



HUMBER
POLYTECHNIC

Equity, Diversity, Inclusion & Belonging (EDIB) Action Plan

Humber Polytechnic & University of Guelph-Humber (U of GH)





*Black And Indigenous Solidarity:
Visions Of Abundance by
Chief Lady Bird*

Land Acknowledgment

Humber is located within the traditional and treaty lands of the Mississaugas of the Credit. Known as Adoobiigok, the “Place of the Alders” in Michi Saagig 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.

We recognize that this Land Acknowledgment is one step toward reconciliation. We further acknowledge that our efforts to advance Equity, Diversity, Inclusion and Belonging (EDIB) are additional steps in that journey. We invite you to consider the ways in which the connections built through this work and the impact of our actions will reverberate, in the present and for generations to come.

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Message from the President and CEO

At Humber Polytechnic, we draw strength and inspiration from the diversity of our students, staff, faculty, administration, and our surrounding communities. As leaders in the post-secondary sector, I truly believe that advancing belonging requires constant and intentional efforts. That is why belonging is a fundamental building block of Building Brilliance, Humber's new vision to 2030 and beyond, and a value that must underpin all that we do. To build on our vision, I'm pleased to share BUILDING CONNECTIONS: EDIB Action Plan.

Efforts to advance EDIB with intentionality go beyond mere support; they entail active engagement and genuine commitment to consistently learning and dismantling barriers that prevent inclusion and belonging. It requires an ongoing commitment to integrate inclusion and belonging into all parts of the institution to drive impact – from student supports to classroom learning, and to celebrate our community's rich diversity. It is why we felt it was important for Humber to have a dedicated Inclusion & Belonging division to help drive our efforts in building a Humber that is truly reflective of the diversity that we proudly celebrate and where everyone has the opportunity to thrive.

One of the many things that sets Humber apart is the collaboration that takes place across our entire institution. Following the establishment of the 2018-2023 Strategic Plan, Humber convened members of the institution and community to join an Equity, Diversity and Inclusion (EDI) Taskforce. They worked alongside the Centre for Human Rights, Equity and Inclusion to establish Humber's institutional EDI framework and strategy that has helped inform our next steps in advancing inclusion and belonging. With BUILDING CONNECTIONS, we are shaping the future of EDIB at Humber. Our approach will build on what we heard from communities and complement existing efforts at Humber to advance EDIB.



While I'm confident the Office of EDIB will lead the way forward at Humber, we all have shared responsibility to do our part in championing and strengthening EDIB practices and initiatives across our institution. The connections that we have and build with one another are essential in how we establish a future of inclusion and belonging. I am grateful for the contributions of all our brilliant staff, faculty and community members who helped inform BUILDING CONNECTIONS and who shared their personal lived experiences to ensure that the vision is reflective of the realities of many. We believe that our students and staff belong not only at Humber but also in every workplace, within society, and throughout the economy. With BUILDING CONNECTIONS, we are taking leadership in driving the change that we want to see both at Humber, and around the world. Together, I know we will continue to build a better and more brilliant future for all our students, staff, faculty, visitors and guests, and by doing so, we will build a more inclusive Humber, one in which everyone can feel they belong.

Dr. Ann Marie Vaughan
President & CEO

Message from the Dean, EDIB

It is truly an exciting time at Humber Polytechnic/U of GH for the work of EDIB. The new Office of Equity, Diversity, Inclusion and Belonging (EDIB) was created in December 2023 and since then the team has been actively working across the institution to deepen our understanding and to learn from our community which actions the Office of EDIB should prioritize.

Community perspectives played a pivotal role in the development of **BUILDING CONNECTIONS: An EDIB Action Plan for Humber/U of GH**. Collaborative discussions with the broader community, inclusive of students, staff, faculty and administrators, helped to shape and refine the goals outlined in this Action Plan, ensuring they are ambitious and achievable. Engagement with the broader Humber/U of GH community contributed to refining Areas of Action that are in alignment with the directionality of institutional strategic plans.

What we heard

Members of the community emphasized the need for comprehensive and customized EDIB learning and development programs and the establishment of clear accountability measures. Additionally, there is a strong desire to create more opportunities for cross-departmental interaction to integrate EDIB principles into the curriculum and daily operations.

