

Date that a Dedicated Faculty Small Group Discussion Took Place	Key Takeaways
May 6, 2019	<ul style="list-style-type: none"> <li>• Show faith in our own ESL department to develop TRU standards for English Language proficiency, including for students admitted based on performance in ILES (?) tests overseas.</li> <li>• Make it standard practice that learning spaces at TRU are always co-designed with space users (i.e., faculty and students).</li> <li>• Preserve sense of place. Keep green spaces. Don't add more concrete.</li> <li>• Leverage the core strength of the Secwepemc on whose territories we are located. Make TRU known for its commitment to setting up Indigenous women learners for success.</li> <li>• Enable students to learn technical skills valued in workplaces (e.g., video editing, building websites, managing social media) at the same time as academics.</li> <li>• Make TRU a Community of Caring that takes care of all who provide or partake of our programs and services (i.e., all types of faculty, students, staff).                         <ul style="list-style-type: none"> <li>○ Explore: subsidized childcare; workshops on how to use the technology at TRU, how to study, how to use the technology at TRU; not just “how to succeed at TRU” but also “How to fail and survive/thrive at TRU”; and providing essential supports for the international students, Indigenous student, and researchers (including CRCs) we want to recruit.</li> </ul> </li> <li>• Address CRC concerns that TRU may not be the place they can pursue their research due to the lack of basic supports.</li> </ul>
May 8, 2019	<ul style="list-style-type: none"> <li>• Need more consultative, transparency in planning prioritization.</li> <li>• Communication is key. Not just one time but constant consistent communication is needed to affect change. Times that there are claim of communication but there are gaps.</li> <li>• Frustrations with non-academics making decisions when there are implications with academics who are most informed of what needs to happen.</li> <li>• Explore: International student success, faculty/student ratio that is optimized for student success, environmental sustainability improvements demonstrate the uniqueness at TRU, host more events on campus with the community</li> </ul>
May 13, 2019	<ul style="list-style-type: none"> <li>• More welcoming, wellness-oriented campus: no smoking anywhere, solar lighting to encourage safety after hours, 24/7 access to gym space, more electric cars, mental health as well as physical health services for students, more activities after-hours, emergency phone numbers on back of every washroom door, welcome centre</li> <li>• Don't just pay lip service to researchers: encourage them to seek out media coverage, provide more grad student research scholarships, employment as</li> </ul>

<p>teaching assistants and services, have Research Office approve more applications for Tri-Council or NSERC funding.</p> <ul style="list-style-type: none"> <li>• Deans as mentors not just managers. More contact between deans and faculty.</li> <li>• Value the many different kinds of work faculty does – e.g., supervising honours students.</li> <li>• Bridge the divide between administration and academics.</li> <li>• Specific suggestions: more computing science lab space; stop using squash and racquetball courts as storage rooms; increase faculty PD fund more than \$1600 per annum; workshops to help developing research faculty pass ethics review on first try.</li> </ul>
<p>May 14, 2019</p>
<ul style="list-style-type: none"> <li>• Enriched learning spaces, co-designed with faculty/students and customizable to the learning activities, student mix, and the size of the group.</li> <li>• CELT is great but more support for teaching faculty is needed. E.g., senior mentors.</li> <li>• Keep our programs current! Needs more than a program review every 7 years.</li> <li>• Proactive / preventive supports that help students prepare for university life. Go beyond advising offices and/or reacting when things are already off the rails.</li> <li>• Strengthen regional connections.</li> <li>• Leverage the unique spaces TRU occupies between many different dichotomies including: OL and campus, International and local, university and college, undergrad and graduate programs, research and teaching, creating vs. following best practice, experimentation vs established processes.</li> <li>• Bipartite – tripartite: need to have meaningful, non-defensive conversation about this.</li> <li>• Value the various things faculty does.</li> </ul>
<p>May 16, 2019</p>
<p>The themes from this session were that TRU needs more systems supports for efficiencies and connections; Indigenization efforts need to continue and provide an opportunity to stand out; emphasizing research support while teaching focused is an opportunity; need for focus for who the institution is not based on old models and find spirit; breaking down barriers and disconnect between trades and academics, and faculty and administration, and departments; and finally emphasize relationships in all parts of university (between students and teachers, students and first year experience, staff and more). The theme of risk also emerged which the facilitator picked up and explored deeper. The highlight is that risk takes failure and less fear; need to make people safe and comfortable with failure and mistakes.</p>

**TRUFA Equity Committee**

April 24, 2019

There was some discussion about the challenges of framing issues as issues of class as opposed to race. There was also rich discussion about how analysis of power needs to be done, examining structural power and how much power is shared with equity seeking groups. Participants noted the desperate need for funding and training to solve major issues, and how in the absence of funding, diversity work is optional, mostly done by women. While equity seeking groups are visible on campus, they are not visible at the upper levels of leadership. To get serious about equity, the institution needs to invest in equity and be transparent about where we are at in any given moment with available data on equity issues. Participants also commented on the need for representation and supports that can only come with recognizing unconscious bias and the structures in place that contribute to colonial and patriarchal notions. Examples were given about tenure tracks and service work.

Participants expressed concern about how in educating the broader community, the people that often do the educating are people from equity seeking groups and the education work often puts them in harm's way and there needs to be support for them for that. They also noted that diversity on campus is essentially a quota system, where if a seat is designated to an Indigenous person, for example, once that seat is designated, filling up the remaining seats with other Indigenous people is not a concern or even part of the conversation.

There was also rich discussion around the fact that we are an open access institution and what that means from an equity seeking and power analytics perspective when the student population comes from equity seeking groups but academics who have benefited from privilege are unable to recognize unconscious bias and how that impacts their students.

For diversity and inclusion to be done right, it needs to be done by grassroots, but it has to have buy-in and participation of those in places of privilege and leadership. Absolute necessity to engage in intercultural education, analytics of power. Without that analysis of power, it's window dressing. We need to look at structural power. Who is at what level? Is there tokenism? We need to empower people to speak their truth.