



FACULTY

**The President's Task Force
on Anti-Racism and Inclusive
Excellence Final Report**

Faculty Committee Report
Prepared by Chair Ryuko Kubota

WORK AND STUDY
CONSTITUENCIES

Acknowledgements

The President's Task Force on Anti-Racism and Inclusive Excellence (ARIE TF) acknowledges the University of British Columbia's presence of its Vancouver campuses on the traditional, ancestral and unceded territories of the xwmə0-kwəy'əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish) and səlilwətaʔɬ (Tsleil-Waututh) peoples, and the Okanagan campus situated on the unceded territory of the Syilx Okanagan Nation.

The Task Force wishes to acknowledge President Santa Ono's substantial contribution in the form of the numerous intensive Listening and Witnessing sessions he conducted with various equity-denied groups, including Indigenous, Black, and People of Colour (IBPOC) and religious constituents, and his requests for immediate, short- and long-term anti-racism plans from all of UBC's Faculties, all of which proved invaluable to the work of the Task Force.

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Shirley Chau & Handel K. Wright
ARIE Task Force Co-Chairs

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Executive Summary

After the global social uprisings in the summer of 2020 spurred on by the killing of George Floyd and led by the Black Lives Matter movement, colleges and universities in the United States and Canada were being called to account for the blatant racial inequities that continued to exist both inside and outside the classroom.

This context provided the primary impetus for President Santa Ono's directive to establish the University of British Columbia's (UBC) Anti-Racism and Inclusion Excellence Task Force (ARIE TF). In addition to racism against Black people, racism against other groups was occurring globally and locally, both before and during the timeline of the ARIE TF. For example, there has been a renewed surge of anti-Asian racism fuelled by the COVID-19 pandemic (with over 1,000 racist attacks against Asians reported from March 2020 to March 2021 in Canada), the killing of nearly an entire Muslim family in London, Ontario, on June 6, 2021, and renewed intergenerational trauma for Indigenous peoples brought about by the recovery of unmarked graves in various locations in Canada, starting with the 215 unmarked graves on the grounds of the previous Kamloops Indian Residential School in May 2021.

Many institutions of higher learning have traditionally established task forces to address racism against a specific ethnoracial group in response to a pressing (and presumably, passing) issue. As the name of this Task Force indicates, President Ono, in consideration of racism as both urgent and perennial, and directed against Indigenous, Black and Asian populations, opted instead to have the Anti-Racism and Inclusion Excellence Task Force address racism in very broad terms and in a manner that simultaneously responded to the immediacy of anti-Black racism and to the perennial problem of racism against Indigenous and racialized groups and individuals generally. Task Force members were chosen to cross ethnoracial representation with work and study categories so that the ARIE TF could best examine ways to address racism against Indigenous, Black and People of Colour (IBPOC) students, faculty and staff. The racist and anti-racist incidents and developments make clear the need to address racism in general and, in particular, racism against Black, Indigenous and Asian groups and individuals. The fact that the Task Force undertook its work within the context of evolving racist and anti-racist incidents and developments made its work a vital and living document that engages with past and ongoing issues. The mandate of the ARIE TF, therefore, was to develop recommendations for addressing institutional and other forms of racism against IBPOC students, faculty and staff and to promote inclusive excellence at both campuses of the University of British Columbia.

The ARIE TF was co-chaired by Dr. Handel Kashope Wright, a Professor in the Faculty of Education at the Vancouver campus, and Dr. Shirley Chau, an Associate Professor in the School of Social Work at the Okanagan campus. From over 100 nominations, 34 students, faculty and staff from both campuses were appointed to the ARIE TF. A team of undergraduate students, a designated graduate assistant and two senior project management staff supported the Task Force.

The ARIE TF was organized into six constituent committees, namely the Indigenous Committee, Blackness Committee, People of Colour Committee, Faculty Committee, Staff Committee and Students Committee, each of which had a mandate to operate relatively independently. The formation and operation of the UBC ARIE TF included a number of innovative attributes that made it distinct from most other Canadian university task forces. These distinctive characteristics included:

- inclusive excellence as the expressed goal of its anti-racism work;
- addressing both comprehensive anti-racism and anti-racism related to specific ethnoracial and other equity-denied groups;
- the creation of six committees that were given the mandate to produce recommendations designed to address racism against both ethnoracial and institutional constituencies; and

- the submission of recommendations at various interim intervals for consideration by the President and executive anti-racism leads rather than presenting recommendations solely in a final report;
- each report having a separate summary and full set of recommendations related to a particular ethnoracial group or work/study constituency at UBC.

Through its work, the ARIE TF produced 54 recommendations, which were summarized in six individual but interrelated Committee Reports. Collectively, the ARIE TF recommendations underscore the reality that the University of British Columbia, like any other Canadian institution of higher learning, has a deep-seated problem of institutionalized, systemic and other forms of racism that cut across its various units on both campuses, and affects Indigenous and racialized students, faculty and staff.

Much of the content of the ARIE TF work drew on and addressed the ethnoracial identity, personal and professional experience, institutional knowledge and perspectives of the Task Force members. ARIE TF work was also undertaken in its entirety under the anxiety-inducing and disruptive circumstance of the global COVID-19 pandemic. As such, the work was deeply affective and took a considerable emotional toll on members, which included anger and pain at the recollection of discrimination directed against them

and others, anxiety about the contextual conditions under which the work was being undertaken, and potential for repercussions from colleagues and superiors for participating on the ARIE TF, despair and resignation that the recommendations might not be implemented, and soaring hope of engendering meaningful, progressive and lasting change at UBC.

Some readers might be upset or triggered by descriptions and accounts of various forms of racism and related forms of oppression in this report.

The more than 50 recommendations represent a comprehensive yet multifaceted approach to addressing racism and promoting inclusive excellence at UBC. The recommendations can be read in two interrelated ways. First, the ARIE TF report can be read holistically, with the 54 recommendations from the six committees and additional intersectional recommendations constituting one comprehensive set of recommendations to UBC. Second, the ARIE TF report can be read as six distinct yet interrelated task force reports—with each report having a separate summary and full set of recommendations related to a particular ethnoracial group or work/study constituency at UBC—and the intersectional recommendations constituting a seventh, integrative set.

There were several comprehensive recommendations that cut across most or all committees and categories.

These included recommendations made by various committees to increase the presence (especially in terms of numbers) and improve the working and study lives (i.e., in terms of recruitment, retention and career prospects and advancement) of Indigenous, Black and People of Colour at UBC. The recommendations identify UBC as predominantly White and therefore stress the importance of recruitment and retention of IBPOC in general and especially in leadership positions at UBC, including executive-level positions. Several committees also made recommendations to facilitate the undertaking, promotion and normalization of anti-racism, including anti-racist education to address racism in the classroom and other spaces, and to address racism in its various forms from systemic and institutional to individual microaggressions for all constituents of the institution, including the executive and other administrators, students, faculty and staff. The ARIE TF also strongly recommends establishing an Anti-Racism and Inclusive Excellence Office (ARIEO) that would bring together local, national and international theoretical and intellectual work on anti-racism and related discourses with local institutional anti-racism education and activism.

The Task Force's work was based on integrative anti-racism, which addresses race and racism at their intersection with other forms of sociocultural identity and forms of discrimination based on gender, sexuality, ability, religion, etc. Intersectionality, therefore, proved important in the ARIE TF work. For example, in terms of the intersection of race and gender, recommendations highlighted the discrimination that IBPOC women face (the sometimes individual and sometimes inextricably linked combination of racism and sexism) and the need to improve the working lives of IBPOC women at UBC in terms of employment opportunities, experiences and career advancement. There are ways in which religion intersects with race and racism, and ARIE TF considered two religious groups in particular, Muslims and the problem of Islamophobia, and Jews and

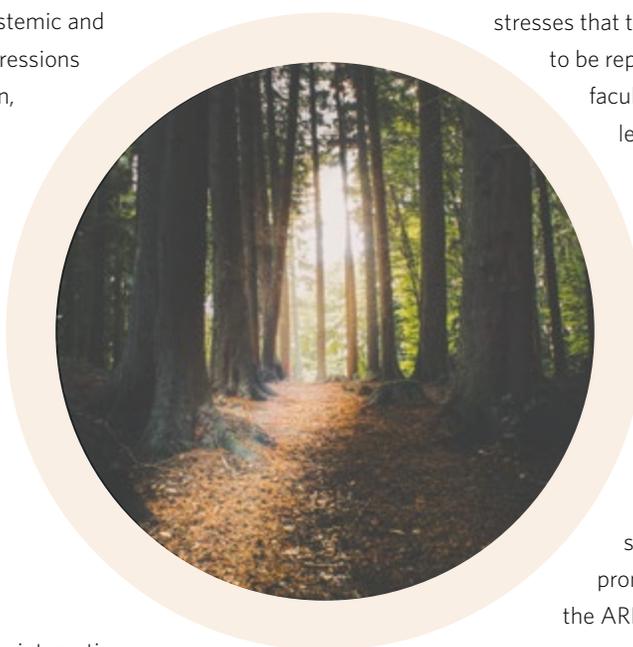
the problem of antisemitism. Drawing on President Ono's Listening Session with the Muslim Students' Association, the ARIE TF is recommending that UBC address Islamophobia across campuses by establishing appropriate and adequate spaces on both campuses for Muslims to pray; and that UBC enact a comprehensive approach to addressing Islamophobia. Recognizing the scourge of antisemitism, the ARIE TF is strongly recommending that UBC consult with academic and other experts on antisemitism to develop a comprehensive approach to addressing antisemitism at the university. Disability issues are addressed in a recommendation encouraging UBC to establish a task force to address disability. Importantly, the disability recommendation

stresses that the Task Force on disability needs to be representative of IBPOC students, faculty and staff, both in terms of leadership and issues addressed.

This ensures that the disability task force does not reproduce White disability advocacy approaches critiqued for perpetuating tokenism, assimilation, racism and discrimination against IBPOC disabled persons with distinct practices confronting ableism at the intersection of settler colonialism. Gender and sexuality issues are also featured prominently in interrelated ways in the ARIE TF recommendations, including

a recommendation that addresses the ways in which 2SLGBTQ+ issues need to take IBPOC identities and racism into account in gender and sexuality representation at UBC. Finally, there is a recommendation on anti-Asian racism that not only acknowledges that "Asian" is a very broad category that includes several ethnicities, but also acknowledges that addressing anti-Asian racism means taking into account the intersectionality of race, gender, class and caste systems.

Issues of ontology, epistemology and axiology are also reflected in the recommendations. There are strong recommendations that non-dominant (i.e., non-Eurocentric, othered) notions of what constitutes reality, ways of knowing and organization of knowledge and approaches to



pedagogy (e.g., African cosmologies, Indigenous approaches to research, Chinese medicine, culturally appropriate pedagogy, etc.) ought to be recognized, valued, incorporated and promoted at UBC. Indeed, there were calls to both decolonize and Indigenize the curriculum at UBC.

The above comprehensive recommendations—as well as recommendations related to specific ethnoracial groups and work and study constituents—point only to examples of the issues covered in the work of the ARIE TF. It is not feasible that anti-racism work could cover all equity-denied groups and indeed there are some groups that are notably often neglected in such work. The ARIE TF identifies Latina/o/x as one such ethnoracial group in the Canadian context (in contrast with the US context). For this reason, a specific recommendation was developed on the need to notice and amplify the presence of and issues faced by the Latina/o/x community at UBC. The ARIE TF also developed a recommendation to address the ways in which language and accents intersect with race, racism and national origin.

Each of the six committees made recommendations that were specific to them as a constituency at UBC. The Indigenous Committee made recommendations on the need for recruitment, hiring and support for career advancement and retention of Indigenous faculty. They also addressed the relationship between Indigenous and non-Indigenous students, faculty and staff and stressed the need to decolonize and Indigenize research at

UBC. Another theme addressed was the distinctiveness of Two-Spirited members of the UBC community (including in relation to representation within Indigeneity and minoritized gender and sexuality communities). One of the many important elements of their work is the application and integration of the United Nation's Declaration on the Rights of Indigenous Peoples (UNDRIP). In their recommendations to activate words into actions and mechanisms for changes, the Indigenous Committee guides UBC on ways to apply the UNDRIP to Indigenous peoples' complaints about racism and discrimination at UBC on both campuses.

Recommendations from the Blackness Committee stressed issues of belonging and inclusivity. Taking as a premise the extremely low representation of Blackness at UBC, including and especially in terms of actual numbers of students, faculty, staff and leaders, they pointed to the acute problem of alienation and stressed the need to foster a sense of belonging for all Blacks at UBC, on both campuses. Their recommendations highlight the need for the recruitment and retention of Black students, faculty and staff; for designated Black space on both campuses; and for the acute need to establish comprehensive Black Studies at UBC.

The People of Colour Committee involved a wide set of identity categories and made recommendations that addressed racism against and the need for improvement of the work and study lives of People of Colour in general at UBC. Their recommendations included the need for sustained anti-racism

training and education for everyone at UBC, the need to develop a more robust and comprehensive system for handling complaints of racism, and the need for meaningful and effective corrections to workload inequality between Indigenous and racialized faculty and staff on the one hand and their White counterparts on the other.

The ARIE TF did not take up representation of the White community at UBC (even though "White is a colour too"), in part because very few Task Force members identify as White and more importantly because the focus of the Task Force was to address racism against Indigenous and racialized people at UBC.

Rather, Whiteness is addressed as a principal aspect of the problem of racism and is an obstacle to achieving inclusive excellence in ethnoracial terms.

UBC, just as most Canadian institutions of higher learning, is a product of colonialism; it is built on a foundation of assumed White privilege, even White supremacy, and is still inherently, predominantly White. But UBC is also lucky to have a good number of White students, faculty, staff and administrators who readily recognize how problematic Whiteness is and who are active anti-racists. These White allies recognize that the colonial frame dehumanizes not only the colonized but also the colonizer, that it is not enough to not be racist, that to not actively address racism is to be complicit in perpetuating racism, and that equity is a laudable goal. The ARIE TF therefore

acknowledges White anti-racists as integral and crucial to anti-racism work, to addressing racism in all its forms, to decolonizing and Indigenizing UBC, and to contributing to making our institution inclusively excellent.

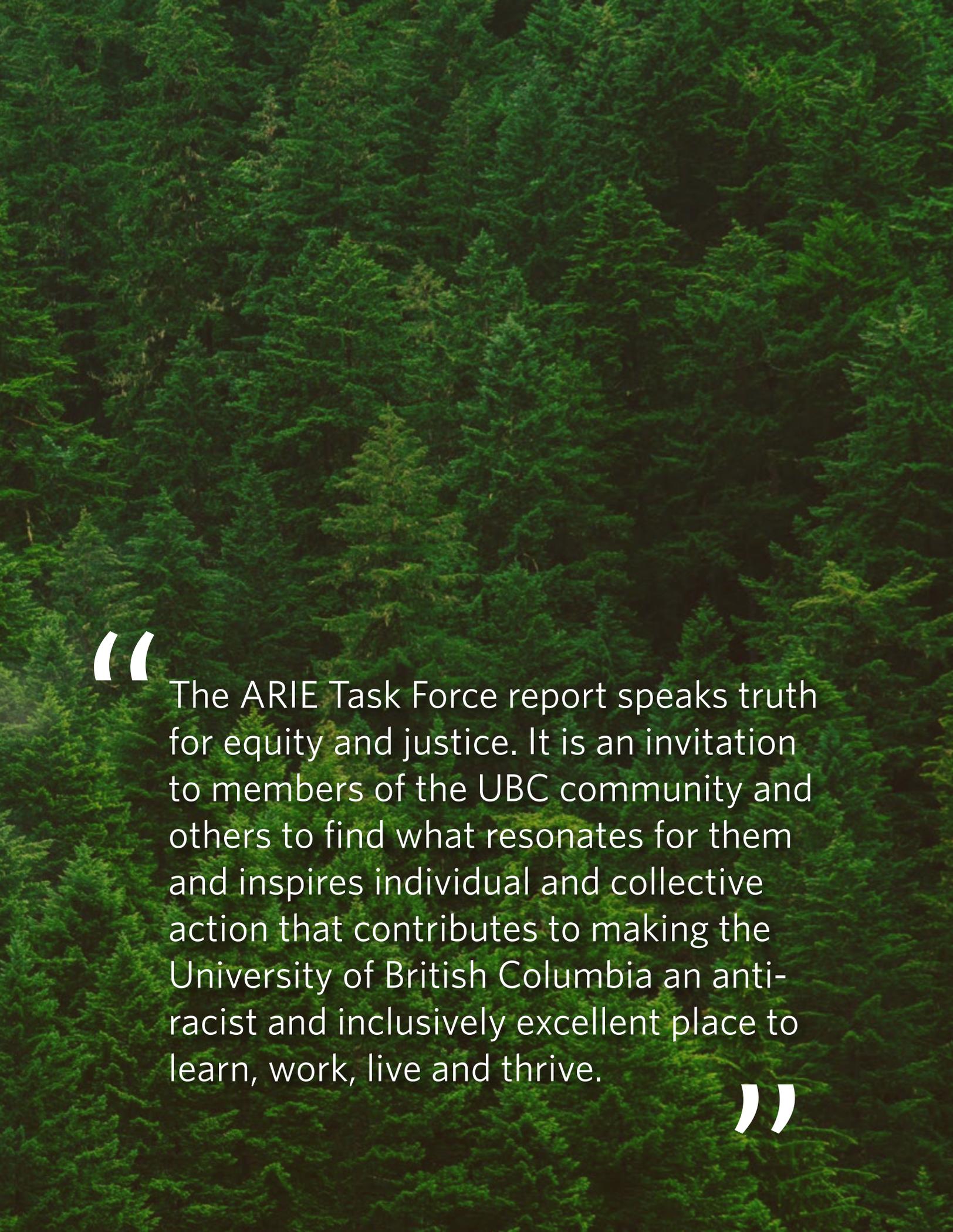
All too often task forces that address racism end up focusing on faculty and students, with staff getting short shrift. The ARIE TF stresses that UBC should give staff recommendations well-deserved attention. The Staff Committee's recommendations stressed that UBC needs to create pathways for IBPOC staff success within the talent pipeline through recruitment, hiring, succession planning and the retention of staff who are Indigenous, Black and People of Colour. The Staff Committee also pointed to the problem of alienation and the need for expanded community-building and networking opportunities for IBPOC staff on both campuses.

The Students Committee addressed not only issues pertaining directly to students but also issues that had strong real and potential effects on students' lives and learning. For example, in consideration of the forms of racism faced by IBPOC students from both other students and from instructors, the Committee make strong recommendations for anti-racism education for teaching faculty and instructors. The Committee also recommends diversifying the faculty body by recruiting and retaining more IBPOC faculty, and it points to the need for a more diversified student body and the related need to attract more Indigenous and racialized students to UBC. IBPOC students feel alienated and the Students Committee calls for the establishment of spaces designated for racialized students on both campuses. They also point to the need for recognition of the often unpaid and even unacknowledged forms of work performed by students, including peer tutoring, coaching and mentoring. They also identify health issues and indicate there is a lack of mental health and medical professionals well-trained and experienced in engaging with IBPOC students with the skills and knowledge to assess and recognize how racism and other forms of discrimination may underlie students' presentation of wellness

issues, and the adequate, appropriate and meaningful treatment to support IBPOC students to become whole. These, along with meaningful representation of care providers of various ethnoracial identities with experience in providing culturally responsive care, are the starting points of what IBPOC students seeking health and wellness supports need at UBC.

Finally, the Faculty Committee stressed issues of representation of IBPOC faculty. They made recommendations for the recruitment and, especially, the retention of IBPOC faculty. They underscored the need to remove barriers to IBPOC faculty members' career progression and to enhance their access to funding, wage equity and research and other awards. The Faculty Committee also noted the need for anti-racism education for all, including UBC leadership. They strongly endorse the founding of an Anti-Racism and Inclusive Excellence Office that would integrate anti-racism theory and practice at the institutional, local, national and international levels.

The ARIE Task Force recommendations are courageous and profound statements based on reflections of lived experiences and witnessing of those experiences from the various social locations of Indigenous, Black and People of Colour in the UBC community. As such, the ARIE Task Force has set a precedent for analyzing voices that are engaged with the bold truths told, shared and understood. With each reading, these words turn into narratives giving thoughtful, practical guidance for how to address racism and its harmful effects at UBC. The ARIE Task Force report speaks truth for equity and justice. It is an invitation to members of the UBC community and others to find what resonates for them and inspires individual and collective action that contributes to making the University of British Columbia an anti-racist and inclusively excellent place to learn, work, live and thrive.



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Background

The University of British Columbia (UBC) President’s Task Force on Anti-Racism and Inclusive Excellence (“ARIE TF”) emerged in the context of heightened anti-Black racism and violence in communities across North America in 2020.

In early 2020, several incidents of police brutality attracted international attention, notably the police killing of Breonna Taylor in Louisville on March 13. However, the killing of George Floyd by Derek Chauvin, a Minneapolis police officer, on May 25 served as the major catalyst for the emergence of the anti-Black racism movement in both the United States and Canada. Floyd’s murder launched discussions focused on systemic racism and policing of Black communities, and numerous protests against anti-Black racism were held in both countries.

A central player in this movement were the various chapters of Black Lives Matter. Throughout the demonstrations, Black Lives Matter as an organization stressed the need to fight police and state violence, and anti-Black racism. As time progressed, this movement became more inclusive and began to address other forms of racism such as anti-Indigenous and anti-Asian racism, forms of racism that have been manifested in both explicit and implicit ways at UBC.

The COVID-19 pandemic exacerbated xenophobia and engendered heightened anti-Asian racism, further elevating the urgency of the Task Force’s work. Ongoing anti-Black, anti-People of Colour and anti-Asian racism focused attention on deeply rooted racism in Canada and around the world and served as a timely reminder that UBC itself is not immune to racism and inequity. Then, in the summer of 2020, the shocking and tragic deaths of Indigenous peoples and racialized peoples during wellness checks at their homes involving police officers compounded the concerns that these incidents were becoming predictably lethal. Soon after, allegations of anti-Indigenous racism in BC’s health care system led to the commissioning of an investigation into these allegations, resulting in a report (Turpel-Lafond, 2020) that confirmed and mapped the depth of anti-Indigenous racism. In addition, anti-Black and anti-Indigenous racism, as reflected in police interactions with these groups, was strikingly high in Canada, although it did not hold attention in the same way as high-profile examples from the US. As Inayat Singh described in a July 2020 CBC news article: “It has already been a particularly deadly year in terms of people killed in encounters with police in Canada—and Black and Indigenous people continue to be over-represented among the fatalities.” These disturbing individual incidents and persistent trends of racism are not only national but also relevant to the lives and well-being of Indigenous, Black and People of Colour (IBPOC)

at UBC. As a public university, UBC has an obligation to uphold Canadian values and, in particular, the values embodied by the Canadian Charter of Rights and Freedoms. This is particularly so because UBC, as has been the case for Canada as a whole, has drawn on its historically diverse population “as uniquely charitable, cosmopolitan and forward-thinking” (Caxaj et al., 2018).

In fulfilment of its commitment to substantive equity, UBC likewise has an obligation “to consider normalized and overt racism as key determinants of students’ progress and well-being, ... to foster understanding across ethno-cultural differences in their student body, and to support both the success and well-being of racialized students” (Caxaj et al., 2018). This requires moving beyond existing paradigms of tolerance and equality towards an agenda of anti-racism, inclusive excellence and true equity.

The predominance of the Equity, Diversity and Inclusion (EDI) framework has engendered many positive developments at UBC over the last decade, yet it has equally been criticized (including from within the ARIE TF) for working against the establishment and implementation of anti-racist and decolonized institutional practices (Tamtik & Guenter, 2019). It has also been criticized for working within extremely limiting and ineffective frameworks of equality, multiculturalism, and tolerance concepts that have in fact contributed to and resulted in the expansion and

normalizing of structural and systemic barriers to IBPOC students, faculty and staff. Although EDI undisputedly has its place within the conversation on race and justice matters, there is a need for a sharp distinction between matters of diversity and inclusion on the one hand and anti-racism and decoloniality on the other. In essence, the problem that exists is between tolerance-based forms of diversity and inclusion on one hand, and critical social-justice-based anti-racism and decoloniality. The former perspective stresses equality-based discourse practice while the latter is focused on true equity and critical inclusive excellence. As the UBC Anti-Racism and Inclusive Excellence Task Force, we hold strongly that anti-racism is for everyone and should be normalized and established ubiquitously at UBC.

