

**Minutes of the AFC Meeting
April 11, 2023
Held by Zoom and In-Person Hybrid**

PRESENT: J. Allan; C. Boulton; W. Cook; K. DeForest; R. Dwivedula; K. Edmunds; R. Gasse; S. Grills; P. Harms; D. Héту; W. Kelly; S. Khayambashi; R. Kramer; D. Lakevold; M. Malainey; A. Marshall; V. Maud; A. McCulloch; K. McKenzie; L. McLachlan; S. Medd; J. Naylor; S. Petrella; I. Puppe; W. Robles; L. Robson; K. Saunders; D. Smid; D. Taylor; M. Torabi; D. Winter; L. Wood; F. Zehtab-Jadid; H. Zhuang; L. Jardine; M. DiMuro; H. Gillander; T. Gill (Student Services); B. Spence (Chair); L. Murray (Host); S. Mott (recorder)

ABSENT: A. Abdou; D. Combet; L. MacKay; L. Mayer; D. Racine; D. Ramsey; S. Robinson; B. Rose; C. Schneider; B. Strang; E. Varley; K. Wong; L. Xu

REGRETS: K. Bessant; R. Hinther; E. Holland; K. Noll; E. Mihelakis; J. Lindsay (Science)

ON LEAVE: R. Baker; A. Hanemaayer; D. Klonowski; H. Venema

GUESTS: Cora Dupuis; Ruth Knechtel; Cheryl Fleming

1.0 Call to Order

Dr. Spence welcomed members and guests to the meeting and gave the Land Acknowledgement.

2.0 Approval of Agenda

MOTION (Héту/Naylor): THAT the Agenda be approved.

CARRIED.

Discussion: Dr. Petrella requested that a new item regarding JNC course offerings be added to the agenda. It will be added as item 6.5.

2.0 EDI Presentation – Cheryl Fleming

Cheryl Fleming discussed equity in an EDI presentation. Slides are attached. If you have any questions or concerns, please reach out to Cheryl anytime.

3.0 People Site Profile and Research Keywords – Ruth Knechtel

This initiative is a research, IT and Library joint collaboration and needs faculty buy-in for internal searches in order to initiate external use. If you are interested in a People Site, email Help Desk and it will get re-routed to Pat Johannesen: he will help you create one. Moodle: research key words. Created on WordPress: Research Interests. Be specific or general in key words depending on what sort of collaboration you are looking for. Once there is a lot of this info on the research page, Ruth will work with Communications on the best way to launch this to the community.

Research Keywords links:

- If people want to check whether or not they already have a Peoples Site, they can take a look at the list at <https://people.brandonu.ca/>
- For the how-to video posted to the ORS Moodle, please go to <https://moodle.brandonu.ca/course/view.php?id=3050>

4.0 Approval of the Minutes

MOTION (Petrella/Gasse): THAT the minutes of the AFC Meeting held March 7, 2023 be approved.

CARRIED.

5.0 Chair's Report

Dr. Spence discussed the valedictorian nomination email that was sent to all Chairs.

It is highly encouraged by Dean's Council that all Faculty attend the convocation ceremony in person: please do your best to be there as the students look forward to seeing their professors at convocation. The faculty searches are in high gear: one search is already complete and the others are in various stages.

Cameras have been installed in the hallways in efforts to enhance our security and safety.

The Arts office will be receiving a new copier later this month.

As of today, there is a GPT test station set up in the Library. All are welcome to check it out.

Discussion: A question was raised about the Dean's award for undergraduate research and why it wasn't being offered this year: it was being re-vamped by the Dean's Council and now it seems to have disappeared, which is unfortunate as there are currently students interested. Interested parties would like to see it done this year: will that be possible? Dr. Spence will discuss this at Dean's Council and report back to AFC.

6.0 New and Continuing Business

6.1 Elections

MOTION (Wood/Naylor): THAT the nominated members of the Arts Faculty Council Committees be approved as listed.

CARRIED.

MOTION (Petrella/Hétu): THAT the nominated members of the University Committees be approved as listed.

CARRIED.

MOTION (Gasse/Kramer): THAT the nominated members of the Senate Committees be approved as listed.

CARRIED.

6.2 New Course/Revisions – Heather Gillander

MOTION (Dwivedula/Taylor): THAT the proposed course changes to the Business Administration courses be approved.

CARRIED.

MOTION (Dwivedula/Petrella): THAT the new Business course Occupational Health and Safety be approved and sent to CAP.

