

EQUITY FOR STUDENT LEADERS





WELCOME!

Your facilitators today are:

Sarah Malik - Equity Educational Advisor (race and cultural diversity)

Tynan Jarrett – Equity Educational Advisor (gender identity and sexual orientation)

Your group members are...



MCGILL'S SEDE OFFICE

The Social Equity and Diversity Education office is responsible for education around issues of equity, discrimination and difference at McGill

Community Engagement

Indigenous Education Project

The Equity Educational Advisors work with staff, faculty, and students to provide educational opportunities and resources, to consult on programs and policies, and to build supportive communities

TRADITIONAL TERRITORY

We would like to acknowledge that McGill University and Montreal are on the traditional territory of the Kanien'keha:ka (Ga-niyen-gé-haa-ga), a place which has long served as a site of meeting and exchange amongst nations. McGill recognizes and respects the Kanien'keha:ka (Ga-niyen-gé-haa-ga) as the traditional custodians of the lands and waters on which we meet today.



WORKSHOP OVERVIEW

Introduction

Terminology

Theory: The Iceberg

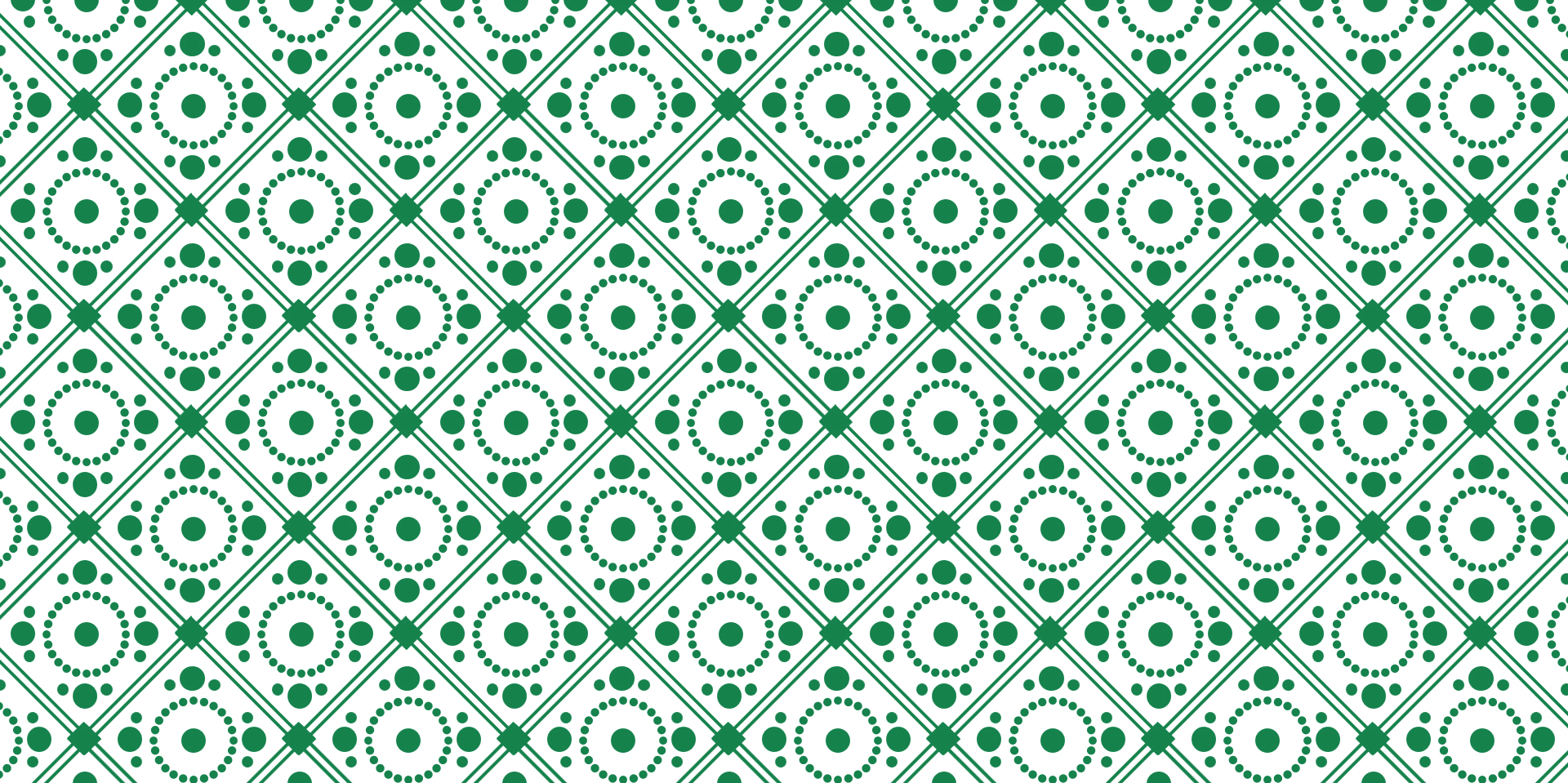
Scenarios

Summary and Evaluation



SOME NOTES ABOUT THE SPACE...

- Addressing challenging topics openly and honestly.
- Facilitators as Timekeepers
- Thoughts?



TERMS AND CONCEPTS



TERMS AND CONCEPTS: ACTIVITY

Split up into groups of about three people.

Choose a table/term to start with.

In 90 seconds, jot down your groups impressions of the term: what does it mean? What questions do you have about it?

When you hear the signal, move with your group to the next term.

