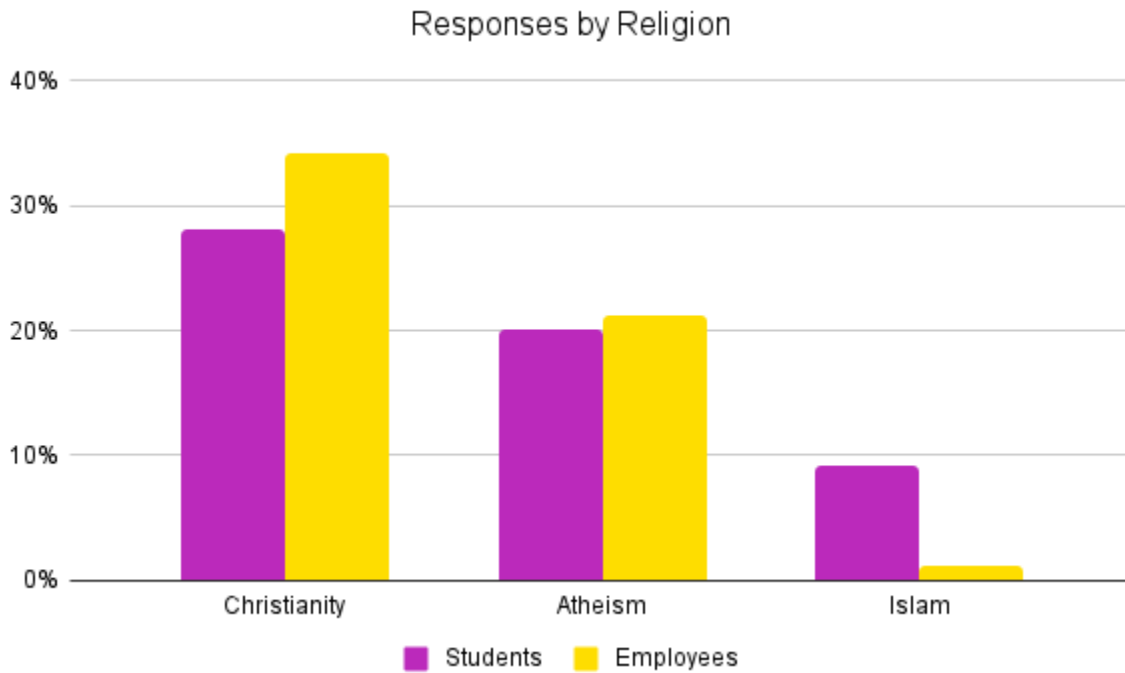
Figure 6

*Affiliation with Memorial*



**Figure 7**

*Responses by Religion*

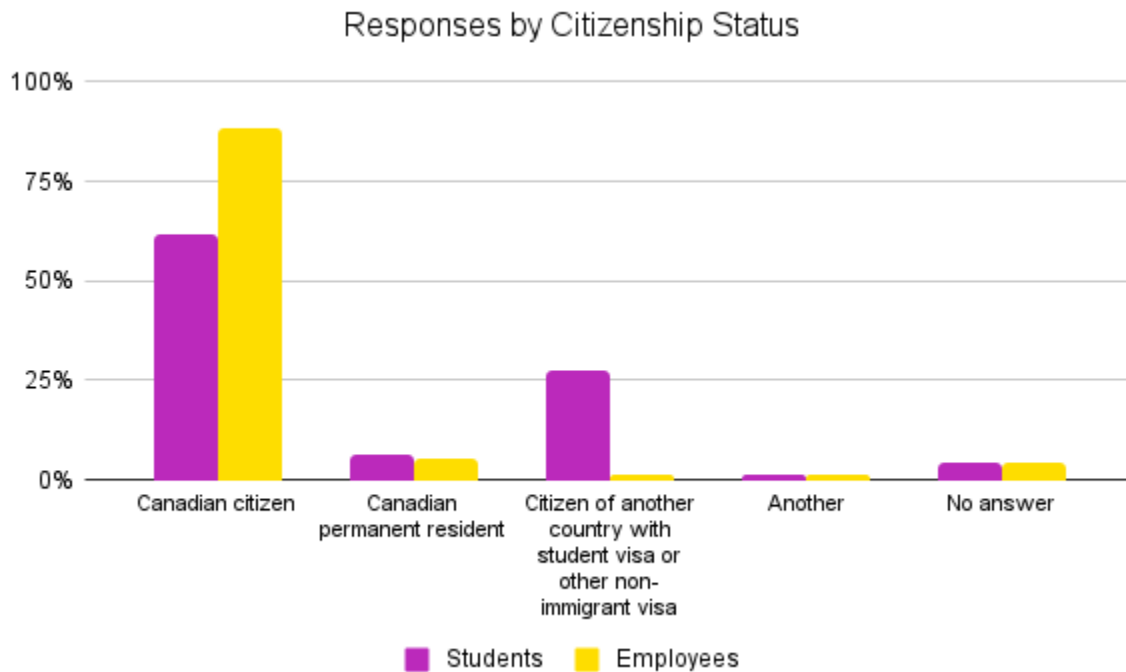


Regarding religion, most students (28% and 20%) and employees (34% and 21%) identified Christianity and Atheism as their religious and spiritual orientation respectively; 9% of students and 1% of employees identified Islam. Other religious and spiritual beliefs included Buddhism, Folklore, Hinduism, Judaism, Sikhism, and Wiccan among others.

Many students (61%) and employees (88%) identified as Canadian citizens; 27% of students and 1% of employees are citizens of another country with a student visa or other non-immigrant visa (Figure 8 and Table 1).

**Figure 8**

*Responses by Citizenship Status*



**Table 1**

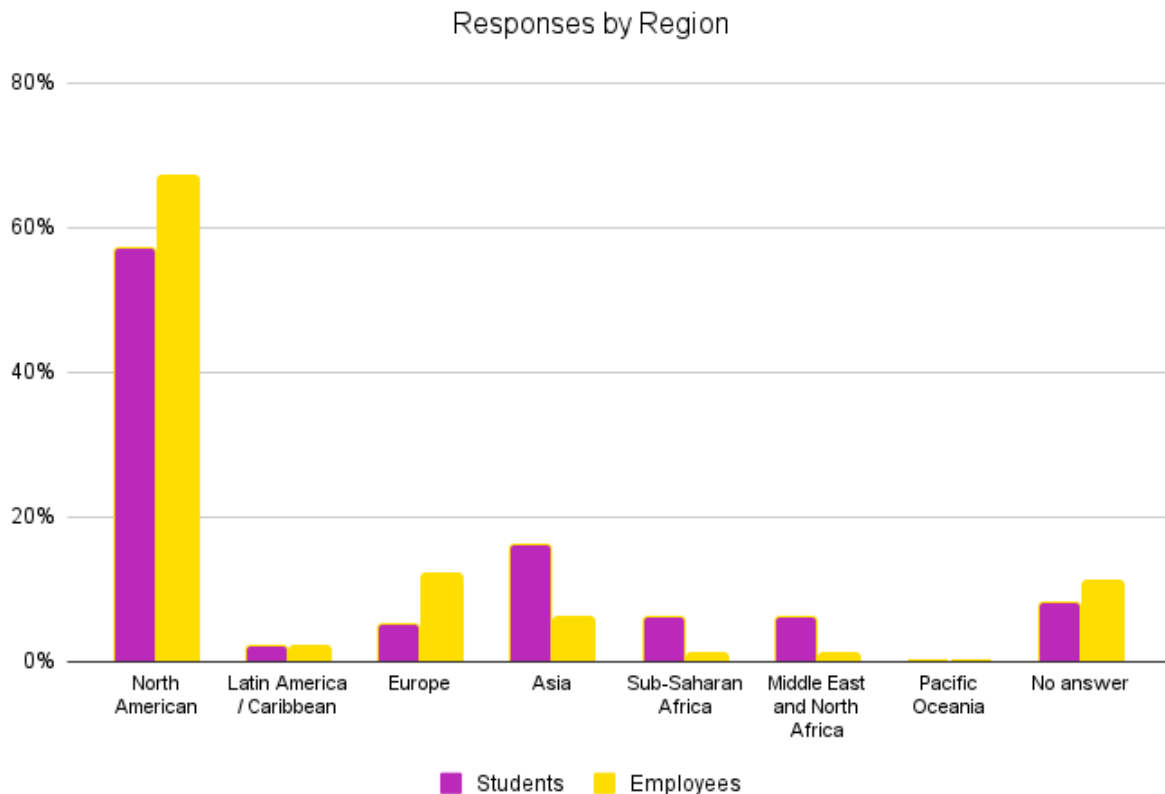
*Citizenship Status*

Responses by Citizenship Status		
Citizen Status	Student (%)	Employee (%)
Canadian Citizen	61	88
Canadian Permanent Resident	6	5
Citizen of Another Country with a Student Visa or Other Non-Immigrant Visa	27	1
Another: (please specify)	1	1
I do not wish to answer	4	4

Regarding regional affiliations, the majority of participants identified as North American: students at 57% and employees at 67%; Asia represented the second-largest population with 16% of students and 6% of employees. The regions of Sub-Saharan Africa and Middle East/North Africa each had 6% students and 1% employees, while 5% of students and 12% of employees identified as European (Figure 9 and Table 2).

**Figure 9**

*Responses by Region*



**Table 2***Region of Origin*

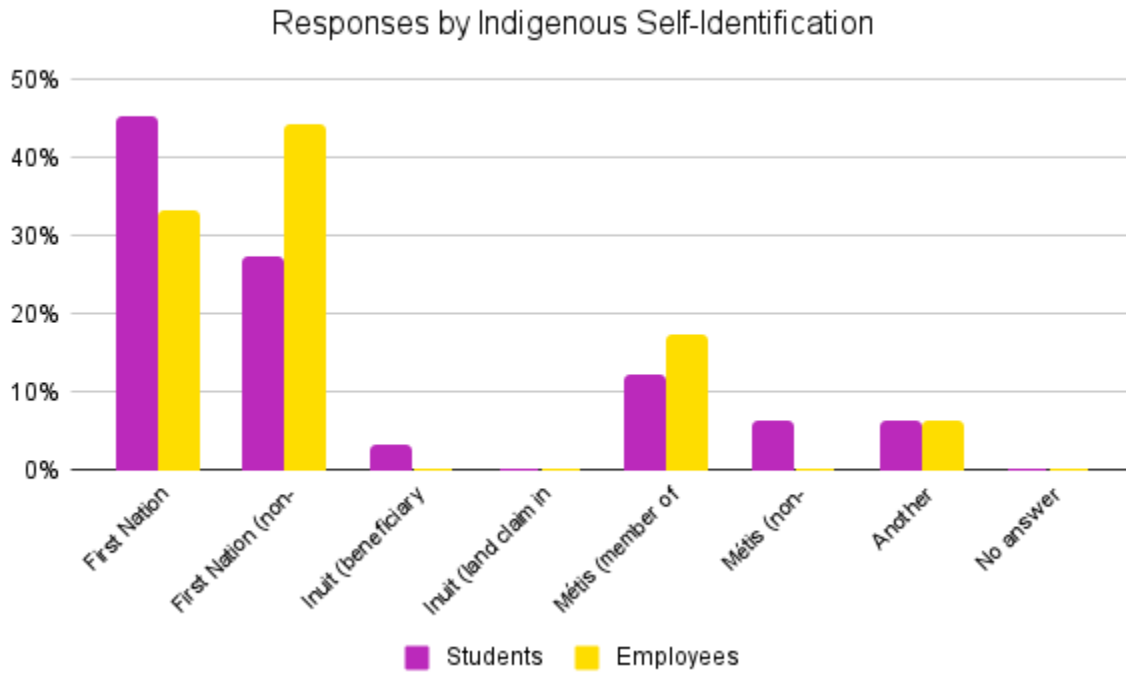
Responses by Region of Origin		
<b>Region of Origin</b>	<b>Student (%)</b>	<b>Employee (%)</b>
North America	57	67
Latin America/Caribbean	2	2
Europe	5	12
Asia	16	6
Sub-Saharan Africa	6	1
Middle East and North Africa	6	1
Pacific Oceania	0	0
I do not wish to answer	8	11

Response by racial, gender, and sexual identity showed that Memorial has a wide representation among students and employees. For example, 54%, 27%, 12%, and 6% of Indigenous students and 33%, 44%, 17%, and 0% of Indigenous employees identified as First Nations (status), First Nations (non-status), Métis (status) and Métis (non-status), respectively. Inuit students (beneficiary to a settled land claim) represented 3% of respondents (0% employees); 0% of both student and employees were in land claim negotiations (Figure 10 and Table 3).



**Figure 10**

*Responses by Indigenous Self-Identification*



**Table 3**

*Indigenous Self-Identification*

Racial Identity – Indigenous	Student (%)	Employee (%)
First Nation (status)	45	33
First Nation (non-status)	27	44
Inuit (beneficiary to a settled land claim)	3	0
Inuit (land claim in negotiation)	0	0
Métis (member of a recognized community)	12	17

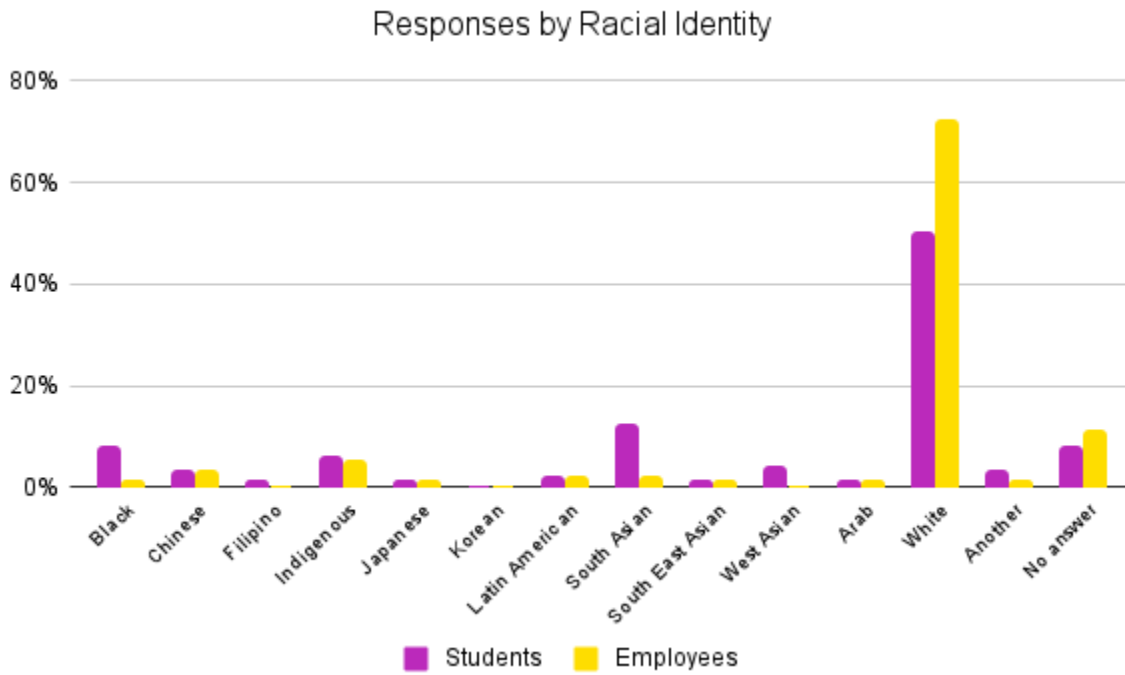
## Equity, Diversity, Inclusion, and Anti-Racism Strategic Planning Report

Métis (non-member)	6	0
Another	6	6
I do not wish to answer	0	0

Racial groups are varied at Memorial, with 50% of students and 72% of employees identifying as white. The second- and third-largest groups of students are South Asian (Bangladeshi, Indian, Pakistani, Sri Lankan, etc.) at 12% and Black at 8%, while 2% and 1% of these populations are employees, respectively. Chinese and Latin American students and employees represented 3% and 2% of respondents, respectively; students and employees of South East Asian (Vietnamese, Cambodian, Laotian, Thai, etc.), Arab, and Japanese racial backgrounds amounted to 1% each. West Asian (Iranian, Afghanistan, etc.) students represented 4% of respondents (0% of employees), and Indigenous students and employees represented 6% and 5%, respectively (Figure 11 and Table 4).

**Figure 11**

*Responses by Racial Identity*



**Table 4**

*Racial Identity*

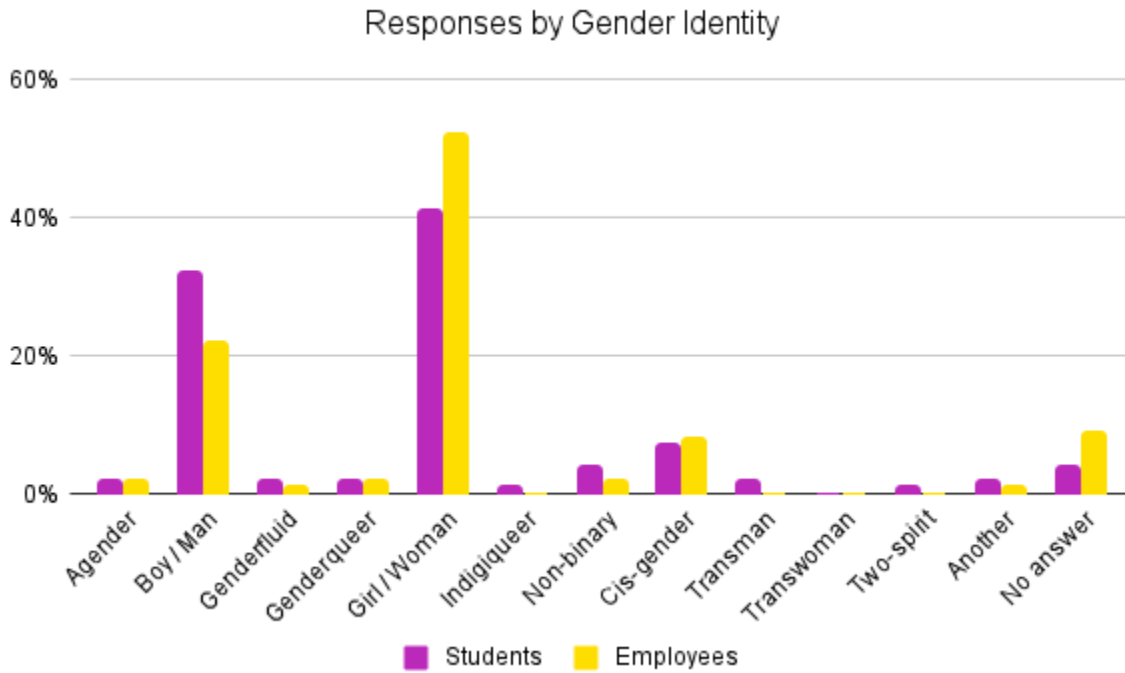
Racial Identity	Student (%)	Employee (%)
Black	8	1
Chinese	3	3
Filipino	1	0
Indigenous	6	5

Responses by Racial Identity		
Racial Identity	Student (%)	Employee (%)
Japanese	1	1
Korean	0	0
Latin American	2	2
South Asian (for example, Bangladeshi, Indian, Pakistani, Sri Lankan, etc.)	12	2
South East Asian (for example, Vietnamese, Cambodian, Laotian, Thai, etc.)	1	1
West Asian (for example, Iranian, Afghan, etc.)	4	0
Arab	1	1
White	50	72
Another: (please specify)	3	1
I do not wish to answer	8	11

With respect to gender identity and sexual orientation, Memorial's survey respondents are similar to that of the general Canadian population with the majority of students and employees identifying as girl/woman at 41% and 52%, respectively, and the second-largest group identifying as boy/man at 32% and 22%, respectively (Figure 12 and Table 5). Non-binary students (4%) and employees (2%) are represented in the survey respondents, but transwomen (0%) are not.

