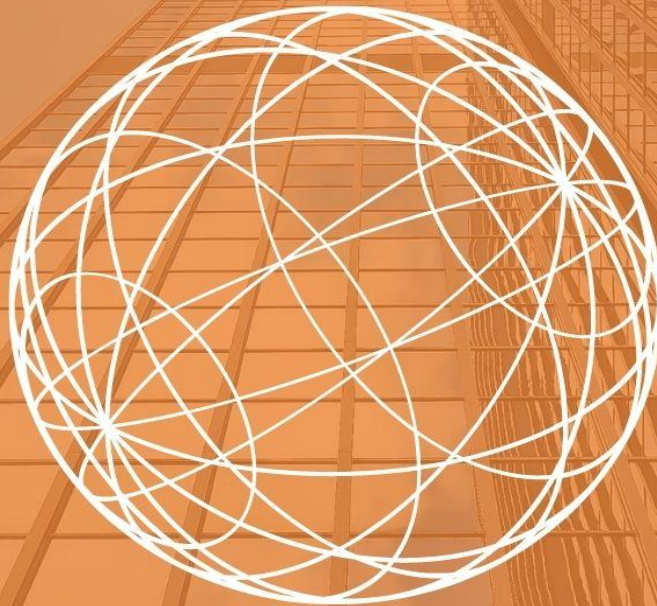




JULY 2022

# CANADIAN EQUITY, DIVERSITY, AND INCLUSION STUDENT INNOVATION AND LEADERSHIP PROJECT

FINAL REPORT



PREPARED BY  
THE 2021 3M NATIONAL STUDENT FELLOWS COHORT

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National Student Fellowship  
Programme national d'excellence pour les étudiants



## About the authors

This project stems from a collaborative effort of the 2021 3M National Student Fellows (3MNSF) over the academic year of 2021-2022.

The [3M National Student Fellowship](#) “honors up to ten full-time diploma and undergraduate students at Canadian post-secondary institutions who have demonstrated outstanding leadership in their lives and at their post-secondary institution. These students embrace a vision of education that enhances their academic experience and beyond.”

In the context of this fellowship, the recipients are awarded funding from 3M Canada in partnership with the Society for Teaching and Learning in Higher Education (STLHE). This funding is aimed at facilitating the creation of a year-long project stemming from the collaboration of the 3MNSFs.

The fellows recognized in 2021 are:

- Leah Creaser, Biology, Acadia University
- Georges-Philippe Gadoury-Sansfaçon, Mathematics and Psychology, Bishop's University
- Taylor Goodon, Chemistry and Biology, Brandon University
- Felicity Hauwert, Sociology, Carleton University
- Tasha Hou, Dental Surgery, University of Alberta
- Chaten Jessel, Neuroscience, University of Calgary
- Devon Parris, English, St. Francis Xavier University
- Kevin Roy, Medicine, University of Ottawa
- Samia Sami, Engineering and Electrical Engineering, University of Saskatchewan
- Samuel Seshadri, Economics, University of Victoria

More details about the award and the fellows can be found [here](#).

The fellowship would like to thank the Society of Teaching and Learning in Higher Education and 3M Canada for their financial contribution in bringing students together from across the country to build meaningful connections and bring about constructive change. We would also like to thank Dr. Cynthia Korpan, 3M National Student Fellowship Coordinator, for her continued guidance and support during the last year.

## Introduction

Student advocacy and leadership is the most crucial driver of meaningful change in higher education. Students hold a significant amount of expertise, knowledge and experience pertaining to the university journey, although many of them are unaware of it. Student mobilization and advocacy informed by their skills and lived experiences, especially in matters of equity, diversity and inclusion (EDI), are often met with skepticism and perpetuation of the very issues that advocates are working to address. Some of these barriers are specific to a given institution, but most are systemic, and faced by students and student groups across the country.

Our fellowship began this year-long project with the theme of *resilience* at the 2021 STLHE Unconference Plenary. Over the 2021-2022 academic year, the definition of resilience expanded as the fellowship sought to move the focus and expectations of change from student shoulders' to systems. While the postsecondary landscape inherently requires students to be resilient in their endeavours, building resilience must not be used as an excuse for inaction against systemic barriers, ableism, or other forms of discrimination.