In our first year we are focused on building the Office of EDIB team and developing our team infrastructure to ensure the work is approached through a coordinated effort. We are committed to ensuring we can all work together as active allies in our shared journey toward building a more inclusive Humber/U of GH. The goal of our Action Plan is to further infuse EDIB into our institution's priorities.

Gratitude

On behalf of the Office of EDIB team, thank you so much for taking the time to share your critical insights to help shape this plan. You all provided excellent and constructive feedback. Your insights were instrumental in identifying both strengths and areas for improvement within the proposed Areas of Action and EDIB institutional



goals. Participants highlighted the importance of collective action, innovative EDIB learning, and ensuring equitable practices to advance student success, and the development of accountability measures to ensure the successful implementation of EDIB initiatives.

An invitation

We invite you to review BUILDING CONNECTIONS, connect with the Office of EDIB, and collaborate with us on the development of this important work. We have included comprehensive measures and metrics to track our progress and to hold ourselves accountable – we invite you to work with us to develop feedback mechanisms, and data-driven evaluations that will enable us to measure our impact, identify areas for improvement, and celebrate our successes. It is our commitment to each of you that these metrics will be shared with the entire Humber/U of GH community, fostering a culture of transparency and continuous improvement.

In conclusion, this journey is a shared responsibility and an ongoing endeavor. Together, we can create an environment that demonstrates inclusive excellence and innovation. I invite each of you to engage with this action plan, contribute your insights, and join us in this vital work.

Thank you for your dedication and commitment to making Humber/U of GH a place where everyone can belong and succeed.

Dr. Yasmin Razack
Dean, Equity, Diversity, Inclusion and Belonging

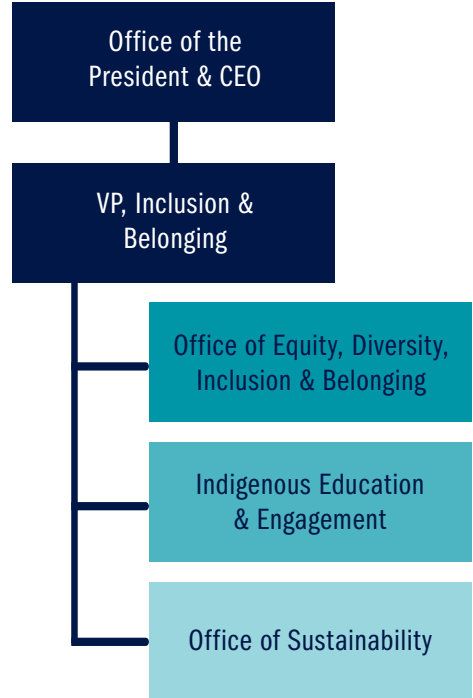


The Office of EDIB

Our Mandate

The Office of EDIB develops sustainable organizational inclusion to actively engage with Humber/U of GH and the wider community in transformative learning that will consistently foster a learning, working, and living environment in which every student and employee can thrive.


This mandate reflects the Humber community collectively working together towards strengthening equitable access of opportunity that impacts graduate employment outcomes by ensuring all students are actively leveraging what is unique to Humber/U of GH.





Purpose to Building Connections – Good Relationships

BUILDING CONNECTIONS outlines our plan to further create an EDIB-focused institution. This Action Plan acknowledges where we have been, where we are now and where we are going. The actions contained within are not exhaustive. BUILDING CONNECTIONS will strengthen the community’s understanding of EDIB and act as a guide to reimagining institutional approaches and integrating EDIB principles into our work.


The worlds “build” and “connect” have several meanings in this context:


-  The proposed action plan builds on and connects to the ongoing work and recommendations of the Humber/U of GH community. Without them, we would not be where we are today.


-  BUILDING CONNECTIONS has implications across the entire institution: Humber/U of GH’s organizational culture, curriculum, student and employee experience, support services, leadership development, and beyond. EDIB needs to be deeply threaded throughout our institution, with strong, sustainable institutional commitment.


-  While this document outlines specific actions that the EDIB office will undertake, it is a call for us all to work together. This Action Plan’s implementation speaks to the power of collective action.

