

Advocacy Framework and Action Plan

Executive and Planning Subcommittee on DEDI

MAY 1, 2024

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Outline

- DEDI Subcommittee: Background & Process
- Advocacy Framework
- Orientation to the Report
- Highlights of Implementation Recommendations
- Governance Mechanisms
- Next Steps



DEDI Subcommittee: Background & Process

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

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

Term: January, 2023 to December 31, 2023 (extended to May 2024)

Membership: The composition of the Sub-committee DEDI is intended to reflect a diverse and inclusive membership, while representing the FoH's five Schools/Departments (following slide)

Outcomes:

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

DEDI Subcommittee: Background & Process

Sub-committee DEDI: Membership

E&P Representative (4)

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

Faculty Representative (2)

- da SILVEIRA GORMAN, Rachel School of Health Policy & Management
- SINGH, Sachil School of Kinesiology and Health Science

Staff Representative (2)

- MURRAY, Collette School of Health Policy & Management
- CHEUNG, Stephanie Colleges / Dean's Office

Student Representative

- Stella Medvedyuk Graduate Student Representative

Working Group Representative (1)

- HILLIER, Sean / POTTINGER, Ann * *Consultative role*

AD Faculty Affairs and Inclusiveness

- Monique Herbert * *Consultative role*

Advocacy Framework

Advocacy frameworks* are:

- Action oriented
- Focused on decolonizing institutional practices
- Push for transformative change

*Sridhar, S., Alizadeh, F., Ratner, L., Russ, C. M., Sun, S. W., Sundberg, M. A., & Rosman, S. L. (2023). Learning to Walk the Walk: Incorporating praxis for decolonization in global health education. *Global Public Health*, 18(1): 1-13.

Tamtik, M. (2023). Indigenous Innovation and Organizational Change Towards Equitable Higher Education Systems: The Canadian experience. *AlterNative: An International Journal of Indigenous Peoples*, 19(2): 345-355.

Tran, I. (2023). *Decentering Whiteness in Nursing Education: the pitfalls, tensions, and opportunities*, Doctoral dissertation, University of Western Ontario.



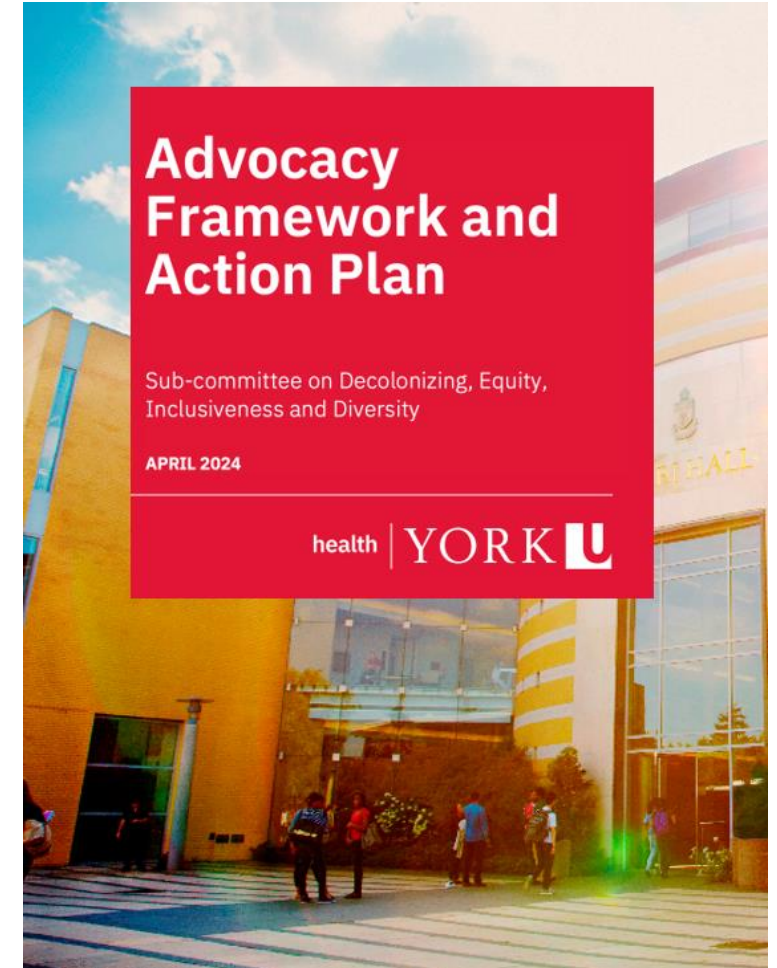
ADVOCACY

Orientation to the Report

- The report is organized into several sections beginning with an overview of the mandate of the DEDI Subcommittee, the philosophical approach and process used to review the WGISR recommendations and principles, enablers and barriers for implementation.
- There is a summary of how WGISR recommendations can be implemented at the Faculty/Decanal level, School/Department level/Undergraduate/Graduate Program level and at the Student level.

