HUMBER

Institutional Equity, Diversity & Inclusion Framework & Strategy

April 2022

This document is available in an alternate format upon request

HONOURING THE LAND

Humber College is located within the traditional and treaty lands of the Mississaugas of the Credit. Known as Adoobiigok, the "Place of the Alders" in Michi Saagiig language, the region is uniquely situated along Humber River Watershed, which historically provided an integral connection for Anishinaabe, Haudenosaunee, and Wendat peoples between the Ontario Lakeshore and the Lake Simcoe/Georgian Bay regions. Now home to people of numerous nations, Adoobiigok continues to provide a vital source of interconnection for all.

Mission

Humber develops global citizens with the knowledge and skills to lead and innovate.

VALUES

Courage

We are bold in charting a new course in high quality education.

Innovation

We drive innovation and creative enterprise.

Equity

We cultivate an environment where all individuals can achieve their full potential.

Health & Well-being

We nurture the health and well-being of our communities.

Sustainability

We preserve our collective future.

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Equity, Diversity & Inclusion (EDI) Definitions

EQUITY

Refers to the ongoing intentional and systemic approach to remove historic and current barriers for Indigenous Peoples and equity-deserving groups. Humber applies specific programs, policies and practices to support fair and just outcomes.

Note: At Humber, equity-deserving groups refer to communities who were historically and who are currently underserved and underrepresented. These groups include Women, Persons with Disabilities, Racialized Persons, Persons from diverse Gender Identities and Persons who identify as members of the 2SLGBTQ+ communities.

DIVERSITY

Refers to the different social, cultural and political identities of individuals and their worldviews, knowledges, practices, and experiences. Humber values and respects the contributions of its diverse students and employees leading to an enriched learning, working and living environment.

INCLUSION

Refers to the active and intentional engagement of people in all their diverse social, cultural and political identities that fosters a sense of belonging. At Humber, this engagement is grounded in respect, and all members of the college community are recognized as valued contributors. Inclusion is intrinsically connected to wellbeing and enriches innovation, sustainability and excellence in curricula, research, programs and services.

Chris Whitaker, President and CEO

Humber College has been the post-secondary institution of choice for diverse students and employees for more than 50 years. In recent months, the world has had to grapple with the re-emergence of societal failures in advancing equity, diversity, and inclusion. Though Humber has worked to build a more inclusive college, we were reminded that there is much more to do if we are to fulfill our mission and live up to our values. I am proud to say that we are committed to this complex journey and to realizing the promises made to our students and employees to foster transformation in our hearts, minds and actions and build a campus and culture in which all feel a sense of belonging. Humber strives to be an example for the world to see and emulate as we continue to value and respect the rich diversity of people who come through our doors. Thank you to everyone who worked on Humber's Institutional EDI Framework and Strategy. It is an amazing accomplishment, particularly during the time of the pandemic. I am grateful for your deep commitment. Thank you all.

Lori Diduch, Vice-President, Human Resources & Organizational Effectiveness, Executive Co-Sponsor, EDI Taskforce

The EDI Taskforce has accomplished a tremendous amount of work since its establishment in 2019, and I am proud of the Taskforce members. It took unwavering commitment and remarkable effort during the pandemic for the EDI Taskforce to complete the Institutional EDI Framework and implement its accompanying strategy. Humber also takes pride in the launching of the Black/African Employee Resource Group, the 2SLGBTQ+ Employee Resource Group and the Unlearning Circle.

We acted with boldness and courage by revitalizing Humber's Employment Equity Program with a focus on making the collected data visible to the Humber community and beyond. This year, we contracted an external consultant to conduct an employment systems review, and we are looking forward to operationalizing the recommendations that will emerge from this review.

Undoubtedly, there will be growing pains as we strive to increase inclusion and belonging throughout the college. Nevertheless, we do not unlearn and learn new ways of being without the stimulus of discomfort. Thanks to the EDI Taskforce Co-Leads, Nancy Simms and Ian Crookshank, for their steadfast leadership, patience, and compassion. We are grateful to have you both at the helm of this transformational college-wide program. Additionally, the lasting contributions of the Taskforce members are a vibrant legacy upon which the Humber community of the present and future can build.

Jason Hunter, Vice President Students and Institutional Planning, Executive Co-Sponsor, EDI Taskforce

I am excited to be a part of Humber's history.

Our Institutional Equity, Diversity & Inclusion Framework & Strategy is one of the first EDI Frameworks to be launched at an Ontario college, and is unapologetically driven by the voices, experiences and deeply held knowledge of our Indigenous and equity-deserving communities. Already, these messages resound regularly within our EDI Taskforce and echo throughout the college. As an Executive Sponsor, I can attest to the extent of college-wide consultations, and the rigor that has gone into developing this solid foundation for the future over the past 4 years. Learning that has been realized throughout the process has already begun to shift the hearts and minds of so many, and the culture of Humber, for the better.

Of the important themes contained within the strategy, I am particularly pleased with the visibility of Indigenous Ways of Knowing, Being and Doing that have been integrated

throughout the Framework's four program areas and five streams. The Access & Equity: Students program has charted new pathways to the recruitment, retention, campus experience, and ultimately the personal and career success of students from Indigenous and equity-deserving groups.

I am confident that we will be able to share some wise practices with other colleges and universities. Equity work and education is lifelong, and I am committed to working alongside every Humber student, employee, and community member to enhance EDI in all that we do. I invite you all to join in this life changing quest.

Acknowledgements

A project of this magnitude and complexity requires the entire Humber community to be engaged and take intentional action to advance equity, diversity and inclusion (EDI). Thank you all.

EDI Taskforce

The building of this Institutional EDI Framework and Strategy would not have been possible without the ongoing work of the EDI Taskforce members. You all went beyond the call of duty and were required to be flexible, agile and responsive to the feedback from the Humber community. Humber College, acknowledges the rich offerings and invaluable insights from the following members:

Access & Equity: Students
Ekalavyan Sadasivan
Fowzia Mohamed
Genevieve Samlal
Gurneet Gill
Ian Crookshank
Jennifer Smith
Jessica Pilfold
Kim Pavan
Leah Murdock

Access & Equity: Students
Lola Nelson
Mary DiVito
Monique Chambers
Nadia Aftab
Nickesha Clarke
Nivedita Lane
Samantha Ruth
Say Lah
Shani Ocquaye
Susan Thomas
Yamikani Msosa
Zainab Hassan
Zahra Brown
Zareena Khan
Zion Olubummo

Access & Equity: Employees

Bharat Saini
Derek Stockley
Errol Cyrus
Fasil Abera
Fredy Mejia
Jason Seright
Jennifer Marotta
Lisa Salem-Wiseman
Mathura Karunanithy
Nikhita Dogra
Oneal Barkho
Pearline Lung
Shaina Ellis
Sonia Thakur
Stacey Merritt
Staci Lindsay

Curriculum & Programs	Campus Culture	College-Wide Communication & Engagement
Adam Benn	Alaina Allen	Alain Fadel
Adnan Salam	Camila Ruiz Tacha	Bridget Yard
Agnes Coutinho	Christina Alcena	Catherine Dunn
Andrew Scott	Devon Fernandes	Colin Jones
Aliya Dalfen	Erika Heitler	Devon Hunter
Audrey Wubbenhorst	Erika Johnson	Ercole Perrone
Delores Mullings	Fisseha Yacob Belay	Jennifer de Four
Hannah Burgé Luviano	Grace Kenny	Kathy Branton
Lara McInnis	Kathryn Edgett	Laurie Rancourt
Loreta Doga	Kimberly Daniels	Mike Berg
Martine Spinks	Lorralene Whiteye	Monica Khosla
Melinda Kao	Matthew Travill	Regan Mancini
Paul Griffin	Morris Beckford	Sacha Ally
Ranya Khan	Najeeb Ahmed	Sadiya Chowdhury
Regina Hartwick	Natalie Royer	
Sarah Nieman	Natasha Schleifer	
Shara Stone	Patria Tica	
Vera Beletzan	Patricia Suleiman	
	Stephen Wong	
	Tola Olupona	
	Urszula Kosecka	

Equity & Inclusion Committee and AODA Committee

Humber recognizes the work and contributions of the membership of the Equity & Inclusion Committee and the Accessibility for Ontarians with Disabilities Act Committee to the development of the Institutional EDI Framework and Strategy.

