Kwantlen Polytechnic University's

Task Force on Anti-Racism

Final Report and Recommendations

October 7, 2022

KPU

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Territorial Acknowledgement

Kwantlen Polytechnic University (KPU) is situated on the unsurrendered territories of the hən̓q̓əmin̓əm̓ and SENĆOŦEN speaking peoples.

KPU proudly shares the name of the Kwantlen First Nation; the word 'Kwantlen' means 'Tireless Runner' and is reflected in the university's motto: "through tireless effort, knowledge, and understanding." This reminds us of the persistence and strength required to move forward in good ways.

Territorial acknowledgements are an important reminder of the protocols that govern these territories, of our responsibilities, and of the necessity of acting in right relationship with both peoples and lands. The Task Force on Anti-Racism (TFA) hopes that this *Final Report and Recommendations* brings us closer to these goals.

Content Warning and Supports

The contents of this *Final Report* are deeply connected to lived experiences and they may trigger strong feelings and responses. If you need support, please consider the following resources:

- KPU Employee and Family Assistance Program
- BC Mental Health Supports
- KPU Student Counselling Resources
- KUU-US Crisis Line
- Crisis Centre BC
- Multicultural Mental Health Resource Centre Canada
- Vancouver Black Therapy and Advocacy Foundation
- Healing in Colour

If you feel defensiveness while reading this *Report*, please remember that discomfort is part of change. Please take time to sit with your feelings and process before engaging with feedback.

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Strategic Support

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Laurie Clancy and Jenn Harrington, Human Resources and Labour Relations

Arts Faculty Council

Members of KPU's Marketing and Communications Office

Members of the President's Diversity and Equity Committee

Members of the Indigenous Advisory Committee

Members of the Deans' Council

Members of the Academic Council

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Definitions

The Task Force on Anti-Racism is aware that the words we use hold power and that terminology and labels have often been used as tools of oppression. As such, using appropriate, specific terminology that does not cause harm is integral to anti-racism work. The TFA simultaneously acknowledges that language and terminology are continuously evolving and that there are ongoing debates about many of the terms below. Additionally, we know that individuals and communities may have diverse preferences for terminology, and that many terms present both strengths and challenges. The TFA maintains that ongoing discussion about terminology should be welcomed and expected, and that each individual and/or group should be encouraged to self-identify and share their lived experiences using the terminology that is most appropriate for them.

For the *Final Report and Recommendations*, the TFA has sought to use language that is specific, intentional, accessible, and aligned with *current* dialogues in post-secondary education. We are thankful to those who provided feedback on definitions that are connected to their communities, histories, and/or lived experiences, and we acknowledge that different definitions may be used in different contexts across KPU. We are presently using the following definitions.

Anti-Racism
Actively opposing systemic and individual racism and racial prejudice and taking constructive action/s to ensure equity and systemic justice in all facets of our lives.

BIPOC/IBPOC/People of the Global Majority
"BIPOC" is an acronym that stands for Black, Indigenous, and People of Colour. IBPOC is another common variation of this acronym which purposefully elevates Indigenous people as the First Peoples of the territories we currently call Canada. People of the Global Majority is a term which decentres whiteness and acknowledges Indigenous, Black, and People of Colour as the global majority. These acronyms and terms seek to acknowledge the different yet overlapping systems of racism and oppression faced by Black peoples, Indigenous peoples, and People of Colour in Canada. While the terms are designed to demonstrate solidarity between communities of Colour, it is important to know that they lack specificity and have the potential to ignore the unique experiences of individual racial and ethnic communities.

Decolonization
Decolonization is the process of deconstructing and dismantling colonial structures and ideologies. While the term is often used broadly, it is important to remember that work that challenges or nuances colonial systems without seeking to dismantle them may not be decolonial. As Eve Tuck and K. Wayne Yang argue, "Decolonization brings about the repatriation of Indigenous land and life; it is not a metaphor for other things we want to do to improve our societies" (1).

Diversity

Diversity involves acknowledging and celebrating diverse facets of human identity, including (but not limited to): race, gender, sexuality, culture, ability, age, religion, and/or socioeconomic status.

Ethnicity

Ethnicity is a way of categorizing people according to their shared cultural attributes and expressions. Ethnicity can include national origin, language, religion, and other cultural values.

Equity

Equity is the process of removing inequalities and disparities. Equity recognizes that some people, especially those who have been historically marginalized, face barriers that others do not, and it requires an intentional and proactive effort to remove prejudices and imbalances that are embedded in policies, systems, practices, relationships, and structures.

Equality

Equality is the process of treating all people the same. Unlike equity, equality does not necessarily recognize that some people face systemic barriers, imbalances, and oppressions that others do not.

Inclusive Excellence

Inclusive Excellence views anti-racism, equity, diversity, and inclusion as essential to individual and institutional innovation and excellence. It is a transformational framework that not only acknowledges, upholds, and celebrates diverse ways of knowing, learning, and engaging, but also encourages and supports creation and dissemination of this knowledge.

Inclusion

Inclusion, which has been articulated and championed by disability rights scholars and activists, requires the active mobilization of resources, practices, and policies to ensure that all members of a society or community have equitable access to spaces, opportunities, processes, and resources. Inclusion requires that all voices are empowered and supported through structural and systemic changes within our institutions and in our societies.

Intersectionality

"Intersectionality as an analytic tool examines how power relations are intertwined and mutually-constructing. Race, class, gender, sexuality, dis/ability, ethnicity, nation, religion, and age are categories of analysis, terms that reference important social divisions" (Collins and Bilge 7). In short, intersectionality — which is a concept articulated by Black, feminist scholar Kimberlé Crenshaw — means that various forms of power and privilege intersect to create varied marginalizations (for example, a Black woman with a disability may face sexism, racism, and ableism); while one may face

these power structures separately, the combination/intersections of multiple and overlapping forms of discriminations must be considered in assessing the impact of power structures.

Microaggression
A subtle everyday act of discrimination (including racism), at times unintentional, against members of marginalized communities.

Race
Race is a way of categorizing humans based on physical traits (especially skin colour). While these categorizations are a social rather than a biological construct, race remains a powerful concept that is often used to establish, organize, and perpetuate social and political hierarchies.

Racism
Racism is based on privilege and power, and it can be individual and/or systemic. It can include prejudice, discrimination, and mistreatment directed at an individual or community based on their race and ethnicity. Additionally, racism includes systems of advantage and oppression based on race, where certain individuals and communities receive privileges based on their race or ethnicity that others do not.

Racialization
Racialization is the complex social process by which people are categorized and/or treated differently based on their race.

Restorative Justice
An approach to justice which brings all parties involved in a conflict together and employs interpersonal communication strategies to discuss harm and find ways to repair it.

Settler Colonialism
Settler colonialism is a particular form of colonization that seeks to permanently establish a new political order through the elimination of Indigenous rights. Settler colonialism is unique in that it is an ongoing process; it is "a structure rather than an event" (Wolfe 388).

Social Justice
Social justice refers to intersecting movements and theories which promote the fair, just, and equitable treatment of all peoples in society.

White Supremacy
White supremacy refers to a series of overlapping beliefs, systems, and structures that uphold the supremacy of white people over people of other races.

EXECUTIVE SUMMARY

KPU

EXECUTIVE SUMMARY

KPU's Task Force on Anti-Racism (TFA) is excited to present this *Final Report and Recommendations* after nearly two years of deliberations and consultations within and beyond KPU, surveys, research and literature reviews, and data analysis. We hope that the findings highlight the need for ongoing anti-racism work and the benefits of building and sustaining anti-racist institutions. We further hope that the recommendations function as both a call to action and a guide that will help the KPU community take ongoing, meaningful steps to transform our institution.

The TFA was established in July 2020. During the first three meetings after its formation, TFA members agreed on the following mandate:

- To create institutional supports for the KPU community for teaching, learning, research, scholarship, and institutional change on racial equity, systemic oppression, and intersectional social justice
- To consult with the KPU community to examine and develop ways to eliminate systemic barriers at KPU
- To create spaces for the KPU community to share their lived experiences, knowledge, research, creativity, and teaching resources related to confronting racism and promoting intersectional social justice
- To draft an institutional anti-racism policy, procedures, and guidelines
- To research existing KPU strategies, policies, investments, resources, and practices, and recommend improvements to further the goals of anti-racism
- To equip allies to be effective in furthering racial equity, thereby reducing the burden of work traditionally left to Black peoples, Indigenous peoples, and People of Colour

Over the course of two years, the TFA discussed policies, data collection processes, survey designs, complaints processes, institutional structures and barriers, hiring and retention processes, and many other issues. The TFA also offered ten workshops and panel discussions for KPU students and employees. Each of these sessions was attended by 40 to 80 participants.

The TFA affirms that historic and ongoing racism exists within and beyond KPU, that it is systemic, and that it negatively impacts all aspects of the university's operations and activities. This racism is rooted in intersectional systems of oppression including (but not limited to) white supremacy, capitalism, and settler colonialism, and it operates at individual, institutional, and societal levels. Our work has confirmed that racism does not impact all members of the KPU community the same way; its effects are mitigated and exacerbated by numerous other factors, including, but not limited to gender, sexuality, ability, age, socioeconomic class, religion, culture, and language. For this reason, the TFA has adopted an intersectional lens when examining and addressing racism.

Anti-racism work cannot be done without challenging the colonial context in which universities have historically operated. All anti-racism work must be done within a decolonial framework and in consultation with Indigenous communities and Elders. As such, the TFA's *Final Report and Recommendations* should work in alignment with KPU's *xéʔeⱡ - Pathways to Systemic Transformation* document.

