



University
of Manitoba

A Handbook for the University of Manitoba Community

Upholding the Principles of Equity, Diversity, and Inclusion During COVID-19

JANUARY 2021

Note for Readers:

The aim of this handbook is to promote awareness and understanding of how we can support each other during the pandemic using equity, diversity and inclusion (EDI) principles. It is not intended to be a comprehensive guide to EDI, and UM community readers are encouraged to consult additional EDI resources to deepen their knowledge. The framework draws on *Fostering a Sense of Belonging in Times of Crisis and Challenge: An Equity, Diversity, and Inclusion (EDI) Handbook for Individuals and Organizations During COVID-19* by the Office of Diversity and Human Rights at the University of Guelph, and the content is used with their permission.

A Message from the President

Students, colleagues and friends,

I am continuously inspired by the ways our community has come together to support one another during COVID-19, and this handbook is intended as a guide for all of us as we strive to advance our commitment to inclusion during this pandemic and beyond.

Before the pandemic, many dedicated students, staff, and faculty members working across our campuses were making meaningful progress toward our collective vision of a diverse, inclusive and equitable community. When the public health restrictions and campus closures came into effect, it challenged us to adapt to a new reality. With that, the pandemic has intensified the systemic inequities impacting Indigenous, Black, and racialized communities as well as people with disabilities and members of the 2SLGBTQ+ and student communities.

As we adjust and use new methods to connect, it is critical that we don't lose sight of, and momentum in, the vital work to dismantle systemic racism and structural inequities.

Inclusive leadership starts within, and we can all lead by example. This handbook can provide guidance on how to do that by cultivating awareness of how COVID-19 has impacted diverse communities and act as a resource guide to help connect people to university and community supports. During this time, it is especially important to check-in with each other and reach out when you or someone you know needs support. We are here for you. The University of Manitoba must be a place where equity, diversity, and inclusion are embedded in all that we do. I am confident that the pandemic will not derail our efforts. Indeed, our goal is to emerge stronger and better from this trying time. I encourage everyone to read and use this resource to create a campus where everyone feels included, valued and a sense of belonging.

Michael Benarroch

President and Vice-Chancellor

Table of Contents

A Message from the President	<u>3</u>
Table of Contents	<u>4</u>
Allyship & Action During Covid-19	<u>5</u>
Dealing with Stigma	<u>8</u>
Supporting BIPOC Community Members	<u>11</u>
Supporting 2SLGBTQ+ Community Members	<u>15</u>
Supporting International Community Members	<u>17</u>
Supporting Persons with Disabilities	<u>20</u>
Sexual, Domestic and/or Intimate Partner Violence	<u>23</u>
Mental Health, EDI, and Covid-19	<u>26</u>
Supporting those Facing Financial Pressures	<u>30</u>
Support for Remote Learning and Teaching	<u>31</u>
Additional Resources	<u>34</u>
Glossary of Terms	<u>35</u>
References	<u>40</u>

Allyship & Action During COVID-19

As members of the UM community deal with the challenges, isolation and deepened structural inequities brought on by the COVID-19 pandemic, it is important to recognize that people will experience this pandemic differently based on social identities. Groups that have faced systemic societal marginalization are being disproportionately impacted by COVID-19: Black, racialized and immigrant communities, Indigenous communities, people with disabilities, and low-income communities are key examples of communities experiencing social and economic disparities heightened by the pandemic. Members of these communities may be facing barriers to receiving services and resources, while also facing prejudice and discrimination. Understanding, reflecting, and supporting others' lived experiences while using our power and privilege to advocate for justice are crucial elements of meaningful allyship during this challenging time.



“

Allyship is an active, consistent, and arduous practice of unlearning and re-evaluating, in which a person in a position of privilege and power seeks to operate in solidarity with a marginalized group.

~ The Anti-Oppression Network



How can I be an ally?

- Listen to understand rather than to reply;
- Educate yourself about the experiences of others;
- Acknowledge your biases and practice interrupting bias when it happens;
- Challenge stereotypes and avoid assumptions;
- Ask what you can do and follow the lead of the person or community you want to support or advocate for;
- Be aware of intersectionalityⁱ — the way in which multiple forms of oppression operate together to create even greater barriers for individuals and communities; and
- Use inclusive communication.



