Fleming College's Equity, Diversity, and Inclusion Action Plan

A Way Forward

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Land Acknowledgement

With Respect

We begin this report by respectfully acknowledging that Fleming College is situated on Michi Saagiig lands, and the traditional territory covered by the Williams Treaties.

To acknowledge this land and traditional territory is to honour its life and history, predating the establishment of European colonies.

G'chi Miigwech to the Michi Saagiig peoples for allowing us to continue working and learning in your territory.

Letter from the President

Fleming College has a clear vision of the community we need and want for students, employees, and the broader community. Our deep commitment to having an equitable, diverse, and inclusive College community is reflected in our strategic priority of ensuring that we are a welcoming place for all. Our Equity, Diversity, and Inclusion (EDI) Strategy and Action Plan provides a way forward, including measurable actions and practices that will support us in advancing this strategic goal.

This document is the result of intensive, focused, and intentional work to better understand the experiences of the broader campus community. It was developed through an extensive and collaborative process that included members of our community. On behalf of the College, I thank the members of the EDI Council for their contributions and leadership.

The actions described within this document have been directly informed by best and leading practices as well as the findings from our inaugural EDI survey. Launched in early 2021, the EDI survey was crafted to better understand perspectives and to gain insight into the gaps and barriers that different groups and communities may experience across the organization. We are grateful to all those who took the time to participate and share their thoughts, experiences, and perspectives.

Fleming College's EDI Strategy and Action Plan is a work in progress. It will support us in advancing commitments under the Accessibility for Ontarians with Disabilities Act, including proposed post-secondary education accessibility standards, the Indigenous Education Protocol, and the Scarborough Charter. We expect that as we learn, grow, and advance some initiatives, new actions may emerge and existing actions may change. This commitment to continual learning, growth, and development requires us to assess and re-assess our work to ensure we are meeting our goals and objectives. This work is ongoing and will take time to implement. As we embark on launching our EDI Strategy, it will take the commitment and contributions of each member of the Fleming community.

While acknowledging that there is work to be done, we also have a firm foundation upon which to build, grow, and advance EDI. I want to recognize and acknowledge the students and employees who have, for several years, engaged in equity, diversity, and inclusion work across the College community. Thank you for your commitment and contributions.

Maureen Adamson,
President and CEO

Introduction

Our Beginning

After analyzing the results from our inaugural equity, diversity, and inclusion survey, three goals and seven recommendations emerged from our findings. This action plan will support Fleming College in achieving these goals. Recommendations have informed the development of our action plan objectives and our goals will be the focus of our measurement and evaluation plan.

Goals from the EDI Survey

1. Increase the diversity of students and employees.
2. Reduce experiences of discrimination for those who identify with one or more dimensions of diversity.
3. Increase positive response rates to perceptions of inclusion and equity statements.

Recommendations from the EDI Survey

1. Provide training to administrators to support inclusive hiring, retention, and advancement practices.
2. Host focus groups, discussions, and interviews with students who identify as Indigenous, racialized, disabled, 2SLGBTQ+, and minority faith groups. It is recommended to work through the departments who support these communities and ensure broad communication to all students. It is recommended that additional focus on students with disabilities is incorporated.
3. Develop an Equity, Diversity, and Inclusion + Anti-Racist Framework that provides faculty with tools for examining and modifying their curricula from an EDI lens, including Indigenous ways of knowing.
4. Expand co-curricular learning opportunities for students, including workshops, events, and communications on a range of EDI themes and topics.
5. Expand professional development opportunities for employees on a range of EDI themes and topics.
6. Provide additional feedback mechanisms and opportunities for employees and students to identify EDI issues. Promote existing supports, including those available through the Harassment and Discrimination Prevention Policy and the Student Rights and Responsibilities Policy.
7. Develop accountability mechanisms that ensure feedback and complaints are acted on appropriately, and that those who provide feedback are supported.

Equity, Diversity, and Inclusion Framework
Advancing EDI at Fleming College

Domain: Employee

To advance equity, diversity, and inclusion across human resource practices and sustain equity, diversity, and inclusion commitments through leadership.

Strategic Pillar One
Institutional Leadership

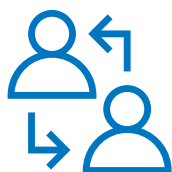**Strategic Pillar Two**
Inclusive Human Resources

Domain: Student

To integrate equitable and inclusive perspectives within curriculum and to ensure the student community finds themselves reflected within learning spaces and practices.

Strategic Pillar Three
Inclusive Curriculum

Strategic Pillar Four
Representation and Engagement

Domain: Community

To engage a broader campus community of learners, leaders, and community members to build and cultivate a culture of respect, inclusion, and belonging.

