

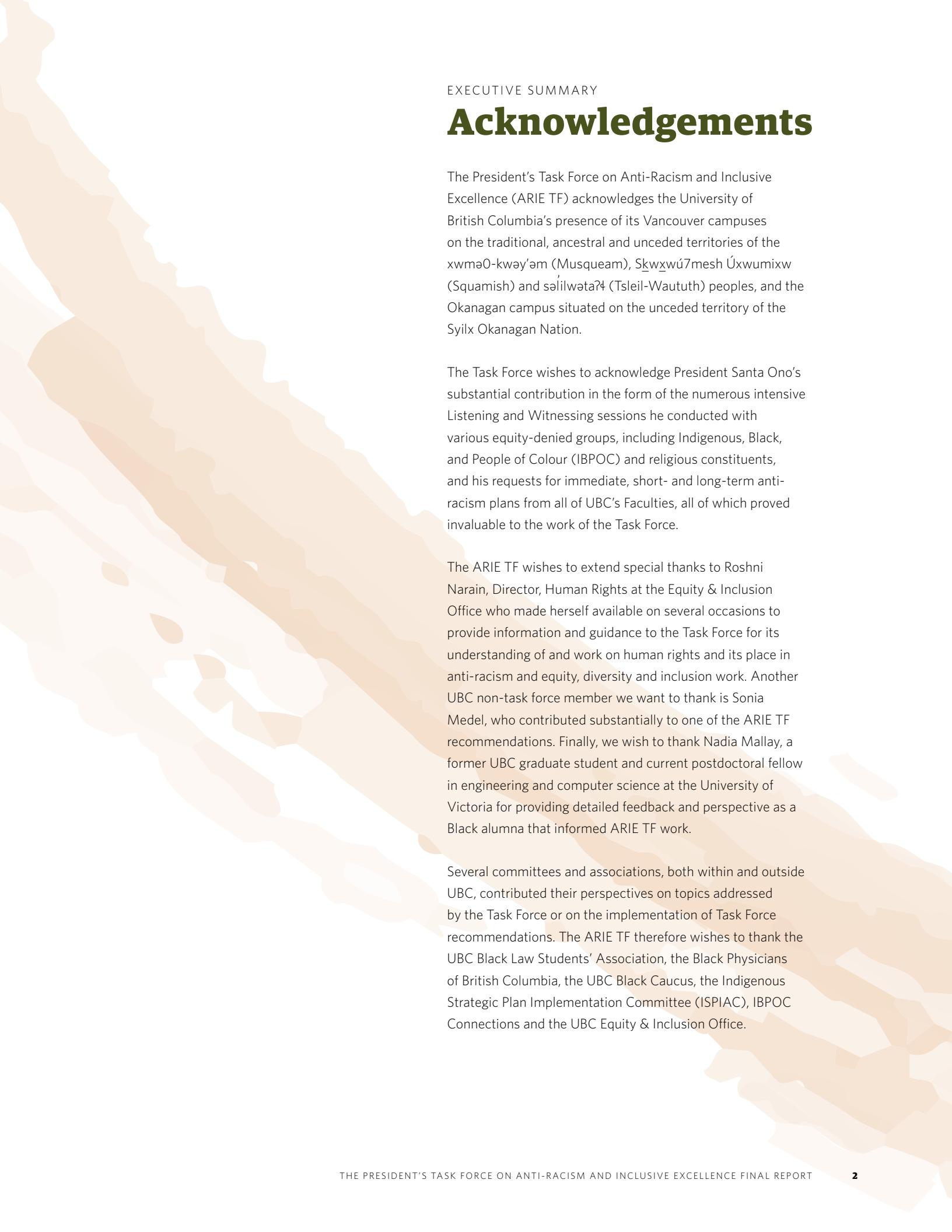


BLACKNESS

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

Blackness Committee Report
Prepared by Committee Chair
- Lerato Chondoma

EQUITY DESERVING
RACIALIZED GROUPS



EXECUTIVE SUMMARY

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 xwma0-kwəy'əm (Musqueam), Sḵwx̱wú7mesh Úxwumixw (Squamish) and səl̓ílwətaʔɬ (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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While all members of the ARIE Task Force worked hard throughout the entire process, including under the disruptive and anxiety-inducing circumstance of the global COVID-19 pandemic, there are a few members whose contributions stand out for being truly extraordinary and are worthy of special thanks. They include Dr. Margo Tamez, who contributed significant time on her sabbatical leave to serve on the ARIE Task Force; the entire Indigenous Committee for continuing their work in the face of the heat dome, wildfires, flooding and the recovery of unmarked graves in Kamloops; Dr. Maryam Nabavi, Dr. Ryuko Kubota, Lerato Chondoma, Maki Natori, Maistoo'awaastaan (Rodney K. Little Mustache), Dr. Dixon Sookraj, Velia Altamira Vazquez, Dr. Dana Solomon and Emi Sasagawa, all of whom individually (or in duos) conceptualized and wrote additional recommendations, in some cases after the official end of the Task Force's work. Rodney Little Mustache also contributed artwork, while Lerato Chondoma also produced the Glossary of Terms. Finally, in alphabetical order: Dr. Ninan Abraham, Velia Altamira Vazquez, Dr. Samia Khan, Maki Natori, Laura Prada, Dr. Joenita Paulrajan, Dr. Dixon Sookraj, and Dr. Margo Tamez all undertook close (re)reading and copy editing of the Final Report.

Dr. David Este, Professor Emeritus and former Associate Dean, Faculty of Social Work at the University of Calgary, served as co-author of this final report, together with the Task Force Co-Chairs. His deep knowledge of the issues, previous experience on task force work, his "fresh eyes" and outsider perspective made for excellent contributions to this final report.

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We finally want to thank John C. Lo (骆杰俊), Senior Director, Brand and Marketing, UBC, for his leadership and support in the production of the report. As well, we are very grateful to and appreciative of Peter Arkell and Brooke Jewell at Castlemain Group for their diligence, creative response, and hard work in the graphic design of the ARIE TF final report. They were outstanding in interpreting our ideas in the most creative and expressive ways that reflected the optimism of the deeply moving work of the ARIE TF and its recommendations.

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

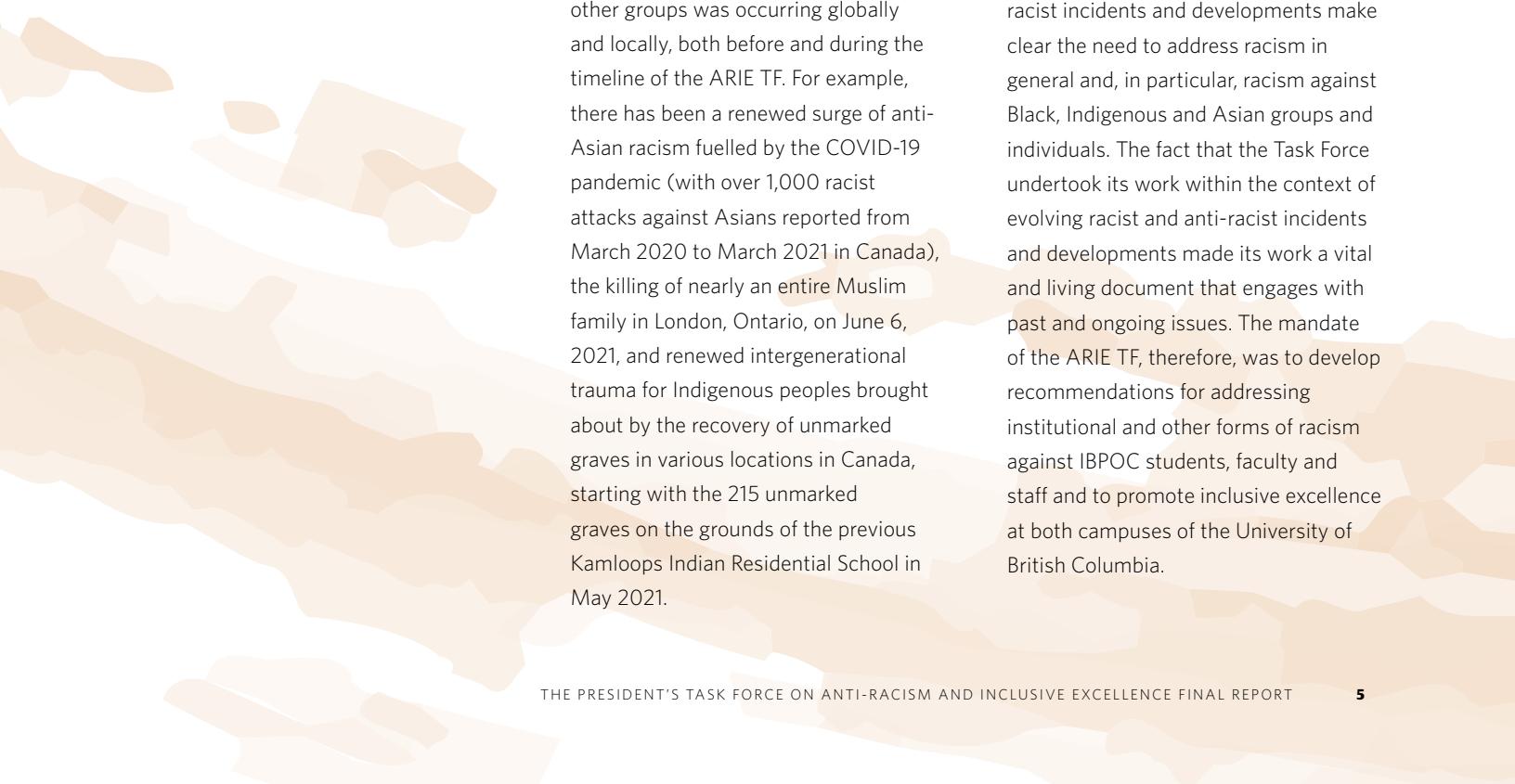
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Executive Summary

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.

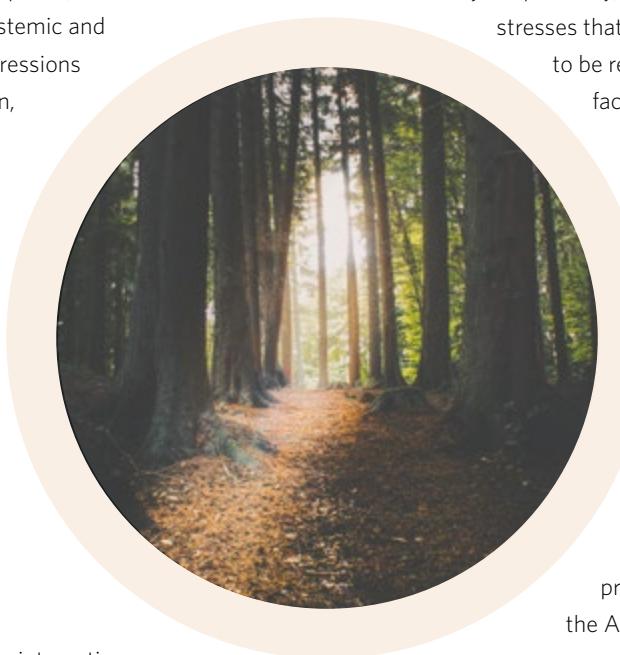
The more than 50 recommendations represent a comprehensive yet multifaceted approach to addressing racism and promoting inclusive excellence at UBC. The recommendations can be read in two interrelated ways. First, the ARIE TF report can be read holistically, with the 54 recommendations from the six committees 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.

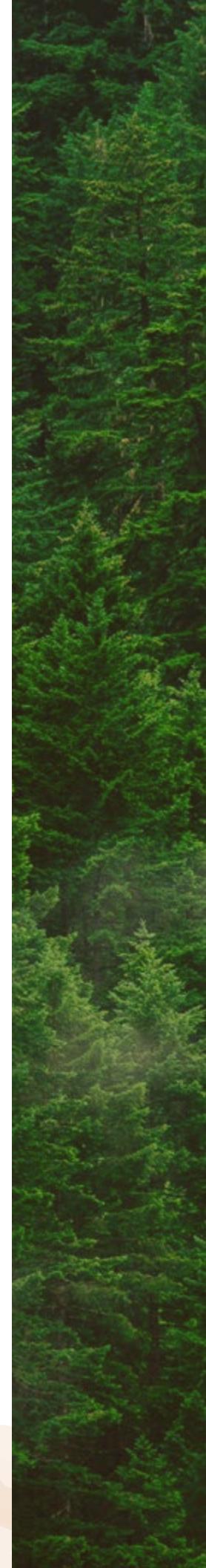
UBC, just as most Canadian institutions of higher learning, is a product of colonialism; it is built on a foundation of assumed White privilege, even White supremacy, and is still inherently, predominantly White. But UBC is also lucky to have a good number of White students, faculty, staff and administrators 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.

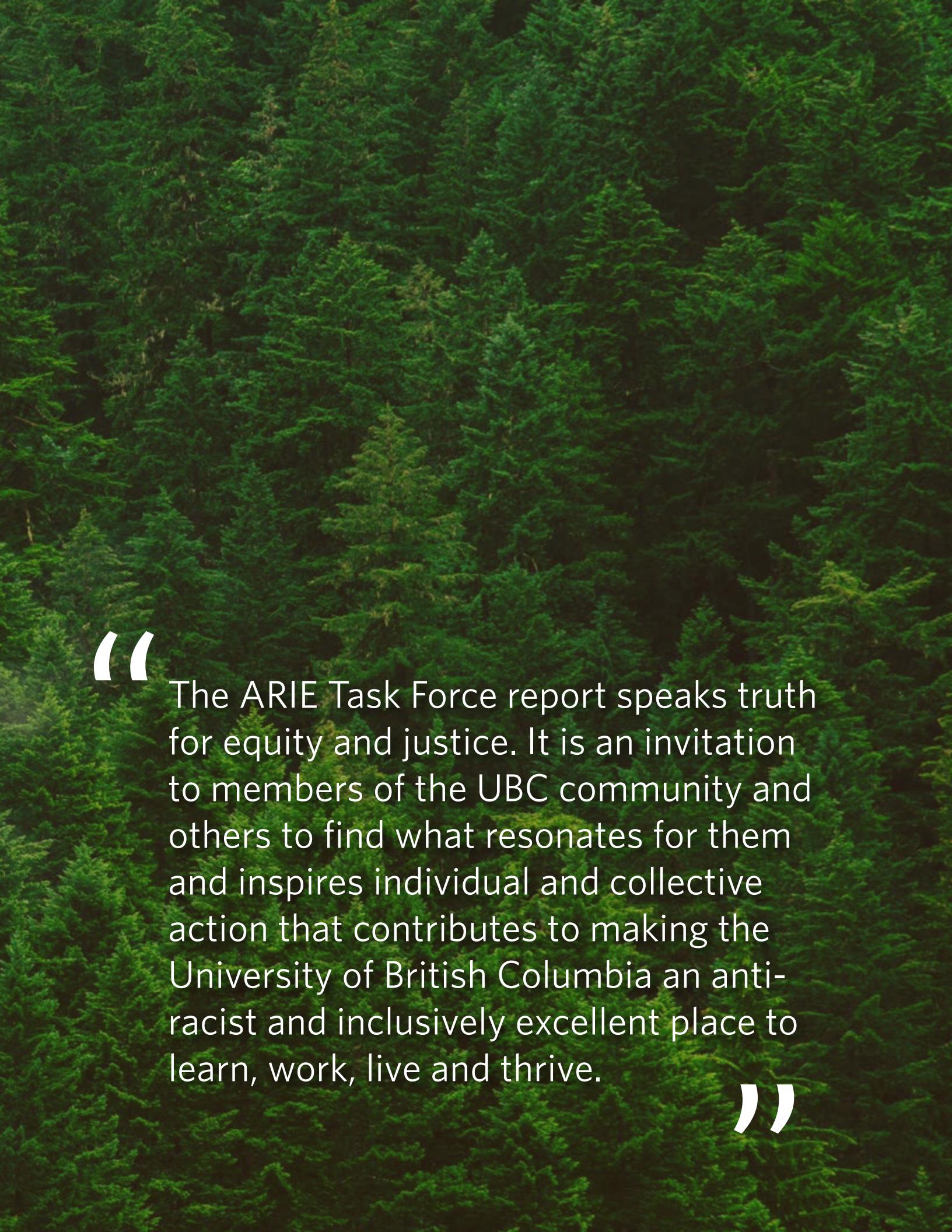
The Students Committee addressed not only issues pertaining directly to students but also issues that had strong real and potential effects on students' lives and learning. For example, in consideration of the forms of racism faced by IBPOC students from both other students and from instructors, the 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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Project Overview

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.