What is Inclusive Language?

Inclusive communication respects and includes all communities and is free from sexist, racist, homophobic, and other discriminatory language. An inclusive environment has measures in place to not inadvertently exclude groups, and it avoids stereotypes, loaded words and patronizing descriptors.

[Inclusive Language Guidelines and Examples](#)

Dealing with Stigma

Stigma is a negative stereotype and biased thinking that creates fear and anger towards a person, group of people, ethnic community, or nationality. Discrimination is unfair treatment that is often the result of stigma. In some cases, stigma can lead to hate incidents or hate crimes.

Stigma may arise because of fear or uncertainty about something we do not fully understand. Because COVID-19 is new and there are many unknowns, many people are anxious and afraid — sometimes they are looking for someone to blame. In the context of COVID-19, stigma may be against certain historically excluded racial and ethnic groups; people who have tested positive; people who have a cough due to an underlying health condition; and others. Even health care and other frontline workers may be stigmatized.

Stigma may result in discrimination, hate incidents or hate crimes:

- **Discrimination:** unfair treatment based on identity, which includes such characteristics as race, ethnicity, religion, sex, sexual orientation, gender, gender identity, age, and disability.

- **Hate incident:** non-criminal acts that occur based on race, national or ethnic origin, colour, religion, sex, sexual orientation, age or mental or physical disability, such as the use of bigoted, biased, or prejudiced language.
- **Hate crime:** hate-motivated criminal actions, including hate speech.

Discrimination as a result of stigma may be *overt*, such as referring to COVID-19 as the “foreign virus,” or verbal or physical attacks on certain ethnic groups. Alternatively, it may be *systemic*, which can be harder to pin-down but no less damaging: avoiding places associated with myths about the virus, or treating stigmatized people in health care, schools, and workplaces differently. Stigma often shows up as a form of racism or xenophobia, and it has disproportionately affected Asian and racialized communities since the start of the pandemic.



What if this happens to *me*?

- If you are targeted by stigma, reach out to someone you trust to share your experiences and get support.
- Notify your professor, supervisor, or the person in charge if the incident relates to your learning or work environment.
- Contact the [Office of Human Rights and Conflict Management \(OHRCM\)](#) to learn more about your rights and explore options.
- If reading social media discussions or blogs where people are posting triggering and stigmatizing language, consider reporting the discriminatory or harassing post as per instructions of the platform provider.
- Remember, if you contracted the virus, you did not do anything wrong. Anyone who comes in contact with the virus can get sick.



What if I see this happening to *someone else*?

- Call out and correct inaccurate information if it feels safe to do so.
- Be supportive: listen, be compassionate and offer to help connect the person to support such as the [Office of Human Rights and Conflict Management \(OHRCM\)](#), [student counselling services](#), or [Employee Assistance Plan](#), if needed.



I want to know more

Check out these additional resources:

- [CDC - Reducing Stigma](#)
- [Guide to Allyship](#)
- [COVID-19 Anti-Racism Campaign](#)

Supporting BIPOC Community Members

BIPOC (Black, Indigenous and People of Color) members of our community have been disproportionately impacted by the COVID-19 pandemic: a poll in the summer of 2020 found that young BIPOC Canadians faced the biggest financial setback from the pandemic compared to any other group. Historical inequities and systemic discrimination have been exacerbated by the social and economic challenges brought on by the pandemic, including stress on families and income losses. As BIPOC communities cope with the pandemic, the added trauma of the publicized deaths of Black and Indigenous people as a result of racism and police brutality have brought on a layer of grief.

In particular, the COVID-19 pandemic poses a grave health threat to Indigenous Peoples in Canada and around the world. Indigenous communities already experience poor access to health care and lack of access to essential services due to the legacy of colonization.

Consultations with BIPOC community members at the University of Manitoba have revealed that people continue to experience racism and racial discrimination. Addressing and dismantling racism in all its forms must be a priority for the UM campus community.



List of BIPOC organizations in Canada



Where can I find support?