Strategic Pillar Five
Equitable Community Relationships

Strategic Pillar Six
Inclusive Communication

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Strategic Pillar One: Institutional Leadership

Institutional leadership encompasses practices, behaviours, and actions that feed the momentum of organizational change. It acknowledges the unique role that leaders across the Fleming College community have in advancing equity and inclusion, from inclusive leadership practice to creating equity-focused psychologically safe climates to ensure Fleming College is a welcoming place for all. This pillar is how we will equip leaders, staff, and students with the skills, knowledge, and abilities needed to achieve the remaining pillars within the EDI Framework.

Pillar One Actions

- Develop and strengthen inclusive leadership practices in order to deepen equity, diversity, and inclusion focused leadership skills and abilities
- Advance inclusive leadership development opportunities
- Identify and implement organizational strategies to support equity-focused psychological safety
- Explore, select, and embed organizational and individual assessment tools to measure equity, diversity, and inclusion related competencies

Strategic Pillar Two: Inclusive Human Resource Practices

Human resource practice encompasses the full employee life cycle, from attraction to retention, and plays a key role in advancing equity, diversity, and inclusion as well as identifying opportunities for inclusive practice. The inclusive human resources pillar reflects strategic actions related to representation, equity-focused recruiting practices, inclusive interviewing strategies, and ensuring diversity of perspectives and experiences are welcome across the campus community.

Pillar Two Actions

- Advance inclusive interviewing practices, including equity-focused interview questions, hiring panels, etc.
- Establish processes to include self-ID options within application and recruitment functions
- Review ways to embed an equity-lens into decision making practices
- Develop an equity-informed policy development toolkit
- Develop approaches for ensuring members of equity-deserving communities have equitable opportunity within the hiring process, including community-led initiatives to define and determine what strategies would be most effective
- Providing anti-Black and anti-Indigenous racism education for all members of Fleming College

Strategic Pillar Three: Inclusive Curriculum

The inclusive curriculum pillar acknowledges that students have various lived experiences, shaped by their intersecting identities, and enter the learning space with a diverse range of perspectives, thoughts, and ideas that shape and influence how they learn. Inclusive curriculum champions the actions and initiatives that increase representation of different worldviews within course content, reflect a range of course materials, and challenges stereotypes of diversity within post-secondary settings. Inclusive curriculum actions, detailed below, also reflect initiatives that align with legislation such as the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act as well as the Indigenous Education Protocol and the Scarborough Charter, as Fleming College is a signatory on both of these important documents.

Pillar Three Actions

- Explore the ways equity, diversity, and inclusion principles can be embedded into the curriculum review process through the development of an EDI and anti-oppression framework for curriculum design
- Advance and align universal design for learning principles with inclusive curriculum strategies
- Develop and pilot an inclusive curriculum strategy with representation from various programs and schools across Fleming College
- Develop training sessions for faculty and students on Indigenous history, responsibility to advance and engage in reconciliation, and land and place-based learning
- Develop training sessions for faculty and students that sustain harassment-free classrooms and learning environments
- Promote curricular development that de-centers Eurocentrism and opens space for world-inspired learning, including expertise of various authors, academics, and leaders

Strategic Pillar Four: Representation and Engagement

The representation and engagement pillar reflects the importance of community, representation, student inclusion, and opportunities to engage in participatory decision-making. This pillar reflects the components needed to create a "welcoming place for all" including psychological safety, respect, transparency, accountability, and feeling seen, heard, and understood.

Action Plan
Student Domain

Pillar Four Actions

- Create spaces for equity-informed consultation with meaningful opportunities for campus-wide engagement
- Advance mechanisms for feedback and advocacy
- Identify and mitigate barriers to participation, particularly related to advisory and decision-making
- Promote greater opportunities for engagement with equity, diversity, and inclusion initiatives
- Examine opportunities for student self-identification within student profiles
- Identify ways to recruit and retain underrepresented student populations

Action Plan
Community Domain

Strategic Pillar Five: Equitable Community Relationships

Fleming College acknowledges that the campus experience extends beyond the immediate learning environment. The equitable community relationships pillar seeks to strengthen and build community relationships and partnerships that are mutually respectful, beneficial, and responsive. Equitable community relationship actions, detailed below, also reflect initiatives that align with legislation such as the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act as well as the Indigenous Education Protocol and the Scarborough Charter, as Fleming College is a signatory on both of these important documents.