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.

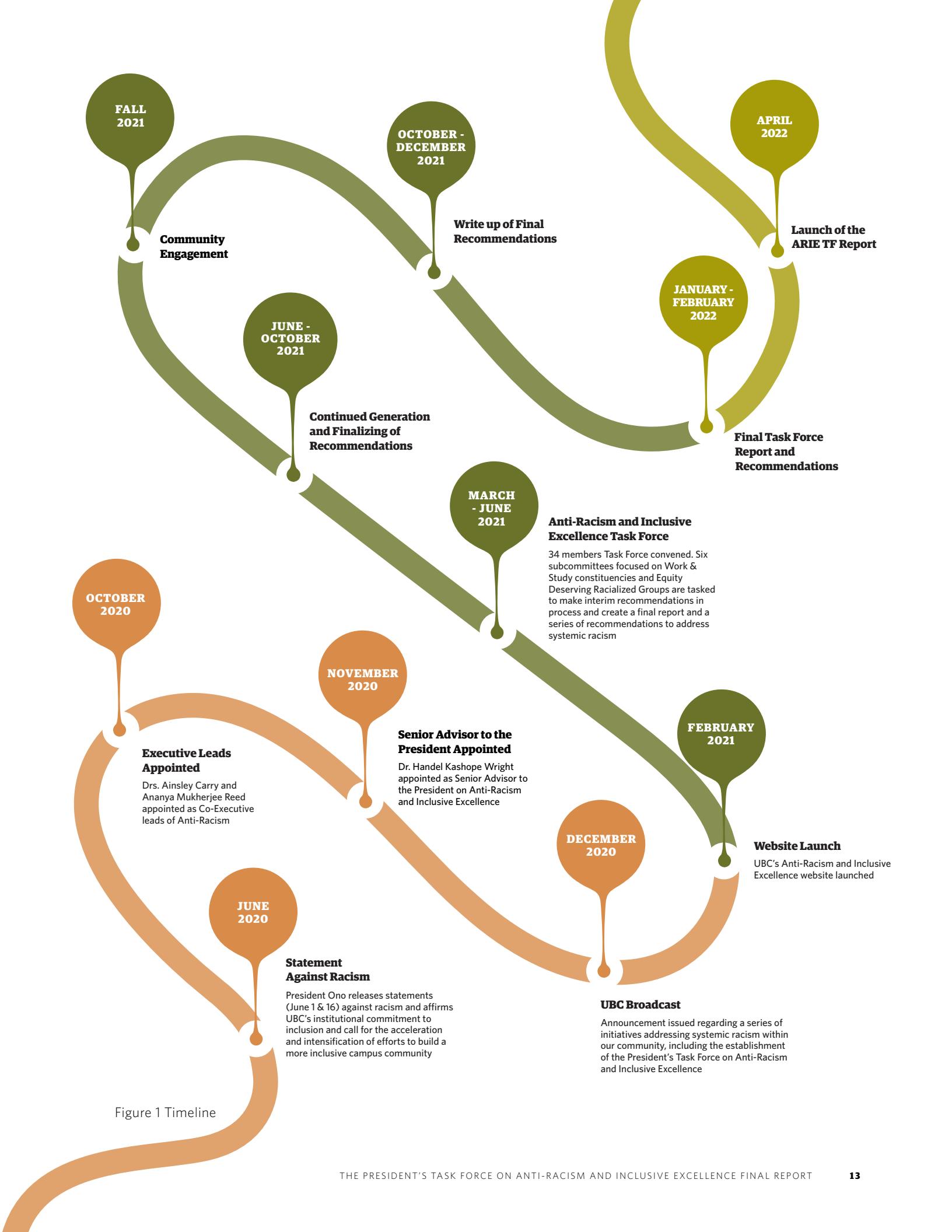
Since July 2020, the President has held a total of 22 Listening Sessions and Witnessing Sessions with various equity-denied community groups (Indigenous, Black, People of Colour, Muslim, etc.) across both campuses. These sessions provided the President with critical information related to various forms 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.

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



Organization

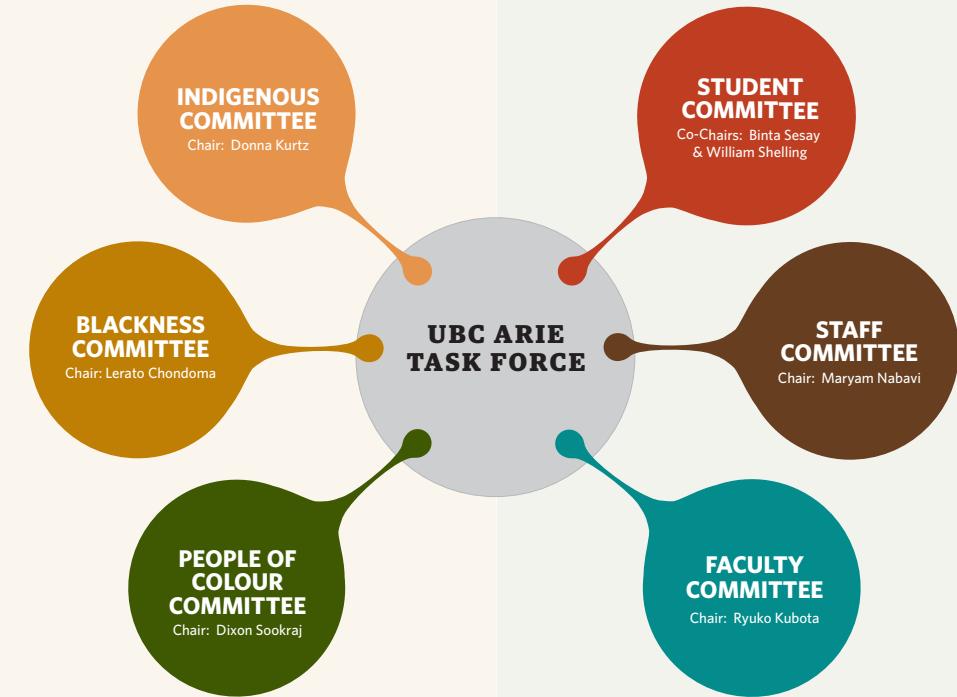
A Coordinating Committee was responsible for the design of the ARIE TF and adjudication of the membership. This Committee included Handel Kashope Wright (Senior Advisor to the President on Anti-Racism and Inclusive Excellence), Ananya Mukherjee-Reed (UBC Okanagan Provost and Co-Executive Lead on Anti-Racism 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.

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WORK AND STUDY CONSTITUENCIES

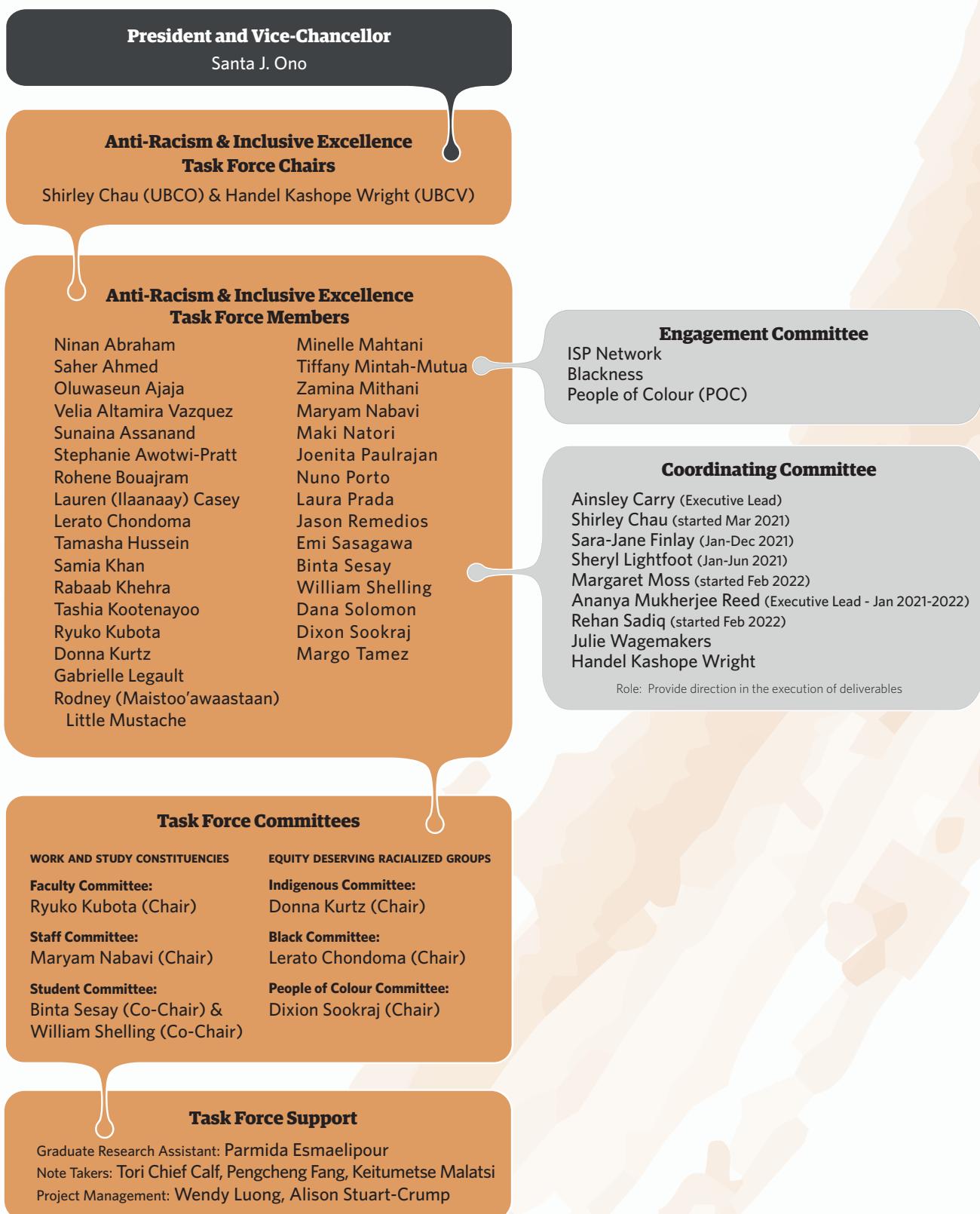
The ARIE TF included students, faculty members and support staff from the two UBC campuses, as well as a support team of four individuals. One of the primary activities of the support team was documenting the ARIE TF meetings.

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.



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.

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

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-Spiritedness 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.

Recommendations

EXECUTIVE SUMMARY

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 multilingual 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
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

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

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'awaastaan: AAOWOKKII @ 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 them 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 exclusive 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.



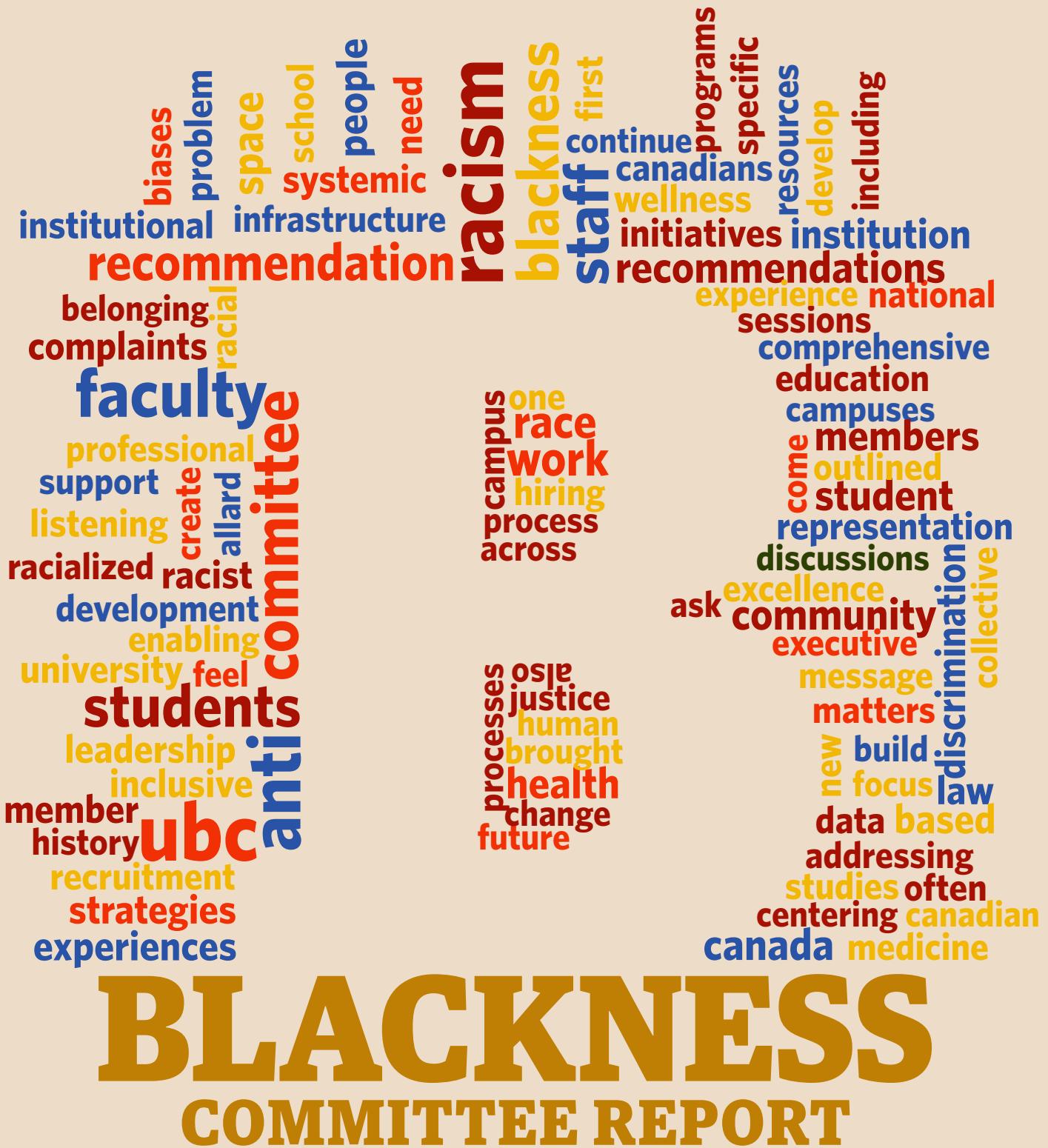
Blackness Committee Report

Prepared by Committee Chair
Lerato Chondoma

Committee Members (In alphabetical order)