Appendices:

- Appendix A: Sub-Committee on DEDI Terms of Reference
- Appendix B: School and Department Level and College DEDI Initiatives
- **Appendix C: WGISR Recommendations and Actions for Implementation**
- Appendix D: Undergraduate Students Comments on the DEDI Sub-Committee Report



Appendix C: WGISR Recommendations and Actions for Implementation

Appendix C outlines the 29 recommendations from the WGISR report and provides implementation suggestions based on: who is involved and actions & suggested timelines (immediate, short and long term)

- A. Leadership & Hiring (8 recommendations)
- B. Revamping Curriculum: Acknowledging & Diversifying Knowledges (2 recommendations)
- C. Representing and Establishing Credibility (2 recommendations)
- D. Resourcing: Success Supports & Resources (10 recommendations)
- E. Reporting & Responding Wholistically: Addressing Instances of Discrimination (5 recommendations)
- F. Recording Data & Reacting: Data Collection & Decision Making (2 recommendations)

Governance Mechanisms

DEDI Sub-Committee of Council

- To provide oversight on any activities (e.g. policies, procedures, practices, programs) under the purview of the Faculty of Health Council to identify any barriers to enabling full participation in aspects of campus life including research, teaching, learning, and working.

AD Faculty Affairs & Inclusiveness

- Works with Dean and E&P
- Liaises with DEDI Sub-Committee of Council, DEDI Caucus and Unit level DEDI Committees

DEDI Caucus

- To work in an advisory capacity with the AD Faculty Affairs and Inclusiveness
- To liaise with members of the FoH community, DEDI Sub-Committee of Council, and unit level DEDI Committees

Unit-level DEDI Committees

- Work with their respective units



GOVERNANCE

Next Steps...

	Standing Committee of Council	DEDI Caucus
Objective	Review HH policies, procedures, academic practices, programs to identify barriers to full participation	To support the AD FA&I in understanding DEDI concerns across the FoH community and advise on actions to address concerns
Membership	1 member from each department 2 students 2 staff AD FA&I (ex-officio)	TBD but will have representation from across FoH community
Reporting Lines	Faculty Council	AD Faculty Affairs & Inclusiveness
Next Steps	Call for council members to be shared via email pending carried motion from Faculty Council	Call to membership from FoH community

** Efforts will be made to encourage Schools/Departments to recruit members from historically un(der)represented groups. However, it is important to recognize that this is not always possible, nor can the work of DEDI only fall on the shoulders of people for whom the committee advocates. Instead, it is our hope that people recruited are willing to advocate for all people experiencing inequities and that participants will be encouraged to participate in DEDI related training.*

Next Steps...

- Motion for DEDI Standing Committee of Council
- Establish DEDI Caucus
- Check in with unit-level DEDI Committees to discuss accountability relationships
 - Do unit-level DEDI committees already exist?
 - How formal/informal or structured are they?
 - Do they have Terms of References?
 - Do they communicate findings/initiatives to their counterparts in other units?
 - How can we work better together?
 - How might the work of unit-level committees be represented in caucus?
- Advocacy Framework & Action Plan: Sub-committee on Decolonizing, Equity, Diversity and Inclusion, Apr. 2024
https://www.yorku.ca/health/wp-content/uploads/sites/30/2024/03/DEDI_Report_FINAL2-Apr_2024.pdf
- Final Report from the Working Group on Individual and Systemic Racism within the Faculty of Health, Feb. 2022
<https://www.yorku.ca/health/wp-content/uploads/sites/30/2022/03/Final-Report-WGISR-Faculty-of-Health.pdf>

Next Steps...

What are some small but impactful things you can do right now to advance DEDI within the Faculty?

- Read about DEDI initiatives that have taken place within each academic unit, and Calumet & Stong Colleges
- Reflect on your interest in/ commitment to DEDI work
- Discuss with a colleague what supporting decolonization, equity, diversity, and inclusion initiatives might look like for you/your unit
- Reach out to members of the sub-committee on DEDI, or Monique Herbert, Associate Dean for Faculty Affairs & Inclusiveness to share comments, questions, ideas, or concerns

How might we give further consideration to DEDI when it comes to...



Curriculum development,
teaching, & learning



Recruitment, onboarding,
& mentorship



Professional/ faculty
development



Team recognition &
staff appreciation



Data collection &
program evaluation