Timing and scope

This section describes the timeline of developments before the Task Force was formed to provide a context for the Task Force’s work.

In statements made on June 15 and 16, 2020, President Ono committed to dismantling the tools of oppression, White supremacy and systemic bias on UBC campuses. These statements

reaffirmed UBC’s institutional commitment to inclusion and called for an acceleration and intensification of efforts to build a more equitable and inclusive campus community.

Since July 2020, the President has held a total of 22 Listening Sessions and Witnessing Sessions with various equity-denied community groups (Indigenous, Black, People of Colour, Muslim, etc.) across both campuses. These sessions provided the President with critical information related to various forms of overt and subtle racism, inequities and the general hostile environment experienced by IBPOC students, faculty and staff at both UBC campuses.

Under the direction of President Ono, the deans and executives have provided important documentation focused on the ongoing and planned anti-racist and inclusive excellence measures and strategies for their Faculties and portfolios. In December 2020, a UBC Broadcast was issued regarding a series of initiatives addressing systemic racism within UBC. A major piece of the broadcast was the upcoming establishment of the President’s Task Force on Anti-Racism and Inclusive Excellence. The ARIE TF began its work in March 2021.

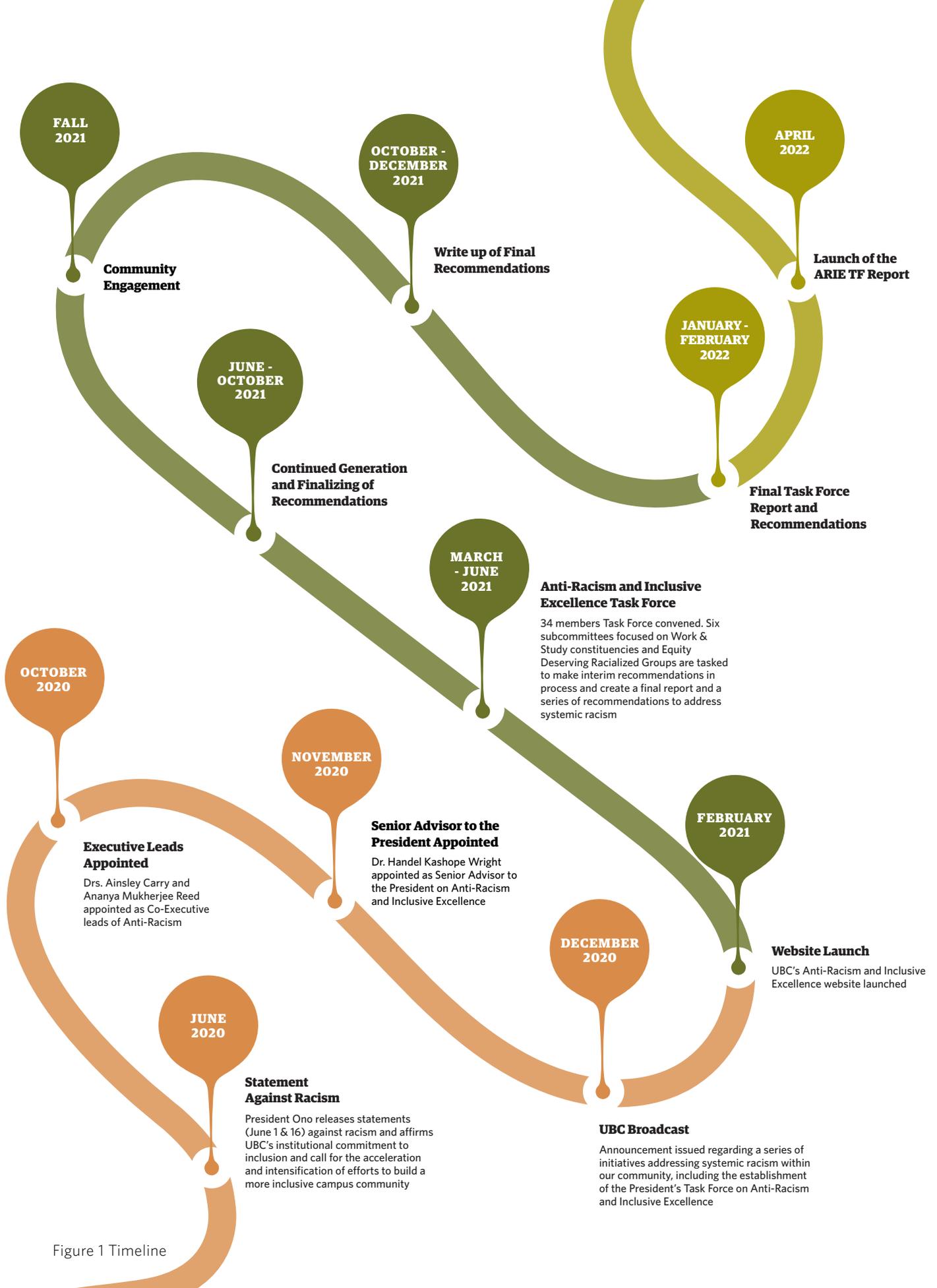


Figure 1 Timeline

Organization

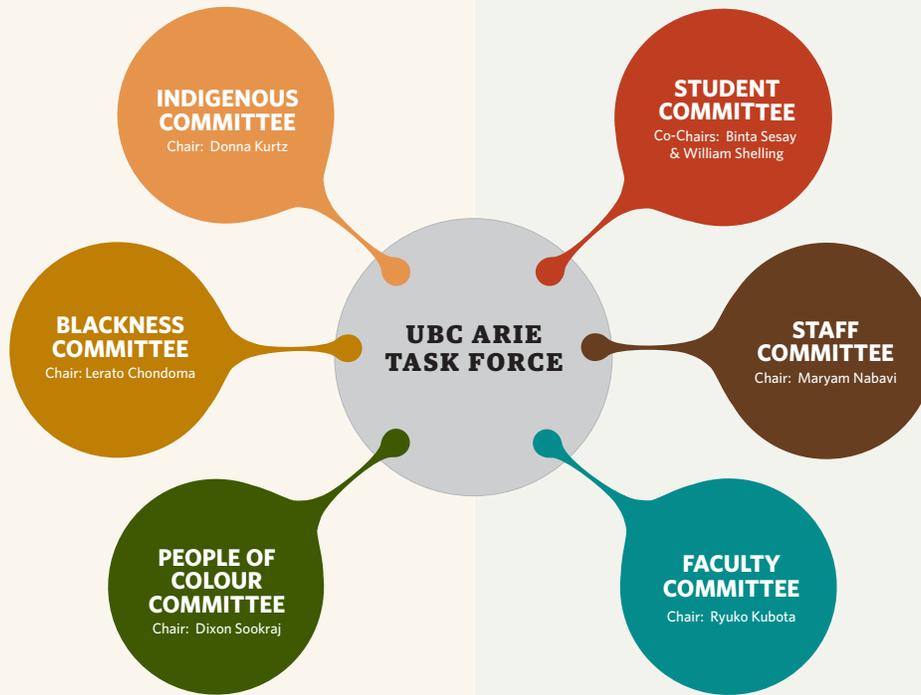
A Coordinating Committee was responsible for the design of the ARIE TF and adjudication of the membership. This Committee included Handel Kashope Wright (Senior Advisor to the President on Anti-Racism and Inclusive Excellence), Ananya Mukherjee-Reed (UBC Okanagan Provost and Co-Executive Lead on Anti-Racism and Inclusive Excellence), Ainsley Carry (Vice-President, Students and Co-Executive Lead on Anti-Racism and Inclusive Excellence), Sheryl Lightfoot (Senior Advisor to the President on Indigenous Affairs) and Sara-Jane Finlay (Associate Vice-President, Equity & Inclusion).

There was considerable interest in serving on the ARIE TF, and from 112 nominations (27 from UBC Okanagan and 85 from UBC Vancouver), 34 members were eventually selected. The Coordinating Committee appointed Drs. Handel Wright (UBC Vancouver) and Shirley Chau (UBC Okanagan) as Co-Chairs. The work of the Task Force was supported by the Office of the President and the co-executive leads for anti-racism.

The ARIE TF is co-chaired by Dr. Handel Kashope Wright, who is the inaugural Senior Advisor to the President on Anti-Racism and Inclusive Excellence, and a professor in the Department of Educational Studies in the Faculty of Education. He is also Director of the Centre for Culture, Identity and Education. His work focuses on continental and diasporic African cultural studies, critical multiculturalism, anti-racist education, qualitative research and cultural studies and education. Dr. Wright's current research examines post-multiculturalism, youth identity and belonging in the Canadian context.

The second Co-Chair is Dr. Shirley Chau, who is an Associate Professor in the School of Social Work in the Faculty of Health and Social Development at UBC Okanagan. She is currently Co-Chair of the Race, Ethnic and Cultural Issues Caucus, as well as a member of the Board of Directors of the Canadian Association for Social Work Education (CASWE-ACFTS). An experienced practitioner and teacher of social work practice methods that centre anti-racist and antioppressive praxis, her research interests in social work include racialized populations, social and economically disadvantaged populations, and interprofessional health service programming and delivery to racialized individuals and groups.

EQUITY DESERVING RACIALIZED GROUPS



WORK AND STUDY CONSTITUENCIES

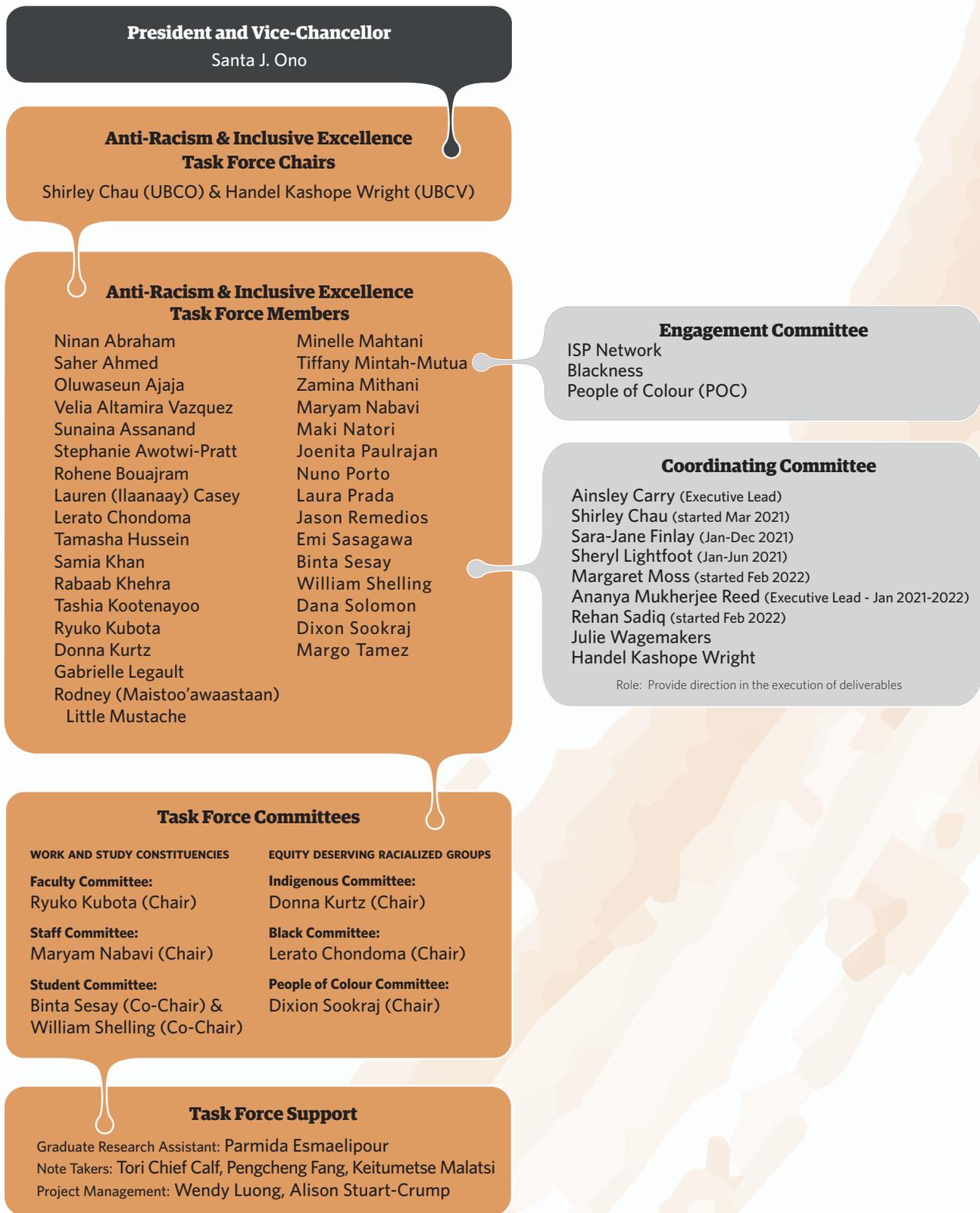
The ARIE TF included students, faculty members and support staff from the two UBC campuses, as well as a support team of four individuals. One of the primary activities of the support team was documenting the ARIE TF meetings.

The work of the ARIE TF was conducted through the creation of six committees representing work and study constituencies and equity-deserving racialized groups. The rationale for these six committees is that students, faculty and staff have distinct experiences related to the policies and contexts that shape their interactions with UBC. For example, the Students Committee's contributions to the ARIE TF reflect their perceptions and experience of access to systems and resources unique to students at UBC, whereas the Staff Committee and Faculty Committee contributions to the ARIE

TF reflect the experiences of employment and interactions with UBC that are bound by different union contracts that dictate the work conditions of members in these committees at both campuses. Similarly, the race-based committees offered insights into racialized people's experiences that intersect with other identity categories, but most notably how their status as racially marginalized members inform lived experiences at UBC. These six committees were tasked with working relatively independently to identify issues of racism and develop recommendations to ameliorate racism related to their specific constituencies.

Figure 2 presents the overall organization of the ARIE TF, which includes the Office of the President, Dr. Santa Ono.

Figure 2: Governance Structure



Distinctive and innovative characteristics of the Task Force

During the past two years, several universities in Canada have established anti-racism task forces, most to address the recent surge in anti-Black racism and subsequent call for anti-racism measures across various sectors, including institutions of higher learning. Typically, these task forces are the creation of each institution's senior administrative team who provide the task force with the mandate to establish an anti-racism action plan for the entire university. Once the task force receives this mandate, it is given an extended period to conduct its work and produce a final report that contains a series of recommendations. The UBC ARIE TF, however, was conceptualized and has operated in a somewhat different manner. Listed below are some of the distinctive and innovative characteristics of the UBC ARIE TF.

1. Anti-racism and inclusive excellence.

The ARIE TF considered not just anti-racism, but anti-racism and inclusive excellence. What this means is that the ARIE TF went beyond the traditional remit of addressing a pressing problem to take on the larger and more comprehensive and long-term goal of explicitly attempting to make the institution more inclusively excellent.

2. Comprehensive anti-racism and specific ethnoracial groups.

The UBC ARIE TF has not limited its scope to addressing racism against a specific ethnoracial group (e.g., anti-Black racism) nor to considering anti-racism as an end in itself. Rather it has taken on an approach that is simultaneously comprehensive and multifaceted in scope and yet specific in terms of the ethnoracial groups addressed. In other words, the ARIE TF has undertaken the task of anti-racism work related to IBPOC in general and specific ethnoracial groups in particular and has linked anti-racism overtly to the goal of inclusive excellence.

3. A task force of task forces.

This is not a traditional task force report whereby the work is conducted as a whole and then the findings are divided up into sections or themes. Rather each of the six constituent committees (each of which worked



Figure 3
Implementation and Accountability

Figure 3 illustrates the lines of accountability of the ARIE TF. Recommendations flow from the ARIE TF to the UBC President as well as the UBC Executive Team.

somewhat independently) generated a comprehensive set of recommendations and wrote up a discussion and summary report of their work. In that sense, each committee could be said to constitute a task force in and of itself, and taken together, the recommendations and summary report for each committee could be considered a task force report. It is therefore possible to read the full work of a particular constituency (e.g., staff) to learn about its membership, unique approach to its work, the set of recommendations produced, and a discussion and summary report of their work. Thus, collectively, the ARIE TF final report is actually a collection of six ARIE TF reports. Moreover, beyond that, the final report puts all of these together to create a document that is quite comprehensive while also particularly specific.

4. Six committees and the specificity of anti-racism.

Rather than addressing racism against one or even more than one ethnoracial group only, the ARIE TF work took on the various work and study groups (students, faculty, staff) as well as comprehensive racial groupings (Indigenous, Black, People of Colour) with the understanding that racism manifests itself in varying ways across these various equity-denied groups.

5. Interim recommendations and process of submitting task force recommendations.

The ARIE TF did not operate in the traditional manner of putting forward all recommendations at the end of its process in the form of a final report. Rather, the Task Force's 54 recommendations were produced and shared with the President

and two executive anti-racism leads between June and October 2021. All the recommendations are included in this final report.

6. Work undertaken in a compressed timeline while emphasizing rigour and thoroughness.

Instead of the traditional one year or longer that a comprehensive task force would normally take, most of the work of the ARIE TF took place over four months (March to June), with the committee chairs, ARIE TF chairs and some members continuing work on finalizing recommendations and writing the final report up to December 2021. It was possible to undertake the bulk of the work of the committees and the general Task Force work within this compressed time frame because unlike regular task forces that conduct investigations and collect evidence, the ARIE TF already had a substantial amount of information and documents relevant to its work and could also draw directly from members' experience and perspectives.

7. Intersectionality was taken strongly into account in ARIE TF work.

The ways in which certain issues affect IBPOC across areas of work and study (students, faculty, staff) as well as difference within broad ethnoracial categories (e.g., gender issues and a feminist approach within People of Colour recommendations or Two-Spiritness as a specific identity within Indigenous work and experience) were often reflected in the conception and details of recommendations. More explicitly, some recommendations addressed issues that intersected with race (e.g., religion and ethnicity in the recommendations on Islamophobia or disability and how it intersects with race as a recommendation).

8. The purposeful inclusion of minority within minority.

Most task forces, including the ARIE TF, address specific categories that are perennial and the most visible targets of racism (e.g., Indigenous and Black), but this Task Force has gone further and addressed racism against People of Colour or racialized people, in general. Within this last category, it made sense to focus on anti-Asian racism since Asians are a majority-minority in BC and especially because of the recent pandemic-related rise in anti-Asian racism. While all of this makes for very comprehensive and specific focus—and hence thorough ways of addressing racism—it also draws attention to the fact that in the end not every group is represented. While it is not possible to represent and thoroughly address every racialized group, the ARIE TF consciously selected and produced a recommendation related to the presence and forms of racism and discrimination leveled against Latina/o/x as a minority within the category of visible minority that tends to be erased in anti-racism work in the Canadian context, including university anti-racism work.

9. Community input and rigour.

The ARIE TF work includes input from three principal equity-denied ethnoracial groups, namely Indigenous (through the Indigenous Strategic Plan Executive Advisory Committee), Black (through the Black Caucus) and People of Colour (through IBPOC Connections). This ensures input from beyond the ARIE TF membership and adds layers of further community involvement as well as rigour to the Task Force's work.

Methodology and process

The ARIE TF methodology covered the design and process of meetings, the format and sections of recommendations, the relationships between committees and the overall ARIE TF, and the generation and submission of recommendations. It should be noted that in addition to the general notes in this section, the committee summaries include notes on the methodology undertaken by each of the ARIE TF committees.

Materials

One of the factors that made the ARIE TF unique is that it did not involve the usual lengthy investigations to uncover and identify issues to address, but rather had issues already outlined in the documents that it drew upon. There was already considerable documentation of the background to and specific issues around diversity, Equity & Inclusion at UBC that informed ARIE TF work.

All of the Chairs/Co-Chairs were provided confidential access to the following resources:

- Reports
 - › The Inclusion Action Plan (IAP)
 - › The Indigenous Strategic Plan (ISP)
- Planning documents
- The Deans and Executive short- and long-term plans for EDI and anti-racism
- Listening Sessions and Witnessing Sessions conducted with the UBC President during 2020-2021 with students, faculty and staff at both campuses. (The ARIE TF Committee Chairs were given access to and could work in committee with high-level summaries of these sessions.)
- UBC Strategic Plan

Meetings

ARIE TF meetings were the principal site through which recommendations were generated and finalized. Meetings with the President were held to submit and discuss recommendations, and these recommendations were then subsequently shared with the ARIE executive leads.

There were several types of meetings through which Task Force work was conducted and interim recommendations generated and submitted. First, the entire ARIE TF met for an hour-and-a-half every two weeks, for a total of nine meetings from March to June 2021. Full Task Force meetings were chaired by the ARIE TF Co-Chairs on an alternating basis and were scheduled and supported (e.g., through note-taking and writing minutes) by the two project managers attached to the ARIE TF from the Office of the President and the Office of the Provost and Vice-President Academic. Second, each of the six constituent committees met at least once a week, for a total of 16 meetings from March to June. Some committees met more than once a week and the Indigenous Committee continued to meet until late summer. Committee meetings were scheduled by the project managers, chaired by Committee Chairs and supported by the three undergraduate student note takers. Third, the ARIE TF Co-Chairs and committee chairs met periodically, a total of nine times, from March to October 2021 to update one another on the progress of each committee and the Task Force as a whole, and to further discuss specific recommendations (e.g., those that overlapped significantly or might potentially not be considered representative of the Task Force theme and mandate or perspectives of the general Task Force membership). Fourth, the two ARIE TF Co-Chairs met regularly (often several times a week, in the evening) to update one another on the Task Force's progress and to review and make suggestions for revising and fine-tuning the interim recommendations. Fifth, the two Co-Chairs met regularly with the ARIE TF graduate assistant to discuss revisions to and fine-tuning of recommendations and to collate recommendations in sets to be submitted to President and executive leads. Sixth, the ARIE TF Co-Chairs participated in three forms of planning meetings—anti-racism initiative meetings (monthly); anti-racism communications meetings (monthly) and coordinating committee meetings (as needed)

—for a total of 20 meetings from March to October 2021. Finally, the Senior Advisor to the President on Anti-Racism and Inclusive Excellence (and Co-Chair of the ARIE TF) met with the President five times between April and November 2021 to present, discuss and strongly endorse sets of interim recommendations as they were generated, and after each meeting the interim recommendations were submitted to the executive leads for consideration for implementation.

The description above gives some indication of the intensity of the ARIE TF work. Further, since all members of the ARIE TF were members of two committees (one work/study and the other ethnoracial identity), this schedule meant that each regular member participated in a minimum of 25 meetings in the regular period of ARIE TF deliberations between March and June 2021 (not counting the fact that committees sometimes met more often than weekly, that additional meetings in smaller groups within committees were often required and that the Indigenous Committee continued to meet beyond June).

Format of recommendations

ARIE TF recommendations were written up using the following guidelines:

1. Open with a concise statement of the issue or problem and recommendation being put forward to address it.

2. Provide a context for the issue or problem (e.g., national and especially institutional).
3. Provide a discussion of the issue or problem (experiential specificity and institutional and unit knowledge welcome).
4. Put forward a specific recommendation to address the issue or problem (if necessary, this could be more than one recommendation and could be several sub-recommendations).
5. Where possible and relevant, include relevance to existing inclusive excellence work such as the Inclusion Action Plan (IAP), Indigenous Strategic Plan (ISP), general EDI initiatives from units or groups, etc.
6. If possible, include ARIE TF recommendations about implementation (i.e., when, over what period and who should undertake implementation).
7. Recommendations should be about four pages in length.

These guidelines were developed to reflect the overall characteristics of ARIE TF work and to provide for a more consistent format for recommendations in the final report.

The issues addressed were often based on personal and professional experience, and therefore needed space for articulation. On the other hand, there was also a need to identify issues and state recommendations very concisely so that readers could clearly understand what each recommendation, whatever its overall length, would cover. Also, while ARIE TF members were aware

that the role of the Task Force was to produce recommendations and that executive leads would coordinate implementing the recommendations, members felt very strongly that, wherever possible, write-ups should end with the Task Force pointers as to how, when, over what time period and by whom or what unit each recommendation could be undertaken.

In keeping with the autonomy of the committees, while these guidelines were taken into account, there was a recognition that individual committees might wish to (and indeed did) write up recommendations of varying length, content, style and format.