Oluwaseun Ajaja (Student, UBC-Vancouver)
Stephanie Awotwi-Pratt (Student, UBC-Okanagan)
Rohene Bouajram (Staff, UBC-Vancouver)
Lerato Chondoma - Committee Chair (Staff, UBC-Vancouver)
Tamasha Hussein (Student UBC-Vancouver)
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Tiffany Mintah (Staff, UBC-Vancouver)
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EQUITY DESERVING
RACIALIZED GROUPS

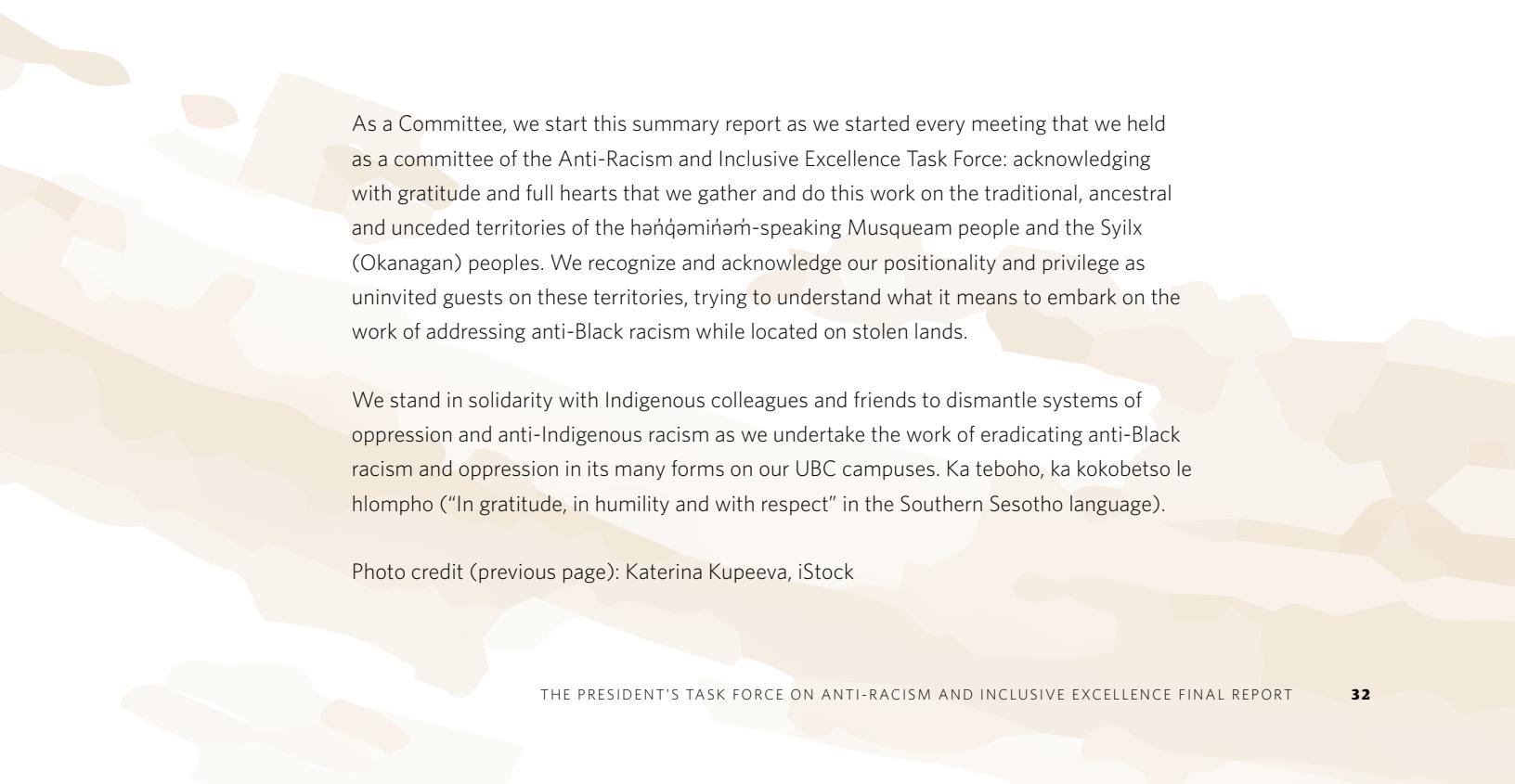


This word cloud was generated by the data analysis program NVivo 12 and represents frequently occurring words in the Blackness Committee's Summary. The larger the font the more often that word appears in the summary, an indication of its relative importance.

"The beauty of anti-racism is that you don't have to pretend to be free of racism to be anti-racist.

Anti-racism is the commitment to fight racism wherever you find it, including in yourself. And it's the only way forward."

- Ijeoma Oluo



As a Committee, we start this summary report as we started every meeting that we held as a committee of the Anti-Racism and Inclusive Excellence Task Force: acknowledging with gratitude and full hearts that we gather and do this work on the traditional, ancestral and unceded territories of the hənqəməniħəm-speaking Musqueam people and the Syilx (Okanagan) peoples. We recognize and acknowledge our positionality and privilege as uninvited guests on these territories, trying to understand what it means to embark on the work of addressing anti-Black racism while located on stolen lands.

We stand in solidarity with Indigenous colleagues and friends to dismantle systems of oppression and anti-Indigenous racism as we undertake the work of eradicating anti-Black racism and oppression in its many forms on our UBC campuses. Ka teboho, ka kokobetso le hlompho ("In gratitude, in humility and with respect" in the Southern Sesotho language).

Photo credit (previous page): Katerina Kupeeva, iStock

Introduction

Anti-racism initiatives aimed at tackling race-related disparities in institutions are not a new phenomenon. Anti-racism work is not new to UBC or to universities across Canada.

However, recent movements like Black Lives Matter and protests in the wake of the death of George Floyd sparked several student demonstrations across Canada and North America, demanding action on institutional anti-Black racism. The death of George Floyd brought into focus how little has actually been achieved. Along with the Black Lives Matter movement, the continued over policing of Black bodies over the last few years (and even at our own institution), has brought anti-Black racism back into the spotlight with renewed urgency and focus.

Against this backdrop of a global racial reckoning, the first-of-its-kind Black Canadian National Survey was conducted in Canada between March and May 2021 (please take a moment to let that sink in—the first-of-its-kind!) The survey included responses from over 5,000 racialized and non-racialized respondents from across Canada providing commentary on issues that included criminal justice, employment, education, health care and the COVID-19 pandemic. This is the first time that experiences of Black Canadians have been considered against those of other Canadians and that data specific to Blackness in Canada has been collected.

“The only reason why I get out of bed in the morning is because I know that there are people, at some point in the future, who we have to show up for. Plain and simple. Whether that’s through policy or progress, marches or merriment, or justice or joy, that’s why we’re here. We do it for those who will be here soon, and we’re making space for them.” – Student member of the Blackness Committee

According to the Black Canadian National Survey (Foster et al., 2021):

- More than one in five Black Canadians say that they have been unfairly stopped by the police. In Atlantic Canada and British Columbia, 41 per cent of Atlantic Canadian Black men and 44 per cent of Black men in BC say that they have been unfairly stopped by police— while the national average is 22 per cent.
- Almost all Black Canadians surveyed (96 per cent) say that racism is a problem on the job, with 78 per cent believing that it is a severe problem. Respondents indicate that they feel that they have been purposely passed over because of the colour of their skin.

While according to crowdsourcing data collected by Statistics Canada in August 2020:

- 84 per cent of Black people stated that they had experienced discrimination related to race or skin colour even though half of Canadians believe discrimination against Black people is “no longer a problem.”
- Black youth are less likely than other youth to attain a post-secondary qualification.
- For most socioeconomic variables associated with more positive educational outcomes, Black youth are at a disadvantage compared with other youth.

The emerging themes from the Black Canadian National Survey and crowdsourcing data collected by Statistics Canada exist at UBC as a microcosm of national Black experiences on a localized scale. Black students, faculty and staff at UBC grapple with experiences of hyper surveillance, daily microaggressions, the psychological and physiological trauma of anti-Blackness and tokenism, as well as the real biases and systemic barriers in hiring and career progression within the university. The Blackness Committee brought together a collective of lived and professional experiences of students, faculty and staff leaders intent on centring Black experiences and developing a set of recommendations that would truly

effect change on the lives of Black colleagues and friends at UBC. It is noted that the recommendations developed by the Blackness Committee were informed by Listening Sessions conducted by President Ono with the Black community at UBC (Black undergraduate and graduate students, staff, faculty and the UBC Black Caucus). This work is considerably informed by the conversations and dialogues that emerged from those Listening Sessions.

Principles for working together

The Blackness Committee was made up of nine students, staff and faculty leaders from both the Okanagan and Vancouver campuses with vast knowledge and experience navigating institutional policy, processes and systems; all in roles supporting a diverse array of student, staff and faculty initiatives. The Committee met once a week from March to early June 2021, meeting 18 times as a full Committee with additional subgroup meetings during April and May. All committee meetings were supported by a Black fourth-year undergraduate student.

During the first meeting, committee members spent some time articulating intentions for this work and affirmations over the Committee, setting expectations for committee members, thinking through how committee members would like to relate to each other and how each member would like to show up for the work. Together we agreed to develop some guiding community agreements to ground and anchor our work, and our relationality to each other.

We committed to:

- Engage with active respect: respecting each other and each other's different experiences
- Hold space for humour, engagement and fun
- Acknowledge hierarchies of oppression and commit to not reproduce these hierarchies and to use this space to generate ideas as equals
- Recognize that we come to this space and work as activists and advocates
- Recognize and respect the power dynamics related to our positionality and commit to meaningful discussions about how we come to compromise

Process

"The Committee is predicated on challenging the assumptions of equal opportunity and fairness when it comes to band-aiding issues of racism at any institutional level. What makes this work worthwhile is our work to challenge the root cause of systemic biases, assumptions and intolerance. As such, re-centring marginalized voices in this work causes us to treat the problem of racism at the institutional level and not the symptoms we often tend to treat."

- Student member of the Blackness Committee

The Committee agreed on a process that would use problem-solving methodologies adept to working through complex, adaptive or system-wide problems. Each week a different committee member (based on their familiarity and interest with a specific problem set) would lead a Committee process of: 1) problem identification; 2) generating solutions; and 3) identifying considerations for implementation and evaluation. The resulting discussions and analyses were triggering and raw as committee members recounted deeply personal experiences of anti-Blackness, of navigating daily microaggressions, and of anti-Black racism and the ensuing trauma. Yet this weekly gathering space became a space of safety, a space of community, a space where we brought forward our ancestors' teachings of how to gather as Black kin. Centring Blackness and love for ourselves, celebrating one another, centring joy and laughter, manifesting resilience and respect. Through this work, as members of the Blackness Committee, we were able to care for each other and hold each other up—to imagine the future we wanted to live in, one that does not diminish or degrade us.

The final set of recommendations generated by the Blackness Committee reflect, amplify and address key issues raised by the Black community at UBC in Listening Sessions with President Ono. The recommendations also seek to delineate Black experiences with racism as nuanced and separate from those of an IBPOC or racialized collective. A total of 10 recommendations were generated by the Blackness Committee, grouped under the following themes:

- A. Belonging, health and wellness
- B. Enabling infrastructure for anti-Black racism
- C. Centring Blackness in the academy
- D. Anti-Black racism in professional degree programs

"Participating in this process of advocating for a more equitable community at UBC requires personal sacrifices. Sacrifices that are often steeped in the recollection of traumatic experiences that usually leads to more trauma—all in the hope that never again will there be a future occurrence."

- Student member of the Blackness Committee



Recommendations

What follows is a discussion of the themes and interrelated recommendations and strategies.

A. Belonging, health and wellness

Members of the Blackness Committee—together with Black students, faculty and staff—at UBC have shared many stories about the need for safe spaces on campus, about how they don't feel safe at UBC and are made to feel like "outsiders" or that "they don't belong." These feelings of isolation and alienation, combined with references of being surveilled, othered and viewed with suspicion, underpinned the urgency of this work for committee members. The three recommendations that make up the theme of Belonging, Health and Wellness focus on creating spaces, services and supports that help Black students, faculty and staff to live and thrive at UBC. **Recommendations 3, 11 and 15** and their interrelated strategies reaffirm the need for designated spaces, support and services on both campuses tailored to Black students, staff and faculty including a Black Resource Centre on the Okanagan campus and a Black Collegia on the Vancouver campus. There is a need for increased understanding that safety and belonging of the Black community at UBC calls for a shift in dialogue about race and racism. **Recommendation 3** calls for UBC to: 1) develop and adopt a comprehensive definition for racism and racist microaggressions; 2) create more opportunities/programming for racialized and non-racialized students, staff and faculty to have difficult conversations about race; and 3) to make classroom spaces safer for Black students and faculty alike.

Recommendation 11 addresses Black student mental health and wellness, reminding us that Black students are more vulnerable to mental health issues on campus. As Black students prioritize their mental health and wellness, they ask for services to feel welcoming, to make them feel recognized and heard. Students are asking for integrative, culturally responsive mental health and wellness services that serve a diverse student body in race (Blackness) and other intersectional markers of identity. They are asking for counsellors who look and experience life as they do

in their Black bodies, understanding the psychological and physiological endless trauma of overt racism and microaggressions. The recommendation focuses on specific and tangible actions to: 1) increase Black representation in health and wellness service delivery; 2) provide appropriate education and training of current service providers; 3) provide appropriate resources to support lack of understanding about race and racism; and 4) develop resources and supports for cases involving Black students, especially those of extreme crisis.

Recommendation 15 speaks to the disproportional workload put upon Black staff and faculty as well as the lack of supports that they encounter within the university. Black staff and faculty share stories of being tokenized, often being seen as the face of EDI within their respective units and expected to do the majority of the EDI work (usually without recognition and often without compensation). This recommendation acknowledges the toll of code-switching to make non-Black/White colleagues more comfortable with Blackness, the burden of being the first and the only in underrepresented academic fields, and the resilience to survive an institution that does not associate competence, qualification and excellence with Blackness. This recommendation saw several committee members share stories about toxic workplaces and the need for UBC to be a place where they can be their full selves and do their best work. The key strategies outlined in **recommendation 15** speak to: 1) developing guidelines, financial resources and recognition mechanisms to recognize the workloads and labour of Black faculty and staff; 2) collecting race-based data for measures of unconscious bias and toxic workspaces (e.g. high (Black) staff turnover, unequal career progression and unequal pay equity); 3) establishing peer-to-peer mentorship for Black students, staff and faculty; 4) developing accountability mechanisms such as an anti-racism office and a zero-tolerance policy; 5) building the capacity of White/non-Black community at UBC; and 6) providing integrated resources for intentionally recruiting Black staff.