Upon discussing potential avenues for a year-long project in the context of the 3M National Student Fellowship (3MNSF), our cohort quickly identified advocacy and leadership towards improvements in EDI as a common theme in our work. While it became clear that an overarching goal of our project would be to mobilize postsecondary students' experience towards further disrupting oppressive systems, it took several conversations to settle on one idea; or rather on two. We decided to include both brief research and action into our project, with the former informing the latter. Data gathering via a survey would first paint a better picture of student leaders' experience in creating constructive change in their communities, which would then help in engaging selected participants from the sample in meaningful conversations and debates during a full-day in-person summit.

In order to structure the project around the core theme of EDI, the group worked together to establish its detailed description of what is considered part of EDI advocacy or leadership. We decided on including any initiative to be under the scope of EDI if it fell under one or more of the following criteria:

1. Fosters a sense of belonging for all within the postsecondary community
2. Shares knowledge across people regardless of race, gender, sex, ability, socio-economic status, or religion.
3. Seeks to improve the experiences of marginalized peoples.
4. Improves the equity in opportunity for all to complete a postsecondary education.
5. Diversifies or decolonizes community spaces.

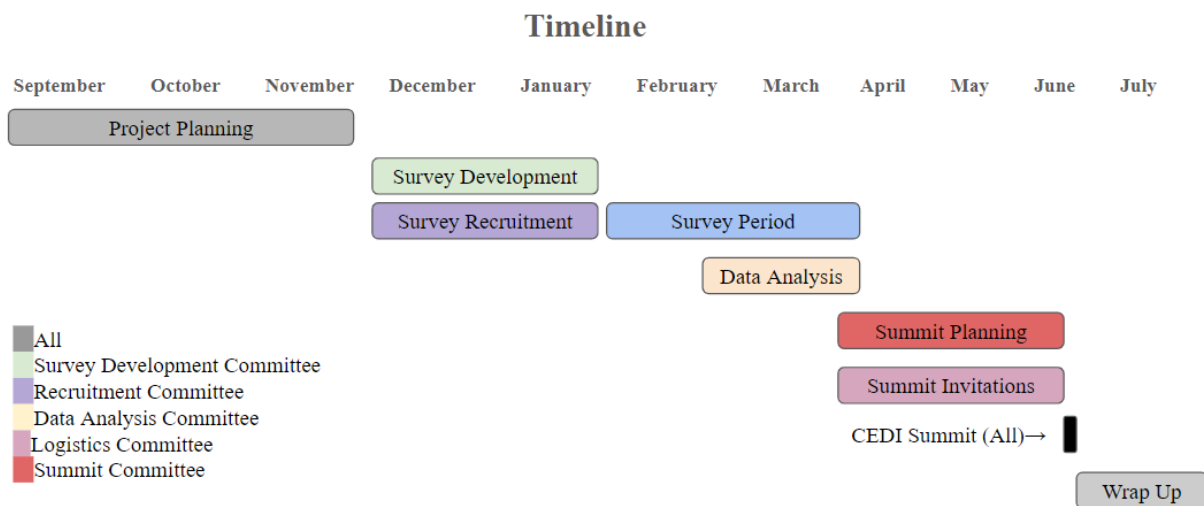
The initial guiding research question was:

What are post-secondary students' experiences in implementing EDI initiatives  
at their home institution?

In preparing for the Canadian Equity Diversity and Inclusion Student Leadership & Innovation summit (hereafter ‘the CEDI summit’), we hoped to create a space for student leaders from across Canada to connect, build meaningful relationships and most importantly learn from each other. This initiative sought to recognize the aforementioned expertise, knowledge and experience and to allow delegates to reshape the day as they saw fit, thereby taking a grassroots approach to the summit. The activities were in the form of participant-led workshops and discussions in order to allow students to make their own meaning out of the day. We strongly believe that there was much more growth and learning to be created this way, rather than from a top-down, lecture-style approach to changemaking in higher education.

The following sections outline the logistics of the project, its main findings and a short discussion. While these are meant to provide an overview of the CEDI project, it is hardly as rich and thorough as the discussions and learning that stemmed from the survey and summit. We, therefore, welcome any questions or discussions on the project.

## Methods



**Figure 1.** Timeline for the 2021 3M National Student Fellowship project from September 2021 to July 2022. The colour-coded legend indicates the working committee that was responsible for the corresponding task.

### Working Committees

This section presents the workload distribution between the different committees, and the logistics of survey and summit planning and analysis. The fellows assigned themselves to up to five working committees, each with the responsibilities described in the paragraphs below. A working committee consisted of one lead, who ensured that the committee completed their tasks and provided progress updates to the fellowship, and two to three additional members, who helped complete the committee’s tasks. The fellows assigned themselves to a working committee based on their perceived strengths and interests.