When reading what other groups have written, make checkmarks next to items your group agrees with, and make any additions you'd like.

Once you have had a chance to see each of the six terms, we will debrief as a group.



EQUITY

synonymous with fairness, justice, and integrity

outcomes of recognition and resources in addition to dignified treatment

not simply identical or “equal” treatment; treating people differently so all can have the same chances



INCLUSION

Ensuring that people can participate in our institutions, programs, etc

Recognizing and removing barriers to participation

The willingness to change our institutions, programs, etc. so that they reflect a different 'us'

Accommodations can be a necessary form of inclusion; one goal of inclusive thinking is to have a minimal need for accommodation



RACISM

System of hierarchy that ranks people according to racial group

Racial prejudice, plus power that is deeply embedded and historical

Can be both overt and subtle

About more than just prejudice



CLASSISM

a socio-economic system which creates excessive inequality and causes basic human needs to go unmet

ranks people according to economic status, family lineage, job status, level of education, and other divisions.

the ideological belief that people deserve the privilege or oppression of their class based on their “merit”, “social status”, level of education, job, work ethic, etc.

SAFE(R) SPACE

An area or forum where there are stated norms against (certain forms of) exclusion, discrimination, oppression

A norm of challenging and confronting oppression and discrimination

Not a space that guarantees comfort or politeness;

Maintaining safer space norms is an ongoing process that will require greater attention the more porous the area or forum