Our message to Black Students, Staff, Faculty and Executive leadership at UBC:

***You are seen! You belong! You are beautiful!
You are building a legacy!***

B. Enabling infrastructure for anti-Black racism

"What is it that we are trying to do? In the words of Spanish writer Miguel de Cervantes, voiced by his character Don Quixote in reply to his friend and squire, 'To change the world, my dear Sancho, is not madness or utopia. To change the world is a matter of justice.'

-Faculty member of the Blackness Committee

During Committee discussions and Listening Sessions with President Ono it was clear that as the list and visibility of Black racist encounters continues to grow at UBC, Black students, faculty and staff are asking for transformative action that leads to a paradigm shift that centres race and racism. The emerging theme is one that describes necessary, enabling infrastructure for anti-Black racism at UBC.

UBC is a locus of individual, institutional and systemic racism, in dire need of sustained and comprehensive anti-racism measures. How then does UBC build a truly anti-racist and inclusive university? As an institution we must truly introspect and ask ourselves how to shift from short-term symbolic placating statements to systematic actionable approaches that dismantle racism in our institution. It is clear from personal accounts from recent surveys, Listening Sessions and Committee discussions that there are broken relationships between IBPOC and the university. It is further clear that EDI efforts at the university have largely been ineffective at combatting systemic racism. Continuing to utilize the generalized discourse and approach of equity, diversity and inclusion is simply inadequate and inappropriate for mending these broken relationships.

Along with broken relationships between the IBPOC and the university, it is equally evident that processes that deal with complaints and harassment continue to fail Black people. Existing reporting mechanisms, either deliberately

or inadvertently, are structured to better accommodate other forms of marginalization and discrimination such as disability, sexual orientation, religion, age, background and gender because they are seemingly easier to prove. Race-based discrimination has become more nuanced. Race-based complaints often involve ongoing conduct rather than specific incidents and reporting mechanisms disproportionately screen out large numbers of instances of race-based discrimination, denying victims the opportunity to have their claims investigated, only adding to increased vulnerability and isolation. Processes that deal with complaints and harassment continue to fail Black people.

Recommendations 31 and 10 propose steps to build a distinct approach to addressing race and racism by developing enabling infrastructure for anti-Black racism and defining anti-racism guidelines and practices. By establishing an Anti-Racism and Inclusive Excellence Office with a presence on both campuses, UBC would commit to undertake anti-racism work in a comprehensive and sustained manner that will (re)build trust with BIPOC students, faculty and staff and contribute to making UBC an institution characterized by inclusive excellence. The activities of the proposed Anti-Racism and Inclusive Excellence Office are amplified and bolstered by a system of accountability for Black race-based complaints. Specifically, **Recommendation 10** advances a new process for Black race-based complaints that meets the threshold for human rights race-based complaints in terms of the BC Human Rights Code. Specific recommendation strategies include: 1) the development of a new definition for racism at UBC; 2) new and nuanced processes for screening and investigations; 3) the creation of a reporting platform for race-based complaints; 4) education positions; and 5) the use of anti-racism informed interventions that include conflict engagement dialogues.

The final recommendation relating to enabling infrastructure for anti-Black racism is the need to transform recruitment and retention of Black staff and faculty at UBC. **Recommendation 14** outlines ways to remove inherent biases from institutional recruitment strategies and hiring practices, ensuring that we not only focus on anti-racist recruitment but also on inclusive and equitable retention. The lack of representation of Black faculty in various fields such as leadership and administration, informatics, medicine and community health, STEM, business and art history implies that job postings are not attracting Black candidates and that those that do apply are not short-listed or hired. One of the strategies outlined as

part of **Recommendation 14** is the development of a special program of preferential or limited hiring for Black faculty and staff at UBC under section 42(3) of the BC Human Rights Code. Understandably, such an approach will require consultation with faculty and staff associations, and unions accompanied by an education and awareness campaign about the need for such a policy to support UBC's anti-Black racism efforts. Consideration of preferential and limited hiring is timely, specifically because of serious underrepresentation of Black individuals at UBC, and the glaring lack of Black representation in roles that require special expertise and lived experience of Black individuals combined with relevant professional experience.

The recommendation identifies some key strategies and actions that UBC can take as an institution to increase recruitment and retention of Black staff and faculty, including increasing: 1) Black representation in hiring processes and overhauling hiring practices and the development of job descriptions; 2) mentorship and leadership development of Black staff and faculty already working at UBC; and 3) transformative learning opportunities for leadership and human resources professionals.

Our message to Black Students, Staff, Faculty and Executive Leadership at UBC:

You are resilient! You are valued! Your presence on campus matters!

C. Centring Blackness in the Academy

According to Statistics Canada, over the last 25 years, Black communities in Canada have more than doubled in size to more than 1.2 million people or approximately 3.5 per cent of the national population. Although British Columbia's population is growing at a slower pace than neighbouring provinces, population growth rates in BC are still comparable to those across the rest of Canada. One out of every 30 Canadians is Black, yet all the experiences, stories and diversity of Black communities in Canada are aggregated into the category of "visible minority" regardless of the gross inequities that many Black people face.

During Listening Sessions with President Ono, the Black community at UBC places a responsibility on the institution to create a Black space for research and scholarship on the West Coast, a space where Black people can see themselves reflected in the curriculum—the type of academic and intellectual space where Black people see themselves in graduate students, post-docs and professors, and where Black history, Black ways of knowing and culturally relevant pedagogy are centred and celebrated. **Recommendations 11 and 12** dare to imagine an anti-racist UBC that recognizes, acknowledges and encourages Black excellence. The key ask is for the development of interdisciplinary Black Studies programs that includes the expansion of an African Studies program to offer an interactive and dynamic set of programs that engage academics from a range of disciplines, including education studies, health studies, history, law and literature amongst others. Although Black Studies programming is not entirely reserved for Black academics, one of the primary desired outcomes is to develop a critical mass of Black faculty, creating pathways into academia for emerging and new Black scholars.

Additionally, **Recommendation 12** calls for the development of a Blackness Strategic Plan at UBC as a way to signal to the BC Black community that UBC recognizes that we exist and that UBC acknowledges the inequities and discrimination faced by Black members of the UBC community. Moreover, there is such acute underrepresentation in the institution that a Blackness Strategic Plan is urgently needed. The Blackness Strategic Plan could also create pathways for local Black community members to participate in decision-making and the design of a supportive, reciprocal and community definition of Blackness at UBC for present and future generations to come.

Our message to Black Students, Staff, Faculty and Executive leadership at UBC:

***Your history matters! Be unapologetically Black!
Your existence matters!***

D. Anti-Black racism in professional degree programs

The final recommendation relates to addressing anti-Black racism and systemic discrimination in professional degree programs such as law and medicine. **Recommendation 31** is the result of tireless advocacy and anti-Black racism efforts of the Black Physicians of British Columbia (BPBC). It is noted that discrimination is an internationally recognized determinant of health. Racial disparities and socioeconomic status are also directly related to health status. In order to provide truly culturally competent care, UBC's curriculum and medical training must prepare its learners to be competent in identifying and dismantling structural inequality and racial biases to better serve their communities. The BPBC believes there is a unique opportunity to catalyze transformative reform at the UBC Faculty of Medicine to address institutional racism by taking concrete steps towards addressing the BPBC recommendations outlined below. The BPBC is calling on the leaders of the UBC Faculty of Medicine, Undergraduate and Post Graduate Medical Education Office, to reform their protocols in response to the international cry for justice illuminated by the Black Lives Matter movement.

Recommendation 31 is necessary to address anti-Black racism and systemic racism in the Faculty of Medicine, while supporting Black medical students as well as Black residents and fellows. Specific strategies and actions include: 1) collection of race-based data; 2) establishment of a Black student application program; 3) mentorship of Black students; 4) review of curriculum; 5) creation of an office with anti-Black and anti-racist expertise; 6) development of anti-racism resources and education tools; and 7) increasing Black representation.

Recommendation 4 outlines a proposal for a holistic program from the UBC Black Law Students' Association (BLSA), Allard School of Law. The recommendation provides comprehensive steps to create and reinforce pathways into law for Black students to counter historic anti-Black racism at the university and at the Allard School of Law. The BLSA proposes that the Law School and UBC institutionalize the initiatives outlined in the recommendation, including

sustainable investment, administrative support and independent oversight required to ensure that the recruitment, support and research initiatives regarding Black students at Allard that were started in 2020 continue next year and in the years after. The outlined activities and initiatives will benefit from being institutionalized, expanded and run as a comprehensive strategy. The recommendation proposes that the Law School and UBC institutionalize the initiatives outlined and leaves considerable flexibility to the Law School and UBC to shape the initiatives (and their budgets). The activities included in the strategies of the recommendation are essential for the recruitment, increased representation and successful completion of degrees of Black students in the Allard School of Law.

Our message to Black Students, Staff, Faculty and Executive leadership at UBC:

You are creative! You are innovative! You are brilliant!

A Luta Continua

"Having served on task forces before, it was a true honour to be able to share the space with students, staff and faculty who understand the systemic and at time insidious nature of how racism is experienced personally and institutionally. The desire for change was evident across conversations and even more importantly, weaved into the recommendations for an anti-racist and inclusive institution. My hope for anyone reading this report is to ask themselves: How can I contribute to the necessary change reflected in the recommendations? We need everyone to move this forward at all levels and in all corners of the Vancouver and Okanagan campus."

- Staff member of the Blackness Committee

As members of the Blackness Committee and as Black students, faculty and staff at UBC, our social justice, racial equity and anti-racism work continues. The work to build an anti-racist UBC must be ongoing, as a collective we must not rest until we create an inclusive, equitable and just society for those who come behind us. Addressing anti-Blackness is a collective responsibility and it starts by acknowledging and believing the racial realities faced by Black students, faculty and staff at UBC, and by naming racial hierarchies and systemic racism in university policies, practices and systems that continue to exclude and keep Black people on the margins of the institution.



Our enduring message to Black Students, Staff, Faculty and Executive leadership at UBC:

You are seen,
You belong,
You are beautiful,
You are building a legacy,
Your history matters,
Be unapologetically Black,
Your existence matters,
You are resilient,
You are valued,
Your presence on campus
matters,
You are creative,
You are innovative,
You are brilliant,
You matter.

Blackness Committee Recommendations

BLACKNESS COMMITTEE REPORT

Recommendation #3: Foster belonging for Black students, staff and faculty at UBC

Issue: Black students, staff and faculty do not feel a sense of belonging at UBC

Context: Black students, staff and faculty at UBC have shared many stories about the need for safe spaces on campus, about how they don't feel safe at UBC and are made to feel like "outsiders" or that "they don't belong."

Black students, staff and faculty are very aware of the colour of their skin while on campus and specifically, referenced being surveilled, othered and viewed with suspicion. The Black community at UBC shares stories about the gaslighting in classrooms, work places and services. Examples include:

- professors and students using the N-word in jokes in the classroom and in course materials;
- Black staff being mistaken for students or custodial staff and, being interrogated by security (even if they're heading to their own offices); and
- Black staff who are newcomers experiencing a disconnect between campus culture and what UBC represents: racism and discrimination on campus.

All of this happens at a university that does not have a designated space, support and/or services tailored to Black students, staff and faculty to live and thrive at UBC. Spaces on campus do not normalize the gathering of Black people and there is a sense that Black people are not allowed to occupy public spaces.

Black students, staff and faculty expressed that UBC needs to be intentional in their anti-Black racism commitments including increasing representation of Black graduate students, post-docs and professors

and staff. There is a clear ask for the development of multidisciplinary and interdisciplinary Black studies at UBC that includes an expansion of the existing African Studies program. This would result in the creation of a Black space on the West Coast with representation of Black students, staff and faculty, a space where Black people are recognized as excellent scholars.

Recommendation #3.1 Physical space recommendations

1. Establishment of a Black Resource Centre at UBC Vancouver and Okanagan
2. Establishment of a Black Collegia at UBC Vancouver
3. Establishment of a Black Studies Program that can be part of a broader Black Resource Centre and the expansion the African Studies minor program
 - a. Including the establishment of Research Chairs for Black faculty: Tier 1 and Tier 2 Canada Research Chairs on Blackness, university chairs in Blackness (that rotate across disciplines)
 - b. Academic recognition of Black bodies of knowledge, ways of knowing and pedagogy
 - c. Pathways for Black graduate students and PhDs from UBC to be hired as junior faculty

Recommendation #3.2 Support and services recommendations

1. Black representation in roles around the university that require special expertise and lived experience of Black individuals combined with relevant professional experience (some examples include academic advisors for Black students including students of African descent, black counsellors)
2. Treat Black staff hires as priority hires and provide wraparound services to Black staff relocating to Vancouver for UBC jobs (including supports for housing, prioritization for childcare, orientation to Canada as a new immigrant and culture and environment education)

3. Develop a prerequisite online training program for students taking courses taught by Black faculty that incorporates the latest bias-free approaches and create safe classroom spaces to foster dialogue
4. Similar online training programs can be developed for staff and administrative teams, faculties, departments and units who have recruited new Black staff and faculty

Recommendation #3.3 Safe spaces recommendations

1. Incorporate unconscious bias training and bystander training about race as part of new student, staff and faculty orientation
2. Create opportunities/programming for racialized and non-racialized students, staff and faculty to have difficult conversations about race during orientations
3. Develop programming and workshops at the start of every year for returning students, staff and faculty to facilitate ongoing dialogue about race and racism. Continue to offer programming and workshops during the year
4. Develop and adopt a comprehensive definition for racism and racist microaggressions

Suggested Implementation pathways and evaluation

Resources Required

Employ Black staff and faculty with expertise and lived experience in anti-black racism, anti-oppression work and Critical Race Theory to train and continue facilitating periodic training on issues pertaining to anti-black racism and inclusion at both UBC Vancouver and UBC Okanagan.

Identification of responsible peoples/units

- Executive Co-Leads on Anti-Racism at UBC, Dr. Ainsley Carry, Vice-President Students, and Dr. Ananya Mukherjee Reed, Provost and Vice-President Academic, UBC Okanagan
- Senior Advisor to the President on Anti-Racism and Inclusive Excellence, Handel Wright
- Representatives of the Black Caucus at UBC

Suggested timelines

- Immediately for Black Studies Program and Black Collegia
- Upon completion and adoption of the recommendations of the Task Force for the Black Resource Centre

Identification of responsible peoples/units

Applying the lens of racial remediation to ensure that proposed safe spaces do not end up acting as technologies of exclusion for Blacks. Safe spaces (i.e., a Black resource centre, proposed Black Collegia and other incidental spaces) ought to primarily be a learning and facilitation centre that teaches and normalizes the distinctiveness of Black people, rather than just a space to be with and build community with other Blacks at UBC. Black support on site in the space, with students given direct support given the circumstance or solution.

With this proposal, the BLSA aims to encourage comprehensive steps to create and reinforce pathways into law for Black students to counter historic anti-Black racism at the university and at the Allard School of Law. Sustainable investment, administrative support and independent oversight are required to ensure the recruitment, support and research initiatives regarding Blacks at Allard that were started in 2020 continue next year and in the years after. Specifically, the BLSA argues that these initiatives will benefit from being institutionalized, expanded and run as a comprehensive strategy. The BLSA desires to have the Law School and UBC institutionalize the initiatives outlined in their proposal and have presented a budget for their ideal Holistic Program, leaving considerable flexibility to the Law School and UBC to shape the initiatives (and their budgets). It is the BLSA's hope that moving forward, part of the institutional support will provide administrative resources to develop, implement and sustain the Holistic Program, including its budgeting.

