



Victoria College Clubs and Levies Equity Training

CREATED BY: SHAILEE KORANNE, VUSAC EQUITY COMMISSIONER | EQUITY@VUSAC.CA

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Land Acknowledgment

We would like to acknowledge this sacred land on which the University of Toronto operates. It has been a site of human activity for 15,000 years. This land is the territory of the Huron-Wendat and Petun First Nations, the Seneca, and most recently, the Mississaugas of the Credit River. The territory was the subject of the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes.

Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory.

Revised by the Elders Circle (Council of Aboriginal Initiatives) on November 6, 2014²

WHAT IS THE SIGNIFICANCE OF THE LAND ACKNOWLEDGMENT?³

- To acknowledge that the land that we live on was the traditional territory of Indigenous peoples who had lived here for thousands of years before the arrival of settlers; to honour First Nations' relationships with the land
- To take meaningful steps toward reconciliation, through refusing to partake in the erasure of Indigeneity on this land
- To discuss Canada's history in all of its truth and uncomfortable topics
- To acknowledge the privileges most of us hold as non-Indigenous peoples

² Land acknowledgment retrieved from <https://guides.library.utoronto.ca/Toronto>. A list of land acknowledgments specific to different universities and provinces/territories can be found here: <https://www.caut.ca/docs/default-source/professional-advice/list---territorial-acknowledgement-by-province.pdf?sfvrsn=12>

³ <http://www.cbc.ca/news/canada/toronto/territorial-acknowledgements-indigenous-1.4175136>

Making the most of this training

2 hours is not enough time to learn about the principles of Equity, but we sincerely hope that we can at least start discussion about some important topics.

Please try to be as present as possible when you can be, which could mean listening actively, asking questions or writing them down to ask later, and not using your phones unless you're in a moment of distress.

Finally – everyone is here to learn, even the facilitators! Don't assume that everyone is coming into this training with the same level of knowledge.

WHY DOES EQUITY TRAINING MATTER?⁴

In our current political climate, equity is undoubtedly important. Historical and persistent forms of systemic barriers have created spaces, everything from Toronto to Victoria College to the Goldring Center, in ways that don't work for all types of people, and even actively exclude many people. The longer we wait to learn about and address these issues, the more difficult they will become to unravel.

Research shows that diverse and inclusive leadership is better for communities. Equity and inclusion practices, and a management that represents the diversity of the community it serves, are much likelier to result in a happier community.⁵

There is no quick answer for how to achieve greater equity and inclusion. It is a process without a fixed end point. Champions will experience both success and setbacks. – CAWI

Challenges you may face in taking on, or continuing equity work:

- Limited financial resources;
- Competing demands on staff time;
- Uncertainty over the best approach to this kind of work;
- Disbelief that inequities exist (e.g., “women are already equal”);
- Lack of political will; and,
- Limited knowledge of the value of using an intersectional lens—a lens that takes into account the ways in which advantage and disadvantage intersect to affect how people experience policies and programs.

As you think about what lies ahead remember that:

- Change is fluid and constant;
- Change can be achieved from multiple entry points;
- Tensions are not always negative – it is the push and pull between forces that creates change;
- Asking the questions “who is not included and what can we do to increase inclusion?” is good practice;
- Identities and issues are complex and dynamic so listen to, and work with, communities.

⁴ This whole section is from Section 1.2 of “Advancing Equity & Inclusion: A Guide for Municipalities,” created by CAWI (City for All Women Initiative). It was published in 2015 in partnership with the cities of Ottawa, Toronto, Vancouver, and others, as well as the Government of Canada.

⁵ Advancing Equity & Inclusion, page 6. http://www.cawi-ivtf.org/sites/default/files/publications/advancing-equity-inclusion-web_0.pdf