CARRIED.

Discussion: Thank you from the Business department to Rosanne Gasse for assisting in this process. A question was asked by Dr. Spence who wondered whether the department saw a future opportunity to combine this course with the Natural Disaster program. They do.

6.3 Revision to Arts Selection Committee Procedures – Jim Naylor

MOTION (Naylor/Robson): THAT section d) of the Faculty of Arts Selection Committee Procedures be changed to “d) In constituting selection committees, the spirit and the letter of Article 31 of the Collective Agreement will be adhered to. All selection committees will include at least one voting member who self-identifies as woman or another minoritized gender. Selection committees with five or more members normally will include a minimum of two voting members who self-identify as women or another minoritized gender. All selection committees must recognize and commit to the objective of equitable opportunities for the equity-deserving groups minoritized by gender and sexual identity (transgender and cisgender women, non-binary people, and members of the 2SLGBTQIA+ community). All selection committees should aim to be diverse and inclusive.”

CARRIED.

Discussion: This may be revisited regarding EDI at a later date.

6.4 BU-UNESP-UEM Canada-Brazil Collaborative – Wilder Robles

Dr. Robles discussed an MOU between two universities in Brazil and RDI. This partnership is open to all departments—if interested in participating, contact Wilder.

Wayne Kelly discussed how MYERA aims to develop circular farms as part of an Indigenous program focused on increasing Indigenous knowledge. This is a five-year project involving six communities in Canada (as well as other communities internationally) focused on building relationships with communities in Brazil. A question was raised about what circular farms are and Wayne explained that it is when waste products are used to help support other crops; an example would be when waste from rice farming is heated up to support greenhouses.

6.5 JNC Course – Serena Petrella

As reported by Dr. Petrella, JNC is a third-party private firm based in China, spearheaded by administration. BUFA is asking questions on how this company contracts will be handled as it seems to be exploitative and undermining of the CA and faculty academic freedom. Serena suggested creating a special AFC to discuss JNC further as a faculty. A suggestion was made that AFC should invite a member of administration to the special AFC in order to explore both sides of this initiative.

Dr. Spence explained that JNC is just a platform and that courses are not delivered by JNC: BU would manage these courses and how they are delivered. JNC is looking to support Chinese students who go home in the summer but still want to take courses in order to fast-track their studies. There was quite a lengthy discussion on the JNC program regarding issues such as delivery methods, course loads, budgets, academic/intellectual property and availability for domestic students. More concerns include the fact that 27 courses appear on the JNC website but none appear on the BU Spring/Summer registration guide plus University Writing is being offered by JNC but is not being delivered by the English department.

MOTION (Petrella/Dwivedula): THAT AFC hold a special meeting on Tuesday April 18, 2023 to discuss the JNC course offerings.

CARRIED.

7.0 Other Business/Announcements

None.

8.0 Adjournment

Meeting adjourned at 2:17pm.

A Diverse and Inclusive Campus: Equity, Diversity, Inclusion & Decolonization

Presented by:

Cheryl Fleming | Diversity and Human
Rights Advisor

BA 4YR, BSW, RSW

Brandon University FlemingC@brandonu.ca

Tel: 204-727-9785

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BU's
statement on
Inclusion –
Not just a
commitment
statement!

Brandon University affirms an unwavering commitment to diversity, inclusion and universal human rights. We are stronger and richer together, and we celebrate the unique contributions brought to our community through everyone's perspectives and life experiences.

We are committed to providing an environment that welcomes all, where everyone can feel safe, supported and respected for who they are as individuals with dignity and as full members of humanity.

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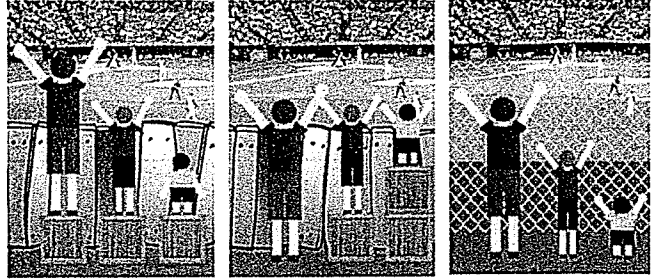
What does it mean to be a Diverse and Inclusive Campus?

Equity means everyone receives fair treatment.

Diversity means there are differences among employees including race, sexual orientation, gender identity, religion, class, and more. It increases morale, enhances the organizational culture, creates efficiency and innovation.

