FACULTY OF COMMUNITY SERVICES SOCIETY

EDCI POLICY

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Amended September 22nd

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The Faculty of Community Services Society Board of Directors amended this policy on September 22nd, 2023.

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SECTION 1.0: OVERVIEW

We are an organization that values equity, diversity and inclusion, and believes in the ongoing development and process of what these terms encapsulate. We recognize that this is a commitment to the communities that fall under equity, diversity and inclusion as it relates to an action plan to consult with students, staff, professionals, unrepresented groups/invisible barriers and administration. We are committed to demonstrating progress through tackling institutional barriers that undermine and limit marginal groups from excelling and progressing in their experiences at Toronto Metropolitan University. There is also a commitment to ensure all our policies and marketing material are available in different font-size versions to ensure greater accessibility to information.

SECTION 2.0: DEFINITIONS

2.1 **Equity:** is the fair treatment and access to opportunities for all. FCSS values the fair and just treatment of all community members through the creation of opportunities and the removal of barriers to address historic and current disadvantages for equity-seeking and marginalized groups.

2.2 **Diversity:** is all the ways in which we are different, but acknowledge our commitment to be safe and respected. FCSS values and respects diversity in all its forms, including knowledge, worldviews, and experiences. Diversity is born out of membership in different groups, practices and cultural backgrounds.

2.3 **Inclusion:** is a process of intentional efforts to understand another perspective and feel empathy. An inclusive learning and working environment is one where every individual can maximize their potential, irrespective of personal characteristics.

2.4 Anti-Oppression: Anti-oppressive practice is an interdisciplinary approach that focuses on ending socioeconomic oppression

2.5 Anti-Racism: Anti-racism refers to a form of action against racial hatred, bias, systemic racism, and the oppression of marginalized groups.

2.6 Antisemitism: Antisemitism refers to a hostility toward or discrimination against Jews as a religious, ethnic, community, or racial group. Often times Antisemitism are shown through trying to harm a collective array of businesses, or singling out the only state where Jewish people are indigenous tribes from.

2.7 Islamophobia: Islamophobia refers to irrational fear of, aversion to, or discrimination against Islam or people who practice Islam.

2.8 Accessibility: Accessibility refers to the design of products, devices, services, or environments for people who experience disabilities.

SECTION 3.0: PRINCIPLES OF EQUITY, DIVERSITY AND COMMUNITY INCLUSION

3.1 We believe in fostering an environment that is enriching to the values of equity, diversity and inclusion. As leaders and members of FCSS, we want to encourage and welcome diverse, fair and safe spaces for marginalized communities and other communities at large. We will make it our personal commitment to equity, diversity and inclusion principles and values evident throughout Toronto Metropolitan University.

3.2 We are committed to developing and/or maintaining an equity, diversity and inclusion action plan in consultation with students, faculty, staff and administrators, and particularly with individuals from under-represented groups. We are dedicated to demonstrating that our commitment to EDI is a continuing process for years to come and

is subjected to constant change due to social, political, environmental, and organizational matters.

3.3 We are committed to taking action to provide equitable access and opportunities to all students. To do so, we will identify and remove barriers that disenfranchise marginalized communities, and provide support for students at Toronto Metropolitan University.

3.4 We will seek ways to integrate diverse and inclusive practices throughout The FCSS's organization as it relates to teaching, training, research, community engagement and governance. In doing so, we acknowledge that this is an ongoing dialog to engage with students, faculty, staff, our boards of governors, senates and alumni to raise awareness, to learn from each other and to encourage all efforts to maintain good faith with the Toronto Metropolitan University community at large.

3.5 The FCSS will work towards guiding our efforts to foster and cultivate concrete plans in addressing any barriers and obstacles that may discourage members of marginalized communities from advancing. We are committed to sharing and creating evolving EDI practices that will continue to protect and support our communities here at Toronto Metropolitan University.

3.6 The FCSS will continue to work and generate greater awareness of the importance of Equity, Diversity and Inclusion within the education system and uprooting the disposition of privilege, oppression and barriers for all marginalized communities, students, and the community at large at Toronto Metropolitan University.

3.7 Every person, by virtue of being human, is entitled to certain fundamental rights regardless of race, colour, ancestry, place of origin, religious beliefs, gender, gender identity and gender expression, physical disability, mental disability, marital status,

family status, sexual orientation, age, political beliefs, and any other protected ground as amended over time. Each person is entitled to a life of dignity, equality, and respect, free from discrimination, harassment, and bullying. The FCSS commitment to human rights is reflected in its policies and practices, as well as the support it makes available to the members of its community.

3.8 An intersectional approach to equity, diversity, and inclusivity begins from the understanding that the different vectors of social diversity, (race, class, gender, sexuality, disability, nationality, religion, language, age, etc.) do not exist separately or in isolation from each other. Instead, the various vectors of social diversity are interwoven and affect each other. It is the goal of FCSS to recognize the intersectionality present in all issues that arise and the effects of such intersectionality.

3.9 We will be guided in our efforts by evidence, including evidence of what works in addressing any barriers and obstacles that may discourage members of under-represented groups to advance. This evidence and our work at FCSS will come from members of under-represented groups, because no progress can be made for them, without them.

3.10 FCSS will remain responsible and accountable through these above principles, and encourage all students of underrepresented groups to make their voices heard. The FCSS is in support of all of its students and recognizes that maintaining these EDI principles will take hard work and all of its members are held to the same standards.

