

Some questions that are helpful in developing your own EDID statements for your course outlines, and integrating these principals in your course design

Adapted from the work of the ReCreation Collective\* (2022)

\*Peers, Think, Joseph, MCGuire-Adams, Bridel, Eales, Hamdon, Kingsley, Chen, Hall, Carey, O'Neill

### **QUESTIONS TO ASK:**

Does this statement tend to actively centre white, middle to upper class, able-bodied, cis-gendered Canadian citizens but alleging inclusivity and/or refusing accountability?

Does this statement tend to exclude racialized, trans, disabled and Indigenous peoples as well as those who experience barriers around poverty and citizenship by erasing, problematizing, or hedging\* these groups?

\*inclusion is conditional and labour intensive for equity deserving groups

Does the statement allege there is inclusion rather than ensure any structural changes?  
Meaning, there is no recognition that inequity exists and no commitment to any actions that might increase opportunities to participate?

Does leadership (who are rarely diverse) still maintain full control over any structural changes?  
Meaning, what kind of accountability exists at the leadership level that is measurable and actionable?

Does the statement create an inclusion hierarchy, positioning some groups as less deserving of meaningful involvement of opportunities and does it ignore the impact of racism, anti-Muslim hate, citizenship and poverty in accessing these opportunities?

### **THINGS TO DO:**

Explicitly acknowledge the existence of harms due to the historical, and ongoing, forms of settler colonialism, racism, (hetero)sexism, ableism, islamophobia, and poverty and society.

Explicitly acknowledge the exclusionary structures that constitute our current system.

State your goal/aspiration to becoming more equitable and inclusive and make a commitment to action.

Be explicit about goals, processes, timelines, resource allocations, and accountabilities.

Focus on changing exclusionary structures and systems rather than just inviting/including those that have been, and continue to be, excluded.

Engage with equity-denied groups when building the policies intended to impact them.

Engage with all groups as intersectional and internally diverse.

Represent equity as a right and ends to itself, not simply a means to an end. Be clear that health and inclusion disparities are a product of social inequality not qualities of particular populations.

Compare equity policies across groups and ensure you are equally committed to all forms of equity. Track and share progress.

### **THINGS TO AVOID:**

Minimizing the impact of settler colonialism, racism, anti-Muslim hate, citizenship, and poverty on historically excluded groups.

Constructing the people you have excluded as a problem to be solved instead of affirming them as individuals with dignity and a right to equal opportunities.

Using terminology that defines a group by their exclusion (e.g., under-represented versus people we have underserved; marginalized versus people we have positioned on the margins).

Including particular groups in your overarching EDI statements if you do not have explicit policy actions to support their inclusion. Positioning your program area, and those who work in your area, as saviours. It's the system that needs fixing not particular groups of people.

Constructing certain excluded 'populations' as inherently problematic groups that benevolent sport organizations can, and should, fix. Does the statement ignore the impacts of settler colonialism, capitalism, racism, and ableism on social and health inequalities and frames individuals as inherently deficient? Also, does the statement construct individuals as objects that can be 'saved' or 'fixed', rather than recognizing they belong to exclusionary systems that need to be reimagined. (avoid deficit framing language)

Having actionable statements that are qualified in ways that make certain forms of inclusion conditional or labour intensive for those excluded. Is the language non-committal (e.g., encourage) and offers easy justifications for ongoing exclusion (e.g., to participate as fully as possible).