

WLUFA Diversity and Equity (D&E) Committee.
Strategic Priorities for 2020-2021.
As of May 2020

WLUFA's D&E Committee is mandated to advise, support, inform, and educate the WLUFA Executive and WLUFA members on issues pertaining to diversity and equity, with a particular emphasis on creating an equitable working environment for members who have been marginalized in Canadian society due to any grounds in the *Canadian Charter of Rights and Freedoms* and the *Ontario Human Rights Code*, including age, ancestry, (skin) colour, race, citizenship, ethnicity, place of origin, creed, different abilities (disability in the *OHRC*), family or marital status, gender identity and expression, sex, and sexual orientation. The D&E Committee supports all members in achieving equity within the context of diversity. We do not support ideas, groups, or individual members who advocate for the disempowerment of other groups or individual members. The D&E committee advises and supports through the development of educational programs, initiatives to create policies and projects within the Faculty Association that increase awareness of equity issues and celebrate diversity, and networking/outreach in the WLUFA community and with other faculty associations to develop strategies to create more equitable working environments.

The D&E Committee is a WLUFA-appointed committee consisting of ten members with academic, community, and/or lived interests in equity and diversity in the university sector. In addition to acting on issues or developments forwarded to the Committee by the WLUFA Executive, each year the Committee refreshes its Strategic Plan. First tabled and approved in 2017, the Strategic Plan defines an evolving slate of priorities based on broad, inclusive, and long-term views of the diversity and equity challenges experienced by members of the faculty association, WLUFA's organizational capacity to support D&E initiatives, and the individual and collaborative expertise of Committee members. This current plan has five Strategic Priorities:

- Diversity support and outreach to WLUFA members
- Education for WLUFA Executive & WLUFA Committee members
- Indigenous Allyship
- WLUFA Strategic EDI representation in the WLU Community of Practice
- WLUFA equity statements

Each Strategic Priority consists of one or more Priority Action Plans. To refresh our plan, the D&E Committee members engaged faculty and librarian colleagues in

conversations spanning the range of diversity and equity issues on our campuses. Members of the WLUFAs Executive participated in this process during an in-meeting survey and by offering commentaries on an on-going basis. The D&E Committee investigated and discussed ideas at length to refresh and define the eleven Priority Action Plans, which range from small to large initiatives.

This document summarizes the Key Priority Action Plans for the discussion between the members of the out-going and in-coming WLUFAs Executives and the D&E Committee members. The document is not intended to be a comprehensive digest of each Key Priority Action Plan.

The five Strategic Priorities and eleven Priority Action Plans are as follows:

Strategic Priority: <i>Diversity and support outreach to WLUFAs members</i>		
Priority Action Plans	Lead	See appendix pages
LGBTQ supportive social space and faculty/librarian resource group	Matt Rohweder	1-2
Preferred names for members	Matt Thomas	3-4
Mental health and well-being support for full-time and CT faculty	Sobia Iqbal Maritt Kirst	5-7
Strategic Priority: <i>Education for WLUFAs Executive and all WLUFAs Committee members</i>		
Priority Action Plans	Lead	See appendix pages
Enhanced inclusion through <i>Pronoun Go-Round Protocols</i> briefing document	Matt Rohweder	8-9
Expert-led online lecture: <i>Ableism on Campus</i> (proposing: scholar Jay Dolmage)	Laurie Jacklin	10-11
Expert-led workshop: <i>Islamophobia</i> by scholar Jasmine Zine	Chris Klassen	12-13

Strategic Priority: <i>Indigenous Allyship</i>		
Priority Action Plans	Lead	See appendix pages
Hawkstarter campaign to augment funds in the Indigenous Knowledge Fund. Third campaign	Chris Klassen	14-15
New Indigenous allyship strategy. Details TBD as Sara is on sabbatical	Sara Matthews (on sabbatical)	16-17
Strategic Priority: <i>WLUFA strategic EDI representation at WLU</i>		
Priority Action Plans	Lead	See appendix pages
D&E Committee “seat at the table” for WLU’s EDI Community of Practice	Ciann Wilson	18
D&E Committee outreach to Laurier’s EDI Faculty Colleagues	Ciann Wilson	19
Strategic Priority: <i>WLUFA equity statement</i>		
Priority Action Plan	Lead	See appendix pages
Facilitate the development of the WLUFA Executive organizational equity statement	Laurie Jacklin	20-21

We look forward to a fulsome and collegial discussion about our new Priority Action Plans.