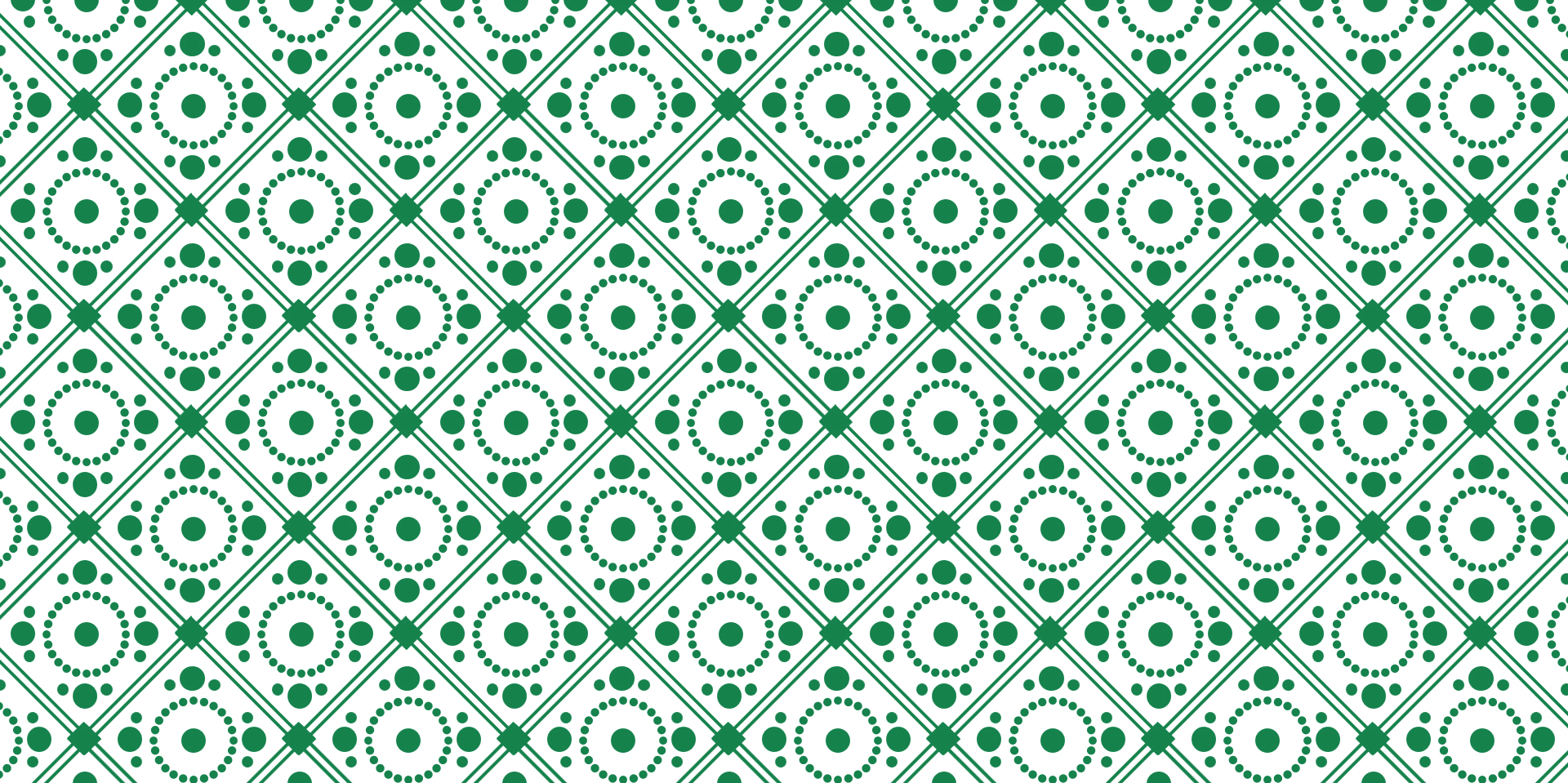


EMPOWERMENT

Refusal to accept the dominant ideology that creates subordinate status for some and superior status for others

Empowered targeted group member: takes action to redistribute social power more equitably

Allyship: actions taken by members of an advantaged group against oppression out of a belief that eliminating oppression will benefit everyone



THEORY



SOCIAL GROUP MEMBERSHIP

Examples of Social Identity Categories	Examples of Social Groups
Race	Aboriginal, Asian, Black, biracial, multiracial, South Asian, White
Gender Identity	Genderqueer, Men, Transsexual, Women
Religion	Buddist, Christian, Hindu, Jewish, Muslim
Sexual Orientation	Bisexual, Gay, Lesbian, Queer, Straight
Class	Middle Class, owning class, poor, working class
Ability	Able-bodied, person with a disability
Age	Adults, Children, Elders, Young People