Anti-Racism organizations and supports:

- [UM Anti-Racism Resources](#)
- [Anti Hate Canada](#)
- [Canadian Race Relations Foundation](#)
- [Anti-East Asian Racism Program](#)
- [Act 2 End Racism \(focus on Canadians affected by COVID-19 triggered related racism\)](#)
- [Responding to Hate Toolkit](#)

Indigenous-focused organizations and supports:

- [Indigenous Student Services and Resources at the UM](#)
- [Ongomiizwin Indigenous Institute for Health and Healing](#)
- [Indigenous Student Centre](#), and the [ISC events calendar](#)
- [Government of Canada Indigenous COVID resources & support](#)
- [Assembly of Manitoba Chiefs COVID-19 information](#)

Black-focused organizations and supports:

- [Black Lives Matter – Canada](#)
- [Black Space Winnipeg](#)
- [Black Youth Helpline](#)
- [UM Black Alliance](#)



As a non-BIPOC individual, how can I help?

- Educate yourself about Black and Indigenous history in Canada and the impact of colonization and systemic racism on Indigenous, Black, and racialized people today.
 - Webinars and resources are being offered by some groups above.
- For White folks: reflect on ways you have benefited from white privilege.
- Move from “allyship” to being a co-conspirator in the fight for racial justice which involves stepping outside your comfort zone and taking bold action to dismantle white supremacy.
- Learn about the [Truth and Reconciliation process](#) and the [Calls to Action](#) and plan your role in the implementation.
- Support the work of Indigenous and BIPOC centred organizations:
 - [List of BIPOC organizations in Canada](#)
 - Use [211Manitoba Directory](#) to find local organizations that centre Black, Indigenous and racialized communities.

Supporting 2STLGBQ+ Community Members

The acronym 2STLGBQ+ refers to Two-Spirit, Trans, Lesbian, Gay, Bisexual, Queer or Questioning, and others who identify as members of these communities. Even before the pandemic, discrimination, harassment, social rejection, bullying and violence have placed 2STLGBQ+ youth at increased risk for negative health outcomes. A study in Manitoba and Northwestern Ontario showed that 28% of transgender and Two-Spirit people had attempted suicide at least once (Taylor, 2006).

Of the over 28,000 staff and students at the U of M, over 1,100 of them identify as 2STLGBQ+. For many 2STLGBQ+ students and employees, the campus provides opportunities to build community connections and access support. As people are instructed to stay home, home is not always a safe or affirming environment for folks who have experienced homophobia and transphobia from their family members or communities. Finding alternative ways to connect and reduce isolation is especially important for mental health and wellbeing.



Where can I turn for support?

- While Rainbow Pride Mosaic operated by UMSU is not currently offering any in-person events, you can find them on [Facebook](#) and [Instagram](#) or contact them via [email](#).
- [The Rainbow Resource Centre](#) (RRC) serves Manitoba and North-Western Ontario's Lesbian, Gay, Bisexual, Transgender, Two-Spirit, Intersex, Queer, Questioning and Allied community.



As a straight ally, how can I support my 2STLGBQ+ friends and colleagues?

- Learn about sexual and gender diversity and learn community-specific terms such as 2STLGBQ+.
- Challenge homophobia and transphobia in all their forms.
- Become comfortable with sharing your pronouns and asking others for their pronouns as part of promoting inclusion for gender diverse people.
- Consider intersectionality and the ways Queer People of Colour, Two-Spirit people and Queer people with disabilities may experience multiple disadvantages.
- If your friend or colleague is struggling, ask how you can support. Listen first, support them in their choices and foster a safe space where they know you accept them and care about them.

Supporting International Community Members

Every year the University of Manitoba welcomes almost 6,000 international students from over 120 countries. Navigating an unfamiliar campus, city and country can be daunting at the best of times, and the pandemic has made that significantly more challenging. Developing a support network and finding a job are some of the largest barriers for international students. These issues have been exacerbated by the COVID-19 pandemic, as access to community spaces, campus services and social networks has been disrupted.

During the COVID-19 pandemic, international students may not be able to travel home, and may feel particularly isolated from their cultural communities. For many, practicing their faith and staying connected to their faith-based communities is another important element of support that is being disrupted by pandemic restrictions.