Respectfully submitted by WLUFA’s Diversity and Equity Committee,

- Chris Klassen, Religion and Culture
- Ciann Wilson, Psychology
- Laurie Jacklin, Community Health; Committee Chair
- Maritt Kirst, Psychology
- Matthew Rohweder, Library
- Matthew Thomas, Library; Committee Secretary
- Sara Matthews, Global Studies
- Sobia Iqbal, Science

Appendix

Briefing templates for the Priority Action Plans

<p>Strategic priority area:</p>	<p>Diversity Support and Outreach to WLUFAs Members</p>
<p>Key action item within this priority area.</p>	<p>LGBTQ supportive social space and faculty/librarian resource group.</p>
<p>Person leading the development and implementation of this action plan.</p>	<p>Matt Rohweder</p>
<p>Description of this action plan and its key components.</p>	<p>This proposal is in response to the realization that a number of other major Canadian universities include some kind of gathering or support system for LGBTQ+ faculty. Some such examples of this kind of support programming includes, Ryerson’s Positive Space, the University of Waterloo’s annual lunch for LGBTQ+ faculty and the University of Toronto’s Queer UofT Employee resource group.</p> <p>This proposal is to begin developing – with WLUFAs support – a similar directive for LGTBQ+ faculty on Laurier’s campus. Initially, this may just be a resource page, but could grow to include informal gatherings, thus allowing for the development of a positive and safe space for faculty to gather and form a sense of community together. In particular, this initiative is based on an employee resource group model – creating a place for members of WLUFAs to build their community.</p>
<p>If any education/training is required to make this action item successful, please note the type of education, duration, audience, who delivers the education, and anticipated costs.</p>	<p>WLUFAs staff a/o Executives a/o designated committee members:</p> <ul style="list-style-type: none"> • WLUFAs D&E Committee Members – team leads to offer education/training • May involve talking to existing program leads at other institutions to create a working plan for implementation <p>WLUFAs general membership:</p> <ul style="list-style-type: none"> • As this is proposal will eventually impact those who identify as part of this community in the general membership, there may be some training or education needed for all members.

<p>How will this action advance equity and diversity for WLUFAs and its members?</p> <p>Please be specific in the deliverables.</p>	<p>Creating an initiative such as this will help develop and foster a greater sense of community for LGBTQ+ faculty at WLU. The concept of an employee resource group allow the opportunity to develop and provide members with opportunities to meet, network and build community. It will be a space to allow for networking amongst LGBTQ+ faculty to network and build relationships across departments and disciplines.</p> <p>Deliverable can include: a resource sharing site, community gathering (coffee or lunch hours), even lunch-and-learns, public talks and so on.</p>
<p>What is the timeline to complete this action? (Please add estimated milestones, as appropriate.)</p>	<p>Timeline TBD.</p> <p>Milestones include:</p> <ul style="list-style-type: none"> - Resource sharing page (use of SharePoint?) - Email and online marketing campaign - Initial coffee hour - Networking events/Social hours
<p>Who are the stakeholders that need to be involved to complete this plan?</p>	<p>D&E committee members Invested and interested faculty</p>
<p>What are the resources required to be successful? (Please estimate any costs associated with the required resources.)</p>	<p>Costs are still to be determined, but resources include:</p> <ul style="list-style-type: none"> - Establishment on line presence – using available technology (SharePoint etc.). - Marketing – again mostly online resources. - In person events – physical space <p>WLUFAs Exec approved a nominal amount to pay for coffees at inaugural “coffee chats” at Veritas.</p>
<p>How will the E&D committee assess the outcomes (improvements) from this action?</p>	<p>Use of resource page Attendance at in-person events.</p>

