

EQUITY, DIVERSITY, AND INCLUSION FRAMEWORK

Building an Inclusive Learning Environment for All

July 2023



INTRODUCTION

Cambrian College has had a long-standing commitment to building a healthy campus and identified “Enhance College Wellness” as one of its eight strategic pillars in the Strategic Plan, 2020-2025. It also previously introduced a Wellness and Resiliency Framework to acknowledge the impact that post-secondary education has on both student and employee’s well-being, and how their well-being can impact student academic success and employee engagement and retention. The College also recognizes, that to build a healthy campus, it must also build a campus committed to the principles of Equity, Diversity, and Inclusion (EDI).

Cambrian College has positioned itself to be a destination college. From evolving its program offerings, introducing additional intakes to support access, leveraging new technologies to be more flexible, and adopting a health and wellness mindset, Cambrian aspires to be a post-secondary learning institution and employer of choice. However, this is not solely limited to being a destination college for learners. It is also about continuing to attract and retain diverse people and talent, which serves as a critical foundation to excellence, innovation, and student success.

Cambrian College has been on a journey to create an environment where those of all identities and experiences can thrive. To Cambrian College, Equity, Diversity, and Inclusion means a learning and working environment where all learners are given the opportunity to learn, and all employees have opportunities to excel in their work regardless of their identity. Cambrian College recognizes it delivers higher education to learners of diverse experiences, backgrounds and identities and it is important that the College understands and celebrates the diverse needs and experiences of all. Cambrian College also recognizes it sits on the traditional lands of the Anishinaabe People of Turtle Island and commits to creating a learning environment that honours our commitment to the Calls to Action of Truth and Reconciliation Commission.

Cambrian College, not unlike other Ontario Colleges and Universities, has continued to experience an increasing amount of learner diversity. Almost 12% of our learners have identified as Indigenous, and almost 35% are international learners from over 60 different countries. Our students range in age from 16 to 66, and the average age of our learners is 24 years of age. 76% of students identify as heterosexual, 16% self-identify as part of the 2SLGBTQ+ community and the remaining 8% prefer not to disclose. In addition, 9.7% of our learners have a disability/disabilities (CultureAlly; Cambrian College Report 2022 EDI Strategy). They have chosen Cambrian College for a variety of reasons not the least of which is to experience the success in industry that Cambrian graduates have long experienced.

Diversity in the workforce remains a priority within Cambrian College’s hiring strategies to reflect the needs and community it serves. 38% of staff identify as male, 60.7% female and 1.3% are non-binary, transgender, gender fluid and transmasculine. As for the racial diversity of

employees, 87.4% staff are White, 4.5% identify as Indigenous, 1.8% Black, 1.0% East Asian, 0.8% Latin, Central and South American, 1.3% Middle Eastern, 2.9% South Asian, 0.2% South East Asian. 13.6% of staff have a disability/disabilities and 9.5% of staff self-identify as part of the 2SLGBTQ+ community (CultureAlly, Cambrian College Report 2022 EDI Strategy). Improving diversity in the workplace is crucial to improving performance. Cambrian College understands when people in workplaces feel as if they can identify closely to the community it serves, they can use their own experience and understanding to support student success and improve performance.

Graduating learners prepared for the workforce and ready to contribute to society is the business of colleges. The long-term importance of a post-secondary education is relevant in the economic and social development of learners and of society.

However, post-secondary is not always attainable for all. Barriers such as financial barriers, informational barriers, a lack of belonging and engagement, underrepresentation, biases, invisible and otherwise exist around every corner, and despite our increasing diversity, we still have a long way to go to build an inclusive, equitable and accessible learning environment where everyone feels welcomed, engaged, and valued.

EQUITY It is about fairness and justice and taking deliberate actions to remove systemic, group, and individual barriers and obstacles that hinder opportunities and disrupt wellbeing including discrimination, harassment and microaggressions. Equity is achieved through the identification and elimination of policies, practices, attitudes, and cultural messages that create and reinforce inequitable outcomes and biases.