Racial justice initiatives also need to pay attention to equity, diversity, and inclusion work and must be done in consultation with Black, Indigenous, People of Colour – BIPOC (also, identified as IBPOC or People of the Global Majority) individuals and communities. As such, the TFA's *Final Report and Recommendations* should work in alignment with the recommendations that will be presented by *KPU's Equity, Diversity, Inclusion and Decolonization (EDID) Action Plan* (under development, 2022).

The TFA categorically acknowledges current research from higher-education institutions, non-governmental and non-profit organizations, think tanks, and activist movements which cautions against the risks of allowing anti-racism initiatives to be subsumed by Equity, Diversity, and Inclusion (EDI) initiatives. Many scholars and activists whose work focuses on anti-racist and decolonial practices have argued that EDI does not equal anti-racism, and that racial justice needs to be a central tenet of all equity work in our institutions. While EDI initiatives can open space for discussions about inequities, they should not become "a containment zone" (Thobani 6). The risk of framing anti-racism within EDI is that it diversifies without paying attention to racial justice. KPU must ensure this does not happen in the implementation of the recommendations of this report.

The TFA has divided the recommendations presented in this *Report* thematically. Below are eleven themes that contain sixty-four recommendations which will support KPU in its goals to foster anti-racism; strengthen awareness and understanding of race, racism and anti-racism among employees and students; and address systemic barriers to full participation in the KPU community. These recommendations are ambitious in scope and pragmatic in approach. Achieving these goals will require a joint effort from across the institution, including leadership, students, faculty, and staff, the Board, the Senate, associations, unions, and administrative units.

The TFA's recommendations are based on our deliberations over the last two years; the results of the survey conducted by the TFA; results of the *Current State Inclusivity Assessment* (CSIA) conducted by KPU in 2021; student engagement surveys conducted by KPU's Office of Planning and Accountability; knowledge gathered through TFA members attending various workshops and panel discussions throughout the tenure of the TFA; our study of reports from various organizations and institutes; other postsecondary institutions' task forces, offices, policies and procedures; and best practices in the fields of EDID and anti-racism. This *Final Report* also captures all the conversations and consultations across the institution with representatives from all seven Faculties at KPU; members of the Indigenous Advisory Committee (IAC); updates at the IAC and at the President's Diversity and Equity Committee (PDEC);

representatives of the KSA, BCGEU, and KFA; representatives from the Board; and consultations with individuals across KPU.

It is important to note that these recommendations will have the desired impact only if we mobilize them to fundamentally transform our structures, systems, and institutions. We will need to implement meaningful changes to our pedagogical approaches, curriculum development, administrative strategies, and hiring and retention, and provide resources and expert personnel to move this work forward. We will need to move away from colonial, dominant, and Eurocentric approaches, incorporate more Indigenous and diverse approaches, and be guided by scholars of colour and Indigenous knowledge keepers. That is, KPU will need to move beyond simply embracing an EDI framework and take a more robust, anti-racist approach.

Recommendations (64):

Implement with Immediate Effect (6 major recommendations with further steps for implementation):

1. Establish an Implementation Committee (IC): a team with expertise in race, racism and anti-racism, policy, and institutional transformation to lead the cross-functional efforts for a period of 2 to 3 years, to evaluate progress, and to ensure that the recommendations of the TFA are being implemented.
   - The IC should start by building an Anti-Racism Action Plan to strategize, prioritize, and implement the recommendations made in this *Report*.
2. Establish an Office of Anti-Racism and Inclusive Excellence to streamline all KPU's anti-racism related work.
3. Establish a high-level position at the Associate Vice-President or similar level dedicated to anti-racism to lead the Office of Anti-Racism and Inclusive Excellence and to coordinate all anti-racism work at KPU.
4. Develop an institutional vision statement and policy (appendix 2) with a focus on anti-racism.
5. Form a sub-committee, to work in conjunction with the IC and the IAC, for a period of 3 to 6 months, to develop an anti-Indigenous racism Action Plan. This sub-committee must be led by an Indigenous person.
6. As a signatory of *the Scarborough Charter*, KPU work on meeting the commitments to the Charter. As a first step, KPU should establish a sub-committee on anti-Black racism for a period of 3 to 6 months to develop an anti-Black racism Action Plan to work in conjunction with the IC. This sub-committee must be led by a Black person.

Ongoing and long-term recommendations are organized thematically as follows:

- Need for Education and Training (5 recommendations)
- Curriculum and Pedagogy (7 recommendations)
- Research, Scholarship, and Creativity (7 recommendations)

- Composition of Leadership (4 recommendations)
- Inclusive and Equitable Hiring Processes/Retention (7 recommendations)
- Human Resources and the Complaints Process (6 recommendations)
- Transparent Systems of Data Collection (5 recommendations)
- Student Engagement (5 recommendations)
- Internationalization (3 recommendations)
- Initiatives to Accelerate Anti-Racism Activities at KPU (9 recommendations)

"the university is a racialized site that still excludes and marginalizes non-White people, in subtle, complex, sophisticated, and ironic ways, from everyday interactions with colleagues to institutional practices that at best are ineffective and at worst perpetuate structural racism" (Henry et al. 3).

KPU

Interweaving Various Initiatives at KPU

The TFA affirms that historic and ongoing racism exists within and beyond KPU, that it is systemic, and that it negatively impacts all aspects of the university's operations and activities. This racism is rooted in intersectional systems of oppression including (but not limited to) white supremacy, capitalism, and settler colonialism, and it operates at individual, institutional, and societal levels. Our work has confirmed that racism does not impact all members of the KPU community the same way; its effects are mitigated and exacerbated by numerous other factors, including, but not limited to gender, sexuality, ability, age, socioeconomic class, religion, culture, and language. For this reason, the TFA has adopted an intersectional lens when examining and addressing racism.

Anti-racism work cannot be done without challenging the colonial context in which universities have historically operated. All anti-racism work must be done within a decolonial framework and in consultation with Indigenous communities and Elders. As such, the TFA *Final Report and Recommendations* should work in alignment with KPU's *xéʔel̓ - Pathways to Systemic Transformation* document.

Racial justice initiatives also need to pay attention to equity, diversity, and inclusion work and must be done in consultation with BIPOC. As such, the TFA *Report and Recommendations* should work in alignment with the recommendations that will be presented in *KPU's Equity, Diversity, Inclusion and Decolonization (EDID) Action Plan*.

We also want to categorically acknowledge current research from higher-education institutions, non-governmental and non-profit organizations, think tanks, and activist movements across the territories known as North America, which cautions against the risks of allowing anti-racism initiatives to be subsumed by EDI initiatives. Many scholars and activists whose work focuses on anti-racist and decolonial practices have argued that EDI does not equal anti-racism and that racial justice needs to be the central tenet of all equity work in our institutions. While EDI initiatives can open space for discussions about inequities, they should not become "a containment zone" (Thobani 6). The risk of framing anti-racism within EDI is that it diversifies without paying attention to racial justice. KPU must ensure this does not happen in the implementation of this report.

We further explain below the need for these initiatives to work together because racism should be understood within the context of decolonization, lived experiences, intersectionality, and racial capitalism.

Understanding Racism in Context

Racism and Decolonization

The TFA acknowledges that racism, white supremacy, and settler colonialism are overlapping yet distinct power structures that need to be addressed both simultaneously and separately. Within a Canadian context, it is imperative that anti-racism work begin with decolonization; without a decolonial lens, anti-racism work has the potential to uphold settler colonialism by seeking to diversify the Canadian state and colonial institutions without challenging ongoing genocides. For this reason, the TFA strongly recommends that KPU do the following:

- Support and resource KPU's *xéʔelɬ - Pathways to Systemic Transformation* (2022)
- Provide resources and training that show and build connections between anti-racism and decolonization
- Ensure that the Indigenous Advisory Committee (IAC) and its Working Groups, and the [proposed/underway] Office of Indigenous Initiatives and Partnerships are consulted on the development of all policies and procedures

Racism and Lived Experience

Anti-racism work is not simply theoretical; while it is informed by research and scholarship, data, and theory, it is also grounded in lived experience and embodied action. It requires mental, emotional, and physical engagement, and the impact of this labour is not equal. The TFA acknowledges that its work impacted its members — especially BIPOC members — and the broader KPU community in different ways, and that it was, at times, traumatizing and demoralizing. It is important to acknowledge the challenges of anti-racism work, particularly for BIPOC individuals and communities, and to provide appropriate resources and supports to sustain this work.

Racism and Intersectionality

Racism is rooted in intersectional systems of oppression including (but not limited to) white supremacy, settler colonialism, and capitalism, and it operates at individual, institutional, and societal levels. Racism's effects are mitigated and exacerbated by numerous other factors as well, including, but not limited to, gender, sexuality, ability, age, socioeconomic class, religion, body politics, culture, and language. As such, it is imperative that anti-racism work be grounded in intersectionality. As Kimberlé Crenshaw argues, "activists and stakeholders must raise awareness about the intersectional dimensions of racial injustice that must be addressed to enhance the lives of all [individuals] of color." This means that anti-racism work should inform and be informed

by other forms of anti-oppression work, and that the full, complete, and intersectional identities of BIPOC should always be considered.