Rigour of recommendation development

Recommendations were developed within committees in a variety of ways. In most committees, issues were raised and discussed in the full committee and then one or more members were assigned to develop a full recommendation of each of the issues to be submitted to and discussed by the full committee. Other committees had members generate issues individually or in small groups and bring them to committee for discussion. Some committees ranked recommendations by consensus of importance for write up. Some committees wrote up recommendations collectively while others assigned recommendations to be written by individuals or small groups. All committees had

recommendations brought to the full committee for approval or further discussion and amendments and fine-tuning before submission to the ARIE TF Co-Chairs. The ARIE TF graduate assistant was responsible for collecting recommendations from various committees in one centralized document, doing an initial highlight of issues the ARIE TF Co-Chairs might want to address in review, and proofreading the final versions of the recommendations. The two Co-Chairs read each of the recommendations closely and either approved or made recommendations for major or minor changes, and then returned the recommendations to Committee Chairs for further discussion and finalization by the committee (and in a few cases, referred the recommendation to meetings of Co-Chairs and Committee Chairs for further discussion). Some recommendations for changes were accepted and others were not depending on the collective position and perspective of the committee. In some cases, committees agreed to consolidate recommendations about an issue into one recommendation (rather than two from two different committees), while in others committees preferred to keep individual committee articulations of the issue and the recommendations to address it.

Relationship between committees and the larger Task Force

In keeping with the unique model of the ARIE TF being in fact both singular and comprehensive on the one hand, and a collection of six individual task forces on the other, the committees had considerable autonomy, even as they contributed their recommendations to the whole. Each committee independently designed their process of work, determined the number and schedule of meetings, identified issues to address, developed a method of deliberation, and developed and wrote up their recommendations. The full ARIE TF operated with the strong recognition and acknowledgement that each committee was composed of members best suited to address the issues within their purview (i.e., that members personified the requisite expertise, identity and work/study and lived experience), and committees were encouraged to work independently and autonomously. In that sense, members of one committee did not scrutinize the work generated by other committees. In the instances where there were overlaps of issues and hence recommendations, some items were

made to stand in recommendations from more than one committee (as a form of reiteration/emphasis), and in other cases, items were later blended into a single recommendation from one or another committee. All of this does not mean the committees were in the dark about other committees' work. Since each ARIE TF member was a member of two committees, there was general cross-committee knowledge, and this knowledge informed committee work. Furthermore, the committee chairs had the opportunity to discuss some specific recommendations with one another and share those deliberations with their committees.

Process of meetings and deliberations

Members of the ARIE TF maintained that it was important to comment on how their work on the Task Force impacted them as individuals. Hence, this section of report addresses the following: 1) process of meetings; 2) orientation and the experiential; 3) the experiential – personal/professional; and 4) the impact of being a member of the ARIE TF on their health and well-being.

Process of meetings

All meetings of the ARIE TF began with a land acknowledgement of the traditional, ancestral and unceded territories of the Musqueam, Squamish, Tsleil-Waututh, and Coast Salish peoples, and the Syilx Okanagan Nation (Okanagan). At the inaugural meeting with the entire ARIE TF membership, Elder Larry Grant from the Musqueam Nation and Elder Wilfred Barnes from the Syilx Okanagan Nation opened the meeting with prayers to help the ARIE TF to do the work in a good way.

The ARIE TF Co-Chairs alternated chairing Task Force meetings. Several orientation meetings with the entire ARIE TF membership were held to explain the process of working together in committees, across committees and as the whole Task Force. All seven chairs of the six committees (the Students Committee had two co-chairs, one undergraduate and one graduate) were given the first orientation to familiarize them with their role, duties and the resources they could access to guide their respective committees in developing recommendations.

Orientation and the experiential

The ARIE Task Force Co-Chairs held an orientation meeting with all Task Force members to welcome everyone and to set the table for the work ahead by orienting everyone to a Community Agreement (rather than a more typical Terms of Reference; see Appendix A for details). This was followed by a brief presentation of the structure of the ARIE TF via the six committees and their purpose/focus within the broader ARIE TF. To set the stage for the work ahead, Task Force members were told that this Task Force was not on a fact-finding mission as the facts had already been collected through the resources provided from the President's Office and as was approved by the ARIE TF's Coordinating Committee. The purpose of the ARIE TF was to have members with lived experience of working, studying and being at both UBC campuses bring forward their collective experiences and perspectives to develop recommendations through dialogue and by consulting the resources put forward through the committee chairs. The ARIE TF was also informed about the types of resources available to them through their committee chairs, who were tasked to consult the materials and forward them to their respective committees for discussion to inform their development of the recommendations. The ARIE TF members were also informed of the limits of their work due to the limited time frame for completing the work and due to the emotional nature of thinking about and discussing experiences of discrimination at UBC from their individual social location, and as a sub-collective of the larger collective. The members of the ARIE TF committees were not there to represent

others but to represent themselves as individuals of the UBC community with shared, collective experience that could inform the storytelling of race, racism, intersectional discrimination and oppression experienced at UBC. The purpose of sharing experiences, words, ideas, storytelling and humour from the individual to the collective was to build community for the work ahead.

Personal, professional and ethnoracial identity experience

Even more important than the material as a source for identifying and elaborating issues and developing recommendations was experience. The primary source of issues and recommendations was the combination of institutional knowledge and professional experience as well as the personal, intersectional ethnoracial knowledge and experience of race and racism at UBC and beyond. For example, student members had first-hand knowledge of the experiences and perspectives of UBC students at the graduate and undergraduate levels and on the two campuses, and they drew on their own experiences and knowledge of student lives—and their own and other students' perspectives—in identifying issues and coming up with recommendations. The Indigenous Committee members had lived experience and direct personal and professional knowledge about what it means to be Indigenous at UBC and in the community; they drew on that knowledge and theirs and other Indigenous students, faculty and staff

perspectives to identify issues and make recommendations. It should be noted that discussions at both ARIE TF meetings and, especially, committee meetings, drew heavily on the experiential, with some discussions including emotionally wrenching testimony about incidents of racism, chilling classroom and hostile work atmospheres, personal and professional marginalization and erasure. Sometimes discussions got heated as different views were put forward. At other times, stories begat similar stories and such intersections made for individual-to-individual empathy and for overall ARIE TF solidarity. There was despondence that the institution would never change substantially and that ARIE TF work was merely busy work for IBPOC; on the other hand, there was fervent hope that UBC could and would change substantially and address race and racism issues and that ARIE TF work would be a substantial contribution to that change. In short, ARIE TF work was intensive hard work and heart work.

The impact on members' well-being

The ARIE TF framework for doing the work also involved prioritizing the well-being of Task Force members to the greatest extent possible through a trauma-aware and trauma-informed approach. The Co-Chairs acknowledged at the outset that doing this work would involve emotional labour, even when the members volunteered to take on this work. The chairs of the committees were also informed of the supports available for individuals to do their work, including emotional supports and access to services to

process experiences that were emotionally triggering for them. During the course of the work produced by the members of ARIE TF there were events that were local, national and international that affected everyone differently, in addition to the emotional experiences that individuals went through and in the collective processing of incidents that occurred in the course of working and studying at UBC. Many of these events that had happened in the “past” continued to affect the present; these incidents had a psychological and emotional toll on members who courageously shared and discussed them in respective committees and across the ARIE TF. Sharing circles within committees created challenging, rewarding and comforting spaces for sharing common experiences that were validated and acknowledged by others. Members felt heard and seen. Many members built new relationships with others during the time of their work in the ARIE TF or experienced solidarity on common issues that appear in the recommendations. There were critical events during the time of the ARIE TF that accentuated the importance and significance of the Task Force’s work, including the multiple murders referred to as the “spa murders” in Georgia, Atlanta, on March 16, 2021, just as the Task Force was beginning its work. Throughout May 2021, a coroner’s inquiry into the death of Joyce Echaquan took place in Montreal and made news as testimonies emerged surrounding the circumstances of her death. On May 27, 2021, the ARIE TF and many people and institutions across this country learned of the first of many recoveries of unmarked graves on the grounds of Indian Residential Schools. The first report was of the 215 unmarked graves of Indigenous children found at the former Kamloops Indian Residential School in Tk’emlúps te Secwépemc First Nation (CBC, May 27, 2021). Shortly after, reports of recovery of unmarked graves across various provinces followed—with more reports continuing to this day. On June 6, 2021, the news of the murder of a Muslim family of five by a truck deliberately driven to run them down

by a White male in London, Ontario, added to the sorrow that members on the Task Force felt as the communities of Indigenous, Black and racialized people took in the various news over the months of our work together. On June 25, 2021, the trial of Derek Chauvin for the murder and death of George Floyd in 2020 resulted in the finding that Chauvin was guilty and sentenced to prison for 22.5 years.

In between these and other events are the daily lived experiences of the ARIE TF members who experience racism, intersectional discrimination and acts of hate on the grounds and virtual spaces of UBC. It is no wonder that the process of developing recommendations was heavy work for all of the committee members: the emotional labour to be seen as “okay” as students, faculty and staff at UBC takes work. It is also the reason why the recommendations are as full and in-depth as possible because they emerge from the lived experience of the ARIE TF members who have institutional memory and institutional knowledge of how and where systems both work well and do not work in addressing issues of racism, White supremacy and exclusion at UBC. These recommendations contain heart, grit and truth to help others recognize racism in its various forms, understand how racism manifests at all levels, and define the interventions needed to make appropriate, corrective change at both UBC campuses.

The chairs began working with their respective committees by holding meetings to discuss ways of being and to set the ground rules for doing the work together as the members of the respective committees saw fit, including their ways of communicating, ways of being and ways of supporting each other.

List of recommendations

The following section contains the entire set of recommendations put forward to date by the constituent committees of the UBC President's Task Force on Anti-Racism and Inclusive Excellence.

The following recommendations were submitted to President Santa Ono in five sets by Handel Wright, the Senior Advisor to the President and Co-Chair of ARIE TF: Set 1, submitted on April 28, containing five recommendations; Set 2, submitted on May 21, containing 10 recommendations; Set 3, submitted on July 21, containing 22 recommendations; Set 4, submitted on August 21, containing 14 recommendations; and Set 5, submitted on October 20, containing three recommendations.

The recommendations were discussed with the President and subsequently forwarded to the two executive leads and then to the Anti-Racism and Inclusive Excellence Task Force Coordinating Committee.

UBC context

The University of British Columbia is one of Canada's leading post-secondary institutions. Collectively, between its Vancouver and Okanagan campuses, the university welcomes 68,498 students from Canada and abroad. UBC is a multicultural, multiracial and multilinguistic institution that prides itself on academic excellence, innovative research and service commitments both to Vancouver, the Okanagan and to other parts of the province. From a research perspective, UBC possesses a stellar reputation for both the magnitude and the quality of its research endeavours.

However, similar to several post-secondary institutions in Canada, UBC has not been immune to the scourge of racism. This is one factor that led to the creation of the ARIE TF.

Listed below are two examples of blatant racism that have occurred at UBC, showing how Black bodies are not only assumed to be bodies that do not belong on campus but are thought to be potentially criminal:

Example 1:

Graduate student Savoy Williams was denied entry to his department building by UBC security personnel who did not believe he was a student, even when he produced his student ID and a letter from his supervisor granting him access to her office, and even following the intervention of a member of the cleaning staff who assured the UBC security officer that she knew Williams and could vouch he was a student. Williams maintained that this incident was not isolated, that he had been racially profiled by campus security on several occasions and that racism marred his time at UBC. As he remarked, "Since arriving at UBC, I have faced continued racism. I am scared for my safety and well-being. I need the perpetrators to be held accountable at all levels. I have had enough — this isn't the first time this has happened at UBC."

Example 2:

Another incident at UBC in 2019 garnered national attention. Shelby McPhee, a Black Bahamian and recent master's graduate student from Acadia University in Nova Scotia maintained that while attending the annual Congress for the Federation for the Humanities and Social Sciences he was singled out of a crowd, photographed, asked to produce identification and accused of stealing a computer by two White conference attendees. For these two White academics (who were delegates themselves from another university) McPhee as a young Black man did not fit their profile of someone who belonged at an academic conference and as the only Black person in the crowd, apparently did fit the profile of someone who would steal a computer.

As evidenced through the six committee report summaries and the 50-plus recommendations, racism at UBC expresses itself in a variety of ways. It can be quite explicit and dramatic (as in the two examples above) or it can be quite subtle and difficult to identify (except in its effects). Either way, ARIE TF members hold, racism is pervasive. Whether in its blatant form or its more pervasively subtle forms, it is important to stress that racism negatively impacts the health and well-being of those who are recipients of such oppressive behaviour.

In the following section, the work and subsequent recommendations of each of the six committees is provided. It is important to note that collectively, the reports capture the magnitude and depth of racism that exists at UBC. As well, each of the committee reports describes how racism is manifested and impacts its specific constituents.

Set 1 April 28, 2021:

1. **POC Recommendation:**
Implement and sustain anti-racism training and education
2. **Faculty Recommendation:**
Increase recruitment and retention of IBPOC faculty
3. **Blackness Recommendation:**
Foster belonging for Black students, staff and faculty at UBC
4. **Blackness Recommendation:**
Implement the proposal of a holistic program from UBC Black Law Students' Association, Allard School of Law
5. **Staff Recommendation:**
Create pathways for IBPOC success within the talent pipeline: Recruitment, hiring, performance, succession planning, retention

Set 2 May 21, 2021:

6. **Staff Recommendation:**
Enhance sense of belonging for IBPOC through expanded community-building and networking opportunities at UBC Vancouver and UBC Okanagan
7. **Indigenous Recommendation:**
Hiring: Anti-Indigenous racism, recruitment, resources and support, and retention of Indigenous faculty

8. **Staff Recommendation:**
Develop and establish mechanisms of accountability through race-based data and reporting
9. **Staff Recommendation:**
Increase expertise and capacity to adequately address human rights issues with respect to discrimination based on race, colour, ethnicity and place of origin at UBC
10. **Blackness Recommendation:**
Establish an effective process for receiving and handling Black race-based complaints
11. **Blackness Recommendation:**
Improve Black student mental health and wellness
12. **Blackness Recommendation:**
Establish Black studies and elevate Blackness in the academy
13. **Blackness Recommendation:**
Develop a comprehensive Blackness Strategic Plan
14. **Blackness Recommendation:**
Transform recruitment and retention of Black staff and faculty at UBC
15. **Blackness Recommendation:**
Addressing workload and lack of support for Black staff and faculty
22. **Blackness Recommendation:**
Addressing anti-Black racism and systemic discrimination in UBC Medicine
23. **Staff Recommendation:**
Expanding staff rights and ownership of information, innovation, intellectual property and data
24. **Staff Recommendation:**
Developing organizational anti-racism practice-centred education for leadership
25. **Staff Recommendation:**
Establish a culture of anti-racism and inclusivity on both UBC campuses
26. **ARIE Intersectional Recommendation:**
Support for establishment of a UBC Task Force on Disability (one fully inclusive of Indigenous, Black and People of Colour)
27. **Indigenous Recommendation:**
Decolonizing and Indigenizing research: Relationships between Indigenous and non-Indigenous faculty, students, staff and communities
28. **Indigenous Recommendation:**
Faculty Indigenous liaisons
29. **Indigenous Recommendation:**
Centre Indigenous anti-racism praxis to recruit, protect, support and retain Indigenous graduate students

Set 3 July 21, 2021:

16. **Faculty Recommendation:**
Enhance anti-racism and inclusive excellence in leadership
17. **Faculty Recommendation:**
Increase educational opportunities on anti-racism for all faculty members and administrators
18. **Faculty Recommendation:**
Remove barriers to IBPOC faculty members' career progression and enhance their access to research, funding, wage equity and awards opportunities
19. **Faculty Recommendation:**
Racial justice commitment for change
20. **Faculty Recommendation:**
Establishment of the UBC Anti-Racism Living Library, an ecosystem of anti-racism resources
21. **Faculty Recommendation:**
Data collection and governance for faculty, staff, PDF/graduate and undergraduate students
30. **Indigenous Recommendation:**
Protecting Indigenous Peoples' representations by enacting systems-wide anti-genocide anti-racism practices and Indigenous rights implementation at UBC
31. **ARIE Intersectional Recommendation:**
Anti-Racism and Inclusive Excellence Office at UBC - (ARIEO)
32. **Faculty Recommendation:**
Retain IBPOC faculty members
33. **POC Recommendation:**
Improvements in the system for handling complaints involving IBPOC
34. **POC Recommendation:**
Improving IBPOC women's employment experiences and outcomes across UBC
35. **POC Recommendation:**
Anti-racist and inclusive communication

- 36. **POC Recommendation:**
Anti-racist recruitment and retention policies for UBC undergraduate and graduate students
- 37. **POC Recommendation:**
Meaningful and effective corrections to workload inequity

Set 4 August 21, 2021:

- 38. **ARIE Intersectional Recommendation:**
Recognize linguistic difference as intersecting with anti-racism
- 39. **Students Recommendation:**
Improving and refining the learning experience of IBPOC students
- 40. **Students Recommendation:**
Training concerning anti-racism and retention of teaching faculty
- 41. **Students Recommendation:**
Creating and curating diverse spaces on both campuses
- 42. **Students Recommendation:**
Improving COVID-19 pandemic support and response
- 43. **Students Recommendation:**
Increase peer-learning and academic support for IBPOC students
- 44. **Students Recommendation:**
Reduce long waiting times and increase counsellors and medical professionals
- 45. **Students Recommendation:**
Increase diversity within existing mental health support systems to reduce negative impact on IBPOC, queer and students with disabilities
- 46. **Students Recommendation:**
Address the lack of diversity in academia at UBC
- 47. **Students Recommendation:**
Address the lack of diversity in prospective students at UBC
- 48. **ARIE Intersectional Recommendation:**
2SLGBTQ+ Representation and the importance of race and intersectionality

- 49. **ARIE Intersectional Recommendation:**
Acknowledging and addressing anti-Asian racism at UBC
- 50. **ARIE Intersectional Recommendation:**
Respond to the crisis of Islamophobia: Addressing Muslim representation at the intersection of religious intolerance, xenophobia, racism and sexism
- 51. **ARIE Intersectional Recommendation:**
Increase representation of the Latina/o/x community at UBC

Set 5 October 20, 2021:

- 52. **Indigenous Recommendation:**
The power of one: UBC to make the fundamental paradigm shift to address racism and inclusion of Indigenous Peoples
- 53. **Indigenous Recommendation:**
Maistoo'awaastan: AAWOWKKII @ University of British Columbia
- 54. **Indigenous Recommendation:**
Student inclusivity and access support

Note to the reader: Each committee section's recommendations have the numbers assigned to according to the order in which they were submitted described above by sets and by dates. Therefore, the numbers assigned to the recommendations within each committee do not appear in chronological order, rather they reference this list above.

Six Committee Reports on Racism at UBC and Their Anti-Racism Recommendations

The efforts of the six constituent ARIE TF committees—namely the Indigenous Committee, Blackness Committee, People of Colour Committee, Staff Committee, Students Committee and Faculty Committee—resulted in the completion of six individual reports that capture most of the ARIE TF recommendations.

These reports constitute the heart of the ARIE TF deliberations. As the summary reports were being developed by the individual committees, they were reviewed by the Task Force Co-Chairs who provided constructive feedback to each committee. As the specific recommendations were being developed, they were passed on to the two Co-Chairs for their assessment.

Each individual report details the composition of the respective committee and how they organized themselves to tackle their mandate. As well, each report describes their process, including the creation and presentation of their recommendations. Collectively, these recommendations, a total of 54, are designed to address race—and the racism that prevails—at UBC. The total number of recommendations is a solid indication of the depth and magnitude of racism that exists on both the Vancouver and Okanagan campuses. As well, the recommendations clearly reveal the magnitude of the work that is required to address racism and promote inclusive excellence at the institution.

In relation to the individual reports, they provide concrete and tangible recommendations directly related to the mandate and constituency associated with each committee. Hence, these individual summaries represent an assessment of the actions required to address anti-racism in each specific area.

Below are some of the most pressing recommendations put forth by the committees:

1. Key recommendations from the Indigenous Committee include:

- a. Hiring: Anti-Indigenous racism, recruitment, resources and support, and retention of Indigenous faculty
- b. Decolonizing Indigenizing research: Relationships between Indigenous and non-Indigenous faculty, students, staff and communities
- c. The Power of ONE: UBC to make the fundamental paradigm shift to address racism

2. Key recommendations from the Blackness Committee include:

- a. The need to foster a sense of belonging for Black students, staff and faculty at UBC
- b. Development of Black race-based complaint system
- c. Recruitment and retention of Black staff and faculty. Two recommendations of note presented by the Committee include the following: 1) proposal of a holistic program from UBC Black law students; and 2) the need to address anti-Black racism and systemic discrimination at the Faculty of Medicine.

3. Key recommendations from the POC Committee include:

- a. The need for sustained anti-racism training and education
- b. Developing a system for handling complaints
- c. Meaningful and effective corrections to deal with workload inequity

4. Key recommendations from the Staff Committee include:

- a. Create pathways for IBPOC success within the talent pipeline, recruitment, hiring, performance, succession planning and retention
- b. Enhance a sense of belonging for IBPOC through expanded community-building and networking opportunities at UBC Vancouver and UBC Okanagan
- c. Developing organizational anti-racism practice centred education for leadership

5. Key recommendations from the Students Committee include:

- a. Training concerning anti-racism and the retention of faculty
- b. Creating and curating diverse spaces on both campuses
- c. Lack of diversity in academia at UBC

6. Finally, the following recommendations are representative of the action plan put forth by the Faculty Committee:

- a. Retain IBPOC faculty members
- b. Remove barriers to IBPOC faculty members' career progression and enhance their access to research, funding, wage equity and awards
- c. Enhance anti-racism and inclusive excellence in leadership

In reviewing the recommendations, a number of themes prevail. First, there is a need for anti-racist education for all individuals at UBC, including senior administration. Second, there is the need to both recruit and retain IBPOC faculty members and staff. Another consistent theme centred on developing a system for handling complaints involving IBPOC faculty members, staff and students. Yet another theme is the need to establish and routinize anti-racism as academic, intellectual and activist work at UBC, including through an office and a living library.

The well-being and sense of belonging of IBPOC members of the community featured prominently in the recommendations. Finally, action is required to address workload inequities experienced by IBPOC faculty members and staff.

Faculty Committee Report

Prepared by Chair Dr. Ryuko Kubota

Dr. Ninan Abraham (UBC Vancouver)

Dr. Sunaina Assanand (UBC Vancouver)

Dr. Samia Khan (UBC Vancouver)

Dr. Ryuko Kubota (UBC Vancouver)

Dr. Donna Kurtz (UBC Okanagan)

Dr. Gabrielle Legault (UBC Okanagan)

Dr. Minelle Mahtani (UBC Vancouver)

Dr. Nuno Porto (UBC Vancouver)

Dr. Dixon Sookraj (UBC Okanagan)

Dr. Margo Tamez (UBC Okanagan)

EQUITY DESERVING
RACIALIZED GROUPS

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Unsplash

Introduction

The ARIE Task Force Faculty Committee consisted of nine faculty members, including the chair, representing UBC Vancouver and UBC Okanagan. The committee identified nine themes, which are further consolidated into the following seven larger categories of themes:

- A. Increase representative diversity of IBPOC faculty: Recruitment, hiring and retention**
- B. Strengthen leadership for anti-racism and inclusive excellence**
- C. Educate all faculty members and leaders about anti-racism**
- D. Support career progress: Research, funding, wage equity and award opportunities**
- E. Establish the UBC Anti-Racism Living Library**
- F. Enhance data collection and governance**
- G. Make complaint policy and procedure protective and transparent**

In this summary, the Faculty Committee's recommendations are organized into these seven larger categories.