DIVERSITY Refers to the variety of similarities and differences among people, including, but not limited to: gender, sex, gender identity and expression, ethnicity, race, native or Indigenous identity/origin, age, generation, disability, sexual orientation, culture, religion, belief system, marital status, parental status, pregnancy, socio-economic status/class, appearance, language and accent, mental health, education, geography, nationality, work style, work experience, job role and function, thinking style, and personality type.

INCLUSION A dynamic state of feeling and operating in which diversity is leveraged and valued to create an equitable, healthy, and high-performing organization or community. Inclusion is an active, intentional, and continuous process to address inequities in power and privilege and build a respectful and diverse community that ensures welcoming spaces and opportunities to flourish for all.

CONTEXT

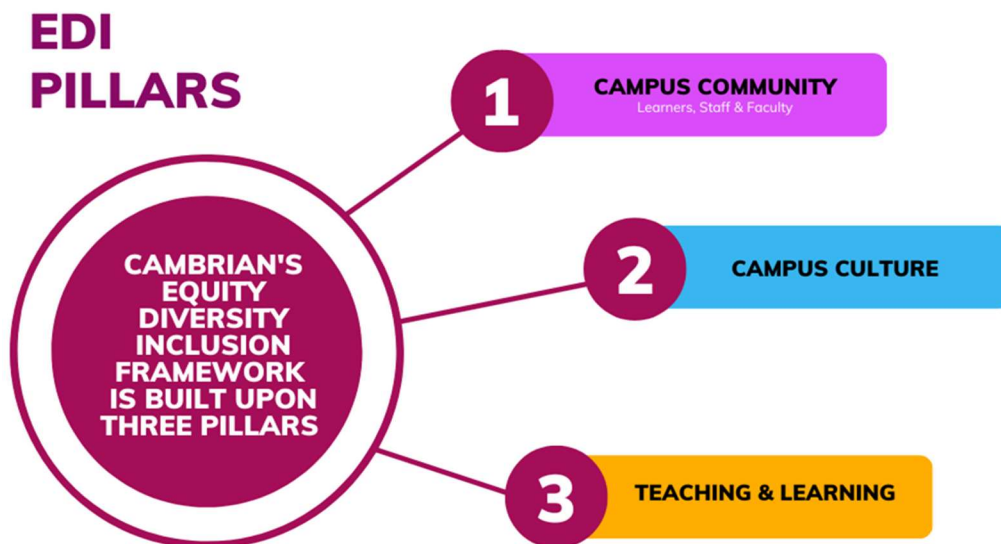
The goal of the Equity, Diversity, and Inclusion Framework is to encourage and support an equitable, diverse, and inclusive culture and environment that inspires and enables all who live, learn, and work at Cambrian College to thrive.

The Equity, Diversity, and Inclusion of our campus community can be improved by applying this framework through its guiding strategic pillars to shape a path forward.

The framework provides the opportunity to view the College through an equity, diversity, and inclusion lens. It should be considered by all Cambrian community members when evaluating and reflecting on a wide range of decisions, policies, procedures, practices, and actions that impact students, staff, and faculty. The framework is intended to inspire care, consideration, conversation, and collaboration. The framework is guiding rather than prescriptive so that its principles can be applied, as appropriate, across our college in diverse ways and settings.

EQUITY, DIVERSITY AND INCLUSION STRATEGIC PILLARS

1. **Campus Community** - Focus on who we are.
2. **Campus Culture** - Focus on how we connect and engage with each other
3. **Teaching and Learning** - Focus on how we inspire an inclusion mindset



EDI Strategic Pillar 1: Campus Community

Our Campus Community pillar recognizes that we must not only look internally but also externally ensuring that we work diligently to make Cambrian a welcoming post-secondary environment for diverse learners who come from around the corner and around the world. They come to Cambrian directly from secondary school, and as mature learners, from diverse backgrounds and with unique needs. Our focus is to attract and engage a campus community of learners, practitioners, and leaders that reflects local and national demographic diversity.

