PARTNERING WITH EQUITY-DESERVING GROUPS THROUGH COMMUNITY ENGAGED LEARNING

This document provides a variety of reflection questions and a list of resources that CEL faculty can use when working with specific equity-deserving groups. These categories for EDI resources are intentionally general, to act as a starting point or prompt for your work. We encourage you to do more research to find specific resources, recommendations, and scholarly work pertaining to the specific communities you intend to engage with through Community Engaged Learning (CEL).

The CEL team has created this document because we deeply value our community partnerships, and we know you do too. This document is designed to help us ensure that our partnerships are strong and sustainable.

The purpose of this document is to...

- Encourage reflection on your understanding, preparation, and purpose for working with equity-deserving groups;
- Provide foundational knowledge on equity-deserving groups, and practices/protocols for collaborating on CEL projects;
- Provide tools and resources that can be shared with students working on CEL projects with equity-deserving groups; and
- Be a catalyst for more specific research and awareness for you and your students.

You should use this document to...

- Identify useful resources and tools that can be shared directly with students in your CEL courses;
- Identify gaps in knowledge and opportunities for further learning;
- Consider ways to incorporate community knowledge and community voices into your CEL courses; and
- Support reciprocity in and sustainability of community partnerships.

FIRST, ASK YOURSELVES...

» Why do I want to engage with equity-deserving groups?

» How do I understand my identit[ies]? How might others interpret / interact with my identit[ies]?

» What do I know already about this equity-deserving group? (e.g., terms, culture, preferred approach or communication, questions to ask, stereotypes & other inequities they face, etc.)

  - The Association for Co-operative Education and Work-Integrated Learning (CEWIL) has created a **Glossary of Terms** which provides an outline of common terms and their definitions within EDI.

» What inclusive practices do I already engage in [with this group], consciously or otherwise, and in what contexts?

» What unconscious biases do I have, and how can I challenge them to expand my perspectives and beliefs?

  - Harvard University has designed **a series of implicit bias tests** to assess where some implicit biases may be most prevalent. Use these tests to build self-awareness around weight, age, race, religion, sex, and more.

  - Here is a short, helpful TEDxTalk on overcoming one's biases: **How to Overcome Our Biases? Walk Boldly Toward Them**

QUESTIONS TO CONSIDER FOR STUDENT LEARNING

» What is my role in bridging gaps in student knowledge? How can this be done? Furthermore, what do students need to know before and throughout the experience?

» What level of understanding do my students have of this EDG? How can I assess their level of understanding, and what would I want them to have knowledge of after the experience?

» Why is it important for my students to have knowledge pertaining to working with equity-deserving communities?

» What are possible consequences or next steps for students who do not respect the learning process or their relationship with the community partner?

» What are key learning resources or steps students can take to learn more (e.g., about working with EDGs)?

  • For example, you may wish to ask students to complete the **Foundations of Community Engagement Modules** in OWL.

» What reflective methods can I use to encourage my students to think critically and challenge stereotypes /ideas/beliefs?

  • CERIC has created a **Wayfinder search site**, which features a curated selection of resources to improve reflective practice in experiential learning.

  • The CEL Team discusses reflective practice in their **"Introduction to CEL" presentation**, and are available to assist with reflection activities in your CEL course.

» What supports are available for students throughout the partnership?

  • For example, see the **Supports for Students in CEL and CityStudio Courses resource**.

» Who can I contact for support with CEL partners?

  • Contact the CEL team by emailing **cel@uwo.ca**.

QUESTIONS TO CONSIDER DURING PARTNERSHIP

» How can I ensure the partnership is mutually beneficial?

» How can I best support the community partner's needs and aid in their feeling of safety?

  • Consider consulting the **Canadian Centre for Diversity and Inclusion's Inclusive Workplace Guide**

» What are clear dos and don'ts within the community I'm interested in partnering with?

RESOURCES FOR PARTNERING WITH EQUITY-DESERVING COMMUNITIES

Below are some documents to get you started on your journey to working with vulnerable or equity-deserving communities.

EDI Overview

The Business & Higher Education Roundtable (BHER) has created a document on EDI strategies specifically within work-integrated learning (WIL), the **BHER Guide to Equity, Diversity, and Inclusion Strategies in WIL**. This document provides an in-depth overview of research about equity-deserving students and their interactions and needs in WIL opportunities.

Accessibility & Mental Health

For guidance on terminology and etiquette when discussing disabilities, see **Words with Dignity**.

Note: individuals within the disability community might prefer different terminology than is listed in this document. Ensure that you ask individual community members how they prefer to be identified, and follow their lead.

To find out more about the concepts of Ableism and Disablism, visit the **Stop Ableism website**.

The Canadian Centre for Diversity and Inclusion has collected a series of resources on the topic of neurodiversity. You can find that list here: **Educational Resources on Neurodiversity**.

For information on mental health, consult the **Canadian Mental Health (CAMH) Toolkit**.

LGBTQ+

"The term LGBT is an initialism used to refer to the non-heterosexual and/or non-cisgender individuals, topics and communities. Over time the term has evolved to include a 'Q' for Queer and a '+' in LGBTQ+ in order to be more inclusive and acknowledge that there are varying identities. It's also common to see LGBT2Q+, the '2' representing Two-Spirit identity used by some Indigenous peoples."

(Source: **Queer Events**)

The Canadian Centre for Diversity & Inclusion (CCDI) has created a list of recorded webinars, academic articles, and a variety of other **educational resources on LGBTQ2+ inclusion**. You may also find it helpful to learn more about **Canadian Queer History** and **using correct pronouns**.

At Western, we have many resources available on our campus to support this equity-deserving community including, but not limited to:

- Human Rights Office
- Pride Library
- Sexuality & Gender Research Group
- Trans Care Team
- Western Queer Caucus
- AllyWestern
- And more!

Racialized Persons

The Canadian Centre for Diversity & Inclusion (CCDI) has created a list of recorded webinars, academic articles, and a variety of other **educational resources on racism and anti-Black racism**. You may also find it helpful to learn more about the **history of race relations in Canada** and learning about **examples of microaggressions**.

Indigenous Communities

Review our extended resource: **Partnering with Indigenous Communities through Community Engaged Learning**.

FINAL REFLECTION QUESTIONS

- » How can I deepen engagement with this learning process?

- » How can we build on this project, considering its role in the larger community partner relationship life cycle, moving forward?

- » What are the long-term implications or benefits of this work / project?

- » What possible impacts and risks are present for students, and how can you ensure that your students are emotionally prepared?

- » How can I instill the value of reciprocity within my students to guide their future work with community partners?

- » How do I plan to balance respect for the community partners and respect for the students when dealing with challenging conversations?

- » Where can I take my learning(s) next? What further sources or opportunities can I seek out to expand my perspectives and knowledge?