How We Achieve Our Mandate

-  Deepen the community’s understanding on how to advance EDIB within their respective area.

-  Support the community in building systems and processes that embed organizational-wide EDIB commitments and convert them to tangible actions and outcomes.

-  Strengthen leadership capacity to consistently model approaches, actions, and behaviour that advance EDIB individual commitments and institutional EDIB interventions.

-  Track and measure institutional progress so that Humber can make informed decisions, including developing an EDIB dashboard and new data sources.

How the EDIB Action Plan Was Developed

Primary Research

INTERNAL

- The EDI Taskforce's progress and recommendations, inclusive of key performance indicators (Strength, Weakness, Opportunity, Threats (SWOT) Analysis report of EDIB work at Humber/U of GH)
- Building on the dedication and work of the Equity Hubs (Black Student Success & Engagement, Spirituality & Wellness Centre)
- The launch of Humber Learning Outcomes with EDIB, IWBKD and Sustainability Mindsets
- Building Brilliance vision for Humber Polytechnic

EXTERNAL

- EDIB in post-secondary education (PSE)
- Federal and provincial government reports and priorities for anti-racism, EDIB in PSE
- Canadian Colleges and Institutes Canada Driving Impact in 2024
- Scarborough Charter on anti-racism and Black inclusion
- Universities Canada's 2022 survey on equity, diversity and inclusion

Institution Engagement: Socialization of the EDIB Action Plan (2024)

- | | |
|---|---|
| 1. Black/African Employee Resource Group | 11. Humber Polytechnic Council |
| 2. EDI Taskforce | 12. 2SLGBTQ+ Employee Resource Group |
| 3. Office of Human Rights and Harassment | 13. Transition and Academic Support (TAS) |
| 4. Senior Vice-President, Academic & Academic Leadership Council (ALC) | 14. The Office of Sustainability |
| 5. Vice-President, Administration and CFO & Administration Leadership Team | 15. Faculty and Support Staff Unions |
| 6. Vice-President, Students and Institutional Planning & Students and Institutional Planning Leadership Team | 16. Information Technology Services Director Team |
| 7. Vice-President, Digital Innovation and CIO & Digital Innovation Leadership Team | 17. IGNITE |
| 8. Vice-President, External Affairs and Professional Learning & External Affairs and Professional Learning Leadership Team | 18. International/Humber Global Team |
| 9. Associate Vice-President, Learner and Career Success and Dean of Students & Student Success & Engagement Leadership Team | 19. Humber Libraries |
| 10. Community Outreach & Workforce Development | 20. Vice-Provost and Chief Academic Officer & University of Guelph-Humber |
| | 21. Vice-President, People(s) and Culture & People(s) and Culture Leadership Team |
| | 22. Indigenous Education & Engagement |
| | 23. Black Student Support & Engagement (BSSE) |
| | 24. LGBTQ+ Resource Centre |
| | 25. Spirituality & Wellness Centre (SWC) |