### 1) Survey Development Committee

The survey development committee was responsible for the creation of the Canadian Equity, Diversity, and Inclusion Student Innovation & Leadership Survey, referred to here on out as the CEDI survey, to answer the project's research question. The fellows had initially planned to interview 25 Canadian postsecondary students in order to collect additional qualitative data. However, a combination of a satisfactory preliminary analysis of the CEDI survey, the expected quality of insight from the summit, and time constraints led the fellows to forgo the interviews.

### 2) Recruitment Committee

The recruitment committee was responsible for recruiting participants for the CEDI survey. This committee also developed the eligibility criteria for the delegates of the CEDI summit, sent out invitations to the selected individuals and connected them with the logistics committee to coordinate their travels to Ottawa.

### 3) Data Analysis Committee

The data analysis committee was responsible for analyzing the data collected from the CEDI survey in order to answer our project's research question. From the survey data, the data analysis committee created a preliminary report that recommended topics to be further discussed at the CEDI summit. Following the summit, this committee analyzed the summit data in conjunction with the survey data, made final conclusions to our research question and developed an infographic to disseminate our findings.

### 4) Summit Committee

The summit committee was responsible for organizing the summit activities based on both their expertise and the recommendations provided to them by the data analysis committee's preliminary report. They were responsible for coordinating the distribution of facilitation responsibilities and the recording of data generated at the summit. They then submitted this data to the data analysis committee for final analysis.

### 5) Logistics Committee

The logistic committee was responsible for organizing travel, accommodations, and food for the summit delegates. They were the first point of contact for the summit delegates and answered all logistical questions related to the summit. Additionally, they assembled all the necessary supplies for the summit activities as identified by the summit committee.

## **Survey Development**

The 2021 3MNSF project began with the CEDI survey which served two purposes. First, the survey identified Canadian student leaders' perspective of the scope and attitude of EDI in the context of Canadian postsecondary institutions. The survey data provided insight to better understand if/where disconnects between institutions, faculty, and student groups exist. Second, the survey data was used to generate themes and activities for the CEDI Summit.

The CEDI survey is modeled after surveys built for the City of Halifax's EDI initiatives and consists of six sections: general demographics, personal EDI experiences, institutional support, student body support, success in EDI initiatives, and areas for improvement. Each section contains three to five multiple choice questions. Google Forms was used to build the survey due to its ease in distribution, automatic figure

generation, and automatic response coding. Each question and section provided additional space for respondents to elaborate on their multiple choice answers. The survey was available in both English and French. The links to the survey and the survey results are available in Appendix I.

### **Survey Recruitment**

The recruitment committee began recruiting survey participants by compiling a list of all publicly funded postsecondary institutions (both universities and colleges) in Canada from the official websites of all ten provinces and three territories. From there, the committee collected at least one email address for a student leader (*i.e.* student association representative, senate student representative, EDI task force student representative, advocacy group representative, *etc.*) for each institution using information available through this environmental scan. In total, the committee gathered 203 email addresses and sent an invitation to complete the survey through a Gmail account that was created for the fellowship. The initial plan was to collect responses for a total of four weeks. After receiving only one response in the first week, it became clear that the emails from this account had been filtered to spam folders due to institutional security protocols. It was decided to send a follow-up email from one of the committee member's university email accounts. Within a few days, we had collected ten additional responses, thus reinforcing the initial suspicion. It was decided not to use the Gmail account moving forward and to only contact students through university email accounts. As the four week collection period was coming to an end, only eleven responses had been received. One final reminder email was then sent to the 203 email addresses, and the cohort asked STLHE to send out a communication to past 3M National Teaching Fellows (3MNTFs) and past 3MNSFs asking them to share the survey within their professional circles. It was also decided to extend the collection deadline by two weeks. By the end of the six week collection period, there were a total of twenty-nine responses ( $n=29$ ).

### **Delegate Selection**

The recruitment committee established that the priority for delegate selection was to have an equitable representation of delegates by both the geographical area of their institution (provinces and territories) and the type of institution they are currently enrolled in (universities and colleges). The fellowship deemed the students were eligible to attend the CEDI summit if they either: a) were currently enrolled in an undergraduate or college program or b) had graduated from an undergraduate or college program within the last year (*i.e.* graduated in 2021).

Figure 2 provides a breakdown of the ideal distribution of summit delegates as decided by the fellowship and the actual breakdown of the summit attendees. Below is an explanation for the final breakdown based on region and institution type.

