

## **Equity, Diversity & Inclusion (EDI) Taskforce Terms of Reference**

The Humber College Institute of Technology & Advanced Learning (Humber College) has identified as its Strategic Priority #7 under Pillar #3, Healthy and Inclusive Community, to continue to build a diverse and inclusive community of exceptional students, faculty and staff. The specific Supporting Action is to establish and implement an institutional framework and strategy for equity, diversity and inclusion that addresses the needs of both students and employees.

### **EDI Taskforce Executive Sponsors:**

- Lori Diduch, Vice-President, Human Resources & Organizational Effectiveness
- Jason Hunter, Vice-President, Students and Institutional Planning

### **EDI Taskforce Leads:**

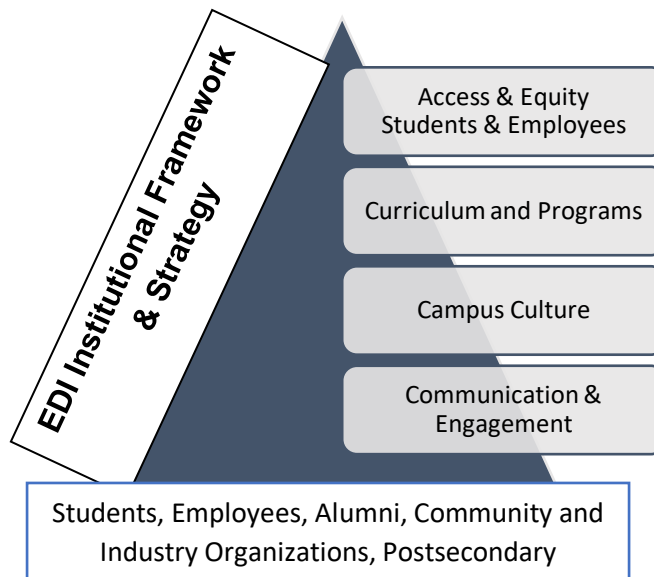
- Nancy Simms, Director, Centre for Human Rights, Equity & Diversity, and Lead, EDI Taskforce
- Ian Crookshank, Dean of Students, and Support-Lead, EDI Taskforce

### **EDI Taskforce Mandate:**

Through a consultative and collaborative process, members of the EDI Taskforce will utilize an intersectional lens to establish and implement an institutional framework and strategy for equity, diversity and inclusion addresses the needs of both students and employees.

The institutional framework and strategy will address the following four program areas:

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



### Working Groups:

Five Working Groups established to address each of the program areas:

1. Access and Equity: Students
2. Access and Equity: Employees
3. Curriculum and Programs
4. Campus Culture
5. College-wide Communications & Engagement Strategy

### EDI Guiding Principles

1. Equity, diversity and inclusion are key principles of successful change management
2. Equity is sustained through senior leadership commitment and modelling
3. Equity is the mechanism through which diversity and inclusion are achieved
4. Equity is a tool to create equality for all students, employees and communities through barrier elimination
5. Equity involves local and global communities
6. Equity is experienced differently for different people based on the intersection of identities
7. Equity builds on and enhances previous and existing initiatives

*Source: Adapted from the Toronto Board of Education*

### EDI Taskforce Membership:

The EDI Taskforce will seek representation from Humber students, employees (Support staff, Faculty, and Administrative staff), Alumni, Industry and Community-based organizations.

**Key Competencies of EDI Taskforce Members:**

1. Knowledge of EDI and Indigenous Ways of Being, Knowing and Doing (IWBKD) in the postsecondary sector
2. Ability to cultivate a common vision
3. Ability to make good judgements and quick decisions
4. Orientation towards results
5. Conflict Management
6. Change Management
7. Emotional Intelligence

**EDI Taskforce Members Responsibilities:**

Members are responsible for the following:

1. Members are expected to come to meetings as prepared, active and thoughtful participants
2. Members are required to actively participate and engage in all meetings
3. Members are required to engage in ongoing personal EDI- and IWBKD- related education and training
4. Members are invited to read relevant resources posted on the EDI Taskforce website to support the advancement of EDI- and IWBKD-related education and initiatives
5. Members are required to provide ongoing updates to their Faculty/Department on the work of the Taskforce
6. Members are required to share with their Working Groups and the Taskforce relevant feedback from the College in order to assist in responding, where possible, to areas of concern related to EDI and IWBKD
7. Members are required to participate in providing updates and eliciting feedback on the work of the Taskforce through one or more of the following – Knowledge Cafes, Lunch and Feedback sessions, Focus Groups, and through the use of online surveys.

**Time Commitment and Tenure:**

EDI Taskforce members must commit to one in-person/virtual three (3) hour meeting per month. To ensure continuity and facilitate transition Taskforce members may serve for the full term of the Taskforce (March 2023).

All EDI Taskforce members will be assigned to one (1) of the five (5) working groups. Working group members will meet on a regular basis to complete activities

Students: the work you do as a member of the EDI Taskforce can be added to your Co-Curricular Record (CCR).