Where can I turn for support?

As an international member of the University of Manitoba community, you might be experiencing a range of difficulties that are elevated by COVID-19. The following resources can provide a level of support:

- [UM Student Communities Page](#)
- [Living and Learning in Winnipeg](#): Resources for help with Transportation, Food, Groceries, Shopping, and Preparing for Winter.
- [University of Manitoba COVID-19](#) international student supports.
- [Government of Canada COVID-19](#) website for International students and new immigrants.
- [On and Off Campus Counselling Resources](#)
- [Spiritual Services: supports for various religious affiliations and faith groups](#)
- International Student Advisors at the [International Centre](#) can provide information and support specific to your personal situation. Make an appointment by emailing international@umanitoba.ca with your name and student number.
- The International Centre is hosting online events to help international students connect and build a community. Find more information [here](#) about the weekly chat for international students as well as a webinar series called *Culture & Connection: A Series for New International Students*.



How can I be a good neighbor to new immigrants and international students during COVID-19?

As a community we can all help make our new neighbors feel at home. Here are a few strategies if you have an international student as a neighbor or classmate:

- Reach out and ask how you can support or what they need (e.g., figuring out the bus schedule, finding grocery stores, etc.).
- Include new friends in social interactions you have with old friends while adhering to guidelines such as social distancing, and wearing a mask; and
- Let newcomers know about resources on campus and in the community (see above).

Supporting Persons with Disabilities

For the more than twenty percent of Canadian adults who identify as having a disability, COVID-19 is presenting a unique set of challenges. Individuals with disabilities may have to stay more strictly isolated due to being at increased risk of contracting the virus. At the same time, physical distancing may be more challenging because of the need for assistance from care providers. Further, restrictions during the pandemic may be resulting in decreased access to regular services and social supports.

Decisions are being made quickly during this time, but it's important to ensure these processes are accessible and inclusive. Planning for new approaches to meet COVID-19 related requirements and assessing the success of those plans must include the perspective and needs of individuals with disabilities. If you notice the exclusion of people with disabilities or a barrier that prevents participation in essential processes and activities, please point it out to the appropriate authority or decision makers so that it can be addressed.



“

Many people with disabilities face oppression and discrimination while going to school and at work. Doing activities that many Canadians take for granted often entails navigating barriers, many of which are systemic in nature.

~ Canadian Council of Canadians with Disabilities



Where can I turn for support?

Check out these resources:

- Contact the Student [Accessibility Services](#) office at the University of Manitoba:
 - student_accessibility@umanitoba.ca
 - 204-474-7423 (Fort Garry campus)
 - 204-272-3190 (Bannatyne campus)
- [Office of Human Rights and Conflict Management](#)
- [Manitoba Human Rights Commission](#)
- [National Educational Association of Disabled Students](#)
- Contact [Employee Wellness](#) for staff and faculty support.



How can I help?

- Notice when someone may need support. Ask how you can best provide that. Always ask before providing support (person-centred approach).
- If you have a staff member or student with a disability, initiate a dialogue to understand what accommodations can help them succeed during this time.
- Offer to pick up groceries or do other required errands for those who may have difficulty leaving their home or have accessibility needs.
- Remember that not all disabilities can be seen.

Sexual, Domestic and/or Intimate Partner Violence

For those who experience sexual, domestic and/or intimate partner violence, the COVID-19 pandemic may be increasing time spent in isolation with an abuser, reducing opportunities to access help. Sexual, domestic, and/or intimate partner violence have increased in both prevalence and severity during COVID-19. Survivors of domestic, intimate partner and sexual violence have suffered more and are more isolated as a result of quarantine rules.ⁱⁱ

If you are experiencing or have experienced sexual, domestic or intimate partner violence

Support is Available: If you have experienced any form of sexual violence, know it is not your fault. You are not alone and there are many supports available and people who can help you.



If you or someone else is currently in immediate danger, CALL 9-1-1 and/or call UM Campus Security Services at 204-474-9341.