#### **1) Yukon, Northwest Territories and Nunavut**

Despite emailing the survey to all institutions in the territories, there were no survey respondents from students in this area. Thus, we were unable to invite any students from this area.

#### **2) British Columbia and Alberta**

We received a total of three responses from college students in this area. One college student was ineligible to attend the summit and one declined their invitation. We decided to invite an additional university student from this area in order to meet the quota of four delegates from this area.

### 3) Saskatchewan and Manitoba

There were no survey responses from college students from Saskatchewan and Manitoba and one response from a university student in this area. The remaining spot was given to a university student from Alberta, who was ineligible, thus ultimately going to a university student from Ontario.

### 4) Ontario

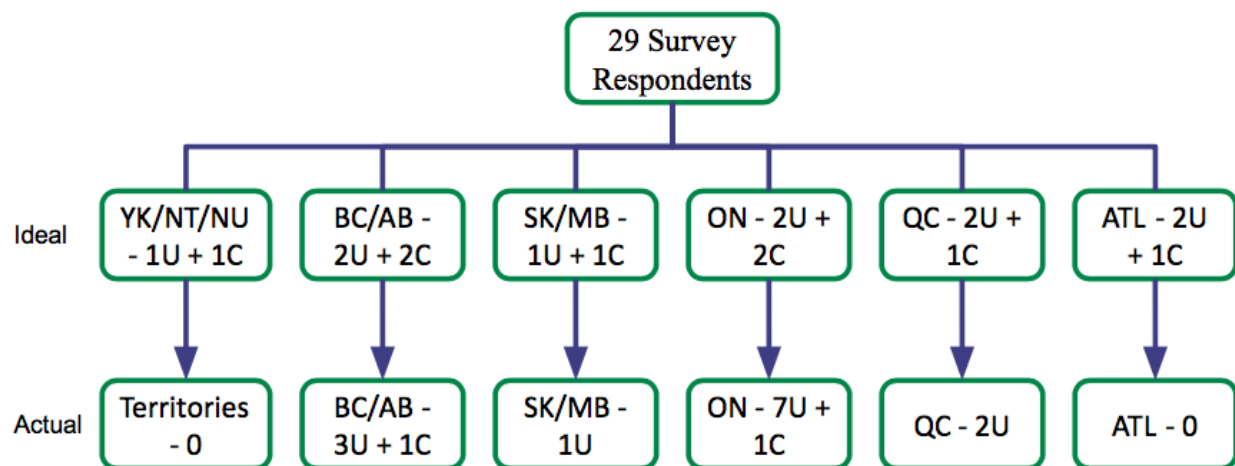
We received a total of three responses from college students from this area, two of which declined their invitation. Due to additional remaining spots from other areas and an abundance of Ontario university respondents, seven university students from Ontario attended the summit.

### 5) Quebec

There were no survey responses from college students (CEGEPs were not included) and three from university students in Quebec. This college spot was offered to the third Quebec university respondent, who did not reply to the invitation; the spot was given to an Ontario university student. Of the two university students from Quebec, one was from an anglophone institution and the other was from a francophone institution.

### 6) New Brunswick, Nova Scotia, Prince Edward Island and Newfoundland and Labrador

There were three university respondents from this region. All three were invited to attend the summit but none of them responded to the invitation despite multiple follow-ups. These spots were given to Ontario university students.



**Figure 2.** The breakdown of the ideal and final attendee distribution of the CEDI summit by region and institution type. YK/NT/NU = Yukon, Northwest Territories and Nunavut, BC/AB = British Columbia and Alberta, SK/MB = Saskatchewan and Manitoba, ON = Ontario, QC = Quebec, ATL = New Brunswick, Nova Scotia, Prince Edward Island and Newfoundland and Labrador, U = University, C = College.

### Summit Planning & Implementation

The full-day CEDI summit brought together fifteen students from across Canada selected for their outstanding involvement in EDI advocacy & leadership. The summit's primary goal was to support the

invited leaders in their endeavors by targeting collaboration, system thinking, adaptability and creative problem-solving. The summit completed this goal by creating a safe space for student leaders to partake in group learning, during which they shared stories and reflected upon their experiences as members of the post-secondary community and as leaders within EDI advocacy. The summit also supported students in familiarizing themselves with evidence-based EDI practices which are applied in problem-based learning situations.

The flexible agenda (see Appendix II) focused on the themes of “storytelling and collaboration” in the morning and “action” in the afternoon. Full exercise descriptions can be found in Appendix III.