Racism and Racial Capitalism

The TFA acknowledges a longstanding relationship between race, racism, and capitalism. Racial capitalism — a term coined by Cedric J. Robinson and theorized by many BIPOC scholars — refers to deriving or extracting financial value from another person's or group's racial identity. Racial capitalism has been foundational to colonialism, slavery, and settlement, and it continues to play a significant role in our economy, social and political structures, and institutions. As such, anti-racism work needs to inform and be informed by an understanding of capitalism. Without these understandings, anti-racism work can easily be co-opted by racial capitalism, as concepts such as "diversity" are marketable. It is important for institutions to guard against an exploitative economy that tries to extract value from, absorb, or co-opt efforts to critique, resist, and defeat racism.

Benefits of Being an Anti-Racist Institution

Our students, employees, and communities expect our institutions to be equitable and actively anti-racist. It has been noted that "the university is a racialized site that still excludes and marginalizes non-White people, in subtle, complex, sophisticated, and ironic ways, from everyday interactions with colleagues to institutional practices that at best are ineffective and at worst perpetuate structural racism" (Henry et al. 3). Institutions that do not commit to anti-racism risk being left behind. Not making progress on anti-racism has the potential to continue to harm our students, employees, and communities. As many scholars and community members have argued, it is not enough to be not racist; we need to be actively anti-racist. Practising anti-racism is necessary for fostering inclusive excellence (IE) in our institutions. As we work towards this goal, we must remember that "true excellence in an institution is unattainable without inclusion – and in fact, diversity and inclusion are fundamental to excellence. [Inclusive excellence] moves away from historical approaches to diversity that focused on numbers and representation. Instead, IE helps us think about the institution as a vibrant community that can create excellence by embedding diversity" ([UBC Strategic Plan](#)).

Educational benefits of anti-racism and diversity include "exposure to more varied viewpoints and positions; enhanced cognitive complexity; increased cultural knowledge and understanding; enhanced leadership abilities; stronger commitment to promoting understanding; enhanced self-confidence, motivation, and educational aspirations; greater cultural awareness; greater degree of cross-racial interaction; diminished racial stereotypes; enhanced ability to adapt successfully to change; development of values and ethical standards through reflection; and greater commitment to racial equity" ([Clayton-Pedersen, O'Neill, and McTighe Musil](#) 3).

Being an anti-racist institution means committing to eliminating racist and discriminatory practices and policies; actively recruiting, supporting, and promoting racialized employees who have been historically denied access and opportunity; supporting our BIPOC students to succeed in their careers; and actively fostering an overall culture of anti-racism. KPU needs "to avoid being 'colorblind" in strategic visioning, planning, budgeting, and resource allocation, and intentionally consider the impact of all decisions on BIPOC employees and students" ("Hallmarks of an Anti-racist Institution"). As we expand our anti-racism initiatives and transform KPU into an actively inclusive space, we need to think about whose voices we are centring: Who gets invited? Who gets to speak? Who gets a seat at the table? Who has power to make decisions and enact change? It is important to "[underscore] the need to move beyond the notion of equity seeking groups to recognize that equity is deserved, as an incarnation of the principles of human dignity, substantive equality, and restorative justice" (*The Scarborough Charter*).

As KPU embarks on furthering anti-racism work as an institution, it will meet with challenges. There will be resistance due to a fear of change, an unwillingness to decentre whiteness, a reluctance to acknowledge systemic racism and colonialism, misunderstandings about job security, and a commitment to "the myth of meritocracy" that is deeply embedded in academic culture— the mistaken idea that all people start from an equal space and are judged only by their actions. As KPU systemically shifts from addressing inequality to seeking justice in order to become an anti-racist institution of higher learning, we need to reflect intentionally on the choices and decisions we make, be mindful that there is no end date to anti-racism work and remember that small steps in the right direction (while worthy of celebration) do not mean that there are not ongoing barriers. There is no finish line; anti-racism work is ongoing and critical. Our work together should be seen as a permanent revolution.

Through this *Report,* the TFA calls upon KPU to go beyond acknowledging racism, to take concrete actions, commit to allocating resources, and move actively toward fostering an anti-racist institution. Transparency is critical to this work, and regular written communication with KPU employees and students about KPU's commitment to anti-racism is essential. We strongly believe that by actively implementing the recommendations in this *Report*, allocating appropriate resources and supports, and embedding anti-racist principles throughout its structures, policies, and processes, KPU can become a leading anti-racist institution.

Introduction to KPU's Task Force on Anti-Racism

The TFA is excited to present this *Final Report and Recommendations* after nearly two years of deliberations, consultations within and beyond KPU, surveys, research and literature reviews, and data analysis. We hope that the findings highlight the need for ongoing anti-racism work, and the benefits of building and sustaining anti-racist institutions. We further hope that the recommendations function as both a call to action and a guide that will help the KPU community take ongoing, meaningful steps to transform our institution.

It should be noted that the TFA conducted all its work during the global Covid-19 pandemic, which created challenges as well as opportunities. The pandemic has further exacerbated racial inequities and highlighted the important role that race, racism and anti-racism play in every aspect of our society, including public health. We need to be mindful of the health and safety concerns of BIPOC communities, the rise in anti-Asian hate during the pandemic, and the unequal distribution of health resources.

We also want to acknowledge that, for some members of the TFA, this work was personal, emotional, and challenging because of their own lived experiences of racism and trauma. Some members of the TFA also endured personal backlash in multiple forms. The rise in anti-Asian hate, anti-Black racism, and Islamophobia across Canada and elsewhere, and the ongoing efforts to locate children's bodies at former Residential School sites weighed heavily on the minds of the members of the TFA as they continued their work.

History

On June 26, 2020, amidst global protests about race-based state violence, KPU President Alan Davis convened a meeting of concerned faculty and administrators (including members of the President's Diversity and Equity Committee) to discuss initial ideas generated by the Associate Deans in the Faculty of Arts about how our university community might address the serious issue of racism. That meeting concluded with the formation of a steering committee that included Dr. Asma Sayed, Dr. Deepak Gupta, and Dr. Rajiv Jhangiani. This steering committee was tasked with making recommendations and outlining next steps.

The steering committee held its first meeting on June 29, 2020, and made several recommendations, including the creation of a Task Force on Anti-Racism and the launch of a website to keep the KPU community informed. On July 16, President Davis announced the establishment of an institution-wide Task Force on Anti-Racism led by Dr. Asma Sayed. President Davis noted that the recent tragic stories from the U.S. and Canada had been top of mind, writing: "We denounce the racism that led to these events, but we recognize that these are also the latest in a long and ongoing history of race-based violence and discrimination. The issues coalesced around systemic racism toward Black, Indigenous and People of Colour (BIPOC) in our communities and on our

campuses." President Davis further noted that none of KPU Vision 2023's goals regarding cultural and social sustainability, values-based teaching scholarship, and employee and student experience could be successfully achieved without actively working against racism and, in particular, paying attention to the experiences of BIPOC members of the KPU community. "Words are important, but action will set us on the path to change. Therefore, we have taken some time to carefully consider how best to approach this very important work at KPU, even during these extraordinary times of re-imagining our core mission during a global pandemic," wrote Dr. Davis.

As Dr. Sayed began organizing the TFA's work, she noted: "I am glad to see KPU's commitment to anti-racism. We will hear from and consult with BIPOC at KPU and learn from their lived experiences. Over the next 18 months, the TFA will provide us with opportunities to self-reflect, to recognize our biases, and to move forward toward making concrete long-term changes through education, collaborative thinking, and policy changes."

The TFA and the members of senior administration at KPU agreed that the TFA would work as much as possible at arm's length from the senior leadership to provide the committee members a safe space for discussions and deliberations. Funding for the TFA's initiatives and work and strategic support were provided through the President's Office. The TFA began its work in August 2020 and established a mandate, meeting schedule, and list of goals.

Mandate

During the first three meetings after its formation, the TFA members agreed on the following mandate:

- To create institutional supports for the KPU community for teaching, learning, research, scholarship, and institutional change on racial equity, systemic oppression, and intersectional social justice
- To consult with the KPU community to examine and develop ways to eliminate systemic barriers at KPU
- To create spaces for the KPU community to share their lived experiences, knowledge, research, creativity, and teaching resources related to confronting racism and promoting intersectional social justice
- To draft an institutional antiracism policy, procedures, and guidelines
- To research existing KPU strategies, policies, investments, resources, and practices, and recommend improvements to further the goals of antiracism
- To equip allies to be effective in furthering racial equity, thereby reducing the burden of work traditionally left to Black peoples, Indigenous peoples, and People of Colour

Meetings

The original mandate of the TFA was for 18 months. However, working during the COVID-19 pandemic posed challenges and slowed the process down. Additionally, the TFA was immediately overwhelmed with requests to consult, provide educational opportunities, and develop resources — all work which required time and care. Thus, the TFA requested an extension of 6 months to June 2022. Members of the TFA met once a month from August 2020 until June 2022. Over a course of two years, the TFA discussed policies, data collection, survey designs, complaints processes, institutional structures and barriers, hiring and retention processes, and many other issues. In addition to these meetings, Dr. Sayed met individually with members of the TFA to collect input which was not presented at the meetings and to provide a confidential safe space to the members whenever they felt the need for one.

Collaboration, Information Sharing, and Consultations

KPU's TFA aligned with and built upon various ongoing equity, diversity, inclusion, and decolonization (EDID) initiatives at KPU. The President's Diversity and Equity Committee (PDEC) as well as other important internal and external groups and networks had already been set up to advance KPU's commitment to equity, diversity, and inclusion; additionally, the Indigenous Advisory Committee (IAC) and its working groups are leading KPU in Indigenous initiatives and systemic transformation. It is also important to acknowledge that for decades, many people at KPU have been actively engaged in advancing anti-racism in the classroom, in student life, and in the community. The TFA's work expands and builds upon these current and past initiatives.