GOALS FOR THE SESSION

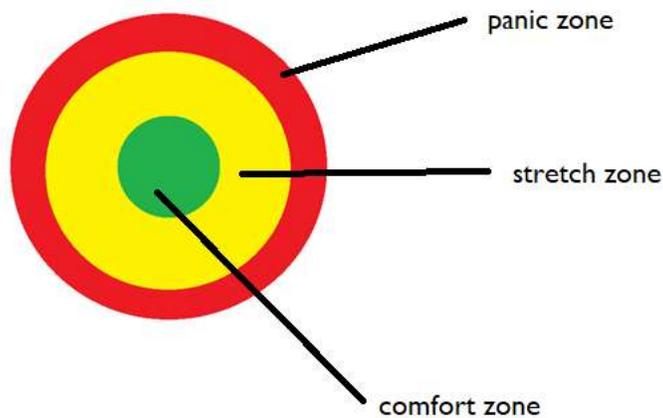
- To learn and discuss some key terms in practicing equity
- To identify how we interact with systems of power
- To develop skills we can use in our roles as student leaders at Victoria College
- To start an ongoing conversation about equity and inclusion

GROUP GUIDELINES

CONFIDENTIALITY

Students may share some personal information in our discussion periods. Please remember that the things we talk about today and the things you learn about people in this room may not be public information, and that you should not share people's personal details or anecdotes outside of this training.

THE STRETCH ZONE

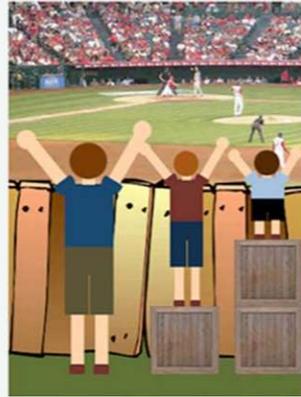


Equality vs. Equity

EQUALITY VERSUS EQUITY



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

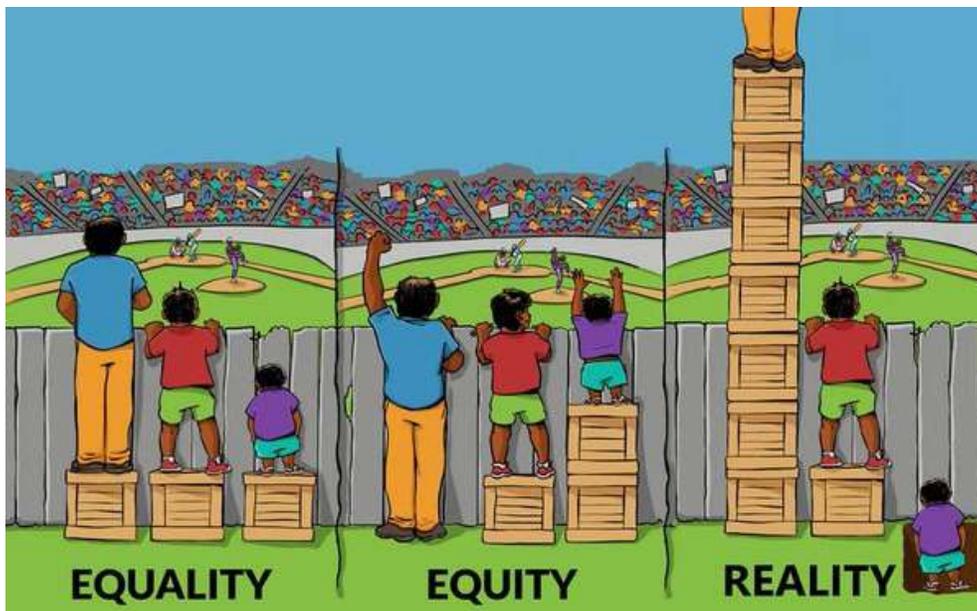


In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



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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⁶ Image credit for equality vs. equity cartoons: 1) http://www.cawivtf.org/sites/default/files/publications/advancing-equity-inclusion-web_0.pdf; original drawing by Craig Froehle.

