

Student Reflection and Action Guide

Message from the EDI Student Advisory

Dear students of snəwəyət lələm Langara College,

We are members of Langara's first Equity, Diversity, and Inclusion (EDI) Student Advisory. One of our main projects as a cohort was to create this guide for you. Through many conversations, collaboration with one another, and work alongside the EDI Office, we've developed a resource that we hope feels relevant and supportive, and that is useful for students who are on many different paths at Langara.

As students ourselves, we know that everyone's experience here is different. This guide is meant to help you reflect on what equity, diversity, and inclusion can look like in your own learning, in your relationships with others, and during your time on campus.

We invite you to take a look at the different sections, sit with the reflection questions, and think about what actions you might take during your time at Langara. There's no right way to move through this guide, and you don't need to do everything at once.

The guiding principles that follow offer a snapshot of how we imagine EDI showing up in our everyday roles and responsibilities as students. This work is personal, it's ongoing, and it should be done carefully and intentionally. Taking time to reflect on our own identities and experiences can help us better understand others and build stronger and more inclusive communities.

You can return to this guide at different points throughout your time at Langara. Some ideas may resonate right away, while others might land differently as you grow, learn, and move through new experiences.

We're glad you're here.

Langara.

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Guiding Principles

1. Equity means recognizing that students don't all start from the same place. Fairness isn't about treating everyone the same; it's about making sure everyone has what they need to learn, participate, and succeed.
2. Belonging means feeling like you have a place where you can show up authentically and be appreciated for who you are. It goes beyond inclusion and is strengthened through everyday interactions that show care and connection in community.
3. Our identities have many parts that shape how we learn, how we connect with others, and how we feel like we belong. Understanding how these parts work together helps us understand ourselves and respect others' experiences.
4. Creating a supportive classroom is a shared responsibility. Living in community with one another means being mindful of how we listen, speak, and make space for others, as these actions affect whether people feel comfortable participating.
5. Everyone has biases and makes mistakes. What matters is noticing them, listening when we're challenged, and using those moments as chances to learn and do better.
6. snəwəyət̚ lələm̚ is located on Musqueam land. Knowing the land we are on and the people who are connected to it is an important part of being a respectful member of the Langara community. This understanding helps guide how we learn, build relationships, and show care and responsibility in this place.
7. Advocating for yourself and others means being informed about your rights and making decisions about when and how to take action in ways that work for you.

Table of Contents

1. Understanding Equity, Fairness, and Accessibility	4
2. Belonging and Community Reflection.....	5
3. Identity, Experience, and Intersectionality	6
4. Participation, Voice, and Making Space for Others	7
5. Bias, Mistakes, and Learning Moments	8
6. Land, Place, and Indigenous Presence at snəwəyəl lələh	9
7. Knowing Your Rights & Using Your Voice	10
<i>Resources</i>	11
<i>Note on Well Being</i>	11

Student Advisory Voices

“I never thought about this before, but I can see how it might really matter to other students.”

“Inclusion starts with everyday interactions. This guide made me reflect on how I show up.”

“I realize how often I default to ‘treat everyone the same’ instead of thinking about what people actually need. Equity feels very different once you start noticing the invisible barriers other students face.”

1. Understanding Equity, Fairness, and Accessibility

Guiding Principle

Equity recognizes that people face different opportunities and challenges. Creating fairness means addressing those differences rather than assuming the same approach works for everyone.

Reflection questions

- Do I understand the difference between equity and equality? Can I think of a real-world example?
- Do I understand that fairness and accessibility can look different depending on visible and invisible barriers?
- Do I recognize that accommodations and flexibility are meant to remove barriers, not to give some students an unfair advantage?
- How do institutional policies affect students differently?
- Have I noticed situations where a lack of flexibility creates barriers to learning or participation for some students?

Action ideas

Reflect on what fairness means in practice

Notice whether you think of fairness as treating everyone the same as opposed to ensuring everyone has what they need. Reflect on how those approaches can lead to different outcomes for students.

Notice how systems and policies affect students differently

Pay attention to how course policies, deadlines, participation expectations, and assessment formats may support some students while creating barriers for others.

Notice how support shows up in practice.

