EDI STRATEGIC FRAMEWORK

A COLLEGE WHERE WE BELONG:

FANSHAWE'S EQUITY, DIVERSITY AND INCLUSION FRAMEWORK

FANSHAWE

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Two Row Wampum

Many conversations have informed the creation of this framework for equity, diversity and inclusion (EDI) work at Fanshawe. We've discussed how many systems of oppression—including racism, sexism, ableism, transphobia and homophobia—have impacted our communities. But any conversation about the reality of the work we have to do, both at Fanshawe and in our society, starts with acknowledging the original system of oppression of these lands: colonization and colonial violence. As Murray Sinclair, chair of the Truth and Reconciliation Commission says, "we will stand up together and we will say never again. What we did in this country was wrong, and we will never allow that to happen again."

Fanshawe College is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Attawandaron. The three sovereign nations specific to the lands on which Fanshawe College is located are the Chippewas of the Thames First Nation; Oneida Nation of the Thames; and the Munsee-Delaware Nation. A number of treaties are specific to these lands, including the Two Row Wampum Belt Treaty of the Haudenosaunee and the Dish with One Spoon Covenant. The guiding principles of this framework are drawn from the same pillars upon which the Two Row Wampum Belt Treaty was built—peace, friendship and respect.

The Guswenta: Two Row Wampum is a symbol of sovereignty, and according to Oneida, "symbolizes the agreement and conditions under which the Haudenosaunee welcomed the newcomers to this land":

> *'You say that you are our father and I am your son.*
> *We say, 'We will not be like Father and Son, but like Brothers'.*
> *This wampum belt confirms our words. These two rows will symbolize two paths*
> *or two vessels, traveling down the same river together. One, a birch bark canoe,*
> *will be for the Indian People, their laws, their customs and their ways. We shall each*
> *travel the river together, side by side, but in our own boat. Neither of us will make*
> *compulsory laws or interfere in the internal affairs of the other.*
> *Neither of us will try to steer the other's vessel."*

A few months ago, Guy Williams (special advisor, Indigenous Education and Development) remarked to me that he saw EDI work and the work of the Indigenous Action Plan symbolized by Two Row Wampum: two boats, side by side, supporting one another, working both separately and together to advance change. I thought this was a beautiful and profound way of seeing these two paths. This EDI Framework thus exists in concert with the Indigenous Action Plan, operating together, in support of one another, on two distinct but necessarily intertwined paths. All advancing a similar goal: a College where we can belong.

- Joseph Pazzano,
chair of the EDI Task Force

A message from
President Peter Devlin

Belonging is at the core of Fanshawe's mission to unlock potential. When we harness the power of equity, diversity, inclusion (EDI) and anti-oppression frameworks, we unlock immense innovative potential for our work as a College and within our communities. We are a rich community of diverse students, employees and faculty. We are better because of our diverse identities.

This is an important time for EDI work at the College. We are in a moment of social change, we welcome a diverse student class from around the world and we recognize the potential for our employees and students to advance a sense of belonging not just on our campuses, but as active change agents in the communities we serve.

EDI is embedded in the strategic direction of the College. In our College goals, we are committed to improving the sense of belonging among students and employees at Fanshawe, developing an EDI strategic framework and applying an EDI and anti-oppression lens to core policies, processes and activities. Since we hired our first director of Equity, Diversity and Inclusion in 2021, we have signalled our public commitment to EDI by signing the Dimensions Charter, the Scarborough Charter on Anti-Black Racism and the federal government's 50 – 30 Challenge.

I am proud of the work the EDI and Anti-Oppression Task Force has done and am grateful to each member for the time and energy they have devoted to developing this document. Their experiences and perspectives enrich Fanshawe immensely, just as they have enriched the discussions at the Task Force. A College Where We Belong: Fanshawe's EDI Framework is a vision for the future. It captures where we are on our EDI journey and where we could go. At Fanshawe, we are a community that cares. Every day, our staff and faculty work to put students first and create pathways for student success. Working together, with each of us taking responsibility for creating inclusive campuses, we can achieve a College where everyone belongs.

- Peter Devlin
President, Fanshawe College

Introduction to A College Where We Belong:
Fanshawe's EDI Framework

What is the EDI Framework?

A College Where We Belong: Fanshawe's Equity, Diversity and Inclusion Framework is a vision for the future. Over the last year, Fanshawe's EDI and Anti-Oppression Task Force has been working to chart a path toward a sincere sense of belonging for equity-deserving groups at Fanshawe. This document is the result of that work and of many formal and informal consultations with equity-deserving groups over the last few years. This framework identifies themes and priorities for EDI work at the College, hopes to inspire conversations about the future of EDI work and presents a vision for belonging at Fanshawe.