Strategic priority area:	Diversity Support and Outreach to WLUFAs Members
Key action item within this priority area.	Advocate for protection of preferred names through 2020 full-time bargaining and other negotiations.
Person leading the development and implementation of this action plan.	Matt Thomas
Description of this action plan and its key components.	<p>Trans people experience harm when their dead name is used.</p> <p>Faculty members feel pressure to Anglicize their names in a settler society and institution.</p> <p>Although there are technological supports for using their preferred names in Laurier systems, there are no overt protections in the collection agreement to ensure that a Members preferred name is used in official communication. This needs to be addressed before it causes harm. This will involve approaching the WLUFAs FTBU Negotiation Team and helping them understand the issues and importance of the desired protections.</p> <p>Subsequent negotiations and campaigns are expected.</p>
If any education/training is required to make this action item successful, please note the type of education, duration, audience, who delivers the education, and anticipated costs.	<p>WLUFAs staff a/o Executives a/o designated committee members:</p> <ul style="list-style-type: none"> • WLUFAs FTBU Negotiation Team 2020, informal information and support, by WLUFAs D&E Committee members, before negotiation, at no cost other than Committee Members' time.
	<p>WLUFAs general membership:</p> <ul style="list-style-type: none"> • None.
<p>How will this action advance equity and diversity for WLUFAs and its members?</p> <p>Please be specific in the deliverables.</p>	<p>If successful in negotiating for the protection of preferred names in the CA and therefore Laurier, at least one aspect of the working environment for Members (including trans persons, persons with non-Anglicized names, etc.) will be greatly improved (improved mental health, less workplace stress, reduced suicidal ideation/attempts). Even if not ultimately successful, the attempt will bring these issues to the people that need to work on it in the future (Negotiations Team members for both WLUFAs and Laurier Admin).</p>
What is the timeline to complete this action?	The WLUFAs FTBU Negotiation Team 2020 members need to be provided with sufficient information to bring it to the table.

(Please add estimated milestones, as appropriate.)	
Who are the stakeholders that need to be involved to complete this plan?	<ul style="list-style-type: none"> • WLUFA D&E Committee Members (not necessarily all) • WLUFA FTBU Negotiations Team members (not necessarily all)
What are the resources required to be successful? (Please estimate any costs associated with the required resources.)	<ul style="list-style-type: none"> • The time and attention of at least some of the WLUFA FTBU Negotiations Team members
How will the D&E Committee assess the outcomes (improvements) from this action?	<ul style="list-style-type: none"> • Inclusion in the CA will be considered a success; • Report of it bring brought to the negotiation table will be considered a partial success.

Strategic priority area:	Diversity Support and Outreach to WLUFAs Members
Key action item within this priority area.	Mental health and wellbeing support for full-time and contract teaching faculty
Person leading the development and implementation of this action plan.	Sobia Iqbal (Science) and Maritt Kirst (Psychology)
Description of this action plan and its key components.	<p>This proposal is designed to create a more accessible environment for faculty and to create a culture of access for both CT and full-time faculties.</p> <p>The university has made significant steps to address mental health through Thrive weeks and awareness, but these resources are designed for students. Human Resources does offer some wellness resources aimed at staff and faculty. However, neither of these resources are effectively targeting faculty; CTF may be reluctant to attend HR-run events or classes with members of their hiring committees, and faculty may be hesitant to attend wellbeing events in which their students are present.</p> <p>The aims of this proposal are to:</p> <ol style="list-style-type: none"> 1. Develop a culture of access that faculty find safe 2. Promote inclusive language 3. Provide recommendations on faculty-specific resources and support so that WLUFAs can negotiate with WLU for more relevant resources. <p>Initially, a few sessions will take place that address areas of greatest concern among faculty. There may also be events that occur that are specific for the concerns of CTF, such as job insecurities. As interest grows and attendance continues to remain strong then additional sessions will be added. The end goal is to run regular sessions and create an environment of support and inclusion for faculty.</p>
If any education/training is required to make this action item successful, please note the type of education, duration,	<p>WLUFAs staff a/o Executives a/o designated committee members:</p> <ul style="list-style-type: none"> • D&E Committee Members – team leads to develop recommendations on education/training sessions desired by WLUFAs members