Inclusion is providing equal access to opportunities for people who might otherwise be excluded or marginalized.

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

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What is Equity, Diversity, and Inclusion in an organization, and what does it mean to me?

Beyond the ethical, moral, and social responsibilities, an organization committed to EDI reflects that commitment in its mission and strategies.

1. It helps organizations attract top talent
2. It will help your organization grow and innovate
3. Workplace discrimination is expensive

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Primary Dimensions of Diversity

What other dimensions of diversity affect our workplaces?

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WHEEL OF POWER/PRIVILEGE

Understand how your privilege positions you to speak up. Your age, race, gender, etc. may make it safer for you to be vocal especially when you are not the target or representative of the target group.

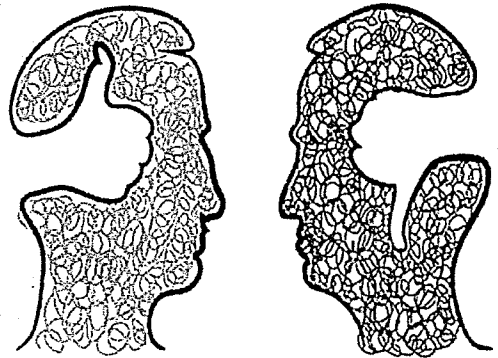
Adapted from ccrweb.ca @sylviaaduckworth

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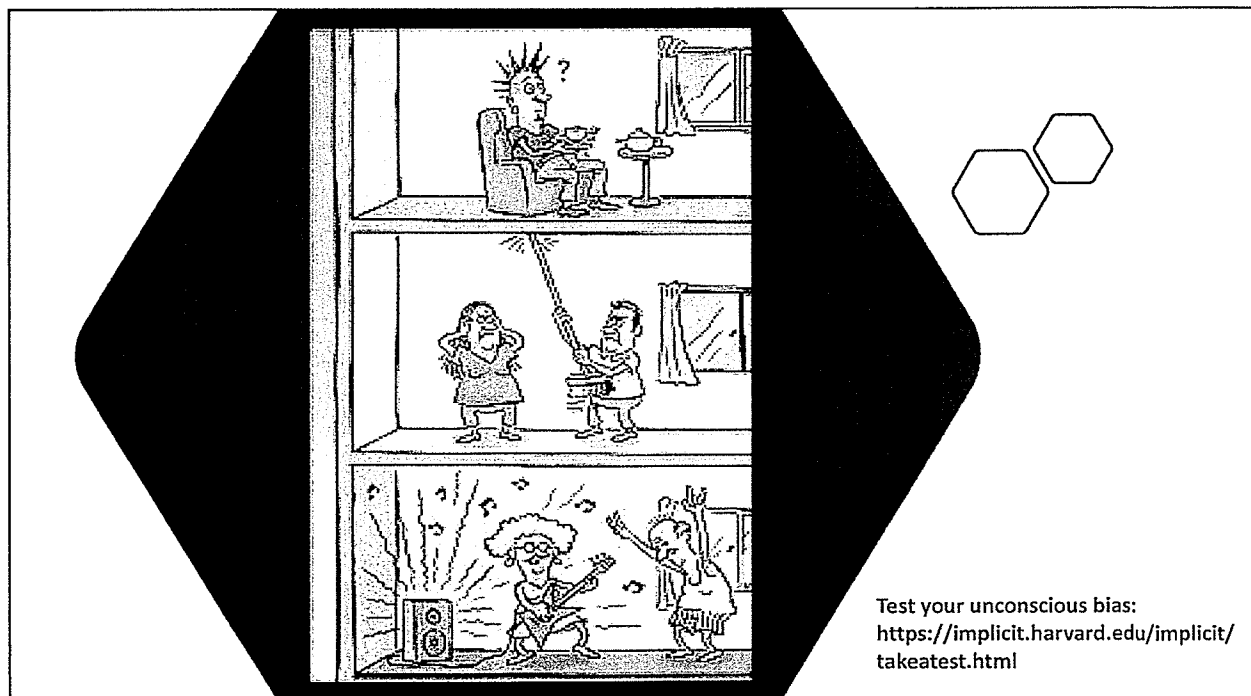
What is Unconscious Bias?

- Unconscious (or implicit bias) are social stereotypes about certain groups of people that are outside of conscious awareness.

- As a result of unconscious biases, certain people benefit and other people are penalized through prejudice or unsupported judgments in favor or against a person or group as compared to another, in a way that is considered unfair.