At the time of submitting the proposal there were no financial commitments from Allard nor from UBC. The BLSA notes some recent commitments and results from other institutions where the universities, Law Faculties and Black law students worked together to solicit funds and launch programs. They are confident that the same, if not better, results can be achieved at Allard and at UBC.

After review and consideration of the proposal, the Task Force strongly supports the proposal submitted by the UBC BLSA and consider the activities included in the proposal to be essential for the recruitment, increased representation and successful completion of degrees of Black students in the Allard School of Law. We therefore make the following recommendations:

Recommendation #4: Implement the proposal of a holistic program from UBC Black Law Students' Association, Allard School of Law

Issue: Need for support to meet commitments from the Allard School of Law and UBC re a comprehensive strategy for Black students

Context: The Black Law Students' Association (BLSA) submitted a proposal to President Ono, who in turn shared the proposal to the Anti-Racism and Inclusive Excellence Task Force for consideration.

Recommendation #4.1

The funds for the proposal be raised by the Allard School of Law and UBC's Development and Alumni Engagement Office with strategic firm partnerships as outlined in the UBC BLSA proposal with a keen interest in considering the sustainability and growth of increased Black student representation in Law.

Recommendation #4.2

The proposed Program Coordinator staff position be a permanent, full-time position that is core to the operating budget at Allard and not a term position that is dependent on fundraising to sustain the position.

Suggested Implementation Pathways and Evaluation

Resources Required

Employ proposed Program Coordinator to support and coordinate activities for fundraising by Allard School of Law and UBC's Development and Alumni Engagement Office.

Identification of responsible peoples/units

- Dean of Allard School of Law
- VP Alumni and Development Engagement
- Assistant Dean, External Relations, Allard School of Law
- Representatives of the BLSA

Suggested timelines

Immediately

Identified Risks

- Sustainability of fundraising efforts
- Complete reform of admissions process towards holistic admissions and attentiveness to Black applicants in order to support recruitment and retention
- Need for faculty hiring and anti-racism training to ensure representation and success of Black students

Recommendation #10: Establish an effective process for receiving and handling Black race-based complaints

Issue: There is no distinct reporting process and accountability for race-based complaints.

Context: Recent events at UBC demonstrate the need for a distinct approach to addressing race and racism by developing anti-racism guidelines and practices. In recent times, race-based discrimination has become more nuanced, taking the form of tokenism, microaggressions, otherness, invisibility and deliberate exclusion from shared spaces, be those physical, psychological, emotional, intellectual or otherwise. As race-based complaints increasingly fall under the subset of "invisible discrimination," articulating them has become more complex especially as these types of complaints often involve ongoing conduct rather than specific incidents. Consequently, existing reporting mechanisms, either deliberately or inadvertently, are structured to better accommodate other forms of marginalization and discrimination such as disability, sexual orientation, religion, age, background, gender because they are seemingly easier to prove. Qualitative and quantitative data shows that decision makers, either consciously or unconsciously, demand a higher burden of proof for race-based discriminations. This usually means that these reporting mechanisms disproportionately screen out large numbers of instances of race-based discrimination, thereby denying victims the opportunity to have their claims investigated. This denial is harmful and leaves victims feeling exposed, vulnerable and isolated.

Personal accounts from recent surveys, Listening Sessions and Committee discussions at the Task Force tell of broken relationships between the Black community and the university. The fact that processes that deal with complaints and harassment continue to fail Black people.

Recommendation: Current human rights process

As a process already exists for race-based complaints that meet the threshold for a human rights complaint or a formal investigation, we recommend that when a complainant files such a complaint with the Human Rights team, the complaint should proceed through the existing reporting mechanism. To ensure the robustness of the process, we recommend that:

1. UBC employ human rights advisors with lived experience and expertise with anti-racism, in addition to the existing human rights advisors.
2. Specifically, UBC should hire an Anti-Racism Human Rights Advisor who could be a part of or act in a supportive position to the newly proposed Anti-racism and Inclusive Excellence Office at UBC. The Anti-Racism

- Human Rights Advisor would also be part of the team undertaking a comprehensive and continuous anti-racism work at UBC.
3. The comprehensive and continuous anti-racism work at UBC must be adequately funded and resourced.
 4. The scope of work for the proposed Anti-Racism Human Rights Advisor should be on anti-racism and not incidental overflows from the current Human Rights team.

Recommendation: Proposed human rights process

1. However, if the Human Rights team is unable to proceed with the complaint because it falls under the subset of "invisible discrimination," then we recommend that the complaint be sent to the Anti-Racism Human Rights Advisor, who would:
 - a. Meet with the complainant to further discuss the complaint
 - b. Provide or direct the complainant to emotional and psychological resources available
 - c. Document the complaint under headings to be developed in conjunction with the Anti-Racism and Inclusive Excellence Team
 - d. Reveal the substance of the complaint (while ensuring the anonymity of the complainant and perpetrator)
 - e. Communicate with relevant departments on campus to organize training, professional developments, temporary reassignment of complaint, etc.
 - f. Document the prevalence of reoccurring conduct complained of and department from which such reports emanate

- g. Identify bad actors who within departments are repeatedly reported
- h. Liaise with Human Resources on strategic steps to take to protect complainant
- i. Engage with the Investigations Office to investigate claims
- j. Ensure that the Complainant is fully engaged in the process by relying on a trauma-informed approach.

- discrimination (or discrimination in general)
4. Providing supports for complainants to draft and document race-based complaints

Recommendation: Investigations

Investigations

1. Investigation capacity in an Anti-racism office that includes specific anti-Black racism and not what is currently in the system

Recommendation: Reporting platform for race-based complaints

2. Develop a platform that allows people to articulate and share their experiences of racism, race-based complaints and microaggressions
 - a. Develop an incident reporting system that permits the expansion of individual complaints into systemic complaints where there is a pattern if there have been similar complaints before
3. This addresses institutional memory
 - a. Place where information is well-documented
 - b. Options to send and share draft incident reports with the human rights advisors, Equity & Inclusion Office, Human Resource team, etc.
 - c. Also addresses incidents that do not meet existing thresholds
 - d. Captures people concerns outside of the context of formal complaints

Recommendation #7.2 Screening

Screening

1. Screening is a necessary step, but such screening should consider the fact that further investigation may reveal evidence that would support a complaint that on its own seems weak. UBC must provide additional resources to support this form of early investigation of race-based complaints
2. It may be helpful to adopt a practice against screening out complaints of race discrimination before an investigation. This is because race-based complaints involve subtle discrimination that may not be apparent without further investigation
3. Consideration of the record of the respondent concerning race

Recommendation: Education

1. Educational efforts to reach racialized groups who experience discrimination
2. Create education strategist positions to move between racialized groups, unions and professional associations who have first-hand information and/or lived experience of race-based discrimination
3. Dialogues/conversations race and anti-black racism geared toward an anti-racist UBC

- Senior Advisor to the President on Anti-Racism and Inclusive Excellence, Handel Wright
- Senior Advisor to the Provost on Racialized Faculty, Minelle Mahtani
- AVP Equity & Inclusion, Sara-Jane Finlay
- Director – Human Rights

Recommendation: Anti-racism informed interventions and conflict engagement

1. In assessing a complaint, it may be helpful to consider carefully what proactive steps could be taken and tailor investigative techniques to the particular challenges of race-based complaints
2. Create platforms and opportunities for understanding the point of view of another, unconscious bias, stereotypes, racialization
3. Space for dialogue, transformative learning, education
4. Addressing gaps in the current system for “reconciliation” or finding a path back to working together in situations where there is racial tension, microaggressions, etc.
5. Participatory, grassroots led design and process (bottom-up, not top-down)
6. Trauma-informed process



Suggested Implementation pathways and evaluation

Resources Required

- President
- Executive Co-Leads on Anti-Racism at UBC, Dr. Ainsley Carry, Vice-President Students, and Dr. Ananya Mukherjee Reed, Provost and Vice-President Academic, UBC Okanagan
- Senior Advisor to the President on Indigenous Affairs, Sheryl Lightfoot

Identification of Responsible Peoples/Units

- President

Suggested Timelines

- Immediately
- Start framing and developing office as work of the Task Force starts to wrap up

Identified Risks

- Continued mis-trust of investigation process and human rights complaints process

- Disenfranchised, disengaged and distrustful Black community at UBC
- Lack of willingness to overhaul existing offices and processes at UBC (e.g., human rights in Equity & Inclusion Office and Investigations Office)
- Clearly defining scope of existing offices in relation to race-based complaints and working cooperatively to design a new process

Recommendation #11: Improve Black student mental health and wellness

Issue: Black students aren't getting the mental health care and wellness services that they need.

Context: Black students are more vulnerable and privy to mental health issues on campus. Often Black students experience racism and discrimination and are thus ill-equipped to deal with or have support systems on campus. Black students are expected to manoeuvre institutional spaces when stereotyping and discrimination can shape and affect their opportunities and experiences on campus and in the classroom. Black students require health and wellness support specific to anti-racism initiatives to improve academic performance and overall health and well-being.

Black students often feel excluded and ignored in White spaces and institutions. The Black student body at UBC speaks of the need for mental health and wellness services to feel welcoming, making them feel recognized and heard. Counsellors, academic advisors and residence advisors all play a critical role in supporting Black students to navigate race-based stress and mental health issues. Yet Black students at UBC describe an institution that does not offer options of Black mental health and wellness service providers

and speak of a lack of space for Black students. International students feel they are looked down upon by counsellors if English is their second language, thereby creating barriers and levels of mis-trust between Black students and existing counselling services.

Black students at UBC are clear in their ask for integrative, culturally responsive mental health and wellness services that serve a diverse student body in race (Blackness) and other intersectional markers of identity. They are asking for counsellors who look and experience life as they do in their Black bodies, understanding the psychological and physiological toll of endlessly addressing overt racism and microaggressions. Black students further express a need for a review of current provisions to service providers on campus and the need to provide better options for access, coverage and subsidy of mental health and wellness services.

Recommendation: Black representation in health and wellness service delivery

1. Hire Black counsellors and staff in mental health and wellness programs at UBC (specifically in counselling services, student health services and counselling in residence) with lived experience, knowledge and intersectionality knowledge to support a diverse Black student base
2. UBC to prioritize Black service providers in delivery of mental health and wellness services including prioritization in procurement practices. This should include a review of how Black students access mental health services and how payments are subsidized in relation to Black service providers
3. Prioritize having Black student representation in the peer support and wellness navigator
4. Recognize, reinforce and build understanding of alternative ways of knowing and being to support healing, health and resilience for Black students
5. Diversify look and brand of health and wellness at UBC to include different bodies, shapes and activities of health and wellness.
6. Student Blog section - create different avenues or ways for Black students to share about mental health experiences and coping tools/mechanisms (music, YouTube videos, multimedia)

Recommendation: Appropriate education and training of current service providers

1. Create a tab on landing page of the UBC Mental Health and Wellness website “For Black Students” connecting Black students to Black counsellors in the local area (UBC Vancouver and UBC Okanagan)
2. Utilize student orientation and programs like Jump Start as a time to inform and educate Black students about resources for Black mental health and wellness including counselling services
3. Create opportunities for peer-learning from Black students with lived experience including Black student representatives trained in health and wellness, titled e.g., the Student Committee on Health and Wellness.
4. Ensure that wellness workshops support Black students and the broader Black community at UBC with increased representation of wellness workshop presenters that are Black or have lived experience as a racial minority versed in anti-racism approaches to mental health. This includes an intersectional lens and/or knowledge in developing wellness workshops and in representation of presenters
5. Deliberately create space for Black-centred and Black-led conversations about mental health and well-being. This includes designing sustainable initiatives to support Black-centred and Black-led conversations
6. Providers for student health services should include Black doctors, nurse practitioners and nurses
7. Increased representation of Black students and staff in referral process from front desk to counsellor

Recommendation: Appropriate resources to support lack of understanding about race and racism

1. Closer proximity of Black counselling services to incidents in the classroom: the Black Resource Centre can be a physical location for counsellors
2. Educational resources for faculty to build anti-racist classrooms, mandatory anti-racism training for non-racialized faculty
3. Increase frequency of mental health and wellness workshops to once every month
4. Framing a supportive model of care that is Black-student-centred and empowers Black students by prioritizing their rights, needs and wishes when accessing mental health and wellness services at UBC especially in cases of extreme crisis
5. With the intention to increase representation and safety of Black students, provide anti-black racism training and stigma training for non-racialized students and staff providing mental health and wellness services

2. Help-a-friend Health and Wellness module should include education and training about race and racism led and designed by Black experts/ Black counsellors

Suggested implementation pathways and evaluation

Resources Required

- Partnerships with Black-led community organizations in Vancouver and the Okanagan such as Vancouver Black Therapy and Advocacy Foundation
- Two positions that relate to supporting Black Mental Health at UBC

Identification of Responsible Peoples/ Units

- VP Students and AVP Okanagan
- Chief Health Safety Officer
- Student Health and Well-being
- Director Counselling Services (UBC Vancouver and UBC Okanagan)
- UBC procurement related to vendors

Suggested Timelines

- Immediately

Identified Risks

- Intentional consideration will not be given to ratio of provider to student
- AMS and GSS have to sign-off and may not be alignment of mandate, priorities and vision
- Sustainable plan and resources to retain Black mental health professionals

Recommendation: Resources and supports in cases in extreme crisis

1. Set-up early alert that “activates” Black or racialized advocates to provide support and advocacy for Black students when accessing mental health services especially in cases of extreme crisis

- Culturally inappropriate mental health and wellness services for Black students result in lower retention rates and lower degree completion

Recommendation #12: Establish Black Studies and elevate Blackness in the academy

Issue: Need for a comprehensive Black Studies Centre that is inclusive of Black Studies and African Studies Programs.

Context: Black students, staff and faculty have clearly articulated that UBC has a responsibility to create such a Black space for research and scholarship on the West Coast, a space where Black people can see themselves reflected in the curriculum. The type of academic and intellectual space where Black people see themselves in graduate students, post-docs and professors, where Black history, Black ways of knowing and culturally relevant pedagogy are centred and celebrated.

The key ask is for development of interdisciplinary Black Studies Programs that includes the expansion of an African Studies Program. This is envisioned as an interactive and dynamic set of programs that engage academics from a range of disciplines, including education studies, health studies, history, law and literature amongst others. Although the Black Studies programming is not entirely reserved for Black academics, one of the primary desired outcomes is to develop a critical mass of Black faculty, creating pathways into academia for several emerging and new Black scholars.

Additionally, having access to Black Studies programs allows students of different races and ethnicities to come together and work through their feelings of anger and disillusionment in the wake of so many assaults on Black bodies and Black

people in Canada. The type of interdisciplinary programming envisioned in Black Studies starts to build the foundations of true understanding and real systemic change.