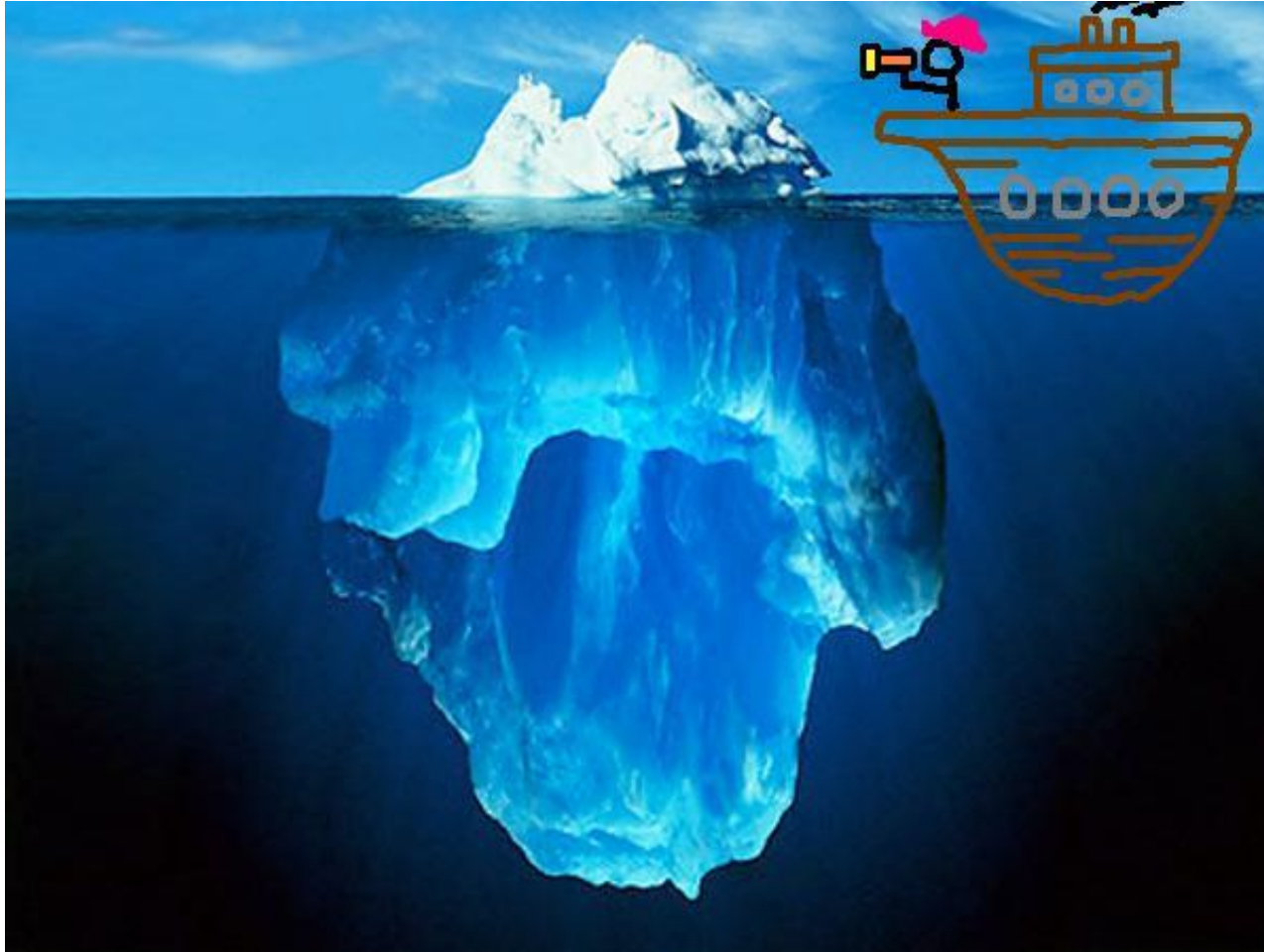


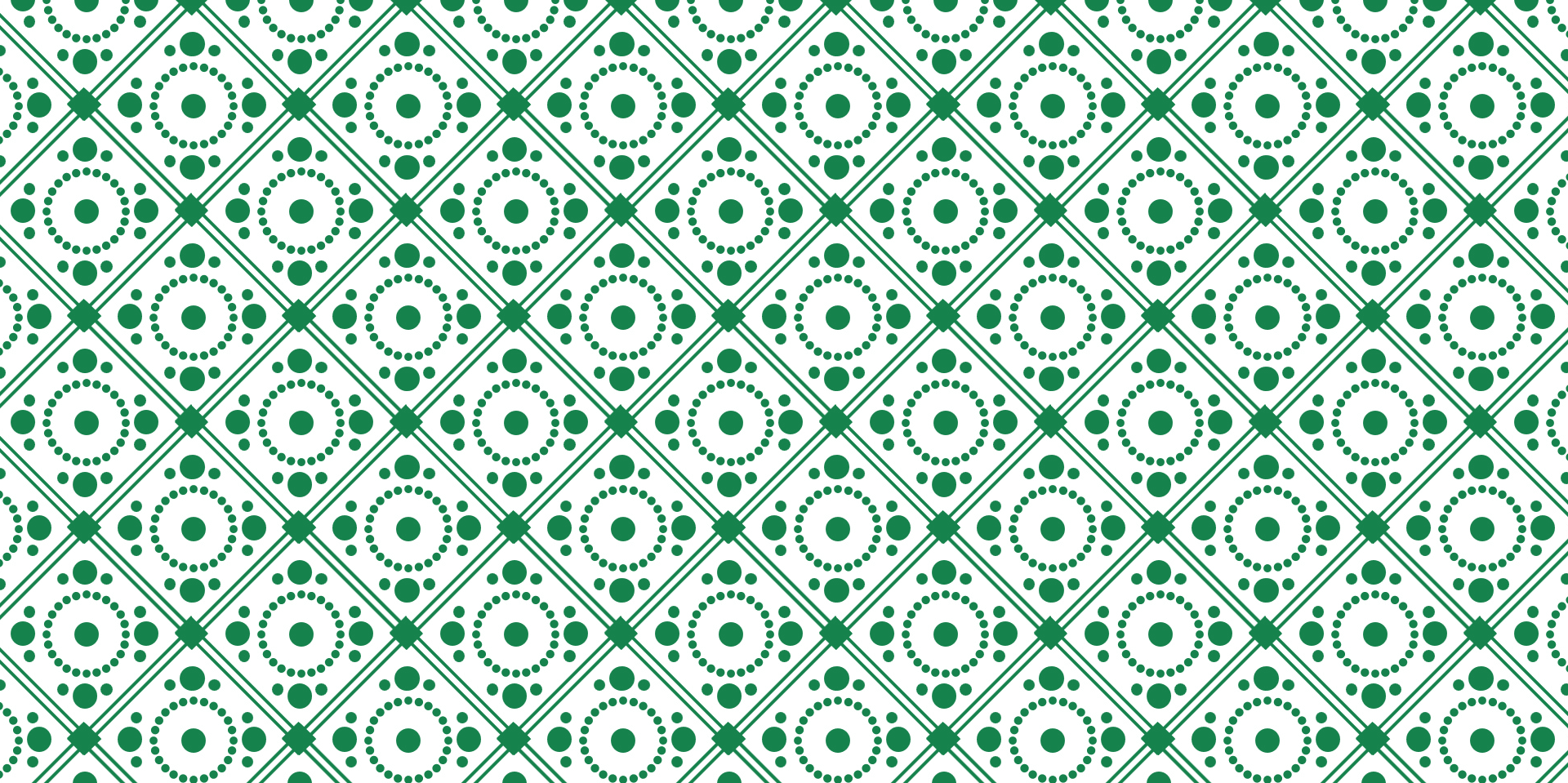
SOCIAL GROUP MEMBERSHIP

Social group differences are not neutral. They relate to access to power and privilege:

- Privileged: unearned access to resources and social power
- Targeted: limited access to resources and social powers
- Border: sometimes privileged and sometimes disadvantaged

IMAGINE AN ICEBERG...





SCENARIOS



SCENARIOS

Get into groups of 3 or 4.

Please try to work with people you have not yet interacted with very much.

Discuss the scenario on the screen or handed out to you as a group. Please pay particular attention to developing the particular language you might use in a given situation

We will debrief these scenarios as a group.



SCENARIO 1

You are organizing a day-long conference for an on-campus organization. The conference will take place in Spring 2015, and you decided as a group that it is your collective responsibility to make the conference an inclusive one.