EDI Faculty Councils

Emerging out of the work of the EDI Taskforce is the development of a number of EDI Faculty Councils, comprised of full-time and non-full-time professors, support and administrative staff, that will continue to support Humber's EDI efforts and work in years to come. Humber acknowledges the leadership of the Senior Deans in the Faculty of Applied Sciences & Technology, Faculty of Business, Faculty of Health Sciences & Wellness, Faculty of Liberal Arts & Sciences, Faculty of Media & Creative Arts, and Faculty of Social & Community Services. Thank you for your profound understanding in the importance of advancing inclusion at Humber and supporting the EDI Faculty Councils.
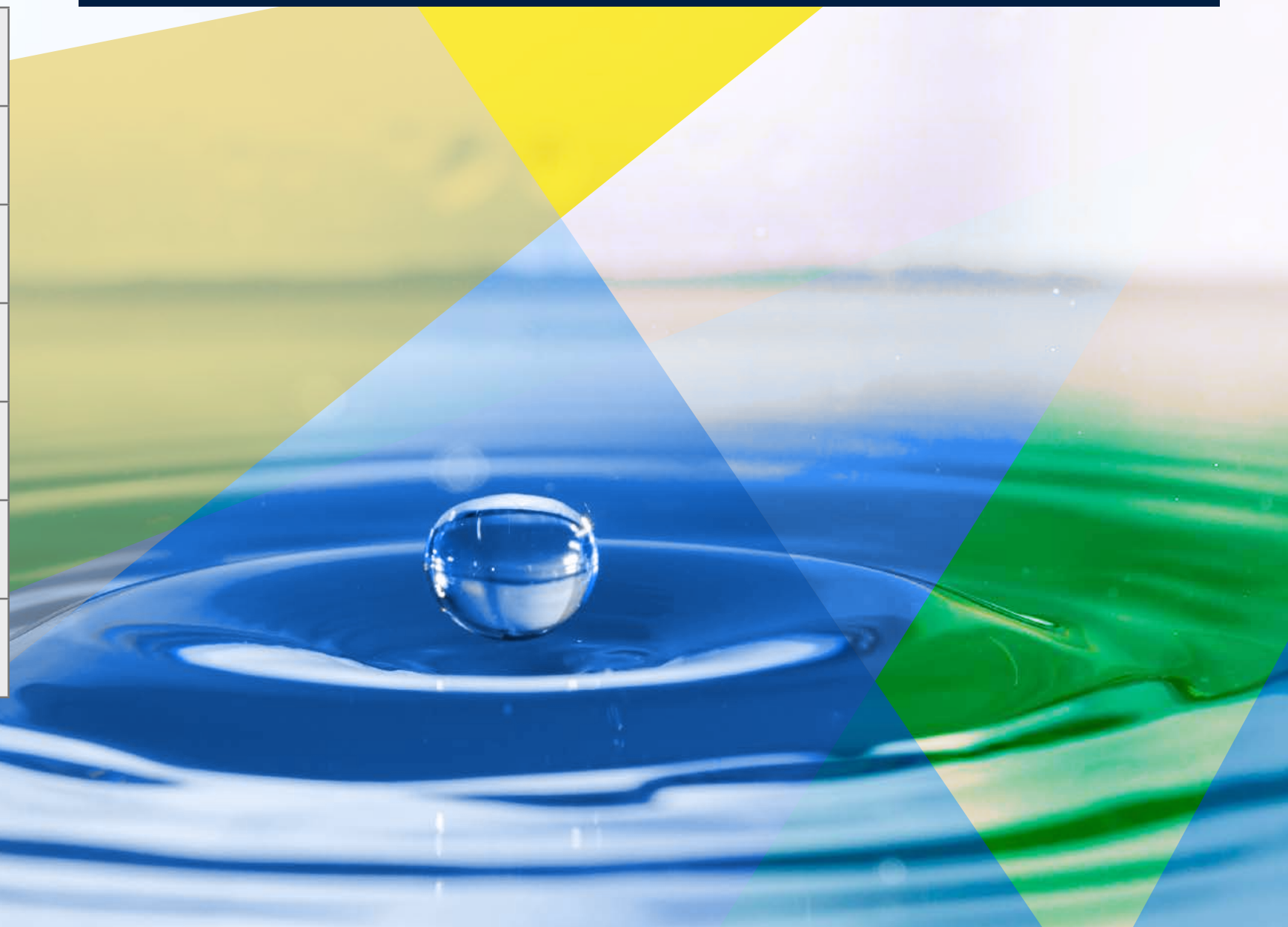
External Academics, Educators and Consultants

Humber recognizes the work and contributions of the following list of educators and consultants to the development of the Institutional EDI Framework and Strategy:

Dr. Ann Lopez, Ph.D.	Dr. Christopher McLeish, Ph.D.	Dr. Kathy Obear, Ed.D.	Rita Kohli, M.A. M.Ed.
Anthony Morgan, LL.B.	Dr. Delores Mullings, Ph.D.	Kit Malo, M.A.	Dr. Roberta Timothy, Ph.D.
Dr. Arlo Kempf, Ph.D.	Dr. Denise O'Neil Green, Ph.D.	Liza Arnason, M.A.	Sayema Chowdhury, M.Ed.
Arnold Minors, MBA	Dr. Derald Wing Sue, Ph.D.	Dr. Maydianne Andrade, Ph.D.	Sultan Rama, M.Ed.
Dr. Carl James, Ph.D.	Jodie Glean-Mitchell, M.A.	Rabbi Julie Appel, B.A. M.A.	Victoria Cowan, M.A. (Editor)
Calvin To, B.A.	john a. powell, J.D.	Raj Dhir, LL.B.	Dr. Vidal Chavannes Ed.D.
Dr. Carol Agócs, Ph.D.	Dr. Kathy Hogarth, Ph.D.	Dr. Raven Sinclair, Ph.D.	Dr. Wesley Crichlow, Ph.D.

EDI Taskforce Executive Co-Sponsors

Special thanks to the EDI Taskforce Executive Sponsors Lori Diduch, Vice-President Human Resources & Organizational Effectiveness, and Jason Hunter, Vice-President Students and Institutional Planning, for their unwavering support.

Introduction

Humber College Institute of Technology & Advanced Learning and the University of Guelph-Humber (Humber College) have over 38,000 full-time students, 23,000 part-time and continuing education students, and approximately 5000 full-time and non-full-time employees. Humber College has a long-standing commitment to human rights, equity, diversity and inclusion for decades and is known for its forward-thinking policies, practices and programs in this arena. In the 2018-2023 Strategic Plan, Humber College prioritized Equity, Diversity and Inclusion (EDI) under the umbrella of a Healthy and Inclusive Community. The Strategic Priority calls on Humber to continue to build a diverse and inclusive community of exceptional students, faculty and staff. Humber established an EDI Taskforce that works alongside the Centre for Human Rights, Equity & Inclusion to develop and implement an Institutional EDI Framework and Strategy that addresses the needs of both students and employees.

Established in 2019, the EDI Taskforce comprises of approximately 60 members including students, employees (faculty, support and administrative), alumni, community and industry partners and is led by Nancy Simms, Director, Human Rights, Equity & Inclusion and support lead, Ian Crookshank, Dean of Students. There are two Executive Sponsors – Lori Diduch, Vice-President Human Resources & Organizational

Effectiveness and Jason Hunter, Vice-President Students and Institutional Planning. Through a consultative and collaborative process, members of the EDI Taskforce utilized an intersectional lens to establish and implement the EDI Framework and Strategy. In consultation with the Indigenous Education & Engagement department, Indigenous Ways of Being, Knowing and Doing (IWBKD) is braided throughout the framework and strategy.

An approved Implementation Plan comprising of four program areas and five streams with key deliverables has guided the work of the Taskforce:

1. Access & Equity: Students and Employees
2. Curriculum and Programs
3. Campus Culture
4. College-Wide Communication and Engagement

Humber's commitment to EDI is further evidenced through its pledges to a number of governmental and non-governmental programs, including the Okanagan Charter, the Dimensions: Equity, Diversity and Inclusion Charter, the BlackNorth Initiative CEO Pledge, and the Government of Canada 50-30 Challenge.