EDI Strategic Pillar 2: Campus Culture

Our Campus Culture pillar recognizes that we need to identify and strengthen college-wide systems, structures, policies, and processes that support Equity, Diversity, and Inclusion. It also includes a commitment to build and support a community continuously developing attitudes, knowledge, and skills to foster positive interpersonal relations, a culture of respect and inclusion, and a climate where all members of the community experience dignity, and pride.

EDI Strategic Pillar 3: Teaching and Learning

Our Teaching and Learning pillar is underpinned by the belief that teaching and learning excellence and innovation is enhanced when we attract and retain diverse people with diverse talents and support them to be exceptional in all that they do, because investing in teaching and learning excellence is one of the most critical ways to support learner success. However, teaching and learning is not only focused on how we engage in our classrooms and labs, virtual or otherwise. It is also about how we, as a community, engage in our own learning, developing a mindset that exemplifies inclusive excellence and advances our goal to impact our local, provincial, national, and international communities.

To build a culture of respect and inclusion, it is important to come together as a community, engage in serious and oftentimes uncomfortable conversations about Equity, Diversity, and Inclusion, and commit to invest in our own learning so that we can foster growth across all levels of the College. This process has started, but it is far from over, and it is up to each member of the Cambrian community to ensure that we reach our goals.

The Equity, Diversity, and Inclusion Framework is meant to outline those goals, and articulate the ways in which we will consult with each other, plan, and make decisions that will enable us to achieve the goals we set for ourselves.

ROLES AND RESPONSIBILITIES

President

The President is responsible to the Board of Governors to provide leadership to, and be accountable for, the implementation of the college's strategic priorities and objectives as approved by the Board, support strategies to ensure Equity, Diversity, and Inclusion remains a priority for Cambrian College

Senior Team

The Senior team is responsible for ensuring each division has appropriate processes, policies, and structures in place to support an inclusive learning and working environment as a foundational component to student and employee engagement. The team is also responsible for ensuring the strategic objectives in support of Equity, Diversity, and Inclusion are aligned with this framework.

The Vice Presidents are responsible for ensuring all services, policies, and procedures, and learner supports, and services are consistent with the Equity, Diversity, and Inclusion Framework; and that the actions that flow from the EDI Framework comply with College and Ministry policies and directives, and provincial and national legislative standards.

Deans, Directors, and Chairs

Deans, Directors, and Chairs are responsible and accountable for ensuring that their staff is informed of the College's policies and processes as they relate to Equity, Diversity, and Inclusion. They are also responsible for ensuring active participation of faculty and staff in training to support the development of an inclusive learning environment. They must also comply with this Framework inclusive of its associated policies and processes and address any behaviours that do not align with the Framework or the College's policies and procedures.

Manager, Equity, Diversity, and Inclusion

The Manager, Equity, Diversity, and Inclusion is accountable to the Vice President, Human Resources and Student Services. It is the responsibility of the Manager, Equity, Diversity, and Inclusion to work collaboratively with learners and staff at Cambrian to create, maintain, and promote an inclusive learning and working environment. The Manager will take a leadership role, working closely with staff and learners to develop the College's Equity, Diversity, and Inclusion Action Plan and report annually on the progress the College has made towards the goals of the plan in alignment with this Framework.

Managers

College Managers are responsible and accountable for being knowledgeable of the College's policies and processes as they relate to Equity, Diversity, and Inclusion. They must also comply with the College's Framework, inclusive of the policies and processes that evolve from the Framework and address any behaviours that do not align with the Framework or the College's policies and procedures.

Faculty

Faculty are responsible for being knowledgeable of the College's policies and procedures as they relate to Equity, Diversity, and Inclusion. Faculty are also responsible for supporting an inclusive learning environment and academic success in Cambrian College's teaching and learning environments including the provision of student friendly classroom environments that use a variety of evidenced based teaching and learning strategies. Faculty are responsible for active participation in training opportunities that support the College's Equity, Diversity, and Inclusion Action Plan.