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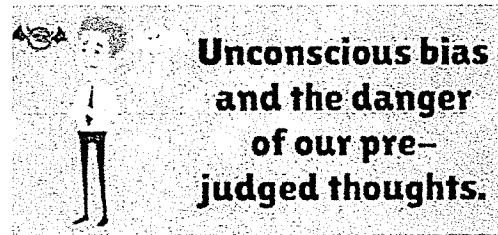


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Why Bias?

There are many reasons people say or do the wrong thing.

- Basic discomfort, especially with differences
- Cultural lens
- The concept of privilege



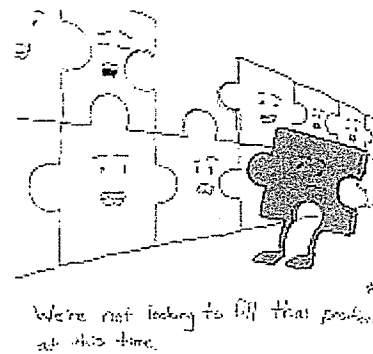
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Cultural Bias

A prejudice viewpoint that suggests a preference of one culture over another.

- The tendency to interpret and judge people in terms of the characteristics of the society to which one belongs. (cultural lens)

This leads people to form opinions and make decisions about others in advance of any actual experience with them



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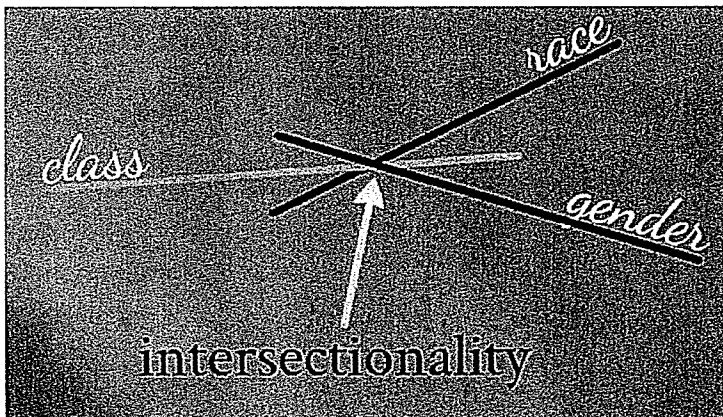
Gender Bias

A prejudice viewpoint that suggests a preference toward one gender over the other.

- Gender bias can be subtle or overt and may result in small or large consequences.
- Makes it more difficult for women to be hired, promoted, or to make equal pay for equal work.



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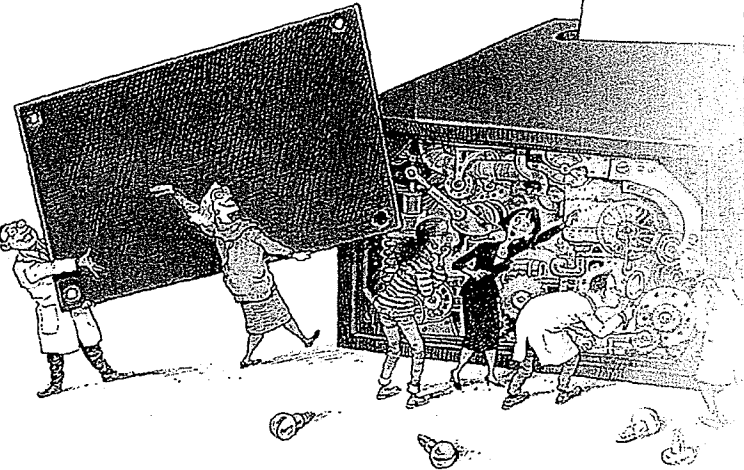
Biases Equity Seeking Groups Face

Double discrimination and Intersectionality.

Equity deserving groups often face discrimination and biases that are compounding due to their race, culture, disability, or being LGBTQ2S+.

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Systemic Bias



Also known as **Institutional bias** are practices embedded in the everyday workings of a system or institution that create or support disadvantageous outcomes for people from minority backgrounds.

- Its a tendency for the rules, policies, and procedures of institutions to operate in ways that result in certain social groups being advantaged and others being disadvantaged or devalued.

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GENDER BINARY

Ideas we have about how bodies should look

How people should behave and relate

How people should express themselves (emotions, aesthetics)

What people should aspire to

What roles people should take at home, work, school, etc.