In considering this EDI Framework, we hope you will come away feeling empowered to:

- Acknowledge the truth and reality of inequity and oppression for equity-deserving communities at Fanshawe and in our society;
- Recognize that fostering inclusive spaces at Fanshawe is a shared responsibility for all of us;
- Recognize that we are a College community that cares and are ready to act with a sense of urgency in identifying and dismantling barriers to inclusion;
- Recognize that, as a diversifying College, fostering a sense of belonging is not just beneficial but absolutely foundational to our future success.

What's included here?

In the pages that follow, you'll find answers to the following questions:

- Where We've Been: Our Equity Journey So Far
- Where We Could Go: The Potential for our EDI Journey
- What We Can Do Next: The Next Step on our EDI Journey
- How Do We Get There: The Priorities of our EDI Journey

What comes after this strategic framework?

The framework describes the next steps for equity work in more detail in the pages that follow. Over the next year, the working groups under the EDI and Anti-Oppression Task Force will work to bring life to the themes and priorities identified in this document. How we action this document will be the focus of those working groups. The goal is to develop a five-year EDI Action Plan that identifies the projects, goals and metrics required to make progress on these goals and priorities. We will have much more to share about the Action Plan in the months to come.

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What is EDI?

Equity, diversity and inclusion are each their own concepts, all working together to foster a sense of belonging.

DIVERSITY

Diversity is about diversity of identity and diversity of lived experiences. These dimensions would include characteristics like Indigeneity, race, ethnicity, gender, sex, gender identity expression, ability or disability, socioeconomic status, nationality, citizenship, religion, sexual identity and marital status.

EQUITY

Equity thinks about identifying and dismantling the individual, interpersonal and/or systemic barriers to full participation for equity-deserving groups. Equity is not equality; it is not the same for every person. Equity is about how we get to full participation for *equity-deserving groups*. When we talk about *equity-deserving groups,* we're most commonly talking about First Nations, Métis and Inuit communities; racialized persons; persons with disabilities; women and gender-diverse peoples; and 2SLGBTQIA+ folks. Some people and organizations prefer the terms *equity-denied or equity-seeking*. Regardless of terminology, these groups have experienced historical harm and oppression, current barriers and oppression, and often experience underrepresentation in various settings. *Equity-informed* spaces are ones that take these barriers into account in decision-making, interpersonal interactions and design.

INCLUSION

Inclusion is a feeling of respect, value and acceptance. Inclusion is closely connected to a sense of belonging; this feeling must be authentically and sincerely felt by folks in equity-deserving communities. In other words, equity-deserving folks have made clear that no one should be considered powerful enough to decide whether to include someone or not.

Where We've Been:
Our EDI Journey So Far

Our Current Reality

In the last few years, we often speak of 2020 as a turning point for equity, diversity and inclusion work. In some ways, that rings true. The murder of George Floyd in the United States reignited the Black Lives Matter movement and focused a conversation on systemic racism in Canada too. This developed into renewed conversations about Indigenous rights, decolonization and breaking down barriers for other equity-deserving communities. Many post-secondary institutions set down a path of reviewing their approaches to equity in light of those conversations. We must acknowledge that the events of the last few years were indeed continued incidents of oppression. Ample documented evidence from recent years tells us that structural racism—especially for Black and Indigenous peoples—continues to pervade systems like housing, education, employment, earnings, benefits, credit, media, health care and criminal justice.[1] The revelations of unmarked graves at past sites of residential schools reignited intergenerational trauma for folks in Indigenous communities. The pandemic left many persons with disabilities feeling discarded and left behind. The rise or reopening of debates about the very existence of trans and non-binary peoples in locales across the province and beyond has felt like a new wave of unceasing transphobia. In the broader 2SLGBTQIA+ community, there is increasing evidence that anti-queer rhetoric is on the rise, police-reported hate crimes are rising significantly, and debates about Pride are once again contested, just as they have been since the very origins of Pride.[2] And right here in London, as we pass the two-year anniversary of the terrorist attack that took the lives of four members of the Afzaal family, we continue to be reminded of the tragic and fatal consequences of hate, Islamophobia and oppression. But for all the new awareness of these realities, these years
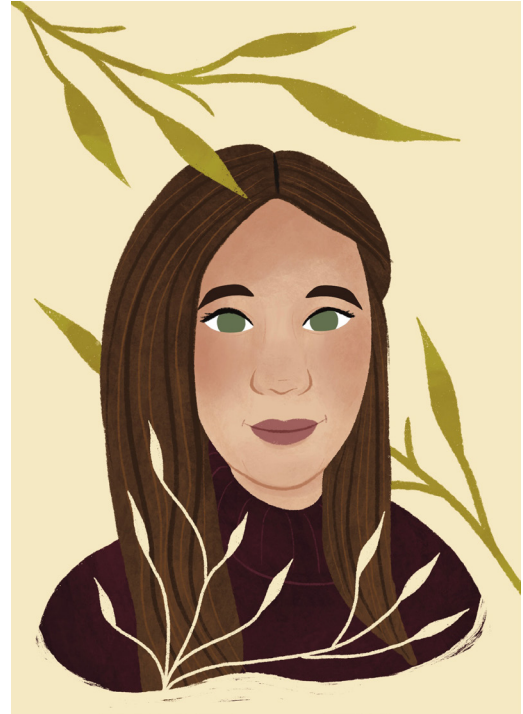
" *I think in Canada sometimes there's this idea that a lot of Indigenous 'problems' are in the North or out West. Having worked at Fanshawe for a long time … these problems are happening here. There are women that are going murdered and missing in this area. There are a few stories of going to different Fanshawe campuses and having conversations with students about their sister who's gone missing. Or their auntie who's gone missing. And so, it's present. It's happening here. It's happening not just in this region-it's happening to our students.*