University of Manitoba Resources

[Safety & Security on Campus](#), including

- SafeWalk Program
- SafeRide Program
- Women's self defense training

[Mobile Safety App](#)

[UM Sexual Violence Resource Centre](#)

Community Resources

Klinic Sexual Assault Crisis Line (24/7)

- Phone: (204) 786-8631
- Toll free: 1-888-292-7565

[Klinic Counselling Services](#)

[Government of Manitoba Resources
& Services](#)

[You have Options:](#) The University of Manitoba recognizes that individuals who have survived sexual violence have the right to decide whether to disclose. You may make a disclosure to access support or file a formal report with the University or the police. Depending on your situation and your needs, you may be eligible for academic or workplace accommodations, or legal options such as a protection order. Staff at the Sexual Violence Resource Centre are available to talk to you about all of your options and available resources on and off campus.



If someone you know is experiencing or has experienced sexual, domestic, and/or intimate partner violence

[Give Support:](#) As a student, staff or faculty member and member of the UM community, you may receive a disclosure of sexual violence. People typically disclose to someone they trust, not because that person is an expert. You do not have to be an expert to be supportive. When receiving a disclosure, focus on listening to the survivor, validating their experience, and offering to assist them with connection to resources. The Sexual Violence Resource Centre can assist both those who experience sexual violence and those who are supporting others.

For everyone

Students, faculty and staff all have a role to play in addressing sexual violence and supporting survivors. UM has created a number of resources to raise awareness about what sexual violence is and how we as a community can take action against it.

- [Get Informed:](#) Learn more about all forms of sexual violence, including sexual assault and sexual harassment.
- Consider taking the online Sexual Violence Awareness course, which is accessible through [UM Learn](#). Sign-in to UM Learn, scroll down to “My Courses” and choose “Sexual Violence Awareness – Fall 2020” to take the online course.

Mental Health, EDI, and COVID-19



If you or someone else is currently experiencing a mental health crisis, go to the Crisis Response Centre at 817 Bannatyne Avenue or use one of several available crisis lines:

- Mobile Crisis Service: 204-940-1781
 - Klinik Crisis Line: 204-786-8686
 - MB Suicide Prevention and Support Line: 1-877-435-7170
 - First Nations & Inuit Hope for Wellness Services: 1-855-242-3310
 - Sexual Assault Crisis Line: 1-888-292-7565
-



Coping with stress in healthy ways are strategies and skills we can learn. We can also support others in accessing and practicing self-care in ways that meet their needs.

University can be a stressful time for many, even under normal circumstances. It has become even more challenging due to the COVID-19 pandemic, with staff and students having to quickly adapt to learning online, spending long periods of time indoors, and practicing social distancing with friends and family. We are all likely experiencing some emotional discomfort due to the disruption of our lives. Sadness and grief at losing out on experiences and being away from loved ones, frustration, uncertainty, anxiety, and stress — all of these emotions and feelings are very normal reactions to this very abnormal time. It can reach a point where we may need some additional support. There is no shame in reaching out for help. It is also important to be sensitive to the impact of the pandemic on those with pre-existing mental health conditions and challenges who may be particularly vulnerable to increased symptoms of depression and anxiety.

Coping with stress in healthy ways are strategies and skills we can learn. We can also support others in accessing and practicing self-care in ways that meet their needs.

- Work towards maintaining good nutrition and regular meals.
- Limit alcohol and caffeine intake.
- Maintain a schedule, just as you would if at school. This includes meals, study time, relaxation time, and sleep.
- Spend time with a pet if you have one.
- Move your body — go for a walk or run, or just dance around your kitchen!
- Spend some time outside, in nature, if possible.
- Practice deep breathing, relaxation, yoga, Qigong. Not sure how to do these? YouTube!

- Try taking up an activity that requires use of both your body and mind: knitting, making art or playing an instrument can give you an emotional lift.
- Limit the time you spend taking in COVID-19 news.
- Debrief difficult or traumatic news and events with a friend or source of support.
- Stay in touch with friends by phone, email, or video calling.
- Prioritize contact for people who live alone as their mental health from being physically isolated may be strained.