### **Data Synthesis, Final Analysis, & Presentation**

Following the CEDI summit, the fellowship met to identify the key themes that were discussed at the summit. This data was then synthesized into final key points that will be discussed in later sections of this report.

### **Budget**

The fellowship was given funding in the amount of \$25,000 from 3M Canada and STLHE for the project. Table 1 provides the budget for the project and includes the preliminary estimate that was agreed upon by the fellowship and approved by STLHE and 3M Canada, the final amount for each item line and a short description of each expense.

**Table 1.** Final budget for the 2021 3MNSF project.

Expense	Estimate (\$)	Actual (\$)	Description
Summit Travel	15,000	11,775.45	All expenses (i.e. travel, accommodations, food, etc.) were covered for the fifteen delegates and the seven fellows who attended the summit so that funding would not be a barrier in order to attend.
3MNSF Salaries	7,200	9,037.50	The fellows were paid at a rate of \$30/hr for their work on the project. This rate is consistent with that of an undergraduate teaching assistant at uOttawa.
Summit Food	1,500	1,207.60	The summit delegates and fellows were provided breakfast,



			lunch, coffee and snacks at the summit.
Space Rental	500	0	The summit was hosted at uOttawa and the room was provided at no cost to the cohort.
Carbon Emission Offset	500	500	In an attempt to offset the carbon emissions associated with the attendees' travel to Ottawa, the cohort purchased carbon emission offset credits from an organization accredited by the Gold Standard.
Gift Cards	200	220	11 x \$20 gift cards were distributed to respondents of the CEDI survey as a token of the cohort's appreciation.
Physical Supplies	100	125.28	Chart paper, name tags and markers were purchased for the summit activities. 3M Canada generously donated note pads, pens, and mugs for the summit delegates.
Graphic Design	0	750	As there was remaining funding, the fellowship decided to dedicate this amount towards hiring a graphic designer to produce a final infographic.
Knowledge Mobilization	0	1,384.17	As there was remaining funding, the fellowship decided to dedicate this amount towards knowledge mobilization, including but not limited to future

			conference presentations and research paper submissions.
Total	25,000	25,000	

## Results & Future Insights

After the survey implementation period, the data analysis committee conducted a primary analysis of the data. Respondents were primarily Caucasian (39.3%) or South Asian (32.1%), and most identified as Female (58.6%). There were respondents from most Canadian provinces with no responses from Manitoba, Prince Edward Island, Newfoundland and Labrador, and the Territories. In decreasing order, institutions were reported to be involved in EDI work focused on Sexuality (78.6%), Race (72.4%), Gender (69%), Disability (48.3%), Religion (24.1%), and Socioeconomic Standing (24.1%). Three members of the data analysis committee inspected the coded quantitative data for trends and read through the written responses to establish key themes from the survey. The data analysis committee then presented their findings to the rest of the fellows and further distilled down their findings into the following four categories:

1. Three main “types” of EDI work are outlined by student leaders:
  - i) Meaningful discussion (creating spaces for discussion),
  - ii) Mobilization (organizing student events, rallies, or activities), and
  - iii) Measuring impact (performing audits and formal accountability exercises)
  
2. Systematic disconnects exist between institutions and student unions who are working concurrently but not communicating due to:
  - i) Lack of Central Accountability
  - ii) Lack of Awareness
  - iii) Disconnect between Student Groups and Student Unions
  - iv) Discrimination
  
3. The largest barriers to implementing EDI initiatives are:
  - i) Systemic barriers,
  - ii) Lack of administrative support, and
  - iii) Scarcity of funds
  
4. There is a desire for Canada-wide collaborations between student advocacy groups promoting EDI.

Due to the low sample size, no statistical analysis was completed on the collected data. Only the descriptive demographic statistics and response distributions were used to make inferences. Results and key themes from the CEDI survey were used to inform the planning and implementation of the CEDI summit and were part of the final 2021 3MNSF presentation at the 2022 STLHE conference.

## **Summit**

Fifteen delegates attended the CEDI summit, held on June 6, 2022, and seven fellows attended. The agenda and detailed program for the summit can be found in Appendix II and III. As mentioned in the introduction, we intended for the agenda to be flexible and reshaped by participants during the day according to how conversations were unfolding. This way, we hoped to distance ourselves from capitalistic productivity dynamics through which one measures the success of the day by the number of activities done or by how efficient the group was in following and completing a given agenda. As such, most activities were suggestions rather than fixed blocks, and were interchangeable (or removable). For instance, the equity audit activity sparked important debate in the group, and discussions about negotiating with different bodies and sharing of problem-solving skills had naturally emerged from the floor. Therefore, it was decided to cut the negotiation activity and the problem-based learning activity to allow for the activity to continue for most of the afternoon. This decision was made by the participants through consensus.