Recommendation: Black Studies Centre

1. Development of a Black Studies Centre made up of interdisciplinary and multidisciplinary Black Studies Programs that focus on Black research and Black scholarship
 - a. This set of programs will cover a local, national and global Blackness and incorporates the unique characteristics of UBC, namely West Coast Blackness, British Columbia Blackness and Black Pacific studies
2. Cultivate research that centres Black ways of knowing and culturally relevant pedagogy
3. Acknowledgement and academic recognition of Black ideas and Black history
4. Establishment of undergraduate and graduate degrees in Black Studies, including a Black Studies major on both campuses, a journal for Black Studies and a funded student association
5. Support the well-being and success of Black academic staff

Recommendation: Expand and enhance African Studies Program

1. Develop a pragmatic vision for an African Studies Program, either as a department, a centre or a cluster, endowed with its own institutional location, administrative staff and an annual budget
2. Create a Working Group to develop a plan for the expansion of the current African Studies Program and to build research capacity, including tenure-track faculty positions for existing and new faculty hires
3. Consolidate existing critical mass at UBC in articulation and pursuance of the recent motion by Senator Austin Uzama approved in the March 17, 2021, Senate meeting, for the hiring of Black academics, and the establishment of awards for Black international students (fully covering tuition and accommodation) in addition to the existing awards for Black Canadian students

4. Develop a research group dedicated to African scholarship that connects UBC with African higher education institutions to foster diverse and interdisciplinary exchange programs centring African scholarships

Recommendation: Recruitment and retention of Black scholars

1. Establish research Chairs for Black faculty: Tier 1 and Tier 2 Canada Research Chairs on Blackness, Black Life and Black experience (historical and contemporary contexts) and where applicable, Canada Foundation for Innovation programs; University Chairs in Blackness (that rotates across disciplines)
2. Overall strategy for cluster hires especially in fields where Blackness is seriously underrepresented such as fields of leadership and administration, informatics, medicine and community health, STEM, business and art history
3. Increase the complement of Black tenured and tenure track faculty
4. Provision of wraparound services for Black new hires such as child care, housing, and culture and environment education
5. Create pathways for graduating students and PhDs from UBC to be hired as junior faculty

Recommendation: Support for Black students and students of African and Caribbean descent

1. Ensure that all Black enrolled students are treated on an equal basis regardless of geographical origin
2. Develop agreements with the responsible offices of Citizenship and Immigration Canada so that international Black students may renew permits, visas on campus, without any impact in their academic, personal or professional lives. This would also allow UBC to have a better understanding of its internal diversity and develop a proactive management of international student's situations
3. Remove barriers that for international Black students to access for UBC jobs and dedicate a number of specific UBC students' jobs for Black students
4. Increase dedicated funding for the creation of scholarships for Black students and opportunities for student aid (graduate and post-doc level)

Recommendation: Support for secondary school students to access university

1. Continued resources to fund mentorship efforts towards Black students at high school and undergraduate levels so that students can be introduced to UBC through tours, workshops and virtual as well as in-person events through programs like Beyond Tomorrow
2. Create pathways and ladder programs that attract Black students graduating from high school entering the university

Recommendation: UBC Black Alumni Association

1. Provide support and resources (fixed annual budget) for the development of a UBC Black Alumni Association

Recommendation: Blackness in the academy

1. Create an Advisory Group on Blackness at UBC with a mandate to guide the development of the Blackness Strategic Plan and to advise leadership on key areas affecting Black students, staff and faculty including community outreach and support. Membership will include Black faculty, students and staff as well as members of the Black Caucus, Black Alumni and Black communities of Vancouver and the Okanagan
2. Creation of a website and/or portal for Blackness and promotion of Black and/or African-promoted events
3. Development of awards for Black students, staff or faculty featuring recognition for their achievements at UBC
4. Create more pathways which allow for the publishing of Black scholarship at all levels of the university [undergraduate, graduate and faculty]

Suggested Implementation Pathways and Evaluation

Resources Required

- Continued resourcing and support for working group led by Senior Advisor to the President on Anti-racism and Inclusive Excellence

- Funding and resources through a variety of sources, including private donations, the private sector, government and not-for-profit organizations

Identification of Responsible Peoples/Units

- President

Suggested Timelines

- Immediately
- Start framing and developing office as work of the Task Force starts to wrap up

Identified Risks

- Trying to support the longevity of these recommendations without a cohesive Blackness Strategic Plan
- Ensuring that there is adequate Black representation and consultation in discussions at Provost, Human Resources and Equity & Inclusion levels to ensure accountability and transparency

According to crowdsourcing data collected by Statistics Canada in August 2020:

- 84% of Black people stated that they had experienced discrimination related to race or skin colour even though half of Canadians believe discrimination against Black people is "no longer a problem."
- In 2018, police in Canada reported 283 criminal incidents motivated by hatred against the Black population. Said reported incidents account for approximately 36% of all hate crimes targeting race or ethnicity and 16% of all hate crimes in 2018. The Black population was the second-most commonly targeted group overall for 2018, behind the Jewish population.
- 46% of Black participants had low confidence in the court system, compared with 22% of white participants. In 2019, nearly one in five Black Canadians (18%) reported having not very much or no confidence in the police—more than double the proportion among non-visible minorities (8%).
- Black youth were less likely than other youth to attain a post-secondary qualification.
- For most socioeconomic variables associated with more positive educational outcomes, Black youth were at a disadvantage compared with other youth.

Some Black Canadians can trace back their roots in Canada for at least eight generations, yet living this reality of erasure must leave Black people in Canada and BC feeling out of place, like their existence and experiences do not matter. Developing a comprehensive Blackness Strategic Plan at UBC signals to the BC Black community that UBC recognizes that we exist and that UBC acknowledges the inequities and discrimination that we face. It would say that UBC is a place that welcomes, celebrates and allows for Blackness. Understandably, the fast-tracked pace and

Recommendation #13: Develop a comprehensive Blackness Strategic Plan

Issue: Need to develop a comprehensive Blackness Strategic Plan.

Context: According to Statistics Canada, over the last 25 years, Black communities in Canada have more than doubled in size to more than 1.2 million people or approximately 3.5% of the national population. Although British Columbia's population is growing at a slower pace than neighbouring provinces, population growth rates in BC are still comparable to those across the rest of Canada. One out of every 30 Canadians is Black, yet all the experiences, stories and diversity of Black communities in Canada are aggregated into the category of "visible minority" regardless of the gross inequities that many Black people face.

short-term engagement of the Task Force has not provided enough time to address all issues to do with Blackness. Moreover, there is such acute underrepresentation in the institution that a Blackness Strategic Plan is urgently needed.

Develop Blackness Strategic Plan at UBC - Recommendation: Blackness Strategic Plan

The development of a comprehensive Blackness Strategic Plan is a culmination of all the Blackness Committee recommendations, as well as additional guidance about external engagement with Black alumni, Black communities in Metro Vancouver and the Okanagan.

We propose the following recommendations (which are a reiteration of proposed recommendations in this report) as a starting point and anchor of UBC's commitment to anti-Black racism, the UBC Black community and the Black communities of the West Coast.

Transform Recruitment and Retention of Black Staff and Faculty at UBC

Recommendation: Human resources and hiring process recommendations

1. Have Black representation on every hiring committee that recruits for Black students, staff and faculty that understands lived experience of Black applicants
2. Leadership development of Black hiring managers currently employed at UBC to train, support and equip them to support this goal of Black representation on hiring committees
3. That job postings are clear about what is actually "required" and what is "preferred." This will increase the number of Black applicants who are less likely to apply if they do not meet all the criteria
4. Use of clear and inclusive language using the named designated group (e.g., Black)
5. Develop a preferential and limited hiring policy in accordance with Section 42 of the BC Human Rights Code

that prioritizes Black candidates for roles at the university that require special expertise and lived experience of Black individuals combined with relevant professional experience

6. Collect proper disaggregated data on the lived experience of people in the UBC community in general and IBPOC members of the UBC community in particular. This would constitute a way of knowing how well UBC is doing (i.e., measure progress and identify areas in need of improvement and growth)
7. Collect race-based representation data that includes ratio of Black staff/faculty to students to measure impact of representation on student experience
8. Develop a dedicated HR anti-racism advisory committee as an accountability measure (could be part of a new Anti-Racism and Inclusive Excellence Office at UBC)
 - This advisory would advise into HR processes including the development of job postings, composition of hiring committees, training and resources needed to support Black hires, devising attractive and competitive salary benefits for Black hires
 - Specific positions for Black students, staff and faculty on the HR anti-racism advisory committee

Recommendation: Mentorship and leadership development recommendations

1. Black staff and Black faculty should be connected to a peer-sponsorship program that supports pathways into leadership positions
2. One-on-one leadership coaching from Black or racialized coaches
3. Resources earmarked for professional development programming and investment in moving Black staff and faculty into identified leadership positions
4. For Black staff: custom-tailored program similar to Academic Leadership Development Program that is more robust than Managing@UBC and addresses specific pathways of leadership.
5. Leadership development for Black staff currently employed at UBC, supporting people in the system to move towards a direction of their choosing
6. Cohort-based learning opportunities with other racialized staff in a staff incubator that runs over a two- to three-year period and that allows for Black staff to participate in an engaged leadership program that includes professional development, leadership courses, fostering professional practice-specific networks of Black staff across multiple institutions

7. Matching Black staff to be sponsored by senior leadership mentors. Leadership mentors can work with Black staff to co-develop plans that position Black staff to identify a pathway to leadership positions and to progress careers
8. For Faculty:
 - a. Develop a coalition of Black faculty and resource it appropriately
 - b. Create peer-to-peer or co-mentoring programs across different disciplines, departments and faculties to support the recruitment of new Black hires
 - c. Create funding for a bi-annual conference/gathering/fireside chat. etc. of Black faculty members
9. Develop an overall strategy for cluster hires, especially in fields where Blackness is seriously underrepresented, such as fields of leadership and administration, informatics, medicine and community health, STEM, business, art history

Recommendation: Human resources

1. Black staff and faculty should meet with UBC Human Resources to share experiences and generate solutions together
2. Annual publishing of staff and faculty (including the position they hold) who identify as Black

Recommendation: Governance bodies at UBC

1. Facilitate Black representation on the Board of Governors
2. On the Board of Governors, create sub-committees on anti-racism with specific positions for Black students, staff and faculty

Recommendation: Transformative learning measures

1. Work with Faculty of Education [curriculum and pedagogy] and Institute for Gender, Race and Social Justice to develop training/programming around Critical Race Theory and transformative learning. This learning should be university-wide and not exist solely in the classroom setting

Sense of belonging for Black students, staff and faculty at UBC

Recommendation: Physical Space Recommendations

1. Establishment of a Black Resource Centre at UBC Vancouver and Okanagan
2. Establishment of a Black Collegia at UBC Vancouver
3. Development of a Black Studies Centre made up of interdisciplinary and multidisciplinary Black Studies Programs that focus on Black research and Black scholarship
 - a. This set of programs will cover local, national and global Blackness and incorporate the unique characteristics of UBC, namely West Coast Blackness, British Columbia Blackness and Black Pacific studies
 - b. Include the establishment of research Chairs for Black faculty: Tier 1 and Tier 2 Canada Research Chairs on Blackness, university Chairs in Blackness (that rotates across disciplines)
 - c. Cultivate research that centres Black ways of knowing and culturally relevant pedagogy
 - d. Acknowledgement and academic recognition of Black ideas and Black history
 - e. Create pathways for Black graduate students and PhDs from UBC to be hired as junior faculty

Recommendation: Support and services recommendations

1. Black representation in roles around the university that require particular expertise and lived experience of Black individuals combined with relevant professional experience (some examples include academic advisors for Black students including students of African descent, black counsellors)
2. Treat Black staff hires as priority hires and provide wraparound services to Black staff relocating to Vancouver for UBC jobs (including supports for housing, prioritization for child care, orientation to Canada as a new immigrant, and culture and environment education)
3. Develop a prerequisite online training program for students taking courses taught by Black faculty that incorporates the latest bias-free approaches and create safe classroom spaces to foster dialogue
4. Similar online training programs can be developed for staff and administrative teams, faculties, departments and units that have recruited new Black staff and faculty

Recommendation: Safe spaces recommendations

1. Incorporate anti-racism training, unconscious bias training and bystander training about race as part of new student, staff and faculty orientation

2. Create opportunities/programming for racialized and non-racialized students, staff and faculty to have difficult conversations about race during orientations
3. Develop programming and workshops at the start of every year for returning students, staff and faculty to facilitate ongoing dialogue about race and racism. Continue to offer programming and seminars during the year
4. UBC to develop and adopt a comprehensive definition for racism and racist microaggressions

Improve Black student mental health and wellness

Recommendation: Black representation in health and wellness service delivery

1. Hire Black counsellors and staff in mental health and wellness programs at UBC (specifically in counselling services, student health services and counselling in residence) with lived experience, knowledge and intersectionality knowledge to support a diverse Black student base.
2. UBC to prioritize Black service providers in delivering mental health and wellness services, including prioritization in procurement practices. This should include a review of how Black students access mental health services and how payments are subsidized in relation to Black service providers.
3. Prioritize having Black student representation in the peer support and wellness navigator.
4. Recognize, reinforce and build alternative ways of knowing and supporting healing, health and resilience for Black students.

5. Diversify the look and brand of health and wellness at UBC to include different bodies, shapes and health and wellness activities.
6. Student Blog section – create different avenues or ways for Black students to share mental health experiences and coping tools/mechanisms (music, YouTube videos, multimedia).

Recommendation: Appropriate education and training of current service providers

1. Create a tab on the landing page of the UBC Mental Health and Wellness website "For Black Students," connecting Black students to Black counsellors in the local area (UBC Vancouver and UBC Okanagan).
2. Use student orientation and programs like JumpStart to inform and educate Black students about resources for Black mental health and wellness, including counselling services.
3. Create opportunities for peer-learning from Black students with lived experience, including Black student representatives trained in health and wellness.
4. Ensuring that wellness workshops support Black students and the broader Black community at UBC with increased representation of wellness workshop presenters that are Black or have lived experience as a racial minority versed in anti-racism approaches to mental health. This includes an intersectional lens and or knowledge in developing wellness workshops and in the representation of presenters.
5. Deliberately create space for Black-centred and Black-led conversations about mental health and well-being. This includes designing sustainable initiatives to support Black-centred and Black-led conversations.
6. Providers for student health services should include Black doctors, nurse practitioners and nurses
7. Increase the representation of Black students and staff in referral process, from front desk to counsellor

Recommendation: Appropriate resources to support lack of understanding about race and racism

1. Closer proximity of Black counselling services to incidents in the classroom - the Black Resource Centre can be a physical location for counsellors
2. Educational resources for faculty to build anti-racist classrooms and mandatory anti-racism training for non-racialized faculty
3. Increase frequency of mental health and wellness workshops to once every month
4. Frame a supportive model of care that is Black-student-centred and empowers Black students by prioritizing their rights, needs and wishes when accessing mental health and wellness services at UBC, especially in cases of extreme crisis
5. With the intention to increase representation and safety of Black students, provide anti-black racism training and stigma training for non-racialized students and staff providing mental health and wellness services

Recommendation: Resources and supports in cases in extreme crisis

1. Set-up early alert that "activates" Black / racialized advocates to provide support and advocacy for Black students when accessing mental health services, especially in cases of extreme crisis
2. Help-a-friend Health and Wellness module should include education and training about race and racism led and designed by Black experts/ Black counsellors

Black race-based complaints

Recommendation: Current human rights process

As a process already exists for race-based complaints that meet the threshold for a human rights complaint or a formal investigation, we recommend that when a complainant files such a complaint with the Human Rights team, the complaint should proceed through the existing reporting mechanism. To ensure the robustness of the process, we recommend that:

1. UBC employ Human rights advisors with lived experience and expertise with anti-racism, in addition to the existing human rights advisors
2. Specifically, UBC should hire an Anti-Racism Human Rights Advisor who could be a part of or act in a supportive position to the newly proposed Anti-racism and Inclusive Excellence Office at UBC. The Anti-Racism Human Rights Advisor would also be part of the team undertaking a comprehensive and continuous anti-racism work at UBC
3. The comprehensive and continuous anti-racism work at UBC must be adequately funded and resourced
4. The scope of work for the proposed Anti-Racism Human Rights Advisor should be on anti-racism and not incidental overflows from the current Human Rights team.