- Chris Hannah, staff "

[1] See Bailey, Z.D., et al. (2017). Structural racism and health inequities: Evidence and interventions, The Lancet, 389(10077), 1453-1463, defining "structural racism."

[2] See, e.g., Government of Canada, S. C. (2023, March 22). Police-reported hate crime, 2021. The Daily (finding sexual orientation hate crimes up by 64%); Lavelle, T. (2023, July 28). Center for Countering Digital Hate, (claiming that use of the anti-LGBTQ "grooming slur" is up by 119% on social media).

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> **" Systemic oppression and colonialism were collective efforts that came to be through conscious investment of resources (power, time and money). Naturally then, it takes collective and conscious effort and investment to dismantle these legacies (racism, sexism, ableism, xenophobia, transphobia, poverty-ism and gender-based violence). In the face of these strong and palpable oppressions, community is our strength. Belonging cannot exist without community, and thriving is difficult without community care. We need to empower an inclusive community that promotes an EDI culture and protects its members from isolation and oppression. "**
>
> **- Mo Sharifi, faculty and member of the EDI Task Force**

have also been exhausting for many in equity-deserving communities. For folks with lived experience of inequity—living through systems of oppression like ableism, anti-Semitism, colonization, homophobia, Islamophobia, racism, sexism and transphobia—these were reckonings that came far too late to erase generations of pain and harm. And sometimes, they erase the ways in which equity-deserving communities have been building and sustaining social movements for decades, readying and agitating for change, only to find more barriers in the pathway to action.

This is where this EDI Framework finds itself: in a moment of heightened recognition of the need for action and also a moment where equity-deserving communities are engaged but weary of being let down. This framework does not answer all the questions nor provide all the actions that are necessary. But it is a recognition of the work that is left to be done, a blueprint for the paths that we can take to create sustainable change, and the culmination of many discussions with equity-deserving stakeholders about what we should prioritize. It is neither a starting point-since these are conversations that have happened in equity-deserving circles for many years-nor an endpoint; it is intended to serve as the catalyst for furthering this work on Fanshawe's campuses for all its students, staff and faculty.

The 2020 EDI Survey

In 2020, Fanshawe's Institutional Research team[3] initiated an EDI research project to study how the issues of gender identification and expression, race, Indigenous background, sexual orientation and ability influence personal experiences of students and employees at the College. The first phase of the study involved interviews, focus groups and consulting meetings, and the second phase was a survey administered to all employees and students in the College.

The survey examined six factors crucial to EDI in organizations: discrimination and harassment; organizational culture and climate; feelings of inclusion and belonging; immediate supervision or management's attitude towards EDI; organizational policies and procedures; and education and support.

The survey confirmed findings of external EDI research and the experience of other post-secondary institutions:

- The demographic composition of the College employee group differs significantly from the student population that it serves and also the communities within which it is situated. Equity-deserving communities are underrepresented and thus further exploration of barriers for equity-deserving candidates and employees is necessary;
- Members of equity-deserving groups identify experiencing more incidents of discrimination and harassment than colleagues and classmates from dominant groups. They are experienced at even higher rates beyond the College community;
- Members of equity-deserving groups experience the College in less positive ways than other groups: they experience and witness more discrimination; find the organizational culture to be less inclusive; report lower feelings of belonging; and are less likely to believe the College has effective reporting mechanisms;
- Among equity-deserving respondents, the main reported concerns related to anti-Asian, anti-Black and anti-Indigenous racism, transphobia, homophobia, sexism, microaggressions and bullying, feeling unsafe to voice experiences with discrimination, the absence of a clear and safe mechanism to report EDI concerns, and cultural stereotypes/lack of cultural competence.