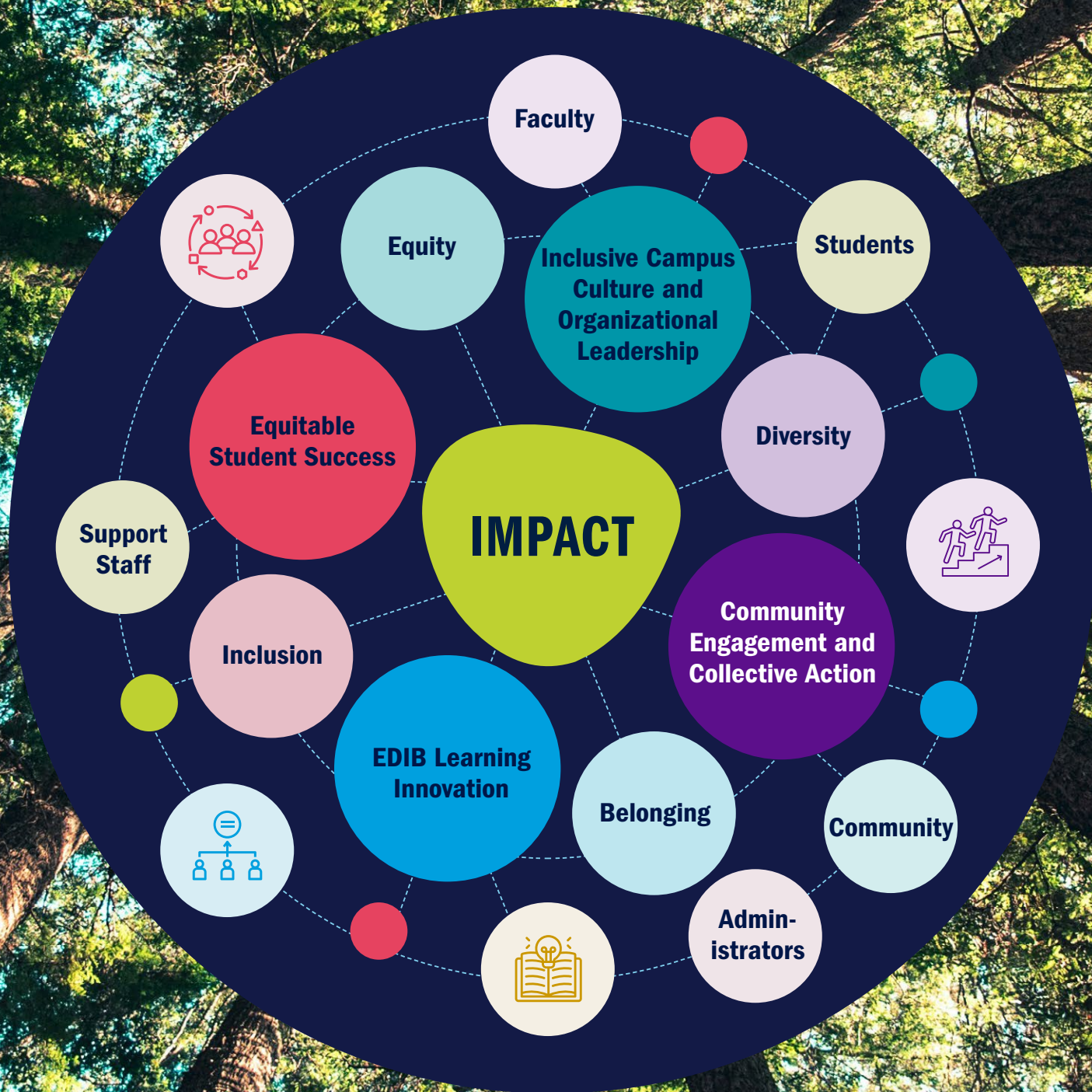
The EDIB Action Plan

EDIB Areas of Action

The Areas of Action will provide clear direction and prioritize key EDIB initiatives in the most impactful areas. The Areas of Action reflect a structured approach for EDIB work to foster alignment across institutional plans, enabling cohesive efforts and a unified vision.

 Inclusive Campus Culture and Organizational Leadership	Empower employees and students to develop an organizational culture that fosters inclusivity through developing faculty, support staff/administrative staff and students' EDIB capabilities for sustainable systemic change. Leaders within Humber/U of GH will continue to build their EDIB leadership competencies to advance institutional inclusion.
 Equitable Student Success	Consistently advance and establish equitable institutional practices that address the prevalence of systemic exclusion across student services and programs to increase equitable access for equity-deserving groups.
 EDIB Curriculum Innovation	Further strengthen capacity of the institution's commitment to integrate EDIB utilizing innovative EDIB teaching and learning strategies across the curricular and co-curricular learning environment.
 Community Engagement and Collective Action	Build relationships with diverse external communities, industry partners and thought leaders to inform EDIB policies, practices, and programming.

EDIB Framework



Inclusive Campus Culture & Organizational Leadership



Empower all employees and students to advance an organizational culture that fosters inclusivity through developing faculty, support staff, administrative staff and students' EDIB capabilities for sustainable systemic change. Leaders within Humber will continue to build their EDIB leadership competencies to advance organizational inclusion.