Employees: for your participation on the EDI Taskforce and depending on your position at Humber, you may be eligible for payment, a SWF, or obtaining time away from your regular job requirements to attend meetings.

Community and Industry members can be reimbursed for mileage travelling to and from EDI Taskforce in-person meetings or trainings.

Members are allowed to miss **three (3) meetings** over the course of a calendar year (January to December) after which membership will be discontinued.

\*Exception for Faculty members and Students – June/July/August meetings.

Members who wish to withdraw from the Taskforce will submit a written resignation via email to the EDI Taskforce Leads.

### **Operational Guidelines:**

Planning: Agendas will be circulated 1-2 weeks in advance of the meeting and meeting notes, when applicable, will be circulated within two (2) weeks after the meeting.

Review of Terms of Reference: The Terms of Reference to be reviewed on an annual basis and revised as needed.

### **Decision Making:**

Agreements regarding the development of program areas shall be reached by consensus whenever possible. Recommendations for the College including faculties and departments must first be approved by the Executive Sponsors prior to their dissemination to the respective Vice Presidents, Deans or Directors for their approval.

### **Additional Information:**

For additional information on the EDI Taskforce, please contact: Nancy Simms, Director of the Centre for Human Rights, Equity & Diversity and EDI Taskforce Lead, at [nancy.simms@humber.ca](mailto:nancy.simms@humber.ca).

**EDI Implementation Plan:**

<b>Milestones</b>	<b>Year</b>	<b>Deliverables</b>
EDI Leadership	18-23	<ul style="list-style-type: none"> <li>- Coordinate small working group to develop criteria and Call for Membership for EDI Taskforce</li> <li>- Establish an EDI Taskforce to lead the development and implementation of the institutional EDI framework and strategy (Terms of Reference, Training for members)</li> <li>- Elicit feedback from College to refresh institutional definitions for equity, diversity and inclusion</li>   <li>- Coordinate the delivery of EDI Leadership capacity-building sessions to senior leaders across the College (EAC, Executive Team)</li> <li>- Provide continued leadership on key strategic EDI initiatives</li> </ul>
Assessment and Current State Analysis	18-23	<p><b>Establish Current State:</b></p> <p><u>Employees:</u></p> <ul style="list-style-type: none"> <li>- Reestablish Humber’s Employment Equity Program</li> <li>- Collection and analysis of workforce demographic information</li> <li>- Conduct Employment Systems Review (ESR) (Humber policies, practices, systems and programs) and specify measures to be taken to eliminate employment barriers</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>- Coordinate with the current state analysis being completed by Institutional Planning and Analysis</li> <li>- Review data and analysis for potential inclusion in EDI framework</li> </ul> <p><u>Curriculum:</u></p> <ul style="list-style-type: none"> <li>- Conduct a language-based analysis to determine the level of integration of EDI in the curriculum</li> </ul>
College-wide EDI & IWBKD Framework for Students and Employees	19-21	<p><b>Research (national and international) and consultation with stakeholders (e.g. students, faculty, support staff, administrators, other postsecondary educational institutions) on development of framework</b></p> <p><b>Establish goals/priorities, activities and metrics for framework to address the following deliverables:</b></p> <p><u>Access &amp; Equity: Students &amp; Employees</u></p> <ul style="list-style-type: none"> <li>- Enhance recruitment, retention and advancement of students from equity-seeking groups</li> <li>- Enhance recruitment, retention and advancement of employees from equity-seeking groups</li> </ul> <p><u>Curriculum &amp; Programs</u></p>

		<ul style="list-style-type: none"> <li>- Advance the integration of equity, diversity and inclusion and Indigenous Ways of Being, Knowing and Doing in Humber's curriculum and programs</li> </ul> <p><u>Campus Culture</u></p> <ul style="list-style-type: none"> <li>- 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</li> </ul> <p><u>College-wide Communication and Engagement Strategy</u></p> <ul style="list-style-type: none"> <li>- Develop and implement a communication strategy that keeps the Humber community informed regarding EDI and IWBKD initiatives, accomplishments and enables input from the internal and external community</li> <li>- Increase intentionality in senior leadership that communicates commitment to EDI and IWBKD</li> </ul>
Implementation of EDI initiatives	20-23	<ul style="list-style-type: none"> <li>- Dependent on institutional EDI framework &amp; strategy and implementation planning</li> </ul>
Evaluation and Reporting	19-23	<ul style="list-style-type: none"> <li>- Utilize established metrics to monitor EDI outcomes</li> <li>- Establish reporting process and mechanism</li> <li>- Produce a final report for the Humber community</li> </ul>

## Glossary:

### Equity:

Equity refers to the ongoing intentional and systemic approach to remove historic and current barriers for equity-seeking groups. Humber applies specific programs, policies and practices to support fair and just outcomes.

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

### Diversity:

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:

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.

Additional definitions of key terms available online at the following link:

<http://hrs.humber.ca/human-rights-equity-diversity/edi-taskforce/edi-taskforce-glossary.html>