Recommendation: Proposed human rights process

However, if the Human Rights Team is unable to proceed with the complaint because it falls under the subset of "invisible discrimination," then we recommend that the complaint be sent to the Anti-Racism Human Rights Advisor, who would:

1. Meet with the Complainant to further discuss the complaint
2. Provide or direct Complainant to emotional and psychological resources available
3. Document the complaint under headings to be developed in conjunction with the Anti-Racism and Inclusive Excellence Team
4. Reveal the substance of the complaint (while ensuring the anonymity of the Complainant and Perpetrator)
5. Communicate with relevant departments on campus to organize training, professional developments, temporary reassignment of complaint, etc.

6. Document the prevalence of reoccurring conduct complained of and department from which such reports emanate
7. Identify bad actors who within departments are repeatedly reported
8. Liaise with HR on strategic steps to take to protect Complainant
9. Engage with the Investigations Office to investigate claims
10. Ensure that the Complainant is fully engaged in the process by relying on a trauma-informed approach.

Recommendation: Definition for racism

1. UBC to develop and adopt a definition for racism, racial microaggressions, tokenism, otherness, invisibility and deliberate exclusion from shared spaces, be it physical, psychological, emotional, intellectual, or otherwise.

Recommendation: Screening

Screening

1. Screening is a necessary step, but such screening should consider the fact that further investigation may reveal evidence that would support a complaint that on its own seems weak. UBC must provide additional resources to support this form of early investigation of race-based complaints
2. It may be helpful to adopt a practice against screening out complaints of race discrimination before an investigation. This is because race-based complaints involve subtle discrimination that may not be apparent without further investigation
3. Consider the record of the respondent concerning race discrimination (or discrimination in general)
4. Provide supports for complainants to draft and document race-based complaints

Recommendation: Investigations

Investigations

1. The proposed Anti-Racism and Inclusive Excellence Office should have its investigation capacity, with specific expertise in the invisible discriminations that Blacks are disproportionately subjected to at UBC

Recommendation: Reporting platform for race-based complaints

1. Develop a platform that allows people to articulate and share their experiences of racism / race-based complaints / microaggressions
 - a. Develop an incident reporting system permits the expansion of individual complaints into systemic complaints where there is a pattern if there have been similar complaints before.
2. This addresses institutional memory
 - a. Place where information is well-documented
 - b. Options to send and share draft incident reports with the human rights Advisors, Equity & Inclusion Office, Human Resource Team, etc.
 - c. Also addresses incidents that do not meet existing thresholds
 - d. Captures people concerns outside of the context of formal complaints

Recommendation: Education

1. Educational efforts to reach racialized groups who experience discrimination.
2. Create Education Strategist positions to move between racialized groups, unions and professional associations who have first-hand information and/or lived experience of race-based discrimination.
 - a. Dialogues/conversations race and anti-black racism geared toward an anti-racist UBC.

Recommendation: Anti-racism informed interventions and conflict engagement

1. In assessing a complaint, it may be helpful to consider carefully what proactive steps could be taken and tailor investigative techniques to the particular challenges of race-based complaints
2. Create platforms and opportunities for understanding the point of view of another, unconscious bias, stereotypes, racialization
3. Space for dialogue, transformative learning, education
4. Addressing gaps in the current system for 'reconciliation' or finding a path back to working together in situations where there is racial tension, microaggressions, etc.



5. Participatory, grassroots-led design and process (bottom-up, not top-down)
6. Trauma-informed process

Workload and lack of support for Black staff and faculty

Recommendation: Recognition of workloads and labour of Black staff and faculty

1. Develop a set of guidelines for unit heads, Deans, VP's and executives to manage the safety of as well as compensate, acknowledge and reward Black staff and faculty for time spent on anti-racism and equity, diversity and inclusion activities in lieu of current workloads (including speaking engagements, serving on committees – most often diversity, curriculum and recruitment committees, evaluating policies or procedures)
2. Develop appropriate financial resources and recognition mechanisms such as awards to recognize contributions made by Black staff and faculty
3. Re-articulate the definition of research excellence to include recognition of anti-racism and equity, diversity and inclusion activities resulting in financial compensation and career progression for Black faculty

Recommendation: Race-based data

1. Collect race-based data for measures of unconscious bias and toxic workspaces such as high (Black) staff turnover, unequal career progression and unequal pay equity and reported out at a university level to inform decision-making and recruitment
2. Cluster hire Black faculty and staff as part of new recruitment initiatives with demonstrated commitment and pathways to senior leadership positions

Recommendation: Peer-to-peer mentorship for Black students, staff and faculty

1. Evaluate all existing UBC programming, policies and procedures from an anti-racism lens.

2. Create opportunities for Black people in similar job functions to work together (students, staff and faculty), allowing Black individuals to support each other, share experiences and problem-solve together. Examples can include:

For students: peer-to-peer or co-mentoring programs between Black graduate students across different disciplines providing support for tutoring, and dissertation writing

For Staff: Develop a working group to hold regular meeting with Black staff on campus and hold regular meetings to bond, share challenges, provide suggestions and problem solve function-specific challenges together

For Faculty: Develop a coalition of Black faculty and resource it appropriately. Create peer-to-peer or co-mentoring programs across different disciplines, departments and faculties to support the recruitment of new Black hires

Recommendation: Accountability mechanisms

1. Establish the anti-racism office to provide an avenue for addressing race-based discrimination and microaggressions in units (especially if supervisors are not addressing this with emphasis on change)
2. A zero-tolerance policy needs to be applied across all policies, procedures and activities at the institutional, departmental and individual level at UBC when it comes to racism, incidents of racism or unwillingness to expand knowledge and action related to anti-racism work.

Recommendation: Building capacity of White / non-Black community at UBC

1. Create a clear articulated educational pathway to build capacity for non-Black staff and faculty that is rooted in anti-racism education (not training) along three lines: 1) creating opportunities for authentic engagement to raise self-awareness of where people are really at; 2) create opportunities for active experimentation (and opportunities to test, pilot and fail safely); and 3) longevity and ongoing network of individuals who can serve as mentors, active bystanders and accountability partners (e.g., a community of practice that allows people to bring up examples and experiences of things that have come up (ethically and morally) in their work and to work through them)

2. Develop transformative learning, in-person programs to educate unit heads, Deans, VPs and executives on the origins and modern manifestations of structural and systemic racism
3. Develop a senate approved anti-racism education certificate that stands outside of the EDI-lens for all administrators, staff and faculty and other education programs and courses on anti-racism
4. Build into hiring practices and performance evaluation matrix an assessment of anti-racism learning and application. This also places responsibility on managers and leaders to assess team members (individual and whole team) so that feedback and capacity-focused initiatives can support development.
5. Develop guidelines for overrepresented groups to equally serve on EDI committees preventing the lack of service by non-Black colleagues from becoming a burden for Black staff and faculty

Recommendation: Integrated resources

Ensure support services at UBC (e.g., Counselling, health centre, career support services, human resources, etc.) intentionally recruit Black staff with lived experience and professional credentials to provide services to Black students, staff and faculty.

Black Studies and Blackness in the Academy

Recommendation: Black Studies Centre

1. Development of a Black Studies Centre made up of interdisciplinary and multi-disciplinary Black Studies Programs that focus on Black research and Black scholarship
 - a. This set of programs will cover local, national and global Blackness and incorporates the unique characteristics of UBC, namely West Coast Blackness, British Columbia Blackness and Black Pacific studies.
2. Cultivate research that centres Black ways of knowing and culturally relevant pedagogy
3. Acknowledgement and academic recognition of Black ideas and Black history
4. Establishment of undergraduate and graduate degrees in Black Studies, including a Black Studies major on both campuses, a journal for Black Studies and a funded student association

5. Support the well-being and success of Black academic staff

Recommendation: Expand and enhance African Studies Program

1. Develop a pragmatic vision for African Studies Program, either as a department, a centre or a cluster, endowed with its institutional location, administrative staff and an annual budget
2. Create a Working Group to develop a plan for the expansion of the current African Studies Program and to build research capacity, including tenure-track (permanent?) faculty positions for existing and new faculty hires
3. Consolidate existing critical mass at UBC in articulation and pursuance of the recent motion by Senator Austin Uzama approved on March 17, 2021, Senate Meeting, for the hiring of Black academics and the establishment of awards for Black International Students (fully covering tuition and accommodation) in addition to the existing awards for Black Canadian students.
4. Develop a research group dedicated to African Scholarship, which connects UBC with African Higher Education institutions to foster diverse and interdisciplinary exchange programs centred on African scholarships.

Recommendation: Recruitment and retention of Black scholars

1. Establishing research Chairs for Black faculty- Tier 1 and Tier 2 Canada Research Chairs on Blackness, Black Life and Black experience (historical and contemporary contexts) and where applicable Canada Foundation for Innovation (CFI) Programs; University Chairs in Blackness (that rotates across disciplines)
2. Develop an overall strategy for cluster hires, especially in fields where Blackness is seriously underrepresented, such as fields of Leadership and Administration, Informatics, Medicine and Community Health, STEM, Business, Art History
3. Increase the complement of Black tenured and tenure track faculty
4. Provision of wrap-around services for Black new hires such as childcare, housing and, culture and environment education
5. Create pathways for graduating students and Ph.D.'s from UBC to be hired as junior faculty

Recommendation: Support for Black students and students of African and Caribbean descent

1. Ensure that all Black enrolled students are treated on an equal basis regardless of geographical origin
2. Develop agreements with the responsible offices of Citizenship and Immigration Canada so that international Black students may renew permits, visas on campus without any impact on their academic, personal, or professional lives. This would also allow UBC to understand its internal diversity better and develop proactive management of international students' situations.
3. Remove barriers that for international Black students to access for UBC jobs and dedicate a number of specific UBC students' jobs for Black students
4. Increase dedicated funding for the creation of scholarships for Black students and opportunities for student aid (graduate and post-doc level)

Recommendation: Support for secondary school students to access university

1. Continued resources to fund mentorship efforts towards Black students at high school and undergraduate levels so that students can be introduced to UBC through tours, workshops and virtual and in-person events through Programs like Beyond Tomorrow.
2. Create pathways, ladder programs that attract Black students graduating from high school to gain admission into UBC.

Recommendation: UBC Black Alumni Association

Provide support and resources (fixed annual budget) for the development of a UBC Black Alumni Association

Recommendation: Blackness in the Academy

1. Create an Advisory Group on Blackness at UBC with a mandate to guide the development of the Blackness Strategic Plan and advise leadership on critical areas affecting Black students, staff and faculty, including community outreach and support. Membership will include Black faculty, students and staff as well as members of the Black Caucus, Black Alumni and Black communities of Vancouver and the Okanagan
2. Creation of a website and/or portal for Blackness and promotion of Black and/or African promoted events
3. Development of awards for Black students, staff or faculty featuring recognition for their achievements at UBC

Black Initiatives at UBC

Recommendation: Funding

Provide ongoing and permanent funding (independent of the Equity & Inclusion Office) to initiatives that support the Black community at UBC (e.g., Black Caucus, Black student groups and future Black-led groups and initiatives).

Suggested Implementation Pathways and Evaluation

Resources Required

- Development of a working group lead by the Senior Advisor to the President on Anti-Racism and Inclusive Excellence supported by a Black staff lead
- Financial resources to adequately compensate Black community participants external to UBC
- Approval in principle of the recommendations included in this foundation of a Blackness Strategic Plan

Identification of Responsible Peoples/Units

- President
- Provost and Vice-President
- VP - Human Resources,
- VP - Students
- VP - Academics
- UBC Black Caucus or other Black initiatives on campus
- International Student Development Office
- All faculties, including SGPS

Suggested Timelines

- Immediately
- Start framing and developing office as work of the Task Force starts to wrap up

Identified Risks

- Current Task Force recommendations on Blackness will be delayed or put on hold pending the completion of a Blackness Strategic Plan

- UBC stops working towards eliminating anti-Black racism and improving the lives of Black students, staff and faculty until a Blackness Strategic Plan is completed
- Different parts of the university adopt and ad hoc approach to implementing parts of these recommendations without considering the context of a broader, comprehensive Blackness Strategic Plan

Recommendation #14: Transform recruitment and retention of Black staff and faculty at UBC

Issue:

"As Black staff at UBC Vancouver, I have Black students seek me out to share their story about something they experienced on campus, asking if I thought the experience was discriminatory or if they were overreacting. I have Black students seek me out for mentorship, glad for someone who they know has some shared experiences to offer. Someone to say 'I see you and you are not alone.' Imagine a campus where every Black student is able to say: I had the privilege of being taught and mentored by someone who looks like me. That is the vision."

- Staff member on Blackness Committee

Context

Recruitment

Our students need to see themselves reflected in their faculty and staff at all levels of the institution and this means taking active steps to increase Black representation among staff and faculty on our campuses. Black students, staff and faculty speak of the need for audit and review to remove bias in recruitment and interviewing processes. When we look critically at our recruitment strategies and hiring practices, we observe that job postings at UBC do not attract Black candidates. Further, anecdotally it seems that the Black candidates who do apply are not proportionally successful in the hiring process. There is little to no representation of Black faculty in various fields such as leadership and administration, informatics, medicine and community health, STEM, business and art history and this implies that job postings are not attracting Black candidates and that those that do apply are not short-listed or hired.

UBC needs to be intentional in its anti-Black racism commitments and there has to be an intentional hiring increase of Black staff and faculty. Under section 42(3) of the BC Human Rights Code, an employer may be approved for a special program of preferential or limited hiring if it "has as its objective the amelioration of conditions of disadvantaged individuals or groups".

If UBC wants to be intentional in its recruitment of Black staff and faculty, section 42 provides a pathway to develop guidelines for preferential and limited hiring. Understandably, such an approach will require consultation with faculty and staff associations, and unions accompanied by an education and awareness campaign about the need for such a policy to support UBC's anti-Black racism efforts. Although such an explicit policy does not yet exist at UBC, recent extensive consultations with Black students, staff and faculty call for the overhaul of recruitment and retention practices. Consideration of preferential and limited hiring is timely, specifically because: 1) there is serious underrepresentation of Black individuals at UBC; and 2) there is a glaring lack of Black representation in roles around the university that require special expertise and lived experience of Black individuals combined with relevant professional experience.

Retention

It isn't enough to hire more Black staff and faculty: we also have to create an environment where Black staff and faculty are able to thrive. Bringing diverse bodies to campus without examining existing attitudes, perceptions and interactions with diversity—and without examining the institution's legacy of inclusion and exclusion—can lead to poor and sometimes harmful consequences. Examining retention rates of Black staff and faculty, we observe that Black staff in particular do not have long tenures at UBC. Challengingly, we don't have meaningful disaggregated data to illustrate this retention issue. Black staff and faculty have repeatedly stressed the need for mentorship programs, succession planning and creation of pathways to success and leadership for Black individuals at UBC.