As the TFA worked on its mandate, KPU's EDID and anti-racism work continued to develop in many other ways: an *EDID Action Plan*; *xéʔelɬ - Pathways to Systemic Transformations*; and several other projects are in progress. KPU has also become a signatory to the *Dimensions Charter* on EDI, and the *50-30 Challenge*. With President Alan Davis, Dr. Sayed also led KPU's signing of the *Scarborough Charter* on *Anti-Black Racism and Black Inclusion in Canadian Higher Education* and a meeting with Rachna Singh, BC government's Parliamentary Secretary for Anti-Racism. The TFA welcomed these steps, and whenever possible, sought consultation, collaboration, and alignment with individuals, academic units, and institutional initiatives that work towards racial justice.

On behalf of the TFA, Dr. Sayed provided regular updates on the work of the TFA to the PDEC, the IAC, the Academic Council, the Deans' Council, Faculty Anti-Racism Committees or contact persons, and other bodies across KPU. Dr. Sayed also provided consultations (by request) to several departments and individuals on racism/anti-racism related issues. Dr. Sayed and Dr. Jennifer Hardwick, on behalf of the TFA, attended various Faculty Council meetings to share information about the TFA. Regular updates about events, activities, resources, and outreach were also provided to the KPU community via the TFA website, internal media releases, and Today@ posts. As of

June 2022, the TFA website —which was launched in September 2020 — has received more than 12,500 visits and it has been cited as a resource by many other institutions. A blog, *KPU Speaks*, was launched through the website. Two blog entries, one by a KPU employee and one by a KPU student, were published.

Additionally, the TFA consulted with various units and Faculties. After consultations, the TFA received the following statements of support: Faculty of Arts anti-racism statement, Academic Career Planning anti-racism statement, Department of Journalism's anti-racism and EDI statement. The TFA also received letters of support and endorsement from the following: Kwantlen Faculty Association (KFA); British Columbia General Employees' Union at KPU (BCGEU), and Kwantlen Student Association (KSA).

The TFA appreciates that its work was done at arm's length from KPU's senior administration. KPU's administration did not in any shape or form interfere with the work of the TFA, which included consultations, training, research, and fact finding. While the administration supported the work by providing resources (including teaching releases, a training and education budget, and administrative support), it remained at arm's length. Administrators, when needed, did step in to support members of the TFA when they were being abused privately or publicly.

Training and Educational Opportunities

The TFA offered the following workshops and panel discussions for KPU students and employees. Each of these sessions was attended by 40 to 80 participants:

- Anti-oppression 101, October 14, 2020 (Facilitator: Cecily Blain)
- Hope in a Time of Climate Grief: In Conversation with Jenna Butler, October 29, 2020 (Facilitator: Asma Sayed)
- Treating Stories with Care: A Workshop on Appropriation, Ethics, and Telling Your Own Stories (for employees) February 11, 2021 (Facilitator: Shane Sable)
- Fundamentals of Anti-Racism, February 18, 2021 (Facilitator, Udokam Iroegbu)
- Treating Stories with Care: A Workshop on Appropriation, Ethics, and Telling Your Own Stories (for students) March 11, 2021 (Facilitator: Shane Sable)
- Anti-Racism and Lessons from Liberation, March 24, 2021 (Facilitator: Udokam Iroegbu)
- Inclusive Language and Anti-oppressive Communication, June 16, 2021 (Facilitator: Shanique Kelly)
- Introduction to Anti-Racism (for students), June 18, 2021 (Facilitator: Litzy Baeza)
- Unlearning Anti-Blackness, October 25, 2021 (Facilitator: Udokam Iroegbu)
- Fundamentals of Anti-Racism, March 21, 2022 (Facilitator: Shanique Kelly)

In addition, KPU employees had multiple other training opportunities offered through Teaching and Learning Commons, Provost Presents Speaker Series, Indigenous

Dialogue Series, PDEC, and Human Resources' partnerships with the Canadian Centre for Diversity and Inclusion (CCDI) and other external partners.

Development of Educational Resources

Dr. Asma Sayed has prepared a library guide on racism, anti-racism, and Critical Race Theory. She is also preparing two educational modules, one at first-year level and one at third-year level. These modules will be structured in a way that they may be incorporated into courses by KPU instructors. Dr. Sayed is working on publishing the modules and the library guide as a Pressbook in early 2023.

Context and Methodology Used for Recommendations

The following recommendations are based on the TFA's deliberations over the last two years; the results of the survey conducted by the TFA; results of the *Current State Inclusivity Assessment* conducted by KPU in 2021; student engagement surveys conducted by KPU's Office of Planning and Accountability; knowledge gathered through TFA members attending various workshops and panel discussions throughout the tenure of the TFA; our study of reports from various organizations and institutes; other postsecondary institutions' task forces, offices, policies and procedures; and best practices in the field. This report also captures all the conversations and consultations across the institution: with representatives from all seven Faculties at KPU; members of the IAC; updates at the IAC and at PDEC; representatives from the Board; and consultations with individuals across KPU. Please see the attached bibliography to see a list of all the documents and websites consulted.

Data gathered through the survey and various consultations highlights the need to initiate long-term systemic changes at KPU. Institutionalized racism exists across institutions in Canada, and KPU is no different; racism continues to have a significant impact at KPU. As per the survey conducted by the TFA:

- 51% of respondents who are racialized report experiencing racism, and 47% of all respondents indicate they have witnessed racism.
- Racism reporting structures need to change. 25% of respondents do not know how to report racism, and 16% feel uncomfortable reporting racism.
- Racialized employees are less likely to feel comfortable reporting racism than their white counterparts. Only 8% of white respondents indicate discomfort, while 30% of racialized respondents say they are uncomfortable reporting racism.
- Additionally, 32% of the respondents don't know if their complaints will be addressed by the institution. KPU needs to work on reporting mechanisms to build more employee confidence and address concerns.

It is important to note that these recommendations will only have the desired impact if we mobilize them to fundamentally transform our structures, systems, and institution. We will need to implement meaningful changes to our pedagogical approaches, curriculum development, administrative strategies, and hiring and retention. We need to move away from colonial, dominant, and Eurocentric approaches, incorporate more Indigenous and diverse approaches, and be guided by scholars of colour and Indigenous knowledge keepers. That is, KPU will need to move beyond simply embracing an EDI framework and take a more robust, anti-racist approach so that we work "in a relational and compassionate light, prioritizing the well-being, consideration, and just treatment of Black and Indigenous people and people of colour doing this work, and highlighting their lived experiences as valid metrics and data points" (Campbell and Candler 9).

For these recommendations to be effective, initiatives must: reinstate the basic human rights and privileges of targets of systemic racism; be holistic, recognizing the pervasive impact of racism on the lives of folks who are BIPOC; be participatory, collaborating with BIPOC communities and organizations to share decision making, influence and oversight; develop anti-oppression awareness trainings; and be intersectional (Metivier). It is not enough to be not racist; anti-racism requires us to actively work to dismantle racism. We must take bold steps to move forward in a direction where we reimagine our institution from an anti-racist, decolonial angle, and act bravely to do things differently. As we do this work, we need to think about equity, not simply equality. We need to make sure that historically marginalized and racialized people get the specific supports, resources, and funding that they need to succeed and thrive at KPU.

RECOMMENDATIONS

KPU

RECOMMENDATIONS: WHERE THOUGHT MEETS ACTION

Below are 64 recommendations organized into eleven themes which will support KPU and its goal to foster anti-racism, strengthen awareness and understanding of racism among employees and students, and address systemic barriers to full participation in the KPU community. These recommendations are ambitious in scope and pragmatic in approach. Achieving these goals will require a joint effort from across the institution, including leadership, students, faculty, and staff, the Board, the Senate, associations, unions, and administrative units.

This *Final Report and Recommendations* comes at an opportune moment; the BC government recently introduced anti-racism data legislation to help advance equity in British Columbia and, similarly, the Federal Anti-Racism Secretariat has launched the first National Action Plan for combating hate. Thus, it is in KPU's interest to start working on these recommendations and move quickly and thoughtfully to align its structures, policies, and procedures with the forthcoming and anticipated government mandates and/or recommendations which may make anti-racism part of legislative changes.

Implement with Immediate Effect
(Within 12-18 months from the submission of this report)

Context

Addressing racism at KPU is a long-term goal that will require ongoing efforts. However, there are some high-impact and immediate steps that can be taken to begin the journey.

These recommendations — which should be implemented within 12-18 months of the submission of the TFA's *Final Report* to the institution — are necessary for ensuring that ongoing anti-racism work is structured, supported, resourced, and led by those with appropriate expertise. Implementing the following recommendations with immediate effect will provide a necessary foundation for implementing further recommendations and ensuring that KPU commits to anti-racism in perpetuity.