<p>audience, who delivers the education, and anticipated costs.</p>	<ul style="list-style-type: none"> • Staff support from Larissa to make and distribute questionnaire about potential wellness sessions <p>WLUFAs general membership:</p> <ul style="list-style-type: none"> • We anticipate recommending sessions that WLUFAs will negotiate for with WLU.
<p>How will this action advance equity and diversity for WLUFAs and its members?</p> <p>Please be specific in the deliverables.</p>	<p>These sessions are designed to provide inclusion and support for CTF and full-time faculties. Support for the wellness of faculty is limited, and the resources provided are often done by HR.</p> <p>CTFs are in a situation of precarious work. This uncertainty also may have manifestations to one's mental wellbeing. Contract positions result in relatively high turnover rates, with new hires. Having a support system in place may be a helpful resource to enhance the wellbeing of faculty members. The pressures of academic work that affects the mental health of many faculty may be lowering overall campus productivity.</p> <p>By recommending resources specific for faculty members we are acknowledging the unique situation that CTF face and also aiming for their inclusion.</p> <p>Deliverables: Develop recommendations on wellness sessions (specific session topics TBD), which can be offered repeatedly with the aim to include faculty that are not on campus daily. These can be in the form of training exercises, conversations among peers, mindfulness relaxation sessions, and so on.</p>
<p>What is the timeline to complete this action? (Please add estimated milestones, as appropriate.)</p>	<ol style="list-style-type: none"> 1. Perform inventory of resources to help CTF 2. Inquire about staff support from Larissa to help in data collection and publicizing campaign information 3. Determine the needs of faculty <ul style="list-style-type: none"> • Create a survey to send out to faculty • Host conversation sessions to share experiences and inquire about desired support sessions/resources that faculty would like to have available 4. Formulate recommendations for WLUFAs Executive to negotiate with WLU. 5. Obtain feedback and determine future sessions
<p>Who are the stakeholders that need</p>	<p>D&E committee members and interested faculty members</p>

to be involved to complete this plan?	
What are the resources required to be successful? (Please estimate any costs associated with the required resources.)	<p>Costs are still to be determined, but resources include:</p> <ul style="list-style-type: none"> • Establishment on line presence • Marketing through online resources • In person events – physical space • In person events – cost to bring in speakers for specific sessions (councillor, relaxation sessions, etc)
How will the E&D committee assess the outcomes (improvements) from this action?	Provide session attendees with a feedback form. This form would solicit information on the session and inquire about topics for desired future sessions

Strategic priority area:	Education for WLUFA Executive and Committee members
Key action item within this priority area.	Pronoun Go-Round Protocol & Briefing
Person leading the development and implementation of this action plan.	Matt Rohweder
Description of this action plan and its key components.	<p>Awareness and understanding of pronoun use is something that everyone should not only be aware of, but also consider how they are using pronouns with their colleagues and community members within the workplace. This proposal is meant to help begin a general conversation around how pronouns are communicated and used across WLU’s campuses.</p> <p>A number of institutions – in both the public and private sector – have begun establishing pronoun policies. Whether this be through email signatures, a general communication to all members or just to make members aware of pronoun use and its implications.</p> <p>Following from such campaigns as The No Big Deal Campaign or This is My Pronoun campaign, this strategic item will begin educating members of WLUFA (executive and general) about pronoun use. The end goal will be to start generating a pronoun policy.</p>
If any education/training is required to make this action item successful, please note the type of education, duration, audience, who delivers the education, and anticipated costs.	<p>WLUFA staff a/o Executives a/o designated committee members:</p> <ul style="list-style-type: none"> • WLUFA D&E Committee Members
	<p>WLUFA general membership:</p> <ul style="list-style-type: none"> • The goal would be for this education program and policy to eventually reach the whole membership.