SCENARIO 1: DEBRIEF

- a) What is the best stage in the planning process in which to consider questions of inclusivity? Why?

Inclusion must be considered at every stage of organizing – it cannot be an add-on or a last minute consideration

SCENARIO 1: DEBRIEF

B) Equity Considerations?

Cultural Accessibility – who is on the organizing committee? Who are you consulting with? Whose needs are being considered when designing programming, choosing a location, deciding on cost of participation, etc?

Food and Alcohol – half of the food should be vegan or vegetarian (this will also make it accessible to those with religious restrictions). Label food ingredients where possible; centering events around alcohol will exclude people – can you meet at a café instead of a bar?

Physical Accessibility: http://www.mcgill.ca/equity_diversity/lgbtq-resources-and-programs/washrooms ;
http://www.hrsdc.gc.ca/eng/disability_issues/doc/gpim/guide.pdf

Scheduling: <http://www.interfaithcalendar.org/2012.htm> ;
<http://www.rapliq.org/en/2010/12/15/the-leisure-to-be-forced-to-stay-at-home/>

SCENARIO 2: RACIAL MICROAGGRESSION

Microaggressions are brief, commonplace words or actions that communicate an underlying negative message that relates back to a stereotype about a marginalized group. In many cases, the deliverer of a microaggression may not intend to cause harm or even be aware that harm was caused. A microaggression can relate to any of the “isms”, ie. sexism, racism, ableism, etc.

SCENARIO 2: MICROAGGRESSION

An example:

Reza, a student of Egyptian descent, is walking out of SSMU with Jay, who is white. Reza and Jay pass by a poster advertising a students of colour only discussion event organized in response to a recent racist incident on campus. Jay turns to Reza and says “I don’t understand why they have to make it students of colour only.” Reza replies “I don’t know, I think it’s kind of important.” Jay responds “but it’s so divisive! I don’t even see colour.”



SCENARIO 2: DEBRIEF

- a) Identify the underlying message in this microaggression.
- Denying that a person of colour's racial/ethnic experiences are important
 - Assimilate/acculturate to the dominant culture.
 - Denying the individual as a racial/cultural being.



SCENARIO 2: DEBRIEF

- b) What are the potential impacts of this microaggression for Reza?
For Jay?

People from marginalized groups face microaggressions regularly, sometimes multiple times per day or week, for their entire lives – there is an aggregate effect.

The impacts of a microaggression can take up valuable mental and emotional energy, and distract students from other parts of life.

People who have delivered microaggressions may feel a decline in the quality of their relationships, while lacking an awareness of the reasons for this.

SCENARIO 2: DEBRIEF

- c) What barriers might Reza face when considering whether or not to raise the issue with Jay?

Because the deliverer is often unaware of the bias they have communicated, raising the issue involves risks of defensiveness and alienation.

SCENARIO 2: DEBRIEF

How can we lower the frequency with which we deliver microaggressions?

Develop cultural competencies (readings, training, check out media created by people with other experiences, etc)

Be aware of biases, especially in one's own reactions

Be aware of how our own identity shapes our knowledge and perspectives

Be open (hear different perspectives, examine our biases, take responsibility)

Remind ourselves to let go of defensiveness

Separate our intentions from the impact of our actions

SCENARIO 2: DEBRIEF

Witness – What can we do if we witness a microaggression?

Validate the feelings of anger, frustration, shock or disbelief of the person who has received the microaggression

Be a witness: it might be helpful for the receiver to know that you saw/heard what they did

Check in, if appropriate, to see how the person who received the microaggression is doing. If you are not sure if their perception is the same as yours (ie. whether or not they believe a microaggression has been delivered, your check in can be more general, ie. “how did you find that meeting? “ As opposed to “Wow, it was really bad when so-and-so said so-and-so to you.”

Speak up, if appropriate. Never respond on behalf of another person, or advocate for someone without their permission. An alternative is to bring up group dynamics.

SCENARIO 2: DEBRIEF

Receiver – What can I do if I receive a microaggression?