**Figure 12**

*Responses by Gender Identity*



**Table 5**

*Gender Identity*

Gender Identity	Student (%)	Employee (%)
Agender	2	2
Boy/Man	32	22
Genderfluid	2	1
Genderqueer	2	2

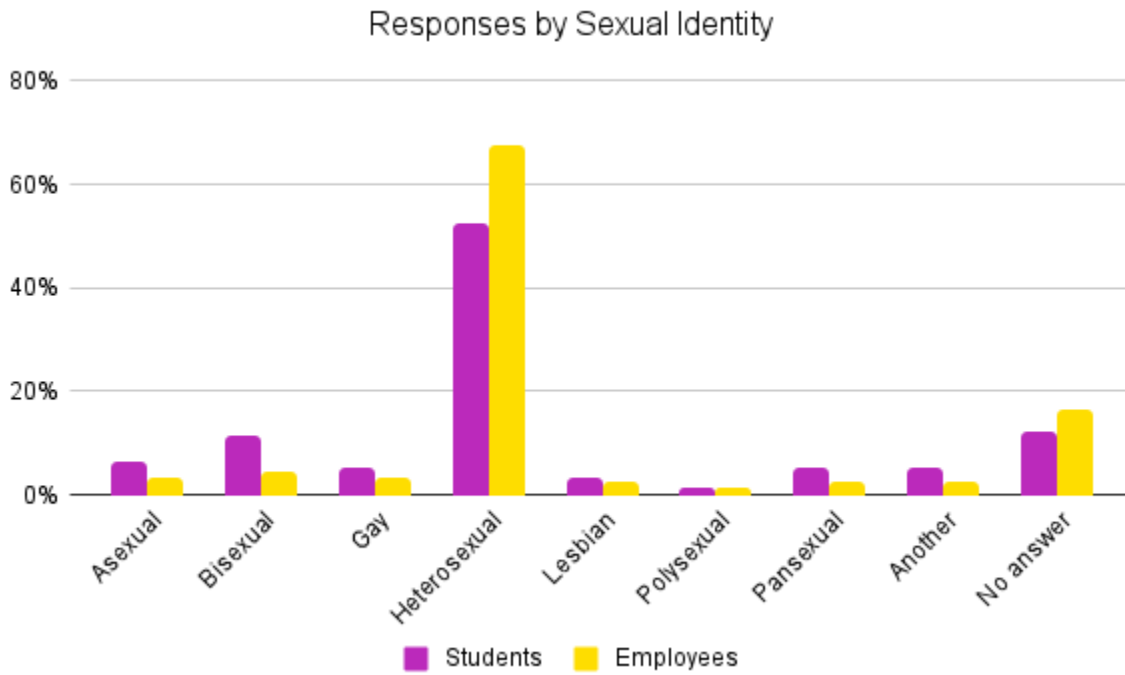
## Equity, Diversity, Inclusion, and Anti-Racism Strategic Planning Report

Girl/Woman	41	52
Indigiqueer	1	0
Non-binary	4	2
Cis-gender	7	8
Transman	2	0
Transwoman	0	0
Two-spirit	1	0
Another: (please specify)	2	1
I do not wish to answer	4	9

Fifty-two percent of students and 67% of employees responded that they were heterosexual. In the second-highest response, both students (12%) and employees (16%) said they did not wish to answer this question. Eleven percent and 4% of students and employees responded as bisexual; 5% and 3% responded as gay, and 3% and 2% responded as lesbians, respectively (Figure 13 and Table 6).

**Figure 13**

*Responses by Sexual Identity*



**Table 6**

*Sexual Identity*

Sexual Identity	Student (%)	Employee (%)
Asexual	6	3
Bisexual	11	4
Gay	5	3
Heterosexual	52	67
Lesbian	3	2

## Responses by Sexual Identity

<b>Sexual Identity</b>	<b>Student (%)</b>	<b>Employee (%)</b>
Polysexual	1	1
Pansexual	5	2
Another: (please specify)	5	2
I do not wish to answer	12	16

**Levels of Satisfaction**

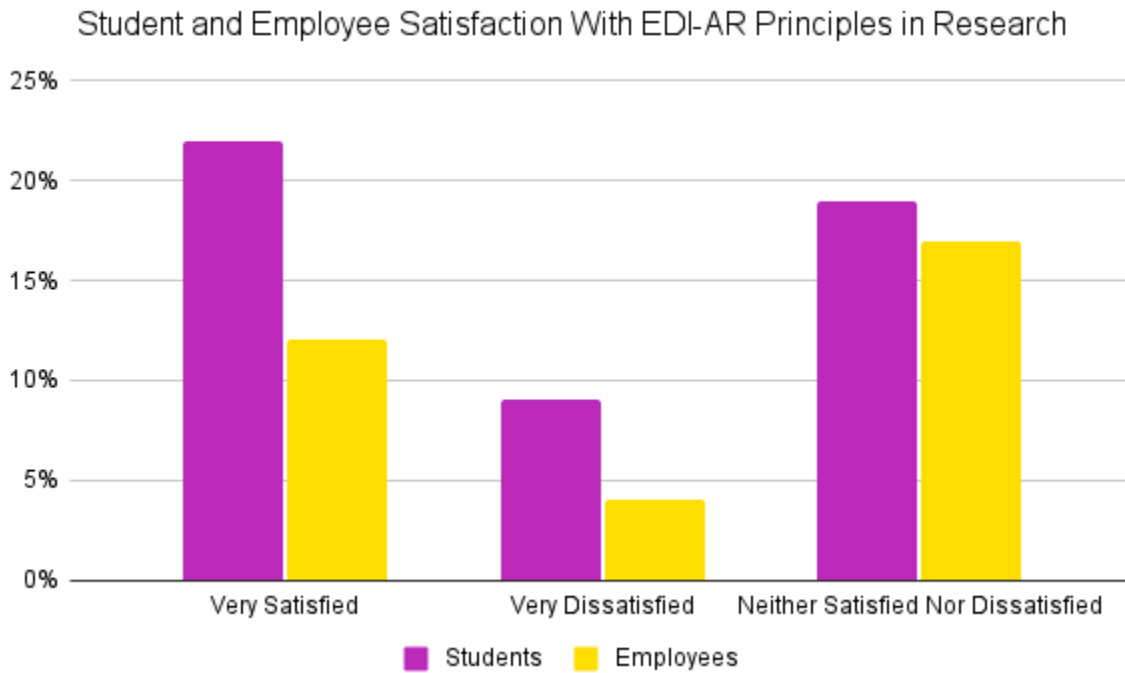
The bar charts (Figures 14 through 20) represent various perspectives of students and employees on Memorial's EDI-AR performance. The graphs depict the participants' levels of satisfaction by capturing their opinions, experiences, and viewpoints. They highlight feedback from participants of Memorial's existing strengths and opportunities for improvement.

The following are selected questions asked and corresponding responses. The response options ranged from “very satisfied” to “very dissatisfied,” including choices such as “neither satisfied nor dissatisfied.”



**Figure 14**

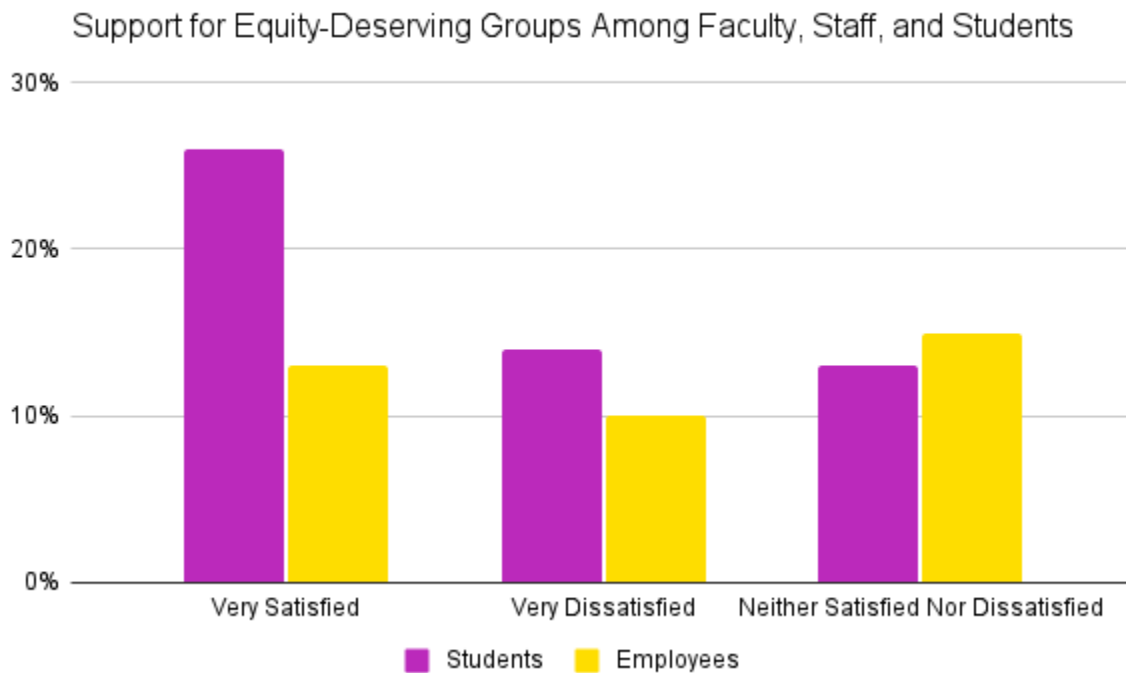
*Student and Employee Satisfaction With EDI-AR Principles in Research*



When asked to what extent they felt research at Memorial currently demonstrates EDI-AR principles in practice, the responses indicated that approximately 22% of students and 12% of employees were “very satisfied”; 9% of students and 4% of employees were “very dissatisfied”; and 19% of students and 17% of employees were “neither satisfied nor dissatisfied.”

**Figure 15**

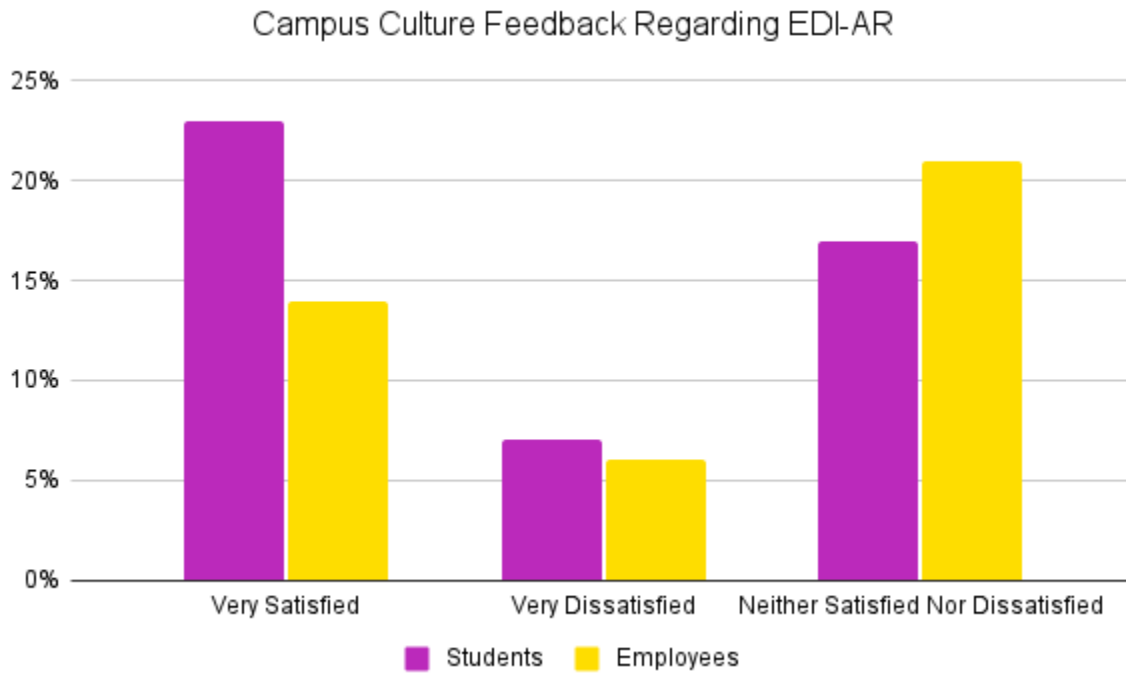
*Support for Equity-Deserving Groups Among Faculty, Staff, and Students*



In response to the extent to which faculty, staff, and students from equity-deserving groups are supported by Memorial, 26% of students and 13% of employees were “very satisfied”; 14% of students and 10% of employees were “very dissatisfied”; and 13% of students and 15% of employees were “neither satisfied nor dissatisfied.”

**Figure 16**

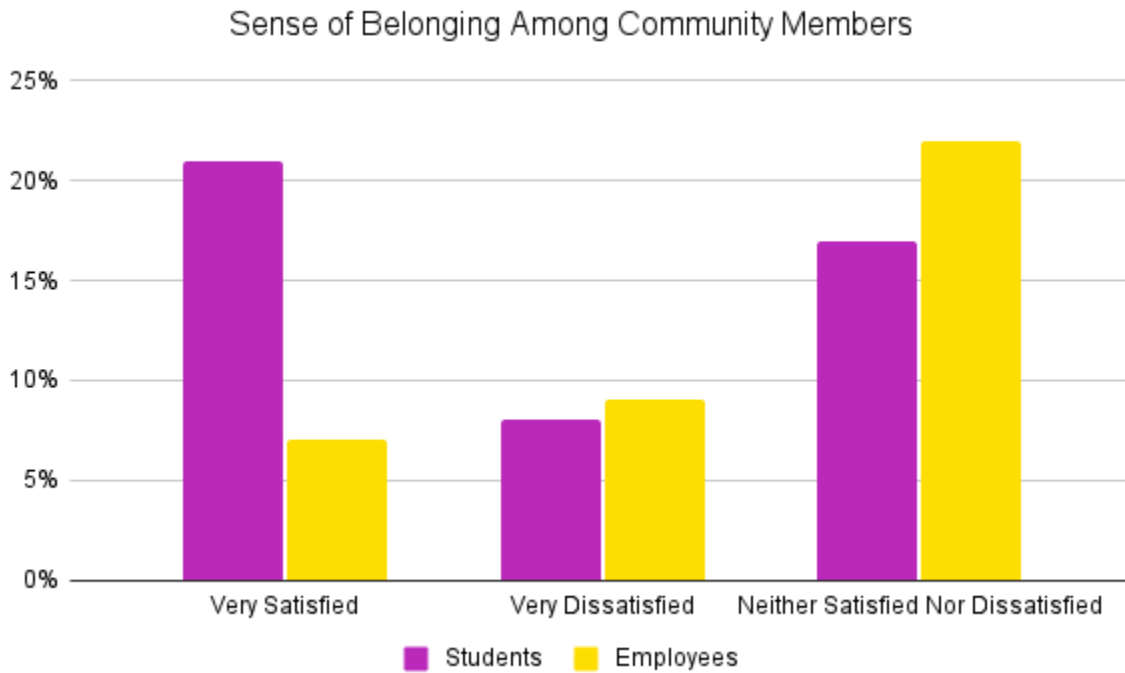
*Campus Culture Feedback Regarding EDI-AR*



For feedback on campus culture specific to EDI-AR, 23% of students and 14% of employees were “very satisfied”; 7% of students and 6% of employees were “very dissatisfied”; and 17% of students and 21% of employees were “neither satisfied nor dissatisfied.”

**Figure 17**

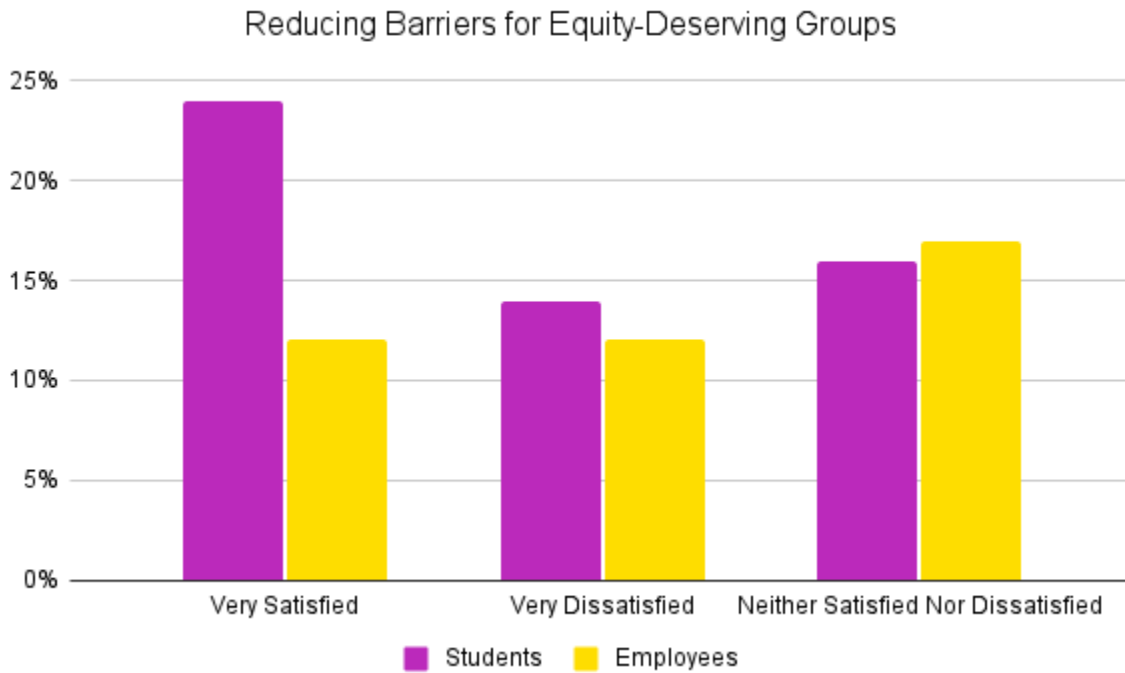
*Sense of Belonging Among Community Members*



Addressing the extent to which students and employees felt all Memorial community members experience a sense of belonging, the feedback showed 21% of students and 7% of employees were “very satisfied”; 8% of students and 9% of employees were “very dissatisfied”; and 17% of students and 22% of employees were “neither satisfied nor dissatisfied.”