⁷ <https://twitter.com/urbandata/status/695261718344290304>

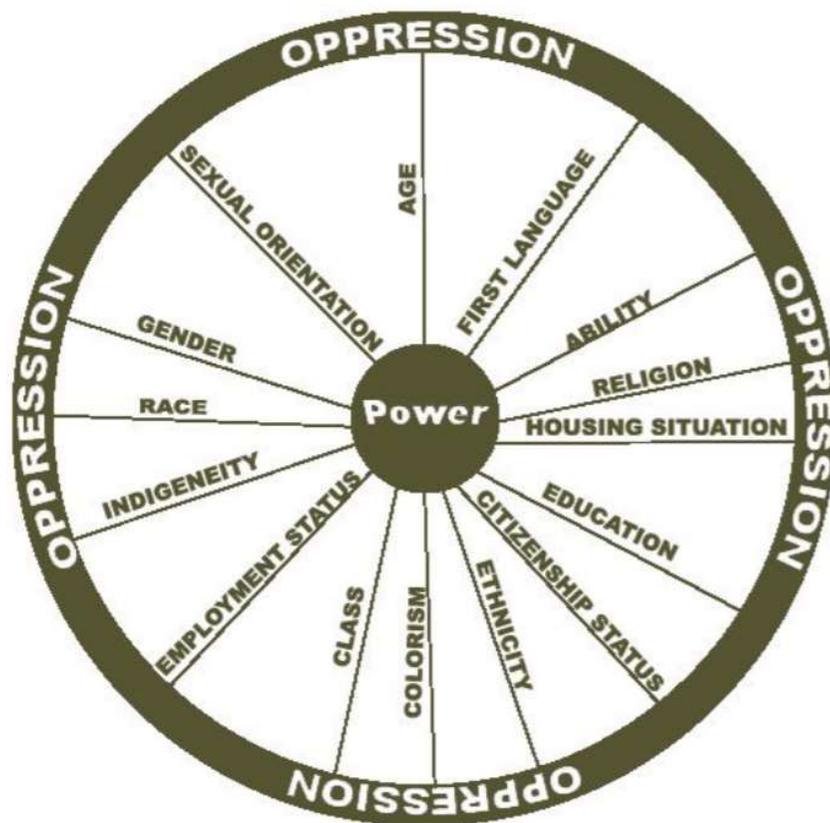
Intersectionality

DEFINITION

Intersectionality is a term coined by the scholar Kimberlé Crenshaw in her 1989 essay “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color.”⁸ Crenshaw created the term to discuss how immigrant women of colour face a specific type of misogyny that was, and continues to, be ignored by popular feminist movements. In short, the term describes how identities overlap and cannot be separated from each other, and so discrimination is felt in an overlapping way as well.

Because of their intersectional identity as both women and people of color within discourses that are shaped to respond to one or the other, the interests and experiences of women of color are frequently marginalized within both. – Kimberlé Crenshaw

SOCIAL LOCATION: INDIVIDUAL EXERCISE



This exercise and illustration is from Jayde Jones’ “Equity, Diversity, and Inclusion” handout from Orientation Week 2017 Training.

Draw a small dot on each axis based on the privileges you feel you hold – the more privileges you have, the closer your dot should be to the nucleus of “power” and the less privileges you feel you have, the closer the dot should be drawn to the outside wall of “oppression.” When you are done placing dots on each axis, connect them all to create a web.

⁸ Read Crenshaw’s essay here: <http://www.racialequitytools.org/resourcefiles/mapping-margins.pdf>

Context and the Bigger Picture

WHAT IS A “SYSTEMIC BARRIER”?

Obstacles that exclude groups or communities of people from full participation in, and the benefits of, social, economic, and political life. They may be hidden or unintentional, but are built into the way society works. Existing policies, practices and procedures, as well as assumptions and stereotypes, reinforce them.⁹

EXAMPLES OF SYSTEMIC BARRIERS:

WHAT DOES IT MEAN TO THINK ABOUT “CONTEXT”?

Context refers to the circumstances that form the setting and background for an event.

- How does context apply to the discussion of equity?
- Why does context matter?
- How can we think about context in our roles as student leaders?

⁹ Advancing Equity & Inclusion, page 18. http://www.cawi-ivtf.org/sites/default/files/publications/advancing-equity-inclusion-web_0.pdf

Accessible Spaces, Hiring, and Advertising

WHAT IS AN IMPLICIT BIAS?

Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an **unconscious** manner. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness.