COMMITTEE COMPOSITION AND PROCESS

The Faculty Committee was chaired by Ryuko Kubota (Professor in the Faculty of Education at UBC Vancouver) and included the following members:

Dr. Ninia Abraham (Professor, Faculty of Science at UBC Vancouver)

Dr. Sunaina Assanand (Professor of Teaching, Faculty of Arts at UBC Vancouver)

Dr. Samia Khan (Associate Professor, Faculty of Education at UBC Vancouver)

Dr. Donna Kurtz (Associate Professor, Faculty of Health and Social Development at UBC Okanagan)

Dr. Gabrielle Legault (Assistant Professor, Faculty of Arts and Social Sciences at UBC Okanagan)

Dr. Minelle Mahtani (Associate Professor, Faculty of Arts at UBC Vancouver)

Dr. Dixon Sookraj (Associate Professor, Faculty of Health and Social Development at UBC Okanagan)

Dr. Margo Tamez (Associate Professor, Faculty of Arts and Social Sciences at UBC Okanagan)

These members represent both UBC campuses, a range of faculty ranks, and are Indigenous and People of Colour. The Committee members have had diverse roles and experiences as teachers, researchers, mentors and mentees, and as university, faculty and department leaders. During Committee meetings, members shared their experiences and observations of how racism operates interpersonally and institutionally, and explored how racial equity could be achieved. The recommendations draw extensively on members' experiences and observations.

The Faculty Committee met weekly for approximately 1.5 hours from March 18, 2021, to June 25, 2021, via Zoom. The total number of meetings was 15. The meeting minutes were kept by Tori Chief Calf and posted on the encrypted and secured document storage space at UBC.

During the first four meetings, members shared issues, experiences and concerns to generate themes for recommendations. One of the significant issues identified during this stage was making race-based complaints at UBC. In order to gain expert information on this topic, the Committee invited Roshni Narain, Director of Human Rights in the Equity & Inclusion Office, to learn from her professional insight. After idea generation and information gathering, the chair began categorizing the issues raised into several themes and created a rough draft for each theme. Subsequent Committee meetings were devoted to making concrete recommendations.

Summary of Key Issues

The Faculty Committee submitted recommendations organized by a total of nine themes (Note: the numbers do not correspond to the numbers in the full Faculty Committee recommendation report).

Recommendation 1:

Increase recruitment and hiring of IBPOC faculty members

Recommendation 2:

Retain IBPOC faculty members

Recommendation 3:

Enhance anti-racism and inclusive excellence in leadership

Recommendation 4:

Increase educational opportunities on anti-racism for all faculty members and administrators

Recommendation 5:

Remove barriers to IBPOC faculty members' career progress and enhance their access to research, funding, wage equity and award opportunities

Recommendation 6:

Racial justice commitment for change

Recommendation 7:

Establish the UBC Anti-Racism Living Library—an ecosystem of anti-racism resources

Recommendation 8:

Enhance data collection and governance for faculty, staff, post-doc fellows and graduate/undergraduate students

Recommendation 9:

Make complaint policy and procedures protective and transparent for IBPOC faculty members

In addition to these, the following theme was discussed and submitted to the Co-Chairs of the Task Force but was not included in the above list: Establishing an Anti-Racism and Inclusive Excellence Office. Since this theme was discussed by other committees within the Task Force and it was relevant

to many constituencies, it was incorporated into the Task Force Recommendation #31: Anti-Racism and Inclusive Excellence Office at UBC.

It is also important to mention that the themes listed above are interconnected to each other. For instance, in order to retain faculty members through tenure/promotion (see **Recommendation 2** above), UBC must have strong leadership that supports anti-racism (see **Recommendation 3** above). UBC should educate not only leaders but also all faculty members so that they embrace anti-racism and decolonization (see **Recommendation 4** above) in recommending tenure/promotion. UBC should also ensure IBPOC faculty members' access to research, funding and other career-enhancing opportunities (see **Recommendation 5** above). In addition, the institutional success of IBPOC faculty retention should be constantly monitored and assessed through collecting, analyzing and sharing data (see **Recommendation 8** above).

In what follows, the seven larger themes are discussed.

A. Increase representative diversity of IBPOC faculty: Recruitment, hiring and retention

The first two themes—“**Recommendation 1:** Increase recruitment and hiring of IBPOC faculty members” and “**Recommendation 2:** Retain IBPOC faculty members”—specifically focus on faculty recruitment, hiring and retention. The Faculty Committee recommends that all Faculties employ an anti-racist and decolonial lens in every stage of personnel decisions for faculty members in order to ultimately increase the representative diversity of IBPOC faculty.

The Faculty Committee recognizes that UBC has recently been promoting equity, diversity and inclusion through various channels, such as the Inclusion Action Plan, the Indigenous Strategic Plan and the Dimensions Charter. While some Faculties are making strides in increasing the racial diversity of new hires, UBC as a whole is not doing enough hiring or retaining of IBPOC, especially Indigenous and Black, faculty members.

There are many obstacles in recruiting and hiring IBPOC faculty, which can be categorized into the following problems: 1) absence of anti-racist and decolonial policies and procedures that ensure IBPOC recruitment, hiring and tenure/promotion; 2) Eurocentric and North-American-centric standards for academic activities that devalue knowledge and practice rooted in global South, Indigenous and other alternative perspectives; 3) lack of support for IBPOC scholars to feel that UBC is an attractive place to begin/continue to work in; and 4) lack of disaggregated demographic data to identify gaps, needs and accomplishments.

In order to overcome these shortcomings, we recommend that UBC:

- **Develop university-wide hiring guidelines rooted in anti-racism and decolonization and seamlessly implement across Faculties.** This includes measures such as attracting diverse candidates and ensuring anti-racist procedures for the search (e.g., ensuring racial diversity of the search committee, having an external member with expertise check the process, raising search committee members' awareness of structural and individual biases, obtaining demographic information from applicants, ensuring procedural fairness during interviews and ensuring diversity in the shortlist of candidates).
- **Strengthen recruitment of IBPOC candidates.** Job candidates should be given ample information about what it is like to be IBPOC at UBC and in local communities. They should also be able to connect with

faculty members of their affinity group. A welcoming culture should be fostered.

- **Revise the existing metrics in the SAC Guide for tenure/promotion.** The existing metrics for research, teaching and service disadvantage IBPOC faculty members who engage with community-based and alternative forms/foci of scholarships that are not aligned with traditional White dominant knowledge structures. Criteria for tenure and promotion should be consistent with anti-racist and decolonial perspectives in order to retain IBPOC faculty members who advance diverse ways of knowing and expressing.
- **Make merit awards and PSA equitable for IBPOC faculty members.** As will be addressed later, a monetary reward that is fair and equitable and unit and institutional recognition are important incentives for retaining IBPOC faculty members.
- **Establish empowering ways of mentoring, sponsoring and networking for IBPOC faculty.** Continuous peer support is an essential component for the success of IBPOC members. Coordinated efforts should be made by leaders in each Faculty to provide the best support possible, including careful pairing of mentors/mentees, honouring IBPOC's self determination to identify mentors, sponsoring IBPOC faculty and strengthening networking among IBPOC members.

- **Collect and utilize disaggregated demographic data for faculty recruitment, hiring and tenure/promotion.** As mentioned later, data gathering, sharing and use is instrumental for ensuring representative diversity of IBPOC members. Only with data will we know to what extent our goals are met or not met.

B. Strengthen leadership for anti-racism and inclusive excellence

The third theme, "**Recommendation 3:** Enhance anti-racism and inclusive excellence in leadership," is essential for enacting anti-racist and decolonial work. Leaders here include, but not limited to, the President, Provosts, Vice-Presidents, Deans, Associate Deans, Department Heads, Director Program Chairs/Coordinators, Research Chairs, Named Chairs, Committee Chairs and members of the Senate and the Board of Governors. Of these leaders, Deans exert significant impact on the advancement of anti-racism and decolonization. Their publicly declared and reiterated expression of commitment to anti-racism would facilitate moving anti-racism forward. Therefore, the Faculty Committee submitted a separate recommendation, "**Recommendation 6:** Racial justice commitment for change," whereby Deans, on behalf of Faculties, are invited to voluntarily make a public pledge to the "Acknowledgements of the Racial Justice Commitments" and

make their commitment to Faculty-level actions with a stated plan. Accountability for a positive program for action and enacting this plan is upheld with the use of an award system. The commitment was partly inspired by Canada's Dimensions charter and the UK's Race Equality Charter.

The Faculty Committee identified the following major issues regarding leadership: 1) underrepresentation of IBPOC leaders in general, especially at higher levels in the institutional hierarchy; 2) insufficient expertise in anti-racism and decolonization among leaders; 3) lack of accountability expected for the leaders to advance anti-racism and decolonization; and 4) absence of a Faculty-level leader who coordinates faculty recruitment, hiring, retention and other activities with an anti-racist lens.

These limitations are addressed in the following recommendations:

- **Hire/appoint and retain a greater number of IBPOC senior administrators.** Currently the number of IBPOC leaders, such as senior executives, Deans, Associate Deans and Chairs/Directors, is disproportionately small. Furthermore, retention makes this problem of underrepresentation even more acute as some IBPOC leaders are forced to leave their roles due to racism that they experience. Racial and gender diversity of the leadership reflects how UBC is committed to anti-racism, Equity & Inclusion. A greater number of IBPOC senior administrators should

be hired/appointed and retained. A set of guidelines for faculty recruitment/hiring mentioned above can apply to the external and internal searches for senior administrators. For retention, we recommend that UBC provide IBPOC leaders with resources, training opportunities, fair assessment procedures for reappointment, well-being supports, access to conflict resolution experts and facilitators, and networking for support.

- **Hire, appoint and reappoint administrators and leaders with knowledge, lived experience and a track record of anti-racism and decolonization.** All administrators and leaders—IBPOC or White—must demonstrate anti-racist expertise in their leadership. This requirement is ensured by anti-racist policies and procedures for hiring and appointing them. Thus, UBC should revise AP5 and AP9 to ensure racial diversity of dean search committees and appointments of Heads and Directors; have an external member with anti-racist expertise in the search committee; implement transparent procedures for selecting Associate Deans; and require a track record of anti-racist and decolonial achievement for reappointments.
- **Hold all current senior administrators and leaders accountable for their enactment of anti-racism and decolonization.** Consistent to the previous recommendation, an anti-racist lens should be routinely deployed

in Dean Council meetings and pan-UBC Associate Dean meetings. In addition, we recommend that each Dean submit an action plan to advance anti-racism and decolonization and report achievements annually. This system ensures involvement of various constituencies within the entire Faculty. The outcomes of activities should be assessed at each campus and rewarded if they are outstanding.

- **Invite Deans to make a pledge to a set of "Acknowledgements of the Racial Justice Commitment."** In conjunction to the above regarding the action plan, Deans are invited to make a pledge to a set of "Acknowledgements of the Racial Justice Commitment," make plans for anti-racist initiatives, implement them and show evidence of their impact every three years in the form of application for recognition. A committee should be established at the university level to assess applications and determine rewards.
- **Create a position of the Associate Dean of Anti-Racism, Inclusion, Equity and Decolonization (ARIED) in each Faculty.** In order to ensure implementation of the guidelines for faculty recruitment, hiring, retention and other duties related to anti-racism and decolonization, each Faculty should appoint an Associate Dean (50% or more position) with expertise in anti-racism and decolonization.

- **Increase the number of IBPOC members on the Senate and the Board of Governors.** Although the members are elected, IBPOC nominations should be slated and encouraged in the calls for nominations.

C. Educate all faculty members and leaders about anti-racism

“Recommendation 4: Increase educational opportunities on anti-racism for all faculty members and administrators” aims to require all faculty and leaders to raise anti-racist awareness so that they can enact anti-racism in teaching, research, service, personnel decisions, administering programs, developing initiatives and so on. It is important to recognize that this should be done through multiple channels in a sustained manner, since anti-racism and decolonization is a lifelong commitment of unlearning, relearning and enacting through critical reflection.

To fulfil this goal, we make the following recommendations:

- **Institute mandatory education and implement it on a regular basis.** The format can be online and/or face to face. The audience is expected to demonstrate their understanding of topics such as the nature and impact of racism, colonialism, anti-racism, decolonization and intersectionality.
- **Support anti-racist leaders and incentivize faculty members in professional development.** Leaders of anti-racism in each Faculty or department should be supported to initiate and implement activities in a bottom-up manner. Substantial participation in these activities should be counted toward tenure/promotion, which serves as an incentive.
- **Strengthen education for all leaders.** As mentioned in the previous theme, anti-racism can be effectively implemented by strong leadership. UBC should strengthen education programs offered by the Equity & Inclusion Office, Human Resources and other offices for current leaders who may not be sufficiently equipped with knowledge and skills in anti-racism and decolonization.
- **Establish a better coordination of educational opportunities on each campus.** Increased coordination of opportunities mentioned above facilitates anti-racist efforts.

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“

The Faculty Committee recognizes that UBC has recently been promoting equity, diversity and inclusion through various channels, such as the Inclusion Action Plan, the Indigenous Strategic Plan and the Dimensions Charter.

While some Faculties are making strides in increasing the racial diversity of new hires, UBC as a whole is not doing enough hiring or retaining of IBPOC, especially Indigenous and Black, faculty members.

”

D. Support career progress: Research, funding, wage equity and award opportunities

The next theme, “**Recommendation 5:** Remove barriers to IBPOC faculty members’ career progress and enhance their access to research, funding, wage equity and award opportunities,” is closely related to the previous theme A. Many IBPOC faculty members—pre-tenured or tenured—face institutional barriers to progress in their careers. These barriers include: inequitable distribution of student supervision; under recognition of non-mainstream research topics; White colleagues’ exploitation and tokenization of IBPOC colleagues in collaborative research; racial biases in nominations and adjudications of funding and awards; and limited access to leadership roles, all of which also negatively impacts wage equity. Indigenous faculty members experience greater barriers, which need to be removed.

The following recommendations are made in order to correct these problems:

- **Create more internal funding opportunities.** IBPOC team research grants, for instance, can be created in order to ensure ownership of research and benefit career progress.
- **Increase access to and equitable distribution of graduate student supervision.** This can be achieved by admitting a greater number of underrepresented IBPOC graduate students and encouraging IBPOC faculty members to co-supervise these and other students via better coordination.
- **Increase IBPOC representations for nomination and selection for awards, titled chairs and other recognitions.** This can be achieved by establishing guidelines and making announcements that include an anti-racist and decolonial lens, and by increasing IBPOC representation on adjudication committees.
- **Collect and analyze disaggregated data on applicants/recipients of grants/awards.** If the data present inequalities, each Dean must exercise interventions and report outcomes.
- **Investigate and correct university-wide wage gaps.** UBC should investigate where salary gaps exist, standardize merit/PSA models of dissemination and remove biases within merit determination committees and Department Head’s discretions of PSA.

E. Establish the UBC Anti-Racism Living Library

“**Recommendation 7:** Establish the UBC Anti-Racism Living Library—an ecosystem of anti-racism resources” addresses the lack of a centralized system to consolidate and keep updating online resources on anti-racism and decolonization within UBC websites. It aims to centralize, coordinate, supplement and provide an accessible pathway into the ecosystem of resources. This recommendation is made in support of the initiative of the same title and content proposed to UBC leadership by the Senior Advisor to the President on Anti-Racism and Inclusive Excellence.



We recommend:

- **Create a UBC Anti-Racism Living Library.** The Living Library identifies existing UBC and community resources, including the Anti-Racism Primer located on the UBC Anti-Racism and Inclusive Excellence website; the UBC Library Subject Guide; the resources included on the Equity & Inclusion Office website; the Centre for Culture, Identity and Education Anti-Racism Resources page; and a UBC Press Book Series on Integrative Anti-Racism. To keep the library dynamic, annual events should be hosted to encourage submissions of work, panels and presentations. Faculty members' participation should be recognized as scholarship for tenure/promotion and as merit.

F. Enhance data collection and governance

The next theme, "**Recommendation 8:** Enhance data collection and governance for faculty, staff, post-doc fellows and graduate/undergraduate students" addresses the important principles for data collection, analysis and dissemination, including collection of data at gateway points (e.g., student enrolment, faculty/staff recruitment/hiring/retention, faculty/

staff complaints) as well as the validation, protection and accessibility of data.

Based on these principles, we recommend:

- **Standardize survey questions to obtain disaggregated demographic data, with special considerations for Indigenous people, and examine benchmark standards.** A working group should be established to examine these issues. For data including Indigenous people, it is necessary to adhere to the principle of Ownership, Control, Access and Possession.
- **Ensure the highest response rate.** This can be done by leveraging a central system for hiring, student admissions and personnel management with "opt-out" survey design. Data consistency and coherence should be monitored.
- **Have an IBPOC member oversee data collection at all gateway points.** IBPOC with decision-making authority must be placed in Enrolment Services, Graduate and Postdoctoral Studies, professional school admissions, Human Resources and Dean's offices.
- **Racial diversity should be examined in demographic data analysis and should be visualized and made publicly available.** The VP Academic, VP Students, VP Human Resources and VP Research should be tasked with the management of the databases and hold accountability for them.
- **Conduct a needs assessment of what reporting requirements are useful.** Data governance groups (UBC Dimensions Pilot Steering Committee and the Institutional Planning and Initiatives through the Equity & Inclusion Office) should be tasked to do this assessment.
 - **Make data accessible to responsible users.** Users—such as the Associate Dean of Anti-Racism, Inclusion, Equity and Decolonization; the Associate Dean of Human Resources; and the Associate Dean of Students—must have access to data to advance racial equity.



- **Undertake an assessment of IBPOC faculty/staff/students to monitor recruitment, hiring/admission and retention.** These data determine points of loss. They need to be reported and used for improvement.

G: Make complaint policy and procedure protective and transparent

Finally, “**Recommendation 9:** Make complaint policy and procedure protective and transparent for IBPOC faculty members” proposes to overcome the limitations of the current policies and procedures for race-related complaints, which lack transparency, accountability and protection. IBPOC faculty members who wish to make complaints often do not know how to begin the process due to unclear information. Even if a complaint is made, the IBPOC complainant has to carry a disproportionate burden to prove that racial discrimination occurred, further adding to the psychological harm and trauma. The investigation process, which involves the Investigations Office, is fraught with conflicts of interest, disadvantaging the IBPOC victim. All in all, the current complaint policy works to maintain the colonial order and fails to recognize the significance of protecting the human rights of IBPOC members.

We recommend:

- **Make complaint policies and procedures protective and transparent by establishing policies that are more protective of racialized faculty.** To protect human rights issues for all IBPOC faculty members, a team of experts should create transparent policies in collaboration with the Office of Indigenous Strategic Initiatives.
- **Assign investigators that are external to UBC.** The investigators should be racialized individuals, be at arm’s-length and outside of UBC to avoid conflicts of interest, and have expertise in anti-racism.
- **Make the complaint procedure transparent for faculty members and leaders.** All members, including faculty, Department Heads, Deans, Associate Deans of ARIED and staff should know the procedure, including initial consultation, making a complaint and investigation.
- **Offer protective measures of restorative justice for the complainant.** The protective measures include advocacy, resources on legal issues and counselling services during the complaint process.
- **Establish a campus-wide hotline for providing initial advice and tracking complaints to identify problematic patterns.** A team of experts should liaise with campus leaders to inform the revision of existing policies (e.g., Policy SC7) and the creation of new policies.

Moving forward

“Anti-racist work is like a muscle. You have to actively work on it to grow that muscle to advance yourself as well as your organization.”¹

Our recommendations are not considered to be a fixed final set of initiatives. There were many other issues that the Faculty Committee considered important but were not developed into full recommendations. They included investigating racial inequity for IBPOC precarious instructors, creating a mechanism to effectively mobilize anti-racist leaders on each campus and exploring possibilities for cluster hiring to advance anti-racism and decolonization.

¹ [The quote is slightly modified from the original at Matsuzaki 2021.](#)

Faculty Committee Recommendations

FACULTY COMMITTEE REPORT

Recommendation #2: Increasing recruitment and retention of IBPOC faculty

Issue:

Despite UBC's commitment to equity, diversity, inclusion and decolonization, IBPOC groups are underrepresented among faculty on both campuses. UBC should rectify this lack of representation by hiring a larger number of IBPOC faculty members, including and especially Black and Indigenous faculty who remain particularly underrepresented. To facilitate this, hiring guidelines must be revised, standardized and implemented at both university and faculty levels. In addition, we must provide incentives for IBPOC candidates to choose and stay as faculty at UBC.

Context:

UBC's Strategic Plan (2018-2028) reiterates its commitment to equity, diversity and inclusion. The 2020 Inclusion Action Plan further operationalizes inclusion and advocates for increased representation of faculty members from historically underserved, marginalized, or excluded backgrounds. UBC's Indigenous Strategic Plan, adopted in 2020, affirms Indigenous human rights and guides UBC's commitment to reconciliation. Both the Inclusion Action Plan and Indigenous Strategic Plan stress the need for increased recruitment, retention and advancement of IBPOC faculty members.

The dire need for increased IBPOC hires was reiterated by Black and Indigenous members of the UBC community during President Ono's Listening Sessions held during 2020. The active recruitment, retention and advancement of IBPOC faculty is crucial to the promotion of anti-racism and decolonization. Rigorous hiring practices are a key component for achieving our goal. All members involved in the hiring process, including administrative leaders, search committee chairs and members, voting faculty members, staff and job candidates, must understand the significance of these values and put their understanding into practice for institutional transformation.

In advancing this effort, the example of UBC Faculty of Science is instructive since it has pioneered the development of guidelines for recruiting and hiring scholars of underrepresented groups. Their implementation has led to positive outcomes (halving the frequency of shortlists that have no IBPOC candidates and raising landing rates of IBPOC from 24% to 36% of recruits). Key elements of their guidelines are embedded in our recommendation for “Implementation” below. The implementation of these guidelines in the Faculty of Science is supported by the demographic data collected from job applicants and existing faculty members. Data serves as a tool to gauge equitable hiring of IBPOC members and the success of hiring outcomes.

Recommendation:

- A. Develop and implement a set of university-wide faculty hiring guidelines rooted in anti-racism and decolonization.
- In order to increase the number of IBPOC faculty hires, concerted effort must be made throughout the campus. This effort should be made in an efficient, coordinated and result-oriented manner. UBC should develop basic guidelines for faculty hiring that ensure its commitment to anti-racism, decolonization and inclusive excellence. The criteria should include all applicants’ commitment to and experience in EDI, anti-racism and decolonization. The basic guidelines can be developed based on the existing guidelines used by the Faculty of Science (see below for the details).

- B. Promote the alignment of faculty hiring guidelines in each Faculty with the above university-wide guidelines.

From 2021 forward, UBC Faculties will devote more than 50% of new hires exclusively to IBPOC candidates.

Require an external faculty member (or a member from the proposed Anti-Racism and Inclusive Excellence Office (ARIEO)) to attend and provide advice at meetings of hiring committees.

The external faculty member or member of the proposed ARIEO should have a strong background in an anti-racism and/or decolonization lens or job profile, similar to external members already serving on committees in some faculty hires at UBC. When exercised by faculty members, the role should be recognized as service. A Faculty may create a faculty-wide committee for this purpose.

- C. Support recruitment of IBPOC candidates.
- i. Provide incentives to attract IBPOC candidates, in the form of resources and information about UBC and surrounding communities, opportunities to connect with faculty member(s) from the affinity group, efforts at the departmental level to foster a welcoming culture.
 - ii. In order to attract underrepresented IBPOC job candidates to UBC, short promotional videos on UBC and surrounding communities that are relevant to their racial/ethnic groups and other affinity groups should be created.

A shortlisted job candidate from an underrepresented IBPOC background should also be offered opportunities to connect with faculty members who belong to their affinity group.

- D. Design and implement an annual reporting system and collection of disaggregated demographic data of applicants to allow monitoring of the process and outcome of implemented hiring guidelines.

The process of recruitment and hiring stipulated by the guidelines should be reported by the search committee chair to the administrator in charge of human resources and EDI in each Faculty. In addition, the Faculty should collect, analyze and store data on all applicants and faculty members and use the data for setting goals for new hires.

Implementation:

- A. This is developed by the Provost Office and the proposed ARIEO. Best practices to adopt are:
- i. Attract diverse applicants by effective advertising, with flexibility on extending the deadline
 - ii. Ensure diversity of the search committee members (addition of external members should be normalized)
 - iii. Raise awareness of both structural and individual bias among search committee chair, members and human resources through training
 - iv. Obtain relevant information from job applicants regarding their self-identified equity-deserving demographics as well as diversity statement

- v. Real-time disclosure of candidate pool demographics to allow search committees to ensure that applicants from underrepresented groups are fairly represented in the shortlist
 - vi. Ensure procedural fairness during the interview, including oversight of shortlist diversity in “the second look” by Associate Deans with requirements to provide justification when a shortlist diverges from applicant pool diversity.
- B. Faculties develop a recruitment plan for hiring as well as retention and promotion and submit to the Provost Office and the proposed ARIEO
 - C. This is conducted at each Faculty, led by the Associate Dean in charge of Anti-Racism, Inclusion, Equity and Decolonization (ARIED). Any Faculty without such a position should establish one.
 - D. Associate Dean of EDI, working with Department Heads, identifies the external member on hiring committees.
 - E. The Provost Office and the ARIEO coordinates the creation of short promotional videos and identify a pool of IBPOC volunteer faculty members to meet with underrepresented job candidates
 - F. Each Faculty collects data from applicants and faculty members and contributes this to the ARIEO.