Development of the Institutional EDI Framework & Strategy

In the Fall of 2018, a robust outreach strategy was implemented to invite students, employees, alumni, community-based organizations and industry partners to join the EDI Taskforce. The response was impressive with over 315 applicants. Ensuring representation from all Faculties and departments along with alumni, community and industry partners, the EDI Taskforce Leads on-boarded approximately 60 individuals who would work as Taskforce members over the next five years to develop the EDI Framework and Strategy and to oversee its implementation and accomplishments.

In the Winter of 2019, the EDI Taskforce was launched and the membership developed the Terms of Reference, Vision Statement and consulted throughout the College to refine Humber's definitions for equity, diversity and inclusion.

Vision Statement for Pillar 3 – Healthy and Inclusive Community

At Humber College and the University of Guelph-Humber (Humber), we optimize student/learner, employee, and community success by embedding health and wellbeing throughout all aspects of the College's culture. We are leaders in providing a learning, working and living environment that recognizes and values equity, diversity and inclusion in all of our programs and services. We commit to reflect the diversity of the communities we serve and to preserve our collective futures through continued leadership in sustainability.

EDI, IWBKD and Anti-Racism Capacity Building

Building the EDI, IWBKD and anti-racism capacity of the Taskforce members was imperative from the outset. After administering a learning needs assessment, the Co-Leads and the members developed a robust four-year capacity building training plan accompanied by an ongoing evaluation mechanism to indicate areas of growth and ongoing educational needs. The following table includes a sample of the education and training provided to the EDI Taskforce and the Humber Community:

Education and Training Topics	
Access & Equity at the Postsecondary Sector	Dr. Carl James, Ph.D.
Addressing Anti-Black Racism and Leading Change at Humber	Dr. Wesley Crichlow, Ph.D.
Addressing Anti-Black Racism in the Post-Secondary Environment. Moving from Theory to Practice	Gary Pieters, M. Ed.
Advancing Belonging at Humber	john a. powell, J.D.
Advancing Inclusion: Addressing the Impact of Anti-Semitism on College Campuses	Rabbi Julia Appel, M.A.
Anti-Asian Racism and the Implications for Humber College	Avvy Go, LL.B., LL.M.
Blackness and Belonging: Understanding Anti-Black Racism's Impact on the Post-Secondary Sector	Anthony Morgan, LL. B
Building Diverse and Inclusive Environments Within the Post-Secondary Sector	Dr. Kathy Obear, Ed.D.
Confronting Anti-Black Racism	Dr. Kathy Hogarth, Ph.D.
Decolonizing the Curriculum	Dr. Delores Mullings, Ph.D.

Table continued

Education and Training Topics	
Developing an Anti-racist Lens and Effective Responses to Racism at Humber	Rita Kohli, M.A., M.Ed.
An Intersectional Approach to Disability	Liza Arnason, M.A.
Embedding EDI into Curriculum & Programs: Transforming Content and Pedagogical Practices	Dr. Wesley Crichlow, Ph.D.
Employment Equity in a College Setting	Dr. Carol Agócs, Ph.D.
Envisioning an EDI Framework	Arnold Minors, MBA
4 Seasons of Reconciliation	First Nations University Canada, Aboriginal Healing Foundation and Indigenous Education the National Centers
Gender Diversity 201	Dr. Ruth Neustifter, Ph.D.
Implicit Race Bias and Faculty Practice	Dr. Arlo Kempf, Ph.D.
Increasing Equity and Inclusion Capacity for Senior Leadership	Dr. Kathy Obear, Ed.D.
Institutional EDI Framework and Strategy: Implications for Change Management	Shani Ocquaye, J.D.

Education and Training Topics	
Linking Implicit Race Bias to Systemic, Institutional & Structural Racism: Limitations and Possibilities	Dr. Arlo Kempf, Ph.D.
Managing Resistance and Building Accomplices	Nancy Simms, M.A. & Ian Crookshank, M.A.
Raising Collective Consciousness on Islamophobia	Sayema Chowdhury, BSc, B.Ed. & Sultan Rana, M.Ed.
Reconciling Racism in the Era of Reconciliation	Dr. Raven Sinclair, Ph.D.
The "Yellow Peril": Why Anti-Asian Racism Won't Disappear After the Pandemic is Over	Calvin To, B.A.

Education and Training Topics	
Unconscious Bias & Challenges to Fair Assessment	Dr. Maydianne Andrade, Ph.D.
Understanding and Unlearning Anti-Black Racism	Dr. Wesley Crichlow, Ph.D.
Understanding Anti-Brown Racism	Raj Dhir, LL. B
Understanding the Determinants of Health for a Healthy and Inclusive Community	Dr. Roberta Timothy, Ph.D.
Workplace Inclusion for Gender and Sexual Diversity	Egale Canada

EDI Taskforce Operations

The EDI Taskforce has one monthly three-hour meeting throughout the calendar year alongside several working group meetings specific to program areas. It was determined that each working group would have one to two Chairs who would work alongside the Leads to guide the development of objectives and activities for each program area.

The table below reflects each programs area and the Co-Chairs:

At a very early stage, the membership realized that in order to develop the EDI Framework and Strategy, they needed to establish some baselines and, in fact, install infrastructure in order to identify key activities that would address the objectives and deliverables for each program area. Using a participatory social justice model, the membership quickly recognized that the framework was launched once they identified and shared publicly the deliverables and objectives.

The programs' deliverables, objectives, actions and metrics went through numerous iterations based on feedback from the College community. The EDI Taskforce hosted several formats in order to elicit feedback including, EDI Town Halls, focus groups, Communique posts, emails to all full-time and non-full-time employees, informal conversations and presentations to key stakeholders throughout the College, including the Board of Governors.

Access & Equity: Students	Access & Equity: Employees	Curriculum & Program	Campus Culture	College-Wide Communication & Engagement
Ian Crookshank	Bharat Saini	Ranya Khan	Patricia Suleiman	Sacha Ally
Nivedita Lane	Derek Stockley	Shara Stone	Kathryn Edgett	

Change Management

EDI education and work is intrinsically linked to the transformation of individuals, systems, institutions and the wider society. In 2019 and 2020, Shani Ocquaye, EDI Project Manager, and the Co-Leads, started to work with the EDI Taskforce membership to shift from the development of the framework to implementation. In so doing, they presented a number of strategies to effectively manage change, increase buy-in, anticipate and embrace resistance during this implementation phase. The membership quickly recognized that they also needed to focus on transformation and not reformation. To further assist us in making the invisible visible, Kit Malo, Estuaries Learning Consulting Group, was retained to work alongside the EDI Taskforce on concretizing its change management approach. They lean on Robert Gass' Social Transformation Project to guide the work and it contends that sustainable change emerges from considering three domains of organizational life - our mindsets (hearts and minds), our skillsets (the behaviour we exhibit and actions we take) and our structures (the systems and processes we use). [1]

All change management efforts require a strong and effective communication strategy. To assist in this regard, the College-Wide Communication and Engagement Working Group and the Centre for Human Rights, Equity & Inclusion were steadfast in keeping the College community informed of the Taskforce activities and accomplishments. The work of the Taskforce was also picked up by various media outlets and other postsecondary institutes that looked to Humber to share wise practices in building and implementing their own Institutional EDI Plan.

This document presents the Institutional EDI Framework and Strategy.

[1] Malo, K. (2021). Making the invisible visible: Snapshot of change management initiatives. Presentation to Humber's EDI Taskforce.