<p>How will this action advance equity and diversity for WLUFAs and its members?</p> <p>Please be specific in the deliverables.</p>	<p>Once the D&E Committee will be able to educate themselves on the number of pronoun campaigns and policies that are circulating, they will be fully equipped to take that training to the general membership and begin conversations around pronoun use and practices.</p> <p>Deliverables might include:</p> <ul style="list-style-type: none"> - Training exercises - Readings / Literature reviews - Conversations with other institutions - Utilize existing pronoun campaigns to educate general membership
<p>What is the timeline to complete this action? (Please add estimated milestones, as appropriate.)</p>	<p>Education campaign can be ongoing for general membership. However, committee initial organization and implementation – to set up education or training – should happen by end of committee term.</p>
<p>Who are the stakeholders that need to be involved to complete this plan?</p>	<p>Initial - committee members.</p>
<p>What are the resources required to be successful? (Please estimate any costs associated with the required resources.)</p>	<p>Committee members time and effort Project lead – research existing campaigns and policies around pronouns.</p>
<p>How will the E&D committee assess the outcomes (improvements) from this action?</p>	<p>Effective use of pronoun and number of members taking training.</p>

Strategic priority area:	Education for WLUFAs Executive & Committee Members
Key action item within this priority.	Expert-led online lecture – Ableism on Campus
Person leading the development and implementation of this action plan.	Laurie
Description of this action plan and its key components.	<p>In our on-going challenge to Laurier Administration’s “risk management” approach to human rights, equity, and diversity, this strategic action seeks to stimulate a dialogue among WLUFAs members on the critical disability studies approach to ableism in our universities.</p> <p>Jay Dolmage is the author of “Academic Ableism. Disability and Higher Education.” He is Chairs the U. of Waterloo Faculty Association Equity Committee and the editor of the <i>Canadian Journal of Disability Studies</i>. https://uwaterloo.ca/english/people-profiles/jay-dolmage</p> <p>We propose to invite Professor Dolmage to deliver an online lecture to WLUFAs members about Academic Ableism. His open access book provides a wealth of “how to” resources for professors. https://quod.lib.umich.edu/u/ump/mpub9708722</p>
If any education/training is required to make this action item successful, please note the type of education, duration, audience, who delivers the education, and anticipated costs.	<p>WLUFAs staff a/o Executives a/o designated committee members:</p> <p>WLUFAs general membership:</p> <p>The online public lecture is for WLUFAs members (including Executive and Committee representatives). This would be a 60-minute lecture + questions. We propose a standard academic speaker honorarium of \$300.</p>
How will this action advance equity and	<p>This introductory lecture will:</p> <ul style="list-style-type: none"> • educate WLUFAs members on current critical disabilities

<p>diversity for WLUFAs and its members?</p> <p>Please be specific in the deliverables.</p>	<p>studies approaches that are relevant to their classrooms</p> <ul style="list-style-type: none"> • introduce (and perhaps demystify) one or two easy strategies to make their classrooms more inclusive • equip WLUFAs members with suggested readings and resources in open access publications.
<p>What is the timeline to complete this action? (Please add estimated milestones, as appropriate.)</p>	<ol style="list-style-type: none"> 1. Determine topics of interest to WLUFAs members. 2. Invite Professor Dolman to speak to the membership. 3. Produce an invitation/poster and distribute members. 4. Host the public lecture 5. Determine if future full-day workshops are of interest to WLUFAs members. If so, devise a strategy for WLUFAs to negotiate for Laurier to pay the costs for intensive training sessions.
<p>Who are the stakeholders that need to be involved to complete this plan?</p>	<ul style="list-style-type: none"> • D&E Committee to strategize and flush out this proposal. • WLUFAs Exec to approve the honorarium and agree to promote the event.
<p>What are the resources required to be successful? (Please estimate any costs associated with the required resources.)</p>	<p>Public lecture:</p> <ul style="list-style-type: none"> • Develop and distribute an invitation/poster. Can this be done in-house at WLUFAs? • \$300 honorarium for Professor Dolmage.
<p>How will the E&D committee assess the outcomes (improvements) from this action?</p>	<p>Provide attendees with a feedback form at the public lecture. This form would solicit information on the lecture and ask if attendees would be interested in more intensive workshops.</p>