While the fellows were encouraged to take extensive notes during the summit on recurring topics, themes, and important stories, it became clear that most of the learning was hardly measurable, and that some of the meaning would be lost in reporting. The insights presented in the next section provide a brief overview of what the fellows were able to extract from the extensive growth that stemmed from the day.

## **Summit Insights & Conference Presentation**

Immediately after the CEDI summit, the fellows met to consolidate the knowledge shared during the CEDI summit into concrete themes for the 2022 STLHE conference presentation (see Appendix I) and for Figure 3. The five extended themes that arose are the following:

1. **Fostering Critical Hope:** Communities and leaders have agency in building safe spaces of belonging that make room for both hope in better outcomes through constructive action and acknowledgment and welcoming of hardship and discomfort.
2. **Incremental Reform vs. System Reconstruction:** Meaningful action must seek to dismantle oppressive systems and reconstruct new ones, rather than focus on surface reforms.
3. **Action as a Driver of Research:** Researchers who are developing data about EDI initiatives must also seek to encourage and inform constructive action. Participatory action research must be prioritized.
4. **Negotiation and Self-Advocacy:** Student leaders must hone on their debating skills and empower each other to ease negotiations with student unions and university administrators.
5. **Legacy, Continuity, and Mentorship:** Any student leader role must also include a period of mentorship with the leaving and incoming leader in order to continue the legacy of the leaving party while providing continuity in their goals.

## Infographic

Final themes from the survey and summit were compiled into an infographic. Below is a rough copy of the infographic created by a fellow for informative purposes; it will be revamped by a professional graphic designer in the coming months.