Don't minimize: recognize that microaggressions can have a real psychological impact

There's no right way to respond, so one can only weigh the pros and cons and make the decision that's best for one's own circumstances at any given time

Talk about microaggressions you've experienced with trusted friends, family, or a therapist

Microaggressions that you experience routinely deserve special attention: it can be helpful to take the time necessary to develop coping strategies and skill sets to deal with these occasions in a way that feels best for you



SCENARIO 3

You are preparing for an event hosted by your organization. While you are fixing the audiovisual equipment, you overhear two students joking around. One of the students says to the other, “Don’t be such a fag”. They both laugh.

SCENARIO 3: QUESTIONS

Would you:

- a) Do nothing
- b) Take the students aside, and speak to them privately;
- c) Address them in front of the group;
- d) Other

What are the pros and cons of each approach; which response might you use? For options b, c, and d (if applicable) what specific language might you use when addressing the students?



SCENARIO 3: DEBRIEF

Representatives of clubs and organizations have a responsibility to ensure an inclusive environment; silence on this issue does not communicate a clear message to the class.

Talking to students individually, after the event has ended, gives you the opportunity to engage meaningfully with them.

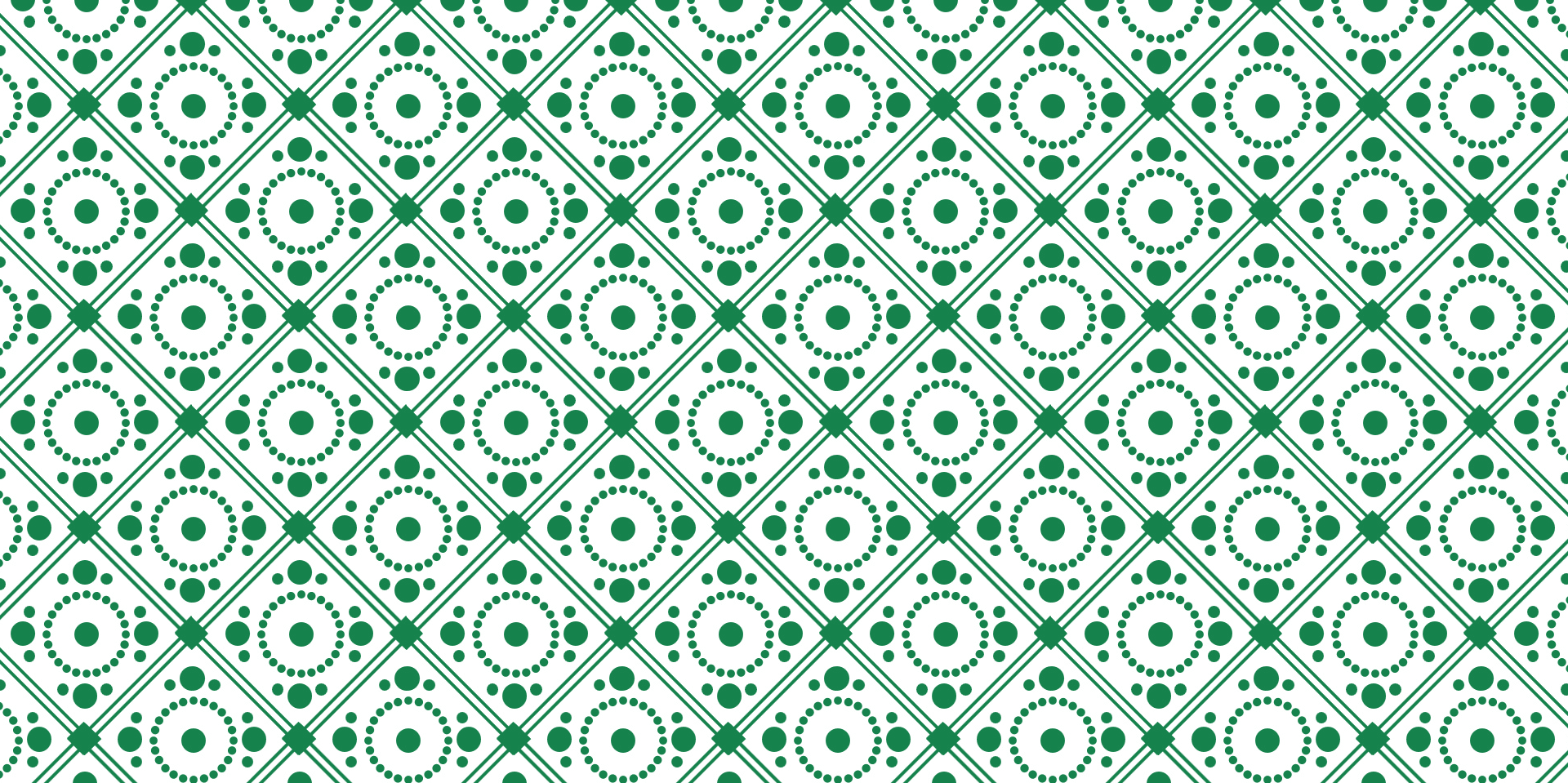
Addressing the students after the event is not visible to your other guests. Stating your position publicly is the only way to ensure that people know where you stand.