The EDI Team

In November 2021, the College onboarded its first director of Equity, Diversity and Inclusion, and in July 2022, the director hired the College's first anti-racism and inclusion specialist. Together, the EDI team has engaged in a number of formal and informal consultations with a wide variety of stakeholders, both inside and outside of the College, with folks from equity-deserving communities and beyond. The goal of these consultations is to better understand the individual, interpersonal and systemic barriers that exist at Fanshawe's campuses and the opportunities to foster a sense of belonging. This framework is informed in part by those consultations.

The EDI and Anti-Oppression Task Force

In spring of 2022, the EDI and Anti-Oppression Task Force was launched, and over 110 interested students and employees put their names forward to participate. Of those, approximately 30 employees and students with varied lived and professional experiences were selected to serve initial two-year terms on the inaugural Task Force. The Task Force is chaired by the director of Equity, Diversity and Inclusion and the anti-racism and inclusion specialist serves as an ex-officio and administrative resource.

Since the summer of 2022, the Task Force has been meeting regularly to envision a future for EDI work at Fanshawe, identify and discuss barriers to a sense of belonging, identify themes and priorities for the College to consider and map and analyze existing College processes pertaining to equity-related disclosures.

The EDI team is deeply grateful to every member of the EDI Task Force for their time and labour-emotional and otherwise-in initiating and sustaining these conversations. These conversations have been instrumental in informing this EDI Framework.

In May 2023, the Task Force endorsed the EDI Framework for presentation to the Executive Leadership Team.

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Where We Could Go:
The Potential of our EDI Journey

Belonging is...

be·long·ing **noun** - Feeling of security or support when there is a sense of acceptance, inclusion and identity for a member of a certain group.[4]

> *"For too many Black women and other people of color, people living with disabilities, nonbinary people, deaf people, LGBTQIA+ people and others among us that are constantly featured on the 'Come work with us' section on company websites, we know this harsh reality intimately. Being authentic privileges those already part of the dominant culture. It is much easier to be who you are when who you are is all around you.*
>
> *Jodi-Ann Burey*

A Vision for Belonging

As part of the Task Force's work, members spent several sessions envisioning what an equity-informed College would look like. What would be different, we asked. What would the ideal world be? This vision statement is the culmination of several conversations and a synthesis of visions from various members of the Task Force:

As a collective learning community, Fanshawe will shift the culture to engage active learning, a shared sense of community and an authentic sense of belonging. To move beyond performative change toward accountability and meaningful transformation, all campus community members will see it as their shared responsibility to learn, support and implement evidence-based and trauma-informed best practices that uphold the values of equity and anti-oppression.

As part of our commitment to institutional excellence, we strive to address systemic forms of discrimination, racism and oppression within our classrooms, our disciplines, our professional roles and our communities. We will engage and support research that confronts, reveals and amplifies equity-related issues to boost student success and enhances the experience for all students, staff and faculty.

[4]Cornell Diversity and Inclusion. (n.d.). *Cornell University*. Sense of Belonging. https://diversity.cornell.edu/belonging/sense-belonging

The Future State of a College Where We Belong

The EDI Task Force identified six values to guide our EDI work as a College. These six values are:

INTENTIONAL DIVERSITY

We envision a College where all employee groups reflect the communities around us and where we take the actions necessary to intentionally cultivate this diversity. We draw upon diverse student populations and prepare our students to be agents of social change.

ACTIONABLE CHANGE

We envision change that's rooted in real action. Actionable change recognizes that change is difficult and uncomfortable, but that real change comes from real action.

EQUITY IN EVERYTHING WE DO

We envision a College where equity is effortlessly embedded in everything we do, where decisions are informed by an equity lens and where policies and processes intentionally dismantle systems of oppression.

ACCOUNTABLE CHANGE

We envision change that's accountable. That means equity work must be accountable to those it serves and those who've been harmed by systems of oppression. It also means that equity work is a shared accountability across all levels of the College.

A CULTURE OF UNLEARNING

We envision a College where we recognize that equity is about unlearning how we've done things in the past and committing to a state of constantly acknowledging our privileges and our biases and reflecting on what we still have to learn.

MEASURABLE CHANGE

We envision change that's measurable. That means setting goals and targets to move beyond performative equity work. It means knowing what we're measuring and what we're working toward.

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What We Can Do Next:
The Next Step on our EDI Journey

- **Task Force**
- **Consultation**

Engage

Plan

- **Strategic Framework**

An EDI journey is circular; there is no defined endpoint, as we are continually learning about lived experiences different from our own. Based on the work of our equity journey thus far, we can classify our work through four phases: engaging, planning, acting and evaluating.