Recommendation #16: Enhance anti-racism and inclusive excellence in leadership

Issue

Currently, UBC has only a few IBPOC senior administrators across Faculties and in central administration. This underrepresentation is caused by many problems, including a lack of transparency and consistency of the policy and process for selecting them, and racism experienced by IBPOC leaders which forces them to leave their leadership roles. Furthermore, the current policy and practice do not ensure that all senior administrators and leaders enact anti-racism and inclusive excellence. It is necessary to transform the hiring practices and provide administrators and leaders with education. More robust

recruitment, hiring and retention of IBPOC faculty should also be coordinated by Associate Deans with expertise⁴ in anti-racism.

Context

In order to enact anti-racism, decolonization and inclusive excellence, effective leadership is essential. Institutional effectiveness is reflected in the degree to which IBPOC are represented in leadership positions, including Provost, Vice-Presidents, Deans, Associate Deans, Department Heads, Directors, Research Chairs, Named Chairs, Program Coordinators and members on the Senate and the Board of Governors. However, current administrators and leaders at UBC Vancouver, for example, are predominantly White. Only 15% of the senior executives, 13% of the Deans, 29% of Associate Deans, 17% of the Chairs and Directors (excluding pharmacy, nursing, dentistry, medicine and law schools) are visible minorities with no Indigenous administrators and leaders as of March–August 2019 (Fuji Johnson & Howsam, 2020). The numbers should be larger in comparison to the percentage of IBPOC faculty members, which is approximately 23%—a percentage significantly lower than that of IBPOC students in 2019. (See https://equity3.sites.olt.ubc.ca/files/2020/06/Employment-Equity-Report-2019-BOG-2020-04-06-v3_new-datatables.pdf)

A larger number of IBPOC should take these leadership positions to mirror UBC’s population, diversify perspectives and advance anti-racism and inclusive excellence on our campuses. When IBPOC members, especially women, assume leadership positions, however, they often experience unrelenting racism and sexism, forcing them to leave their leadership roles. IBPOC leaders should be given

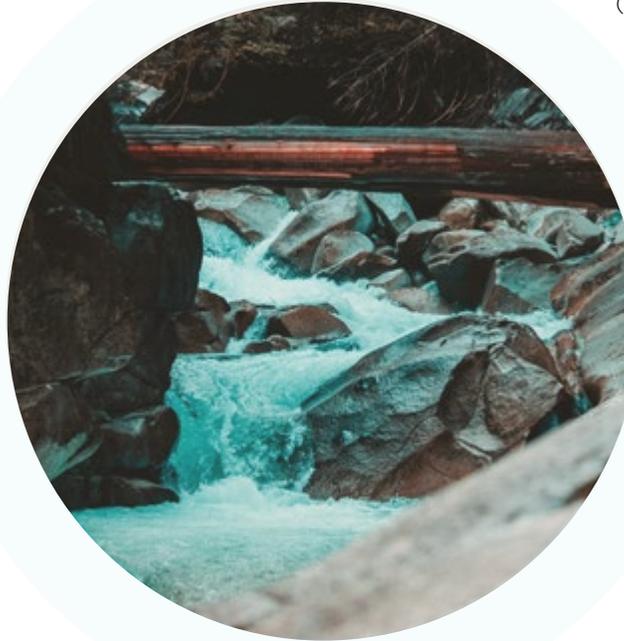
⁴ In this recommendation, we define “expertise” as possessing lived experiences of racism or leadership experiences in anti-racism, together with at least basic understanding of what anti-racism entails.

sustained effective supports in order to successfully fulfill their duty particularly given the lack of Faculty Association representation for senior administrators.

In order to advance anti-racism at the leadership level, all administrators and leaders must have commitment to, knowledge of and active engagement in anti-racism. UBC need to hire new administrators who are already equipped with these qualities. The hiring policy and practice must be attuned to anti-racist and decolonial principles, including ensuring the representation of IBPOC members on the selection committee and careful processes for selecting candidates who demonstrate expertise in anti-racism and decolonization. Such knowledge and expertise should also be required for the appointment and reappointment of other leaders, especially Associate Deans, whose (re)appointment criteria and processes are often obscured. An anti-racist and decolonial lens should be employed in establishing consistent and transparent procedures for (re)appointing Associate Deans and other leaders.

All current senior administrators and leaders must be held accountable for their engagement in anti-racism and decolonization in an ongoing manner. All of the discussions on their administrative planning, decision-making and assessment should be founded on anti-racist and decolonial consciousness and principles. Input and feedback from experts are essential in this discussion

process. These leaders' accountability should be demonstrated by their periodical self-evaluation on anti-racist achievements and areas for improvement



regarding all activities within each Faculty, department and program. To incentivize the leaders, exemplary achievement should be rewarded.

Associate Deans play an important role in carrying out many administrative tasks. One of the tasks is to make sure that each department conducts faculty recruiting, hiring and retention through an anti-racist and decolonial lens. This should be carried out by Associate Deans with expertise in anti-racism, decolonization and inclusive excellence. While some Faculties (e.g., Arts, Education, Forestry, Science at UBC Vancouver) allocate this specific task with a focus on EDI to the portfolio of

Associate Dean with differing degrees of success, other Faculties do not explicitly focus on EDI or anti-racism and decolonization as part of their administrative duties. The position of Associate Dean of Anti-Racism, Inclusion, Equity and Decolonization (ARIED) should be created in all Faculties and a faculty member who has expertise in anti-racism and decolonization should be assigned to the position.

Elected leaders, including the members of the Senate and the Board of Governors, should be represented by a greater number of IBPOC members. Increasing IBPOC nominations can be facilitated by intentionally including a focus in the call for nominations.

Recommendation

Enhance anti-racism and inclusive excellence in leadership

- A. Hire/Appoint a greater number of IBPOC senior administrators (Provost, Vice-President, Dean) and other leaders (Associate Dean, Department Head, Director, Program Chair/Coordinators, Research Chairs, Named Chairs, Committee Chairs, members of the Senate member and the Board of Governors)
 - › Obtain, keep and monitor disaggregated data of the administrators and leaders
- B. Retain IBPOC senior administrators and leaders.

- › Provide IBPOC administrators and leaders with resources, support and training opportunities to facilitate their performance as leaders, and to informally and formally counter racism that they may encounter in their leadership role
 - › Institute formal and regular performance and reappointment reviews for all administrators and leaders (i.e., IBPOC and White) with fair and transparent documentation of strengths and areas for improvement. Have staff with Human Resources and anti-racism expertise lead these reviews
 - › Create a network of IBPOC administrators and leaders (past and present) who can serve as mentors and pair them with emerging leaders
- C. Hire, appoint and reappoint administrators and leaders with knowledge and a track record of anti-racism and decolonization.
- › For senior administrator searches, involve a member external to the search committee (e.g., Human Resources, Faculty Association, ARIEO) who has expertise in anti-racism and procedural fairness as well as authority
 - › Revise AP5 (Deans/Principals Appointment Policy) to ensure not only gender balance of search committee members but also racial balance.
 - › Revise AP9 (Academic Heads Policy) to ensure that racial diversity is integrated in the process and outcome of appointments of Heads.
- › Develop and implement a consistent and transparent procedure for selecting and reappointing Associate Deans and other leaders which ensures a higher standard of anti-racist and decolonial professionalism and procedural fairness
 - › For reappointments of all leaders, require the candidates to demonstrate their achievement in anti-racism and decolonization
- D. Hold all current senior administrators and leaders accountable for their enactment of anti-racism and decolonization
- › Ensure the routine inclusion of an anti-racist lens on agenda items and require the attendance of an anti-racist expert (e.g., Associate Dean of ARIED; Human Rights Advisor) at all Dean Council meetings and all pan-UBC Associate Dean meetings
 - › Require each Dean to submit an action plan and report annually. The report should include self-evaluation of anti-racist efforts and achievements, including data, activities engaged by the Faculty's leadership (e.g., Associate Deans, Assistant Deans, Heads and Directors, Program Coordinators) and their Faculty's departments and programs, to the Provost Office and the ARIEO, which will rank the Faculties and reward the highest ranked one. The report should include feedback from IBPOC faculty, staff and students, and it should be made public.
- E. In all Faculties, create a 50% position of Associate Dean of Anti-Racism, Inclusion, Equity and Decolonization (ARIED) in each Faculty, appoint a tenured faculty member with knowledge of anti-racism and decolonization to this position, and have them be integral in faculty recruitment, hiring and retention as well as other duties related to anti-racism and decolonization.
- F. Increase the number of IBPOC members on the Senate and the Board of Governors

In order to hire or appoint a greater number of IBPOC administrators and leaders, strategies need to be developed. They include: 1) offer information sessions for IBPOC faculty members to provide knowledge on what leadership roles are available, what experiences are expected, and what support is available; and 2) make available the information on leadership development opportunities offered by programs outside of the university. Disaggregated data of the administrators and leaders must be obtained and kept in order to monitor achievement.

Retention of IBPOC senior administrators and leaders is affected by multiple factors. Awareness and commitment to anti-racism, decolonization and inclusive excellence of all members in the leadership role, as well as faculty and staff, can build strong support for IBPOC leaders. IBPOC administrators and leaders should be provided with funds for training opportunities at external institutions, if necessary. Annual and/or reappointment reviews of IBPOC administrators and leaders should be conducted by involving an expert with Human Resources and anti-racism skills.

In hiring or reappointing administrators, their track record of anti-racism and decolonization should be used as a major requirement. The search and appointment process should also reflect anti-racist and decolonial practice.

All administrators should exercise anti-racist and decolonial decision-making. They must be held accountable for their actions. For developing and demonstrating accountability, it is essential to involve IBPOC leaders, faculty, staff and students.

In order to increase the number of IBPOC faculty hires, Faculty-level coordination plays a significant role. Every Faculty should assign this task to the Associate Dean of ARIED, who co-lead faculty recruitment and hiring with Associate Dean of Human Resources or equivalent.

Although the members on the Senate and the Board of Governors are elected, the procedure of election can encourage IBPOC nominations by including the language of anti-racism and inclusive excellence in the calls for nominations.

Implementation

- A. For external and internal searches of senior administrators, the same principles for faculty hiring guidelines should be followed:
 - Attract diverse applicants
 - Ensure diversity of the search committee members
 - Challenge how systemic and individual racism operates among the search committee chair, members and Human Resources
 - Ensure that all search committee members have received required anti-racist education (see Recommendation #5) and require additional education for all search committee members
 - Obtain relevant information from applicants regarding their self-identified demographics as well as diversity statement
 - Real-time disclosure of candidate pool demographics to allow search committees to ensure that applicants from underrepresented groups are fairly represented in the shortlist
 - Ensure procedural fairness during the interview and selection process.

For internal searches and appointments, the procedure should also ensure diversity of applicants and search committee members as well as procedural fairness during the interviews and the decision-making process. Where applicable, Associate Dean of ARIED and staff with Human Resources and anti-racism expertise monitors the process and ensures accountability.

- B. The professional development opportunities and funds should be provided by Human Resources in collaboration with the ARIEO. The network of IBPOC leaders should be created by Human Resources in collaboration with the ARIEO.
- C. The process should be implemented by the President and the Provost in collaboration with the ARIEO. The revision of AP5 and AP9 should be approved by the Board of Governors.
- D. For selecting and reappointing Associate Deans and other leaders (e.g., Department Heads, Program Chairs/ Coordinators), the Dean and the Associate Dean of ARIED make the process transparent and accountable by developing, implementing and monitoring policies with anti-racist and decolonial lens. For the annual report required for each Faculty, guidelines and criteria will be developed by the ARIEO.
- E. Dean of each Faculty in collaboration with the ARIEO creates a position and appoints a qualified member.
- F. The offices responsible for the election of the members of the Senate and the Board of Governors will highlight the importance of racial diversity and inclusive excellence in the call for nominations. Revise the Terms of Reference for the election of the Senate and the Board of Governors to include designated seats for IBPOC members

Recommendation #17: Increase educational opportunities on anti-racism for all faculty members and administrators

Issue

Currently, faculty members and administrators are provided with limited opportunities for education and professional development. The relative lack of learning opportunities perpetuates racial harm and discrimination at the interpersonal level as well as systemic racism at the institutional level. Opportunities for anti-racist and decolonial education must be offered for all members through multiple pathways.

Context

Faculty training on Indigenous issues and history is listed as Action 34 of Indigenous Strategic Plan. Professional development on EDI for faculty is also an action item for the goal of “capacity building” in Inclusion Action Plan. All senior administrators and leaders as well as faculty members must understand and commit to the values and principles of anti-racism and decolonization and enact this commitment (see Recommendation 8). They should receive education on anti-racism, decolonization and anti-oppression of all forms in order to gain knowledge of what resources exist and to develop their competence necessary for engaging in anti-racism.

Clearly, further education and professional development should be required for all faculty members as well as all administrators. Such opportunities would help them understand adverse effects of racism and colonialism and invite them to actively explore anti-racist and decolonial equity (i.e., decolonizing, confronting and dismantling racist structures; identifying the resources which only benefit the dominant group due to inequitable access and distribution; assuring access to justice; developing pedagogical consciousness and skills to enact anti-racism and decolonization).

Education and professional development on anti-racism and decolonization must be done through multiple channels in a sustained manner. This is because engagement in anti-racism and decolonization is a lifelong commitment of unlearning, relearning and enacting through

critical reflection. Thus, while a single workshop or training session would be useful to introduce key issues to those with little prior knowledge, such an approach alone will not eradicate racism. In addition to mandatory basic awareness-raising training and ongoing professional development, more full-scale education must be organized and provided for all members including administrators, leaders and faculty members. To encourage participation, incentives such as informal socializing, in-house publishing, certification or presentation opportunities should be created.

According to the website, “Anti-Racism and Inclusive Excellence at UBC,” a number of actions for training and education are in progress or forthcoming (<https://antiracism.ubc.ca/working-towards-change/#Goal5>). There are professional development opportunities offered by Human Resources (e.g., the Academic Leadership Development Program; one-on-one coaching) and the Equity & Inclusion Office, but these activities are offered in isolation and are not well coordinated. We recommend that these actions be extended further to enhance coordinated opportunity for anti-racist and decolonial professional development.

Recommendation

Increase educational opportunities on anti-racism for all faculty members

- A. Provide all faculty members and administrators mandatory online and/or face-to-face education and professional development on anti-racism and decolonization including an update or refresher on a regular basis.
- B. Support anti-racist faculty leaders in each Faculty or Department in their ongoing engagement of other colleagues in anti-racist and decolonization education activities
- C. Incentivize faculty members’ participation in anti-racist and decolonial education activities

- D. Strengthen education programs for all senior administrators so that they engage in anti-racism, decolonization and anti-oppression of all forms with knowledge and resources
- E. Establish better coordination of anti-racism education opportunities that are offered by various units on each campus

Mandatory education and professional development via face-to-face or online should aim to develop basic understanding of the nature and impact of racism, colonialism, anti-racism, decolonization and intersectionality and require all administrators and faculty members to take it every year. Details of delivery will be determined based on the best practices in the literature (e.g., see below in implementation). Annual opportunity is recommended.

Bottom-up activities aimed at education and professional development should be encouraged on an ongoing basis. Faculty members who are interested in engaging their colleagues in anti-racism and decolonization should receive support and recognition. These activities can be round-table discussions, anti-racist caucusing, group projects, book club, movie club, workshops and more. Support such as hiring graduate students for assisting with these activities should be provided. In addition, each Faculty and/or Department should develop creative synergy among anti-racist leaders to collaboratively and strategically work on antiracist activities (e.g., cluster hires).

In order to incentivize faculty participation in education, create opportunities such as in-house publishing for the Anti-Racism Living Library or public presentations at campus events (see Recommendation #9) to showcase their anti-racist engagement and reflection through multimodal expressions (e.g., storytelling, poems, visual art, performing art, scholarly paper) and count them toward scholarship for tenure/promotion.

Education of all current administrators is essential for advancing anti-racism and decolonization. The education and professional

development opportunities should include and expand upon those provided by Human Resources (e.g., Academic Leadership Development Program, one-on-one Coaching), Equity & Inclusion Office, and other offices with anti-racist lens with additional resources allocated. They must demonstrate their understanding and commitment and be held accountable (see Recommendation #4). Reappointment decisions should take their genuine engagement into account.

Various education and professional development opportunities offered by the Equity & Inclusion Office, Human Resources and other offices must be coordinated by ARIEO in order to establish coherence and efficiency.

Implementation

- A. The activity should be coordinated by ARIEO (see Recommendation #3) and Associate Dean of ARIED (see Recommendation #4). An external trainer can be brought in or faculty and staff members with specific expertise can be recruited across each campus and assigned to the task as their workload.

The content of the education and professional development should address the effects of racism as observed at three levels which influence each other: 1) individual/interpersonal level—issues such as explicit bias, implicit bias, macroaggressions and individual accountability; 2) institutional and systemic level—problems such as underrepresentation of IBPOC faculty members and leaders and associated policies/practices (e.g., hiring); and 3) epistemological level—negative effects of the dominance of White Anglophone Eurocentric views, which devalues Indigenous and non-Western ways of knowing and expressing. Participants are expected to understand how racism is not only about individual insult or disgrace, but rather it also affects all educational activities and structures of the institution. All participants may be complicit with the underrepresentation of IBPOC students, faculty, staff and leaders as well as the White Eurocentric curriculum and instruction. They all must make efforts to transform the status quo. In addition, intersectionality of race and other identity categories (e.g., gender, sexuality, language, religion, disability) should be critically addressed in pursuing transformation.

- B. Associate Dean of ARIED in each Faculty (see Recommendation #4) coordinates the initiative. Bottom-up professional development activities led by faculty members, staff and/or students in various forms should be encouraged and supported. The ARIEO in collaboration with Associate Dean of ARIED collects information on these efforts across campuses and share it in each Faculty or campus.
- C. Associate Dean of ARIED in collaboration with the ARIEO create incentives and implement.
- D. ARIEO will coordinate the efforts.
- E. ARIEO will coordinate the efforts.

Recommendation #18: Remove barriers to IBPOC faculty members' career progression and enhance their access to research, funding, wage equity and awards opportunities

Issue

Many IBPOC faculty members face barriers to progress in their careers, especially to the rank of professor. These barriers include a lack of access to opportunities that would enable their career advancement through research, funding and awards. The problem has multiple causes, including under recognition of their research agenda, underrepresentation of IBPOC graduate students to collaborate with, explicit and implicit bias, racist exclusion and so on. Greater intentional support should be provided. Furthermore, IBPOC faculty who undertake anti-racism through decolonial, intersectional and interdisciplinary research programs experience unique and distinct challenges at all levels of accessing research, funding and awards opportunities.

Context

Many IBPOC faculty do not achieve the rank of full professor or named positions. There are a number of barriers. IBPOC members, for example, lack research and funding opportunities due to a number of related factors: there are only a few graduate students or colleagues who want to pursue shared research agenda especially for Indigenous faculty; assignment of graduate student supervision is inequitably distributed; our research topics are often focused on marginalized populations or contexts and thus underrecognized; many of us are excluded from White faculty research interest groups that tend to clique; the exploitation and tokenization of IBPOC colleagues by White faculty who win grants to satisfy EDI grant requirements, precluding access to these funds by IBPOC scholars; explicit and implicit bias negatively influence nominations and adjudications for funding and merit-based opportunities; possible bias

against IBPOC faculty members for receiving course releases to pursue funded research or other projects; and many of us lack access to effective mentors, sponsors and collaborators. IBPOC faculty members also do not achieve parity in terms of leadership roles. These limitations lead to fewer research outputs or under recognition of the significance of our research, lack of leadership opportunities made available and insufficient track records on merit, all of which jeopardize tenure/promotion and reduce possibilities for receiving research awards. The problem is particularly serious for Indigenous scholars who have joined UBC from outside of the local Indigenous communities. It is also necessary to investigate how these challenges are linked to the wage gap for IBPOC faculty members.

The Inclusive Action Plan addresses the need for applying EDI principles to funding programs and award nominations (i.e., 4.0 Goal, C. Funding Applications and Award Nominations). The “principles” should go further to specifically include an anti-racist and decolonial lens.

Recommendation

Remove barriers to IBPOC faculty members' career progression and enhance their access to research, funding, wage equity and awards opportunities

- A. Investigate barriers in the existing promotion processes as detrimental for IBPOC faculty's pathways to be promoted to the rank of professor. Remove barriers and provide facilitatory mechanisms to achieve promotion in a timely manner.
- B. Create internal funding opportunities for IBPOC groups, including team research grants specifically for IBPOC researchers
- C. Increase access to graduate student supervision
- D. Ensure that a greater number of IBPOC faculty members are nominated and selected for awards, titled chairs and other recognitions.

- E. Increase IBPOC representations of adjudication committees for awards and grants, and enhance the committee members' understanding of anti-racist and decolonial equity.
- F. Collect and analyze disaggregated data on grants/awards applicants and grants/awards recipients, use the data to correct inequities if present and report how the inequity is corrected in the Dean's annual report (Recommendation #4)
- G. Investigate campus-wide wage gap. Standardize Merit/PSA models of dissemination, remove bias within merit determination committees and narrow the extent of Heads' discretionary leeway in the assignment of PSA.
- H. Conduct a review of each Dean annually and at the end of their term to evaluate the actions that they have taken to mentor and uplift IBPOC faculty to promotion and leadership positions.

Barriers to IBPOC faculty members' career advancement, especially promotion to the rank of full professor, should be fully investigated and removed.

Creating team research grants specifically for IBPOC researchers will ensure their ownership of research that benefit from their own scholarship.

Greater access to graduate student supervision will be facilitated by increasing the number of underrepresented IBPOC graduate students especially for Indigenous faculty members as well as those who conduct research on marginalized IBPOC populations. It can also be made possible by identifying and storing information of the expertise of IBPOC faculty members within each Faculty so that they can be encouraged to co-supervise graduate

students. Assignments of all graduate students with IBPOC faculty should be monitored for parity and mechanisms should be established to ensure that IBPOC research faculty are assigned to graduate students regularly.

Award nominees and recipients should represent diverse racial groups by establishing and implementing a guideline.

Adjudication committees for grants and awards must be represented by racially diverse members who understand the principles of anti-racist and decolonial equity. Adjudication should be done through an anti-racist and decolonial lens. Announcements for internal and external award nominations should include language of anti-racism and decolonization to direct nominating members' attention to the importance of equity in nomination.

Data are needed in order to assess the level of racial equity among grant and award recipients. For any inequities, each Faculty must exercise interventions and report the outcomes.

Wage inequity should be investigated and corrected both at the university and Faculty levels.

Each Dean should be reviewed on an annual basis and at the end of their terms in terms of 1) how effectively they have created opportunities for IBPOC faculty members for career progression (e.g., being promoted to full professor, taking leadership positions) through mentorship, leadership training and other activities; 2) what concrete achievements have been attained; and 3) how the decisions for faculty course releases were made and whether the decisions were made in a fair and transparent manner.

Implementation

- A. President's Office and the Office of Provost and Vice-President Academic at each campus will be in charge of commissioning a full investigation with IBPOC faculty members on their promotion processes that have been a barrier to timely career progression to full professor and other named leadership positions. They will develop plans for removing barriers and implement them.
- B. The President's Office and the Office of Provost and Vice-President Academic at each campus will be in charge.
- C. Graduate and Postdoctoral Studies at UBC Vancouver and College of Graduate Studies at UBC Okanagan should lead the effort to recruit and admit IBPOC graduate students with a priority given to underrepresented groups. The Associate Dean of ARIED in each Faculty collects information about IBPOC faculty members' areas of expertise, their interest in supervising graduate students in general, and make the information available for colleagues to encourage co-supervision. This information should be posted online in a visible way in order to attract IBPOC applicants for graduate programs. Assignments for graduate student supervision should be done in an equitable manner. In addition, increasing funding for IBPOC faculty members will facilitate access to graduate student supervision.
- D. The ARIEO will develop a general set of guidelines for race-equitable award nominations. The guidelines will be implemented within each Faculty, Department and across the university.
- E. The ARIEO will develop a general guideline to ensure IBPOC representations in adjudication committees and to guide equitable

decision making. The guideline will be implemented within each Faculty, Department and across campus.