What careers people are suited to

What is acceptable/not acceptable



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IDENTITY AND SYSTEMS

Gender: sexism, cissexism, misogyny, transphobia

Ethnicity: xenophobia

Race: White supremacy, racism

Class: classism (social and material)

Sexuality: homophobia, queerphobia, heterosexism

Citizenship: anti-immigration, xenophobia, anti-Indigeneity

Disability/Neurodiversity: Ableism

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It's good to learn and change

You're using the wrong language; the wrong pronouns and you're making assumptions because your exposure to the group is limited.

- One way to get better at confronting your biases and creating inclusion is to become more comfortable with the discomfort, so that ultimately you are comfortable.

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Bias Pitfalls

Affinity bias is the tendency to have a good relationship with others who are like us. It is easy to socialize and spend time with others who are not different. It requires more effort to bridge differences when diversity is present.



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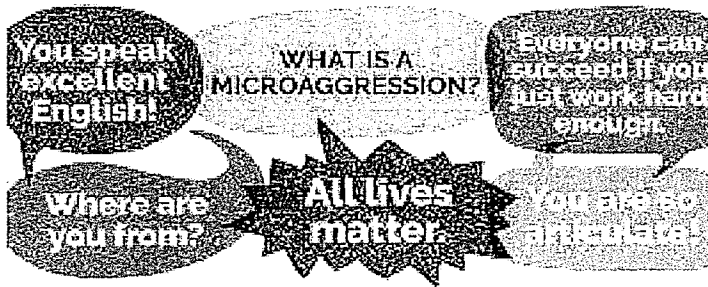
Bias Pitfalls

Horn/Halo effect is very common and occurs when someone's performance or character is generalized based on just one trait or event. If the trait is a positive one, it's called the halo effect, and if it's a negative one, it's called the horn effect.



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Microaggressions



Subtle communications that can be well-intended or aggressive, but either way are not welcome.

- Commonly result in feelings of being 'othered'.

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Employment Equity at BU aims to:

- Identify systemic barriers and biases that may affect hiring and decisions about accessing opportunities such as the CRCP.
- Recognize that some approaches to assessing qualifications and defining excellence may disadvantage certain groups.
- Raise awareness about unconscious bias and how we are all susceptible to it; in order to better control it.
- Ensure that decision maker focus solely on the qualifications of everyone, not on assumptions and stereotypes.

Employment equity programs DO NOT:
 Promote the selection of members of designated groups over better qualified candidates.
 Support narrowly defining excellence or qualifications in such a way that disadvantages designated groups.

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Inclusive Job Postings

An inclusive job posting states alternative expertise or experience. This encourages candidates with different abilities to apply for the job.

Qualifications and requirements must reflect inclusiveness and be result orientated.

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Reviewing the Application

DO	DON'T
<ul style="list-style-type: none"> Remain alert to your own and others' potential biases. Remain open-minded to non-traditional fields of research/research methods. Fairly assess the impact of leaves, gaps in employment/research or career slowdowns. Be alert to biased or stereotypical language in letters of reference. Review the candidate pool to determine if members of designated groups are represented. 	<ul style="list-style-type: none"> Place less value on degrees or publications from countries outside North America. Place less value on publications in languages other than English or French. Dismiss work outside academia. Transferrable skills/knowledge are often gained in those areas. Undervalue non-traditional fields of study, e.g., research focused on issues of gender, race, or Indigenous ways of knowing. Allow the prestige of the candidate's educational institutions, or mentors to weigh heavily in your decision.

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Recommending a Candidate

The process for selecting candidates must be decided at the beginning and must be fair for all parties. This means the candidate was selected based on their own skills and abilities, not because of assumptions, stereotypes, or biases.

Guard Against:

Making assumptions about behaviour or characteristics not based in evidence.

Unconscious biases, stereotypes, & assumptions that set expectations about what someone should do or be.

Affinity Bias- when we act more favourably to people similar to ourselves. Assessing "fit" should include recognizing the benefits of diversity.

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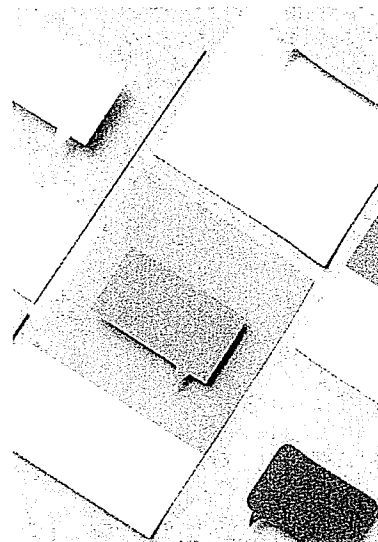
The Important Be's!