Strategic priority area:	Education for WLUFAs Executive and Committee members
Key action item within this priority area.	Expert-led workshop: Islamophobia by scholar Jasmine Zine
Person leading the development and implementation of this action plan.	Chris Klassen
Description of this action plan and its key components.	Islamophobia workshop led by Professor Jasmin Zine. The detailed proposal has been submitted to the WLUFAs Executive and approved.
If any education/training is required to make this action item successful, please note the type of education, duration, audience, who delivers the education, and anticipated costs.	WLUFAs Executive and Committee members: One day workshop Cost: as outlined in the proposal
How will this action advance equity and diversity for WLUFAs and its members? Please be specific in the deliverables.	Educate WLUFAs leaders about the growing problem of Islamophobia on our campus (and other university campuses) and provide first steps to action, particularly in how to support faculty impacted by Islamophobia
What is the timeline to complete this action? (Please add estimated milestones, as appropriate.)	The date is deferred due to the COVID lockdown.
Who are the stakeholders that need to be involved to complete this plan?	WLUFAs Exec, WLUFAs Committee members, D&E Committee members.

<p>What are the resources required to be successful? (Please estimate any costs associated with the required resources.)</p>	<p>As outlined in the proposal.</p> <p>Religion and Culture offered to contribute the room and lunch. Hopefully that offer will remain in place when we return to campus and schedule the workshop.</p>
<p>How will the E&D committee assess the outcomes (improvements) from this action?</p>	<p>Attendance Post-workshop evaluation</p>

Strategic priority area:	Indigenous Allyship
Key action item within this priority area.	<p>Hawkstarter campaign to augment funds in the Indigenous Knowledge Fund</p> <p>This is the third time we will work with our Indigenous colleagues on a campaign of their design.</p>
Person leading the development and implementation of this action plan.	Chris Klassen
Description of this action plan and its key components.	<p>As in the past, our committee is working with our Indigenous colleagues and several Laurier service groups to organize a Hawkstarter campaign and encourage the Laurier community to voice their support for Indigenous peoples by donating to the Indigenous Knowledge Fund (IKF).</p> <p>The initial Hawkstarter campaign raised over \$7,000. The subsequent campaign (in the fall term) was equally successful. The IKF allows instructors to offer honorariums (and expenses) to Indigenous Knowledge Holders and Elders and thereby ensure that Indigenous voices are heard as part of the decolonization process.</p>
If any education/training is required to make this action item successful, please note the type of education, duration, audience, who delivers the education, and anticipated costs.	
How will this action advance equity and diversity for WLUFAs and its members?	<p>This initiative is part of a broad approach to campus Indigenousization in the true spirit of allyship.</p> <p>The ability to bring Indigenous knowledge holders to speak in our classes reduces the burden on Indigenous</p>

Please be specific in the deliverables.	faculty members, who are often asked to be guest lecturers “for free.”
What is the timeline to complete this action? (Please add estimated milestones, as appropriate.)	The campaign is on hold due to the COVID shutdown. However, we anticipate launching the campaign when operations begin to resume.
Who are the stakeholders that need to be involved to complete this plan?	This initiative is conducted with D&E committee members working through the specifications and desires articulated by Indigenous faculty members.
What are the resources required to be successful? (Please estimate any costs associated with the required resources.)	Chris has traditionally obtained most of the necessary resources through various campus groups. WLUFAs main commitment is to publish the details of the Hawkstarter campaign to the membership using social media and email lists.
How will the E&D committee assess the outcomes (improvements) from this action?	The satisfaction (or not) of Indigenous faculty members is the important measurement when we are allies to support a group.