**Figure 18**

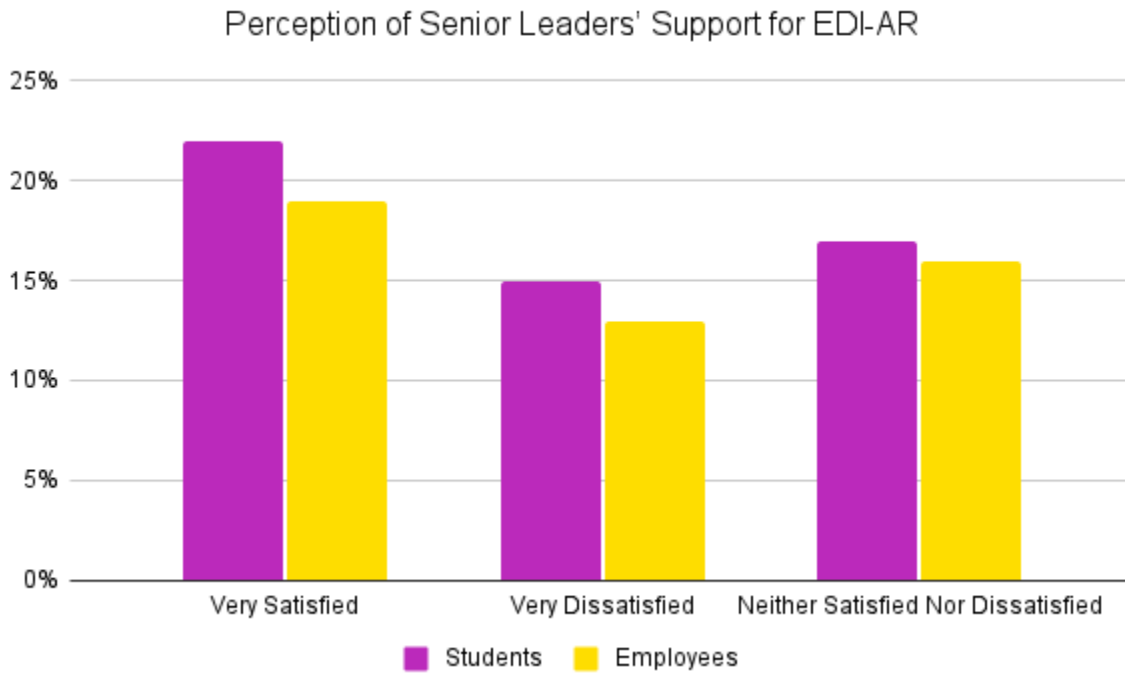
*Reducing Barriers for Equity-Deserving Groups*



On the extent to which Memorial reduces barriers for equity-deserving groups, the feedback showed 24% of students and 12% of employees were “very satisfied”; 14% of students and 12% of employees were “very dissatisfied”; and 16% of students and 17% of employees were “neither satisfied nor dissatisfied.”

**Figure 19**

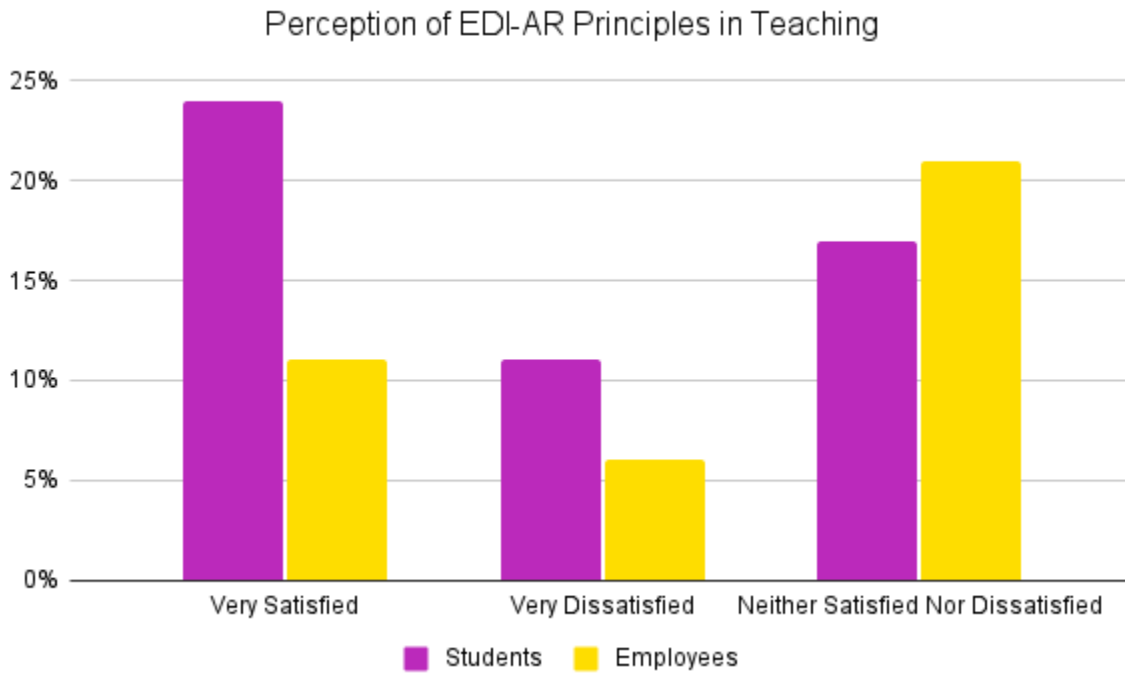
*Perception of Senior Leaders' Support for EDI-AR*



When asked to what extent they felt senior university leaders demonstrably support EDI-AR, the feedback showed 22% of students and 19% of employees were “very satisfied”; 15% of students and 13% of employees were “very dissatisfied”; and 17% of students and 16% of employees were “neither satisfied nor dissatisfied.”

**Figure 20**

*Perception of EDI-AR Principles in Teaching*



When asked to what extent teaching at Memorial demonstrates EDI-AR principles in practice, 24% of students and 11% of employees indicated they were “very satisfied”; 11% of students and 6% of employees were “very dissatisfied”; and 17% of students and 21% of employees were “neither satisfied nor dissatisfied.”

The outcome of the survey reflects a demographic distribution of students and employees that should be considered. Approximately 50% of student participants and 72% of employee participants identify as white. The insights gleaned from these results will serve as a starting point for understanding gaps in campus EDI-AR efforts and will aid in developing informed strategies and actions to improve EDI-AR at Memorial.

## **Top Priorities**

The following tables and summaries illustrate the top priorities for promoting and advancing EDI-AR at Memorial. These serve as a call to action and are based on perceived urgency, hence the ranking of each item either top 5 or top 2. Some of these areas of concern are hiring practices for racialized groups, the implementation of campus-wide human rights policies, the integration of EDI-AR language into course syllabi, access to resources and continuous professional development for staff, creation of monitoring reports to track representation of equity-deserving groups across campuses, and promotion from within the university where possible.

## ***Student Priorities***

Table 7 represents the percentage of student respondents who ranked each item top 5 and top 2 as priorities. Fifty-eight percent of participants ranked wanting to see Memorial “recruit, hire, train, retain and promote individuals from equity-deserving groups across all levels of the university” within their top 5 (38%) and top 2 (20%) priorities. Fifty-eight percent of participants (37% top 5 and 21% top 2) see the implementation of a university-wide anti-racism and anti-discrimination policy as a priority.

A slight majority of respondents, 54%, prioritized a review of all major university policies to ensure that EDI-AR principles are embedded (37% top 5 and 17% top 2), while 53% (35% top 5 and 18% top 2) wanted to see a university-wide human rights policy implemented, and 51% (36% top 5 and 15% top two) prioritized developing a best-practices guide for faculty so that EDI-AR principles are incorporated into all teaching contexts. Forty-one percent of participants (30% top 5 and 11% top 2)



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prioritized having continuing professional-development resources available on EDI-AR for staff and faculty, while 40% (31% top 5 and 9% top 2) prioritized developing a best practice guide for staff delivering services to students.

Increasing “the representation of equity-deserving groups in senior management positions” ranked top 5 (28%) and top 2 (12%) among participants as a priority, whereas reviewing and revising course syllabi to include EDI-AR language and principles ranked 22% and 7% in the top 5 and top 2, respectively. Engaging with external communities to advance EDI-AR (22% top 5 and 5% top 2), tracking representation of equity-deserving groups through a monitoring report (21% top 5 and 5% top 2), creating capacity for staff and hiring from within the university (20% top 5 and 5% top 2), developing an embedded EDI-AR best practice guide for researchers (16% top 5 and 4% top 2), and engaging with alumni (13% top 5 and 4% top 2) were also priorities (Table 7).

**Table 7**

*Students’ Priorities: Percentage of respondents who ranked each item (top 5 to top 2)*

<b>Priority</b>	<b>Top 5 (%)</b>	<b>Top 2 (%)</b>
Recruit, hire, train, retain, and promote individuals from equity-deserving groups across all levels of the university	38	20
Review all major University policies to ensure EDI-AR principles are embedded	37	17
Implement a university-wide anti-racism and anti-discrimination policy	37	21

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Priority	Top 5 (%)	Top 2 (%)
Develop a best-practices guide for instructor/faculty to ensure EDI-AR principles are incorporated into all teaching contexts	36	15
Implement a university-wide human rights policy	35	18
Develop a best-practice guide for staff responsible for the delivery of services to students	31	9
Provide access to resources and continuing professional development for faculty and staff on EDI-AR topics	30	11
Increase the representation of equity-deserving groups in senior management positions	28	12
Review and revise the standard course syllabi language to include EDI-AR principles	23	7
Engage with external communities to advance EDI-AR beyond Memorial	22	5
Create a monitoring report tracking representation of equity-deserving groups across Memorial's campuses	21	5
Create capacity for staff positions and promote from within the university where possible	20	6
Develop a best-practice guide for researchers regarding embedding EDI-AR principles in research contexts	16	4
Engage with alumni to advance EDI-AR at Memorial	13	4
Another: (please specify)	9	8

### ***Employee Priorities***

Selected responses are highlighted in Table 8 for employees' top 5 and top 2 priorities. Seventy-six percent of participants ranked having resources for EDI-AR continuing education and development for faculty and staff within their top 5 (51%) and top 2 (25%). Further, 59% wanted to see Memorial “recruit, hire, train, retain, and promote individuals from equity-deserving groups across all levels of the university” and “increase the representation of equity-deserving groups in senior management positions,” with 35% of participants ranking this issue top 5 and 11% ranking it top 2. Participants prioritized having best practice resources developed for teachers and faculty (39% top 5 and 18% top 2); researchers (22% top 5 and 6% top 2), and staff (39% top 5 and 14% top 2) who deliver service to students to incorporate EDI-AR principles.

A high percentage of participants ranked capacity building and hiring from within the university (30%), implementing a university-wide anti-racism and anti-discrimination policy (39%), reviewing all major university policies to ensure alignment with EDI-AR principles (36%), tracking representation of equity-deserving groups through a monitoring report (19%), engaging with external community (13%), and reviewing and revising course syllabi (12%) where EDI-AR is concerned as their top 5 priorities.

**Table 8***Employees' Priorities: Percentage of respondents who ranked each item (top 5 to top 2)*

<b>Employees</b>	<b>Top 5 (%)</b>	<b>Top 2 (%)</b>
Provide access to resources and continuing professional development for faculty and staff on EDI-AR topics	51	25
Develop a best-practices guide for instructor/faculty to ensure EDI-AR principles are incorporated into all teaching contexts	39	18
Develop a best-practice guide for staff responsible for the delivery of services to students	39	14
Implement a university-wide anti-racism and anti-discrimination policy	39	17
Recruit, hire, train, retain, and promote individuals from equity-deserving groups across all levels of the university	39	20
Review all major university policies to ensure EDI-AR principles are embedded	36	14
Implement a university-wide human rights policy	34	16
Create capacity for staff positions and promote from within the university where possible	30	13
Increase the representation of equity-deserving groups in senior management positions	25	11
Develop a best-practice guide for researchers regarding embedding EDI-AR principles in research contexts	22	6

<b>Employees</b>	<b>Top 5 (%)</b>	<b>Top 2 (%)</b>
Create a monitoring report tracking representation of equity-deserving groups across Memorial's campuses	19	4
Engage with external communities to advance EDI-AR beyond Memorial	13	2
Review and revise the standard course syllabi language to include EDI-AR principles	12	3
Another: (please specify)	12	7
Engage with alumni to advance EDI-AR at Memorial	5	2

## **Conclusion**

These findings not only capture broad insights about the Memorial community's perception of its strengths and opportunities for growth from various sources, they also provide a structured framework that encapsulates the core areas requiring attention and action in the context of this EDI-AR strategic planning report.

## **Telling the Story by Words**

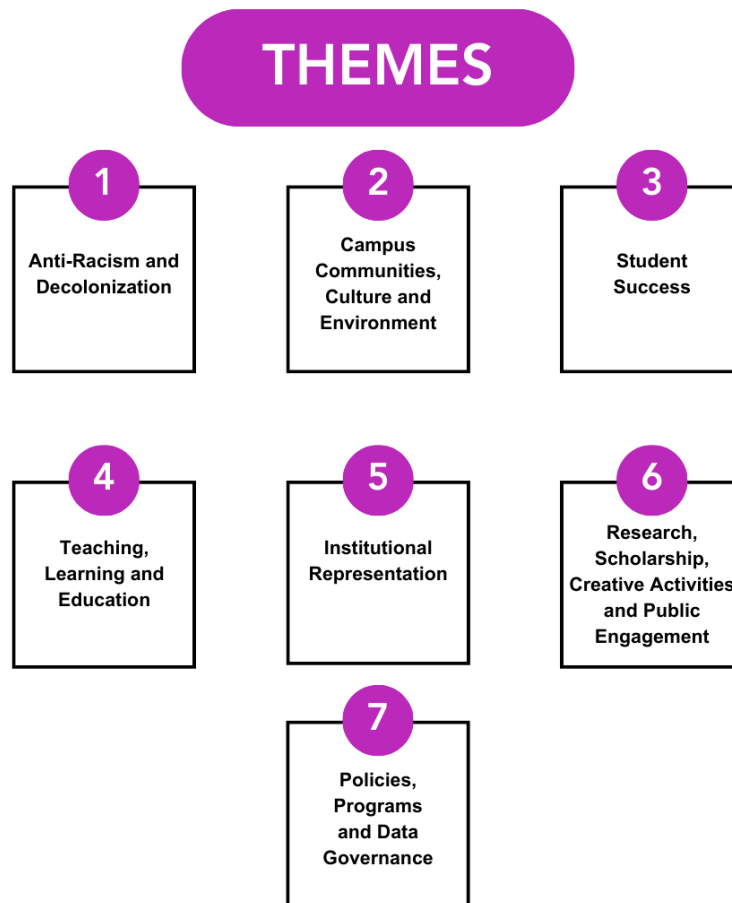
This section provides the analysis for the qualitative responses gleaned from the focus groups, individual interviews, and feedback submitted via email. A total of 35 themes were initially identified, reduced to 24 and further reduced to the following 7 themes (Figure 21):

1. Anti-Racism and Decolonization
2. Campus Communities, Culture, and Environment

3. Student Success
4. Teaching, Learning, and Education
5. Institutional Representation
6. Research, Scholarship, Creative Activities, and Public Engagement
7. Policies, Programs, and Data Governance

**Figure 21**

*Qualitative Response Themes*



The themes are numbered in order of importance in recognition of the need to build an inclusive, anti-racist, and decolonized foundation for Memorial. This premise aligns with directions and recommendations of (1) the *Truth and Reconciliation Commission of Canada: Calls to Actions*, (2) Memorial's *Strategic Framework for Indigenization*, (3) *Building a Foundation for Change: Canada's Anti-Racism Strategy 2019–2022*, and (4) the *Scarborough Charter on Addressing Anti-Black Racism and Black Inclusion* to which Memorial is a signatory.

Memorial's website also displays its values, including its responsibility to learners by recognizing students as “a first priority and providing the environment and support to ensure their academic and personal success.” Furthermore, Memorial's mission states that it is “dedicated to innovation and excellence in teaching and learning, research, scholarship, creative activity, service and public engagement.”

A small number of white identified participants shared feedback that the concept of EDI-AR itself is biased against white people, “DEI means DIE” and that there is a conspiracy against “white hard-working people who built this country [Canada]”. However, the majority of participants identified a need for an EDI-AR agenda at Memorial.

Some of the response themes are lengthy, which indicates areas that participants gave the most attention to. Other themes, such as Policies, Programs, and Data Governance, are shorter because participants consistently highlighted that Memorial needs to develop better data collection infrastructure and attend to outdated or non-existent policies. Beyond those types of comments, responses were limited, and this is reflected in comments within these themes.

## **1. Anti-Racism and Decolonization**

The theme of Anti-Racism and Decolonization garnered a lot of responses. Many initiatives within the university were not mentioned in the strategic planning sessions and surveys and are therefore not reflected in the analysis of the information received. Generally, participants recognized that Memorial has made efforts to address racist and colonial policies, practices, norms, and values. These changes include the establishment of the office of Indigenous Affairs, which builds on the work of the Special Advisor to the President on Indigenous Affairs, the Vice-President's Advisory Committee on Indigenous Affairs, the Indigenous Student Centre/Juniper House, and the Strategic Framework for Indigenization.

Other recognized efforts include the creation of the positions of Vice-Provost EDI-AR and of the Associate Vice-President of Indigenous Research and, in ratifying the first Canadian university research policy in Canada, the Research Impacting Indigenous Groups policy. As well, participants acknowledged the public statements made from Memorial's Presidential office, individual faculties, and unions (such as Religious Studies, Social Work, and MUNFA) about anti-racism, anti-Black racism, anti-Indigenous racism, and racist discrimination directed toward Arab students. While participants lauded the university for making these statements, they felt strongly that Memorial is lacking in how it addresses racism, anti-Black racism, and colonization.

A significant number of discussions focused on the urgent need to implement anti-racist and anti-colonial policies and programs throughout the university. Furthermore, participants suggested the necessity of establishing oversight committees and anti-racism advisory boards. Comments were also made about the need for improved



policies and programs at various campuses to address racism. Participants strongly articulated the systemic and institutional racism and complex barriers hindering progress in EDI-AR within Memorial. For example, arguments suggest that “Black and Indigenous students face much more barriers compared to other students including being harassed, ignored, or scrutinized.” Participants shared that in some programs, Black students are the “last to be chosen as group members” in their classes. In addition, racialized students struggled to find work terms on their own, they were often the last to be placed, they were placed in businesses where they are not mentored adequately, or there was no opportunity for entry-level positions after graduation.