Building on the solid foundation of EDIB at Humber/U of GH, the Office of EDIB will continue to promote a deeper understanding of the 'how' of EDIB work by working in collaboration to identify ways to embed EDIB into the organizational culture by integrating EDIB into existing programming, leadership structures, services, and the broader learning environment. We aim to make learnings accessible for all roles, including part-time employees by encouraging all employees to participate and actively try to embed the learnings into their day-to-day work. The goal for this area of action is to ensure inclusive behaviours are understood by all with strong support from leaders who lead by example demonstrating inclusive leadership skills.

Build Office of EDIB team infrastructure.

- Create a institutional ecosystem for the EDIB Action Plan through continuous feedback from internal and external communities on how to operationalize the plan.
- Establish EDIB Advisory Council inclusive of external communities.
- Implement the EDIB Action Plan based on available resources, constraints, and current priorities and initiatives at Humber/U of GH.
- Collate EDIB data and develop an institutional EDIB Dashboard to make informed decisions on how best advance institutional EDIB plans. Develop new data sources as needed to track the progress of EDIB at Humber.

Develop systemic EDIB learning for all employees.

- Build on existing EDIB learning and development materials to curate and deliver EDIB onboarding and mandatory programs for employees, inclusive of PT faculty.
- Create and curate EDIB resources for all Humber/U of GH employees to support continuous learning.

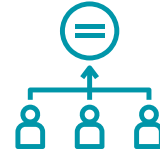
Collaborate with People(s) and Culture to advance EDIB organizational processes and practices.

- Create organizational processes and practices to advance inclusive recruitment, hiring, retention, career growth and development strategies.
- Develop an Inclusive Leadership Framework, outlining core competencies of EDIB and actionable recommendations.
- Review current leadership lifecycle and identify gaps to discover opportunities to further embed inclusive leadership practices.
- Develop a detailed plan for next steps and socialize with key collaborators.

Lead institutional EDIB strategy development.

- Develop Black excellence and trans inclusion organizational strategies.

Equitable Student Success



Consistently advance and establish equitable institutional practices to address the prevalence of systemic exclusion across student services and programs to increase equitable access for equity-deserving groups.

The Office of EDIB will work in collaboration to further identify and integrate EDIB strategies within relevant student policies, practices, and processes. Achieving equitable student success with intentionality requires a deeper engagement and an accountability process for addressing systemic inequities that impact equity-deserving students including international students and students with disabilities. The Office of EDIB will work in collaboration with diverse industries and community to co-create strategic initiatives that support the graduate employment outcomes for all learners and address inequitable practices that negatively impact members of equity-deserving groups from accessing meaningful employment.

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

- Collaborate with all relevant student service areas to develop integrative programming, policies and institutional practices that address student retention and graduate rates utilizing OCAS identity-based data.
- Assist SIP and Institutional Research in developing mechanisms to capture and track EDIB impact (e.g., the resources used by students measuring the impact of their EDIB initiatives, management and tracking of self-identification data, etc.).

Create tools to assist students in advancing graduate employability skills and competencies.

- Identify and determine Humber/U of GH practices that negatively impact international student employment (e.g., issue credentials early).
- Regularly collect and analyze data on student outcomes, such as graduation rates, retention rates, and academic performance, to identify and address disparities among different student groups. Use this data to inform policies and practices aimed at closing equity gaps.

Increase access and enrolment for underserved groups.

- Work in partnership with SEM & IRA on ongoing targeted recruitment, retention, and advancement of equity-deserving students.
- Increase EDIB capacity in members of SEM subcommittees to apply an equity approach to Humber/U of GH's recruitment, retention and advancement strategies, including data collection for HSSS.

Review academic policies and practices that negatively impact student program completion.

- Review language used to “transition” students (both international and domestic) by adopting a culturally inclusive lens to all policies and services.

EDIB Learning Innovation



Further strengthen capacity of the institution's commitment to integrate EDIB utilizing innovative EDIB teaching and learning strategies across the curricular and co-curricular learning environment.

In collaboration with identified college departments, we will co-create robust EDIB programming reflective of strategies inclusive of EDIB principles utilizing advanced digital platforms to disseminate knowledge and increase EDIB capacity and literacy for learners and faculties. Additionally, we will work across each faculty in alignment with the Humber Learning Outcomes (HLOs) and the goals outlined in Humber's Academic Plan, and Digital Campus Plan.