Student Services

Student Services are responsible for supporting an inclusive learning environment and academic success through the collaborative provision of timely, appropriate, and accessible supports and services across the College environment.

Human Resources

Human Resources are responsible for the development of employee policies, procedures, supports, and training to support Equity, Diversity, and Inclusion.

All Employees

Employees have the responsibility to understand their own biases and actively work towards the continued development of their own inclusive practices and intercultural competencies by being aware of and accessing training, services, and supports available to the College and/or in the community at both the formal and informal levels. Employees have a responsibility to have a greater understand of the Equity, Diversity, and Inclusion Framework, related policies and behave in a way that fosters spirit of community and trust to advance an open, respectful, safe and inclusive environment for all.

Learners

Learners are partners in the development and promotion of an inclusive learning environment. Recognizing they are active members of the Cambrian community, opportunities are created to have their voices heard and ideas shared, and from that, continue to evolve our services and supports to reflect Cambrian's principles of Equity, Diversity, and Inclusion.

GUIDELINES

The following values will guide the decisions and actions related to services and supports and the creation of learning environments that promote and advance Equity, Diversity, and Inclusion at Cambrian College.

RESPECT

To enhance every experience for the greater good, we will continue to:

- Create a safe, collegial, and supportive environment to enhance relationships and engagement.
- Embrace and promote Equity, Diversity, and Inclusion.

COLLABORATION

To maximize the contributions of all, we will continue to:

- Foster a spirit of community and trust to advance open and respectful behaviour and communication with colleagues, faculty, staff, and learners.
- Promote teamwork and cross-college communication and sharing to support continuous performance improvement.
- Champion a culture of shared ownership to build community among members of Cambrian College.
- Collaborate externally with our community to build on: developing new connections, strengthening and sustaining existing relationships and facilitating access for learners and employees to external services in a timely way.

EXCELLENCE

To drive quality through accountability, we will continue to:

- Foster a culture of well-being and inclusivity to support academic and personal success.
- Commit to continuous assessment to inform ongoing development and implementation of practices, programs, and activities that support and advance Equity, Diversity, and Inclusion.

Other Guidelines:

Alignment with Strategic Planning Priorities:

- Cambrian's EDI Framework and multi-year action plan, reflects the strategic priorities of the College.

Compliance with Ministry Requirements and Provincial Legislation:

- Equity, Diversity, and Inclusion initiatives and activities conform to all requirements of the Ministry of Colleges and Universities and support the tenets outlined in the Ontario Human Rights Code.

Inclusivity and Transparency:

- Everyone has a voice, and their input is valued. Input from all groups is integral to the effectiveness of the framework. Additionally, practices and policies are in place to ensure that actions taken related to the framework are evidence-based, efficient, transparent, and inclusive.

Assessment and Evaluation:

- Activities are assessed on a consistent basis for impact and effectiveness.

ASSUMPTIONS

- Demographic Decline – Northern Ontario continues to see steady population declines, and as a result, growth will come from leveraging opportunities locally, nationally, and internationally by creating an inclusive learning environment supportive of the evolving and diverse needs of our community.
- Equity, Diversity, and Inclusion - Cambrian's target audiences, including but not limited to Indigenous, International, and non-direct audiences, remain key contributors to increasing enrolment and Equity, Diversity, and Inclusion.
- The population at Cambrian will continue to change which will require our understanding of diversity to also continue to change.
- Cambrian College will be seen as a role model for other organizations who are on their own Equity, Diversity, and Inclusion journey.
- Equity, Diversity, and Inclusion will continue to be a priority locally, provincially, and nationally.

PRIORITIES

- Position Cambrian as the college of choice for learners from around the corner and around the world.
- Learner and employee success and retention is key to the College's mission.
- Creating a supportive, healthy, safe, and respectful work environment contributes to the College's ability to attract, retain, and engage employees.
- The success of the Equity, Diversity, and Inclusion Framework rests not with a single individual. Instead, engagement of the entire College community is critical to creating an exceptional learning and working experience and a supportive, safe environment for all.