I want to know more

- [Student Counselling Centre and Resources at the UM](#)
- [Spiritual Services for UM Students](#)
- [Student Survival Guide during the COVID-19 pandemic:](#)
Guidance and suggestions for Exercise, Food Delivery, Transportation, COVID News Updates.
- [Self-help Resources from Student Counselling Centre.](#) Scroll down to section “Self-help” which provides resources on Depression, Anxiety, Stress, Self esteem, Anger, and Insomnia.
- [Academics at Risk](#) is a free service for academic faculty who are seeking advice, consultation, or short-term treatment for a first-time mental health issue.
- [TED Article on managing anxiety related to COVID-19](#)

Supporting Those Facing Financial Pressures

The University of Manitoba is committed to supporting the academic success, health and wellbeing of all students. We recognize that during this time many students are experiencing additional pressures, including financial and food concerns. We are continuing to provide supports, programs and services even though we are not physically located on campus.

Whether you are a full or part-time student, undergraduate or graduate, there are programs that can assist you during these difficult times:



- [University of Manitoba Financial Aid and Awards](#)
- [Provincial & Federal Student Loans](#)
- [University of Manitoba Emergency Loans](#)
- [University of Manitoba Food Bank](#)
- [Winnipeg Harvest \(Food Bank\)](#)

Support for Remote Learning and Teaching

For Students

While more students began completing courses through distance education over the past decade, the move to remote learning for all students during the pandemic has been abrupt. Remote learning has worked very well for some; however, others have faced challenges and barriers to effective participation and learning. In order to identify and eliminate barriers to learning during this time, it is important for students to seek resources early (see below) and clearly communicate any concerns with their instructors as soon as possible.

Resources for Online Learning

The following resources may be helpful tools to aid in your online academic journey:



- [UM Learn Resources \(Including self-register courses on academic integrity\)](#)
- [Academic Learning Centre](#)

- [Support for Learning Remotely](#)
- [IST Service Desk](#)
- [Access to Libraries & Services During COVID-19: Information](#)
- [COVID protocols for Undergraduate & Postgrad individuals \(Rady Faculty of Health Sciences\)](#)
- [University of Manitoba Remote Learning Webpage](#)

For Instructors: Making Online Learning Accessible

As instructors we partner with students to maximize learning. It is now more important than ever for instructors to be inclusive and to use educational tools that are accessible to all students.

Resources for Online Teaching



- [Contingencies for Teaching](#)
- [Universal Instructional Design in Online Courses](#)
- [Quick Start to Remote Teaching](#)
- [10 Tips for Engaging Students in an Asynchronous Online Course](#)
- [Supports for Teaching Assistants](#)
- [Teaching Workshops](#)
- [Tools for working remotely](#)



[University of Manitoba Remote Learning Webpage](#)



Additional Resources

For more information on Equity, Diversity and Inclusion at the University of Manitoba:

- [President's Task Force on Equity, Diversity, and Inclusion](#)
- [EDI Resources for UM Employees](#)
- [EDI Resources specific to Rady Faculty of Health Sciences](#)

For more information on the University of Manitoba's Response to COVID-19:

- [RESUME 2020/21: The UM's COVID-19 Recovery Plan](#)
- [COVID-19 UM Resources and Updates Website](#)

For more information on COVID-19:

- [Government of MB News Releases](#)
- [Government of MB about COVID](#)
- [Government of Canada – about COVID](#)

For information on maintaining emotional wellness at this time:

- [Emotional wellness and COVID-19](#)
- [Employee & Family Assistance Program](#)

Glossary of Termsⁱⁱⁱ

Accommodation

An adjustment made to policies, programs, and/or practises to enable individuals to benefit from and participate in the provision of services equally and perform to the best of their ability. Accommodations are provided so that individuals are not disadvantaged on the basis of the prohibited grounds of discrimination identified in the Ontario Human Rights Code or other similar codes.

Ally

Someone who is not a member of an underrepresented or historically excluded group but who takes action to support that group. Being an ally means acting with and for others in pursuit of ending oppression and creating equality. For example, a straight ally to the 2SLGBQ+ community, or a white ally to the Black community.

Anti-Black Racism

Prejudice, attitudes, beliefs, stereotyping or discrimination that is directed at people of African descent and is rooted in their unique history and experience of enslavement and colonization.