To access details of key human rights, equity and inclusion terms please click Glossary

Access & Equity: Students

Initiative:

Establish and implement an institutional framework and strategy for equity, diversity and inclusion (EDI) that addresses the needs of both students and employees

Milestone:

College-wide EDI framework and strategy for students

Deliverable:

Enhance recruitment, retention, and advancement of Indigenous and equity-deserving students

Theoretical Frameworks:

- Retention Theory
- Critical Race Theory
- Indigenous Wholistic Framework

Objective #1:

Develop mechanisms to continuously assess and promote student-facing programs and services for Indigenous and equity-deserving students

Change Management Objectives
Mindset Shifts:

Deepening awareness across student-facing staff and Departments of the nuanced, intersectional strengths and needs of Indigenous and equity-deserving students relating to access and support

Structural Shifts:

Development and implementation of policies, practices, and services focused on holistic access for all students in support of an inclusive, experience at Humber

Skillset Shifts:

Increased capacity of administrative and student-facing staff to respond to students with a compassionate and caring approach

Key Accomplishments

2018/2019

Established Working Group and identified objectives, activities and metrics

2019/2020

Conducted current state analysis based on 2017-2019 Humber Student Success Survey (HSSS) data and National Health Survey and identified themes, trends, demographics and needs of Indigenous and equity-deserving students. Used findings to determine EDI recruitment and retention gaps

2020/2021

Provided EDI subject matter expertise to the department of Advancement related to a new scholarship platform, special programs and the development of scholarships for Indigenous and equity-deserving students

2021/2022

Researched and recommended practices to be incorporated into a feedback process for students to describe their experiences with policies and procedures

2022/2023 **Upcoming Actions**

Development, distribution and testing of an EDI self-assessment program tool and guide

Conduct assessment of programs and services to measure increase in accessing equity hubs and students' satisfaction of service delivery

Metric

1. Increased numbers of students accessing equity hubs and reporting increased satisfaction in service delivery

Area of Accountability

1. Student Success & Engagement

Access & Equity: Students

Objective #2:

Research and recommend strategies for targeted recruitment, retention, and success of Indigenous and equity-deserving students

Change Management Objectives
Mindset Shifts:

Increased understanding of the necessity of targeted recruitment as fundamental in supporting Humber's growth as a diverse community

Structural Shifts:

Institutional commitment to recruit and retain Indigenous and equity-deserving students

Skillset Shifts:

Increased capacity of those involved in recruitment to develop and engage in intentional strategic activities that support Indigenous and equity-deserving students to apply, attend and graduate

Key Accomplishments

2018/2019

Compiled demographic data regarding Humber student population from HSSS and the National Health Survey

2021/2022

Developed and launched professional development series on the recruitment and retention of Indigenous and equity-deserving students to Senior Deans and Strategic Enrolment Management (SEM) committee

In collaboration with Institutional Planning and Analysis (IPA) and the Registrar's Office, analyze current recruitment and retention data of Indigenous and equity-deserving students at the College in order to increase the retention of students who are at higher risk of attrition

2022/2023   Upcoming Action

In partnership with SEM and IPA, prepare a final report with recommendations for ongoing targeted recruitment, retention and advancement of Indigenous and equity-deserving students

Metrics

1. Increased year over year number of students from Indigenous and equity-deserving groups that are recruited and retained in their programs
2. Increased EDI and IWBKD capacity in members of SEM subcommittees to apply an equity approach to Humber's recruitment, retention and advancement strategies including data collection for HSSS

Area of Accountability

1. Student Success & Engagement

Access & Equity: Students

Objective #3:

Identify and address institutional and financial barriers to retention and success including accessing scholarships, bursaries, grants, and non-governmental financial assistance for Indigenous and equity-deserving students

Change Management Objectives
Mindset Shifts:

Deepened awareness that structural barriers to access, retention and success exist at Humber

Structural Shifts:

Operationalization of institutional activities and programs that support the recruitment and success of Indigenous and equity-deserving groups

Skillset Shifts:

Increased capacity of the Humber community to support intentional strategic activities that encourage Indigenous and equity-deserving students to apply, attend and graduate

Key Accomplishments

2019/2020

Identified and publicized scholarships, grants, bursaries, and other sources of educational funding other than government student loans for Indigenous and equity-deserving groups

2020/2021

Conducted review of student policies and procedures and identified barriers to Indigenous and equity-deserving students accessing scholarships, bursaries, and grants and completed report with recommendations

2022/2023   Upcoming Action

Complete report with recommendations on the policies and procedures regarding non-governmental financial supports for students that will capture the number of students from Indigenous and equity-deserving groups accessing scholarships, grants, awards, and gaps in intentions and impact of such policies and procedures

Metrics

1. Increased numbers of Indigenous and equity-deserving students indicating that accessing non-governmental funding supported their retention and success in programs
2. Increased retention rates of Indigenous and equity-deserving students

Area of Accountability

1. Student Success & Engagement

Access & Equity: Students

Objective #4:

Enhance the Equity, Diversity, Inclusion (EDI) and Indigenous Ways of Being, Knowing, & Doing (IWBKD) capacity of Student Success and Engagement and Public Safety employees to increase students' sense of inclusion

Change Management Objectives

Mindset Shifts:

Deepened understanding of how systemic barriers, institutional culture and personal biases of staff are experienced by Indigenous and equity-deserving students

Structural Shifts:

Development and implementation of policies and procedures that hold employees accountable to a student-centered approach grounded in EDI and anti-racism principles

Skillset Shifts:

Increased EDI, IWBKD and anti-racism capacity for Student Success and Engagement and Public Safety employees

Key Accomplishments

2021/2022

Implemented personal development plan process for all full-time staff in Student Success & Engagement involving EDI and IWBKD competency review through existing tools Canadian Association of College and University Student Services (CACUSS) Competency Framework and personal development plan creation

Co-developed with Centre for Human Rights, Equity and Inclusion and Faculty of Social & Community Services, anti-Black racism training for Department of Public Safety personnel to enhance the capacity of employees to understand anti-Black racism, reflect and mitigate biases in their work with students, staff, and community members

2022/2023   Upcoming Actions

Organize and host Feedback Session for students to share their experiences with SSE and Public Safety employees

Prepare report with recommendations to support ongoing EDI, IWBKD and anti-racism capacity building for SSE and Public Safety employees

Metrics

1. SSE & Public Safety employees indicate increased IWBKD & EDI knowledge and skills
2. Students report higher level of satisfaction with SSE and Public Safety service delivery

Areas of Accountability

1. Student Success & Engagement
2. Public Safety
3. Indigenous Education & Engagement

Access & Equity: Students

Objective #5:

Develop recommendations to increase EDI and IWBKD capacity for students

Change Management Objectives
Mindset Shifts:

Recognition of the importance of self-education in EDI and IWBKD practices as fundamental aspects of preparation towards becoming a global citizen

Structural Shifts:

Institutional commitment to ongoing EDI and IWBKD education of the Humber student body, through policy development and resource allocation

Skillset Shifts:

Increased capacity for students to relate to self and others using EDI and IWBKD approaches

Key Accomplishments

2022/2023 **Upcoming Action**

Research institutional approaches to EDI and IWBKD capacity building for students. Collaborate with Humber Learning Outcomes (HLO) team on developing EDI and IWBKD learning outcomes for students

Metric

1. Humber Learning Outcomes include EDI and IWBKD as required skills and knowledge

Area of Accountability

1. Students Success & Engagement

Access & Equity: Employees

Initiative:

Establish and implement an institutional framework and strategy for equity, diversity and inclusion (EDI) that addresses the needs of both students and employees

Milestone:

College-wide EDI framework and strategy for employees

Deliverable:

Enhance recruitment, retention and advancement of Indigenous Peoples and individuals from equity-deserving groups

Theoretical Frameworks:

- Critical Race Theory
- Anti-Racism Theory
- Critical Disability Theory

Objective #1:

Re-establish and sustain Humber's Employment Equity Program

Change Management Objectives
Mindset Shifts:

Deepening awareness and commitment to Employment Equity and its implications at Humber

Structural Shifts:

Human Resources & Organizational Effectiveness (HROE) policies, processes and procedures and their implementation assessed to identify and remove barriers to full employment for Indigenous Peoples and individuals from equity-deserving groups by occupational group to enhance the reflection of the student population

Skillset Shifts:

Increased knowledge and importance of Employment Equity capacity within HROE and hiring managers

Key Accomplishments

2018/2019

Revitalized Humber's Employment Equity Program

Conducted current state analysis of full-time employees

2019/2020

Produced 2018 Employment Equity Report and shared the report with the college community

Socialized the Employment Equity faculty demographic data with Senior Deans and discussed improvement plans

Centre for Human Rights, Equity and Inclusion developed and launched four Employment Equity videos that demonstrated Senior Deans commitment to equity-hirings

Developed a three year outreach program to encourage voluntary completion of the Employment Equity Questionnaire

2020/2021

Supported Senior Deans, Deans and Directors on implementation of Special Program (Section 14) under the Ontario Human Rights Code hirings

Developed and launched College-wide training on Employment Equity

2021/2022

Centre for Human Rights, Equity & Inclusion supported HROE and the Faculty of Liberal Arts & Sciences to develop cluster hire initiative

Completed Employment Systems Review

2022/2023   Upcoming Action

HROE and the Centre for Human Rights, Equity & Inclusion complete development of Humber's Employment Equity Plan and commence implementation