Pillar Five Actions

- Identify cross-campus collaborations and de-centralize community relationship building
- Advance College partnerships with Indigenous communities, ensuring organizational responsiveness to what the community wants and needs
- Construct affirming and accessible spaces that cultivate belonging, knowledge development, and sharing among equity-deserving students and across the Fleming College community
- Build mechanisms for ongoing outreach and relationship building with community partners and leaders
- Develop sponsorship opportunities for equity-deserving community members, including career advising, advancement, and mentorship

Strategic Pillar Six: Inclusive Communication

Inclusive communication reflects actions, behaviours, and practices that are respectful, accurate, and inclusive of all. It involves ensuring that everyone is enabled to contribute their perspectives. Practices encompass inclusive language, inclusive interactions, participatory decision making, and inclusive events. This pillar is how we will advance organizational actions and communications to create supportive environments, engage members of the Fleming College community, and establish bi-directional communication channels.

Pillar Six Actions

- Promote transparent communication across the Fleming College community by identifying how the broader college community identifies transparent and respectful communication
- Expand on the ways to share, communicate, and promote equity, diversity, and inclusion

Action Plan
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Pillar Six Actions Continued

- Expand and advance existing communication channels to include spaces for listening, advocacy, and feedback
- Develop an inclusive communication toolkit
- Develop and implement an equity lens/equity tool within decision-making practices

Action Plan Timeline
Overview

Overview

The action plan timeline is presented using our three domains and six pillars. These pillars are the foundation of our shared goal, creating a welcoming place for all. The objectives of each pillar will be achieved by implementing several actions. The actions space one to two-year time frames and three to five-year time frames. Some actions are ongoing and it is expected that they will be carried through future strategies, frameworks, and goals.

Employee Domain	
Objective	
To advance equity, diversity, and inclusion across human resource practices and sustain equity, diversity, and inclusion commitments through leadership.	

Pillar One: Institutional Leadership Actions	Time Frame
Develop and strengthen inclusive leadership practices to deepen equity, diversity, and inclusion focused leadership skills and abilities	Ongoing
Identify and implement organizational strategies to support equity-focused psychological safety	Ongoing
Advance inclusive leadership development opportunities	1 - 2 years
Explore, select, and embed organizational and individual assessment tools to measure equity, diversity, and inclusion related competencies	3 - 5 years

Pillar Two: Inclusive Human Resource Practice Actions	Time Frame
Advance inclusive interviewing practices, including equity-focused interview questions, hiring panels, etc.	1 - 2 years
Establish processes to include self-identification options within application and recruitment functions	1 - 2 years
Review and determine ways to embed an equity-lens into decision making practices	1 - 2 years

Action Plan Timeline
Overview

Develop an equity-informed policy development toolkit	1 - 2 years
Develop approaches for ensuring members of equity-deserving communities have equitable opportunity within the hiring process, including community-led initiatives to define and determine what strategies would be most effective.	1 - 2 years
Provide anti-oppression and anti-Black and anti-Indigenous racism education for all members of Fleming College	1 - 2 years

Student Domain

Objective

To integrate equitable and inclusive perspectives within curriculum and to ensure the student community finds themselves reflected within learning spaces and practices.

Pillar Three: Inclusive Curriculum Actions	Time Frame
Develop an equity, diversity, inclusion, and anti-oppression framework to support inclusive curriculum design	1 - 2 years
Implement an equity, diversity, inclusion, and anti-oppression framework to support inclusive curriculum design	3 - 5 years
Advance and align universal design for learning principles with inclusive curriculum strategies	1 - 2 years
Develop and pilot an inclusive curriculum strategy with representation from various programs and schools across Fleming College	1 - 2 years
Develop and deliver training sessions for faculty and students on Indigenous history, responsibility to advance and engage in reconciliation, and land and place-based learning	Ongoing
Develop and deliver training sessions for faculty and students that sustain harassment-free classrooms and learning environments	Ongoing
Promote curricular development that de-centers Eurocentrism and opens space for world-inspired learning, including expertise of various authors, academics, and leaders	Ongoing

Action Plan Timeline
Overview

Pillar Four: Representation and Engagement Actions	Time Frame
Create spaces for equity-informed consultation with meaningful opportunities for campus-wide, college-wide, and local-community wide engagement	Ongoing
Deepen our understanding of specific barriers faced by members of equity-deserving communities through consultation and engagement	1 - 2 years
Advance mechanisms for feedback and advocacy	1 - 2 years
Identify and mitigate barriers to participation, particularly related to advisory and decision-making activities	1 - 2 years
Leverage communication strategies to promote greater opportunities for engagement with equity, diversity, and inclusion initiatives	Ongoing
Examine, identify, and implement opportunities for student self-identification	1 - 2 years
Identify ways to recruit and retain underrepresented student populations	Ongoing

Community Domain

Objective

To engage a broader college community of leaders and local community members to build and cultivate a culture of respect, inclusion, and belonging.