**“Black and Indigenous students face much more barriers compared to other students including being harassed, ignored, or scrutinized.”**

Participants also discussed focusing on creating targeted programs and support systems to help empower Indigenous women and communities while fostering an inclusive institutional framework that values diversity, acknowledges cultural differences, and actively engages in anti-racism efforts. This

includes addressing the “limited accessibility to smudging,” the “need for more Indigenous staff members on campus,” and “the implementation of cluster hiring for Indigenous and Black faculty members.” One participant said, “AR is often left out of EDI work. Racism needs to be addressed.”

Participants emphasized the need to integrate anti-racism into EDI policies and programs, which would mean creating and implementing “policies that are truly anti-racist” to address the barriers faced by Black, Indigenous, and racialized students, staff, and faculty.

Discussions of recruiting, hiring, training, and promoting faculty and staff gleaned a lot of feedback. The general feeling across Memorial was that Black graduate students are not mentored and are held to a higher bar than others. There were suggestions that in some departments, Black graduate students were not supported and mentored to complete their programs; instead, they experienced supervisors who “drag their feet while the cost of tuition and living expenses goes up. And we are on the hook for that because we cannot get a scholarship.”

**“With so many white people on search committees, how do we know they qualify to use EDI-AR understanding?”**

In addition, in some departments and units, Black and racialized faculty are often not promoted or offered the opportunity to serve in interim capacities until other avenues are exhausted initially. In the faculty and staff hiring process, participants argued that there was an urgent need to have

racial representation and people with strong EDI-AR knowledge present in all searches:

“With so many white people on search committees, how do we know they qualify to use

EDI-AR understanding?" Another comment said, "Shortlisted candidates are passed along for the Department Head to make a decision, but how to make sure this decision maker has the proper understanding and knowledge to make EDI-AR informed decisions?"

Participants also had questions around the "criteria, process and qualifications for being considered" for individuals appointed or chosen as interim deans and vice-presidents. There were numerous concerns raised regarding the composition of the current senior administrative teams and their lack of racial representation.

In conclusion, implementing proactive measures to ensure equitable representation, promotion, and informed decision making at all levels is imperative for enhancing progress in Memorial's commitment to anti-racism, decolonization, and EDI-AR success.

## ***2. Campus Communities, Culture, and Environment***

**Campus Communities.** This theme garnered the most volume in written and verbal feedback. Responses were passionate and lengthy, and they provided a significant amount of insight and examples of possible changes to promote EDI-AR on Memorial's campuses. Responses were also positive and forward-thinking about EDI-AR gains. One participant shared the following:

The fact that the EDI-AR committees have been happening over time means that we've been making progress on EDI-AR. EDI-AR is more commonly included as standard within committees and not siloed like in the past; there is still lots to do, but

it's not always the same people who bring it up in meetings and that does a lot in terms of making sure that the burden isn't on the people who feel the brunt of it.

Memorial campus communities are rich, vibrant, and complex with different groups and individuals originating from within the province of Newfoundland and Labrador, across Canada, and internationally. This richness creates converging and competing demands on the university. Participants noted that collectively, the Office of Indigenous Affairs, the Associate Vice-President of Indigenous Research, Grenfell campus, and Labrador campus have done, and continue to do, much to promote Indigenization at Memorial.

Participants also shared that since the initiation of the EDI-AR office, there has been an increase in awareness and promotion of inclusive conversations across Memorial, and this change is more evident at the St. John's campus. The positive developments brought about by the Vice-Provost EDI-AR position and its support staff were discussed heartily. Participants noted that Memorial's administration has made efforts to engage in discussions about EDI-AR topics, including gender, gender diversity, accessibility, racism, and religion, thus creating many types of open dialogues across university campuses. In addition, there appears to be a beginning understanding of the need to foster a university environment, culture, and climate that embraces differences, ensures fair treatment, and provides equitable opportunities for all individuals, regardless of their backgrounds, accessibility needs, or identities.

The sense is that campuses are showing increased representation of a global community, particularly within the international student population and some groups of racialized faculty members in some disciplines (e.g., engineering). Inclusive initiatives

and facilities that were mentioned include the Blundon Centre, Office of Indigenous Affairs, Sexual Harassment Offices, Vice-Provost EDI-AR Office, Associate Vice-President of Indigenous Research, Juniper House, EDI-AR and accessibility, caucuses, counselling centres, access to extended health, gender-neutral bathrooms, breast and chest feeding spaces, and a multiculturalism calendar. These initiatives are lauded as positive actions that positioned Memorial well to keep advancing in EDI-AR.

Participants pointed out that there needs to be better implementation of both physical and virtual spaces to support accessibility, diversity, and inclusivity. Respondents shared that the university is beginning to acknowledge and address systemic issues and barriers that are hindering progress in EDI-AR. Efforts such as providing gender-neutral washrooms, remote work, multi-faith rooms, accessible signage (e.g., blue labels are no longer on the pavement only), bussing among campuses, and improvements in accessibility through braille and signage have been well-received. In addition, there is emergency funding for students (domestic and international), better accessibility in some new buildings (e.g., the Core Science Facility, Juniper House, and Internationalization Office) and on-campus housing and daycare with prioritization for student families.

There is pride in the administration's investment in other student-focused initiatives, such as scholarships for domestic students, housing committees to help manage the student housing crisis, paid work programs (e.g., the Int'l Student Work Experience Program, Memorial's Undergraduate Career Experience Program, and the Grad Student Work Experience Program), and student associations. In addition, respondents shared that they looked forward to participating in EDI-AR activities, including seminars, films,

and scheduled community events, such as National Day for Truth and Reconciliation, Women's Day, Pride Month, Black History and Liberation, National Day of Remembrance and Action on Violence Against Women (December 6th), National Day of Remembrance of the Quebec City Mosque Attack and Action Against Islamophobia (January 29), and student-led cultural and religious initiatives.

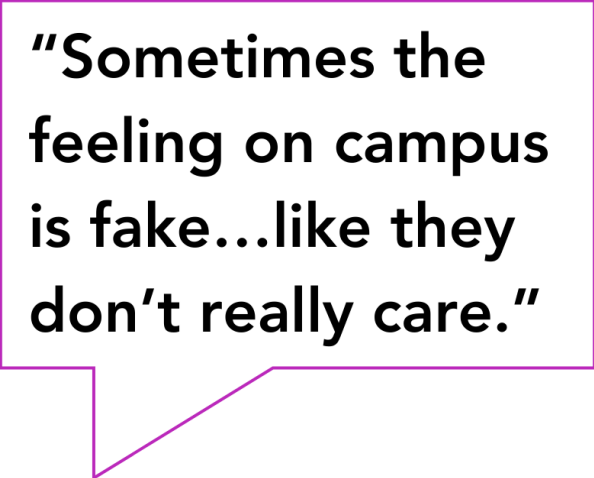
Participants suggest that both internally (Memorial wide) and externally, there is an appreciation and receptiveness to community engagement. For example, respondents discussed how community engagement throughout the university can promote more cohesion and freedom of movement across campuses without fear of discrimination.

Participants also offered suggestions for growth in increasing EDI-AR in campus communities. The implementation of Employee Resource Groups was proposed as a strategy to increase engagement and buy-in across the university. There were also suggestions to increase community engagement terms where researchers, students, and staff engage with community members through reciprocal learning, mentorship, and learning (e.g., schedule a class in the community).

Advocacy for resources, funding, and support systems to advance EDI-AR goals are encouraged, and there are increased expectations to further enhance physical and virtual spaces to make them more accessible and inclusive for individuals of diverse backgrounds and accessibility needs.

**Culture and Fostering a Sense of Belonging.** Respondents provided significant input about culture and a sense of belonging within the university. Discussions included the need for an improved sense of belonging among employees and between campuses. Findings indicated that participants were aware of the challenges of

implementing EDI-AR across the university, related to resource constraints, limited data collection, and the need for improved awareness of EDI-AR–related resources on Memorial’s campuses.



**“Sometimes the feeling on campus is fake...like they don’t really care.”**

Participants discussed the lack of visibility for some groups of students and the uptake of some issues among the administration. They noted that the campus climate and environment are rife with “tokenism and a lack of genuineness” when some groups bring forward issues and concerns

to be addressed. The campus environment is lacking a wholesome “feel that everyone is welcome.” One participant suggested, “sometimes the feeling on campus is fake...like they don’t really care,” and other respondents shared that some groups feel isolated and not cared about by most of the individuals who make decisions. Findings suggested that in some cases, the campus environment may appear to be inclusive, but that is not so in reality. For example, there are posters advertising “multicultural counselling services, but no one there looks like me, and they don’t understand my issues.”

In addition, participants provided many examples of campus culture that impact their sense of belonging. For example, respondents shared their experiences of having to navigate conflicting policies and unfair practices (e.g., inconsistent parking costs across the St. John’s campus). Findings also suggest that resources and information are

decentralized, which means people need to travel to different buildings to receive similar services. In addition, participants reported that some employees are inexperienced and lack the necessary knowledge to guide individuals seeking assistance. In this regard, people are given the “run-around” by being referred to different places multiple times.

Respondents highlighted a recurring theme of being “blocked from registering for courses for something silly,” such as having a small balance amounting to pennies. These reported frustrations are not the only ones: educators also shared frustrations around how they experience campus culture and a sense of belonging.

Grade inflation has positioned students to either “not complete their work and then challenge the professor” when they fail or receive lower than A-range grades. One observation was that every student wants an A grade, regardless of the quality of their submitted assessments, engagement with the course content, and attendance during lectures. In some cases, participants reported being harassed by students, being forced to change students’ grades, or in some cases, grades were overturned without the instructors’ knowledge. Instructors experience a lack of respect and understanding for the complexities of managing the classroom by administrators, especially deans and associate deans. These conditions have and continue to affect instructor morale.

Participants suggested that “it is important to be informed and to seek out meaningful engagement with a diverse group and communities.” Suggestions that a unit with an EDI-AR focus and a community engagement mandate could help encourage increased acceptance among the Memorial communities, especially among senior administrators and those in positions of power who sometimes discourage engagement among staff. To address this barrier, the findings suggest that engagement with EDI-AR topics needs



to be integrated into university-wide professional development with mandated hours for community engagement.

In summary, suggestions for easier and more accessible pathways through the university systems, such as more evidence of diversity and inclusion, improved capacity to collect data, the need for research and infrastructure funding, community engagement, and the full integration of EDI-AR into operations, have been identified as areas needing improvement across campuses.

**Environment and Infrastructure.** The findings suggest that respondents observe various aspects of campus life in terms of access to infrastructure. Participants emphasized the importance of safer spaces, more gender-neutral washrooms, accessible infrastructure, and addressing the inaccessibility of the university's architecture. Respondents discussed having significant accessibility concerns, such as frequent "disabled elevators" and therefore a "lack of access to some floors on the Arts and Administrative building"; slow snow clearing; lack of affordable and accessible student parking, and lack of healthy and culturally different foods in the university centre. The concerns raised by participants around campus infrastructure included classroom seating arrangements; furniture size and shape; and building conditions, including classrooms and bathroom in disrepair where it was noted that "the bathroom has holes in the ceiling with water running down the side of the walls" and "the classroom is leaking, and the desks are too small for adults." However, participants expressed an understanding that Memorial was almost 100 years old, so the "buildings are old, we just need to fix things though."

## Equity, Diversity, Inclusion, and Anti-Racism Strategic Planning Report

The findings indicate that participants have serious concerns around violence and hate crimes exhibited toward historically disadvantaged individuals and communities on campus. These hate crimes include defacing Indigenous art and using racial slurs and epithets in classrooms, associations, and around campuses.

Findings report that there are educators (all levels) and students (both undergraduate and graduate) who stereotype people and use racist language, such as the N-word. Moreover, respondents shared racist, sexist, ableist, immigrant status, and transphobic experiences, including being expected, and sometimes forced, to respond to questions asked directly of them in front of classmates. For example, participants expressed the difficulty of having to shoulder the responsibility of speaking on behalf of their race, culture, citizenship status (e.g., migrant), gender and gender identity, and/or sexual orientation.

Memorial's Human Resources and Registrar's infrastructures also do not accommodate name changes, meaning that trans people are unable to change their names formally within the university, a systemic barrier that causes distress when people are misgendered and/or called "by their dead names." Students, staff, and faculty who change their marital status also echoed the negative effects of the lack of flexibility around name changes. Participants spoke of having their identities challenged (e.g., trans) and their perspectives and lived experiences ridiculed in class and in faculty or staff meetings. Some spoke of "feeling ashamed and silenced" by events, actions, and attitudes on campus.

Questions around the integrity of education that students received during the pandemic arose with the suggestion that pressure from administrators, especially during

COVID, to “pass students for showing up” motivated fewer students to accept responsibility for their own learning, and it also placed teachers at risk for increased harassment from students. Instances occurred where students went directly to senior administrators, including the president, to find solutions to conflicts with teachers and staff. Teachers are constantly being asked to do more to support students' learning and to adjust during a crisis, and there is little recognition or appreciation of these extra efforts.

Discussions about work-life balance exposed the gendered nature of child-rearing and the responsibilities women have in their roles as parents. Concerns around being “forced to take leave rather than work from home like during COVID” when children have “sniffles or a little cough and [parents] are expected to keep the children home when they are not even sick.” This argument prompted a parallel argument about remote work and the opportunities that some departments and units offer while others do not, even if they are not public facing. This theme prompted a lot of responses; given the nature of the academic environment where both students and employees spend most of their waking hours connected to the university in person or remotely, systemic barriers around infrastructure can have significant impacts, including on student success.

### **3. Student Success**

Discussions about student success varied and provided an avenue for Memorial to consider implementing EDI-AR in its programs, services, and infrastructure to result in student success widely. However, the major concerns that surfaced involved tuition, lack of mentorship opportunities, and discrimination within some faculties regarding

external learning opportunities (e.g., field placement, internship, research assistantship, invitation to faculty projects, etc.)

**“Student housing has the controlled space to embed and infuse EDI-AR into their on-campus policies and programs.”**

Discussions about tuition

increases for both domestic and international students were plentiful. Participants mentioned the high cost of living and its impact on student life specific to housing, food, transportation, and childcare. Discussions of housing figured prominently as participants

shared that a lack of affordable and adequate housing render them unprepared for success. Respondents suggested that “student housing “has the controlled space to embed and infuse EDI-AR into their on-campus policies and programs.”

In addition, there were suggestions that Memorial is recruiting heavily in some countries for international students to improve its financial position. Instead, it would be preferable to have a “pipeline program of intentionally recruiting racialized students to educate, financially support and set them up with mentors in the workforce – not just recruiting students to the university for money but preparing them for success here from day one and throughout.” These programs would also include better salaries for graduate students and better working conditions so that they can support themselves financially and reduce their stress, therefore becoming better prepared for success.

For students who are away from their families and communities, this lack of support resulted in isolation and loneliness. Coupled with the increase in tuition, respondents suggested that international students “don’t receive services as much as they pay in comparison to domestic students.”

There was much discussion on the continued depletion and reduction of student services juxtaposed with the increasing tuition to the extent that students feel they are not receiving service and an education in line with their tuition. For example, one participant noted that “services are being cut for international students. Foundation English courses are being cut and students are expected to go to the writing centre. However, the course got cut. ESL got cut. You have to go to Corner Brook to utilise it.”

Participants spoke about the infrastructure of the laboratory, classroom structure, and classroom furniture that were outdated and/or not suitable for different body types and sizes. The discussion about desks and chairs received much attention, which suggested that students were unable to sit comfortably during their classes and lectures. Some

**“Services are being cut for international students. Basic foundation English course being cut and students are expected to go to the writing centre. However, the course got cut. ESL got cut. You have to go to Corner Brook to utilise it.”**

students are unable to access their classrooms because of physical barriers, for instance, desks that do not conform to assistive devices such as wheelchairs, or spaces that are too large (e.g., lecture halls) and not conducive to student-centred learning.

## Equity, Diversity, Inclusion, and Anti-Racism Strategic Planning Report

Respondents noted the lack of scholarship and mentorship opportunities to help them learn and grow, develop their own scholarship, and offset some of the tuition costs. There was also discrimination and a “need for more equity in student work placements.” Some participants shared that a lack of mentorship means that students are not prepared for succeeding in graduate school applications. Teaching style also surfaced as a barrier along with professors’ lack of flexibility with deadlines, university’s inflexibility with registration, and its outdated registration rules impacting students’ success.

Participants suggested that Memorial needs to provide support systems and resources for students from racially and culturally diverse backgrounds along an interlocking axis of oppression and discrimination, including academic challenges, mental and physical health, financial, gender and cultural concerns, to ensure a conducive and inclusive learning environment. Student success also needs to consider students’ background, country of origin, language, and religion. For international students whose countries are involved in armed conflicts, this added stressor impacts their ability to concentrate on their education, especially when they are worried about family and friends. Therefore, community support and spaces are needed that “make these groups of students feel welcome.”

Comments were made regarding a lack of safety among the student population to speak up or report incidents when they experience discrimination and unsafe situations. Therefore, as safe as possible spaces and opportunities for open dialogue are proposed as being vital to effectively addressing EDI-AR concerns for student success. Participants discussed the need for better formal and informal resolution processes,

heightened awareness, and fostering of open discussions for students encountering unfair treatment, racism, and discrimination from faculty and staff, including student lab assistants.

Participants discussed experiencing or witnessing discrimination in labs that seriously affected them. Students discussed the negative impact of being pressured to represent and/or speak on behalf of their race, regions, and countries in class or during group work. Alternatively, there is a sense that Black and Indigenous students and racialized students whose first language is not English are treated discriminatorily; they are assumed to not know how to speak or write English, so they are often accused of cheating or plagiarism. Students who have religious and spiritual beliefs outside of Christianity shared feelings of being left out by not having dedicated space for their worship and observations and having to attend exams during their holidays and special observations.

In sum, Memorial communities demonstrate a clear interest in student success. Participants discussed the importance of and their need for services and mentorship, and that they experience a high level of racial disparities within many areas of the university. Strategies to ensure student success depend on a multipronged approach along a continuum of services, support, and safety within their educational programs, including in classrooms and during educator interactions.

#### ***4. Teaching, Learning, and Education***

The discussions and feedback around this theme focused on teaching and learning as a primary category and education as a secondary category. Participants discussed areas for improvement, particularly for historically disadvantaged groups and individuals

at Memorial. Regarding teaching and learning, participants shared that they had noticed that EDI-AR was integrated in some curricula at Memorial. They spoke positively about courses that teach about diversity, gender, and anti-racism and/or examine their subject area through an EDI-AR lens. Participants noted that some faculties and departments have done work to improve equity-related content, “for example, they have included studies from scholars around the world in their curriculum, and have brought in graduate students from parts of the world.” Some academic units (such as Human Kinetics and Recreation) have mandatory EDI courses for first year students. However, participants also raised concerns that this practice was not universal, and they proposed that ongoing educational programs and initiatives are necessary to raise awareness, foster understanding, and provide necessary skill development (training) to support and promote EDI-AR topics to faculty, staff, and students.