The recommendations below identify actions that UBC can take as an institution to increase recruitment and retention of Black staff and faculty at UBC.

Recommendation: HR and hiring process recommendations

1. Have Black representation on every hiring committee that recruits for Black students, staff and faculty and that understands lived experience of Black applicants
2. Support the leadership development of Black hiring managers currently employed at UBC to train, support and equip them to support this goal of Black representation on hiring committees
3. Ensure job postings are clear about what is actually "required" and what is "preferred." This will increase the number of Black applicants, as Black applicants are less likely to apply if they do not meet all the criteria
4. Use clear and inclusive language using the named designated group (e.g., Black)
5. Develop a preferential and limited hiring policy in accordance with Section 42 of the BC Human Rights Code that prioritizes Black candidates for roles around the university that require special expertise and lived experience of Black individuals combined with relevant professional experience
6. Collect proper disaggregated data on the lived experience of people in the UBC community in general and IBPOC members of the UBC community in particular. This would constitute a way of knowing how well UBC is doing (i.e., measure progress and identify areas in need of improvement and growth)
7. Collect race-based representation data that includes ratio of Black staff/faculty to students to measure impact of representation on student experience
8. Develop a dedicated HR anti-racism advisory committee as an accountability measure (could be part of a new Anti-Racism and Inclusive Excellence Office at UBC)
 - This advisory would advise into HR processes including the development of job postings, composition of hiring committees, training and resources needed to support Black hires, devising attractive and competitive salary benefits for Black hires
 - Specific positions for Black students, staff and faculty on the HR anti-racism advisory committee

Recommendation: Mentorship and leadership development recommendations

1. Black staff and Black faculty should be connected to a peer-sponsorship program that supports pathways into leadership positions
2. One-on-one leadership coaching from Black or racialized coaches
3. Resources earmarked for professional development programming and investment in moving Black staff and faculty into identified leadership positions
4. **For Black staff:** custom-tailored program similar to Academic Leadership Development Program that is more robust than Managing@UBC and addresses specific pathways of leadership.
5. Leadership development for Black staff currently employed at UBC, supporting people in the system to move towards a direction of their choosing
6. Cohort-based learning opportunities with other racialized staff in a staff incubator that runs over a two- to three-year period and that allows for Black staff to participate in an engaged leadership program that includes professional development, leadership courses, fostering professional practice-specific networks of Black staff across multiple institutions
7. Matching Black staff to be sponsored by senior leadership mentors. Leadership mentors can work with Black staff to co-develop plans that position Black staff to identify a pathway to leadership positions and to progress careers

8. **For Faculty:**
 - a. Develop a coalition of Black faculty and resource it appropriately
 - b. Create peer-to-peer or co-mentoring programs across different disciplines, departments and faculties to support the recruitment of new Black hires
 - c. Create funding for a bi-annual conference/gathering/fireside chat. etc. of Black faculty members
9. Develop an overall strategy for cluster hires, especially in fields where Blackness is seriously underrepresented, such as fields of leadership and administration, informatics, medicine and community health, STEM, business, art history

Recommendation: Human resources

1. Black staff and faculty should meet with UBC Human Resources to share experiences and generate solutions together.
2. Annual publishing of staff and faculty (including the position they hold) who identify as Black

Recommendation: Governance bodies at UBC

1. Facilitate Black representation on the Board of Governors
2. Create sub-committees on anti-racism with specific positions for Black students, staff and faculty

Recommendation: Transformative learning measures

Work with the Faculty of Education (e.g. Department of Educational Studies and Department of Curriculum and Pedagogy) and the Institute for Gender, Race and Social Justice to develop training/programming around Critical Race Theory and transformative learning. This learning should be university-wide and not exist solely in the classroom setting.

Suggested Implementation pathways and evaluation

Resources Required

- Backing and support from VP Human Resources and AVP Equity and Diversity before meeting with unions
- Ability to meet with HR and respective unions to start discussions about how proposed recommendations are necessary for Black staff and faculty and how they might impact collective agreement

Identification of Responsible Peoples/Units

- VP Human Resources, Maria Buchholz
- AVP Equity & Inclusion, Sara-Jane Finlay
- CUPE 116, 2278, 2950
- BCGEU Childcare, Okanagan
- AAPS
- IUOE 115

Suggested Timelines

- Next six months and ongoing

Identified Risks

- Reluctance by Human Resources and CUPE, BCGEU, AAPS and Faculty Association, IUOE to cooperate and adapt current practices
- Immovable amendments to collective agreements

Recommendation #15: Addressing workload and lack of support for Black staff and faculty

Issue: "As a Black faculty member, while I find it a privilege to support student success at UBC, I find that I am typically the only Black person or one of few racialized individuals in my department/unit. Taking on what feels

like a heavy weight of representation of cultures, races and ethnicities, I am not supported in my unit. Whether I am speaking up in meetings about how a process will not be beneficial to Black students, staff or faculty, or addressing a microaggression of a colleague or worse, a supervisor. Whether I am going above and beyond the duties of my job or supporting another Black colleague in need who cannot find kind of compassionate help needed anywhere else on campus. I am exhausted of this pressure cooker of a workload and would like to see the systems that support the success of all students, staff and faculty truly reflect the right tools and resources needed to drive this success. If not, I run the risk of burning out like many Black faculty who have become before me. I don't want that."

- Faculty member of the Blackness Committee

Context

UBC's student population is diverse; however, the population of faculty and staff who support and teach students is grossly underrepresented and not a reflection of this diversity. Simply put, proportionate representation matters as the few Black staff and faculty in the university are often called to do multiple things and take on disproportionate burdens to address EDI and institutional racism. Black faculty, staff and students share stories of being tokenized when entering "equity, diversity and inclusion" spaces. They are often seen as the face of EDI within their respective units and are expected to do the majority of the EDI work based on the Blackness of their skin (usually without recognition and often without compensation). However, Black students, staff and faculty share that they are expected to do this work and yet present

palatable versions of their "lived experiences" of Blackness to cater to non-Black/White audiences.

Black staff or faculty share of being the only or the first Black staff or faculty in their unit. This role becomes exhausting as underneath all the tokenism, is always the underlying pressure to overperform in order to get "a seat at the table" and get recognition for their work. Black faculty and staff refer to the burden of the "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.

Black faculty describe being challenged by students more than their White/non-Black counterparts, surviving in an institution that does not associate competence, qualification and excellence with blackness. Furthermore, Black faculty are not extended informal and unseen systems of support to the extent as their non-Black/White counterparts.

Additionally, Black staff and faculty are often the point people for students to connect with, even if they are in different faculties and programs. Black students describe the level of comfort and understanding that they feel when seeking support from Black staff and faculty to navigate spaces that do not centre them. Although necessary, this informal mentorship creates undue burden, invisible workloads and unintended consequences of accountability for Black faculty and staff—leading to burnout that many White/non-Black faculty and staff do not experience.

Recommendation: Recognition of workloads and labour of Black staff and faculty

1. Develop a set of guidelines for unit heads, deans, Vice Presidents and executives to manage safety of as well as compensate, acknowledge and reward Black staff and faculty for time spent on anti-racism and "equity, diversity and inclusion" activities in lieu of current workloads (including speaking engagements, serving on committees—most often on diversity, curriculum and recruitment committees, evaluating policies or procedures)
2. Develop appropriate financial resources and recognition mechanisms such as awards to recognize contributions made by Black staff and faculty
3. Re-articulate the definition of research excellence to include recognition of anti-racism and "equity, diversity and inclusion" activities resulting in financial compensation and career progression for Black faculty

Recommendation: Race-based data

1. Collect race-based data for measures of unconscious bias and toxic workspaces such as high (Black) staff turnover, unequal career progression and unequal pay equity and reported out at a university-level to inform decision-making and recruitment
2. Cluster hire Black faculty in staff as part of new recruitment initiatives with demonstrated commitment and pathways to senior leadership positions

Recommendation: Peer-to-peer mentorship for Black students, staff and faculty

1. Evaluate all existing policies and procedures from an anti-racism lens
2. Create opportunities for Black people in similar job functions to work together (students, staff and faculty) allowing Black individuals to support each other, share experiences and problem-solve together. Examples can include:
 - a. **For students:** peer-to-peer or co-mentoring programs between Black graduate students across different disciplines providing support for tutoring and dissertation writing
 - b. **For staff:** Develop a working group to hold regular meeting with Black staff on campus and hold regular meetings to bond, share challenges, provide suggestions and problem solve function specific challenges together
 - c. **For faculty:** Develop a coalition of Black faculty and resource it appropriately. Create peer-to-peer or co-mentoring programs across different disciplines, departments and faculties to support the recruitment of new Black hires

Recommendation: Accountability mechanisms

1. Establish the Anti-Racism and Inclusive Excellence Office to provide an avenue for addressing race-based discrimination and microaggressions in units (especially if supervisors are not addressing this with emphasis on change)
2. Apply a zero-tolerance policy across all policies, procedures and activities at the institutional, departmental and individual level at UBC when it comes to racism, incidents of racism or unwillingness to expand knowledge and action related to anti-racism work

Recommendation: Building capacity of White/non-Black community at UBC

1. Create a clear articulated educational pathway to build capacity for non-Black staff and faculty that is rooted in anti-racism education (not training) along three lines: 1) creating opportunities for authentic engagement to raise self-awareness of where people are really at; 2) create opportunities for active experimentation (and opportunities to test, pilot and fail safely); and 3) longevity and ongoing network of individuals who can serve as mentors, active bystanders and accountability partners (e.g., a community of practice that allows people to bring up examples and experiences of things that have come up (ethically and morally) in their work and to work through them)
2. Develop transformative learning, in-person programs to educate unit heads, deans, Vice Presidents and executives on the origins and modern manifestations of structural and systemic racism
3. Develop a Senate-approved anti-racism education certificate that stands outside of the EDI-lens for all administrators, staff and faculty and other education programs and courses on anti-racism
4. Build into hiring practices and performance evaluation matrixes an assessment of anti-racism learning and application. This also places responsibility on managers and leaders to assess team members (individual and whole team) so that feedback and capacity-focused initiatives can support development
5. Develop guidelines for overrepresented groups to equally serve on EDI committees preventing the lack of service by non-Black colleagues becoming a burden for Black staff and faculty

Recommendation: Integrated resources

1. Ensure support services at UBC (e.g., counselling, health centre, career support services, human resources, etc.) intentionally recruit for Black staff with lived experience and professional credentials to provide services to Black students, staff and faculty

Suggested implementation pathways and evaluation

Resources Required

- Support of Human Resources for audit of human resources and workplace policies and procedures

Identification of Responsible Peoples/Units

- Provost
- VP Research and Innovation
- VP Human Resources
- VP Students,
- AVP Equity & Inclusion

Suggested Timelines

- Next six months and ongoing

Identified Risks

- Reluctance from departmental/unit heads to want to change

Anti-black racism has been pervasive throughout our society and our medical institutions are not exempt from it. The BPBC believes there is a unique opportunity to catalyze transformative reform at UBC Faculty of Medicine to address institutional racism by taking concrete steps towards addressing the BPBC recommendations outlined below. The BPBC are calling on the leaders of the UBC Faculty of Medicine, undergraduate and PGME offices, to reform their protocols in response to the international cry for justice illuminated by the Black Lives Matter movement.

After review and consideration of the proposal, the Task Force supports the proposal submitted by the BPBC and considers the recommendations included in the proposal to be necessary to address anti-Black racism and systemic racism in the Faculty of Medicine at UBC, while supporting Black medical students as well as Black residents and fellows. The Task Force notes that the BPBC indicates that this list of recommendations is not exhaustive and will continue to benefit from the input of stakeholders from a wide range of experiences.

Recommendation #22: Addressing anti-Black racism and systemic discrimination in UBC Medicine

Context

The Black Physicians of British Columbia made a presentation and shared a proposal with President Ono and in turn shared the proposal with the Anti-Racism and Inclusive Excellence Task Force for consideration. The Task Force pens this recommendation as full support of the proposal from the Black Physicians of British Columbia.

The Black Physicians of BC (BPBC) is an organization committed to supporting Black physicians and trainees in British Columbia, as well as advocating for systemic change to combat anti-Black racism at UBC Medicine. The proposal outlines a desire by the BPBC to work with the Faculty of Medicine in providing recommendations to improve the quality of education and care Black individuals receive in this province.

It is noted that discrimination is an internationally recognized determinant of health. Racial disparities and socioeconomic status are also directly related to health status. The BPBC contend that in order to provide truly culturally competent care, UBC's curriculum and medical training must prepare its learners to be competent in identifying and dismantling structural inequality and racial biases to better serve their communities.

Recommendation 22.1 Collection of race-based data

Collect race-based data in medical school admissions and residency matching and annually share this information publicly

Recommendation 22.2 Establish Black Student Application Program

Establish a Black Student Application Program along with the creation of a Black Canadian Admissions Committee with Black physicians, trainees and community members involved in MD interviews and the admission process

Recommendation 22.3 Mentorship of Black students

Dedicate resources to fund mentorship efforts towards Black students at high school and

undergraduate levels so that students can be introduced to the medical profession through tours, workshops and virtual as well as in-person events at the medical school

Recommendation 22.4 Review of curriculum

Review the medical school curriculum to ensure racial consciousness and incorporation of the impacts of racism on health, with input from Black community members, Black medical professionals and experts in Critical Race Theory and anti-racism. All participants involved should be appropriately compensated for their work

Recommendation 22.5 Create an Equity & Inclusion Office with anti-Black and anti-racist expertise

1. Create a well-funded office of Equity & Inclusion where there is a dedicated expert in anti-Blackness and anti-racist work to provide support for Black medical students at the undergraduate level, and for Black residents and fellows at the PGME level
2. Include Black physicians and trainees as active stakeholders in the Faculty's equity initiatives.

Recommendation 22.6 Resources, education

1. Dedicate resources to provide debriefing, mental health resources and anti-racist expert support to Black staff physicians as they continue to face institutionalized racism
2. Mandate anti-racist workshop(s) that explicitly addresses anti-Black racism for all clinical and academic supervisors, admissions committees, Office of Student Affairs and incoming residents and fellows to create a safe environment in the classrooms and on the wards

Recommendation 22.7 Black representation

Increase the representation of the Black instructors and clinical supervisors through equitable recruitment and promotion with commitment to diversifying the Dean's Executive Team

Suggested implementation pathways and evaluation

Resources Required

- Dedicated funding and resources to implement recommendations
- Recruitment of Black instructors and clinical supervisors and other essential Black staff including dedicated expert in anti-Blackness and anti-racist work
- Collaboration with emerging recommendation for an Anti-Racism and Inclusive Excellence Office

Identification of responsible peoples/units

- Dr. Dermot Kelleher: Dean, Faculty of Medicine and Vice-President Health
- Dr. Ravi Sidhu: Associate Dean, Postgraduate Medical Education
- Dr. Cheryl Holmes: Associate Dean, Undergraduate Medical Education
- Dr. Roger Wong: Executive, Vice Dean, Education
- Dr. Maria Hubinette: Assistant Dean, Equity, Diversity and Inclusion

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 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