- F. Data will be collected by each Faculty and included in the Dean's annual report (Recommendation #4)
- G. Provost Office at each campus will commission an econometric analyses of IBPOC versus White faculty salaries to examine possible wage gaps stemming from tenure and promotion delays and distribution of merit and PSA. Merit committee oversight should include Faculty Association and Human Resources staff who have anti-racism expertise who will observe and advise the merit determination meetings.
- H. Each Dean submits self-evaluation to the Provost Office at each campus for a review.

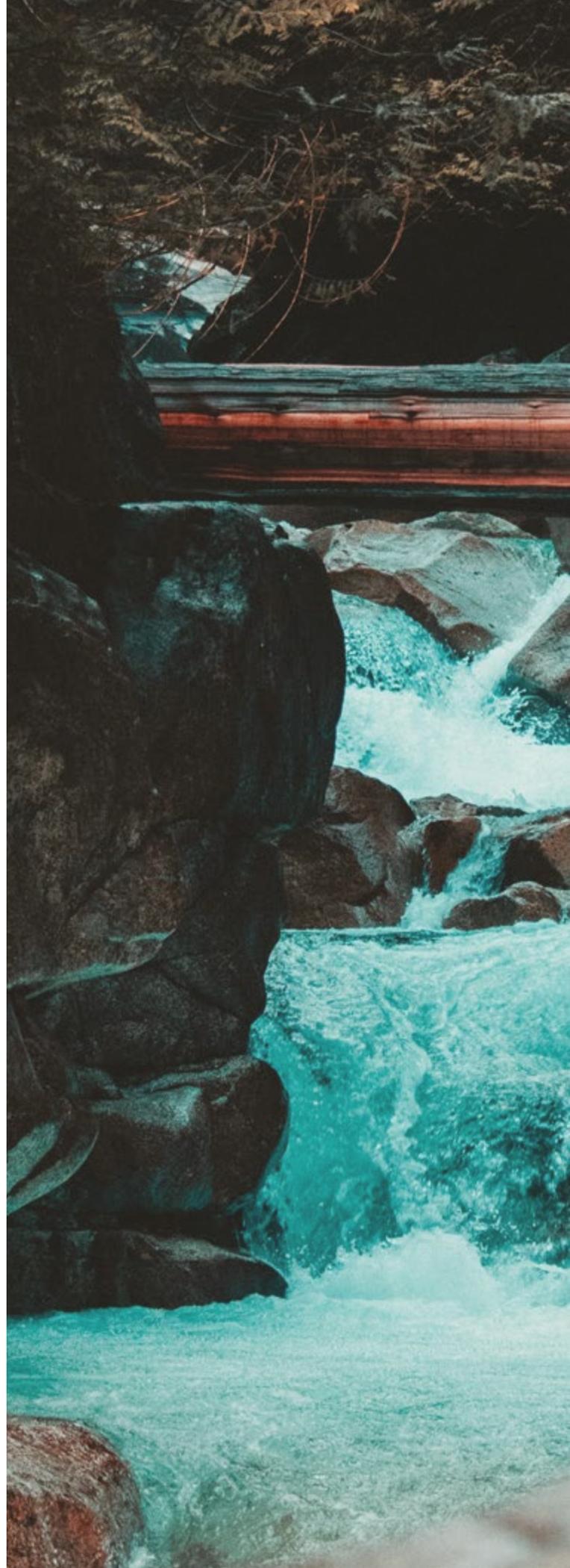
Recommendation #19: Racial justice commitment for change

Issue

A truly inclusive university environment requires an anti-racist lens on its work and a commitment to act. A Racial Justice Commitment is being recommended to help to provide a foundation through which UBC can identify, and alter, the institutional and cultural barriers that prevent IBPOC from full participation and engagement in higher education. Without identifying these commitments at the outset, we lack criteria to make and monitor change and foster anti-racism in the system. Furthermore, a Faculty plan can describe the mobilization of faculty resources to creatively engage in anti-racism and provide scope for change to dismantle racism.

Context

The primary goal of the Racial Justice Commitment is to foster systemic change for IBPOC faculty, staff and students. This recommendation provides statements that inform and underpin a pledge for anti-racist work. Without pledging to do so, we fail to provide common ground for anti-racist efforts. By providing a Pledge, we can also build coalition with justice movements, support collective action on eliminating oppression and racism and leverage existing campus resources in this direction.



Canada has already adopted a charter, “[Dimensions](#).” Dimensions is intended to support equity in higher education and was endorsed by UBC in 2019. Both the Canadian and UBC Dimensions model are based on UK’s Athena Swan and, to a limited extent, the UK Race Equality Charter; however, in Canada’s Dimensions, the terms race and racism are not used. Moreover, the term racialized is mentioned only twice, while the term Indigenous is mentioned thrice (reflecting the consultation process with Indigenous people). Furthermore, Dimensions is limited to research activities—neglecting meaningful inclusion efforts for education leaders, non-research staff and students. We, as the Faculty Committee of the President’s Task Force on Anti-Racism and Inclusive Excellence, recommend that Dimensions be strengthened by supporting this anti-racist recommendation herein.

We recommend amplifying efforts to eliminate racism by introducing several anti-racist statements in a race-specific commitment. This recommendation is different from a code of conduct, conceptual framework, or a value statement in that the focus is on institutional and Faculty-level engagement rather than on individual behaviours or values alone. This level of engagement is critical because it connects UBC with a broader dialogue and movement to enact change and, at the same time, mobilize Faculties in this engagement. Our work on anti-racism should be framed within a justice movement that fosters an equitable society. This society involves racialized members who can and should achieve their full potential, without barriers related to race.

In terms of recommendations, we believe that an anti-racist pledge by Faculties will further robust engagement on racial equity throughout UBC. Secondly, a commitment to racial justice prioritizes Faculty-level engagement and the mobilization of the faculty’s intellectual and cultural resources, catalyzing a positive program to eliminate racism and achieve racial equity. The recommendation is thus dual-fold, to: a) make a pledge and acknowledgements and b) commit to Faculty-level action with a plan. Outcomes of these plans may lead to further recognition across the university. Finally, this recommendation is distinguishable in its voluntary ethos, faculty-level mobilization and positive program for engagement in racial justice.

Recommendation

The Pledge and Acknowledgements underpin the recommendations of the Faculty Committee of the President’s Task Force on Anti-Racism and Inclusive Excellence. They are partly inspired by Canada’s Dimensions and the UK Race Equality Charter.

Guiding Pledge and Acknowledgements of the Racial Justice Commitment

We propose that Deans, on behalf of the Faculty, make a pledge to dismantle racism and officially sign this pledge. A public statement of this pledge should be made available as well. The pledge will be voluntary, reflecting the positive encouragement approach of this recommendation. Catalyzing systemic change requires Deans and other majority-group decision makers within faculties to adopt anti-racism to effect real uptake. The voluntary nature of this recommendation creates the conditions for faculty to participate in their own path of development on racial justice. It permits Deans and decision makers to stand for dismantling of racism within their own institutional context and provides the foundation to create an anti-racist ethos among all of the faculty’s constituencies. Voluntarily taking the pledge and situating the plan within the faculties deepens responsibility for and ownership of the results of anti-racist initiatives within faculties where racism happens. It also inspires solidarity among faculties across the campus for race equity efforts at UBC.

The Racial Justice Commitment is underpinned by guiding ideas. These ideas or acknowledgements on the state of society may be further adapted for a UBC context, that is, to reflect the principled treatment of racialized and Indigenous peoples. Faculties may develop related avenues to guide them in their work and to arrive at metrics. These Faculty plans are recommended and follow the pledge and acknowledgements.

Pledge: Dean's pledge to dismantle racism. The Dean can be accompanied by senior leaders and decision makers in the faculty. Local Nations, the President, Deputy Vice-Chancellor and other senior UBC administrators can be invited to the signing and may also take the pledge. The pledge is voluntary. In making this pledge, Deans, on behalf of their faculties, also acknowledge the following:

Acknowledgement 1. Racism is a feature of Canadian society. Systemic racism and interpersonal racism are products of colonial and other power discrepancies that are ongoing. Racism is also a feature of higher education and UBC's dealings with other sectors and partners. UBC, and this Faculty, are committed to eradicating racism in all its forms and dealings.

Acknowledgement 2. Eurocentrism and the reinforcement of European languages, knowledge systems and cultures as superior has dominated UBC, to the detriment of IBPOC within and beyond the university. Racism is demonstrated through the forced assimilative education practices that sought to destroy Indigenous ways of living and knowing. Diversity must be reflected in higher education. Inclusion of knowledges produced by IBPOC people in Canada and around the world and greater representation of IBPOC among UBC faculty, staff and students is essential to reflect this diversity. Learning and research environments must be transformed and the current system restructured in order to decolonize and indigenize UBC.

Acknowledgement 3. IBPOC members of UBC have yet to fully and equally attain their potential. All members of the academy, irrespective of minoritized

racial identities, must be able to function to the best of their potential to contribute to the overall success of the university. Higher education affords opportunities that must be made equitably available to all of its members. A focus on individual change or deficits of systemically marginalized members is inadequate to address the deep-seated changes required by the institution. UBC Faculties will engage creatively in efforts to dismantle racism.

Acknowledgement 4. IBPOC members of the academy are a heterogeneous group who have varied experiences. This complexity, informed by power differentials, must be factored into analyzing data and developing actions. Furthermore, all individuals possess multiple identities, and attending to intersection of those different identities is crucial. To draw from Kim Crenshaw: we must recognize that an intersectional approach to understanding the lives of IBPOC means seeing intersectionality as not additive, but reconstitutive and in turn must be integrated into staff and faculty reviews. The culture of UBC must reflect a deep commitment to engaging with complex forms of diversity amongst IBPOC.

Acknowledgement 5: Efforts in anti-racist thinking and practices are required for everyone. Unless all members, regardless of their racial background, raise awareness, take action and reflect on the effects of their actions, we cannot eliminate racism. UBC, and this Faculty, are committed to eliminating racism.

Faculty Plans for Change. A Racial Justice Commitment, once taken, dedicates Faculties to instigating systemic change and assessing their institutional culture and impact on

stopping racism. We recommend that Faculties engage creatively to develop initiatives to tackle racism. Faculties must submit evidence of the impact of their initiatives after three years and upon assessment, receive possible recognition. Their application may be recognized university-wide.

Implementation:

- A. The Pledge and Acknowledgements. The Racial Justice Commitment should be adopted by interested Deans, senior leaders and faculty organizations who pledge to work to stop racism and acknowledge racism within our institution and the faculty. A Faculty Action for Racial Justice committee is developed with the involvement of the Dean, directors, unit leaders, staff and students to foster action and continuity. Within three years, Deans and faculty, directors, staff and student members work to show evidence of the impact of their initiatives within their Faculties. Faculties can work with other units to stop racism. Taking the pledge is voluntary and involves an official signing with the Dean and possibly the Provost, senior leaders and other invited members.
- B. Faculty Plans. Member Faculties, departments and units would be required to develop initiatives and innovative solutions for actions on stopping racism. Creative initiatives from faculty, directors and staff, in partnership with students would be sought as well as noting the impacts of these initiatives. A public statement of their proposed action plan would be available on faculty websites that regularly updates anti-racist actions. These actions may also be included on a university wide page.

- C. Accountability and Recognition. Once a Faculty has signed the Racial Justice Commitment, they will need to support initiatives, track change and submit an application for a recognition within three years. The application would be assessed by a Racial Justice Assessment and Awards (RJAA) committee, comprised of the Provost, IBPOC, senior executives, faculty representatives, data experts and invited historically underrepresented community members.
- D. The nature of the rewards will be determined by the RJAA and will be a meaningful recognition and signified by a logo. It is appreciated that the rewards may be tangible and intangible. The awards are made public and may indicate to faculty, staff and students that their Faculty is engaging with this initiative and is becoming a safe place. Progress from plans will be shared annually. These efforts will strengthen UBC with respect to the federal Dimensions initiative. Successful applicants must also publish their submission. Annual plans and metrics that are already submitted to the University can relate the Faculty's level of progress on their award application.
- E. It is recommended that a special Racial Justice Commitment (RJC) taskforce at the Presidential level be established to further develop the criteria for the awards and the mechanism to implement and support Faculty actions.

Recommendation #20: Establishment of the UBC Anti-Racism Living Library, an ecosystem of anti- racism resources

Issue

The ARIE Task Force is in support of a proposal for the establishment of a UBC anti-racism living library—an ecosystem of anti-racism resources.

There are currently assorted anti-racism resources at various UBC websites, some of which are in need of improvement. The recommendation is for a network of anti-racism resources of various kinds, aimed at various audiences and located at various nodes of the institution. The network would not function as a repository, rather, as a dynamic, updatable collection of resources, incorporating recent and seminal works and non-traditional media (i.e., podcasts, webinars, etc.). The living library will constitute an important element of the overall effort to spread and normalize anti-racism academic and activist work on both campuses at UBC, including contributing to the education of the UBC community.

Context

Anti-racism, especially in the context of higher education, requires reflecting on how existing educational practices and resources conform or contribute to racist systems and structures. Education is often the first step to interrupting the institutional structures and systems that perpetuate racism. Though there are many existing anti-racism resources dispersed across UBC websites, the majority of these resources are either in progress of being developed, or in need of updates. Further, the decentralized nature of these resources is itself an impediment to successful anti-racist research, teaching and learning.

Other universities have collections of resources, such as these:

<https://www.queensu.ca/hreo/resources-racism-canada>

<https://uwaterloo.ca/human-rights-equity-inclusion/anti-racism>

<https://www.mcgill.ca/equity/resources/anti-racism-resources/anti-racism>

<https://onereach.library.utoronto.ca/anti-black-racism-reading-list>

<https://www.uoguelph.ca/diversity-human-rights/educational-resources-training/anti-racism-anti-oppression-resources>

Our recommendation envisions going beyond reading lists in a more comprehensive and coordinated ecosystem of resources. The resources can be used to enhance anti-racism education for undergraduate and graduate students.

Recommendation

The proposed Anti-Racism Living Library would centralize, coordinate, supplement and provide an accessible pathway into the ecosystem of resources, not replace the existing bodies of work. Through this approach we can sustainably manage the information on the Anti-Racism Living Library while allowing units and groups with specific mandates and areas of expertise to continue their good work.

There is a need for a comprehensive, interconnected, living library of anti-racism resources for UBC students and staff, as well as academia and the general public. This need was presented at the UBC Anti-Racism and Inclusive Excellence Leadership Team. Outside the context of the university, the curation, consolidation and centralization of anti-racism resources are essential to facilitate the understanding and exploration of anti-racism theory and practice.

Implementation

- A. A working group should be convened under the ARIEO (see recommendation 25) to create an inventory of existing UBC and community resources, map the user journey between resources, build out the page on antiracism.ubc.ca, and determine the maintenance of the Living Library as a sustained and dynamic resource.
- B. The Living Library will identify existing UBC and community resources, including but not limited to: the Anti-Racism Primer located on the UBC Anti-Racism and Inclusive Excellence Website; the UBC Library Subject Guide; the Equity & Inclusion Office website; the Centre for Culture, Identity and Education Anti-Racism Resources page; and a UBC Press Book Series on Integrative Anti-Racism.
 1. The UBC Anti-Racism website will provide a signpost for where various elements of the Living Library are located. The UBC Anti-Racism website will also post

a primer on Anti-Racism. A core element to achieving greater traction on anti-racism efforts within the UBC community is building a shared understanding of the many nuanced aspects of anti-racism. A primer on the subject serves as a way to level-set our community understanding so that we may move forward against racism together. The primary audience of these resources will be the UBC community and the public. The Anti-Racism Primer content will be managed by the team supporting anti-racism communications and editorial oversight. Linked resources are to be managed by their respective owners.

2. The UBC Library Subject Guide will include a guide to books, journals, academic resources and foundational academic materials. These resources will be community and public-facing.
3. The Equity & Inclusion Office's web resources, which feature action-oriented guides, should be regularly updated and included in the Living Library. The primary audience of these resources is UBC students and researchers.
4. The UBC Anti-Racism and Inclusive Excellence Office (ARIEO) will be responsible for coordinating the Living Library. In addition, the ARIEO will include traditional academic resources (books, journals, essays) and innovative media resources (podcasts, webinars, etc.) to the Living Library. These resources will include highlights of current research, expert-focused events and video content, as well as a list of experts and research areas. The primary audience of these resources is researchers and subject matter experts. Initially, the Centre for Culture, Identity and Education can play this role until the ARIEO is established.
5. A UBC Press Book Series. This Book Series will address academic, theoretical and practice development and innovation in anti-racism and related discourses. This will involve the establishment of editors and an international advisory board. The primary audience of these series will be UBC researchers and national/international academics.
6. To ensure that the Living Library stays dynamic and vibrant, host an annual event, inviting submissions of work, panels and presentations, and acknowledging the work contained in the Living Library. The work presented should be recognized) as scholarship for tenure/promotion and merit.

The Living Library (and/or those responsible for maintaining it) should include a mechanism to receive feedback, suggestions and critiques.

Recommendation #21: Data collection and governance for faculty, staff, PDF/Graduate and undergraduate students

Issue

A realistic assessment of the state of equity/inequity at UBC for IBPOC faculty, staff and students/trainees requires robust, disaggregated metrics—we do not know whether one's identity governs who applies, who gets in, who gets awards and recognition and who remains to complete their time at UBC. We cannot remove barriers when we are ignorant of the scope of the problem. Yet identity is a deeply personal, private matter that the institution cannot demand disclosure. The principles to navigate this are outlined here.

Context

We know of the racial diversity gap in faculty recruitment and leadership from external metrics (see The equity myth (Henry et al., 2017), Whiteness, power and the politics of demographics in the governance of the Canadian academy (Johnson & Howsam, 2020) and by internal assessments in the UBC Faculty of Science (<https://www.youtube.com/watch?v=B7tSzzBj2ml>). It took an external society to reveal that the largest cohort of Black physicians at UBC occurred in the 1960s. Our Equity & Inclusion Office has documented [Staff leadership diversity gaps that affect women of colour disproportionately](#).

Data collected by UBC currently lacks a public reporting structure. PAIR only releases information with special authorization by the AVP Equity & Inclusion. UBC uses Tableau to manage datasets from various sources, primarily of gender, although an IBPOC database exists. Select users have access on request, although few are aware of or know where to access these dashboards. Although

[Ryerson University has a highly visible and accessible equity dashboard](#), the system it runs on, Google Data Studio, is NOT real time and in fact, they wish to move to Tableau which has this advantage, one UBC is not leveraging currently.

Rationale

- **Disaggregated analysis:** Past demographic surveys collected visible minority status, without disaggregation into ethnicity/ancestry groups. This prevents assessing specific challenges faced by some racial minority groups and not others. This approach has also been shown to underestimate the true pool of visible minorities owing to variable uptake (data from Faculty of Science).
- **Special considerations on Indigenous people's data:** Plans for Indigenous community engagement and data management must be consistent with Indigenous needs.
- **Benchmarks:** Whether IBPOC are underrepresented or not also requires we have an accepted benchmark to use as a reference point. This can vary by one's role at UBC – faculty and staff employment is governed by the Employment Equity Act and BC Human Rights Act, Canada Research Chairs are benchmarked against a “labour market pool”, but students have no clear mandated benchmark, one that requires deliberation and consensus for consistency.
- **Privacy:** The collection of demographic information for equity purposes has to straddle a fine line between complying with the above Acts and the Freedom of Information and Protection of Privacy Act (FIPPA).
- **Accessible and visible:** Data collection is not an end goal, but a means to an end. Data collected and analyzed needs to be disseminated to be useful. Collecting data but embargoing it so that it is invisible or inaccessible also violates FIPPA principles of collecting private data for institutional needs.

Recommendations

The following recommendations should be based on the core principles for demographic data collection across UBC:

1. Data are collected at respective gateway points with full disclosure at time of collection on its purpose and security. These would include but not limited to:

- a. Enrolment services (Undergraduate admissions, graduation)
 - b. Faculty of Graduate and Post-Doctoral Studies (Graduate admissions, graduation, Post-Doctoral appointments)
 - c. Professional school admissions (Law, Medicine, Engineering admissions and graduation)
 - d. Human Resources (Staff recruitment and retention)
 - e. Dean's offices (Faculty recruitment, awards, progression through ranks and retention)
 - f. Representation in leadership (Senior appointments, Deans, Heads and Directors)
 - g. Equity & Inclusion Office and Faculty Relations (Staff and Faculty complaints)
2. Data are validated
 - a. Data analysts are essential to handle this volume of data including ensuring curation and consistency
 3. Data are protected
 - a. Adherence to privacy requires data are collected and secured on authorized, central servers at respective levels with regulated access.
 4. Data are accessible
 - a. Demographic information needs to be accessible to authorized users.
 - b. Aggregate, anonymized data may be shared with units or users that require such information to conduct mandated practices for UBC.
 - c. In cases where individual identities are needed (assessment of shortlist/ committee makeup/ leadership diversity/ targeted student awards), requests for electronic authorization for such use may be built into surveys with full disclosure of such potential use. Alternatively, publicly available, first-hand information or self-disclosures may be used for such needs.

Recommendation 21.1:

Establish standardization of survey questions to obtain disaggregated ethnicity/ancestry demographic data. Work with Data Governance Council, PAIR and Indigenous Strategic Plan EAC with input/oversight from knowledgeable IBPOC with survey metrics experience to align with Statistics Canada and leading federal agencies. There are currently no Tri-Council agencies using disaggregated race analytics, but the Canadian Institute of Health Information has laid out guidelines for "race" metrics (2020).

Recommendation 21.2: Strike a working group to examine benchmark standards for specific roles, fields and equity-deserving groups. For students and Staff, are local, regional, provincial or national representation of given equity-deserving groups the standard to be held to? For Faculty and Graduate students, is it the international pool of candidates of given equity-deserving groups, or the closest approximation of available candidates? This latter benchmark maybe inherently biased since a discriminatory field may have lower representation precisely since it is a hostile environment.

Recommendation 21.3:

Data that includes Indigenous peoples must adhere to OCAP principles of Ownership, Control, Access and Possession (see First Nations Information Governance Centre (n.d.)).

Recommendation 21.4:

Surveys should be designed with an opt out framework tied to submission processes to secure the highest response rates.

Recommendation 21.5:

Place oversight by knowledgeable IBPOC with survey metrics experience to ensure data collection efforts at all gateway points (Enrolment services, Faculty of Graduate and Post-Doctoral Studies, Professional school admissions, Human Resources and Dean's offices) are undertaking serious efforts on demographic data collection. If knowledgeable IBPOC cannot be found, recruit or train data analysts with working knowledge of racial minority demographics. A shortage of data analysts with the appropriate skill set will be a potential bottleneck to using such volumes of data.

Recommendation 21.6:

Incentivize management of databases (PAIR, HR, G+PS) to get beyond the static, hidden Tableau databases UBC uses, to examine intersectional demographics including racial diversity. UBC needs to invest in the plug-ins that allow intersectional Tableau data on faculty, staff and students to be visualized and publicly available. Progress on this should be part of annual reviews and failure to make public progress should have accountability via consequences. Metrics of progress can include an annual, publicly available report, access and data transparency, including multi-year progress graphs.

Recommendation 21.7:

Data governance groups (UBC Dimensions Pilot Steering Committee and Institutional Planning and Initiatives (Equity & Inclusion Office) should do a needs assessment of what reporting requirements the university, Faculties and units need to enable these systems to produce outputs that are useful.

Recommendation 21.8:

Data collected (including financial need for awards to underrepresented group students) MUST be accessible to responsible users (e.g., AD EDI and AD HR in Dean's offices; Graduate advisors in units; AD Academic or Students for Undergraduate students). Faculty and Staff hiring processes also require real time information (before and after close dates) to allow search committees to undertake active recruitment in the event an ongoing search has atypical applicant diversity. End of season data retrieval should be enabled for data analysts to assess potential gaps or exclusionary processes.

Recommendation 21.9:

Assessment of IBPOC candidate progress at each step of a process (faculty/staff/professional school applicant, graduate student/undergraduate student recruitment and retention) must be undertaken to determine points of loss and reported. Data continuity must be assured for long term integrity of trends analyses.