Further development of EDIB curriculum integration processes and systems.

- Collaborate with all relevant departments to create institutional curriculum development processes for integrating EDIB into curriculum across all academic programs.
- Equip academic leadership teams and faculty with the critical mindsets and skills needed to embed EDIB into curriculum and the co-curricular learning environment.
- Facilitate faculty development sessions across each faculty on the integration of culturally relevant pedagogy and EDIB into curriculum.

Systematic integration of EDIB faculty training, tools, and resources.

- Augment existing EDIB faculty training, tools and resources (e.g., EDI Toolkit) with enhanced strategies that align to the EDIB HLOs.
- Enhance EDIB capacity of Humber/U of GH's faculties, and Centre for Innovative Learning.
- Develop an institutional strategic approach to infuse EDIB in all academic programs through HLOs.
- Institute and facilitate an EDIB community of practice for faculty across each faculty in collaboration with existing EDIB Committees.
- Create shared repositories of EDIB resources.
- Support the Libraries to broaden their supports to curriculum innovation to include accessible learning services i.e open access education resources related to EDIB.

Develop a consistent approach to ensure systemic integration of EDIB and Universal Design for Learning (UDL).

- Review the Program Planning Development and Renewal (PPDR)'s program development and renewal processes to collaboratively develop an EDIB Quality Assurance protocol.
- Collaborate with CIL and SSE on cultural change that advances Universal Design for Learning through education and training, data and trends analysis, continuous improvement, and institution wide adoption of leading practice.

Collective Action & Community Engagement



Build relationships with diverse external communities, industry partners and thought leaders to inform EDIB policies, practices and programming.

The Office of EDIB will seek to review the existing relationships with EDIB focused thought leaders, industry partners and community organizations to continue to build collective action to advance the work of EDIB across Humber/U of GH. We seek to increase organizational resilience by listening to communities to deepen understanding of employees on the value of external relationships, while committing to embedding EDIB principles across all levels of Humber/U of GH.

Increase strategic initiatives and partnerships with EDIB thought leaders and community organizations.

- Establish new partnerships by connecting and collaborating with diverse external communities, industry partners, and thought leaders that work to advance EDIB.
- Operationalize strategic initiatives in collaboration with new partnerships to advance EDIB across the institution with a focus on the academic divisions.

Create new and innovative methods for building sustainable relationships to inform EDIB work.

- Develop and implement a scalable Equity-Centred Design training for Humber employees.
- Create an Annual EDIB Report, publishing it internally and externally, in order to regularly share EDIB outcome data.
- Create formal feedback systems to gather input from diverse community leaders and representatives.
- Launch of EDIB Advisory Council and create a leadership community working group made up of distinct EDIB thought leaders.
- Partner with public, private, and non-profit organizations to increase access and opportunities to engage with Humber/U of GH on EDIB initiatives.
- Continue communication and engagement with current partners to build long-term, mutual trust.

EDIB Action Plan Metrics

AREA OF ACTION	METRICS
<p>Inclusive Campus Culture and Organizational Leadership</p>	<ul style="list-style-type: none"> • Integrate inclusive processes and practices to advance inclusive recruitment, hiring, retention, career growth and development strategies across all divisions. • Collaborate with the Humber/U of GH leadership community, as defined through the implementation of an inclusive leadership framework. • Increased employee engagement with EDIB communications measured by communication analytics. • Launch Black excellence strategy and achieve key milestones. • Launch trans inclusion strategy and achieve key milestones. • Increased percentage of employees and students who complete EDIB-specific learning sessions broken down by role, academic area, employee group, etc. • Amplify Employee Resource Groups (ERGs) work to further enhance engagement and participation.
<p>Equitable Student Success</p>	<ul style="list-style-type: none"> • Increased, year over year, number of students from equity-deserving groups that are recruited and retained in select programs. • Increased student satisfaction on belonging and engagement with EDIB initiatives.
<p>EDIB Curriculum Innovation</p>	<ul style="list-style-type: none"> • Increased faculty EDIB learning participation rate and competency across distinct faculties. • Increased EDIB curriculum integration rate across programs. • Systematic distribution and adoption of EDIB tools and resources across all faculty, support staff, and administrators. • Measure and assess student EDIB learning and competency.
<p>Community Engagement and Collective Action</p>	<ul style="list-style-type: none"> • Increase number of long-term partnerships established with explicitly EDIB-driven mission and thought leaders. • Increase in the total number of equity-related initiatives with community partners. • Survey community perception of the relationships with Humber.