Recommendations

1. That KPU establish an Implementation Committee (IC): a team with expertise in race, racism and anti-racism, policy, and institutional transformation to lead the cross-functional efforts for a period of 2 to 3 years to evaluate progress and to ensure that the recommendations of the TFA are being implemented. This committee should report across the institution, including to the Board and the Senate, on a regular basis on the progress on the recommendations made in this report. KPU must create a safe space for this committee to do the emotional labour and provide resources for them to operationalize the recommendations.
   - This IC, made up of a subset of the current members of the TFA with additional members to fill gaps, must be diverse and inclusive, and it must be led by BIPOC to ensure that lived experience remains at the forefront of the work. KPU should support members — and BIPOC members (who often shoulder disproportionate emotional labour) in particular — by providing resources, time releases, compensation, and formal (re)allocation of job duties where appropriate. Allies must ensure that they work *with* BIPOC and amplify the voices of the marginalized. All members of the committee must have a clear understanding of, and commitment to addressing concerns about, racism and discrimination
   - The team must include representation from students, staff, faculty, and administrators
   - Consider inviting members (to fill the gaps) to the committee through an institution-wide open call via appropriate, transparent search processes
   - The IC should start by building an Anti-Racism Action Plan to strategize, prioritize, and implement the recommendations made in this report. Consider: what results KPU want to achieve in short, medium, and long

term; why KPU wants to achieve these results; how the results will be achieved and measured; who will take responsibility for the various components of this plan; and when the results will be achieved (while considering that some anti-racism work is ongoing and does not have a finite timeline or clear, measurable outcomes)

2. That KPU establish an Office of Anti-Racism and Inclusive Excellence to streamline all its anti-racism related work. Most of the leading institutions in BC have one or more central office/s focusing on anti-racism, human rights, or diversity and inclusion initiatives. At present, KPU, the fourth largest institution in BC, is lacking such a/n office/s. It is imperative that KPU build infrastructure and develop its capacities to address racism and discrimination and to foster anti-racism. This Office, potentially housed under the President's Office, would offer support and consultation services to senior leadership, committees, and departments, and provide guidance on all strategic planning processes and institution-wide initiatives.

   - This Office should be provided multiple leadership, administrative, and staff positions and ongoing funding and resources. Anti-racism work cannot be done off the side of somebody's desk and it cannot be done by one or two people, especially for an institution the size of KPU (20K+ students; 2K employees)
   - See the attached vision statement, organizational chart, and budget as a potential structure for the proposed Office (See appendix 3)
   - This Office must include diverse personnel and must be led by BIPOC with expertise in race, racism, and anti-racism

3. That KPU establish a high-level position at the Associate Vice-President or similar level especially dedicated to anti-racism and inclusive excellence to lead the Office of Anti-Racism and Inclusive Excellence and to coordinate all anti-racism work at KPU. This position must be held by a BIPOC person with education/training and expertise in race, racism, and anti-racism. This person may serve as a visionary to inspire diverse groups to unite around issues of racism and discrimination. This position should be provided with administrative support and an operational budget.

   - That KPU appoint either an interim AVP or similar level position while the Office is being established. Additionally, KPU may consider appointing an Advisor on Anti-Racism to the President and/or the Provost for ongoing support of anti-racism initiatives

4. Develop a vision statement and policy with a focus on anti-racism. According to the Ontario Human Rights Commission, "In addition to addressing obligations under the Human Rights Code, the adoption and implementation of an effective anti-racism vision statement and policy has the potential of limiting harm and reducing liability. It also promotes the equity and diversity goals of organizations and institutions and makes good business sense." As such, the TFA recommends that KPU:

- Approve and implement the Racism and Anti-Racism Policy (Appendix 2), ensuring appropriate consultation and governance processes are followed. Experts in anti-racism should be involved in all consultations and revisions
- Ensure all related collective agreements and university policies — including policies such as HR15, HR 16, HR 20, HR 21, HR 25, and HR 26 — align with the Policy
- Develop a comprehensive institutional anti-racism vision statement/anti-racist declaration; make this statement part of institutional vision/mission/strategic plans, and make it publicly accessible on the institution's website
- Institute a system of accountability structures and shared frameworks to determine the success or failure of efforts that align with the vision statement
- Encourage each Faculty/unit at KPU to endorse the statement and require that they develop their own statement and action plan to support the statement

5. KPU is situated on unsurrendered Indigenous lands and has a special responsibility to address colonization and anti-Indigenous racism. With this in mind, the TFA recommends that KPU form a sub-committee, to work in collaboration with the IC and the IAC, for a period of 3 to 6 months, to develop an anti-Indigenous racism Action Plan in conjunction with the broader Anti-Racism Action Plan. This sub-committee must be led by an Indigenous person.

6. That, as a signatory of *the Scarborough Charter*, KPU work on meeting the commitments to the Charter; to do so, the TFA recommends that the institution:
   - Form a sub-committee, to work in collaboration with the IC, for a period of 3 to 6 months, to develop an anti-Black racism Action Plan in conjunction with the broader Anti-Racism Action Plan. This sub-committee must be led by a Black person.
   - Create a Black Studies Program which could include a Black Studies Minor, Major, and/or certificate
   - Find ways to fund scholarship, research, and creativity about Black peoples, cultures, and histories on Coast Salish territories
   - As per the Charter, focusing on the inclusion and flourishing of Black students, staff, and faculty
   - Mentor Black professionals to enter leadership positions
   - Mentor Black students to become leaders

ONGOING AND LONG-TERM RECOMMENDATIONS

These recommendations are organized thematically, and do not indicate levels of importance.

Need for Education/Training

Context

The need for ongoing education was one of the strongest and most consistent recommendations that the TFA received. Opportunities for continued education and training were requested via the TFA survey and by numerous individuals and Faculty working groups. While we acknowledge that training is not the only way to foster change, and that it can at times become a means of passive consumption of knowledge, our employees cannot begin to make change without a solid foundational knowledge about historical injustices and their impact on our institutional structures. It is also important to acknowledge that transformative pedagogy requires faculty to unlearn biases, especially related to what is considered canonical, and what "rigour" and "professionalism" entail etc. Often racism is perpetuated when a teacher adds a BIPOC author to the course readings but does not unpack their own beliefs/values first to ethically teach the content.

As such, KPU needs to make deliberate efforts to ensure that its employees understand systemic racism and the ways it impacts the academy. The call for ongoing education aligns well with current research on anti-racism, which indicates that "Training is a critical foundational component of any institutional commitment to anti-racism. Some members of your institution may not understand what 'anti-racism' means or the responsibility they bear to address it as individuals and as members of the community and larger society" (Academic Impressions 69). It is important to note that racism is not limited to non-racialized people only; racialized people also need training to recognize and understand racism.

Lack of awareness and understanding of racism is evident in the TFA survey results. 8% of white respondents indicate they have experienced racism, which suggests a misunderstanding of racism as a power structure. Additionally, 68% of respondents indicate they were unable to identify whether resources, services, and policies are adequate for BIPOC employees and 56% are not sure whether the full, intersectional identities of BIPOC employees are recognized, respected, represented, and taken into consideration at KPU. Further education and training are needed on an ongoing basis to ensure that KPU employees understand racism and anti-racism and can identify it in relation to other power structures.

However, there were also concerns about singular forms of training. Many respondents acknowledged that they found certain previous offerings posed barriers for them, or that they would prefer to learn in certain ways (i.e.: face to face, online, in BIPOC-only sessions etc.). To address these barriers and create safe spaces where people can do their best work, KPU could employ a Universal Design for Learning framework and offer multiple options and pathways.

Recommendations

1. Implement mandatory, annual anti-racism training for all employees — including leadership, the Senate, the KPU Foundation, and the Board of Governors — and develop long-term and ongoing training modules that address race, racism, and anti-racism that can be offered regularly for students and employees. To support different abilities, preferences, and lived experiences, there should be options for how to complete this training
   - Topics should include but not be limited to: foundational histories/terminologies; intercultural communication; bystander intervention and addressing racism in the workplace; white privilege/fragility; intersectionality; facilitating difficult conversations; anti-racist curriculum development and pedagogy; microaggressions; allyship; power, oppression, and privilege; etc.
   - Formats should include: online; in-person; asynchronous; synchronous; white/settler-specific sessions; short term (i.e., one or two sessions) and long term (i.e., sessions occur over weeks or months)
   - BIPOC-specific sessions (including sessions for specific racial and ethnic communities) should be offered to ensure participants feel safe and that they are not harmed by the kind of training meant specifically for non-BIPOC
   - Sessions that address intersections of race, culture, and religion should be developed. Topics could include Islamophobia and anti-Semitism
   - In some cases, it may be appropriate to require an employee to complete an anti-racism training program (i.e., a series of designated training sessions) to be eligible for specific opportunities (i.e., membership on certain committees; course release; promotion)

2. Offer a certification/digital badge/micro-credential for all employees and students who complete a certain number of courses/modules/workshops on anti-racism. Make this an eligible, supported, and celebrated professional development activity for employees
   - Consider including student completion of anti-racism training on their co-curricular activities records or transcripts
   - Encourage instructors to mandate, and provide credit for, anti-racism training modules for students as part of course work

3. Provide annual, ongoing budget to each Faculty and support unit (Finance; Human Resources, Risk, Procurement, Security, Student Affairs, Registrar's Office etc.) to invite BIPOC speakers/scholars/artists; host anti-racism workshops and training opportunities; and/or set up Communities of Practice and/or Working Groups that address race, racism, anti-racism, and solidarity. Ensure that this budget is utilized annually and optimally

4. Expand resources that address race, racism, and anti-racism in the Library and Teaching and Learning Commons
    - Build resources for and awareness about specific forms of racism: anti-Indigenous racism, anti-Black racism, anti-Asian racism, etc.