Act

- **Institutional Accountability Leads**

Evaluate

- **Five-Year EDI Action Plan**
- **Task Force Working Groups**

ENGAGEMENT

Engagement and communication are essential starting points. Any equity framework must be drawn from the experiences of those who have lived in systems of oppression. The EDI Task Force is a foundational component of this work and will continue to inform our equity work going forward. The Task Force is an essential accountability mechanism, reviewing our equity work through the lenses of the diversity of lived experiences that are represented in this group.

PLANNING

ACTING

EVALUATING

Planning is the phase we are currently in. The College Where We Belong Framework document is a plan for us to move forward. In the coming pages, it identifies themes and priorities for our equity work. It provides a foundation for us to build on and sets a common understanding of what equity work must be, but it is not an action in and of itself.

Acting on our plan will be the next step of our EDI journey. Developing an action plan to accompany this framework document is part of the College's Strategic Goals for 2020-2025. With the endorsement of this framework, we will move to developing a five-year EDI Action Plan, a document to bring life to the themes and priorities identified here, identify projects that bring us closer to achieving those priorities, setting measurable goals and targets and establishing accountability leads. The EDI Task Force Terms of Reference establish a number of working groups to begin executing the priorities identified in this document:

- EDI in Student Recruitment and Retention Working Group
- Inclusive Campus Climates Working Group
- Equitable Employment Working Group
- Accessible Environments Working Group
- EDI in Research Working Group
- EDI in Curriculum and Pedagogy Working Group

These working groups will be comprised of Task Force members, College administrators and other College employees with direct accountability for the areas covered by these groups. In partnership with the overarching Task Force, these groups will work to identify how to appropriately and effectively action the priorities of the framework.

Evaluating is the last phase of the circular EDI roadmap. In partnership with the EDI Task Force and ongoing consultation with equity-deserving groups, we will measure and evaluate the success of our EDI initiatives in an ongoing and structured way. Any EDI progress that is sustainable must be achievable and measurable, and we will engage in constant evaluation to ensure we are on the right track to secure and sustain an authentic sense of belonging for equity-deserving stakeholders.

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How Do We Get There:
The Priorities of Our EDI Journey

Establishing Priorities

Through a number of meetings since summer 2022, the EDI and Anti-Oppression Task Force has considered our knowledge of the College's systemic barriers, including the 2020 EDI Survey, consultations from various stakeholders and members' own lived experiences. From these conversations, we have identified a number of overarching priorities for our equity work to focus on. These themes are necessarily broad, while the actions we take will focus on addressing specific priorities. In this section of the framework, we discuss each of the themes in broader detail and outline goals for the working groups to focus on in addressing these priorities.

Overview of our EDI Priorities

BELONGING IN OUR WORKPLACES

BELONGING IN OUR CLASSROOMS

BELONGING IN OUR CAMPUSES

BELONGING ON OUR RESEARCH TEAMS

BELONGING FOSTERED BY EQUITY-INFORMED SUPPORTS

OUR FOUNDATIONAL PRIORITY
BELONGING FOSTERED BY EQUITY-INFORMED LEADERSHIP

Priority One:
Belonging Fostered by Equity-Informed Leadership

Why Equity-Informed Leadership?

- *Organizations that confidently measure [EDI], create accountability and embed inclusion into talent decisions and processes report up to 20% more organizational inclusion compared to their peers without these approaches.*

  (Romansky, 2021)

- *"The results, data and studies are in, and they show that organizations that prioritize diversity and inclusion as a strategic priority do better than less diverse peers. Both board and senior leadership attention to a diverse workforce and an inclusive culture becomes a fiduciary duty to the organizations and stakeholders that they serve."*

  (Levine, 2020)

In the upcoming five-year EDI action plan, we will identify action on the following priorities:

Equity-Informed Decision Making

Empower Fanshawe leaders to examine core policies, processes and activities with an EDI and anti-oppression lens and determine changes necessary to embrace inclusivity.

Equity-Informed Leadership Models

Equip Fanshawe leaders with the equity and anti-oppression knowledge and competencies such that they can readily empower a sense of belonging for equity-deserving groups on their teams and within their portfolios.

Alignment with Indigenous Action Plan

Ensure equity-informed decision making supports and augments the ongoing work of the Indigenous Action Plan.

EDI Metrics in Decision Making

Embed self-identification metrics and equity climate data in institutional measurements, such that diversity data may readily inform core College decisions.

Accountable Leadership and Shared Accountability

Recognize leaders' accountability for fostering equity-informed spaces and empower a shared sense of accountability throughout the College for fostering a sincere sense of belonging for our students and employees. Incentivize efforts toward EDI investment and advancement across various themes of the framework, with the understanding that EDI promotes more innovation, collegiality and collaboration.

Advance Our Public and Visible Commitment to EDI

Through the implementation of this framework, advance progress on our public EDI commitments, such as the Dimensions Charter, the Scarborough Charter and the 50 – 30 Challenge, which aspires to greater diversity on senior leadership teams and Boards of Directors.