The implicit associations we harbor in our subconscious cause us to have feelings and attitudes about other people based on characteristics such as race, ethnicity, age, and appearance. These associations develop over the course of a lifetime beginning at a very early age through **exposure to direct and indirect messages**. In addition to early life experiences, the media and news programming are often-cited origins of implicit associations.¹⁰

For example, imagine Frank, who explicitly believes that women and men are equally suited for careers outside the home. Despite his explicitly egalitarian belief, Frank might nevertheless implicitly associate women with the home, and this implicit association might lead him to behave in any number of biased ways, from trusting feedback from female co-workers less to hiring equally qualified men over women.¹¹

A FEW KEY CHARACTERISTICS OF IMPLICIT BIASES¹²

- Implicit biases are **pervasive**. Everyone possesses them, even people with avowed commitments to impartiality, such as judges.
- Implicit and explicit biases are **related but distinct mental constructs**. They are not mutually exclusive and may even reinforce each other.
- The implicit associations we hold **do not necessarily align with our declared beliefs** or even reflect stances we would explicitly endorse.
- We generally tend to hold implicit biases that **favor our own ingroup**, though research has shown that we can still hold implicit biases against our ingroup.
- Implicit biases are **malleable**. Our brains are incredibly complex, and the implicit associations that we have formed can be gradually unlearned through a variety of debiasing techniques.

WHAT SORTS OF INTERACTIONS, EXPERIENCES, AND ACTIONS COULD IMPLICIT BIAS AFFECT?

¹⁰ “Understanding Implicit Bias,” Kirwan Institute for the Study of Race and Ethnicity.

<http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/>

¹¹ “Implicit Bias,” Stanford Encyclopedia of Philosophy. <https://plato.stanford.edu/entries/implicit-bias/>

¹² “Understanding Implicit Bias,” Kirwan Institute for the Study of Race and Ethnicity.

<http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/>

HOW DO WE ADDRESS OUR IMPLICIT BIASES IN...

ADVERTISING?

Guiding questions:

What are some stereotypes or assumptions we may hold that would affect how we advertise, hire, or plan an event?

How can we make sure we've thought of everything? *Can* we make sure we've thought of everything?

HIRING?

EVENT PLANNING?

Scenarios

GUIDING QUESTIONS: What is the problem? What can you do? Can this problem be resolved in a way that it doesn't happen in the future? How?

LANGUAGE & SPEECH

1. You are an editor of a Victoria College publication. A student submits a piece they have written in which they use a racist slur while talking about an East-Asian faculty member, and when you ask the writer about it, they say it is just a joke, and don't want you to remove it from their writing. The student is not East-Asian.
2. You are in the middle of your shift managing a public space like Caffiends or the Cat's Eye, and hear a group of students use the word "gay" to describe something, then laugh loudly. Other students in the space look visibly uncomfortable.

EVENTS & SPACES

1. The day before a high-profile event for your organization is to take place, you find out that your event is taking place on the same day as a major cultural holiday celebrated by many students at the college.
2. At your weekly/biweekly/recurring public meetings, a student seems to be talking the most, and often interrupts other students when they try to speak.

3. Your club members often use their office space to hang out even when the office is closed to students. Students have reported feeling intimidated because of this, and therefore unable to access the space.

4. You are screening a film in a public space like the Cat's Eye, but forgot to provide a content warning at the beginning of the screening. Something happens in the film that upsets some of the students in the space.

REPRESENTATION & IDENTITY

1. You are hosting a documentary screening, and the film is about anti-black racism. A non-black student arrives to watch the screening, but leaves almost immediately. Later, they tell you that the topic made them uncomfortable, and that they didn't appreciate your organization screening a film like that.

2. Your club wants to do something – host an event, start a campaign, etc. – to create dialogue about disability on campus, but no one in your club identifies as disabled.

Learning from our mistakes

1. Apologize. Admit you made a mistake.
2. Study your mistake carefully.
3. Listen to what people are telling you, and also refer to resources yourself.
4. Never assume you're done learning. There is no point that someone can reach where the work is done.
5. Be conscious of your privileges.

“The truth is: **You're going to screw up. Strive for justice anyway.** Apologize earnestly and without caveat. And then work to do better.” – Jamie Utt¹³

“**Define your values** as a group – and keep your vision in mind when someone makes a mistake. To create a supportive space for hard feelings, it helps to work out the details of how everyone wants and deserves to be treated – and **not just when someone's messing up.**” – Maisha Z. Johnson¹⁴

WHAT ELSE CAN WE DO?