5. Evaluate and update educational offerings on a biennial basis to ensure that they remain relevant, appropriate, and up to date

Curriculum and Pedagogy

Context

KPU is a teaching-focused polytechnic university that has pedagogical innovation and excellence as core mandates. As an institution, we cannot meet our teaching excellence goals without addressing race, racism, and anti-racism; similarly, we cannot address race, racism, and anti-racism without carefully examining and re-imagining our curriculum and pedagogy. In their book *Racism in the Canadian University*, Francis Henry and Carol Tater note that curricula "represents a critical manifestation of marginalization and exclusion. One of the most important symbolic messages communicated by the curriculum is that only particular kinds of knowledge are validated and valued. Eurocentric frameworks, standards, and content are often not only given more resources and curriculum space, but also more dominance and status" (46).

Transforming curriculum and pedagogical development at KPU are powerful tools to ensure that: 1) our classrooms are spaces that foster inclusive excellence and respect different ways of knowing and learning; 2) our students leave KPU with understandings of race, racism, and anti-racism; and 3) KPU faculty are consciously challenging systems of ethnocentrism, racism, colonization, and appropriation that are deeply embedded in academic institutions.

Recommendations

1. Create and mandate race, racism, and anti-racism training for members of all Faculty curriculum committees and the Senate Standing Committee on Curriculum so that members have an awareness of different ways of knowing and can mobilize anti-racist frameworks when overseeing course development and approval

2. Embed anti-racism frameworks into program development, revision, and review processes

3. Develop and adopt a rubric for evaluating educational technologies through EDID and anti-racism lenses prior to their procurement and adoption

4. Address additional barriers to accommodation that many BIPOC students experience by promoting Universal Design for Learning (UDL)

5. Review and revise academic policies and designations (i.e., Academic Integrity; Writing-Intensive Status; Attendance; Emergency Response to Inappropriate, Disruptive or Threatening Behaviour) with an anti-racist lens

6. Offer time releases for faculty to engage in developing courses and pedagogical resources that address race, racism, and anti-racism

7. In order to facilitate decolonial and anti-racist teaching, KPU should ensure there are accessible classrooms that are organized beyond the traditional 'lecture' model of instructor and audience. In particular, KPU would benefit from classrooms where desks are set up in circles or squares as the default so that students can face one another. Designating classes as available for circle work will allow faculty and departments to book appropriate spaces and it will prevent faculty from having to continuously reconfigure rooms to meet pedagogical needs

Research, Scholarship, and Creativity

Context

Anti-racism work requires ongoing ethical and critical engagement with data, the lived experiences of BIPOC individuals and communities, and broader social and political structures. As such, research, scholarship, and creativity are central to building institutional capacity and gaining a deeper understanding of race, racism, and anti-racism. However, research — and scholarly research in particular — also has a long history of upholding white supremacy and settler colonialism and (at times violently) extracting knowledge from BIPOC communities. As Linda Tuhiwai Smith argues "knowledge and culture were as much part of imperialism as raw materials and military strength. Knowledge was also there to be discovered, extracted, appropriated, and distributed […] Western knowledge and science are the 'beneficiaries' of the colonization of Indigenous peoples. The knowledge gained through our colonization has been used in turn, to colonize" (117-118). Decentring Eurocentric approaches and addressing race, racism, and anti-racism in and through research, scholarship, and creativity is necessary for institutional and systemic change.

Recommendations

1. Establish a fund for racial justice and equity research, scholarship, and creativity that is overseen by experts in these fields

2. Establish an anti-racism fellowship program for employees

3. Establish an anti-racism research scholarship program for students (similar to the current Student Research and Innovation Grant)

4. Ensure members of the Research Ethics Board receive training on race, racism, and anti-racism so that they can advise KPU researchers about ethical and reciprocal methodologies that do not harm BIPOC communities

5. Create a full-time permanent position in the Office of Research Services to support anti-racist, decolonial, and inclusive research

6. Reduce institutional barriers to decolonial and anti-racist research by examining and revising finance, human resources, risk, procurement, information technology, marketing, communications, and facility-use policies and practices that create barriers for research, community involvement, and engagement

7. Continue to support and promote a broad conception of research, scholarship, and creativity that acknowledges different ways of knowing and upholds diverse forms of knowledge creation and dissemination, including (but not limited to): applied research, creative output, peer-reviewed scholarly research, community-engagement, and the scholarship of teaching and learning

Composition of Leadership

Context

Diverse, equitable, and inclusive leadership matters. A 2012 study of anti-racism in the workplace found that "Leadership was underscored as key to supporting institutional change, ensuring adequate resource allocation and persistent efforts, and engaging with those resistant to and/or fearful of change. Training for managers and staff emerged as significant in recognizing and addressing race-based discrimination and its consequences. The case studies also demonstrate that transforming the values and culture of individuals and the organization is a time-consuming process and requires long-term commitment" (Hiranandani 10). Consultations and responses to the TFA survey indicate that KPU employees have concerns about the lack of diversity in leadership structures. In particular, respondents express dissatisfaction with the racial composition of department/program Chairs, Associate Deans, Deans, and middle and senior leadership, noting that unless KPU employees see themselves fully reflected in the people they report to, they cannot feel confident that their concerns will be heard or that they have an equitable chance of moving forward in their careers at KPU. According to the *Current State Inclusivity Assessment* results, there is generally low agreement for the perception of equal opportunity to advance regardless of race/ethnicity at KPU (29). The CSIA Survey respondents who identified as Racialized Women agreed the least with employees having an equal opportunity to advance regardless of race/ethnicity (53).

A diverse leadership that is well-educated about race, racism, and anti-racism is key to building a just institution, fostering inclusive excellence, and furthering anti-racism in both policy and practice.

Recommendations

1. Recruit, support, and retain BIPOC into leadership positions. A BIPOC cluster hire could be used to support such goals
   - Measure and establish diversity targets in alignment with the *50-30 Challenge* for Senior Management positions (Senior Management positions are defined as those which include the title of President & Vice Chancellor; Provost and Vice President, Academic; Vice President; Chief Financial Officer; General Counsel, Chief Information Officer; Associate Vice President; Dean; University Librarian; Associate Dean; and/or Executive Director)

2. Recruit, support, and retain BIPOC Board members and Senators

3. Develop a mentorship program to support BIPOC employees who are interested in leadership and/or secondments and interim roles

4. Explore opportunities for collaborative and relational leadership models (such as working in teams, building consensus on projects, and/or establishing non-hierarchical councils rather than Robert's Rules committees) that support different ways of knowing, challenge colonial structures, and create space for emergent leaders

Inclusive and Equitable Hiring Processes/Retention

Context

The 1985 final report of the Royal Commission on Equality in Employment stated that "[T]he success of an employment equity program is measured by results: expansion of the employment opportunities of qualified individuals in designated groups." Currently, KPU employees' racial and ethnic makeups are not aligned with the student population, or with the makeup of the communities KPU serves. Based on the CSIA survey data, 35.1% of KPU employees identify themselves as racialized/ Indigenous. According to KPU's 2021-22 Student Satisfaction Survey results, 75% of KPU students identify as racialized/Indigenous. Thus, there is a major gap between the racialized student demographic and the racialized employee demographic. According to the CSIA, respondents who identified as racialized persons are more represented in BCGEU staff roles and less represented in excluded administrator and faculty roles. In BCGEU roles, survey respondents who identified as racialized persons are less represented in full-time regular roles than full-time temporary roles. In faculty roles, survey respondents who identified as racialized are less represented in full-time regular roles than part-time regular roles. This information highlights large gaps in hiring at KPU.

Based on this information and considering that "equitable inclusion is critical to excellence" (*The Scarborough Charter*), KPU should consider multiple BIPOC cluster hires to fill the gaps. Given that a Special Program Application for the preferential hiring of Indigenous individuals into faculty, staff, and administrative positions has already been approved by the BC Office of Human Rights, it is recommended that KPU now initiate similar processes for hiring Black and People of Color employees. Such hiring approaches should be consistent and ongoing. This is also important to create communities for BIPOC employees, to avoid burnout for some current BIPOC employees who are bearing the burden of anti-racist and EDI work, and to foster inclusive excellence.

Recommendations

1. Use data on KPU employees' racial and ethnographic make-up to identify gaps and establish hiring targets; pursue BC Office of Human Rights Special Program applications to authorize targeted hiring, including cluster hires, of BIPOC employees on an ongoing basis

2. Develop best practices and establish mandatory training that covers bias, different ways of knowing, and race, racism, and anti-racism for hiring committee members

3. Review and revise job posting processes to ensure that positions (including temporary and short-term positions) are posted well in advance, in venues that serve BIPOC candidates

4. Examine pay scales and structures and benefits (in consultation with appropriate unions as needed) with an equity lens to improve hiring and retention of BIPOC employees

5. Review performance and probationary reviews and student evaluations of teaching with an anti-racist lens. Look at best practices from other institutions to find multiple forms of evaluating employee effectiveness

6. Create transparency and equity in faculty service workload. BIPOC faculty are called in more frequently to support students of color and initiatives pertaining to anti-racism and diversity. Support and acknowledge their services with resources and course releases

7. Develop robust supports such as mentorship networks, time release opportunities, and/or professional development programs for new BIPOC hires

Human Resources and the Complaints Process

Context

To become an anti-racist institution, KPU needs transparent tools and processes to address racism. The TFA's consultations and survey results reveal that there is widespread dissatisfaction with KPU's current methods for addressing racism. While some respondents to the TFA survey identify that Human Resources can be helpful in dealing with cases of racism, there is a general lack of trust/confidence in Human Resources and its processes:

- 25% of respondents to the TFA survey do not know how to report racism, and 16% feel uncomfortable reporting racism at KPU.
- Respondents who are racialized are less likely to feel comfortable reporting racism than their white counterparts; 30% of racialized respondents say they are uncomfortable reporting racism.
- For those who do feel comfortable reporting, 11% of the respondents do not feel confident that their complaints will be addressed, and 32% do not know if their complaints will be addressed by the institution.
- 68% of respondents think KPU needs processes in place to address systemic racism, and many suggest that KPU needs to work on reporting mechanisms to build more employee confidence.