SCENARIO 3: DEBRIEF

Outside of this specific incident, what steps could you take to communicate with students and the University community that you value inclusive spaces?

- Advertise access-related information when you publicize your event
- Provide opportunities for people to request accommodation
- Signal your intentions to create inclusive space at every opportunity, eg. Traditional Territory statement to open event, facilitator prefaces question period of an event with a Safer Spaces norms statement



MCGILL: POLICY AND CONTEXT



DIVERSITY AT MCGILL: STAFF

From McGill University's Workforce Analysis (WFA) Summary Report (available online: <https://www.mcgill.ca/hr/employee/working-conditions/employment-equity/fcp-compliance-review-2010-documents>)

The following numbers reflect percentages and totals calculated against McGill's total number of 6750 employees, and relative to representation for each designated group (Aboriginal Peoples, Persons with Disabilities, etc.) in the available workforce.

Although Women are overrepresented overall (51% of McGill's workforce vs. 48.7% of the available workforce) 105 women are 'missing' from 6 Occupational Groups (OG)

38 Aboriginal Peoples are missing from McGill's workforce, an underrepresentation of 62.5%. 100% absence in 3 OGs, and 33 employees missing in the Professional Group

330 Visible Minority employees are missing, the greatest number (267) in the Professional OG.

181 People with Disabilities are missing from McGill's workforce, with underrepresentation in 12 out of 14 OGs.



DIVERSITY AT MCGILL: STUDENT BODY

At the moment, very little comprehensive data on McGill's student populations is available

Many McGill undergraduate students have reported experiences of discrimination on the basis of gender, sexual orientation, ability, ethnic origin, etc. (see Report on the Quality of Undergraduate Education, SSMU 2010, and the McGill University Student Diversity Survey)

Efforts are being made within the university to develop more consistent reporting standards, and to gather more informative data on students' experiences of discrimination

MCGILL POLICIES (INTERNAL)

Harassment, Sexual Harassment and Discrimination Prohibited by Law

<https://secureweb.mcgill.ca/secretariat/sites/mcgill.ca.secretariat/files/Harassment-Sexual-Harassment-Discrimination-Policy-on.pdf>

Hazing Policy

<https://secureweb.mcgill.ca/secretariat/sites/mcgill.ca.secretariat/files/hazingpolicyenglish.pdf>

Student Code of Conduct

https://secureweb.mcgill.ca/secretariat/sites/mcgill.ca.secretariat/files/code-student-conduct-discipline-procedures-2011sept_1.pdf

Employment Equity

<https://secureweb.mcgill.ca/secretariat/sites/mcgill.ca.secretariat/files/Employment-Equity-Policy.pdf>



RECOURSES

Secretariat website

<https://secureweb.mcgill.ca/secretariat/policies/hr/harassmentsexualharassment>

SSMU Equity

<http://ssmu.mcgill.ca/representation/ssmu-policies/ssmu-equity/>

THANK YOU!



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