Strategic priority area:	Indigenous Allyship
Key action item within this priority area.	New Indigenous Allyship Strategy
Person leading the development and implementation of this action plan.	Sara Matthews (on sabbatical until Fall 2020)
Description of this action plan and its key components.	<p>Our committee is interested in allyship engagements with our Indigenous colleagues in the spirit of establishing WLUFAs’ commitment to the Truth and Reconciliation Commission and decolonizing our campuses. Our key concern is Laurier’s publicity about “Indigenizing Laurier University” when, in fact, Laurier employs a handful of Indigenous staff and faculty. A “handful” is not an understatement and this number has decreased (rather than increased). Indigenization requires a comprehensive approach to decolonizing the structures and recognizing Indigenous worldviews and ways of being and knowing, as conveyed by Indigenous peoples.</p> <p>The D&E Committee explored several allyship possibilities with Jean Becker. The discussion will be re-initiated with the Indigenous Affairs Office.</p> <p>Sara is on sabbatical this term and she will be pursuing a new Indigenous allyship initiative on her return to the university in the Fall.</p>
If any education/training is required to make this action item successful, please note the type of education, duration, audience, who delivers the education, and anticipated costs.	
How will this action advance equity and	

<p>diversity for WLUFAs and its members?</p> <p>Please be specific in the deliverables.</p>	
<p>What is the timeline to complete this action? (Please add estimated milestones, as appropriate.)</p>	TBD
<p>Who are the stakeholders that need to be involved to complete this plan?</p>	Indigenous Faculty and the Indigenous Affairs Office.
<p>What are the resources required to be successful? (Please estimate any costs associated with the required resources.)</p>	TBD
<p>How will the E&D committee assess the outcomes (improvements) from this action?</p>	

While this Strategic Priority is a work-in-process, it is relevant to note that SWEC (as supported by OCUFA’s Collective Bargaining Committee) is urging all faculty associations to bargain for resources for campus indigenization initiatives that support the recommendations of Canada’s Truth and Reconciliation Commission. A recent motion passed by SWEC is as follows:

SWEC urges the adoption, by member faculty associations, of the principle of advocating, as part of their bargaining mandate, for the allocation of additional institutional resources and funding particularly aimed at institutional indigenization efforts and Truth and Reconciliation Commission-related projects, as well as the principle of negotiating language in their agreements that recognizes the validity of Indigenous ways of knowing and means of dissemination of Indigenous scholarship, as well as the additional service workload experienced by Indigenous faculty, both in the university and in the community.

Key priority area:	WLUFAs strategic EDI representation with WLU
Key action item in this priority area.	D&E Committee “seat at the table” for WLU’s EDI Community of Practice
Person leading the development and implementation of this action plan.	Ciann Wilson
Description of this action plan and its key components.	Advocating for D & E Committee representation on the Laurier Community of Practice. This initiative is supported by Dr. Barrington Walker, the new <i>Special Advisor EDI</i> .
Education/training required and/or provided through this priority item. (Please note the type of education, duration, audience, who delivers the education/training, and anticipated costs.)	WLUFAs staff a/o Executives a/o designated committee members: N/A
	WLUFAs general membership: N/A
How will this action advance equity and diversity for WLUFAs and its members?	Will afford opportunities for synergy of EDI initiatives across the university.
What is the timeline to complete this action? (Please add estimated milestones, as appropriate.)	For the duration of the Community of Practice.
Who are the stakeholders that need to be involved to complete this plan?	N/A
What are the resources required to be successful? (Please estimate any costs associated with the required resources.)	Support from WLUFAs Executive.
How will the E&D committee assess the outcomes (improvements) from this action?	Success in getting on the CoP.

