EDI Workplan\*

*Preamble*

A college is an academic community united in the quest for knowledge and understanding for the sake of human progress. Like any community, its members are necessarily characterized by multiple and intersecting identities. For an academic community to achieve its aspirations, everyone must feel fully welcome to participate in its life and activities. Everyone must feel they *belong*.

A welcoming community knows that all people should be treated with the same dignity, respect and humanity. At the same time, sensitivity to context sometimes indicates that special measures may be needed to create a genuine spirit of welcome. For instance, although Canada’s universities are all situated on lands taken from Indigenous peoples, those peoples have historically been far from welcomed on our campuses. For that reason, we take special measures at St. Paul’s to make Indigenous people feel they belong here. Comparable measures may be appropriate for other historically marginalized groups to ensure that they can freely and fully participate in our community.

A welcoming community will understand and appreciate differences; yet a wise community recognizes that this is easier said than done. Genuine understanding requires humility, good-will and self-reflection. It is an ongoing process in which we learn both from experience and from each other.

St. Paul’s aspires to be a community that is welcoming because it is diverse, inclusive and equitable. In our ongoing effort to pursue that aspiration, we will undertake the following set of specific measures.

*Action Items*

1. Representation

* Encourage more diversity hires in the staff group, in part by working with organizations such as March of Dimes, Anishinabeg Outreach and Reception House to identify good candidates (Director of Finance and Administration)
* Take steps to make our residence population more diverse (Director of Student Life)
* Take steps to make our Don Team more representative of the UW student body (Director of Student Life)

2. Academic Programming

* Ensure that every STP academic program has Indigenous and/or other equity content (Academic Dean)
* Encourage STP instructors to include Indigenous or other equity content in their courses, even if only at a modest level (Academic Dean)
* Develop an EDI course in the Human Rights program and encourage staff to audit or take it for credit (Director, Human Rights Minor)

3. Policies and Procedures

* Appoint a body to hear and resolve concerns or informal complaints on equity/diversity issues (Principal)
* Provide staff with ongoing suggestions for improving the inclusivity of language in College communications (Director of External Relations)

4. Community Education

* Ensure all new employees receive Indigenous Cultural Awareness training (Director of Finance and Administration)
* Ensure all new residents receive a baseline diversity education in September (Director of Student Life)
* Purchase group sets of EDI books for the Jackman Reading Room to facilitate student and staff reading groups (Principal)
* Host an annual educational event for faculty, staff and student leaders on an EDI topic (Principal)

5. Services

* Complete AODA certification for our facilities. (Director of Finance and Administration)
* Make greater use of the residence rooms designed for students with special needs (Director of Student Life)
* Create additional residence communities or supports for EDI students (Director of Student Life)

*Process*

This workplan is meant to be an organic document that establishes a pragmatic blueprint for the next few years but will be subject to periodic updating and revision based on discussions at the annual EDI event described in Item 4.

Responsibility for each initiative has been lodged with a specific College official. In each case, the respective official will develop appropriate objectives and file them with the Principal. The Principal will share those objectives with the College community in the *Principal’s Report to the Board* and provide periodic updates on progress made.

\*This plan was developed by Chloe Blair, Teferi Mergo, Richard Myers and Steve Prentice in 2021 and approved by the Principal after feedback from staff and Board.