Some instructors who include EDI-AR course content do not have the experience to facilitate meaningful discussion outside of their “education, so they cause more harm than good.” Several examples of instructors and students using the N-word, referring to Indigenous peoples as *Eskimos*, downplaying the impact of residential schooling, refusing to use trans students' preferred names, and stereotyping immigrants in lectures and discussion were shared, including how these events impacted teaching and learning on both instructors and students. Participants cited the importance of having qualified teachers, those with lived experience, and the Indigenization and EDI-AR offices leading events to indigenize and decolonize courses and programs. Both instructors and students spoke about the values of experiential learning, including work-term placements, opportunities for land-based education, and community interactions.



**“[Some faculties] have included studies from scholars around the world in their curriculum, and have brought in graduate students from parts of the world.”**

Participants suggested that every instructor and faculty member be offered the opportunity to engage in professional development around classroom practices. “We talk about decolonizing the curriculum and including non-Western authors, yet we are still

teaching colonial structures. We need to ensure we focus on shifting practices.”

Shifting practices also includes the work that the Centre for Innovation Teaching and Learning (CITL) has contributed to this area with their training programs, resources, support (online live, email, direct contact, course material development, etc.), and focus on accessibility. CITL has also internally identified the need to focus on universal design for accessibility without being prompted to do so. For example, in the past few years, CITL has prioritized integrating EDI-AR into their process of curriculum development with academic units.

Though some improvements in accessibility in course content have occurred, much more needs to happen to make education and skills development accessible to a wide variety of students, staff, and faculty learners. Often when education and training are offered to faculty and staff, no accessibility lens is applied because there is little thinking or few assumptions about who or how many people have accessibility concerns. Per-

course and term instructors must receive education and skill development too. Videos and large prints are not the only modes of accommodation required.

**“We talk about decolonizing the curriculum. Including non-Western authors, yet we are still teaching colonial structures. We need to ensure we focus on shifting practices.”**

Accessibility is aided by the opportunity to engage in asynchronous, synchronous, or in-person lectures or education, but both students and teachers raised concerns about this. For example, teachers asked for students' cameras to be turned on as an indication of full participation, and students cited

privacy concerns and having their homes exposed and becoming a public space. It was also noted that some teachers have their teaching assistants play pre-recorded videos in class, but they rarely attend lectures to interact with students.

The discussion around teacher support for students with accessible needs suggested that some teachers are invasive and sometimes ask for personal information about why accommodation is needed. Others do not respond to emails providing the documentation for students' accommodation. Alternatively, some students disclose too much personal information about their circumstances and provide late accommodation information to teachers, sometimes nearing the end of the semester after they have missed course evaluations, which puts additional pressures on teachers to make immediate adjustments and offer extended support in these cases. Some teachers also

feel scrutinized and judged for providing alternative ways of supporting student learning (e.g., providing only outlines of lecture notes or having students present to small groups rather than the entire class).

Further, participants noted that EDI-AR education for faculty and staff was limited to training offered by the Sexual Harassment Office and by the EDI-AR Office for new faculty and staff during orientation hosted by CITL and Human Resources.

### ***5. Institutional Representation***

This theme provided the opportunity for Memorial to think more broadly about what representation means with respect to groups of people who are historically excluded from participation in institutions and how those people should be meaningfully included (i.e., represented) within the workings of the university. According to the results of the focus groups and survey, participants appear to comprise people of various identities and social settings, and individuals with experience in policy, programs, curriculum, research, and award recipients.

Participants noted that some of Memorial's campuses have good representation within their student bodies. Representation includes student-led initiatives, such as international students' sharing their cultural experiences, student collaboration, and creation of space to represent different groups (e.g., creating an online guide for trans and gender-diverse individuals).

However, representation in decision-making positions is lagging and is not reflective of the student population. Many participants pointed out that international students bring and share their cultures with everyone, but they do not benefit significantly while at

Memorial and once they leave the education system. Questions arose as to why international students are not represented as new hires in “good jobs at Memorial.” The “senior administrators at the highest level including vice presidents, associate vice presidents and deans” are primarily white people with few exceptions. Participants suggested that women’s representation in senior administrator positions is “much better than it used to be a long time ago, but they are still paid less than men.” It was noted that a better representation of different bodies is needed to make Memorial a more inclusive and representative place to work, learn, and live. Suggestions were made that people with accessibility concerns are not represented among senior administrators, given the lack of work-life balance and systemic barriers that some groups experience (e.g., health needs). The university’s responsibilities, its track record, and its openness to support faculty and staff with accessibility concerns are important conversations to have.

Prestigious research awards lack consistent representation of Black, Indigenous, and racialized recipients. The evaluation process is said to be “racist and sometimes sexist” and problematic, with the same groups of people volunteering or being appointed as reviewers for the application. Questions were asked about the viability of achieving research recipient’s representation when the reviewers are of European descent, having similar lived experience and perspectives. Skepticism around institutional, equity-based policies was aired, especially in relation to hiring.

Participants were critical of hiring processes that consistently lacked representation from a cross-section of Memorial’s constituents; concerns were shared about racism, intentional or not, that occurred during recruitment, screening, and hiring. Black,

Indigenous, and racialized representatives on search committees are few, often only one. Memorial does provide opportunities for students to be involved in hiring committees, but they have little power to influence the process. Participants observed that Memorial has employment equity statements, reports, actions plans, and policy, but the results of searches are the same where white faculty and staff are still the overwhelmingly successful candidates. Suggestions were made that inclusive recruitment and hiring practices are imperative to addressing the lack of representation across campuses.

Representation of art in hallways, offices, and classrooms is similar, as are scholarships (books) posted in showcases and cabinets, as they are not representative of all students. Posters and flyers are representative, mostly when they are organized by students. Pictures on some websites are racially diverse, but “that is only for show.” Two examples were offered to make the point that some people are excluded: STEM videos do not show Black people, and the land acknowledgment reading does not sufficiently demonstrate a commitment to Indigenization and/or decolonization. Participants’ observations and suggestions highlighted the urgent need for historically disadvantaged groups to be included among staff, faculty, and senior administrators to better reflect the student body. These changes will impact how policies and programs are created, implemented, and evaluated.

## ***6. Research, Scholarships, Creative Activities, and Public Engagement***

Discussions and feedback about research, scholarship, creative activities, and public engagement were inextricably connected in the findings; therefore, these themes are

highlighted in one section. Responses, however, have been subdivided into each of the four topics they seem to fit most closely.

**Research.** Findings highlight several EDI-AR–related concerns focused on faculty research. These can be divided into topics related to the research project design or focus, internal research grant competitions and the adjudication committees that award them, institutional inequities across disciplines, inter-faculty collaborations, and the recognition Memorial receives for research undertaken at the university.

Respondents suggested that there is a perception of nepotism, white supremacy, and “the old boys’ network” when it comes to research at Memorial. One respondent commented that “research is so white here.” On the other hand, researchers expressed an interest in knowing how to integrate EDI-AR principles meaningfully and effectively into their study design and wanted more Memorial supports and training so they could do so better. The data suggest it is important to think about how change is conceived and how the process to make change happens. This is especially important in applied health research, where there is a lot of evidence about the subject matter but a big gap between what is known and what people do in regard to EDI-AR in research.

It was also suggested that more recognition of diversity of research outcomes and deliverables is needed; not all work fits into funders’ boxes, and outcomes might not be delivered in traditional ways. For this, Memorial needs to support researchers in their ability to push back on how themes and deliverables are accepted by funders internal and external to the university. Internally, there needs to be more training regarding what is knowledge building and knowledge sharing.

Participants also discussed internal and external grants processes and the support provided to researchers in submitting grant applications, and questioned whether all types of researchers were equally supported. Participants also observed a congruence between the EDI-AR makeup of the university population and its grants awarded.

The Office of the Vice-President (Research) (OVPR) has under its purview the EDI-Research Advisory Committee. This committee, it was stated, has been tasked with applying an EDI-AR lens to the Terms of References, application forms, and adjudication processes for internal grants and awards. There were consultations, and the committee is making slow and steady progress in implementing the recommendations. Some respondents questioned the identities of the research review committee and panel members for internal grants and research awards, saying that there is little transparency in the process. Others questioned the integration of EDI-AR principles in the processes of recruiting committees and in their adjudication of grant applications. Although the OVPR created a committee to examine its internal grants through an EDI-AR lens, there is more to be done on Memorial internal awards outside the research office, as there are grants that are in other units that may need an EDI-AR lens brought to them as well.

One response suggested that when it comes to prominent awards in recognition of research success, nominations are put forward to the Awards Advisory Committee (AAC) by the academic units (faculty, schools, campuses, etc.) for those applications to receive institutional endorsement and support before being submitted to the external awarding body or organization. Although the internal AAC nomination form asks about EDI-AR and qualitative and quantitative measures of success, it is the unit (not

researchers themselves) that must submit the form to nominate the faculty member for a prestigious award. The AAC can only review the applications put before them; the onus, therefore, is on the units, and they should be prompted to put more faculty forward from diverse backgrounds or to “build a culture where they recommend them without needing prompting.”

Although how external funding agencies incorporate EDI-AR into their competitions is outside of Memorial purview, for many external funding competitions, the funding agencies require EDI-AR to be addressed in both project design and in the makeup of the research team or the project’s practices. When applying to these funding sources, all researchers have guidelines and training courses, videos, and other resources provided to them by the external agency. In addition, some funders require that researchers do training in EDI-AR and unconscious biases, and they do not get their funding if they do not do the training. No such requirements exist for internal Memorial research grants. Nor are there internal supports for Memorial researchers in assisting them so they can best meet the expectations of these external funding agencies within Memorial’s research environment. Better support internally means stronger applications, and better incorporation of EDI-AR into research design and in research practice only means better research.

Other respondents observed that many external funding agencies require that the reviewers themselves undergo EDI-AR and unconscious bias training before they can adjudicate research grant applications; it was unclear to many respondents whether Memorial committees undergo any such training.



Findings in the surveys and focus groups suggest that the medical and natural sciences disciplines are given more support, flexibility, and recognition, whereas social sciences and humanities disciplines are often not showcased. In addition, teaching and student supervision can be a barrier to opportunities for conducting research and scholarship. For example, the course equivalency in some disciplines is five per year compared with two and three in other disciplines. Concerns around publications also surfaced with the suggestion that the total pages per publication in some disciplines amounted to a summary when compared with social sciences and humanities disciplines where page counts can exceed 20. Therefore, research and scholarship, for the purposes of promotion, tenure, and awards, must recognize these differences.

Findings also suggest that some campuses are more favoured than others; their research and scholarships are highlighted regularly. Respondents expressed that there needs to be a fair way to showcase research and scholarship at all campuses. One suggestion to address this gap is to have staff, students, and faculty across all campuses collaborate on research and pursue intercultural and multi-campus engagement. Such forms of collaboration would promote integration between and among campuses and create more opportunities for increased engagement.

Respondents observed that the competitive nature of the academic environment limits and discourages research collaboration, which results in isolation, mistrust, and lack of recognition for smaller-scale successes and research focused on lesser-known or controversial areas. Respondents suggested that the university is quick to publicly support and publicize large-scale funding application successes, but they questioned the extent to which it cares about the individual researchers, their struggles, and visions.

The lack of accountability and support for EDI-AR initiatives was a major concern, with observations that EDI-AR policies existed only on paper without effective implementation in research scholarship, including design. For example, participants noted that researchers often conceive their research ideas and questions independently, draft the proposal and then “invite” co-applicants, collaborators, or partners who fit the description that the Tri-Agencies require for their EDI check box. The collaborators are not welcomed and sometimes treated disrespectfully through isolation and exclusion once their names are on the project application.

In other cases, inter-unit proposals have been submitted by faculty, but “racialized faculty members are not included – no checks are done on these proposals. The research office is not double-checking if EDI has been incorporated – lack of representation in research teams and a lack of fairness and transparency permeates the environment.”

**“The research office is not double-checking if EDI has been incorporated – lack of representation in research teams and a lack of fairness and transparency permeates the environment.”**

Respondents suggested that systemically marginalized researchers (e.g., Black and Indigenous people), including students, require institutional support, such as mentorship. Funding in research teams was underscored, highlighting a gap between existing expertise and its

translation into individual researchers' experiences. In some cases, co-researchers'

names have been removed from applications or excluded from publications, and funds have been stripped from them.

Additionally, the findings highlighted the importance of recognizing students' activities, particularly graduate students in the immigration process, and prioritizing their research activities. Participants noted that other jurisdictions in Canada have changed the research designation so that graduate assistantships are considered work toward immigration applications.

A wealth of research occurs at Memorial that does not require funding, and it is important research; participants commented that this type of research is not celebrated or recognized, even if there is great impact. It seems that the university focuses mainly on financial gain through funded research; as such, the impression is that Memorial does not recognize the value in these types of research. To overcome this, Memorial needs to acknowledge and celebrate the impact of the research it pursues; all successful and impactful research should be applauded, not just funded research.

In summary, a small but significant number of responses unearthed EDI-AR issues in the research environment at Memorial. One participant suggested that it is important to have a “place where people feel comfortable to disclose challenges or struggles in EDI-AR and research. We need a place like that.”

**Scholarships.** The discussion around scholarships and awards received substantive attention, including offers of suggestions to rectify and address the gaps. It is noted that student scholarships, fellowships, and awards (referred to in this section as “scholarships”) are given to undergraduate or graduate students on the basis of academic excellence and/or other meritorious activities. Responses in the survey and

focus groups included discussion regarding the number and types of scholarships available to Memorial students, as well as observations regarding how scholarships are awarded (who sits on the committee as well as the criteria used) and how these types of awards are administered.

This section includes participants' observations about Memorial scholarships; scholarship funds may come from federal, provincials, or international government sources; companies or organizations; as well as Memorial itself. Examining scholarships submitted, adjudicated, and awarded by bodies external to Memorial is outside the scope of this document, and therefore, this report cannot comment on those operations and award processes.

Some comments stated that a lot of scholarship funding is meant to benefit women in the natural sciences, without an equal number of scholarships in other disciplines. It was also felt that more entrance scholarships for graduate students should be available for equity-seeking groups, specifically for Indigenous groups, Black groups, and women. According to one participant, there are "challenges to identify students that belong to special groups around campus and the risk of losing scholarship opportunities" that should be addressed. This is because the scholarship office is unable to select students of colour, for example, because no processes exist to self-identify as belonging to a particular category or certain group. When graduate students register, it was suggested that the university collect more information so these types of targeted scholarships could be awarded and administered.

Memorial has internal student assistant programs, such as Memorial's Undergraduate Career Experience Program, the Int'l Student Work Experience

Program, and the Grad Student Work Experience Program, and there needs to be more diversity in who is awarded these assistantships. It was also stated that international students have fewer options for scholarships than other students, and more scholarships targeted to international students should be offered.

Regarding the scholarships that are available for graduate students, it was noted that many equity-deserving groups are not eligible for scholarship or bursary support for a variety of reasons; for example, they are not Canadian or not a full-time student, which shuts them out of many potential supports. It was also thought that at least some scholarships could be based on need, in addition to academic merit, rather than just focusing on academic standings. Participants suggested that from an admission's perspective, it might be more equitable to look at students more holistically than based on grades alone.

About scholarship administration, participants suggested that clear policies be outlined online so they are well communicated to potential and current students as well as the public. This would demonstrate to potential students that everyone is welcome, especially when they are looking for funding.

Some responses suggested that staff who work with scholarships should be trained in EDI-AR principles and in working with students, specifically. Participants also observed that there are insufficient people resources and capacity (not enough funding) to staff the scholarship office. This office requires more resources so that they have the capacity to establish and evaluate student awards beyond quantitative criteria such as marks.

Lastly, with respect to adjudication committee members, participants stated that every committee member who is assessing applications for scholarships should have unconscious bias and anti-racism training and be made aware of EDI-AR principles. They also suggested that there are hesitations in creating new scholarships that do not have an existing review committee or review mechanism because of the difficulties in creating these from scratch.

**Creative Activities.** Memorial is rich in the creation of beautiful and significant things. Creative projects can act as expressions of self and identity and can be found in all disciplines. Creative activities within research, also called “research creation,” are another form of creative projects and the arts.

Although EDI-AR in relation to creative activities did not make up a significant number of responses, one respondent said they think that its school “can change how they think about what making and studying [.] is, and what a [.] program is and can be.” Their programs, [like others at Memorial], are built on a very Eurocentric tradition. In 5 to 10 years, they would love it if “what a [.] program is and can do is wide open.” Another respondent said that they hoped that there will be a change in “how [the discipline] is perceived, what scholarship means and to move away from a Eurocentric tradition.”

In relation to research creation, an observation was that, at Memorial, anything beyond formal qualitative or quantitative research, such as art, poetry, music, etc., is not seen as research. Within some disciplines, research creation projects are steered toward specific kinds of artistic products to be seen as “legitimate” research. Some researchers who participate in research creation question whether the arts and a non-academic, European-focused research paradigm, such as those represented in

Indigenous healing circles, non-English poetry in social sciences, etc., can be accepted as good research at Memorial.

For graduate students, for example, participants observed that it is much more difficult for students to use a storytelling research lens to get through ethics and the thesis framework process, and that graduate students are told it is not “academic” to not submit the traditionally written thesis. Another comment stated that there could be students from equity-deserving groups who would want to pursue a creative focus in their graduate research, but that they do not have the mentorship to support them; for example, they may want to pursue “storytelling as an act of resistance.” However, they are dissuaded from engaging in these processes, or they fail because of a lack of understanding from examiners in what a research creation thesis might involve or how it might be examined.

**Public Engagement.** Public engagement is one of the academic mission areas of Memorial and even though the term was not used broadly within participant responses, public engagement–related concerns were raised. It was noted in the consultation that public engagement with the public could have a useful community-building effect, with the potential to contribute to an improved sense of belonging. Participants recognize that those from outside the province do not always have the same connections as someone from within the province: the local community is generally welcoming once they get to know others, but making those initial links can be a “tough nut to crack.” Public engagement is based on relationships, and while it offers the potential to support community connections, new students, faculty, and staff, particularly those from

international regions, require more support to become connected to both individuals and organizations within this province.

Networking and relationship building are the first steps in building public engagement collaborations that can benefit the individuals involved, Memorial as a whole, and external partners. Participants suggested that Memorial should enhance public engagement, broadly, and support new faculty and staff in building supportive and mutually beneficial networks. This suggestion was linked to an existing OVPR program that has encouraged academic units to establish mentorship programming to offer networking and supports to members.

Another major public –related theme that emerged was the lack of formal recognition of the publicly engaged activities of faculty, especially related to promotion and tenure processes. The findings suggest that Memorial’s communities are supportive of public engagement and would like to see more publicly engaged work taking place; however, unlike research and teaching and learning, public engagement work is not always recognized by promotion and tenure committees.

Respondents suggested that promotion and tenure processes direct where people invest their energy, and there might not be adequate recognition built into that process around the kind of work required for inclusive teaching, experiential learning, relationship building, and community engagement to advance EDI-AR goals.