To address dissatisfaction, build trust, support those who have experienced racism, and promote accountability, change is needed.

Recommendations

1. Recruit, support, and retain BIPOC into Human Resources positions (and meet the 50-30 Challenge targets)

2. Develop a transparent system of conflict resolution that is housed in the Office of Anti-Racism and Inclusive Excellence. This system of conflict resolution should align with the proposed Racism and Anti-Racism Policy (Appendix 2) and current collective agreements.

3. Institute mandatory training for all individuals who will address complaints of racism; this training should focus on best practices for engaging with racism complaints, and it should be in addition to the race, racism, and anti-racism training that all employees take

4. Develop resources (such as websites, infographics, and/or guidebooks) that clearly outline complaint processes and supports for employees and students. Ensure that these resources are fully accessible.

5. Explore the expansion of the Employee and Family Assistance Program to include race-based and multilingual trauma counseling and a roster of BIPOC care providers to support BIPOC employees

6. Keep records of racism-related complaints and make statistics available to the KPU community annually

Transparent Systems of Data Collection

Context

Up to date data is required to inform decision-making and hiring practices, and to ensure that KPU is meeting its goals in addressing racism. 49% of those who responded to the TFA survey believe that KPU should collect race-based data to inform decision making. Many respondents express a desire to know more about the racial and ethnographic makeup of the university and several recommend that KPU take a data-driven approach to improve hiring processes. Only 13% of the respondents believe that race-based data collection is not needed. This suggests there is broad support for data collection at KPU.

38% of respondents say they do not know if race-based data should be collected, but the majority express that they are in favour of collecting data *if* the process, purpose, and procedures are clear and transparent and the privacy of respondents is assured. As such, it is imperative that KPU designs data collection tools with privacy, clarity, and transparency in mind. Data allows us to better understand the makeup of our institution, to compare our data with other institutions, to monitor our progress and benchmarks, and to make changes at KPU accordingly.

Recommendations

1. Pursue ethical models of data collection and collect data about the racial and ethnographic makeup of students and employees (including administration) on a regular basis
   - Ensure that surveys about racial and ethnographic makeup are designed by experts on race, racism, and anti-racism

2. Ensure that survey participants are informed about: why data is collected, how the data will be used, who will have access to the data, and privacy/storage of data. In addition, create resources to explain the importance of collecting race-based data to the KPU community at large.

3. Actively monitor trends and disparities in employee racial diversity across all phases of faculty and staff hiring, retention, and promotion

4. Develop metrics to measure progress addressing anti-racism and create an annual public report. Metrics provide a framework to quantify and evaluate success. Examples of metrics include but are not limited to:
   - Student, faculty, and staff satisfaction with the overall environment of the institution
   - Number of racism-related complaints at KPU

- Student, faculty, and staff assessment of institutional commitment to anti-racism
- Anti-racism program implementation milestones
- Number of attendees at anti-racism education/training sessions and events
- Recruitment/retention/turnover rates for BIPOC employees
- Exit survey results

5. Provide existing data about racism-related complaints at KPU as a benchmark

Student Engagement

Context

Race, racism, and anti-racism are important topics for all students and institutions, but they are particularly important at KPU given the diversity of our student body. 75% of KPU students identify as racialized and/or Indigenous (as per 2021-22 Student Satisfaction Survey). KPU has an obligation to ensure that these students receive appropriate supports, that they see themselves reflected on campus, and that they know their knowledges, lived experiences, and goals are valued at their institution.

All students, regardless of race and ethnicity, have an important role to play in addressing racism at KPU and in the broader community. As such, it is important to think about student engagement broadly, and to invest in student well-being, learning, leadership, and participation whenever possible.

Recommendations

1. Hire counsellors with anti-racist and anti-oppressive counselling backgrounds to support BIPOC students

2. Develop funding opportunities for students who wish to host events, develop resources, and/or engage in community projects that address race, racism, and anti-racism

3. Create more bursaries and scholarships for BIPOC students

4. Students' understanding of racism and anti-racism can be very valuable in helping us shape our directions, policies, and processes. Engage more students in anti-racism work by providing Research Assistantships, organizing student-focused events, and liaising with student organizations.

5. Include anti-racist education in Orientation and Learning Centre programming

Internationalization

Context

Many racialized students at KPU are also international learners. For now, there is broad concern that international recruitment planning may be guided by financial considerations, rather than a desire to improve student experiences and learning. Many respondents to the TFA survey worried that KPU may be targeting vulnerable international students for recruitment — with little attention to recruiting diverse students to foster global and cross-cultural learning and understanding — and providing inadequate supports to ensure they are successful. The term "exploitation" appeared in numerous survey responses and recommendations forwarded to the TFA by Faculty-level working groups.

Recommendations

1. Develop and enact a transparent anti-racist plan for KPU to recruit, retain, and support international students from diverse backgrounds and regions across the globe

2. Develop international student programming that provides foundational education on Indigenous and Canadian histories, so that newcomer students are able to engage with Indigenous peoples, cultures, and knowledges ethically

3. Survey faculty, staff, and international students to identify gaps in international student supports and then develop a transparent institutional plan to meet needs. The TFA's surveys and consultations suggest (on a preliminary basis) that more resources are needed to help international students develop: English language skills (writing, speaking, written and aural comprehension); understandings of the Canadian educational system; and knowledge of their rights as international students living and working in Canada

Initiatives to Accelerate Anti-Racism Activities at KPU

Context

Several recommendations that do not fit into the above categories emerged via the TFA survey and consultations. These recommendations have the potential to accelerate and support anti-racism at KPU and foster a more just and inclusive community.

Recommendations

1. Establish Faculty-level and unit-level anti-racism committees to integrate the work being done at each level and to represent/share ideas and issues. Provide support and resources for these committees

2. Create a BIPOC faculty and staff Caucus. Provide funding and resources for the same

3. Offer guidance and support to help create a BIPOC student caucus

4. Establish a set of institutional awards specially to recognize BIPOC excellence (for teaching, research, scholarship, creativity, service etc.)

5. Establish an 'Anti-Racism at KPU' Day to have an annual full-day symposium to discuss and encourage confronting racism and to share internal and external research, scholarship, and creativity on racism/anti-racism
   o Expand institution-wide dialogues series that address race, racism, anti-racism, and solidarity

6. All the committees at KPU must make all attempts to ensure that they are racially diverse without overly burdening BIPOC employees

7. Assign somebody within the Office of Anti-Racism and Inclusive Excellence to maintain the TFA's website (at present, the website is hosted through the Teaching and Learning Commons); update the website regularly

8. Appoint a communications spokesperson (this position can potentially be filled through the Office of Anti-Racism and Inclusive Excellence) to deal with and present anti-racism-related institutional information to the public, the media, and outside groups. This spokesperson must have expertise in and understanding of race, racism, and anti-racism

9. Make deliberate efforts to ensure that KPU employees understand how systemic racism permeates throughout the structures of the university. For example, anti-racism can be supported through deliberate actions such as who KPU chooses to form external partnerships with or how forms are designed. All employees should be encouraged and supported to re-examine their roles with an anti-racist lens

APPENDIX 1:
SURVEY RESULTS

KPU

Task Force on Anti-Racism Survey:
Summary of Key Findings

The Task Force on Anti-Racism survey was sent to 1,644 KPU employees. This included all currently employed administrators, BCGEU staff (including on-call auxiliary), and faculty members (including NR1 faculty who taught at any point in the previous 12 months). From February 17 to March 10, 2022, 461 people participated in the survey. This is a response rate of 28%.

51% of respondents who are racialized report experiencing racism, and 47% of all respondents indicate they have witnessed racism. Common examples include inappropriate "jokes" and terminology, exclusion, tokenization, appropriation of knowledge, and stereotyping.

68% of respondents think KPU needs processes in place in order to address systemic racism. Many respondents recommend mandatory training/education, improved hiring practices to recruit and retain BIPOC employees (particularly in leadership), and/or clearer and stronger reporting structures.

30% of racialized respondents say they are uncomfortable reporting racism and/or race-based harassment.

70% of respondents indicate they are unsure whether resources, services, and policies are adequate for BIPOC employees and 57% are not sure whether the full, intersectional identities of BIPOC employees are recognized, respected, represented, and taken into consideration.

25% of all respondents do not know how to report racism or who to report racism to.

49% of respondents indicate that KPU should collect race-based data to inform decision making and 38% do not know if data should be collected. Common reasons for being uncertain include privacy concerns and a lack of clarity about how data would be used.

Executive Summary of Qualitative Data

The following is a summary of qualitative data from the Task Force on Anti-Racism (TFA) survey which was administered to KPU employees in February/March 2022. While comments are wide-ranging, there are several patterns that emerge through a thematic analysis. These findings have informed the development of the TFA's *Final Report and Recommendations*.