Anti-Racism

An active and consistent process of change to eliminate individual, institutional, and systemic racism. Beliefs, actions, policies, and movements developed to actively identify and eliminate prejudice, stereotyping, and discrimination on the basis of race.

Colonization

The process of focusing on and devaluing people's differences in order to dominate and control them, including various economic, political, and social policies by which a powerful group maintains or extends control over other people or areas. Colonization is enacted through violence, theft, cultural erasure and discrimination against First Nations, Inuit and Metis in Canada, and Indigenous communities around the world.

Discrimination

Any form of unequal treatment based on a ground protected by human rights legislation, that results in disadvantage, whether imposing extra burdens or denying benefits. Discrimination can be intentional or unintentional; and it may occur at an individual or systemic level. It may include direct actions or more subtle aspects of rules, practices and procedures that limit or prevent access to opportunities, benefits, or advantages that are available to others.

Diversity

The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, ethnicity, culture, language, gender, religion, ability, and sexual orientation.

Ethnicity

A socially defined category or membership of people who may share a nationality, heritage, language, culture, and/or religion.

Equity

The practice of ensuring fair, inclusive, and respectful treatment of all people, with consideration of individual and group diversities. Access to services, supports and opportunities and attaining economic, political, and social fairness cannot be achieved by treating individuals in exactly the same way. Equity honours and accommodates the specific needs of individuals/groups.

Harassment

A course of comments or actions, such as unwanted attention, jokes, threats, remarks, name-calling, touching or other behaviours that are known, or ought reasonably to be known, to be unwelcome, offensive, embarrassing, humiliating, or demeaning. Harassment under human rights legislation is based on the prohibited/protected grounds.

Inclusion

An approach and process that aim to reach out to and include all people, honouring their diversity and uniqueness, talent, beliefs, backgrounds, abilities and lived experiences.

Intersectionality

A term coined by black feminist legal scholar Dr. Kimberlé Crenshaw to describe the ways in which our identities (such as race, gender, class, ability, etc.) intersect to create overlapping and interdependent systems of discrimination or disadvantage.

Microaggression

Brief and commonplace daily verbal or behavioral indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative attitudes toward stigmatized or historically excluded cultural groups.

Oppression

The obvious and subtle ways dominant groups unjustly maintain status, privilege, and power over others, using physical, psychological, social, or economic threats or force. Frequently, an explicit ideology is used to sanction the unfair subjugation of an individual or group by a more powerful individual or group, which causes injustices in everyday interactions between historically excluded groups and the dominant group.

Prejudice

A limiting (often negative) attitude toward individuals based on their actual or perceived social/group identity (e.g. Jews, Black people, gay people). Prejudice is irrational; it is based on preconceived ideas and stereotypes rather than facts, reason, or actual experience.

Privilege

The experience of unearned freedoms, rights, benefits, advantages, access and/or opportunities afforded some people because of their group membership or social context.

Race

Culturally or socially constructed divisions of humankind, based on distinct characteristics that can be based on physicality, culture, history, beliefs and practises, language, origin, etc. Racial discrimination is prohibited within Canada as part of the Canadian Human Rights Act, and the United Nations has a committee devoted to the elimination of racial discrimination.

Racism

A system of oppression based on the socially created idea that whiteness and white people as a group are superior to other racial groups. This belief is practiced and reproduced through individual actions (interpersonal racism), the dominant culture, and institutional policies and practices (institutional racism) which treat people differently based on their skin colour, ethnicity and ancestry. Systemic racism leads to unequal and disparate outcomes for Black, Indigenous and racialized communities in education, employment, health, justice and other key areas of society.

Stereotype

A preconceived generalization of a group of people. This generalization ascribes the same characteristic(s) to all members of the group, regardless of their individual differences.

References

- ⁱ Intersectionality is a term coined by Black feminist scholar Kimberlé Williams Crenshaw in 1989.
- ⁱⁱ <https://www.unwomen.org/en/news/in-focus/in-focus-gender-equality-in-covid-19-response/violence-against-women-during-covid-19>
- ⁱⁱⁱ [519 Community Centre, Canadian Race Relations Foundation,](#)
and [Word Health Organization](#)