¹³ “5 Ways to Avoid Common Ally Pitfalls by Learning From Your Mistakes,” by Jamie Utt. *EverydayFeminism*. <https://everydayfeminism.com/2016/02/learn-about-allyship-mistakes/>

¹⁴ “6 Ways to Make Room for Mistakes in Activism – And Still Hold Each Other Accountable,” by Maisha Z. Johnson. *EverydayFeminism*. <https://everydayfeminism.com/2016/05/activism-room-for-mistakes/>

Resources

The resources in the footnotes of this handout are very useful!

VUSAC Equity Commissioner – Shailee Koranne, she/her, can be reached at equity@vusac.ca.

Project Implicit - <https://www.projectimplicit.net/index.html>

Accessible event planning – a guide and checklist from Ryerson University:

http://www.ryerson.ca/content/dam/accessibility/resources/guide_to_accessible_events.pdf

EverydayFeminism.com – a great and expansive resource for learning about all facets of identity, even those that you don't identify with.

TERMS TO KNOW¹⁵

Disclaimer: This is not an exhaustive list of equity terms or the most nuanced definitions available, rather it is a baseline, Equity 101-style reference sheet.

A lot of identity-related terms are deeply personal to those who identify with them. Please take special care not to take anything on this sheet as the final word. Listen to people!

Ability

Ability refers to a person's physical capabilities in reference to the dominant norm (i.e., fully able bodied and neurotypical). As such, disabled people are those who fall outside this norm in some way.

Ableism

Ableism is discrimination on the basis of disability.

Accessible

If something is "accessible" or "accessible to" a certain group, it means barriers to partaking in that event (or using that thing, etc.) for disabled folk have been counteracted.

Agender

A spectrum of people identify as agender, including those who don't identify with any gender at all.

Ally

Someone who advocates for and supports members of a community other than their own.

Asexual

A spectrum of people may identify as asexual, including those who do not experience any sexual attraction.

Bisexual

¹⁵ This whole list, including campus resources and helplines, is taken and adapted from Jayde Jones' Equity, Diversity, and Inclusion training guidelines, with permission.

Usually, either a person attracted to two genders or a person who is attracted to more than two genders, using the “bi” prefix to denote “same or other” with respect to gender preference.

Calls to Action

A report released at the conclusion of the Truth and Reconciliation Commission’s work which urged the government to change policies and programs in an effort to repair the harm done by residential schools by giving 94 recommendations, or “Calls to Action.”

Cisgender

A person who chooses to identify with the gender that conforms to societal norms regarding the relationship between biology and sex.

Cissexism

Sitting at the intersection of sexism (rooted in misogyny) and transphobia, this word describes one method by which society marginalizes trans folks.

Class

The system by which capitalist societies organize their social classes, grounded in a hierarchy based on perceived economic and social status.

Cultural Appropriation

Taking religious, cultural, or traditional knowledge, expressions or artifacts from someone else’s culture without permission.

Colorism

Describes the way discrimination operates differently, even within the same racial identities, based on skin tone. Those with darker skin tones (closer to Black) always being more marginalized than those with lighter skin tones (closer to White).

Discrimination

The unjust or prejudicial treatment of different categories of people and things, on the basis of those categories alone.

Ethnicity

Refers to the sense of belonging one can have to a social group with common cultural or national traditions.

Eurocentrism

The tendency to interpret the world through the lens of European values and experiences.

Fat-phobia

The specific discrimination and prejudice faced by those whose bodies don’t conform to the dominant norm of “thinness.”

Gay

Colloquially used as an umbrella term by some to denote an identity on the queer spectrum. Initially used in reference to men who are attracted to men.

Gender identity

An individual's gender identity is, essentially, their gender! This gender can be the same as the one assigned at birth, or anything else.

Genderfluid

A person who may self-identify as having shifting gender identification and presentation.

Gender-Neutral

Using language/building spaces/etc. That actively include people who do not identify with a binary gender - including introducing pronouns, establishing gender neutral washrooms, and using non-gendered language in referring to anyone you don't know.

Gender Non-Conforming

A person who doesn't conform to society's expectations of gender expression based on the societally-imposed gender binary.

Heterosexism

Discrimination grounded in the assumption that every person is heterosexual, thus marginalizing those who are not.

Homophobia

A discriminatory position which feels that heterosexuals are superior and homosexual behaviour is immoral/intolerable/etc.