Metrics

1. Increased completion rate of the Employment Equity Questionnaire
2. Reestablished and maintain Employment Equity program

Areas of Accountability

1. Centre for Human Rights, Equity & Inclusion
2. Human Resources and Organizational Effectiveness

Access & Equity: Employees

Objective #2:

Build EDI and IWBKD capacity in Human Resources and Organizational Effectiveness (HROE)

Change Management Objectives
Mindset Shifts:

Deepening awareness of and commitment to Human Rights, EDI, IWBKD, anti-racism and Employment Equity

Structural Shifts:

HROE equipped with Human Rights, EDI, Anti-Racism and IWBKD skills and knowledge to support the College with the recruitment, hiring, retention and advancement of individuals from Indigenous and equity-deserving communities

Skillset Shifts:

HROE increases their capacity of Human Rights, EDI, IWBKD, anti-racism and Employment Equity in relation to leading and emerging human resources practices

To access details of key human rights, equity and inclusion terms please click Glossary

Accomplishments

2020/2021

Conducted a needs assessment and used the results to develop a two year EDI, IWBKD, Human Rights and Anti-Racism training plan for HROE

Delivered 2020/2021 EDI capacity building training to HROE employees

Developed and delivered training on Employment Equity and its implications for Human Resources Practitioners

2021/2022

Delivered training to Human Resources Business Partners and Human Resources Support Services on implementing Special Programs (Section 14) under the Ontario Human Rights Code and associated job posting language

2022/2023   Upcoming Action

HROE employees to complete 4 Seasons of Reconciliation training

Metrics

1. Increased in EDI and IWBKD capacity in HROE employees to deliver pertinent EDI support to the college community
2. Integration of EDI and IWBKD principles in HROE policies and practices to enable employees to provide equitable and inclusive advice to the college community in managing employees

Areas of Accountability

1. Centre for Human Rights, Equity & Inclusion
2. Human Resources & Organizational Effectiveness

Access & Equity: Employees

Objective #3:

Develop and implement EDI and IWBKD related education and training for managers and hiring committees

Change Management Objectives
Mindset Shifts:

Deepening awareness of and commitment to EDI, IWBKD, Employment Equity and its implications for managers and hiring committees

Structural Shifts:

Managers and hiring committees will engage in recruitment and hiring processes utilizing an equity approach

Skillset Shifts:

Enhanced understanding of systemic discrimination including implicit bias, microaggressions and heteronormativity integrating EDI and IWBKD principles in managing and supporting employees

Key Accomplishments

2020/2021

Supported HROE in building administrative and academic recruitment training incorporating leading practices with an equity approach

2021/2022

Centre for Human Rights, Equity & Inclusion launched Unconscious Bias training modules for hiring committees

2022/2023   Upcoming Action

EDI and IWBKD related education and training program to become mandatory for all managers and hiring committees

Metric

1. Increase in EDI and IWBKD capacity in managers and hiring committees

Areas of Accountability

1. Indigenous Education & Engagement
2. Human Resources & Organizational Effectiveness
3. Centre for Human Rights, Equity & Inclusion

Curriculum & Programs

Initiative:

Establish and implement an institutional framework and strategy for equity, diversity and inclusion (EDI) that addresses the needs of both students and employees

Milestone:

College-wide EDI framework and strategy for curriculum development, implementation and review

Deliverable:

Advance the integration of EDI and Indigenous Ways of Being, Knowing and Doing in Humber's academic programs

Theoretical Frameworks:

- Anti-Racism Theory
- Critical Race Theory
- Decolonization Theory
- Critical Liberatory Pedagogy
- Culturally Responsive Pedagogy
- Universal Design for Learning Frameworks

Objective #1:

Enhance EDI and IWBKD capacity of Faculties, Humber Academic Division, and the Centre for Innovative Learning

Change Management Objectives
Mindset Shifts:

Individual and community-wide awareness of the importance of EDI and IWBKD principles and their application at Humber

Structural Shifts:

Curricular policies and procedures will incorporate EDI, anti-racism and decolonization approaches

Skillset Shifts:

EDI and IWBKD approaches integrated in reviews and development of course content, materials and learning outcomes

Key Accomplishments

2018/2019

Identified professional development needs of Humber academic community

2019/2020

Created an EDI and IWBKD Revision Working Group to review and provide recommendations for changes to the Teaching Excellence Program

Developed and facilitated a series of EDI focused trainings for Program Planning, Development & Renewal (PPDR) and Innovative Learning

2020/2021

Updated the Teaching Excellence Program

2021/2022

Updated the Innovative Learning (IL) certificate program using an EDI approach

2022/2023   Upcoming Action

Update IL certificate programs that integrate an EDI and IWBKD approach: Teaching Effectiveness Certificate, Culturally Inclusive Educator Certificate, Inclusive Curricular Design Certificate, Teaching in a Digital World Certificate

Metrics

1. Evaluation results indicating EDI and IWBKD knowledge increased in Faculty, Academic Division, IL and PPDR staff
2. Participant evaluation of training series indicating EDI and IWBKD knowledge increased in Teaching Excellence Program
3. Teaching Excellence Program participants have an increased awareness of theories and frameworks related to inclusive education

Areas of Accountability

1. Faculty of Liberal Arts & Sciences
2. Centre for Innovative Learning: Teaching Excellence

Curriculum & Programs

Objective #2:

Develop a strategy to infuse EDI and IWBKD in all academic programs through Humber Learning Outcomes (HLOs)

Change Management Objectives
Mindset Shifts:

Faculty to value integrating EDI and IWBKD principles into all aspects of their professional practice

Structural Shifts:

The implementation and promotion of the HLO framework across all programs at Humber supports the institutional commitment to incorporate EDI and IWBKD principles explicitly in all programs to ensure the development of career-ready citizens

Skillset Shifts:

Incorporate EDI and IWBKD explicitly into course curriculum through inclusive design principles and practices

Key Accomplishments

2018/2019

Identified strategies for encouraging the integration of EDI and IWBKD throughout curriculum

2019/2020

Integrated anti-discrimination statement into course outlines and Blackboard template

2020/2021

Developed an EDI and IWBKD inventory of selected academic programs through HLO implementation activities

2022/2023 — Upcoming Actions

Assess presence of EDI and IWBKD in course outlines in COSSID

Pilot the EDI and IWBKD inventory strategy in selected academic programs through HLO implementation activities

Develop Indigenous Quality Assurance Standards

Metric

1. Percentage of courses in each program that integrate elements of EDI and IWBKD into curriculum:

   Indigenous Land Acknowledgment

   EDI Statement

   Program Learning Outcomes (PLOs)

   Course Learning Outcomes (CLOs)

   Course Outline Software Supporting Instructional Design (COSSID) reporting (2021-2022): 75% of courses in full-time academic programs that include the EDI statement and Indigenous Land Acknowledgment

   COSSID reporting (2022-2023): 20% of full-time academic programs that include EDI alignment in at least one of the following curriculum areas: course learning outcomes, course descriptions, course content, materials and assessments

   COSSID reporting (2022-2023): 10% of selected piloted programs that include IWBKD in at least one of the following curriculum areas: course learning outcomes, course descriptions, course content, materials and assessments

Area of Accountability

1. Centre for Innovative Learning: PPDR; Teaching Excellence

Curriculum & Programs

Objective #3:

Review program development and renewal processes to develop an EDI and IWBKD quality assurance protocol

Change Management Objectives
Mindset Shifts:

Academic faculties and Humber employees to value and prioritize EDI and IWBKD approaches when developing and reviewing programs

Structural Shifts:

EDI and IWBKD integrated into the internal Quality Assurance (QA) processes

Skillset Shifts:

Increased EDI and IWBKD capacity in employees working in program development and review

To access details of key human rights, equity and inclusion terms please click Glossary

Key Accomplishments

2018/2019

Identified role of Program Planning, Development & Renewal (PPDR) in the successful implementation of EDI & IWBKD across the curriculum

2021/2022

Created process for assessing inclusion of EDI in programs slated for program review in alignment with HLO curriculum implementation and in consultation with relevant partners

2022/2023   Upcoming Actions

Evaluate program review process and correct any existing gaps

Develop Indigenous Quality Assurance Standards

Metrics

1. Incorporation of EDI and IWBKD in program review processes
2. Pilot program review process with five programs selected for 2022/2023 review