What Our College Community Says About Equity-Informed Leadership

"Fanshawe College transformed my life. Growing up in a small rural community, I never felt like I belonged. When I became a student at Fanshawe, I experienced a profound sense of belonging. The College showed me the true meaning of an inclusive and supportive community. I aim to contribute to Fanshawe's efforts to promote equity, diversity and inclusion to ensure it remains a shining example of these values in our community.

— Troy Spicer, faculty and member of the EDI Task Force

"We owe it to our students and to our fellow staff members to be a brave space where they can thrive and be seen for who they truly are. Fanshawe is a role model in our community and, by leading by example, we can help not only the College, but the community in general.

— Mauricio Osorio, staff and member of the EDI Task Force

"Put people in place where we need a change and have them learn and grow within the organization."
"We need to create more opportunity to value life experience."
"We need a cultural shift from acceptance to celebration."

— Quotes from an emerging leaders project with the goal of increasing Indigenous representation

Priority Two:
Belonging in our Workplaces

Why Equity-Informed Workplaces?

- *When team members feel like they belong, they are more productive and experience more satisfaction in their jobs*
  (Richard, 2020; Hunt, 2015)

- *Diverse teams reach more innovative endpoints and cultivate a better working environment.*
  (Hewlett, 2013)

- *A strong EDI climate for employees leads to better organizational culture, lower levels of interpersonal conflict, higher levels of employee engagement and lower levels of burnout.*
  (Sliter, 2013)

- *Employees who experience microaggressions are more likely to experience disengagement from their work, dissatisfaction, burnout and negative effects to their quality of work.*
  (Burns, 2021)

- *Fanshawe has made public commitments to increasing representation of equity-deserving groups in the Dimensions Charter, the Scarborough Charter on Anti-Black Racism and the 50 – 30 Challenge.*

In the upcoming five-year EDI action plan, we will identify action on the following priorities:

Equity-Conscious Recruitment

Assess the diversity of applicant pools and shortlists in competitive recruitments for positions at all levels of the College. Evaluate and dismantle barriers to diversity and cultivate strategies to diversify candidate recruitment.

Equity-Conscious Selection

Equip hiring managers with the knowledge and tools to evaluate biases in the hiring process which impede the selection of equity-deserving candidates. Identify, address and dismantle potential institutional biases and barriers in the selection process.

Equity-Conscious Retention

Evaluate retention of equity-deserving employees at all levels of the College and identify and dismantle barriers to retention of equity-deserving employees.

Equity-Conscious Advancement

Consider strategies for intentional advancement of equity-deserving employees while fostering the conditions necessary for equity-deserving employees to authentically envision themselves in positions of leadership and to advance generally in their careers.

Measurement and Evaluation

Assess options for employment targets to increase representation of equity-deserving groups. Evaluate sector approaches to diversifying workforces.

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What Our College Community Says About Belonging in Our Workplaces

> *When you learn that someone is the first, you get that really weird feeling in your mind like, so how am I am supposed to get anywhere if you are the one? If you're new and you've gotten into teaching and understanding the environment and you know there's one person who shares your identity, you do start to question your own stuff. It's that uncertainty that I wish for more definitive action on.*

- Sheena Brown, faculty and member of the EDI Task Force

> *I want the Fanshawe community to understand that there have been also some challenges to my identity and the ways my identities intersect. I had a really hard time getting into Canada after 9/11... have you ever tried dealing with the government and border security when you have a last name like Hussain? It was not easy. I felt a lot of discrimination and I also got to the point where I questioned whether I should keep my name on resumes because I kept being overlooked for jobs I was well-qualified for. I continue to face microaggressions in my daily life as a Pakistani Muslim woman of colour who has a different accent than some when I speak English.*

- Memoona Hussain, staff and member of the EDI Task Force

> *Sometimes it's going to be difficult. Sometimes you're going to have to work harder to achieve the same. Just because of who you are. Because of your sex. Because of your colour. Because of what you look like. And it's true that sometimes you're going to feel small, less than others. And sometimes it will hurt. Sometimes it will feel unfair. But what I want young women to know is that they are not alone. Many women have come before them. Many women are here now, facing the exact same issues they're facing. Many women are here supporting them, helping them be who they are, who they want to be, inspiring them.*

- Danielle Freitas, administrator

Priority Three:
Belonging in our Classrooms

Why Equity-Informed Classrooms?