Pay attention to when flexibility or accommodations help remove barriers, and challenge assumptions when you notice yourself questioning their fairness.

Recognize diverse access needs and imagine more inclusive learning spaces

Notice both visible and invisible factors that affect access (such as disability, mental health,

language, work or caregiving responsibilities, etc.). Reflect on what more equitable and accessible learning spaces could look like, and how your actions can help support them.

2. Belonging and Community Reflection

Guiding Principle

Belonging means feeling like you have a place where you can show up authentically and be appreciated for who you are. It goes beyond inclusion and is strengthened through everyday interactions that show care and connection in community.

Reflection questions

- What does real belonging feel like to me?
- How is belonging different from just “fitting in”?
- At the end of the semester, what contribution to equity and belonging will I be proud of having made?
- How can I help create a sense of belonging for others?

Action ideas

Notice moments of belonging and moments of pressure.

Pay attention to when you feel able to be yourself and when you feel pressure to fit in, and reflect on what’s different about those situations.

Watch how belonging shows up in real spaces.

Notice whether classroom or group interactions invite people to be themselves, or reward people for blending in or staying quiet.

Take small, intentional actions that build belonging

Choose one or two everyday actions (inviting others into conversations, listening actively, respecting differences, or supporting a peer, etc.) that you want to be proud of by the end of the semester.

3. Identity, Experience, and Intersectionality

Guiding Principle

Our identities have many parts that shape how we learn, how we connect with others, and how we feel like we belong. Understanding how these parts work together helps us understand ourselves and respect others' experiences.

Reflection questions

- Have I considered the many factors of my identity (e.g., culture, language, race, disability, gender, class, immigration status, etc.)?
- Have I thought about how these pieces of my identity impact how I show up in my relationships with others and my experience at snə́weyəl̓ lelə́m?
- Have I thought about which pieces of my identity come to the forefront or fall by the wayside across my relationships?
- Have I reflected on how the intersections of my identities can create different experiences of privilege, barriers, or belonging at Langara, both for me and for others?

Action ideas

Notice how different parts of your identity show up across spaces

Reflect on which parts of your identity feel most visible, important, or minimized in different environments at snə́weyəl̓ lelə́m, and how that affects your comfort, confidence, and participation.

Notice how this shows up in everyday interactions.

Pay attention to moments in classes or group work where your intersecting identities affect your comfort, voice, or access, and consider how students with different identities might experience the same spaces.

Act with awareness and care in shared spaces

Use this awareness to listen with curiosity, avoid assumptions, and engage respectfully and empathetically, recognizing that people choose to share (or not share) parts of their identity in different ways.

4. Participation, Voice, and Making Space for Others

Guiding Principle

Creating a supportive classroom is a shared responsibility. Living in community with one another means recognizing the impact we have on each other's experiences and sense of belonging.

Reflection Questions

- Do I feel safe and comfortable speaking in class? Why or why not?
- What factors help me feel more comfortable participating?
- What makes me feel hesitant or unsafe sharing my thoughts?
- Do I feel heard and respected when I speak?
- What kind of classroom environment helps me participate more?
- In group settings, do I share space, or do I tend to dominate discussions?
- How do I usually show up for other students in conversations and group work?
- What does “making space for others” mean to me in practice?

Action Items

Track when and where participation feels easier or harder.

Notice patterns across different classes or group settings, and what conditions make participation feel more or less possible for you.

Recognize that participation looks different for everyone

Remember that participation can be verbal, written, visual, reflective, or collaborative, and that students engage in different ways depending on comfort, access, and context.

Choose one way to share space intentionally.

Try pausing, inviting others in, or checking how much space you're taking in group conversations.

5. Bias, Mistakes, and Learning Moments

Guiding Principle

Everyone has biases and makes mistakes. What matters is noticing them, listening when we're challenged, and using those moments as chances to learn and do better.

Reflection questions

- Am I aware of my assumptions or biases about other students?
- How do my biases show up in how I respond to others?
- How do I usually react when someone challenges or calls me in/out?
- If I realize I've made a mistake or caused harm unintentionally, do I know how to respond respectfully?
- Can I pause and listen, and then lead with curiosity instead of reacting defensively?