3.11 As mentioned in S.6 of Senate Policy 61, Student Code of Non-Academic Conduct, FCSS shall foster diversity and inclusion where all community members feel welcomed, valued, seen and heard. Furthermore, FCSS shall promote a culture of consent and to confront all barriers to equity, diversity, and inclusion such as racism, anti-Black racism,

anti-Indigeneity, anti-Asian racism, Islamophobia, anti- Semitism, xenophobia, gender-based violence, gender inequity, sexism, homophobia, transphobia, colonialism, ableism, and ageism.

SECTION 4.0: GOALS AND COMMITMENTS OF ACQUIRING EQUITY, DIVERSITY & COMMUNITY INCLUSION

4.1 Encouraging student groups and course unions that come under the umbrella of the society to include equal representation of different equity seeking groups.

4.2 Accessibility for everyone coming to our events and also in the events we fund

4.3 Ensuring everyone has equal accessibility to virtual events.

4.4 A dedicated Black student space on campus with the necessary resources allocated to it for Black students to feel safe and a sense of belonging is needed. These resources should involve funds for staffing and programming for Black students.

SECTION 5.0: ACCESSIBILITY STANDARDS

5.1 Have an accessibility standards rubric for evaluating events to ensure optimal accessibility. Examples include but are not limited to: text-to-voice/speech-to-text, closed captions, different font-sizes available, ASL interpreters where necessary, instructions which cater to all types of learning styles, trigger warnings, flash warnings for light sensitivity, sufficient color contrast in presentations, chat monitoring, accessible invitations.

    5.1.1 Live captioning resources:

        5.1.1.1 **1CapApp:** https://www.1capapp.com, 866-945-0250

        5.1.1.2 **StreamText:** http://StreamText.net, 608-234-4759

        5.1.1.3 **Transcription Star:** www.transcriptionstar.com**,** 877-323-4707

5.1.1.4 **20/20:** www.2020captioning.com, 800-870-1795 ext. 1

5.1.2 A resource on color contrast

https://uxdesign.cc/the-easiest-part-about-designing-accessible-websites-76cd6b9a7ae4

5.2 Making an accessibility form for people when registering for events.

5.3 Coordinate with Toronto Metropolitan's Accessibility Coordinator or RyeAccess, to review event proposals or get recommendations.

SECTION 6.0: EQUITY, DIVERSITY & COMMUNITY INCLUSION TRAINING STANDARDS

6.1 Anti-oppression & anti-racism training:

6.1.1 Host workshops for students and staff of FCSS throughout the year.

6.1.2 As members of the FCSS, we will commit to the following steps towards an anti-oppressive and anti-racist faculty. (Should be the basis for any Anti-oppression & anti-racism training):

6.1.2.1 Contextualizing the History of Race and Racism within FCSS;

6.1.2.2 Explore the Barriers and Systems of Oppression in the schools that build the FCSS;

6.1.2.3 Acknowledge the privilege and bias of non-racialized students & staff within the FCSS;

6.1.2.4 Ally with BIPOC within the FCSS by taking direct action to ensure equality and inclusivity within the faculty;

6.1.2.5 Act: Identify and address systemic oppression and racism within FCSS;

6.1.2.6   Commit to a deeper understanding of systemic oppression and racism.

SECTION 7.0: INCLUDING INDIGENOUS STUDENT VOICES ON FCSS

7.1   Make the FCSS Land Acknowledgement publicly available.

7.2   Celebrate and support National Indigenous Peoples Day every June 21- invite Indigenous (Indigenous) students to help plan the faculty's celebration; invite Elders from the community to help plan the faculty's celebration.

7.3   Refer to our Indigenous Student Action Plan which is located in the 2022-2027 Strategic Plan.

SECTION 8.0: STANDARDS FOR PLANNING EQUITY, DIVERSITY & COMMUNITY INCLUSION EVENTS

8.1   Presentation style, activities, songs, invitations, advertisements and other related should all be sensitive to different cultural backgrounds, and must be reviewed before submission for inflammatory or harmful language, or any messages that can be misconstrued.

8.2   How to effectively include different cultural aspects, respectfully into planning EDI events.

8.3   Event speakers should be representative of the groups which will be attending the event.

8.4   Events that charge tickets outside of the levy will all have affordable options.

8.5   If planning for an in-person event which includes food: dietary restrictions must be noted and the catering should be widespread.

8.6   A guide to language, language which does not demean any person (this includes pronouns as well as putting the person before their "descriptor").

8.7 Is the venue accessible? Are there elevators, ramps, wider seats, bathrooms, is there enough space for people with reduced mobility, is it easy to get to from a number of different transportation modes? etc. Have any potential barriers been mitigated if possible? (Both physical and invisible barriers).

8.8 EDI Rubric for funding for Student Initiatives (includes course unions and student groups):

8.8.1 The initiative demonstrates comprehensive & intentional actions to be diverse, equitable, and inclusive.
8.8.2 The initiative will educate participants about the importance of these qualities.
8.8.3 The initiative serves equity-seeking groups.
8.8.4 The initiative targets equity-seeking groups that are under-represented.
8.8.5 The initiative is intentionally aiming to solve at least one equity issue. The equity issue at hand does not need to be whole or complete. The solution can be a stepping stone.
8.8.6 The initiative is accessible to students and community members with varying abilities. Thinking outside physical barriers is important when being accessible.
8.8.7 The initiative helps transform how Toronto Metroplitan University community members engage with equity-seeking groups.
8.8.8 The initiative's organizers have consulted with anti-oppression educators to fine-tune programming. An example of this would be working with experts who are educated in programming that is equitable, inclusive and non-oppressive.
8.8.9 The initiative incorporates justice and anti-racism practices in each step of the event planning process. An example of this would be ensuring your programming is not just non-racist but actively working against racism.
8.8.10 The event is free or has financially accessible options for students.