Be accessible: Ensure your inclusive job offer is distributed in various formats, so that it can reach as many candidates as possible, including the untapped pool of skilled workers.

For example: Alternative formats include HTML and Microsoft Word, large print, text transcripts of visual information, and accessible electronic formats compatible with screen readers.

Be easy to reach: Provide several different ways to receive candidates' applications, if possible.

For example: Accept applications by email, fax, teletype writer (TTY), video relay service (VRS), regular mail, or by inviting candidates to submit applications online via your company's accessible website.



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For a Complete list of Best practices:

**Brandon University Recruitment and Nomination Requirements/
Best Practices and Checklist for EDI Practices in Hiring**

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Equity, and Inclusivity with Underrepresented Groups



Goal: to provide members of underrepresented groups an opportunity to share barriers experienced to being successful in research, work, and career barriers experienced by members of underrepresented groups.

Plan: to Create a Pillar of EDI Culture and Practices

- University-wide EDI strategy with targets, goals, and standards of practice established for all Faculties, Departments, and Units.
- Assign dedicated leadership, staff, and committees to lead and manage accountabilities for EDI strategy.
- Realign culture and practices to EDI standards and best practices.

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What does it mean to be an Ally?



Allies are people from a group who don't suffer discrimination but who provide support to those who are discriminated against.

- It is to unite oneself with another to promote a common interest. People who are allies are not only helpers, but also have a common interest with those they desire to help.

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Interrupting Bias

Calling "out" VS calling "in"


It is important to highlight unconscious bias when we see it happening. But we must remain respectful, understanding, and empathetic. If we don't approach the conversation with care and caution, we may not see the change we are trying to reach.

- Calling out usually includes someone publically pointing out that another person is being oppressive.
- Calling in is inviting someone to have a conversation. Intent of the statement and impact on the person are both important in these conversations.




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Examples of "Calling in"




I'M CURIOUS. WHAT WAS YOUR INTENTION WHEN YOU SAID THAT?




HOW MIGHT THE IMPACT OF YOUR WORDS/ACTIONS DIFFER FROM YOUR INTENT?




WHAT SORT OF IMPACT DO YOU THINK YOUR DECISION/COMMENT/ACTION MIGHT HAVE? HOW MIGHT SOMEONE ELSE SEE THIS DIFFERENTLY?



IS IT POSSIBLE THAT SOMEONE MIGHT MISINTERPRET YOUR WORDS/ACTIONS?



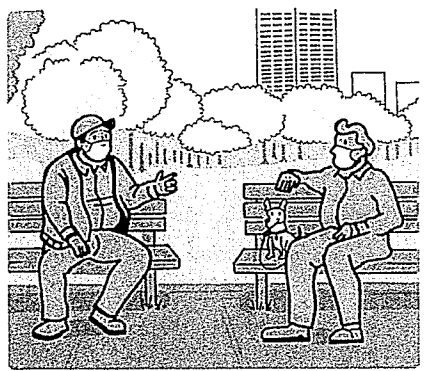
WHAT OTHER APPROACHES HAVE YOU CONSIDERED? WHAT IS MAKING YOU THE MOST FEARFUL, NERVOUS, UNCOMFORTABLE OR WORRIED? WHY DO YOU THINK THAT IS THE CASE?



BRANDON UNIVERSITY

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You will make mistakes



The main thing you must be okay with if you're going to be an inclusive person is that you're going to make mistakes.

- It is not a mistake-free process...this is not about perfection, it's about connection.
- What should I have said or what was the impact? The difference between your intent and your impact is significant, and you must be interested in both.

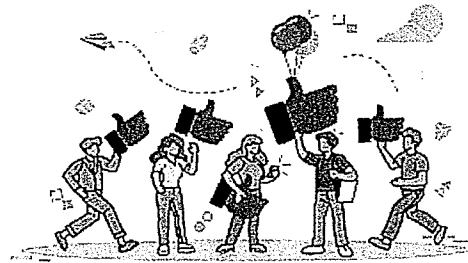
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Inclusion and Equity

Inclusion is an action to build the environment where people of every background can thrive and contribute.

How should members of groups who have been historically marginalized feel at the university?

- They are expected to be here.
- They are reflected in the policy and the practices.
- They feel respected and that they belong, are involved, and engaged.



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