Areas of Accountability

1. Centre for Innovative Learning: PPDR
2. Indigenous Education & Engagement

Curriculum & Programs

Objective #4:

Braid IWBKD into programs and curricula

Change Management Objectives
Mindset Shifts:

Academic faculties and Humber employees to value and prioritize IWBKD as a relevant and important approach to teaching, learning and being in community

Structural Shifts:

Establish IWBKD programs, policies, fellowships, curriculum, and training across the College

Skillset Shifts:

Employee and faculty increase IWBKD capacity through training and exposure to IWBKD leadership and initiatives

Key Accomplishments

2019/2020

Launched pilot project in ECE program to increase courses that offer IWBKD learning outcomes, while also promoting safer and more inclusive classrooms

2020/2021

Developed pilot global pre-departure study abroad program for Indigenous, Black and 2SLGBTQ+ students

2021/2022

Provided 4 Seasons of Reconciliation training to 1200 employees

2022/2023   **Upcoming Actions**

Develop Indigenous Research Policy

Pilot faculty level micro-credential training inclusive of professional development resources

Develop and administer evaluation to asses impact of micro credential training

Metrics

1. 25% of programs include Indigenous curriculum content
2. 75% of ECE faculty indicate increased knowledge on promoting safer and more inclusive classrooms
3. 75% of faculty indicate that education and training shape the Indigenous content in their courses and/or teaching pedagogy

Area of Accountability

1. Indigenous Education & Engagement

Curriculum & Programs

Objective #5:

Develop an EDI toolkit that faculty can utilize to infuse EDI throughout curricula

Change Management Objectives
Mindset Shifts:

Faculty to recognize the value of working with humility and curiosity when approaching curriculum review and creating diverse content for curriculum

Structural Shifts:

Explicit curriculum shifts to include a deepening and broadening of inclusive pedagogical approaches within departments and Faculties

Skillset Shifts:

Development of a Critical Pedagogy approach and reflective practice for faculty

Key Accomplishments

2018/2019

Identified process for determining extent to which EDI is present in academic programs

2019/2020

Established consultative process for accessing experiences of faculty whose programs incorporated EDI

2020/2021

Utilized consultative process to incorporate the experiences of faculty in developing EDI Toolkit

2021/2022

Developed and launched Faculty EDI Toolkit to support integration of EDI throughout College programs

2022/2023   Upcoming Action

Develop recommendations to integrate EDI in programs where EDI was not evident in course or program outcomes

Metrics

1. EDI language-based analysis report that classifies full-time programs into three categories based on level of EDI integration
2. Completion of conceptual framework for EDI curriculum integration accomplished through HLO roll-out
3. Completion and launch of EDI Faculty Toolkit
4. Recommendations for EDI integration throughout college presented to academic division

Areas of Accountability

1. Faculty of Community & Social Services
2. Centre for Innovative Learning

Curriculum & Programs

Objective #6:

Institute and Facilitate an EDI Community of Practice for Faculties

Change Management Objectives
Mindset Shifts:

Humber's community will value, expect, and demand a wealth of EDI-centred materials, resources, and connections to be available to individuals and the community

Structural Shifts:

Library collection will hold robust and accessible EDI resources

Skillset Shifts:

Development and diffusion of EDI-related resources to Humber constituents

Key Accomplishments

2020/2021

Identified range of supports necessary to support Humber academic community in successfully implementing EDI

Proposed formation of faculty EDI Community of Practice grounded in research

Developed evaluation criteria and processes to identify and approve EDI responsive resources

Identified and begin to compile EDI responsive resources available for curriculum development and implementation

2021/2022

Identified range of supports for the academic community to successfully implement EDI in curricula

2022/2023   Upcoming Actions

Establish EDI Community of Practice

Conduct assessment and provide recommendations for ongoing compilation of EDI resources

Identify and compile EDI responsive resources available for curriculum development and implementation

Metrics

1. Establishment of EDI Community of Practice
2. Evaluation results indicating:
   a) increased inclusion of EDI in teaching practices, curriculum design and delivery
   b) greater capacity to engage in conversations on EDI in the classroom

Areas of Accountability

1. **Lead:** Faculty of Social & Community Services and Centre for Innovative Learning
2. **Supporting Faculties:** Faculty of Business, Faculty of Media & Creative Arts, Faculty of Health Sciences & Wellness, Faculty of Liberal Arts & Sciences, Faculty of Applied Sciences & Technology

Curriculum & Programs

Objective #7:

Create shared repositories of EDI and IWBKD resources

Change Management Objectives
Mindset Shifts:

Library's collection policies and procedures prioritize EDI and IWBKD voices and perspectives

Structural Shifts:

Library's collection to ensure EDI and IWBKD resources are robust and accessible to all

Skillset Shifts:

Library staff increased EDI and IWBKD capacity

Key Accomplishments

2018/2019

Identified role of Libraries in supporting the Humber community in successfully implementing EDI and IWBKD

2020/2021

Created 2SLGBTQ+ Education Guide in collaboration with the LGBTQ+ Resource Centre

2021/2022

Increased resources of Black voices and perspectives

2022/2023   Upcoming Actions

Develop web-content to support and share EDI commitment statement and projects.

Launch All My Relations and One Dish One Spoon sections of IE&E Indigenous Education Bundles.

Conduct EDI and IWBKD library audit

Develop Library Spotlights 2022-23 alongside the Centre for Human Rights, Equity & Inclusion, IE&E and other related departments

Metrics

1. Library developed EDI commitment statement
2. Collection's policy updated to integrate EDI and IWBKD principles
3. Complete library audit
4. Develop and share three (3) Library Collections Spotlights

Areas of Accountability

1. Humber Library
2. Centre for Innovative Learning

Campus Culture

Initiative:

Establish and implement an institutional framework and strategy for equity, diversity and inclusion (EDI) that addresses the needs of both students and employees

Milestone:

College-wide EDI framework and strategy for campus culture

Deliverable:

Cultivate and sustain a healthy and inclusive campus culture by advancing the conditions necessary to foster a sense of belonging and well-being for the Humber community

Theoretical Frameworks:

- Critical Race Theory
- Anti-Racism Theory
- john a. powell's Framework and Analysis of "Belonging"

Objective #1:

Develop and launch institution-wide education to increase equity, inclusion and anti-racism throughout the Humber community

Change Management Objectives
Mindset Shifts:

Shift from a mindset focused on equality and compliance to a mindset that sees inclusion and belonging as fundamental to a healthy College culture

Structural Shifts:

Establish inclusion and belonging at the forefront of decision making at Humber

Skillset Shifts:

Increased capacity of Humber employees to act in their day-to-day lives in ways that support EDI, IWBKD, anti-racism and belonging

Key Accomplishments

2019/2020

Developed EDI Vision Statement and Humber specific definition of Campus Culture

Conducted college-wide consultation to gather feedback from the community on feelings of belonging and areas to improve

Supported Student Success & Engagement to host a listening sessions that enabled students who identify as Black/African to share their experiences at the College

2020/2021

Conducted college-wide EDI capacity building needs assessment and used the results to develop a three-year training plan

Organized and hosted multiple education and training sessions for the College community including the following: Decolonizing the Curriculum, Addressing Anti-Black Racism and Leading Change at Humber, Workplace Inclusion for Gender and Sexual Diversity, Anti-Asian Racism and the Implications for Humber College and Understanding Anti-Brown Racism

Conducted college-wide evaluation on the impact of the education and training sessions

2021/2022

Organized and hosted college-wide education and training that included the following: The importance of Belonging, Equity, Diversity and Inclusion, Reconciling Racism in an Era of Reconciliation, Developing an Integrated Anti-Racist Mindset; Advancing Inclusion: Addressing the Impact of Anti-Semitism on College Campuses, Raising Collective Consciousness on Islamophobia, Gender and Sexual Diversity

2022/2023   Upcoming Actions

Continue to organize and host equity, diversity, inclusion and anti-racism education and training to enhance inclusion and belonging at Humber

Conduct college-wide evaluation on the impact of the education and training sessions and complete a final report

Metric

1. Increased equity, diversity, inclusion and anti-racism capacity in Humber employees

Areas of Accountability

1. Centre for Human Rights, Equity & Inclusion
2. Student Success & Engagement

Campus Culture

Objective #2:

Enhance opportunities to increase well-being and a sense of belonging for students and employees

Change Management Objectives
Mindset Shifts:

All levels of the College advance their commitment to inclusion and belonging for Indigenous and equity-deserving groups

Structural Shifts:

Shifts in policies and processes that support inclusion and belonging for Indigenous and equity-deserving groups

Skillset Shifts:

Increased capacity to respond in proactive ways that fosters inclusion and belonging for Indigenous and equity-deserving groups at Humber

Key Accomplishments

2018/2019

Humber community identified need for Black/African and 2SLGBTQ+ Employee Resource Groups (ERGs) at Humber

2019/2020

Supported IGNITE in developing an Anti-Black racism speaker series

2020/2021

Developed and launched Black/African and 2SLGBTQ+ ERGs

Provided guidance and supported IGNITE to infuse equity, diversity, and anti-racism throughout their programs and services

Supported IGNITE to retain an external EDI consultant to conduct an equity audit and the implementation of EDI capacity building training and education for employees

2021/2022

Supported the development and launch of the Unlearning Circle: White Identified Humber Employees Dismantling White Supremacy Working Group

Supported the revision of the Flag Policy that includes raising of Pride Flags annually in the month of June and Residential School Survivor's Flag in September

Increased the visibility of departments and related spaces where students can report human rights-related concerns

2022/2023 — Upcoming Actions

Conduct assessment of the effectiveness of ERGs in fostering a sense of belonging for employees and share the results with the Humber community

Audit course outlines and Blackboard templates for the inclusion of information on where students can report human rights-related concerns

Develop an evaluation tool to poll students on their knowledge of where to go and report human rights-related concerns

Metrics

1. Black/African and 2SLGBTQ+ members report an increase in sense of belonging at Humber
2. The Unlearning Circle members report an increase in EDI and anti-racism capacity
3. Humber community reports an increased sense of well-being

Areas of Accountability

1. IGNITE
2. Centre for Human Rights, Equity & Inclusion
3. Student Success & Engagement

Campus Culture

Objective #3:

Promote accessibility and inclusion in campus spaces and services for Humber students and employees

Change Management Objectives
Mindset Shifts:

Humber employees consider accessibility, inclusion and belonging as key elements in how all physical space is planned and experienced

Structural Shifts:

Accessible and inclusive approaches to the development and implementation of policies, protocols and plans for Humber's physical spaces

Skillset Shifts:

Increase the Humber community's capacity to translate into appropriate action Humber's policies and procedures that support accessibility and inclusion

Key Accomplishments

2020/2021/2022

Identified barriers related to EDI in the following spaces and services and developed reports with recommendations which were submitted to the Dean of Students:

1. Bathrooms and Change rooms
2. Library
3. Residence Life
4. Spirituality
5. Food Services

2022/2023   Upcoming Action

Develop and administer evaluation tool to measure students' satisfaction with the above mentioned physical spaces and food services and submit the results and recommendations to the Dean of Students

Metric

1. Reduction in students' complaints regarding usage of physical spaces and food services

Area of Accountability

1. Student Success & Engagement

Campus Culture

Objective #4:

Strengthen and sustain relationships with community organizations to position Humber as the college and employer of choice

Change Management Objectives
Mindset Shifts:

Humber employees see the ongoing development of its local, national, and global community as key to its success as a college and employer of choice

Structural Shifts:

Development of community partnerships that support the growth of Humber's community

Skillset Shifts:

Increased capacity of employees to identify, pursue and maintain community partnerships and relationships that further develop Humber's presence at the local, national, and global levels

Key Accomplishments

2020/2021

Identified community organizations to establish relationships and partnerships to strengthen Humber's presence

2021/2022

Humber partnered with Rexdale Community Health Centre for pilot training program to build capacity in:

1. Communicating Over Differences
2. Human Rights Training

2022/2023   Upcoming Actions

Deliver pilot training program to Rexdale Community Health Centre

Evaluate the effectiveness of pilot Community Ambassador program and provide recommendations

Provide recommendations to senior leadership to maintain and grow relationships with local community organizations and leaders who serve Indigenous Peoples and equity-deserving groups

Metric

1. Increased recognition for Humber as an employer and college of choice

Area of Accountability

1. Centre for Human Rights, Equity & Inclusion

College-Wide Communication and Engagement

Initiative:

Establish and implement an institutional framework and strategy for equity, diversity and inclusion (EDI) that addresses the needs of both students and employees

Milestone:

College-wide EDI framework and strategy for communication and engagement

Deliverable:

1. Develop and implement a communication strategy that keeps the Humber community informed regarding EDI and IWBKD initiatives, accomplishments and enables input from the college community
2. Support senior leadership in intentionally communicating their commitment to EDI and IWBKD

Theoretical Framework:

- Critical Race Theory

Objective #1:

Create and maintain a campus communication and engagement plan for the Institutional EDI Framework and Strategy

Change Management Objectives
Mindset Shifts:

Campus community understanding that EDI is important and is an integral component to their work

Skillset Shifts:

Increased capacity of the Humber community to understand EDI language, to connect to EDI concepts and to communicate the imperative

Key Accomplishments

2018/2019

Developed and drafted Communications & Engagement (C & E) strategy and plan

2019/2020

Finalized and implemented the C & E plan that keeps the College community informed regarding EDI and IWBKD initiatives, updates, and accomplishments throughout Humber

2020/2021

Conducted quarterly evaluation of communication strategies and used findings to revise C & E plan

2022/2023   Upcoming Action

Develop a report of communication techniques used and recommendations for ongoing communication and engagement regarding EDI and IWBKD initiatives at Humber

Metric

1. College community is knowledgeable of and attends EDI events and EDI Institutional Framework and Strategy launch

Areas of Accountability

1. Centre for Human Rights, Equity & Inclusion
2. Government Relations, Marketing, and Communications

College-Wide Communication and Engagement

Objective #2:

Increase the knowledge and value of EDI at Humber

Change Management Objectives
Mindset Shifts:

Humber community's increased understanding of the importance of EDI

Structural Shifts:

Faculties and departments adopt their own framework for publishing and promoting EDI and IWBKD stories

Skillset Shifts:

Increased capacity in understanding EDI

Key Accomplishments

2018/2019

Drafted and published EDI and IWBKD-related articles for internal/ external community and industry partners

Prepared report on EDI Taskforce progress and distributed through a variety of communication channels

2019/2020

Hosted knowledge cafes, focus groups and townhalls to support EDI working group chairs to share objectives and elicit feedback from the Humber community

Prepared report on EDI Taskforce progress and distributed through a variety of communication channels

2020/2021

Prepared report on EDI Taskforce progress and distributed through a variety of communication channels

2021/2022

Created and published profiles of employees, departments and faculties with a focus on Indigenous Peoples and employees from equity-deserving groups in recognition of individuals and department's contributions to EDI and IWBKD initiatives

Prepared report on EDI Taskforce progress and distributed through a variety of communication channels

2022/2023   Upcoming Actions

Draft and publish updated information on the implementation and closure of 2018-2023 EDI framework and strategy

Administer survey to Humber community to measure their knowledge and value of EDI and IWBKD

Metric

1. Survey results indicate community was consistently informed, increased knowledge of initiatives and value of EDI and IWBKD

Area of Accountability

1. Centre for Human Rights, Equity & Inclusion

College-Wide Communication and Engagement

Objective #3:

Provide opportunities for leadership to build EDI and IWBKD capacity and increase their visibility in supporting and communicating the College's commitment to EDI and IWBKD

Change Management Objectives
Mindset Shifts:

Humber's leadership demonstrates greater interest and commitment to EDI and IWBKD

Structural Shifts:

Key frameworks and documents (statement of commitment, EDI framework) are established, highlighting institutional support for EDI and IWBKD

Skillset Shifts:

Humber's leadership shows visible commitment accompanied with actions to EDI and IWBKD

Key Accomplishments

2019/2020

Supported the delivery of EDI and IWBKD training for senior administration
-Dr. Kathy Obear - Building Diverse and Inclusive Environments within the Post-Secondary Sector for Senior Leadership

2020/2021

Supported the delivery of EDI and IWBKD training for 1) Executives, 2) Senior Deans, Deans and Associate Deans and Human Resources Business Partners and 3) Directors, Associate Directors, Managers

-Dr. Wesley Crichlow - Addressing anti-Black Racism and Leading Change at Humber

-Dr. Maydianne Andrade - Unconscious Bias and Challenges to Fair Assessment

2021/2022

Developed and launched a series of videos covering the lifespan of the EDI Taskforce to enhance knowledge of the work done at the EDI Taskforce and increase the visibility of senior leadership's commitment

-Dr. Derald Wing Sue - Microintervention Strategies: Disarming Microaggressions

2022/2023   Upcoming Action

Continue to support the delivery of EDI and IWBKD capacity building through education and training for senior leadership

Metric

1. Leaders' performance review indicate an increase in their EDI and IWBKB capacity to support an inclusive college

Areas of Accountability

1. Human Resources & Organizational Effectiveness
2. Centre for Human Rights, Equity & Inclusion

Conclusion: People First

Humber's 2018-2023 Strategic Plan called for the College to enhance equity, diversity, inclusion, and belonging grounded in human rights and anti-racism strategies. The Institutional Framework and Strategy outlined in this document is yet another important step, alongside numerous other actions the College has taken over the past 15 years, towards enhancing the success of all students and employees. Humber College seeks to be the learning institution of choice in attracting and retaining diverse people and talent, which we all know enhances excellence, innovation and student success.