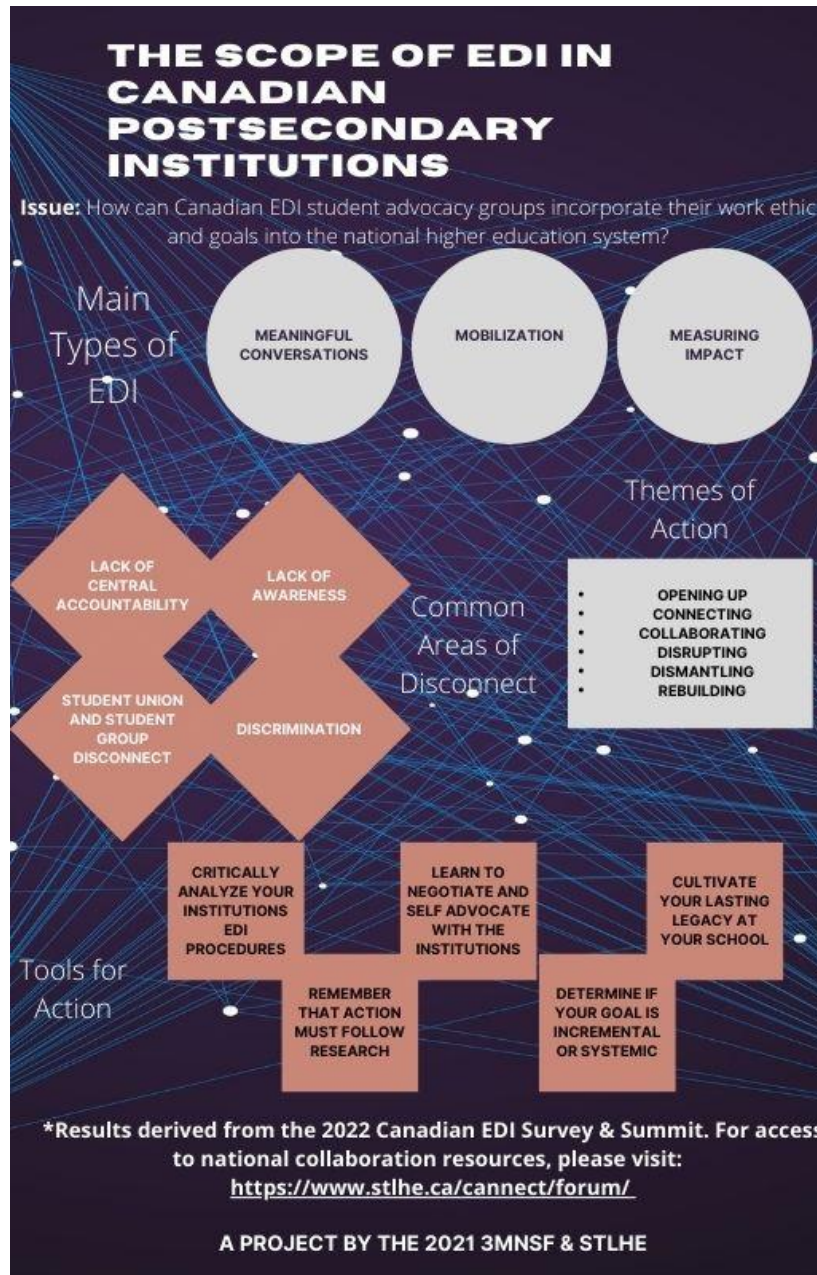


Figure 3. Rough draft of the infographic

## Nationwide Outcomes

The CEDI summit delegates were encouraged to sign up on the CANNECT platform, which is the product of the 2020 3MNSF cohort project, in an effort to have continued interaction with student leaders across Canada. As nationwide collaboration was one of the key themes of the survey and summit, the

2021 3MNSF committed to reaching out to delegates over various channels in the future. In particular, they have connected all attendees of the summit via Discord for future collaboration.

## **Conclusion**

The 2021 3MNSF cohort project aimed to build spaces for students to connect and learn from each other through a full-day in-person summit, and to better understand the scope of student work in EDI at Canadian postsecondary institutions through a survey. The project has resulted in both insightful data and the building of a small community of practice of 22 student leaders from Canadian institutions. Three main types of EDI work have been extracted from the data, namely meaningful conversations, mobilization and measuring impact. Potential reasons were proposed for the disconnects that arise across institutions, student unions and student advocacy groups who all claim to value EDI. These insights have been used to highlight the importance of fostering critical hope, systemic reconstruction, participatory action research, student group advocacy skills, and mentorship in the collective pursuit of EDI – and to build connections for future cross-institutional work.

It is our hope that the CEDI summit, deliverables, and conference presentation have further stimulated conversations and collaborations aimed at increasing student-centered and anti-discrimination change. As the first line of this report states, students, in their advocacy and leadership, are the most crucial drivers of meaningful change in higher education - and we all have a responsibility in making sure their voices are heard and empowered.

## Appendix I

### Links to Project Resources

Project Plan: [Project Plan - 3M NSF 2021 Cohort](#)

Survey: [Survey](#)

Survey Results: [Data Analysis Insights: Summit Presentation](#)

Final Presentation: [3MSNF Slide Deck for Presentation](#)

## Appendix II

# **CEDI Student Innovation & Leadership Summit Agenda University of Ottawa - Learning Crossroads (CRX) 010 Monday, June 6, 2022**

### **Morning Theme: Storytelling & Collaboration**

**8:30am** Convene & Breakfast (Provided by Le Moulin de Provence)

**9:00am** Introduction from 3M Canada

**9:15am** Icebreakers (Values Exercise)

**9:50am** Summit Metacognition Activity

**10:20am** Data Analysis Presentation (Results from CEDI Survey)

**10:40am** Morning Coffee & Tea Break (Provided by Starbucks) & Whiteboard Exercise

**11:00am** Discussion Groups

**12:00pm** Lunch (Provided by Pi Rho Grill)

### **Afternoon Theme: Action**

**1:00pm** Reconvene & Internal Equity Audit Activity

**1:35pm** Creative Problem Solving, Negotiation, & “Calling In” Activity

**2:10pm** Afternoon Coffee, Tea & Snack Break (Provided by Starbucks & Cinnaholic)

**2:20pm** Case-Based Problem-Solving Activity

**3:50pm** Farewell & Wrap-up

**4:00pm** Summit Concludes

## Appendix III

# Detailed summit program

AM

### **8:30 Introduction**

Short introduction to the summit program and overarching goals. The participants are introduced to the 'agile' agenda, which will be workshopped with them later in the morning. Organizers quickly introduce themselves (name, university, program, favorite song, pronouns)

### **8:35 breakfast**

### **9:00 3M presentation - word from our sponsor**

### **MORNING overarching theme: storytelling and collaboration**

### **9:10 Icebreaker activity: values exercise**

Idea: Participants are invited to select values that they identify as their core guiding values from a list. Then, they are invited (in subgroups of 3-4) to share with their subgroup one or two of these values and an explanation (about 3 minutes) of its importance to them, possibly through a story. After everyone has spoken, participants switch groups, and present other values that they had on their lists (eventually, they might run out of values and re-explain some of the same values, but to different participants. This repetition can allow for on-the-spot introspection as participants re-explain a concept after having to 'come up' with an explanation at first.