Key priority area:	WLUFAs Strategic EDI representation at WLU
Key action item in this priority area.	D&E Committee outreach to Laurier’s EDI Faculty Colleagues
Person leading the development and implementation of this action plan.	Ciann Wilson
Description of this action plan and its key components.	To reach out to Laurier EDI Faculty colleagues as a point of exchange about the ongoing EDI-related work happening across the university.
Education/training required and/or provided through this priority item. (Please note the type of education, duration, audience, who delivers the education/training, and anticipated costs.)	WLUFAs staff a/o Executives a/o designated committee members:
	WLUFAs general membership:
How will this action advance equity and diversity for WLUFAs and its members?	Allow opportunities for communication, synergy of strategy, exchange of information etc. across multiple groups focused on EDI work at the university.
What is the timeline to complete this action? (Please add estimated milestones, as appropriate.)	For the duration of the existence of the EDI Faculty Colleagues.
Who are the stakeholders that need to be involved to complete this plan?	EDI Faculty Colleagues, the D&E Committee, and other EDI-focused roles as are relevant.
What are the resources required to be successful? (Please estimate any costs associated with the required resources.)	Bi-Monthly meetings and a commitment from all involved to be present, active, and involved in this process of sharing information.
How will the D & E committee assess the outcomes (improvements) from this action?	Meeting attendance, and the success of EDI related outcomes that are forwarded from these gatherings.

Strategic priority area	WLUFAs Equity Statement
Key action item in this priority area.	Facilitate the WLUFAs Executive developing an organizational equity statement.
Person leading the development and implementation of this action plan.	Laurie
Description of this action plan and its key components.	<p>Several universities and faculty associations have vision statements and/or equity charters for diversity, equity, and inclusion. OCUFA recently introduced a comprehensive equity statement and made a strategic decision “to incorporate equity into each one of OCUFAs priorities and into the work of OCUFAs committees.”</p> <p>The D&E Committee and WLUFAs communications has completed several discussions with a view to formulating an equity statement for the organization.</p> <p>This strategic priority proposes to facilitate a workshop with the members of the WLUFAs Exec and D&E Committee with a view to using OCUFAs equity statement as a basis to organize the next generation of WLUFAs commitment to diversity, equity, and inclusion.</p>
Education/training required and/or provided through this priority item. (Please note the type of education, duration, audience, who delivers the education/training, and anticipated costs.)	n/a
	n/a
How will this action advance equity and diversity for WLUFAs and its members?	This statement is intended to set the high-level vision and frame several strategic actions in order to advance the development of a culture that supports the next level of equity, diversity, and inclusion.
What is the timeline to complete this action? (Please add estimated milestones, as appropriate.)	Fall 2020 – Laurie and Marcia will outline a roadmap for the WLUFAs Executive to begin deliberations on adapting OCUFAs vision and Equity Statement.

Who are the stakeholders that need to be involved to complete this plan?	<ul style="list-style-type: none"> - D&E Committee - WLUFA Executive Committee
What are the resources required to be successful? (Please estimate any costs associated with the required resources.)	<p>Discussions and consensus.</p> <p>Possibly invite Rebecca Godderis (OCUFA's out-going chair of the SWEC committee) to moderate a discussion with WLUFA Executive and D&E Committee members.</p> <p>Honorarium for facilitator estimated at \$300.</p>
How will the E&D committee assess the outcomes (improvements) from this action?	Agreement and publication of an enhanced and comprehensive WLUFA statement on equity.

OCUFA Equity Statement

The Ontario Confederation of University Faculty Associations (OCUFA) is committed to fostering equity for members of marginalized groups, including but not limited to: women; racialized persons; First Nations, Inuit, and Métis peoples; differently-abled persons; persons who identify as lesbian, gay, bisexual, trans, queer, or 2-spirited; francophones and all persons whose first language is not English; and immigrants and persons of all legal and immigration status.

The goal of equity is to achieve inclusiveness and social and economic justice through mutual respect, cooperation, understanding, representation, accountability, responsibility, and the development of balanced, healthy, and harmonious workplaces and communities. The commitment to equity begins with the acknowledgement of inequity and demands proactive redress for the effects of systemic discrimination.

Realizing that equity, inclusivity, and economic justice are both individual and collective responsibilities, OCUFA commits to providing leadership that opposes systemic discrimination, removes barriers, and encourages inclusivity by promoting equity within OCUFA's work and governance structures as well as holding Ontario's universities accountable by advocating for substantive, binding commitments to foster equity and inclusion. Success requires openness, transparency, and accountability in all aspects of the organization, including but not limited to: anti-discrimination, anti-harassment, employment and compensation equity, and accommodation equity.