Four hundred (400) years of colonization and systemic racism cannot be reversed overnight (Binkley, 2016; Dei Sefa, G.J.,& Jimenez, A.V., 2017; powell, 2021; Gass, R. 2010). The EDI Taskforce can attest to these challenges. There is an urgency, however, to build equitable organizations where all people can feel a sense of value and belonging. Human rights and equity work is highly complex and nuanced. It requires careful planning and organizational-wide understanding and commitment from each and every student and employee. We are reminded by Lather (2009) that equity work is messy, non-linear, and requires deep commitment.

This Institutional EDI Framework and Strategy has tilled the soil. For transformation to take deep root, it requires ongoing sponsorship from all levels of leadership. The Department of Human Resources & Organizational Effectiveness (HROE) must take an active and intentional role in fostering deep evolutionary change. The College community will

need to continue having serious and uncomfortable conversations related to Canada's Indigenous Peoples, equity, diversity, and inclusion in order to foster growth across all levels of the institution.

The process has started—it is up to each of us to ensure its continuance.

As we enter the final year of work for the EDI Taskforce, we note and celebrate the following accomplishments:

- Senior leadership support, including executive sponsorship (Vice Presidents Diduch and Hunter)
- Senior Deans and Associate Deans assumed responsibility to operationalize relevant EDI projects in their Faculties
- Human Resources & Organizational Effectiveness assumed responsibility to enact the recommendations that emerged from the Employment Systems Review

While many community members viewed this work as aspirational, the EDI Taskforce manifested and made concrete these initiatives as the first basic steps of what will no doubt be a long journey. We call on all members of the Humber community to "walk the talk."

As the lead for this transformational project, I thank all of you for your commitment and actions as we head into the final lap of this relay. There is much work yet to be done, including the building of Humber's Anti-Black Racism Strategy and the deepening of an intersectional, anti-racist mindset in each and every individual at the College.

In closing, I leave you with the following words from Nelson Mandela (1994) that ignite my passion each and every day I continue to do this work. I hope that they too will propel you to continue building a more inclusive Humber:

I am fundamentally an optimist. Whether that comes from nature or nurture, I cannot say. Part of being optimistic is keeping one's head pointed toward the sun, one's feet moving forward. There were many dark moments when my faith in humanity was sorely tested, but I would not and could not give myself up to despair. That way lays defeat and death.

Onward,

Nancy Simms, M.A. ADR
Director, Human Rights, Equity & Inclusion

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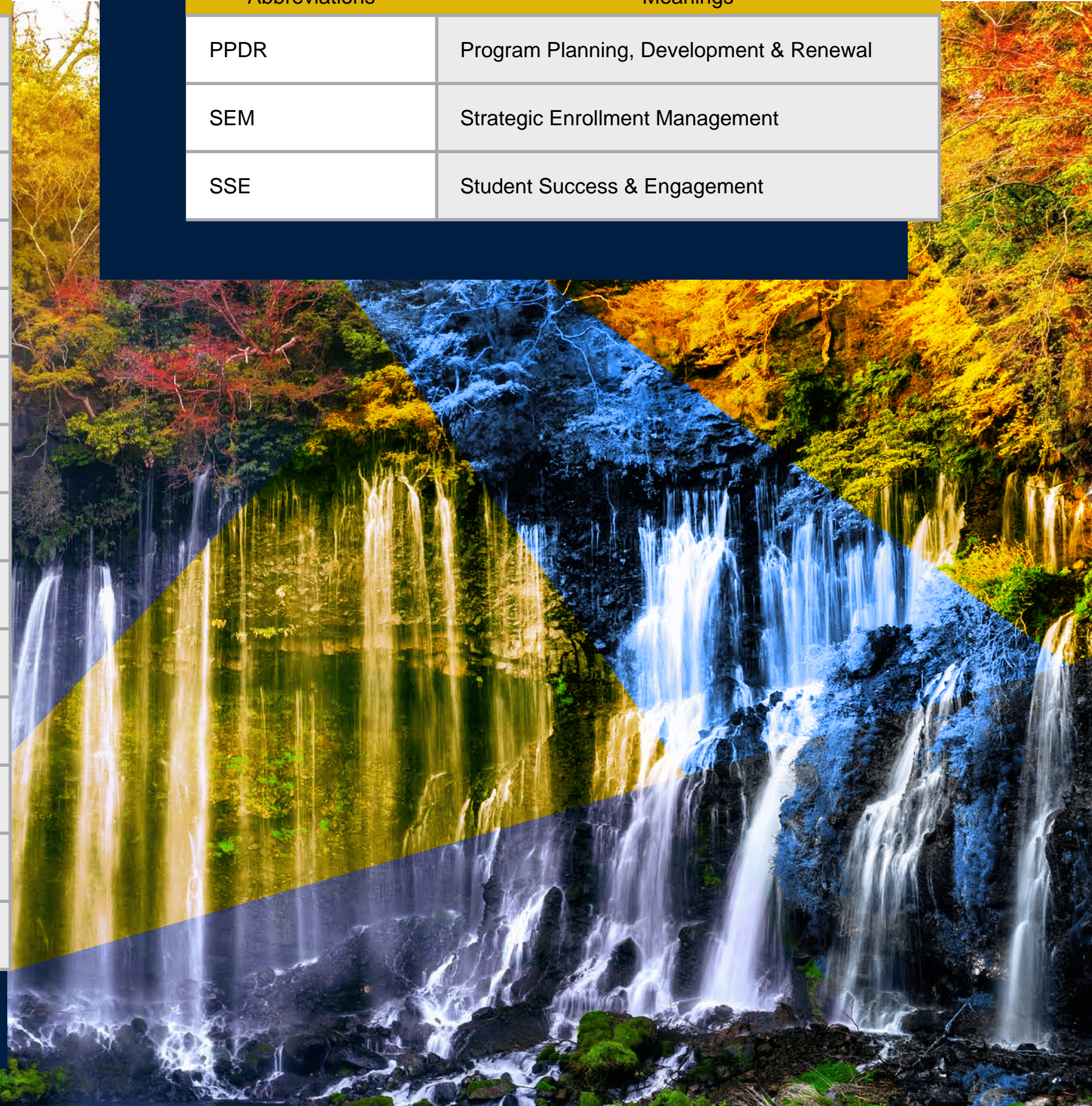
LEGEND

Abbreviations	Meanings
AODA Committee	Accessibility for Ontarians with Disabilities Act Committee
CACUSS	Canadian Association of College and University Student Services
CLO	Course Learning Outcomes
COSSID	Course Outline Software Supporting
EDI	Equity, Diversity & Inclusion
ERG	Employee Resource Group
HSSS	Humber Student Success Survey
HLO	Humber Learning Outcomes
HROE	Human Resources and Organizational Effectiveness
IE&E	Indigenous Education and Engagement
IL	Innovative Learning
IPA	Institutional Planning & Analysis
IWBKD	Indigenous Ways of Being, Knowing and Doing
PLO	Program Learning Outcomes

Table continued ➡

LEGEND

Abbreviations	Meanings
PPDR	Program Planning, Development & Renewal
SEM	Strategic Enrollment Management
SSE	Student Success & Engagement

HUMBER