- a. Data on faculty and staff from the previous HRMS system needs to be preserved or linked to Workday, where it currently is at risk of complete loss (compared to a recommendation from the Staff Committee of ARIE)
- b. Transfer of student information to alumni databases should be ensured.

Implementation

1. (& 2.) VP Students and VP Research together with AVP Equity & Inclusion convene a Data Standards working group to standardize survey questions to obtain disaggregated ethnicity/ancestry demographic data and to evaluate and establish benchmark standards for faculty, staff and students. The working group should be comprised of Data Governance Council, PAIR, Indigenous Strategic Plan EAC and knowledgeable IBPOC with survey metrics experience to align with Statistics Canada and leading federal agencies (CIHI, Tri-Council agencies). A demographics standardization summit should be held with thought leaders from University of Calgary (Dr. Malinda Smith), X University (Dr. Denise Green), McMaster University (Dr. Arig al-Shaibah) and others (Dr. Ezekiel Dixon-Roman).
3. Engage and work in partnership with Indigenous Strategic Plan EAC to establish OCAP-compliant guidelines for collection of demographic data on Indigenous faculty, staff and students which should be incorporated by the Data Standards working group.
4. Leverage central systems for hiring, admissions and personnel management (Workday for Faculty and Staff; [Education Planner BC \(EPBC\)](#) system for Undergraduate Admissions; eVision and SISC systems for Graduate Admissions) with opt out demographic questionnaires tied to the process of application for maximal response while protecting the right to non-disclosure. Onboarding of successful recruits should be tied to completion of the UBC Employment census survey or have their admission files transferred to their student records (see [Ryerson University's Diversity self-ID](#)). Data analysts will need to monitor the process and ensure consistency and coherence in the databases.
5. The absence of racial demographic collection arises from the absence of people with lived experience in decision making positions and gatekeeping by those who have such authority. IBPOC with decision making authority must be placed in Enrolment services, Graduate

and Postdoctoral Studies, professional school admissions, Human Resources and Dean's offices. This group should be nucleated as an umbrella Data Practices Committee that meets several times a year to exchange best practices and reports to the VP Students and VP Research.

6. VP Academic, VP Students, VP Human Resources and VP Research to be tasked with management of databases (PAIR, HR, G+PS) such that data on faculty, staff and students are visualized and publicly available. Progress on this will be part of annual reviews and failure to make public progress will have accountability.
7. Data governance groups (UBC Dimensions Pilot Steering Committee and Institutional Planning and Initiatives (Equity & Inclusion Office) will conduct a needs assessment of reporting needs to inform #5 above.
8. VP Academic, VP Students, VP Human Resources and VP Research will have responsibility to ensure compliance of various units that regulate data access.
9. VP Academic, VP Students, VP Research and Deans will have responsibility to report on points of loss and on data retention.

Recommendation #32: Retain IBPOC faculty members

Issue

Currently, faculty "retention," seen in successful tenure/promotion, favors the advancement of White men and White women in a traditional scholarship and hierarchical leadership model. It is inherently a racist, discriminatory and colonial gatekeeping process for IBPOC. This destructive process often forces IBPOC faculty members to resort to consultation and to seek mentorship and support outside of UBC. There is ample evidence from the President's Listening Sessions that IBPOC faculty members face significant challenges in tenure/promotion. A lack of disaggregated demographic data of faculty retention also makes it difficult to assess and respond to the actual need.

Context

President Ono's Listening Sessions revealed that IBPOC faculty are given heavier teaching loads, unhelpful advice on tenure/promotion, and unfair assessment in tenure/promotion decisions. For example, Indigenous women faculty members of multiply-marginalized and negatively racialized identity carry heavy workload for Indigenous program building,

IBPOC and White student advising, life coaching and institutional navigation, which far exceeds the expectations, tasks and responsibilities of non-Indigenous White peers. A lack of fair criteria and process has also been noted. Combined with inequalities caused by implicit bias, White Eurocentric English-/French-only assessment criteria marginalize different ways of producing, interpreting and distributing scholarly knowledge that are founded on Indigenous methodologies, non-Western non-White epistemological traditions and perspectives from the Global South.

Furthermore, many IBPOC members devote a significant amount of time on providing community engagement informed by their community-based scholarly expertise, organizing anti-racist and decolonial activities on campus, and developing new international initiatives. Such workload should be equitably recognized as legitimate contributions to knowledge production, knowledge mobilization and institutional development.

In teaching, IBPOC faculty members often face inequity due to implicit bias. They are often assigned to large-size classes, deprived of the opportunities to teach graduate courses, supervise graduate students and unfairly evaluated by students. In addition, IBPOC faculty members, especially women, typically engage in disproportionate amount of support and mentorship to especially IBPOC Canadian and international students. Under the current climate of promoting "decolonization," Indigenous faculty are inherently expected to be the front-line of decolonizing the classroom (regardless of their areas of expertise) and to do so without increase of salary, supports or other forms of recognition of the decolonial labour.

Unfair evaluation of IBPOC faculty members' contribution to research, teaching and service is largely caused by the tenure/promotion criteria that are constructed based on White Eurocentric standards and have been shown

to preferentially privilege them. Such criteria fail to recognize Indigenous and racialized members' unique professional interest, innovation and contribution. The criteria for assessing research, teaching and service should be more attuned to the anti-racist and decolonial lens.

Retention of IBPOC faculty members should also be facilitated by institutional support for their personal and professional development and long-term career progression, including developing leadership skills. In this regard, effective mentorship is essential. It should be provided by tenured members who understand or have willingness to become more aware of how colonial oppression, various forms of racism, and other intersecting marginalized identities affect the lives of IBPOC members. Mentorship is a collaborative process for advocacy, in which trusting and supportive human relationships are fostered. In reality, however, the climate of hostility and fear at UBC significantly affects mentoring among IBPOC faculty members, dissuading IBPOC peer-to-peer mentoring and/or driving it, isolating IBPOC faculty members in silos and undermining their human potential and career aspirations.

This climate requires an additional system of "sponsorship," which honours IBPOC members' self-determination to self-identify mentors and mentorship structures and paradigms. Sponsors proactively use their networks to connect their proteges to high profile assignments, meetings, people and leadership and promotion opportunities. Sponsors champion the visibility and work of their proteges at all levels.

Retention of IBPOC faculty members is also facilitated by support networking

among these members. While mentorship and sponsorship are more focused on ensuring success in tenure/promotion, support networking creates a safe space for IBPOC members to socialize informally, share experience, and obtain peer support. Many IBPOC members feel isolated and seek space for mutual communication, sharing and care. Underrepresented groups, especially Indigenous and Black members, benefit from peer support provided from their own affinity group for maintaining well-being.

Recommendation:

- A. Retain IBPOC faculty members
Revise the existing metrics in the SAC Guide for research, teaching and service through a lens of anti-racism and decolonization (e.g., recognize community-based and other alternative forms of scholarship; remove SCET evaluations as discriminatory; remove criteria of leadership for promotion to full professor; review all criteria for promotion) and implement them for tenure/promotion.
- B. Make merit awards and PSA equitable for IBPOC faculty members
- C. Protect and allocate an amount of the retention fund for IBPOC individuals to be made available every year to IBPOC faculty
- D. Provide effective and sustained mentorship and sponsorship for all IBPOC pre-tenured faculty members; create a pathway to request mentorship and sponsorship within and at other institutions (see also Recommendation #6)
- E. Establish a system that enhances connections and networking among IBPOC faculty members

- F. Collect disaggregated demographic data of faculty retention and use it for improvement

The metrics for research, teaching and service, which is currently based on the traditional White Eurocentric standards of excellence, must be transformed into new anti-racist and decolonial criteria that affirm, respect and value significant intellectual diversity and complexity of Indigenous ways of knowing and non-Western epistemologies; legitimate IBPOC faculty members' production of knowledge outside the normative White Western frameworks, beliefs, cultures, theories and methods; and equitably count the intensive service workload that IBPOC provide for local and global communities. The unique contributions of IBPOC faculty members must be equitably recognized for tenure/promotion through a decolonizing rubric which should be upheld for all faculty through a critical anti-racism and decolonization framework going forward.

The large amount of workload that IBPOC faculty members carry and the significant contribution that they make in teaching, research and service should be made visible and rewarded fairly and equitably through merit awards and PSA.

In order to provide IBPOC pre-tenured faculty members with effective, sustained mentorship and sponsorship, careful coordination is needed. We recommend that the proposed Associate Dean of Anti-Racism, Inclusion, Equity and Decolonization (ARIED) in each Faculty (see Recommendation #4) as well as each Department Head, in collaboration with the proposed Anti-Racism and Inclusive Excellence Office, coordinate the recruitment of mentors and sponsors, the pairing of mentors/sponsors

and mentees with significant consultation with and alongside each IBPOC faculty member through different stages of IBPOC faculty career trajectories. In doing so, intersectionality of multiple identities will be carefully taken into consideration. The Associate Dean of ARIED and the proposed Anti-Racism and Inclusive Excellence Office will monitor the effectiveness of mentorship.

A system that enhances connections and networking among and between IBPOC faculty members, and synergize agentic and fluid networking movement between the two campuses, should be supported, established, resourced, within Faculty and university. At the Faculty level, the proposed Associate Dean of ARIE carries the responsibility, whereas at the university level, the Equity & Inclusion Office in collaboration with the proposed Anti-Racism and Inclusive Excellence Office coordinates the effort. Activities can include formal and informal events, lecture series, lunches, theme-based group meetings, theme-based recognition awards—and an annual award ceremony which enacts decolonizing of hierarchical awards, and where everyone is valued and recognized for their specific contributions and trajectories, one which specifically addresses the IBPOC faculty self-determined recognition of IBPOC faculty research, teaching, service, community engagement, university service, thematically and so on.

Implementation:

- A. Provost Office and the proposed Anti-Racism and Inclusive Excellence Office (ARIEO) will be in charge.
- B. The ARIEO work closely with Deans and Department Heads to implement equitable decision making and monitor the outcomes
- C. The Provost's Office and Deans will be in charge of co-sponsoring applications for the retention fund and its distribution.
- D. Associate Dean of ARIED in each Faculty and Department Heads, in collaboration with the ARIEO will coordinate mentorship and sponsorship.
- E. The ARIEO and Associate Dean of ARIED in each Faculty will coordinate to establish networking groups across each Faculty and each campus.
- F. The ARIEO will collect data.

Photo credit: Yeroma, Adobe Stock



Appendix A:

APPENDIX A:

Community Agreement

Anti-Racism and Inclusive Excellence Task Force

Community Agreement

This Community Agreement is a guideline for interactions among members of the Task Force: it is meant to be briefly reviewed at every meeting and if necessary, amended to address the evolving needs of the group.

- We recognize the diverse needs of UBC Okanagan and UBC Vancouver;
- We acknowledge the personal experiences of faculty/staff/students, who all have an equal voice with theory, while treating personal experience with care;
- We assume we are all coming with the best intentions, with the outcome of giving back to our communities;
- We recognize and acknowledge power dynamics, including knowing when to step forward/step back;
- We centre the voices of communities that have been marginalized;
- We uphold privacy and exercise consent with sharing information: we take the learning outside while keeping the stories inside;
- We strive to make a safe space for all and take care of each other through check-ins;
- We are willing to call each other in on privilege and we are willing to receive feedback when we're called in on our privilege.
- We honour ourselves and our bodies by giving ourselves what we need during meetings, like through stretching, taking breaks and taking time.
- We create multiple ways of participating so everyone can feel good about contributing, in terms of creating visibility for all amidst existing power dynamics.

Appendix B:

APPENDIX B:

Glossary of Terms

The Anti-Racism and Inclusive Excellence Task Force has adopted a number of key terms and working definitions from the Canadian Race Relations Foundation's Glossary of Terms, the Government of British Columbia's Addressing Racism Working Glossary, Racial Equity Tools' Glossary and the UBC Equity & Inclusion Office's Equity & Inclusion Glossary of Terms, as well as other academic sources noted below.

2SLGBTQIA+: Two-Spirit, Lesbian, Gay, Bisexual, Trans, Queer (or Questioning), Intersex, Asexual. The placement of Two-Spirit (2S) first is to recognize that Indigenous people are the first peoples of this land and their understanding of gender and sexuality precedes colonization. The '+' is for all the new and growing ways we become aware of sexual orientations and gender diversity.

Source: UBC Equity & Inclusion Office, Equity & inclusion glossary of terms

Ableism (conscious and unconscious): For the purposes of this report the following is a working definition of ableism: a system that places value on people's bodies and minds based on societally constructed ideas of normalcy, intelligence, excellence and productivity. These constructed ideas are deeply rooted in anti-Blackness, eugenics, colonialism and capitalism. This form of systemic oppression leads to people and society determining who is valuable and worthy based on a person's appearance and/or their ability to satisfactorily [re]produce, excel and behave. Institutionalized ableism results in unequal treatment of persons with disabilities often through intentional and/or unintentional institutional barriers.

Source: Definition created by T "TL" Lewis, (Personal communication in conversation with disabled Black and other negatively racialized folk, especially Dustin Gibson, as cited by Dr. Jennifer Gagnon, January 2020)

Accessibility: The degree to which a product, service or environment is accessible by as many people as possible and that they are able to gain the related benefits. Universal design in relation to accessibility ensures that an environment can be understood, accessed and used to the greatest extent possible by all people.

Source: Adapted from Harvard Human Resources, Glossary of diversity, inclusion and belonging (DIB) terms

Accommodation: A change in the environment or in the way things are customarily done that enables an individual with a disability to have equal opportunity, access and participation.

Source: Harvard Human Resources, Glossary of diversity, inclusion and belonging (DIB) terms

Ally (see also Performative allyship): A member of a different group who works to recognize their privilege (based on race, gender, sexuality, class, etc.) and works in solidarity to end a form of discrimination for a particular oppressed individual or designated group.

Source: Adapted from Canadian Race Relations Foundation, Glossary of terms

Anti-Asian racism: In Canada, anti-Asian racism refers to the historical and ongoing discrimination, negative stereotyping and injustice experienced by peoples of Asian descent, based on others' assumptions about their ethnicity and nationality. For the purposes of this report the term Anti-Asian racism includes the need to address systemic policies and practices that disadvantage people of Asian heritage in their access to resources and support in the course of learning as students, and their career trajectories and leadership opportunities as staff and faculty 315 at UBC. While the definition of Asian often refers to people from an Asian country of origin and is often used as a broad category in the Canadian Census, for the purposes of this report, anti-Asian racism refers to the social discourse that identifies East Asians and Southeast Asians as the "face" of anti-Asian racism.

Source: Government of Canada (2020), Building a foundation for change: Canada's anti-racism strategy 2019-2022 and Anti-Racism and Inclusive Excellence Task Force, Recommendation 49: Acknowledging and addressing anti-Asian racism at UBC

Anti-Black racism: Policies and practices rooted in Canadian institutions such as education, health care and justice that mirror and reinforce beliefs, attitudes, prejudice, stereotyping and/or discrimination towards people of African descent and rooted in their unique history and experience of enslavement. Anti-Black racism is manifested in the legacy of the current social, economic and political marginalization of African Canadians in society such as the lack of opportunities, lower socioeconomic status, higher unemployment, significant poverty rates and overrepresentation in the criminal justice system.

Source: Adapted from Canadian Race Relations Foundation, Glossary of terms and Government of Canada (2020), Building a foundation for change: Canada's anti-racism strategy 2019-2022

Anti-Blackness: A theoretical framework that illustrates society's inability to recognize Black humanity, rooted in the belief that Black people are less than, defective and void of value. Anti-Blackness is a construct that systematically marginalizes Black people and their issues and is held in place by anti-Black policies, institutions and ideologies.

Source: Adapted from the Council for Democratizing Education, Glossary

Anti-colonialism: Examines systemic power structures that create and maintain racism and oppress the human rights of peoples oppressed by colonialism, and implements corresponding mechanisms to counteract colonialism. The historic racism of colonialism and the modern day equivalent of colonialism are continuously examined with the goal of social justice for peoples oppressed by colonialism.

Source: Government of British Columbia, Addressing racism working glossary

Anti-Indigenous racism: The unique nature of stereotyping, bias and prejudice about Indigenous peoples in Canada that is rooted in the history of settler colonialism. It is the ongoing race-based discrimination, negative stereotyping and injustice experienced by Indigenous peoples in Canada that perpetuates power imbalances, systemic discrimination and inequitable outcomes stemming from colonial policies and practices.

Source: Government of British Columbia, Addressing racism working glossary

Anti-Muslim hate (see also Islamophobia): Broadly understood to be an irrational fear of Islam and a hatred or extreme dislike of Muslims.

Source: Anti-Racism and Inclusive Excellence Task Force, Recommendation 49: Acknowledging and addressing anti-Asian racism at UBC

Anti-oppression: Strategies, theories and actions that challenge social and historical inequalities/injustices that have become part of our systems and institutions and allow certain groups to dominate over others.

Source: Canadian Race Relations Foundation, Glossary of terms

Anti-racism: An active and consistent process of eliminating the individual, institutional and systemic racism of specific racial groups in political, economic and social life.

Source: Adapted from Canadian Race Relations Foundation, Glossary of terms and the Racial Equity Tools Glossary

Anti-racism approach within an anti-oppression framework (related to integrative anti-racism): An approach to addressing oppression in its multiple forms, including addressing racism through anti-racism. Ideally, the result is a form of anti-racism that centres race and racism, considering them not in isolation but rather in the complex ways they intersect with and are exacerbated or alleviated by other sociocultural identifiers and the discrimination based on them.

Source: Adapted from notes by Handel K. Wright

Anti-racism education: Anti-racism education is an action-oriented strategy embedded within policies and practices of institutional structures to address the issues of racism and social oppression.

Source: Adapted from Sefa Dei (1995) and Canadian Race Relations Foundation, Glossary of terms

Anti-racist: An anti-racist is someone who is supporting an anti-racist policy through their actions or expressing anti-racist ideas. This includes the expression of ideas that racial groups are equals and do not need developing, and supporting policies that reduce racial inequity.

Source: Kendi (2019)

Antisemitism: Antisemitism is a certain perception of Jews, which may be expressed as hatred or blame. Rhetorical and

physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.

Source: Canadian Race Relations Foundation, Glossary of terms

Belonging: Belonging refers to how connected one feels to one's community and/or communities. Belonging is achieved when individuals are treated as foundational to an organization and have the ability to hold an institution accountable for advancing anti-racism, equity, diversity and inclusion.

Bias (see also Unconscious (conscious)/Implicit bias): A subjective opinion, preference, prejudice or inclination, often formed without reasonable justification and based explicitly or implicitly on a stereotype, which influences the ability of an individual or group to evaluate a particular situation objectively or accurately.

Source: Adapted from Canadian Race Relations Foundation, Glossary of terms and Government of British Columbia, Addressing racism working glossary

BIPOC (see also IBPOC): An acronym that stands for Black, Indigenous and People of Colour. While People of Colour or POC is often used as well, this more recent term was developed to counter anti-Black racism, colonialism and the marginalization of Indigenous Peoples.

Source: Adapted from Racial Equity Tools, Glossary

Black Lives Matter/BLM: Originally a political movement to address systemic and state violence against African-Americans, Black Lives Matter is both the sprawling social movement that has dominated headlines and a decentralized civil rights organization with more than 30 chapters across the United States and five chapters across Canada. Its stated mission is to end White supremacy and state-sanctioned violence and to liberate Black people and communities.

#BlackLivesMatter was founded in 2013 by Alicia Garza, Patrisse Cullors and Opal Tometi, creating a Black-centred political will and movement building project in response to the acquittal of Trayvon Martin's murderer. It has since become an international rallying cry against anti-Blackness and White supremacy.

Source: BlackLivesMatter.com, BlackLivesMatter.ca and

adapted from the Racial Equity Tools Glossary

Black tax: The additional resources, time, emotional labour and intellectual energy that Black people have to expend just to occupy and exist in White spaces.

Source: Anti-Racism and Inclusive Excellence Task Force, Recommendation 15: Workload and lack of support for Black staff and faculty

Code switch (codeswitch): Involves adjusting one's style of speech, appearance, behaviour and expression in ways that will optimize the comfort of others in exchange for fair treatment, quality service and employment opportunities. The act of code-switching often centres around members of target groups code-switching to minimize the impact of bias from the dominant group. This is most often used in adjusting language and behaviour to assimilate with the majority culture or participate in an ethnic subgroup or subculture.

Source: Harvard Human Resources, Glossary of diversity, inclusion and belonging (DIB) terms

Colonialism (See also Settler Colonialism): The policy or practice of acquiring full or partial political control over a new place or country, occupying it with settlers, and exploiting it economically. In the late 15th century, the British and French explored, fought over and colonized places within North America that constitute present day Canada. Settler colonialism—such as in the case of Canada—is the unique process where the colonizing population does not leave the territory, asserts ongoing sovereignty to the land, actively seeks to assimilate the Indigenous populations and extinguish their cultures, traditions and ties to the land.

Source: Canadian Race Relations Foundation, Glossary of terms and Government of Canada (2020), Building a foundation for change: Canada's anti-racism strategy 2019-2022

Colourism: A prejudice or discrimination against individuals with a darker skin colour/tone/shade, typically among people of the same ethnic or racial group; a form of oppression that is expressed through the differential treatment of individuals and groups based on skin colour. Typically, favouritism is demonstrated toward those of lighter complexions while those of darker complexions experience rejection and mistreatment. White supremacy is upheld by colourism.

Source: Adapted from Canadian Race Relations Foundation, Glossary of terms

Cultural appropriation: Inappropriate adoption or theft of cultural elements—including customs, practices, ideas, symbols, art, language, etc.—often without understanding, acknowledgement or respect for its value in the original culture. Cultural appropriation results from the assumption of a dominant (i.e., White) culture's right to take other cultural elements.

Source: Adapted from Racial Equity Tools, Glossary

Cultural humility: Cultural humility is a process of self-reflection to understand personal and systemic biases and to develop and maintain respectful processes and relationships based on mutual trust. It is a basic knowledge of the diversity, worldviews, spiritual and cultural values of different peoples, and the historical and contemporary issues that influence them. The concept of cultural humility was developed in the health care field and adapted for social workers and therapists and to increase the quality of interactions with clients and community members.

Source: Adapted from UBC Equity & Inclusion Office, Equity & inclusion glossary of terms

Cultural safety: A culturally safe environment is physically, socially, emotionally and spiritually safe. There is recognition of, and respect for, the cultural identities of others, without challenge or denial of an individual's identity, who they are or what they need. Culturally unsafe environments diminish, demean or disempower the cultural identity and well-being of an individual.

Source: Government of British Columbia, Addressing racism working glossary

Decolonization: May be defined as the active resistance against colonial powers, and a shifting of power towards political, economic, educational, cultural, psychic independence and power that originate from a colonized nation's own Indigenous culture. This process occurs politically and also applies to personal and societal psychic, cultural, political, agricultural and educational deconstruction of colonial oppression. In the Canadian context, decolonization is viewed through Indigenous frameworks and centres Indigenous land, Indigenous sovereignty and Indigenous ways of thinking.

Source: Adapted from Racial Equity Tools, Glossary

Disability: Drawing on UBC’s Policy LR7: Accommodation for Students with Disabilities a person with disability is someone who:

- Has a significant and persistent mobility, sensory, learning or other physical or mental health impairment, which may be permanent or temporary;
- Experiences functional restrictions or limitations of their ability to perform the range of life’s activities; and/or
- May experience attitudinal and/or environmental barriers that hamper their full and self-directed participation in life.

Source: UBC Equity & Inclusion Office, Equity & inclusion glossary of terms

Disaggregated data: Disaggregated data is data that provides demographic sub-categories of information, such as ethnic group, gender, occupation or educational status. This type of data is typically provided by individuals through surveys that ask for self-identification. Data collected is then usually anonymized or de-identified (by removing personal information such as name or date of birth) and used in statistical analysis. Disaggregated data can often reveal inequalities and relationships between categories.

Source: Right to Education, Glossary

Discrimination: Through action or inaction, the denial of equal treatment and the opportunities of a particular social group to access goods, resources and services such as education, health care, employment and facilities. Discrimination can occur at the individual, organizational or societal level. In BC, discrimination is prohibited on the basis of “race, colour, ancestry, place of origin, religion, family status, marital status, physical disability, mental disability, sex, age, sexual orientation, political belief or conviction of a criminal or summary conviction offence unrelated to their employment.”