This is often “where the buck stops” for faculty interested in public engagement work, especially during the pre-tenure stage. If publicly engaged work is not legitimized within the tenure and promotion process to support tenure, it can be difficult for scholars to undertake this approach to scholarship. Participants noted that language in the



Collective Agreement that supports public engagement scholarship is not applied in tenure and application processes.

In summary, the project findings shed light on significant challenges related to EDI-AR in research and public engagement, while also providing actionable recommendations to address these issues and promote meaningful change.

### ***7. Policies, Programs and Data Governance***

Policies, programs, and data governance are important in all institutions. This theme, however, received the least amount of response beyond repeating that Memorial does not have sufficient and up-to-date data collection infrastructure to help shape new policies and reform outdated ones. Participants suggested that to achieve structured and inclusive policies, it is imperative to advocate for and implement comprehensive programs that proactively support EDI-AR goals. This means laying the foundation for policy changes and improvements in hiring practices that foster EDI-AR within all Memorial campuses. Participants were forthright in asking for bold changes, including “Adding an EDI-AR component to the Annual Report, requiring units to have more diverse policies and regulations in place”; “ensuring through policy that shortlists include diverse candidates”, and having “policies and regulations for EDI-AR”.

Furthermore, it is critical to create and enforce policies that ensure compliance with EDI-AR standards, and it is necessary to consistently assess and evaluate data to ensure EDI-AR is at the forefront of all policies and programs. To reach this milestone, an EDI-AR reporting structure would compel units, departments, and faculties to integrate more diverse, anti-racist, and anti-colonial policies, practices, and programs, thereby promoting proactive measures over reactive responses as is often the case. In

addition, developing, implementing, and evaluating stronger human resources and human rights policies are required to achieve fair representation and demonstrate diversification within and among equity-deserving and historically underrepresented communities.

**“Ensure through policy that shortlists include diverse candidates.”**

It is essential to ensure that achieving representation does not replicate the status quo by hiring and promoting a majority of white people who experience systemic advantage (e.g., white women, or white migrants). It is critical to use anti-racist and decolonial principles in all new policy and program development, data

collection, and evaluation with an emphasis that honours the *Truth and Reconciliation Commission of Canada: Calls to Action* (2012), *Indigenization Framework* (2021), and the *Scarborough Charter* (2021). Additionally, there is a need to enhance the capacity for data collection and ensure, through policy, that the shortlist for hiring includes a representative sample of candidates, thereby contributing to a more equitable, anti-racist, diverse, and anti-colonial Memorial landscape.

## Conclusion and Recommendations

### Conclusion

Responses received from participants during this consultation were abundant and representative of the campus community, and they highlighted the disparity of experience with equity, inclusion, and anti-racism depending on people's lived experience. The data also offer clear evidence of participant concerns about inequity and exclusion within campus culture, and tangible effects those concerns have on people's well-being and overall quality of life. The findings also suggest a clear desire for change within Memorial communities and a commitment to addressing these issues. This commitment will be pivotal in establishing an inclusive campus environment for everyone. The extensive set of recommendations presented below serves as a robust road map for the university's 5-year EDI-AR Strategic Plan.

There must be a recognition that the responsibility for EDI-AR lies with all members of the university community to effectively bridge gaps in representation and to cultivate an inclusive and equitable environment. Urgent steps include the immediate implementation of inclusive recruiting, hiring, and promotion practices to address underrepresentation in leadership, staff, and faculty positions across Memorial. Furthermore, implementing accountability measures, such as publishing annual reports on equitable hiring and establishing EDI-AR oversight committees, will serve as important mechanisms for tracking progress and ensuring continuous improvement.

To ensure sustained progress, ongoing professional development activities need to be implemented to equip students, faculty, researchers, administrators, and service employees with the necessary skills and information to advance EDI-AR principles in

their respective roles. Additionally, a comprehensive institutional review of major EDI-AR policies will need to be conducted to embed these principles in the institutional framework. This holistic approach aims to foster a culture of inclusivity and equity across all aspects of the university communities. This includes attending to all groups who feel isolated and disenfranchised. This is especially important in the climate of backlash against EDI-AR work.

The commitment to integrating EDI-AR principles into all aspects of university life will require the development and implementation of an overarching anti-racism and anti-discrimination policy, along with specific guides for teaching, scholarship, and awards criteria. The plan recognizes the need for targeted interventions, including mentorship programs for underrepresented graduate students and initiatives addressing specific barriers faced by Black, Indigenous, and racialized individuals. These measures collectively aim to foster an inclusive, equitable, and anti-racist university environment.

Additionally, this plan encompasses gender-inclusive policies, universal design principles, and measures to counteract biases in research evaluation processes. Recognition of diverse identities within classrooms, support for international students, and the establishment of Employee Resource Groups contribute to a more inclusive university community. By prioritizing anti-racist and decolonial principles in policy and program development, data collection, and evaluations, the university commits to not only rectifying existing disparities but also preventing the perpetuation of inequities in the future.

In essence, the 5-year Strategic Plan is a call to action for collective responsibility, leadership, and commitment to EDI-AR values. It reflects the university's dedication to

creating an environment where every individual can thrive, irrespective of their background, and where critically nuanced diverse voices are not only heard but actively contribute to the richness of the academic community. By implementing these recommendations, Memorial is poised to become a model for institutions striving to create a truly equitable and inclusive educational environment.

## **Recommendations**

As EDI-AR is a shared responsibility among all members of Memorial, these recommendations are directed to everyone. A total of 29 recommendations are presented, spanning from short- to long-term objectives. Some recommendations can be implemented immediately, while others will need further resources, discussion, and planning to reach the recommended goals. Given their influential roles in decision making and resource allocation, senior administrators, including the President's Executive Committee, deans, and directors, are expected to take responsibility and work in collaboration with various portfolios to provide the leadership necessary to realize these recommendations and create a more representative and inclusive university environment.

1. Actively address the underrepresentation of historically disadvantaged groups, particularly in decision-making positions, such as senior administrators, vice-presidents, and deans, by implementing inclusive recruiting, hiring, promotion, and retention.
2. Conduct an institutional review of all major EDI-AR policies to ensure that EDI-AR principles are embedded.

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3. Provide EDI-AR professional development, education, and skills development (e.g., workshops, seminars, print, audio, and video resources) for all students, faculty, researchers, senior administrators as well as employees delivering services to students.
4. Develop and implement a university-wide anti-racism and anti-discrimination policy.
5. Develop a best-practices teaching and learning guide for instructors and faculty to ensure EDI-AR principles are embedded in all teaching contexts, including curricula and syllabi.
6. Partner with the Faculty Associations (unions) to develop strategies to deal with racist and discriminatory course content, and student and educator behaviours (e.g., use of racial epithets, misgendering).
7. Develop a best-practices guide for scholarship and awards criteria, review committees, and funding applications to ensure EDI-AR principles are embedded in all research, scholarship, and creative activities processes.
8. Create accountability to track equitable hiring by publishing an annual report detailing equity-deserving groups' representation across the university.
9. Emphasize respectful and collaborative relationships with external partners.
10. Create student and employee capacity to successfully compete for internal positions and hire from within the university in a competitive process.
11. Develop strategies to increase engagement with Memorial's alumni communities.

12. Create oversight committees and advisory teams dedicated to anti-racism and decolonization to provide guidance, support, and accountability in implementing and evaluating policies and programs related to anti-racism efforts across the university.
13. Develop and implement targeted policies and programs that address the specific barriers faced by Black, Indigenous, and racialized students, staff, and faculty.
14. Address the concerns raised about the lack of mentorship and support for Black graduate students by developing programs and initiatives that provide guidance, resources, and mentorship opportunities to ensure their success in completing their programs.
15. Build on current policies around spirituality, religiosity, and cultural expression (e.g., smudging and burning of herbs) to be more flexible.
16. Invest in updating and making classrooms and laboratories more inclusive, addressing concerns, such as outdated furniture and physical barriers, to ensure that facilities cater to diverse body types, sizes, and accessibility needs, fostering a conducive environment for all students.
17. Undertake comprehensive measures to enhance the accessibility of campus infrastructure, addressing concerns, such as disabled elevators, lack of gender-neutral facilities, inaccessible floors, and slow snow clearing.
18. Enhance systems to accommodate name changes promptly, fostering inclusivity for trans individuals and those undergoing life changes, including updates to marital status.

19. Promote the recognition of diverse identities within classrooms and meetings.
20. Develop gender-inclusive policies around work-life balance, recognizing the unique challenges faced by parents, particularly women, in balancing caregiving responsibilities by establishing equitable remote work opportunities across departments, acknowledging the varied nature of roles within the university.
21. Prioritize universal design by incorporating EDI-AR principles into curricula and inclusive programs, ensuring that education and skills development are accessible to a wide range of learners, including students, staff, and faculty with various needs.
22. Address concerns of nepotism and biases in the research evaluation process by ensuring diverse representation in internal grants and research award committees; integrate robust EDI-AR principles into these processes, fostering an inclusive environment that values contributions across disciplines.
23. Provide tuition relief to international students through scholarships and bursaries.
24. Prioritize implementing an infrastructure for student housing on and off campus.
25. Re-evaluate the processes for prestigious research awards and scholarships by ensuring critically nuanced diverse representation that considers lived experiences and perspectives among reviewers for fair and critically conscious (unbiased) evaluations.
26. Establish Employee Resource Groups to promote engagement and inclusivity.
27. Develop and implement an EDI-AR reporting structure that compels units, departments, and faculties to integrate anti-racist and anti-colonial policies.



28. Prioritize anti-racist and decolonial principles in all new policy and program developments, data collection, and evaluations.

29. Enhance scholarships beyond academic merit by acknowledging contributions in creative activities and community engagement and by incorporating broader criteria for scholarships, fellowships, and awards to encompass a more holistic view of student and faculty achievements.

### **Next Steps**

The first report will be delivered to the Vice President and Provost (Academic), the President's Executive Council, and the Board of Regents according to the university process. A communications strategy will be developed to share the report with the university communities. Simultaneously, recommendations will be reviewed, and an EDI-AR Strategic Plan will be drafted. Selected members of the SPT and the EDI-AR Advisory Committee will play important roles in drafting the Strategic Plan, which will be circulated to the Memorial communities for input, after which the feedback will be integrated and a final draft will be completed. The EDI-AR office will provide leadership toward successful implementation of the Strategic Plan, including developing a matrix to evaluate the ongoing work of implementing and operationalizing the EDI-AR Strategic Plan.

**Alignment:** Assurance will be made to ensure that the EDI-AR Strategic Plan aligns with Memorial's values, reconciliation, and anti-racism efforts while being responsive to internal barriers, needs, and pressures.

**Key Performance Indicators:** We will work to identify meaningful KPIs that efficiently measure Memorial's progress toward its EDI-AR goals.

## Appendix A

### Deliveries and Timelines

2021 November – Environmental scan

2021 November – Call for expression of interest for SPT

2022 January – Notification of membership on SPT

2022 March – Meeting and education of SPT

2022 July – Break for summer

2022 September – Identification of framework and principles

2022 October – Synergy session with senior administrators

2022 September – Resumption of SPT meetings and beginning of consultations

2022 November – Pause of meetings and consultations

2023 March – Resumption of consultations

2023 June – Completion of consultations

2023 October – Begin writing SP report

2023 November – Completion SP draft report

2023 December – Review and feedback of draft report by sample of SPT members

2024 February – Delivery of SP report to Vice president (Academic) and Provost

2024 February – Devising communication plans to share the Strategic Planning Report.

## Appendix B

### Expression of Interest Form

#### Seeking Volunteers for EDI-AR Strategic Planning Team

Under the guidance of Dr. Delores V. Mullings, Vice-provost, Equity, Diversity and Inclusion – Anti-Racism, Memorial is embarking on a strategic planning process to carefully and intentionally advance institutional goals on equity, diversity, inclusion and anti-racism.

Memorial University is calling on students, staff, faculty, and alumni to consider participating as members of the university's **EDI-AR Strategic Planning Team**. The planning group will work collaboratively and in consultation with the university communities to advance institutional goals on equity, diversity, inclusion and anti-racism.

“A lot of great work has already been done, and yet there is much more to do,” said Dr. Mullings. “We are looking for engaged, committed and critical thinkers across all MUN’s campuses to help us establish Memorial’s first actionable EDI-AR strategy, to initiate our path to become a leading EDI-AR giant in Canadian post-secondary institutions.”

The members will help shape the strategic planning and implementation journey including but not limited to:

- participating in one designated working group;
- attending skills development and orientation;
- conducting environmental scans of Memorial’s EDI-AR activities
- engaging with memorial’s communities;
- providing advice, direction and recommendations to the drafting of the EDI-AR Strategic Plan;
- reflecting on feedback provided during the consultation and information received through environmental scans;
- participating in thematic review of feedback;
- assisting with the development of the strategic plan document;
- contributing to the EDI-AR implementation strategy;
- helping to identify resource material and develop orientation toolboxes.

#### Who should apply

The EDI-AR Strategic Planning Team will reflect the nuanced complexities of our university communities and Canada as a whole, including students, staff, faculty and alumni from across all campuses and portfolios.

This is a two-year commitment. In the spirit of reciprocity, EDI-AR Strategic Planning Team will build a community, develop lasting relationships, improve knowledge and

skills, create networks, and work collaboratively on our journey together. Please select your top two areas of interest listed on the application form for consideration to be placed in a working group.

1. Campus Culture
2. Community Engagement
3. Curriculum (Teaching and Learning)
4. Human Resources and Employment
5. Research and Creative Activities
6. Student Success

### **How to apply**

All applications must be submitted online via the form. The form will remain open until November 10, 2021. The university community will be notified of the appointments by November 30.

You will have an opportunity to contribute to the creation of Memorial University's EDI-AR Strategic Plan through a wide-ranging consultation process even if you are not a member of the Team.

## Appendix C

### Call for Participants

#### Last Call for Consultation Period

*Jun 5th, 2023*

TERRI COLES

Last call for contributions!

We're near the end of the consultation period for the Equity, Diversity, Inclusion and Anti-Racism for Memorial University. But first, we want to make sure everyone who wishes to contribute gets the chance to have their say before we close consultations at the end of the day on **Friday, June 9**.

If you weren't able to attend one of our in-person or online consultation sessions, or if you have comments you would like to submit outside of a session, please send in your or written submission by email to [Cherry Ralhan-Khanna](#) before the end of the date on Friday, June 9.

Participants are asked to respond to the following four questions:

1. With regards to EDI-AR, what is Memorial University currently doing well?
2. At the current time, with respect to EDI-AR, what are some areas for improvement?
3. Looking forward 5-10 years from now, what should/could EDI-AR at Memorial “look like”?
4. Thinking about the kinds of things you would like to see in 5-10 years, what activities/actions do you suggest we undertake to get there?

Submissions will be kept confidential by the Vice Provost EDI-AR's Office, and only authorized individuals associated with the EDI-AR advisory team will have access to the session summary notes. Information collected during the consultation process is not associated with the names of those submitting it, and only general identifiers like student, staff or faculty are used. Thank you in advance for your contributions.

## Appendix D

### Equity, Diversity, and Inclusion – Survey 2022

#### Final Survey

<<Consent Section>>

Memorial University's (Memorial) Equity, Diversity, Inclusion, and Anti-Racism (EDI-AR) Strategic Planning Team (SPT) was put in place to develop an EDI-AR Strategic Plan to ensure Memorial takes necessary actions to fulfil the aspiration of *Transforming Our Horizons*, which speaks about creating and maintaining an environment where “we strive to be a place where all peoples are accepted.”

A crucial initial step in developing the EDI-AR Strategic Plan is to build a solid understanding of the EDI-AR climate across all Memorial campuses. This survey is one of the mechanisms the Office of the Vice-Provost EDI-AR Team will use to assess the current EDI-AR climate.

Question: **What is the current state of EDI-AR at Memorial University?**

We encourage you to complete the following survey by Tuesday, November 1, 2022. Your participation in this survey is voluntary. Most of the questions in the survey will provide you with the option to select “I do not wish to answer,” but you can also skip any questions you do not wish to answer and continue on with the rest of the survey. The survey will take 15 minutes to complete.

<<Privacy Statement>>

#### **Privacy Statement:**

The survey is conducted under the authority of the Memorial University Act (RSNL 1990 Chapter M-7) and is used for the purpose of collecting information regarding the status of EDI-AR within the University. Survey results will be presented in aggregate summary reports as part of the development of an EDI-AR Strategic Plan for Memorial University. The information that you share will be housed within the Qualtrics survey system, and only dedicated individuals on the Strategic Planning Team will have access to survey responses.

Protecting your privacy is an important part of this EDI-AR anonymous survey. No identifying information is required, and your responses will not be linked to you in any way. If this survey contains open questions, please do not identify yourself or others in

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your responses. Your participation is voluntary, and you may leave out any question(s) that you do not wish to answer and withdraw at any time without penalty.

Questions regarding the content or use of information may be directed to Cherry Ralhan-Khanna (cralhankhanna@mun.ca; 709 864-6949).

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 By clicking "**Next**" you consent and can begin the survey.  
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**<<Theme/Category: Campus Culture with regards to EDI>>**

Q: Please indicate your level of satisfaction with the following at Memorial University:

	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Not applicable/don't know
Overall campus culture						
Campus culture specific to EDI-AR						
The extent to which Memorial promotes EDI-AR principles within Memorial						
The extent to which your unit incorporates or supports EDI-AR principles						



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The extent to which Memorial promotes EDI-AR in external communities						
The extent to which senior University leaders demonstrably support EDI-AR						
The extent to which you experience a sense of belonging at Memorial						
The extent to which you feel all Memorial community members experience a sense of belonging						
The extent to which teaching at Memorial demonstrates EDI-AR principles in practice						
The extent to which research at Memorial demonstrates EDI-AR principles in practice						

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The extent to which public engagement at Memorial demonstrates EDI-AR principles in practice						
The extent to which faculty, staff and students from equity-deserving groups are supported by Memorial						
The extent to which Memorial reduces barriers for equity deserving groups at Memorial						

**Q:** When you think about the EDI-AR culture across Memorial campuses, do you feel your identity is:

Shamed	Tolerated	Not specifically recognized	Accepted	Celebrated	None of the previous descriptors
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Please elaborate on your selection: \_\_\_\_\_

**<<Theme/category: Advancing EDI>>**

**Q:** In order to advance Equity, Diversity, Inclusion, and Anti-Racism (EDI-AR) at Memorial University, please rank what you consider the top 5 priorities should be.