- *Students who feel like they belong in their program are more likely to stay enrolled, more likely to graduate, have higher grades and have better self-motivated resilience in response to stressors.*

  (Walton, 2023)

- *Students with diverse interaction report greater awareness of social problems and increased independent skill.*

  (Greene, 2003)

- *When students experience an oppressive classroom environment, they avoid participating in coursework, experience increased and significant physical and mental health difficulties, and experience burnout in attempting to compartmentalize their experiences with oppression.*

  (Cech et. al., 2018)

In the upcoming five-year EDI action plan, we will identify action on the following priorities:

Recruiting Diversity in our Student Body

Using existing and forthcoming self-identification metrics, evaluate the diversity of Fanshawe's student population, with a focus on recruiting underrepresented groups.

Retaining Diversity in our Student Body

Using existing and forthcoming self-identification metrics, assess barriers to retaining equity-deserving students in their chosen programs and at the College generally.

Prepare Students to be Equity Champions in a Changing World

Empower all students to use their lived experience and their privileges to drive social change. Demonstrate the power of allyship and create a sense of accountability for equity-informed spaces for students from dominant groups.

Prepare Students to be Equity Champions in Their Chosen Career Fields

Empower students to see the equity and anti-oppression lens in their own career, equipping them with the skills and knowledge to foster inclusive interactions in their workplaces. Demonstrate the power of allyship and create a sense of accountability for equity-informed spaces for students from dominant groups.

Foster Educational Excellence Through Inclusive Instruction

Empower faculty to create the most inclusive classroom experience possible and implement best practices for inclusive instruction and teaching materials. Credit, adopt and embrace non-Western pedagogies.

Foster Equity-Informed Curriculum

Evaluate and assess possibilities for equity-informed academic review to enhance equity and anti-oppression lenses on the College's curriculum.

What Our College Community Says About Belonging in our Classrooms

" *I believe that all these topics should be touched on. I think many students would benefit from a mandatory class, much like WRIT and COMM, that teaches empathy and understanding of one another. Just a workshop class where students go to listen to speakers, or read important texts regarding systemic racism, police brutality, LGBT rights and the importance of respecting Indigenous peoples rights as Treaty People.*

These types of classes are just as important as learning how to successfully write an email, resume and essay. "

- Student comment from the 2020 EDI Survey

" *It's important to create these spaces so that students can be authentically themselves, so they know they have a place where they belong, where they're accepted, where they feel safe, where their experiences can help mold learning for the rest of the College. A space where they can be vulnerable—I think that's really important that we are able to be vulnerable in a space, share those emotions and encourage learning of everyone in the room. I think it's also good to have brave spaces where we can challenge our own biases, where we can learn that everyone's experience has a place in our learning journey and that this truly is a place where you belong.* "

- Natalie Fletcher, administrator and member of the EDI Task Force

Priority Four:
Belonging on our Campuses

> *Here's what I say about allyship. Let's forget these terms. When we look at what's needed in this world, it's about humanity. Our collective humanity. So that when you stand up against injustice, you're not standing up for me as a Black woman. You're standing up for our collective humanity. You don't need accolades for that. You don't need a title for that. It's called being a good human. When you stand up to face injustice, when you fight for the needs or the rights of another, you are fighting for your own. Because this is about your humanity in as much as it is about my humanity.*

- Kathy Hogarth, appearing on the Active Listening podcast

In the upcoming five-year EDI action plan, we will identify action on the following priorities:

A Culture of Anti-Oppression
Create a culture of anti-oppression, anti-discrimination and anti-harassment that is deeply and authentically embedded throughout our campus communities. Embrace evolving social landscapes and social change.

EDI Training and Education
Ensure all students, staff and faculty have access to and are encouraged to participate in effective training and education opportunities on EDI and anti-oppression.

Inclusion in the Physical Space
Ensure equity-related needs, such as prayer, chest feeding, neurodiversity, inclusive washrooms, accessible spaces and sensory needs, are reflected in the College's physical space.

Accessibility and Anti-Ableism
Ensure compliance with required accessibility legislation and move beyond the legislation to create an authentically held culture of anti-ableism.

Integrated Campus Communities
Empower a shared sense of community between Fanshawe's campuses and ensure that international students experience a sense of belonging within the physical and social spaces of Fanshawe's campuses.

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"*Accessibility isn't just about compliance. We need to acknowledge the humanity of every person with a disability, see their worth and truly include them. Disability isn't deficit. Disability isn't something to work around. Fighting against ableism is at the core of what we must do for our students and for each other as a learning community. That requires a shift in how we think about disability.*"

- Staff member living with a disability

"*The challenge with diversity education is that you are often preaching to the converted. If we want an inclusive campus to study and work in, we need to move it to a level where it's defined as an institutional value. The real work now is likely culture change.*"

*- Staff comment from the
2020 EDI Survey*

Priority Five:
Belonging on our Research Teams

Why Equity-Informed Research?