Homosexuality

There are a spectrum of people who identify with this word, among whom are those who solely experience attraction (of any kind) to members of a different gender.

Implicit Bias

Refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

Indigenous

Someone who originates from their country of current origin - i.e., are native to the land they live one.

Institutional power

Institutional power refers to the power that we, society, give to our institutions (e.g. corporations, government, churches, etc.) by socially approving them and viewing them as legitimate authorities.

Intersectionality

The concept of intersectionality recognizes that each of our broader identities are the combined whole of a multitude of our social locations (ex. Race, gender, class) and their intersections with one another (ex. Being a poor, Black woman, as opposed to being poor, Black, and a woman).

Internalized Oppression

The process by which an oppressed person comes to believe, accept, or live out the inaccurate stereotypes and misinformation about their group.

Intersex

Intersex is an identifier which describes a wide variety of biological situations in which a person is born with reproductive and/or sexual anatomy that falls outside the norm of society's designated "male" and "female" binary.

Lesbian

Anyone who identifies with the word woman in some way who is attracted to another woman.

LGBTQI2SA+

This acronym stands for Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Two-Spirit or Two-Spirited, Asexual and Ally. The plus represents our ever-expanding understanding of identity and respect for those whose selves are not captured by a letter listed.

Marginalized

To keep someone within a powerless or unimportant position within a society or group.

Non-Binary

A person who identifies as non-binary typically does not align fully (or at all! Or somewhere in between!) with either of the two binary genders (female and male).

Oppression

Systemic devaluing, undermining, marginalizing, and disadvantaging of certain social identities in contrast to the privileged norm.

Pangender

A variety of people may ID as pangender, though the general consensus is that Pangender people identify with more than one gender.

Prejudice

Having and/or acting on a preconceived notion of a person not based on who they are as an individual

Privilege

Any rights, advantages, or power granted to (or only available to) a particular person or group of people.

Queer

Queer is both used as a personal ID and a broader umbrella term to nestle the LGBTQI2SA+ acronym and associated identities under. It used to be used as a slur against the LGBTQI2SA+ community, but is largely seen as a reclaimed word in the present by younger folks.

Racialized

The term “racialized” is use to reinforce that race is a social construct, while affirming that that social construct has real impacts on the way we all experience the world.

Racism

When people hold the belief that their race is superior to others and act accordingly, treating those of different races discriminatorily.

Sizeism

Discrimination on the basis of a person’s body size in comparison to the dominant norm (thinness).

Sexism

Discrimination on the basis of gender, rooted in misogyny and the belief that women are inferior.

Shadism

See colorism.

Stereotyping

An over-simplified and generalized conception of a person or group which assigns special meaning to that group on no real individual basis. E.g. all blondes are less intelligent.

Trans or Transgender

Trans has recently come into colloquial use to refer to a whole range of non-binary identities, in addition to being shorthand for the word transgender. Not always, but frequently, transgender folx are those whose gender and concept of self does not align with the “sex” they were assigned at birth.

Transphobia

A form of discrimination grounded in a either a hatred for, or a belief that cisgender people are superior to, trans people.

Truth and Reconciliation Commission

The commission which documented the stories of survivors, families, and communities personally affected by Canada’s Indian Residential Schools System. It was enacted as a step toward reconciliation.

TTY

Stands for Text Telephone. It is also sometimes called a TDD, or Telecommunication Device for the Deaf. TTY is the more widely accepted term, however, as TTYs are used by many people, not just people who are deaf.

A TTY is a special device that lets people who are deaf, hard of hearing, or speech-impaired use the telephone to communicate, by allowing them to type messages back and forth to one another instead of talking and listening. A TTY is required at both ends of the conversation in order to communicate. See abouttty.com for more details.

Two-Spirit or Two-Spirited

Two-Spirit(ed) is an Indigenous identity which expressing diversity of gender sexuality which has existed for thousands of years, tracing back to pre-colonial time.

White Supremacy

The racist ideology which underpins the functioning of our society and says that white people are superior to other people.

“**X**” to end words (Latinx, etc.)

Removes the gendered suffixes at the end of identifying terms – LatinO and LatinA become LatinX to include various genders.