- Review all major University policies to ensure EDI-AR principles are embedded
- Provide access to resources and continuing professional development for faculty and staff on EDI-AR topics
- Review and revise the standard course syllabi language to include EDI-AR principles

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- Develop a best-practices guide for instructor/faculty to ensure EDI-AR principles are incorporated into all teaching contexts
- Develop a best-practice guide for researchers regarding embedding EDI-AR principles in research contexts
- Develop a best-practice guide for staff responsible for the delivery of services to students
- Create a monitoring report tracking representation of equity-deserving groups across Memorial's campuses
- Engage with alumni to advance EDI-AR at Memorial University
- Engage with external communities to advance EDI-AR beyond Memorial University
- Implement a university-wide human rights policy
- Implement a university-wide anti-racism and anti-discrimination policy
- Increase the representation of equity-deserving groups in senior management positions
- Recruit, hire, train, retain, and promote individuals from equity-deserving groups across all levels of the University
- Create capacity for staff positions and promote from within the University where possible
- Another: (please specify)
- I do not wish to answer

### <<Theme/category: Qualitative Questions>>

Q: What are two things that Memorial University is doing well in supporting equity, diversity, inclusion and anti-racism? [Limit 300 words]

Q: What are two things that Memorial University should do to enhance equity, diversity, inclusion and anti-racism? [Limit 300 words]

Q: Is there anything you would like to add regarding Equity, Diversity, Inclusion and Anti-Racism at Memorial University and/or about your personal experience? [Limit 300 words]

### <<Demographic Information>>

## Affiliation

**Q:** Which of the following best describes your primary affiliation with Memorial University? Select all that apply.

Faculty / Instructor

(If selected the following options appear):

- Dean, Director or Department Head
- Tenured faculty
- Tenure track faculty
- Instructor (MI)
- Regular teaching term appointment
- Clinical, affiliated or adjunct faculty
- Per-course lecturer

Staff in an academic unit

(If selected the following options appear):

- Bargaining unit member
- Non-bargaining (non-management and professional)
- Non-bargaining (management and professional)

Please identify the nature of your employment

- Permanent
- Contract
- Temporary

Staff in an administrative unit

(If selected the following options appear):

- Bargaining unit member
- Non-bargaining (non-management and professional)
- Non-bargaining (management and professional)

Please identify the nature of your employment

- Permanent
- Contract

- Temporary

Undergraduate Student

- Are you an international student?  Yes  No

Graduate Student

- Are you an international student?  Yes  No

Postgraduate Trainee

- Are you an international student?  Yes  No

Diploma / Certificate Student

- Are you an international student?  Yes  No

Alumni

Retiree

I do not wish to answer

### **Campus Location**

**Q:** Please indicate the campus where you are primarily located:

St. John's campus

Grenfell campus

Marine Institute

Labrador campus

Signal Hill campus

Harlow campus

I do not wish to answer

**Origin**

Q: Which of the following describes your place of origin?

- Newfoundland and Labrador
- Another Canadian province or territory
- North America
- Central America
- South America
- North Africa
- West Africa
- East Africa
- Central Africa
- Southern Africa
- Caribbean or Bermuda
- Western Europe
- Eastern Europe
- Southern Europe
- Northern Europe
- West Central Asia and the Middle East
- Eastern Asia
- Southeast Asia
- Oceania

I do not wish to answer

**Residency**

Q: Which of the following best describes your current residency status?

Canadian citizen

Indigenous

- First Nation (status)
- First Nation (non-status)
- Inuit (beneficiary to a settled land claim)
- Inuit (land claim in negotiation)
- Métis (member of a recognized community)
- Métis (non-member)

Non-Canadian Indigenous

Permanent resident

Temporary resident – student

Temporary Resident – worker

Refugee claimant

Protected person

Another: (please specify) \_\_\_\_\_

I do not wish to answer

**Racial Identification**

Q: Which of the following best describes your racial identity? Select all that apply.

Black

Chinese

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- Filipino
- Japanese
- Korean
- Latin American
- South Asian (for example – East Indian, Pakistani, Sri Lankan, etc.)
- Southeast Asian (for example – Vietnamese, Cambodian, Laotian, Thai, etc.)
- West Asian (for example – Iranian, Afghan, etc.)
- Arab
- White
- Another: (please specify) \_\_\_\_\_
- I do not wish to answer

### **Gender Identification**

**Q:** Which of the following describes your gender identity? Select all that apply.

- Agender
- Boy/Man
- Genderfluid
- Genderqueer
- Girl/Woman
- Indigiqueer
- Non-binary
- Cisgender



- Transman
- Transwoman
- Two-spirit
- Another: (please specify) \_\_\_\_\_
- I do not wish to answer

**Sexual identity**

**Q:** Which of the following best describes your sexual identity? Select all that apply.

- Asexual
- Bisexual
- Gay
- Heterosexual
- Lesbian
- Polysexual
- Pansexual
- Another: (please specify) \_\_\_\_\_
- I do not wish to answer

**Q: Which of the following describes your religious and/or spiritual beliefs? Select all that apply**

- Atheism
- Buddhism
- Christianity

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- Folk religion
- Hinduism
- Judaism
- Rastafarian
- Sikhism
- Taoism
- Wiccan
- Yuroba
- Another: (please specify) \_\_\_\_\_
- I do not wish to answer

### **Age**

**Q:** Which of the following ranges best captures your age?

- under 25
- 25–34
- 35–49
- 50–64
- 65+
- I do not wish to answer

### **Health Status:**

**Q:** Do you self-identify as a person living with a disability?

- Yes

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- No
- I do not wish to answer

(If yes to above question, answer next question)

**Q:** How would you describe your disability (select all that apply)?

- Mental health concerns
- Visual
- Auditory
- Verbal/speech
- Mobility related
- Chronic illness
- Another: (please specify) \_\_\_\_\_
- I do not wish to answer

<<Demographic questions end>>

[CLICK HERE TO SUBMIT]

*Thank you for taking the time to complete the questionnaire.*

*If you want to enter your name for the draw to win one of four \$25.00 Amazon gift cards, please provide your contact information below so that you can be contacted.*

## Appendix E

## Strategic Planning Working Group Members\*

<b>Name</b>	<b>Group</b>	<b>Category</b>	<b>Campus</b>
Kathy Skinner	Student Success	Staff	St. John's
Claire LeDrew	Student Success	Staff	St. John's
Shegufta Shetranjiwalla	Student Success	Faculty	Grenfell
Julia Halfyard	Student Success	Staff	St. John's
Merethe batino	Student Success	Student	St. John's
Jenny Mallard	Student Success	Staff	St. John's
Zinini Thembeke Madubeko	Student Success	Student	St. John's
Arianna Echanique	Student Success	Student	St. John's
Lesley James	Student Success	Faculty	St. John's
Lynn Walsh	Student Success	Staff	St. John's
Angela Gomez	Student Success	Staff	Grenfell
Olupathage Chandani Dinesh	Human Resources & Employment	Staff	St. John's
Emily Wooley	Human Resources & Employment	Staff	St. John's
Amy Warren	Human Resources & Employment	Faculty	St. John's
Allyson Stokes	Human Resources & Employment	Faculty	St. John's
Mher Mardoyan	Human Resources & Employment	Staff	St. John's
Scott Quilty	Human Resources & Employment	Staff	St. John's
Jennifer Murray	Human Resources & Employment	Staff	St. John's
Jennifer Watton	Human Resources & Employment	Staff	Grenfell
Sobia Shaheen Shaikh	Human Resources & Employment	Faculty	St. John's
Dale Conway	Human Resources & Employment	Staff	St. John's
Anil Raheja	Human Resources & Employment	Faculty	St. John's
Niyati Singh	Human Resources & Employment	Student (Staff now)	St. John's
Rita Ujunwa Onah	Curriculum Teaching & Learning	Staff	St. John's
Nahid Masoudi	Curriculum Teaching & Learning	Faculty	St. John's
Beverly Fitzpatrick	Curriculum Teaching & Learning	Faculty	St. John's
Janna Rosales	Curriculum Teaching & Learning	Faculty	St. John's
Alex Marland	Curriculum Teaching & Learning	Faculty	St. John's

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<b>Name</b>	<b>Group</b>	<b>Category</b>	<b>Campus</b>
Arif Abu	Curriculum Teaching & Learning	Staff	St. John's
Jamal Alsafwani	Curriculum Teaching & Learning	Student	St. John's
Adil Qureshi	Community Engagement	Student	St. John's
Zahra Golmohammadi	Community Engagement	Student	St. John's
Taylor Stocks	Community Engagement	Student	St. John's
Erica Evely	Community Engagement	Student	St. John's
Farshad Amini	Community Engagement	Student	St. John's
Thomas Young	Community Engagement	Staff	Grenfell
Rebecca Svarc	Community Engagement	Staff	St. John's
Chad Cuss	Community Engagement	Faculty	Grenfell
Mica McCurdy	Community Engagement	Staff	Marine Institute
Rebecca Cohoe	Community Engagement	Staff	Signal Hill
Penny Kennedy	Community Engagement	Staff	St. John's
Kim Shipp	Community Engagement	Staff	St. John's
Sarina Qureshi	Community Engagement	Student	St. John's
Bahar Haghghat	Campus Culture	Staff	St. John's
Andrew Murumbi	Campus Culture	Staff	St. John's
Mohammad Shahbaaz	Campus Culture	Student	St. John's
Christy Walters	Campus Culture	Staff	St. John's
Carolyn Walsh	Campus Culture	Faculty	St. John's
Jinghua Nie	Campus Culture	Staff	St. John's
Jordan Wright	Campus Culture	Staff	Signal Hill
Anne-Marie Sullivan	Campus Culture	Faculty	St. John's
Joan Conway	Campus Culture	Staff	St. John's
Deneice Falconer	Campus Culture	Staff	St. John's
Andrea Warman	Campus Culture	Staff	St. John's
Tina Hickey	Campus Culture	Staff	St. John's
Terri Coles	Campus Culture	Staff	St. John's
Heather O'Brien	Research & Creative Activities	Staff	St. John's
Melanie Duffenais	Research & Creative Activities	Staff	St. John's
Kim Welford	Research & Creative Activities	Faculty	St. John's
Daniel Vindex Kwabla Domeh	Research & Creative Activities	Student	St. John's
Ian Jones	Research & Creative Activities	Faculty	St. John's

<b>Name</b>	<b>Group</b>	<b>Category</b>	<b>Campus</b>
Kelly Santos	Research & Creative Activities	Staff	Marine Institute
Marlene Power	Research & Creative Activities	Staff	Marine Institute

\* Not all individuals invited to be on the SPT participated.

## **Selected Vision and Mission Statements**

### **Student Success**

**Vision:** To foster an equitable, diverse, and inclusive university environment and community where all students feel engaged, supported, safe and valued in their development as citizen scholars.

### **Human Resources & Employment**

**Vision:** The Human Resources and Employment EDI-AR subcommittee vision is to create and sustain an inclusive human resources and employment culture at Memorial University where all people can work, thrive, share knowledge and strengthen relationships, using an EDI-AR lens. We also strive to model and celebrate positive EDI-AR culture in the community both as a major employer and as an educator of the workforce.

### **Teaching & Learning (Curriculum)**

**Vision:** Memorial University will provide a teaching and learning environment by promoting equity, diversity, inclusion, and anti-racism where all think and feel that their differences are valued and respected, have equitable access to learning and other educational opportunities, and are supported in that journey.

### **Research & Creative Activities**

**Vision:** Memorial University nurtures and promotes an EDI-AR research-rich culture by supporting rigorous, diverse, innovative, creative, and impactful endeavours that involve representative diverse communities; principles of academic freedom ensure EDI-AR research is applauded, recognized, and celebrated, regardless of funding status, in order to further encourage a variety of research and creative activities where EDI-AR is standard in considerations of project design and practice.

**SPT Meeting Agendas (Sample)**

**Memorial University Equity Diversity Inclusion and Anti-Racism Strategic Planning Team**

**Meeting Agenda**

March 11, 2022

9:30 a.m. to 11:30 a.m. Virtually

Time	Agenda Items	Person Responsible
9:00 – 9:03	Welcome	Dr. Delores V. Mullings
9:03 – 9:10	Land Acknowledgement	Dr. Delores V. Mullings Dr. Delores V. Mullings
9:10 – 9:35	Engagement exercise – small groups	Dr. Delores V. Mullings
9:35 – 9:45	Update – format, ToR	Dr. Delores V. Mullings
9:45 – 10:10	Skills Development – Racial justice lens	Dr. Delores V. Mullings
10:10 – 10:15	Health Break	All
10:15 – 11:00	Sub-group engagement	Dr. Delores V. Mullings / All
11:00 – 11:15	Q&A	Dr. Delores V. Mullings
11:15 – 11:30	Closing	Dr. Delores V. Mullings

Meeting Schedule March 2022 to December 2022

A light breakfast will be served at 8:30 a.m. when in person

Meeting Dates	Times	Meeting Locations
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Equity, Diversity, Inclusion, and Anti-Racism Strategic Planning Report

Friday, March 11, 2022	9:30 a.m. – 11:30	Virtual
Friday, April 8, 2022	9:00 a.m. – 12 noon	Signal Campus with Limited Virtual Access
Friday, May 13, 2022	9:00 a.m. – 12 noon	Signal Campus with Limited Virtual Access
Friday, June 10, 2022	9:00 a.m. – 12 noon	Signal Campus with Limited Virtual Access
Friday, July 8, 2022	9:00 a.m. – 12 noon	Signal Campus with Limited Virtual Access
Friday, September 9, 2022	9:00 a.m. – 12 noon	Signal Campus with Limited Virtual Access
Friday, October 14, 2022	9:00 a.m. – 12 noon	Signal Campus with Limited Virtual Access
Friday, November 11, 2022	9:00 a.m. – 12 noon	Signal Campus with Limited Virtual Access
Friday, December 9, 2022	9:00 a.m. – 12 noon	Signal Campus with Limited Virtual Access



## Appendix F

### Strategic Planning Team Terms of Reference

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

*We acknowledge the province of Newfoundland and Labrador's connection to and participation in the Transatlantic Slave Trade including the building of slave ships and the selling of cod, deemed unfit to be sold to Europeans, for enslaved Africans' consumption.*

### Equity, Diversity and Inclusion (EDI) and Anti-Racism (AR) Strategic Planning Team Terms of Reference

Developed by Dr. Delores V. Mullings

In Consultation with Ms. Roxanne Millan and Ms. Cherry Ralhan Khanna

for

Memorial University

Vice-Provost Equity Diversity and Inclusion and Anti-Racism Portfolio

June 26, 2022

Revised: September 6, 2022

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## Equity Diversity Inclusion – Anti-Racism Strategic Planning Team

### 1. Introduction

Memorial University has had an increasing interest and commitment to equity, diversity, inclusion (EDI), anti-racism (AR), and Indigenization. This interest and commitment at the institutional level is demonstrated in our Strategic Plan, *Transforming Our Horizons*, Indigenization Strategic Plan, Strategic Internationalization Plan, and the creation of the Vice-Provost (VP), EDI-AR portfolio. Among staff, students, and faculty, numerous formal and informal EDI-relegated committees and groups exist pan university. This Team will work together to create an EDI-AR strategic plan and implementation strategies to build on, and where applicable, enhance the work of other EDI-AR entities across Memorial.

## **2. Structure**

The EDI-AR Strategic Planning Team (SPT) is an independent entity that takes direction from the VP EDI-AR office and the EDI-AR Advisory Committee.

Dual function: EDI-AR SPT will lead the strategic planning process and provide strategic direction to the EDI-AR Strategic Plan implementation.

## **3. Mandate**

The EDI-AR SPT is responsible for operationalizing the process, including a wide consultation across Memorial University's multiple campuses, facilitating focus groups, reviewing and managing data, helping draft the EDI-AR Strategic Pla, and providing leadership to strategize how to implement the recommendations to advance EDI-AR at Memorial University on matters related to human resources and employment, student success, campus culture, curriculum, research and creative work, community engagement. A representative sample of SPT members may comprise a Sub-Group to lead the EDI-AR Strategic Planning implementation.

The SPT provides institutional and content area expertise and creates capacity building for the VP EDI-AR and strategic planning through a meaningful community-engaged process to plan and implement Memorial University's EDI-AR strategy. The work is done with the goal of cultivating a pan-university campus culture and climate that demonstrates a nuanced and complex representation of society and which is accepting, equitable, and inclusive.

## **Terms of Reference**

### **1. Composition and Membership of the EDI-AR Advisory Committee**

The Committee is composed of the following:

- a. The Vice-Provost Equity Diversity Inclusion and Anti-Racism (Co-Chair);
- b. The Equity Diversity Inclusion and Anti-Racism Program Manager (Co-Chair);
- c. A maximum of 75 individuals who expressed interest, comprising students, faculty, staff, and alumni with representation from all campuses.

### **2. Appointments**

The VP EDI-AR sought expression of interest in fall 2021. All individuals who submitted their online for expressing interest in being on the SPT were appointed by the VP EDI-AR. Some members who expressed interest during winter 2022 were also appointed for a term as outlined in term duration.

Membership on the SPT shall be balanced and representative of all equity-deserving groups. To achieve this goal, VP EDI-AR may approach individuals to achieve representation. Each individual is placed in a Working Group according to their choice.

### **3. Roles and Responsibilities**

All members of the SPT have equal status during meetings and discussions and have the following responsibilities:

#### ***Meetings and Orientations***

Review meeting materials before the meetings and arrive prepared to provide a broad perspective on agenda items.

- a. Attend meetings where possible, and when absent, review Working Group information prior to the next meeting.
- b. Attend all orientation and skill-building activities.

#### ***Operations***

- a. Be a conduit to facilitate reciprocal communication between stakeholder groups and the SPT and Working Groups, including seeking and receiving feedback.
- b. Set goals for the SPT and Working Groups that are specific, measurable, achievable, relevant, and time-based (SMART) and that are related to the scope of work; develop a workplan and draft timelines that encourage discussion and reveal differences of opinion for the development of the strategy.
- c. Participate in and provide feedback to Working Groups as appropriate.
- d. Establish EDI-AR Working Group chairs/co-chairs.
- e. Engage and consult with stakeholder groups through change efforts.

#### ***Output***

- a. Produce a five-year EDI-AR Strategic Planning document.
- b. Identify and recommend accountabilities and benchmarks for achieving progress on the implementation of the EDI-AR strategies.
- c. Suggest communication tools to be developed that promote and enhance awareness of EDI-AR activities and initiatives pan university.
- d. Develop special topics within the EDI-AR SPT and its Working Groups.
- e. Identify key performance indicators to measure progress toward EDI-AR goals.

#### ***Environment***

- a. Conduct the business of the SPT and Working Groups with respect, humility, and love.
- b. Help create an environment in which members discuss EDI-AR challenges and opportunities to foster an integrated and collaborative approach to EDI-AR initiatives pan university.
- c. Ensure that SPT feedback, recommendations, etc. are shared with the EDI-AR SPT and its Working Groups for consideration where appropriate.

#### **4. Responsibilities of the VP EDI-AR and the Program Manager (Co-Chairs) or Their Designates**

- a. Co-chair the meeting.
- b. Set the agenda for EDI-AR SPT meetings.
- c. Be the liaison with members of the SPT.
- d. Represent the views of the SPT as a whole.
- e. Guide the SPT and Working Groups in their functions.
- f. Make provision for the delivery of EDI-AR orientation and skills development to new members and the committee as a whole.
- g. Encourage participation from all SPT members and constituencies across campuses.
- h. Invite special guests to attend meetings where appropriate.