- *Diversity may spark new discoveries by broadening viewpoints, questions and areas addressed by researchers.*

    (Nielsen, 2017)

- *Diverse research teams tend to be smarter, demonstrate fewer biases and errors, make better decisions and generate research with greater impact.*

    (Smith, 2019)

- *Research grants-and, increasingly, grants outside of the equity context-require in-depth analyses of the applicant's commitment to equity and inclusion in their methodologies, team composition and outcomes.*

In the upcoming five-year EDI action plan, we will identify action on the following priorities:

EDI in Grant Proposals

Support the Centre for Research and Innovation in assisting researchers and College leaders on effectively and authentically integrating EDI in their grant proposals. In alignment with government programs, ensure equitable crediting and encouragement of non-Western scholarship and methodologies (e.g., Indigenous ways of knowing; Islamic scholarship).

Team Composition

Empower researchers and College leaders to examine the inclusion of EDI principles in the selection of the research team.

Recruitment Processes

Embed equity throughout the recruitment and selection process of team members, from faculty team members to trainees to student research assistants.

Research Environment

Ensure research environments that cultivate equitable and inclusive interactions and provide effective EDI training specific to the particular research project.

Knowledge Mobilization and Dissemination

Engage diverse groups at every stage of the research process from launch to dissemination, considering multiple methods of dissemination to be inclusive of a variety of identities and lived experiences.

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What Our College Community Says About Belonging on our Research Teams

"EDI considerations and best practices are extremely important in all the research activities that are conducted at Fanshawe College, and represent a key pillar in the research strategy developed by the Centre for Research and Innovation. All our research and innovation activities aim to solve key problems and challenges that are faced by companies and organizations in our community. Including diverse perspectives in our research teams help to ensure that our findings will be applicable in a broader range of contexts, which makes them more impactful in addressing these real-world challenges. By ensuring that everyone feels a sense of belonging within our research community, we are able to incorporate that diverse perspective in research that results in a wider range of ideas generated, an increase in creativity and more innovative problem-solving. Overall, increasing EDI in research contributes to higher quality research and more impactful research results."

- Alison Ewart, administrator

Priority Six:
Belonging Fostered by Equity-Informed Supports

Why Equity-Informed Supports?

- *In the 2020 EDI survey, equity-deserving employees and students at Fanshawe reported significantly lower levels of safety and comfort in identifying and reporting experiences of discrimination and oppression.*

- *Trauma- and violence-informed approaches to disclosure improves individual engagement, improves health outcomes and improves the self-reported wellness of the person experiencing harm and the individual receiving the disclosure.*

  (Menschner, 2016)

- *Trauma-informed resolution processes to legal issues complaints prevents traumatization of the individual experiencing harm and increases the likelihood of a satisfactory informal resolution.*

  (Howlett, 2021)

In the upcoming five-year EDI action plan, we will identify action on the following priorities:

Equity-and Trauma-and Violence-Informed Response Mechanism for Equity-Related Concerns

Ensure employees and students have accessible reporting mechanisms and systems navigation support that they perceive as safe and effective for equity-related concerns. Ensure response mechanisms do not retraumatize or cause further harm to the individual making a disclosure.

Equity- and Trauma- and Violence-Informed Response Mechanism for Non-Equity Related Concerns

Ensure all employees receiving disclosures of any type of sensitive or difficult information have the knowledge and tools necessary to provide an equity- and trauma-informed response.

Alignment of Sexual Violence Prevention and Response with Equity Work

Recognize the interconnectedness of sexual violence processes with equity work and ensure that sexual violence prevention work is supported through an anti-oppression framework.

Mapping and Analysis

Map current processes for equity-related disclosures and analyze barriers to disclosure and effective resolution. In conjunction with other priority areas, identify next steps for policy development, renewal or revision.

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> "Trauma- and violence-informed care (TVIC) means creating spaces that are emotionally and physically safe for all of us. TVIC includes four principles, starting with understanding the prevalence of trauma and violence, how that actually manifests in our body, in our thinking, in our feelings and creating a space to promote collective care that promotes safety, and promotes physically and emotionally safe spaces for everyone. Then, when we have those spaces, naturally we can collaborate and relate. We need to recognize that trauma happens in relationship to other people, so healing could also happen in relationship to other people. We also need to note that this is very much focused on strengths-based and resiliency approaches. We invite people and ourselves to bring that kind of thinking to those spaces. It helps us move from what is wrong with this person or what is wrong with me to what has happened to this person and how can we recognize that."

- Tanaz Javan, faculty

> "When we talk about disclosures of gender-based violence or disclosures of oppression, sometimes people are afraid of big numbers. But big numbers of people reporting violence and harm they've experienced is actually positive, because these events are happening anyway. When we see people reach out for support, we know those people aren't falling through the cracks and maybe leaving school or taking a leave of absence without knowing they have options and supports available to them."

- Leah Marshall, staff and member of the EDI Task Force

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