

STANDARD EDII LANGUAGE FOR JOB DESCRIPTIONS

This document offers suggested language regarding EDII competencies and requirements that units can incorporate into position descriptions. Units should ensure that one or more of these competencies/requirements is included in every job description as appropriate to the level of the position.

GENERAL STAFF GRADES 3-6, CUPE 229

- Proven ability to work effectively and independently within a culturally diverse environment.
- Knowledge of human rights, diversity, equity, Indigenization and inclusion.
- Respects diversity and promotes inclusion in the workplace.
- Questions attitudes, comments and behaviours which are discriminatory and seeks out appropriate resources to remove these from the workplace.
- Acknowledges and respects diverse cultural traditions and beliefs.
- Commitment to understanding university specific processes and policies to address human rights or equity concerns

GENERAL STAFF GRADES 7-9, CUPE 254, ONA

- Able to demonstrate an ability to work effectively and independently within a culturally diverse environment.
- Knowledge of relevant legislation, including Employment Equity, Human Rights legislation, Treaties, sexual violence legislation and the Accessibility for Ontarians with Disabilities Act and its regulations.
- Knowledge and experience in researching equity, diversity, accessibility and inclusion resources and best practices relevant to the role and unit operations in order to inform evidence-based planning.
- Demonstrated experience applying equity, diversity, accessibility, inclusion and Indigenization considerations to decision making and planning.
- Demonstrated commitment to principles of equity, diversity, accessibility, inclusion, Indigenization and human rights for equity deserving groups.
- Respects diversity and promotes inclusion in the workplace.
- Comprehensive understanding of what sexual violence, harassment and discrimination are, and their varying effects on diverse members of the community;
- Demonstrated behaviour that promotes a work environment that is free from sexual violence, harassment and discrimination, and ability to show empathy for those who have experienced trauma

- Questions and takes appropriate steps to address attitudes, macroaggressions and other behaviours which are discriminatory. Acknowledges and respects diverse cultural traditions, abilities and beliefs.
- Understanding of university specific processes and policies to address human rights or equity concerns

GENERAL STAFF GRADES 10-14, CUPE MANAGERS

- Proven ability to work effectively and independently within a culturally diverse environment.
- Demonstrated commitment to principles of equity, diversity, accessibility, Indigenization inclusion and human rights for equity deserving groups.
- Knowledge of relevant legislation, including Employment Equity, Human Rights legislation, sexual violence legislation and the Accessibility for Ontarians with Disabilities Act and its regulations.
- Fluency in anti-oppressive language and concepts including power, privilege, intersectionality, and racism.
- Demonstrated commitment to reducing racism's impact on the work environment.
- Ability to analyze problems/concerns and implement solutions using anti-oppressive, anti-racist, and intersectional approaches ;
- Ability to lead diverse groups and build consensus; demonstrated ability to work collaboratively with other individuals and groups, including equity-deserving groups that work in complementary areas.
- Respects diversity and promotes inclusion and Indigenization in the workplace.
- Demonstrated ability to apply an anti-oppression and anti-racist analysis to strategic decision making and policy development, taking into account current issues faced by racialized and Indigenous communities and other equity-deserving communities.
- Takes a leadership role in implementing policies on equity, diversity, Indigenization and inclusion.
- Proven commitment to continuous engagement and learning on topics that promote an inclusive work environment.

EXECUTIVES AND SENIOR ADMINISTRATION

- Proven experience working effectively and independently within a culturally diverse environment and understanding the challenges facing the community.
- Knowledge of provincial and federal human rights, accessibility, Treaties, sexual violence prevention and equity legislations, including connections to organizational policies and procedures and the legislative and regulatory systems regarding human rights and equity.

- Ability to assess concerns with an intersectional approach and within a continuum of oppression;
- Fluency in anti-oppressive language and concepts including power, privilege, intersectionality, and racism.
- Demonstrated commitment to reducing racism's impact on the work environment.
- Knowledge of the various forms of oppression and how they interact with discrimination and harassment.
- Ability to lead diverse groups and build consensus; demonstrated ability to work collaboratively with other individuals and groups, including equity-deserving groups that work in complementary areas.
- Ability to apply an anti-oppression and anti-racist analysis to strategic decision making and policy development, taking into account current issues faced by racialized and Indigenous communities and other equity-deserving communities.
- Ability to support, monitor and report on the university's initiatives in the areas of human rights, equity, accessibility, diversity, Indigenization and inclusion.
- Ability to identify internal and external resources required to implement strategies that promote an inclusive work environment
- Knowledge and experience of the various forms and intersections of oppression e.g. racism, heterosexism, ableism, sexism, etc. and how they interact to create barriers.
- Demonstrated ability to implement strategies that establish and foster positive relationships with equity-deserving communities.
- An understanding of what sexual violence, harassment and discrimination are, and that they will have varying effects on members of a community;
- Demonstrated ability to apply principles of equity, diversity, accessibility, Indigenization and inclusion in all programming to build more inclusive programming.
- Sound knowledge and experience in action-oriented goal setting to address equity issues facing equity-deserving groups, preferably within an academic or related context.
- Demonstrated commitment to principles of equity, diversity, accessibility, inclusion and human rights for equity deserving groups.
- Respects diversity and promotes inclusion and Indigenization in the workplace.
- Excellent verbal and written communication skills and ability to interact with individuals from many different perspectives with a high level of tact, cultural self-awareness and diplomacy.
- Experience working within equity-deserving communities.