Source: Adapted from Government of British Columbia, Addressing racism working glossary

Diversity: Differences in the lived experiences and perspectives of people that may include race, ethnicity, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical disability, mental disability, sex, gender identity or expression, sexual orientation, age, class

and/or socioeconomic situations. For an institution to value diversity, it has to embrace the differences that exist in groups and eliminate interpersonal and institutional biases based on these differences.

Source: Adapted from UBC Equity & Inclusion Office, Equity & inclusion glossary of terms

Equity: Equity refers to achieving parity in policy, process and outcomes for historically and/or currently underrepresented and/or marginalized people and groups while accounting for diversity. Equity describes the extent to which individuals in an organization feel safe, valued and able to express themselves authentically in the workplace. It considers power, access, opportunities, treatment, impacts and outcomes, in three main areas:

- **Representational equity:** the proportional participation at all levels of an institution;
- **Resource equity:** the distribution of resources in order to close equity gaps; and
- **Equity-mindedness:** the demonstration of an awareness of, and willingness to, address equity issues.

In the university context, equity requires the creation of opportunities for historically, persistently or systemically marginalized populations of students, faculty and staff to have equal access to education, programs and growth opportunities that are capable of closing achievement gaps. This requires recognizing that not everyone is starting from the same place or history, and that deliberate measures to remove barriers to opportunities may be needed to ensure fair processes and outcomes.

Source: Adapted from UBC Equity & Inclusion Office, Equity & inclusion glossary of terms

Equity-denied group: The federal Employment Equity Act introduced the term equity-seeking groups to refer the four designated groups facing discrimination (women, Aboriginal peoples, persons with disabilities and members of visible minorities). The term equity-denied groups is an alternative to that term, which more explicitly recognizes the refusal to include certain groups (not strictly limited to the four designated by the federal government). Since equity benefits all people, everyone should be seeking equity, although only some have been denied equity.

Source: City of Vancouver, Equity framework

Equity-deserving groups / Equity-seeking groups:

Equity-deserving groups are communities that experience significant collective barriers in participating in society. This could include attitudinal, historic, social and environmental barriers based on age, ethnicity, disability, economic status, gender, nationality, race, sexual orientation and transgender status, etc. Equity-seeking groups are those that identify barriers to equal access, opportunities and resources due to disadvantage and discrimination and actively seek social justice and reparation.

Source: Adapted from UBC Equity & Inclusion Office, Equity & inclusion glossary of terms

Epistemic racism: Refers to the positioning of the knowledge of one racialized group as superior to another, including a judgment of not only which knowledge is considered valuable, but is considered to be knowledge.

Source: Government of British Columbia, Addressing racism working glossary

Ethnicity: A social construct that refers to groups of people who share cultural traits that they characterize as different from those of other groups. An ethnic group is often understood as sharing a common origin, language, ancestry, spirituality, history, values, traditions and culture. People of the same race can be of different ethnicities.

Source: Adapted from Government of British Columbia, Addressing racism working glossary

Ethnic group: Refers to a group of people having a common heritage or ancestry, or a shared historical past, often with identifiable physical, cultural, linguistic and/or religious characteristics.

Source: Canadian Race Relations Foundation, Glossary of terms

Ethnoracial: An individual's awareness and experience of being a member of a racial and ethnic group; the racial and ethnic categories that an individual chooses to describe themselves based on such factors as biological heritage, physical appearance, cultural affiliation, early socialization and personal experience.

Source: Racial Equity Tools, Glossary

Eurocentric: Presupposes the supremacy of Western civilization, specifically Europe and Europeans, in world culture. Eurocentrism centres history according to European and Western perceptions and experiences.

Source: Canadian Race Relations Foundation, Glossary of terms

Gender binary: The idea that there are only two genders (girl/woman and boy/man), and that a person must identify with one classification or the other.

Gender equity: When gender and gender identity no longer determine one's life outcomes. In terms of the workplace, that means recruitment, hiring, retention, advancement, salary, overall well-being and more; when everyone has what they need to thrive professionally and are free of gender-based harassment, bias and discrimination. As a process, we apply gender equity when those most impacted by structural gender inequities (e.g., women, transgender and gender-diverse individuals and the intersection of marginalized identities), are meaningfully involved in the creation and implementation of the institutional policies and practices that impact their lives.

Source: Adapted from Race Forward, Key concepts and terms

Gender expression is how a person presents their gender. This can include behaviour and appearance, including dress, hair, makeup, body language and voice. This can also include their name and pronoun, such as he, she or they. How a person presents their gender may not necessarily reflect their gender identity.

Source: BC Human Rights Code

Gender identity: A person's internal sense of themselves as being a man/male, woman/female, both or neither. It includes people who identify as transgender. Gender identity may be the same as or different from the sex a person is assigned at birth.

Source: Adapted from BC Human Rights Code

Genocide: The United Nations defines genocide as any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group: killing members of the group; causing serious bodily or mental harm to members of the group; deliberately inflicting on the

group conditions of life calculated to bring about its physical destruction in whole or in part; imposing measures intended to prevent births within the group; and forcibly transferring children of the group to another group.

Source: Canadian Race Relations Foundation, Glossary of terms

Human rights approach: A process through which priority is given to the most marginalized and vulnerable people in society facing the biggest barriers to realizing their human rights. In Canada, human rights are protected by federal, provincial and territorial laws. The Canadian *Human Rights Act* and provincial/territorial human rights codes protect individuals from discrimination and harassment in employment, accommodation and the provision of services. The Canadian Charter of Rights and Freedoms protects every Canadian's right to be treated equally under the law. The Charter guarantees fundamental freedoms such as freedom of conscience and religion; freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication; freedom of peaceful assembly; and freedom of association.

Source: Adapted from Canadian Race Relations Foundation, Glossary of terms

IBPOC (see also BIPOC): An acronym that stands for Indigenous, Black and People of Colour. In Canada, IBPOC may be used (rather than BIPOC, an acronym originating in the US around 2010) in efforts to recognize "First Peoples first" because of the unique history and context of colonization, displacement and cultural genocide enacted upon Indigenous Peoples in Canada and the ongoing national conversation about reconciliation.

Source: Adapted from UBC Equity & Inclusion Office, Equity & inclusion glossary of terms

Immigrant: One who moves from their native country to another with the intention of settling permanently for the purpose of forging a better life or for better opportunities. This may be for a variety of personal, political, religious, social or economic reasons.

Source: Adapted from Canadian Race Relations Foundation, Glossary of terms

Inclusive excellence: Inclusive excellence is a systems-wide approach to equity, diversity and inclusion. Inclusive

excellence states that true excellence in an institution is unattainable without inclusion—and in fact, diversity and inclusion are fundamental to excellence. It moves away from historical approaches to diversity that focused on numbers and representation. Instead, inclusive excellence helps us think about the institution as a vibrant community that can create excellence by embedding diversity throughout the institution. The inclusive excellence model is grounded in work from the American Association of Colleges & Universities, and Universities Canada adopted inclusive excellence principles in 2017. Inclusive excellence appears as a key strategy in Shaping UBC's Next Century: Strategic Plan 2018-2028.

Source: Adapted from UBC Equity & Inclusion Office, Equity & inclusion glossary of terms

Inclusion: An active, intentional and continuous process to address inequities in power and privilege, and build a respectful and diverse community that ensures welcoming spaces, processes, activities and opportunities of historically and currently excluded individuals and/or groups (e.g., Black, Indigenous, People of Colour, women, transgender and gender non-binary individuals, and the intersection of structurally marginalized identities).

Source: Adapted from UBC Equity & Inclusion Office, Equity & inclusion glossary of terms

Indigenous/Indigenous peoples: First used in the 1970s, when Aboriginal peoples worldwide were fighting for representation at the UN, this term is now frequently used by academics and in international contexts (e.g., the United Nations Declaration of the Rights of Indigenous Peoples). Indigenous is understood to mean the communities, peoples and nations that have a historical continuity with pre-invasion, pre-settler or pre-colonial societies that developed on their territories, as distinct from the other societies now prevailing on those territories (or parts of them). In Canada, Indigenous peoples include those who may identify as First Nations (status and non-status), Métis and/or Inuit.

Source: Adapted from Canadian Race Relations Foundation, Glossary of terms and Government of British Columbia, Addressing racism working glossary

Indigenize (also Indigenization): Bring (something) under the control, dominance or influence of the people native to an area.

Source: Oxford English Dictionary

Institutional racism: Institutional racism exists in organizations or institutions where the established rules, policies and regulations are both informed by, and inform, the norms, values and principles of institutions. These in turn, systematically produce differential treatment of, or discriminatory practices towards, various groups based on race. It is enacted by individuals within organizations, who because of their socialization, training and allegiance to the organization abide by and enforce these rules, policies and regulations. It essentially maintains a system of social control that favours the dominant groups in society (status quo). This is one of the three levels that make up systemic racism.

Source: Canadian Race Relations Foundation, Glossary of terms

Integrative anti-racism: A working knowledge of the intersections of race, class, gender and sexual oppressions in the anti-racism discourse is helpful for the struggle for educational equity, social justice and change. Integrative anti-racism conceptualizes race relations in society as interactions between raced, classed and gendered subjects.

Source: Sefa Dei (1995)

Intergenerational trauma: Historic and contemporary trauma that has compounded over time and been passed from one generation to the next. The negative cumulative effects can impact individuals, families, communities and entire populations, resulting in a legacy of physical, psychological and economic disparities that persist across generations. For Indigenous peoples, the historical trauma includes trauma created as a result of the imposition of assimilative policies and laws aimed at attempted cultural genocide and continues to be built upon by contemporary forms of colonialism and discrimination.

Source: Adapted from Government of British Columbia, Addressing racism working glossary

Interpersonal racism: Also known as relationship racism, refers to specific acts of racism that occur between people, and may include discriminatory treatment, acts of violence and microaggressions.

Source: Government of British Columbia, Addressing racism working glossary

Intersectionality: The interconnected nature of social categorizations such as ethnicity, race, creed, gender, socioeconomic position, etc. (cultural, institutional and social), and the way they are embedded within existing systems and regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

Source: Adapted from Canadian Race Relations Foundation, Glossary of terms

Intersectional equity: Asserts that Black, Indigenous and People of Colour (BIPOC) are often disadvantaged by multiple and interconnected sources of oppression that compound historical patterns of exclusion. This philosophy implies that the complexity of inequity extends beyond Critical Race Theory and gender equality. Social identities, such as race, gender identity, sexual orientation, class, marital status, religion, ability, age, citizenship and other characteristics interconnect in dynamic ways.

Source: Crenshaw (1989)

Islamophobia (see also Anti-Muslim hate): One working definition for Islamophobia recommended for adoption by the United Nations is a fear, prejudice and hatred of Muslims or non-Muslim individuals that leads to provocation, hostility and intolerance by means of threatening, harassment, abuse, incitement and intimidation of Muslims and non-Muslims, both in the online and offline world. It is motivated by institutional, ideological, political and religious hostility that transcends into structural and cultural racism which targets the symbols and markers of a being a Muslim.

Source: Awan & Zempi, 2020.

Latina/o (see also- Latinx): As a noun, an individual with Latin American heritage. As an adjective, relating to Latin American culture or heritage or individuals of Latin American culture or heritage. Note: There is not universal agreement on the use of these terms.

Latinx: A gender-neutral term for people of Latin American descent. The Spanish language, like many languages, is gendered, using the feminine and masculine binary (Latina/Latino) and relying on the masculine as the default. Latinx is more inclusive of those who identify as trans, queer or non-binary.

Note: There is not universal agreement on the use of these term.

Source: Adapted from Merriam-Webster Dictionary

Lateral violence: Displaced violence directed against one's peers rather than adversaries. This construct is one way of explaining minority-on-minority violence in developed nations. It is a cycle of abuse and its roots lie in factors such as colonization, oppression, intergenerational trauma and the ongoing experiences of racism and discrimination.

Source: Canadian Race Relations Foundation, Glossary of terms

LGBTQIA+ (see also 2SLGBTQIA+): Acronym for lesbian, gay, bisexual, transgender, queer, intersex, asexual and gender-diverse, and/or those who identify on the spectrum of sexuality and/or gender identity. Sometimes written as LGBT, LGBTQ, LGBTQ2, which is inclusive of two-spirit.

Lived experience: Experience and knowledge of or pertaining to a particular demographic group acquired by firsthand experience as a member in that group, and not through representations or ideas communicated by others.

Source: Adapted from UBC Equity & Inclusion Office, Equity inclusion glossary of terms and Oxford English Dictionary

Marginalization: A social process by which individuals or groups are (intentionally or unintentionally) distanced from access to power and resources and constructed as insignificant, peripheral or less valuable/privileged to a community or "mainstream" society. This term describes a social process, so as not to imply a lack of agency. Marginalized groups or people are those excluded from mainstream social, economic, cultural or political life. Examples of marginalized groups include, but are by no means limited to, groups excluded due to race, religion, political or cultural group, age, gender or financial status. To what extent such populations are marginalized, however, is context specific and reliant on the cultural organization of the social site in question.

Source: UBC Equity & Inclusion Office, Equity & inclusion glossary of terms

Microaggression: The everyday verbal, nonverbal and environmental slights, snubs or insults, whether intentional

or unintentional, that communicate hostile, derogatory or negative messages to target persons based solely upon their marginalized group membership.

Source: Adapted from Racial Equity Tools, Glossary

Misgender (see also Pronouns): To refer to a person by a pronoun or other gendered term (e.g., Ms./Mr.) that incorrectly indicates that person's gender identity.

Misogyny: Hatred of women, often manifested in sexual discrimination, denigration or violence against and sexual objectification of women.

Model minority: A term created by sociologist William Peterson to describe the Japanese community, whom he saw as being able to overcome oppression because of their cultural values. A model minority is perceived as "better" than other structurally marginalized racial and ethnic groups, as if its members have overcome adversities, do not face racism and don't need anti-racist support. The model minority myth can be understood as a tool that White supremacy uses to pit People of Colour against each other in order to protect its status.

Source: Adapted from Racial Equity Tools, Glossary

Oppression: Refers to discrimination that occurs and is supported through the power of public systems or services, such as health care systems, educational systems, legal systems and/or other public systems or services; it is discrimination backed up by systemic power. Denying people access to culturally safe care is a form of oppression.

Source: Government of British Columbia, Addressing racism working glossary

(Hetero)Patriarchy: The norms, values, beliefs, structures and systems that grant power, privilege and superiority to masculinity and cisgender men, and thereby marginalize and subordinate women.

Source: Adapted Canadian Race Relations Foundation, Glossary of terms

Performative allyship: Activism that is done to increase one's social and reputational capital rather than because of one's belief in a cause.

POC/People of Colour: A term that applies to non-White racial or ethnic groups; generally used by racialized peoples as

an alternative to the term “visible minority.” The word is not used to refer to Aboriginal peoples, as they are considered distinct societies under the Canadian Constitution. When including Indigenous peoples, it is correct to say “People of Colour and Aboriginal/Indigenous peoples.”

Source: Canadian Race Relations Foundation, Glossary of terms

Prejudice: A state of mind; a negative set of attitudes held, consciously or unconsciously, toward a socially defined group and toward any person perceived to be a member of the group. Like bias, prejudice is a belief and based on a stereotype.

Source: Adapted from Government of British Columbia, Addressing racism working glossary

Privilege: Unearned social power accorded by the formal and informal institutions of society to ALL members of a dominant group (e.g., White privilege, male privilege, etc.). Privilege is usually invisible to those who have it because we’re taught not to see it, but nevertheless people who have privilege at an advantage over those who do not.

Source: Racial Equity Tools, Glossary

Pronouns (also see Misgender): Words to refer to a person after initially using their name. Gendered pronouns include “she,” “he,” “her,” “him,” “hers,” “his,” “herself” and “himself.” People may also use gender-neutral pronouns such as “they,” “them” and “their(s).” Or, they may be “ze” (rather than “she” or “he”) or “hir” (rather than “her(s)” and “him/his”).

Queer: An umbrella term describing people who think of their sexual orientation or gender identity as outside of societal norms. Some people view the term queer as more fluid and inclusive. Although queer was historically used as a slur, it has been reclaimed by many as a term of empowerment. Nonetheless, some still find the term offensive.

Source: Adapted from the Fenway Institute

Race: Refers to a group of people who share the same physical characteristics such as skin tone, hair texture and facial features. Modern scholarship views racial categories as socially constructed; that is, race is not intrinsic to human beings but rather an identity created, often by socially dominant groups, to establish meaning in a social context.

This often involves the subjugation of groups defined as racially inferior. Such racial identities reflect the cultural attitudes of imperial powers dominant during the age of European colonial expansion. This view rejects the notion that race is biologically defined.

Source: Adapted from Canadian Race Relations Foundation, Glossary of terms and Government of British Columbia, Addressing racism working glossary

Race-based data: Data that is collected so that analysis based on race is possible or data that is analyzed based on race.

Source: Ontario Human Rights Commission

Racial discrimination: According to the International Convention on the Elimination of All Forms of Racial Discrimination (to which Canada is a signatory), racial discrimination is “any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin, which nullifies or impairs the recognition, enjoyment or exercise of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life.”

Source: Canadian Race Relations Foundation, Glossary of terms

Racial equity: Racial equity is the condition that would be achieved if one’s racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities, not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or that fail to eliminate them.

Source: Racial Equity Tools, Glossary

Racial inequity: Racial inequity is when two or more racial groups are not standing on approximately equal footing, such as the percentages of each ethnic group in terms of dropout rates, single family home ownership, access to health care, etc.

Source: Kendi (2019)

Racial profiling: Any action undertaken for reasons of safety, security or public protection that relies on

assumptions about race, colour, ethnicity, ancestry, religion or place of origin rather than on reasonable suspicion to single out an individual for greater scrutiny or differential treatment. Profiling can occur because of a combination of the above factors, and age and/or gender can influence the experience of profiling. In contrast to criminal profiling, racial profiling is based on stereotypical assumptions because of one's race, colour, ethnicity, rather than relying on actual behaviour or on information about suspected activity by someone who meets the description of a specific individual.

Source: Adapted from Canadian Race Relations Foundation, Glossary of terms

Racialization: Racialization is the very complex and contradictory process through which groups come to be designated as being of a particular "race" and on that basis subjected to differential and/or unequal treatment. Put simply, "racialization [is] the process of manufacturing and utilizing the notion of race in any capacity" (Dalal, 2002, p. 27). While White people are also racialized, this process is often rendered invisible or normative to those designated as White. As a result, White people may not see themselves as part of a race but still maintain the authority to name and racialize "others."

Source: Racial Equity Tools, Glossary

Racism: Racism is a system of power and oppression that believes that one group is inherently superior to others performed through any individual action or institutional practice that treats people differently because of their colour or ethnicity. This distinction is often used to justify discrimination. There are three types of racism: institutional, systemic and individual. It results in the inequitable distribution of opportunity, benefit or resources across ethnic/racial groups.

Source: Adapted from Canadian Race Relations Foundation, Glossary of terms Government of British Columbia, Addressing racism working glossary

Racist: Refers to an individual, institution or organization whose beliefs and/or actions imply (intentionally or unintentionally) that certain races have distinctive negative or inferior characteristics. Also refers to racial discrimination inherent in the policies, practices and procedures of institutions, corporations and organizations which, though applied to everyone equally and may seem fair, result in

exclusion or act as barriers to the advancement of marginalized groups.

Source: Canadian Race Relations Foundation, Glossary of terms

Settler colonialism: Within the context of race relations, the term refers to the non-Indigenous population of a country. Settler colonialism functions through the replacement of Indigenous populations with an invasive settler society that, over time, develops a distinctive identity and sovereignty. In Canada and in other countries, the ascendancy of settler culture has resulted in the demotion and displacement of Indigenous communities, resulting in benefits that are unearned.

Source: Canadian Race Relations Foundation, Glossary of terms

Sexism: Prejudice or discrimination based on sex, usually though not necessarily against women; behaviours, conditions or attitudes that foster stereotypes of social roles based on sex. Sexism may be conscious or unconscious, and may be embedded in institutions, systems or the broader culture of a society.

Source: Canadian Race Relations Foundation, Glossary of terms

Stereotype: A preconceived generalization of a group of people. Refers to an exaggerated belief, image or distorted truth about a person or group; a generalization that allows for little or no individual differences or social variation.

Source: Adapted from Canadian Race Relations Foundation, Glossary of terms and Government of British Columbia, Addressing racism working glossary

Systemic racism (see also Institutional racism): This is an interlocking and reciprocal relationship between the individual, institutional and structural levels that functions as a system of racism. Systemic racism is enacted through routine and societal systems, structures and institutions such as requirements, policies, legislation and practices that perpetuate and maintain avoidable and unfair inequalities across ethnic or racial groups. These various levels of racism operate together in a lockstep model and function together as whole system. These levels are:

- Individual (within interactions between people)
- Institutional (within institutions and systems of power)
- Structural or societal (among institutional and across society)

Source: Adapted from Canadian Race Relations Foundation, Glossary of terms and Government of British Columbia, Addressing racism working glossary

Tokenism: The practice of making a superficial effort to be inclusive, fair and equitable to members of a minority group, especially by recruiting people from underrepresented groups in order to give the appearance of racial or gender equality within a workplace or educational context.

Source: Adapted from the Oxford English Dictionary

Truthing: the act of stating truths on subject matter considered difficult and/or dangerous knowledge in contexts of hyper policing, surveilling, and micro-managing of racialized bodies. Truthing emerges from critically informed, situated, embodied and grounded knowing that unpacks and/or illuminates complex systems and structural patterns of a problem or issue; while simultaneously addressing power relations and injustices which actively interrogates the discomfort, denial, disavowal, erasure, and censure that accompanies truthing the subject-matter. Truthing aims to bring about meaningful listening respect, transformation, and change in aggressive (overt and covert) power dynamics between oppressors and oppressed peoples. Truthing centres the knowledge of persons and/or groups whose histories, world-views, experiences, memories, modes of analysis, and reflexive insights are systemically excluded, downplayed, diminished, and/or actively resisted by dominant group members whose historical consciousness, reasoning, rationales, and worlding activities actively (conscious/subconsciously) reproduce systemic power hierarchies. Often, truthing is situated in multi-dimensional auto-narrative modalities, (including diverse linguistic traditions, arts and performance, healing processes, support circles/collectives, testimonials, Commissions, Listening Sessions and Task Forces) and result in the unsettling and interrogation of hegemonic belief systems and orders.

Source: Adapted from (Tamez, 2021)

Two-Spirit/2S: An umbrella term that encompasses a number of understandings of gender and sexuality among many Indigenous people. Refers to a person who identifies as having both a masculine and a feminine spirit, and is used by some Indigenous people to describe their sexual, gender and/or spiritual identity. As an umbrella term it may encompass same-sex attraction and a wide variety of gender variance, including people who might be described in Western culture as gay, lesbian, bisexual, transsexual, transgender, gender queer, cross-dressers or who have multiple gender identities.

Two-spirit can also include relationships that could be considered poly.

Source: Adapted from Re: Searching for LGBTQ2S+ Health

UN Declaration on the Rights of Indigenous Peoples:

The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) is an international instrument adopted by the United Nations on September 13, 2007, to enshrine (according to Article 43) the rights that “constitute the minimum standards for the survival, dignity and well-being of the indigenous peoples of the world.” The UNDRIP protects collective rights that may not be addressed in other human rights charters that emphasize individual rights, and it also safeguards the individual rights of Indigenous people.

Source: UBC Indigenous Foundations

Unmarked burial site (graves): Physical sites of former Residential Schools and where survivors or communities have indicated burial sites.

Source: UBC Indian Residential School History and Dialogue Centre

Wage equity (see also Equity): The absence of wage differences that are predicted by race, sex and gender or other dimensions of identity.

White privilege: The inherent advantages possessed by a White individual on the basis of their race in a society characterized by racial inequality and injustice. This concept does not imply that a White individual has not worked for their accomplishments, but rather that they have not faced barriers encountered by others.

Source: Adapted from Canadian Race Relations Foundation, Glossary of terms

White supremacy: A historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of colour by White peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege.

Source: Adapted from Race Forward, Key concepts and terms

Xenophobia: Fear and hatred of strangers or foreigners or of anything that is strange or foreign.

Source: Canadian Race Relations Foundation, Glossary of terms