FURTHER RESOURCES

Campus Resources

Aboriginal Student Services | www.studentlife.utoronto.ca/fnh | (416) 978-8227

Academic Human Resources | www.hrandequity.utoronto.ca | (416) 978-1855

Academic Success Centre | www.studentlife.utoronto.ca/asc | (416) 978-7970

Accessibility Services | www.studentlife.utoronto.ca/as | (416) 978-8060

Anti-Racism and Cultural Diversity Office | www.antiracism.utoronto.ca | antiracism@utoronto.ca | (416) 978-1259

Campus Police | www.campuspolice.utoronto.ca | (416) 978-2222

Centre for International Experience | www.studentlife.utoronto.ca/cie | (416) 978-2564

Centre for Women and Trans People | www.womenscentre.sa.utoronto.ca | (416) 978-8201

Community Safety Office | www.communitysafety.utoronto.ca | (416) 978-1485 | Assault counsellor at (416) 978-0174

Counselling & Psychological Services at Health & Wellness | www.studentlife.utoronto.ca/hwc | (416)-978-8070

Family Care Office | www.familycare.utoronto.ca | (416) 946-3899

First Nations House | www.fnh.utoronto.ca | fnh.info@utoronto.ca | (416) 978-8227 | Toll free at 1(800) 810-8069

Health and Wellness Centre | www.studentlife.utoronto.ca/hwc/contact-us | (416) 978-8030

Multi-Faith Centre | www.studentlife.utoronto.ca/mf | (416) 946-3120

Sexual and Gender Diversity Office | www.sgdo.utoronto.ca | (416) 946-5624

Sexual Violence Prevention & Support Centre | (416) 978-2266

Status of Women Officer | www.status-women.utoronto.ca | status.women@utoronto.ca

Students for Barrier-Free Access | www.sba.sa.utoronto.ca | info@sba.ca | (416) 967-7322

Walksmart | (416) 978-7233

Campus Clubs & Student Groups

Healthy Minds U of T | www.hmut.sa.utoronto.ca

LGBTOUT | www.lgbtout.sa.utoronto.ca | lgbtout@utoronto.ca

NC+ (New College Positive) | ncpositive@gmail.com

Positive Space Committee | <http://positivespace.utoronto.ca/>

Que(e)rying Religion | <http://queeryingreligion.weebly.com/>

Rainbow Trinity | www.facebook.com/rainbowtrinity

Vice President Equity, University of Toronto's Student's Union | www.utsu.ca | vpequity@utsu.ca

VicPride! | vicu.pride@gmail.com | www.facebook.com/vicu.pride

Victoria College Equity Collective | vic.equitycollective@gmail.com

WiNC (Woodsworth Inclusive) | winc@mywcsa.com

City Resources

A list of Ontario-based sexual assault and domestic violence treatment centres: <http://sadvtreatmentcentres.ca/en/view.php...>

Gerstein Crisis Centre | <http://gersteincentre.org/> | (416) 929-0149

Stella's Place | www.stellasplace.ca | (416) 461-2345

Toronto Distress Centre | www.torontodistresscentre.com | (416) 978-222

Toronto R*pe Crisis | www.trccmwar.ca | (416) 597-8808

Women's College Hospital Sexual and Domestic Violence Treatment Centre | (416) 323-6040

Helplines

Anishnawbe Health Mental Health Crisis Line for Aboriginal Students | (416) 978-222

Assaulted Women's Helpline: www.awhl.org

- GTA: 416.863.0511

- GTA TTY: 416.364.8762 (<http://www.abouttty.com/>)

- TOLL-FREE: 1.866.863.0511

- TOLL-FREE TTY: 1.866.863.7868

- [#SAFE](#) (#7233) on your Bell, Rogers, Fido or Telus cell phone

Drug & Alcohol Helpline | 1(800) 565-8603

Gerstein Crisis Centre Helpline | (416) 929-5200

Good2Talk | 1(866) 925-5454 |

LGBTQ Youthline Support | 1(800) 268-9688

Naseeha: Muslim Youth Helpline | 1(866) 627-3342

Ontario Mental Health Helpline | 1(866) 531-2600

Telehealth Ontario | 1(866) 797-0000

A list of confidential, 24-hour phonelines based on your region: <http://www.sexualassaultsupport.ca/support/>