Pillar Five: Equitable Community Relationship Actions	Time Frame
Identify cross-campus collaborations to de-centralize community relationship building	1 - 2 years
Advance College partnerships with Indigenous communities, ensuring organizational responsiveness to what the community wants and needs	Ongoing

Action Plan Timeline
Overview

Constructing affirming and accessible spaces that cultivate belonging, knowledge development, and sharing among equity-deserving students and across the Fleming College community	1 - 2 years
Build mechanisms for ongoing outreach and relationship building with community partners and leaders	1 - 2 years
Develop sponsorship opportunities for equity-deserving community members including career advising, advancement, and mentorship	3 - 5 years
Pillar Six: Inclusive Communication and Participatory Action	**Time Frame**
Promote transparent communication across the Fleming College community by identifying how the broader college community identifies transparent and respectful communication	1 - 2 years
Expand on the ways to share, communicate, and promote equity, diversity, and inclusion	1 - 2 years
Expand and advance existing communication channels to include spaces for listening, feedback, and advocacy	1 - 2 years
Develop an inclusive communication toolkit	1 - 2 years
Develop and implement an equity lens/equity tool to be used within decision making spaces	1 - 2 years

Action Plan Outputs and Outcomes
Preparing for Evaluation

Overview

To support the advancement of this action plan, a high-level overview of outputs and outcomes is described. Outputs are products of activities; they tell the story of what we have produced. They are the actions or items that contribute to achieving an outcome. Outcomes are our intended effects; they are the "difference made" within and across Fleming College.

This overview will inform the development of a comprehensive evaluation plan. The evaluation plan will be developed in alignment with the strategic planning cycle and will inform the next equity, diversity, and inclusion action plan.

Employee Domain

Objective

To advance equity, diversity, and inclusion across human resource practices and sustain equity, diversity, and inclusion commitments through leadership.

Outputs	Outcomes
• Inclusive leadership development training sessions and workshops • Number of organizational strategies and actions implemented to cultivate equity-focused psychological safety for employees • Number of organization level and team level assessment tools selected • Number of organization level and team level assessment tools implemented • Self-identification options implemented within recruitment functions • Equity lens tool for decision making developed and implemented • Equity-informed policy development toolkit developed	• Increase diversity of employees at various leadership levels • Improve the experience, as measured by perceptions of inclusion questions, of employees who identify as belonging to an equity-deserving community • Reduce experiences of discrimination for employees who identify with one or more dimensions of diversity • Decrease bias within the hiring process • Increase inclusive leadership competence to better support equity and inclusion at the team level

Action Plan Outputs and Outcomes
Preparing for Evaluation

Outputs	Outcomes
• Number of community consultations and engagements to define and determine effective recruitment practices • Number of interventions implemented to ensure members of equity-deserving communities have equitable opportunity within the hiring process • Number of anti-oppression and anti-Black and anti-Indigenous racism education sessions delivered	

Student Domain

Objective

To integrate equitable and inclusive perspectives within curriculum and to ensure the student community finds themselves reflected within learning spaces and practices.

Outputs	Outcomes
• Equity, diversity, inclusion, and anti-oppression framework for curriculum design developed • Number of participants piloting the equity, diversity, inclusion, and anti-oppression framework • Number of training sessions on Indigenous history, responsibility to advance and engage in reconciliation, and land and place-based learning • Number of training sessions on harassment-free classrooms and learning environments delivered • Opportunities for equity-informed consultation identified	• Increase recruitment and retention of students from underrepresented groups and communities • Improve the experience, as measured by perceptions of inclusion questions, of students who identify as belonging to an equity-deserving community • Reduce experiences of discrimination for students who identify with one or more dimensions of diversity • Increase opportunities for student-oriented participatory decision-making, feedback, knowledge sharing, and advocacy

Action Plan Outputs and Outcomes
Preparing for Evaluation

Outputs	Outcomes
• Number of equity-informed consultations hosted • Methods of identifying and mitigating barriers to advisory and participatory decision-making activities implemented • Number of organizational strategies and actions implemented to cultivate equity-focused psychological safety for students • Self-identification options for students implemented	• Increase the representation of different worldviews within course content, learning activities, and course materials to support feelings of inclusion and representation

Community Domain

Objective

To engage a broader college community of leaders and local community members to build and cultivate a culture of respect, inclusion, and belonging.

Outputs	Outcomes
• Number of cross-campus collaborations identified to de-centralize community relationship building • Number of mechanisms established for ongoing outreach and relationship building with community partners • Number of sponsorship and/or mentorship opportunities for students/community members who identify as members of equity-deserving communities • Inclusive communication toolkit developed • Equity tool/toolkit developed • Number of communication/feedback mechanisms for listening created	• Strengthen community relationships, including relationships with Indigenous communities • Increase community partnerships through mentorship and sponsorship to support relationship building and student success • increase the sense of feeling seen, heard, and understood through opportunities for listening and advocacy spaces