Participants are given enough time with each subgroup that they have room for free discussion after everyone has shared their story (eg. 3 participants each share a story for 3 minutes. The group is given 15 min in total, so that there is around 6 minutes for free discussion)

For the last 5-10 minutes, a polling app could be used with the whole group to put in image some of the most commonly-chosen values.

### **9:50 Summit metacognition activity**

Participants are invited, in subgroups (3-4?), to review the agenda and outline their goals for the day (different categories; individual goals, collaborative goals, etc.) and discuss their perception of the summit's overarching goals.

For this last part, participants will be given some terms that stood out as overarching themes for the summit (eg. hope, collaboration) and will be asked to provide their own, short definitions, and to discuss what categories of these terms exist (eg. critical hope).



### **10:20 Data committee presentation**

The data committee presents the results of the survey.

### **10:40 break and whiteboard**

### **11:00 Survey results & storytelling discussion activity**

Participants are invited, in subgroups (3-4), to discuss some of the thought prompts written on the whiteboard, and to elaborate on their ideas, stories, perspectives and opinions of the results of the survey.

Groups have 1-2 Fellows each to continue facilitating the discussion. Sam (and maybe one other) will float between groups and make note of specific themes in conversation.

### **12:00-1:00 Lunch**

Catered lunch; organizers convene to discuss the afternoon activities from 12:30 to 1:00.

## **PM**

**AFTERNOON overarching theme: Action**

### **1:00 Solutions activity**

Internal Equity Audit Prompt:

You are the leader of a student-run organization and want to ensure that your organization's goals for Equity, Diversity, and Inclusion are met on a yearly basis. You've heard that other groups conduct "Equity Audits" each year by first outlining the organization's EDI goals, and then preparing questions that encourage discussion and critical examination of the group's progress over the past year.

In your groups, *prepare a draft or outline of an Equity Audit*. Although an Equity Audit could take many forms, you may want to start by 1) Creating a few example EDI goals, 2) Discussing form you want your Equity Audit to take (e.g. a document with discussion questions, reflections and discussion, input from students who are not leaders in the organization), and finally 3) Brainstorming potential questions which elicit truthful revelation of the group's EDI performance of the previous year. Make sure to include action items (specific ideas to improve on EDI goals during the following year) at the end of the audit!

Hiring Committee Prompt:

You want to design a position (or group of positions) to liaise and advocate for EDI progress at the university.

In your group, *prepare a hiring plan for the position(s)*. Who is/are the ideal candidate(s) for this(ese) position(s)? Who are the ideal people on the hiring committee? How do you ensure that the(se) position(s) is/are focused on **action**?

Asking for Funding Prompt:

You are the leader of a student organization who is looking to create a safe space for discussion and need to find funding to pay the student leaders. You think it will cost \$10,000 for the year and need to go ask the VP of student affairs for the money.

In your group, *prepare your presentation for the VP of Student Affairs*. How do you explain to the VP that your program has **value for the institution?** How do you explain to the VP that your program has **value for the student body?** What sort of pushback do you expect from the VP and how do you prepare to tackle this pushback?

### **1:35 Creative problem solving, negotiation & calling in activity**

A brief overview of creative problem solving & positive negotiation strategies is presented.

Participants are then invited, in subgroups (3-4), to apply these strategies to different situations they've encountered or to future conversations and advocacy.

### **2:10 break**

### **2:20 Problem-based learning activities**

Problems are presented to participants, and they are invited, in subgroups, to outline their approach and proposed solutions. These problems will be selected from both a prepared list and from suggestions by the participants.

The idea is to create a space for participants to collaborate in finding solutions to complex problems, while allowing for storytelling. The aim is not to solve as many problems as possible, but rather to use the problems as an 'excuse' or 'tremplin' for participants to share stories and the strategies that they use in creative problem-solving. This acknowledges that the participants are the experts in the rooms, and that most of the learning that will come out of this summit stems from the storytelling and tools-sharing of other participants.

### **3:40 Wrap-Up**

Short group/subgroup activity about learning and growth stemming from the day, directed towards future-facing critical hope and seeking closure.

### **3:55 Farewell**