Action ideas

Notice how assumptions show up in your behaviour.

Pay attention to who you agree with, interrupt, question, or dismiss, and consider how bias may be influencing those reactions.

Pause and reflect when challenged

When someone challenges something you've said or done, practice pausing, listening with an open mind, and staying curious about what you can learn rather than focusing on being "right."

Practice a respectful response to mistakes.

When harm occurs, focus on listening, acknowledging impact, apologizing when appropriate, and thinking about what to do differently next time.

6. Land, Place, and Indigenous Presence at snə́weyəl leləm

Guiding Principle

snə́weyəl leləm is located on Musqueam land. Knowing the land we are on and the people who are connected to it is an important part of being a respectful member of the Langara community. This understanding helps guide how we learn, build relationships, and show care and responsibility in this place.

Reflection questions

- Am I familiar with or curious about Indigenous knowledge, perspectives, and histories in Canada, particularly from a local perspective?
- Have I reflected on how colonization and government policies continue to impact Indigenous peoples today, not just in the past?
- When I hear a territorial acknowledgement, do I pause to reflect, or do I treat it as routine?
- How does learning about the Musqueam people change how I think about my role as a student at snə́weyəl leləm?
- Do I recognize Indigenous presence as living and ongoing, rather than something historical?
- Have I thought about how my own background shapes how I understand land, place, and belonging?

Action ideas

Learn whose land you are on

Take time to learn about the Musqueam people and understand that snə́weyəl leləm is located on the unceded, ancestral, and traditional territory of the Musqueam Nation.

Go beyond words and keep learning

Pause to reflect when hearing land acknowledgements, and continue learning by engaging with Indigenous voices, histories, and resources to understand how colonization, resilience, and Indigenous presence are ongoing today.

Reflect on Indigenous presence and your role as a student

Notice how Indigenous peoples, knowledge, and histories are recognized, or overlooked on campus, and reflect on what respect, learning, and responsibility look like for you in shared spaces.

Engage and Participate

Take part in on and off-campus Indigenous-focused events and learn about relevant days of significance such as National Day for Truth and Reconciliation, National Indigenous People's Day, The Women's Memorial March, Red Dress Day and more.

Resources

- Learn about [Musqueam's Story](#)
- [Welcoming generations - the story of Langara's Welcome Figure.](#)
- [Learn how to say Langara's Musqueam name, "snə́weyəl lelə́m"](#)
- [Find out what Indigenous territory you grew up on or live on now.](#)

7. Knowing Your Rights & Using Your Voice

Guiding Principle

Advocating for yourself and others means being informed about your rights and making decisions about when and how to take action in ways that work for you.

Reflection Questions

- What rights and responsibilities do I have as a student at Langara?
- Am I familiar with the Standards of Student Conduct policy?
- Do I know what campus supports and reporting options are available to me?
- Do I know the process to follow if I experience or witness harm or inequity?
- When I notice an EDI-related issue, do I speak up, document it, seek support, or assume someone else will handle it?
- Do I feel confident raising concerns? Why or why not?
- Am I aware of barriers other students may face, even if I don't experience them?
- Is Langara living up to its EDI commitments in practice?

Action Items

Learn your rights and know where to get support

Take time to understand your rights and responsibilities as a student and identify key support offices so you know where to turn if needed.

Understand your options before issues arise

Familiarize yourself with reporting and feedback processes so you're not navigating them for the first time during a stressful situation.

Raise concerns and share feedback thoughtfully

When you notice barriers or EDI-related issues, choose safe and appropriate ways to document concerns, seek support, or provide constructive feedback. Share ideas for improvement when possible.

Resources

- [Office of Student Support, Rights and Responsibilities at Langara](#)
- [Standards of Student Conduct Policy](#)
- [Concerns About Instruction and Course Delivery Policy](#)

Note on Well Being

Supporting equity and inclusion is a shared effort. You are not expected to take on every concern, navigate difficult situations alone, or advocate at the expense of your well-being. It's okay to seek support, step back, or choose how and when to engage. Whether it's small, individual actions, or organized collective efforts, we can all play a part in helping change institutional commitments into action.