Message of Gratitude from Jason Seright, VP, Inclusion & Belonging

MIIGWECH/NIA:WEN/KINANASKOMITIN

The Humber/U of GH community have built a strong foundation for Inclusion & Belonging at Humber. BUILDING CONNECTIONS is a result of the EDI Taskforce's (2018-2023) dedication and that of its leader, Nancy Simms, then Director for the Centre for Human Rights, Equity and Inclusion, and supportive partner, Ian Crookshank, then Dean of Students. Their work, and that of many other Humber employees, students, and volunteers who have graciously devoted their time and energies to EDIB at Humber/U of GH made BUILDING CONNECTIONS possible.

Over the years, Humber sustained a carefully curated education program to build institutional support for equity, diversity, inclusion (EDI), and human rights. Resulting in forward-thinking policies and practices, this program ultimately informed Humber's 2018-2023 Strategic Plan's EDI commitment: building a diverse and inclusive community of exceptional students, faculty, and staff through an institutional EDI framework and strategy.

To spearhead its development, Humber formed the EDI Taskforce. Constituted with approximately 60 members representing students, employees (faculty, support and administrative), alumni, community and industry partners, and U of GH, the Taskforce adopted a broad framework to guide its work in five areas: Access and Equity: Students; Access and Equity: Employees; Campus Culture; Curriculum and Programs; and Communications and Engagement. In April 2022, the framework and the implementation of their strategy was documented in Humber's EDI Framework and Strategy. We are also grateful to All Things Equitable (ATE), an external EDIB consulting agency who collated the Taskforce's recommended next steps for advancing EDIB at Humber and added several of their own. We were fortunate to have these insights in BUILDING CONNECTIONS and we are stronger for it.



BUILDING CONNECTIONS has benefited from the ongoing commitment and support of Humber's executive leadership team, without whom we could not take these next steps.

Finally, we recognize that in the vibrant tapestry of Humber, it is the students that embody the heartbeat of who we are. Their diversity, creativity, and individual stories intertwine to create the rhythmic pulse that brings life to our academic community. Diversity is the cornerstone of our strength, and each student contributes a unique hue to the mosaic of cultures, perspectives, and backgrounds. It is the collective symphony of voices, experiences, and traditions that shapes the dynamic and inclusive environment we call Humber. Our commitment to integrating the principles of EDIB into our work is also a reflection of our gratitude and respect for our students and all the incredible ways they bring life to our community. Thank you for your contributions to this important work.

Jason Seright
VP, Inclusion & Belonging

Connect with us!
We want to hear from you.

The Office of Equity, Diversity,
Inclusion and Belonging:

edib@humber.ca

humber.ca/inclusion-belonging/edib

**“Without community
there is no liberation.”**

– Audre Lorde

You can't build brilliance without Building Connections

Belonging is our bedrock. We believe everyone belongs at Humber Polytechnic, and everywhere else, including the workplace, society, community and the economy. Our **Building Brilliance: Our Vision to 2030 and Beyond**, is constructed on the need to disrupt the historical status quo – a status quo that has excluded, marginalized, and undermined individuals. We are committed to creating an inclusive and equitable environment where everyone has the opportunity to thrive and succeed, and for learners of all types to receive a credential.

At Humber, we don't just want to have an impact – we want to drive it. By staying true to the values of courage, innovation, equity, sustainability, and health and well-being, values that have always guided us, Humber will continue to lead post-secondary education into 2030 and beyond. By making bold decisions around how we fundamentally operate, we can reimagine learning, forge deeper partnerships and drive impact, creating real value and progress. This action plan is an example of how we are building brilliance by building meaningful connections, driving impact every day.

BUILDERS OF BRILLIANCE