#### **5. Collaborative Leadership**

The EDI-AR Strategic Planning Team

- a. Operates within the framework of Collaborative Leadership (CL), which respectfully recognizes the strengths and contributions of all participants.
- b. Helps cultivate a collegial, co-operative environment through direct participation; sharing of content expertise, information, and strategies; and helps build capacity.
- c. Promotes awareness within Memorial University communities of EDI-AR issues as they relate to developing the strategy plan and other EDI-AR-related matters relevant to the VP EDI-AR's portfolio.

#### **6. Collaborative Leadership**

The SPT will strive for consensus decision-making, reporting, and recommendations, to the extent possible, while earnestly and genuinely attempting to reflect the complex and nuanced views of its membership.

#### **7. Term and Duration**

- a. Membership shall be approved by the VP EDI-AR and the EDI-AR Program Manager in accordance with membership requirements.
- b. Individuals are appointed to the SPT for a duration of 24 months.
- c. Membership is voluntary, and members will not be paid to attend meetings and complete Working Group tasks. Members will be granted time away from their normal duties to attend meetings and perform any duties assigned by the SPT and Working Group co-chairs.

#### ***Membership replacement process***

- a. If a member can no longer fulfill their role on the SPT, they must provide notice to the VP EDI-AR, in writing, or their resignation.

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- b. When a member is unable to serve their full term of appointment, with consultation, the VP EDI-AR may appoint an appropriate individual to complete the remaining portion of the term of appointment created by that vacancy.
- c. When a member's term expires, they will be replaced with the process outlined above.

### **8. Committee Function**

#### ***Meetings***

- a. Frequency and time: The SPT meets monthly for 3 hours in the larger group initially until the public consultation process, at which time we will meet weekly. Prior to the public consultation process, the Working Groups will determine whether there is a need to adjust the frequency and time of their own meetings.
- b. Location: Meetings will be face-to-face, videoconferences, teleconferences or on-line consultation so they are accessible to all SPT members.
- c. Chair: Meetings are chaired by the VP EDI-AR and the Program Manager or their designates.

### **9. Confidentiality, Privacy, and Conflict of Interest**

To ensure that members speak freely during SPT meetings and with regard to the opinions they offer to the Working Groups, the meeting records and reports will be non-attributable. The confidentiality and privacy policies of Memorial University apply to all meeting records, documents, and communications, which are available upon request if applicable.

### **10. Member Orientation, Skill Development, and Team Building**

Members of the SPT will benefit from orientation sessions in team building and skills development regarding ongoing issues, outstanding items, their role, and responsibilities, and on EDI-AR. In addition to increasing knowledge, this activity permits members to reinforce their skills in community engagement and participation. Subsequent ongoing team-building sessions will be offered, taking into consideration potential membership changes and the need to provide leadership to the SPT.

All SPT members are strongly encouraged to take part in and complete these orientation and skill development activities.

### **11. Self-Evaluation of SPT and Working Groups**

A review may be conducted periodically to determine whether administrative, structural, process, or other improvements are required to enhance the productivity and effectiveness of the SPT. In the event of a review, a report will be shared with SPT members for consideration. The Terms of Reference will be ongoing.

## 12. Topics of Discussion

The VP EDI-AR and the Program Manager or their designate are responsible for setting meeting agendas. Any member of the SPT can submit relevant topics for discussion.

- a. An agenda item presented for discussion or activity that is not aligned with the mandate and role of the SPT and/or that does not meet with the consensus of the Committee will not be pursued.
- b. In the event of dissent arising about whether an agenda topic or activity is aligned with the mandate and role of the SPT, the VP EDI-AR will have the authority to rectify the dissent.
- c. The VP EDI-AR may request the SPT to discuss, analyze, and make recommendations on specific EDI-AR topics.

## 13. Reporting

- a. The SPT works in collaboration with and reports to the VP EDI-AR.
- b. Members of the SPT may join the VP EDI-AR and EDI-AR Program manager to report to the Memorial University communities on its activities.
- c. At the end of each 12 months, the VP EDI-AR will present an annual report of activities planned, completed, and in process.

## 14. Technical and Administrative Support

Technical and administrative support of the SPT will be provided by the Office of the Provost. The VP EDI-AR's Executive Assistant, Program Manager, or their designate will

- a. maintain membership lists and contact information of each member.
- b. circulate agendas, minutes, and documentation to SPT members.
- c. organize materials and all logistics for SPT meetings.
- d. support the VP EDI-AR in their role and responsibilities as Co-Chair by communicating with each SPT member and their Working Groups, and other stakeholders as deemed necessary.
- e. ensure that correspondence and recommendations provided by the SPT and its Working Groups are available to relevant members of the Memorial University communities or bodies, and other relevant stakeholders.
- f. confirm that records of all SPT meetings, including note take in Working Groups, adhere to Memorial University's Information and Privacy policies.

## 15. Amendments to the Terms of Reference

The Terms of Reference is a living document and shall be reviewed on an annual basis and adjusted as the need arises to remain relevant, meaningful, and current.

- a. The VP EDI-AR and the EDI-AR Program Manager will make the adjustments.

- b. Proposed amendments to the Terms of Reference shall be submitted to the VP EDI-AR for approval.

## 16. Media

For clear and consistent messaging, members shall direct media inquiries to the Manager of Media Relations in Marketing and Communications. The VP EDI-AR will engage with Memorial University's Communications team to oversee any media-related engagement for the SPT.

## Glossary of Terms

**Anti-Racism:** Anti-Racism is defined as the work of actively opposing racism by advocating for changes in political, economic, and social life.

**Colonization:** The invasion and settlement of a region by visitors (colonizers) where the original inhabitants (colonized) are dispossessed through land theft, assimilation, brutality, and violence.

**Consensus:** Is engaging in a process to achieve widespread decision making through discussion and agreement as a group.

**Collaborative Leadership:** The process where cross-functional teams cooperate to accomplish a shared goal and aspiration through a culture of trust, mutual respect, and reciprocity.

**Equity:** The fair treatment, access, opportunity, and advancement for all peoples. It involves striving to identify and eliminate unfair biases, stereotypes, or barriers that may limit the full participation of individuals or groups in society.

**Racial Justice:** Is systemically treating peoples of all races fairly to achieve equitable access of opportunities and outcomes. Through proactive, deliberate, and consistent mechanisms, racial justice eliminates discrimination and inequities, and creates space to implement supports to achieve and sustain racial equity.

**Racialization:** Is a process where society treats race as real by creating hierarchies and differences between them, which motivate unequal treatment that affect all aspects of life, including political, social, economic, and educational.

**Indigenization:** Is a process of naturalizing Indigenous knowledge systems and making them evident to transform spaces, places, and hearts. In the context of post-secondary education, this involves bringing Indigenous knowledge and approaches together with Western knowledge systems.



## Appendix G

### Documents Reviewed for Environmental Scan

#### EDI-AR Environmental Scan

Note: Documents were read in 2021 when the EDI-AR strategy process began. As these documents were revised or new documents emerged, they were added to the Environmental Scan list. The following links reflect the newest versions of the documents.

#### Atlantic Provinces Economic Council

- Atlantic Provinces Economic Council. (2022). By the Numbers: Diversity and Inclusion in Atlantic Canada. [www.cans.ns.ca/wp-content/uploads/2022/02/APEC-Diversity-Inclusion-Report-2022.pdf](http://www.cans.ns.ca/wp-content/uploads/2022/02/APEC-Diversity-Inclusion-Report-2022.pdf)

#### Canadian Association for Graduate Studies:

- Vessey, J. K., Davies, G., Driver, J. C., Lalande, F., & Smith, B. (2008). *Guiding Principles for Graduate Student Supervision*. Canadian Association of Graduate Studies (CAGS) 2008.  
[www.cags.ca/documents/publications/working/Guiding%20Principles%20for%20Graduate%20Student%20Supervision%20in%20Canada%20-%20rvsn7.pdf](http://www.cags.ca/documents/publications/working/Guiding%20Principles%20for%20Graduate%20Student%20Supervision%20in%20Canada%20-%20rvsn7.pdf)

#### Government of Newfoundland and Labrador

- An Act Respecting Human Rights, S.N.L. c.H-13.1 (2010).  
[assembly.nl.ca/legislation/sr/statutes/h13-1.htm](http://assembly.nl.ca/legislation/sr/statutes/h13-1.htm)

## Government of Canada

- Accessible Canada Act, S.C. c.10 (2019). [laws-lois.justice.gc.ca/eng/acts/a-0.6/](https://laws-lois.justice.gc.ca/eng/acts/a-0.6/)
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[social.desa.un.org/issues/indigenous-peoples/united-nations-declaration-on-the-rights-of-indigenous-peoples](http://social.desa.un.org/issues/indigenous-peoples/united-nations-declaration-on-the-rights-of-indigenous-peoples)
- *Disability and Development Report: Realizing the Sustainable Development Goals by, for and with persons with disabilities.* (2018).  
[social.desa.un.org/publications/un-flagship-report-on-disability-and-development-2018](http://social.desa.un.org/publications/un-flagship-report-on-disability-and-development-2018)
- *World Social Report: Inequality in a Rapidly Changing World.* (2020).  
[social.desa.un.org/publications/2020-inequality-in-a-rapidly-changing-world](http://social.desa.un.org/publications/2020-inequality-in-a-rapidly-changing-world)
- *International Decade for People of African Descent: 2015–2024.* (n.d.).  
<https://www.un.org/en/observances/decade-people-african-descent>
- *Sustainable Development Goals.* (2015). [sdgs.un.org/goals](http://sdgs.un.org/goals)
- United Nation's General Assembly. *Report of the Working Group of Experts on People of African Descent on its Mission to Canada.* (2017).  
<https://www.ohchr.org/en/documents/country-reports/ahrc3660add1-report-working-group-experts-people-african-descent-its>

## Universities Canada

- *Inclusive Excellence Principles*. (2017). [univcan.ca/wp-content/uploads/2017/10/equity-diversity-inclusion-principles-universities-canada-oct-2017.pdf](https://univcan.ca/wp-content/uploads/2017/10/equity-diversity-inclusion-principles-universities-canada-oct-2017.pdf)

## University Affairs

- Why don't Canadian universities hire more racialized and Indigenous senior administrators? by Kofi Campbell, (2020). [www.universityaffairs.ca/opinion/in-my-opinion/why-dont-canadian-universities-hire-more-racialized-and-indigenous-senior-administrators/](http://www.universityaffairs.ca/opinion/in-my-opinion/why-dont-canadian-universities-hire-more-racialized-and-indigenous-senior-administrators/)

## Strategic Planning In Higher Education

- 5 Steps to Highly Effective Strategic Planning in Higher Education. Strategic Planning in Higher Education. <https://www.cascade.app/blog/strategic-planning-in-higher-education> American Council of Education (ACE)
- *The Chief Diversity Officer: A Primer for College and University Presidents*, by Katrina Wade-Golden. (2007). [drdamonawilliams.com/daw-item/the-chief-diversity-officer-a-primer-for-college-and-university-presidents/](http://drdamonawilliams.com/daw-item/the-chief-diversity-officer-a-primer-for-college-and-university-presidents/)

## Association of American Colleges and Universities

- *Toward a model of inclusive excellence and change in postsecondary institutions*, by Damon A. Williams, Joseph B. Berger, and Shederick A. McClendon. (2005). [operations.du.edu/sites/default/files/2020-04/model-of-inclusive-excellence.pdf](https://operations.du.edu/sites/default/files/2020-04/model-of-inclusive-excellence.pdf)



## Canadian Institute of Diversity and Inclusion

- Locking in Your Leadership: Toolkit for Developing a Diversity and Inclusion Strategy. (2014).
- [ccdi.ca/media/1075/20140910-ccdi-report-di-strategy-toolkit.pdf](https://ccdi.ca/media/1075/20140910-ccdi-report-di-strategy-toolkit.pdf)
- Navigating race in Canadian workplaces: A toolkit for diversity and inclusion practitioners. (2018). <https://ccdi.ca/media/1849/20180731-toolkit-navigating-race-in-canadian-workplaces.pdf>
- Diversity, equity, and inclusion councils and committees: A toolkit to support an organization's DEI implementation goals. (2023): <https://ccdi.ca/media/4273/dei-councils-toolkit-en.pdf>

## LiveAbout

- *Build a Strategic Framework Through Strategic Planning.* (2019). <https://www.liveabout.com/build-a-strategic-framework-through-strategic-planning-1916834>
- *How to Build an Organization Based on Values.* (2021).
- <https://www.liveabout.com/build-an-organization-based-on-values-1919185>
- *How to Make Strategic Planning Implementation Work.* (2019).
- <https://www.liveabout.com/how-to-make-strategic-planning-implementation-work-1919184>

### **Make A Dent Leadership**

- Developing Guiding Principles. [www.makeadentleadership.com/developing-guiding-principles/](http://www.makeadentleadership.com/developing-guiding-principles/)
- Four Steps to Creating Guiding Principles. [www.makeadentleadership.com/four-steps-to-creating-principles/](http://www.makeadentleadership.com/four-steps-to-creating-principles/)
- The Steps to Take When Developing Team Values.  
[www.makeadentleadership.com/developing-team-values/](http://www.makeadentleadership.com/developing-team-values/)

### **National Association of Diversity Officers in Higher Education**

- *A Framework for Advancing Anti-Racism Strategy on Campus*. (First edition). (2021). [nadohe.memberclicks.net/assets/2023/NADOHE%20Anti-Racism%20Framework%20-%20Accessible.pdf](http://nadohe.memberclicks.net/assets/2023/NADOHE%20Anti-Racism%20Framework%20-%20Accessible.pdf)
- *Standards of Professional Practice for Chief Diversity Officers in Higher Education 2.0*. (2020).  
[nadohe.memberclicks.net/assets/2020SPPI/ NADOHE%20SPP2.0 200131 FinalFormatted.pdf](http://nadohe.memberclicks.net/assets/2020SPPI/ NADOHE%20SPP2.0 200131 FinalFormatted.pdf)

## Appendix H

### Consultation Participants

## Appendix I

### List of Notetakers

Gerona McGrath

Tina Hickey

Terri Coles

Carolyn Walsh

Penny Kennedy

Jennifer Murray

Niyati Singh

Heather O'Brien

Cherry Ralhan-Khanna

Mher Mardoyan

Cherry Ralhan-Khanna & Penny Kennedy

Heather O'Brien

Joan Conway

Mary

Georginne Worley

Cherry Ralhan-Khanna

Angie Antolinez

Bev FitzPatrick

Arianna Echanique

Rebecca Cohoe

Jinghua Nie

Kim Welford

## Appendix J

### Guidelines for Facilitators and Notetakers

Equity, Diversity, Inclusion, and Anti-Racism (EDI-AR) Consultations Sessions

Facilitator Script and Questions

Fall 2022

Welcome to this EDI-AR strategic planning consultation session! My name is \_\_\_\_\_ and this is \_\_\_\_\_. We will be facilitating the session today. These are our colleagues \_\_\_\_\_ and \_\_\_\_\_ who will both be taking notes today.

As we begin, we would like to take a moment to respectfully offer a land acknowledgement.

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

We are thrilled you are here and sincerely thank you for taking the time to participate today. We look forward to hearing your thoughts, ideas, and suggestions as we start to build an engaging, aspirational EDI-AR framework for Memorial University! This framework is meant to complement Memorial University's strategic plan, *Transforming Our Horizons*, and enhance outcomes related to the five strategic theme areas of proactive programs, inspired learning, dynamic research, commitment to communities, and promotion and pride, all through an EDI-AR lens.

EDI-AR initiatives to date have included the hiring of the Vice-Provost Equity, Diversity, Inclusion, and Anti-Racism (EDI-AR) in 2021. In early 2022, a program manager was hired, and an EDI-AR advisory team was formed to oversee development of the framework. These consultation sessions are part of the information-gathering stage of the EDI-AR team's work. During this session, you'll have the opportunity to respond to several questions about the current and desired state of EDI-AR at Memorial. We will accommodate as many comments from participants as time allows. However, in order to cover all of the questions, there may not be time for everyone to share all of their thoughts at this time. In the coming weeks, an EDI-AR questionnaire will be sent to the Memorial community (students, faculty, staff, alumni), so that will be another avenue through which you can provide input.

Participants can feel free to raise their hands to indicate they wish to respond to a particular question. There is no need to respond to every question if you feel you have



**Question 3:** Looking forward 5–10 years from now, what should/could EDI-AR at Memorial “look like?”

- o This question is meant to move in a more aspirational/future-focused direction after thoughts about the current state of things (good and needing improvement) have been captured.
- o Normally participants readily answer, but if a prompt is necessary, something like “Think big! What would your ideal EDI-AR situation look like?”

**Question 4:** Thinking about the kinds of things you would like to see in 5–10 years, what activities/actions do you suggest we undertake to get there?

- o At this point, time may become a factor. If there is not enough time for a detailed discussion, it is ok to create a limit of only one or two comments.
- o This is also a time when the facilitator can indicate to the participants that there will be opportunities to provide input on implementation activities after the EDI-AR framework is developed.

Closing: Thank you so much for sharing your thoughts with us today. Your engagement with this process is truly appreciated. We will keep you informed of next steps in the EDI-AR framework development.

## Appendix K

### List of Support Resources Provided to Participants

Office of Vice-Provost, EDI-AR acknowledges with respect that histories and lived experiences may be difficult for some individuals in our community. Please see below information for support during and after the consultation.

#### Newfoundland and Labrador & Canada Wellness Supports & Resources

Mental Health Crisis Line	811 1-888-709-2929
Provincial Lifewise Warm Line	1-855-753-2560
2SLGBTQIA+ Warm Line	1-866-230-8041
Sexual Assault Crisis Line 24 Hour	1-800-726-2743
Kids Help Phone	1-800-668-6868
Emergency Medical Services	911

Bridge the gapp provincial mental health services directory:

<https://bridgethegapp.ca/adult-national/>



## Equity, Diversity, Inclusion, and Anti-Racism Strategic Planning Report

Canadian Wellness Supports & Resources:

[Mental health support: Get help - Canada.ca](#)

[Home - Bridge the gapp](#)

### **Students:**

Student Wellness and Counselling Centre, Phone: (709) 864-8500, Email:

[swccwellness@mun.ca](mailto:swccwellness@mun.ca)

24-hour mental health crisis line: (709) 737-4668 (local) or 1-888-737-4668 (province-wide)

Online resources:

[CampusWell - Memorial University](#)

[Home - Bridge the gapp](#)

[WellTrack – Interactive Self-Help Therapy](#)

### **For Employees:**

Employee Assistant Program (24 hours): 1-800-387-4765 (TTY Service: 1-877-388-0275)

### **For both Students & Staff:**

[Home - Anxiety Canada](#)

[Wellness Together Canada | Home](#)

[Home - Hope for Wellness Helpline](#)