Some of the major concerns that emerged, from the comments, in no particular order, pertain to:

1) A lack of racial diversity in leadership positions
2) Treatment of international students
3) Human resources, hiring practices, and need for transparent processes and policies
4) Need for further education, training, and resources to foster anti-racism
5) Experiencing and witnessing racism at KPU

Although a few respondents do not think racism exists at KPU or that a task force was necessary, the majority of respondents want to see the work of the TFA continue, especially as it relates to education, training, and drawing attention to issues of racism and discrimination.

One of the major recommendations that multiple respondents voice is the desire for a central office to address issues of racism, to organize ongoing anti-racist training, and to oversee policies and complaints. Many respondents identify an Office of Human Rights and/or Anti-Racism led by a BIPOC individual as a good start to continue the work started by the TFA.

A Note about Terminology

Throughout this appendix, "BIPOC" and "racialized" are used interchangeably, and "BIPOC/Racialized respondents" is used to refer to any respondents who indicated they are a visible minority or who selected an option other than "white" on the racial/ethno-cultural background question. These terms are used with the knowledge that they each carry benefits and challenges, as do "IBPOC," "visible minorities," "People of the Global Majority" and other common terminologies. These terms, which are often designed to acknowledge shared lived experiences, and/or demonstrate solidarity between communities of colour, also lack specificity and can ignore the unique experiences of individual racial and ethnic communities.

Experiences of Racism

Racism is significant at KPU. 51% of racialized respondents report experiencing racism, and 47% of all respondents (visible minorities and non-racialized) indicate they have witnessed racism. Many survey respondents identify that they have faced racism (for example, inappropriate comments) both one on one and during committee and other meetings. Many recommend that the committee structures need to reflect more racial diversity. There are concerns about a lack of acknowledgement and celebration of BIPOC students' and employees' knowledge, contributions, and achievements.

Some examples of the forms of racism faced by employees at KPU that the respondents identified are listed below:

- White colleagues not making enough effort to differentiate between colleagues from the same ethnic or racial background
- BIPOC colleagues not being invited to certain meetings or gatherings
- Lack of response from white colleagues to emails by BIPOC
- Proliferation of racism on the faculty distribution listserv
- Racialized people having to take the help of well-meaning white colleagues/allies in order to have their concerns addressed
- BIPOC overlooked for promotions in favour of their white colleagues, even when they are equally or more qualified and when they share a larger workload
- Prevalence and casual use of racist jokes
- Derogatory comments about culture, accents, food, etc.
- Concerns about racism in search committees and the search committees not being adequately trained to hire equitably
- Concerns about the way non-Indigenous students speak about Indigenous peoples
- Rampant stereotypes about racialized students
- Images of white people only on slides during presentations
- People being rude and uncooperative with BIPOC faculty and leaders
- Lack of advancement opportunities for racialized employees
- Expecting racialized people to be experts in issues of racism/anti-racism
- Appropriation of BIPOC knowledge and labour by white colleagues
- Gaslighting - subtle forms of racism where the one facing racism is made to doubt their own experience

Need for Education

The need for ongoing education for all members of the KPU community emerged as one of the strongest and most consistent recommendations on the survey. Respondents

indicate they want training in areas such as: the history of racism (especially in Canada), anti-racist pedagogy, intercultural communication, bystander intervention, allyship, terminology, and unconscious bias. They repeatedly call for mandatory training about racism/anti-racism. They also want multiple formats/mediums of training. There are requests for workshops, online modules, speakers' series, cultural events and festivals, learning communities, and facilitated discussions. While a few respondents express concern about the potential for discussions about race and racism to be divisive, the vast majority feel that training should be ongoing and that it should happen across the institution. Many respondents point to events and workshops hosted by the TFA and Teaching and Learning Commons as positive steps.

In addition to respondents' comments, the survey results support the need for further education. A definition of racism was provided in the survey; even so, 8% of non-racialized respondents indicate they have experienced racism, which suggests more education is needed about the definition of racism, the difference between racism and discrimination, and the relationship between racism and broader systemic and racial power structures. Similarly, 70% of respondents indicate they are unsure whether resources, services, and policies are adequate for BIPOC employees and 57% are not sure whether the full, intersectional identities of BIPOC employees are recognized, respected, represented, and taken into consideration. This information suggests further education is required to help members of the KPU community understand and identify racism and related issues.

Concerns about Composition of Leadership

Respondents repeatedly raise concerns about lack of diversity in leadership structures. In particular, they express dissatisfaction with the racial composition of committee Chairs, Associate Deans, Deans, and middle and senior leadership. Some respondents are concerned that most of the leaders are white, cisgender, and male. They perceive that leaders are often hand-picked or promoted to senior positions, rather than chosen through a transparent, competitive, and equitable hiring process. There are multiple calls for hiring BIPOC candidates for leadership (from Chairs to senior administration) positions. Respondents argue that, unless KPU employees (and students) see themselves fully reflected in the people they report to, they cannot feel confident that their concerns will be heard or that they have an equitable chance of moving forward in their careers at KPU.

Requests for Inclusive and Equitable Hiring Processes

Many respondents consistently note that KPU employees' racial and ethnic makeups are not aligned with the student population, or with the makeup of the communities KPU serves. Many respondents further acknowledge that underrepresentation of BIPOC employees results in isolation and an increased workload — especially for engaging in equity and anti-racism related work and emotional labour — for current BIPOC employees.

Respondents repeatedly recommend hiring more BIPOC employees at all levels of the institution (and particularly in leadership and management positions), with many advocating for BIPOC cluster hires and other targeted hiring approaches. In order to attract and retain candidates, respondents request mandatory training for search committees, an expansion of minimum qualifications to better recognize different forms of knowledge, and additional supports (such as mentorship networks, time release, and/or professional development opportunities) for new BIPOC hires.

Concerns about Human Resources and the Complaints Process

While some respondents identify that Human Resources can be helpful in dealing with cases of racism, there is a general lack of trust/confidence in Human Resources (HR) and its processes. Many respondents have written that they found the staff unapproachable or non-responsive, and that they felt unsupported during the complaint process. The general perception is that HR wants to protect the university and not employees. Many argue that complaints about racism and discrimination should not be handled by the HR. A lack of racial diversity in administrative roles in HR is also a concern for some respondents.

25% of respondents do not know how to report racism, and 16% feel uncomfortable reporting racism and/or race-based harassment at KPU. Respondents who are racialized are less likely to feel comfortable reporting racism than their non-racialized counterparts. Only 8% of non-racialized respondents indicate discomfort, while 30% of racialized respondents say they are uncomfortable reporting racism. For those who do feel comfortable reporting, 11% of the respondents do not feel confident that their complaints will be addressed, and 32% do not know if their complaints will be addressed by the institution. Many suggest that KPU needs to work on reporting mechanisms in order to build more employee confidence.

Many respondents are not aware that KPU does not have a racism/anti-racism policy yet; thus, in survey comments they ask about the policy and how it works. Respondents

also identify the need for clear and on-going communication about how/where to report. Many want a process whereby they do not have to go either to HR or to their unions.

Many respondents ask for:
- Developing an anti-racism policy
- Revising existing policies to hold space for cultural diversity
- Providing tools and processes to deal with complaints of racism
- Creating a transparent dispute resolution process that supports all parties
- Providing mandatory training for people dealing with complaints
- Offering a safe and anonymous space to disclose racism

Need for Transparent Systems of Data Collection

49% of respondents believe that KPU should collect race-based data to inform decision making and 38% of respondents say they do not know if race-based data should be collected. Only 13% of respondents believe that race-based data collection is not needed. Those who do not know if data should be collected are generally in favour of collecting data if it is a transparent process where the purpose and procedures are clear and the privacy of respondents is assured. There are also recommendations that questions for data collection be developed carefully by experts in the field, and that appropriate support be provided to respondents who share information which might trigger trauma. Many respondents express a desire to know more about the racial and ethnographic makeup of the university and several recommend that KPU take a data-driven approach to improve hiring processes.

Desire to Transform Curriculum and Pedagogy

Many respondents point to curriculum and pedagogy as important tools to address racism. Common recommendations and requests include:
- Training and resources to help faculty diversify their course texts, methodologies, and approaches
- Training to help faculty and staff facilitate difficult conversations about race and racism and manage racism when it appears in the classroom
- Anti-racist curriculum development and approval processes that create space for different ways of knowing and encourage a diversity of perspectives and methods
- Student training modules and resources about racism and anti-racism that can be easily incorporated into courses

Respondents note that the labour associated with developing anti-racist and equity-based pedagogies and resources is disproportionately performed by BIPOC faculty and staff, and it is often unpaid, unacknowledged, and unsupported at KPU. Many recommend that KPU create mechanisms to support, acknowledge, and celebrate such contributions.

Concerns about Internationalization and Treatment of International Students

Many respondents express concerns about internationalization and the treatment of international students at KPU, noting that they have witnessed rampant racism against international students, including disparaging and patronizing remarks, stereotyping, exclusionary practices, and discrimination in assessment. Many comments highlight the relationship between racism and cultural and linguistic biases, with respondents observing that some international students are discriminated against due to English language skills and a lack of understanding of Canadian culture.

Respondents are also deeply troubled by the treatment of international students, expressing concern that international students are exploited for their tuition money and given minimal (and often inappropriate) supports. Comments highlighted the multiple economic, linguistic, cultural, and educational barriers faced by international students, and respondents recommend improved services, particularly when it comes to helping international students develop language proficiency, comprehension skills, and an understanding of Canadian culture. Additionally, many respondents see a need to educate international students about Indigenous and Canadian histories, so that newcomer students are able to engage with Indigenous peoples, cultures, and knowledges ethically. There are also consistent recommendations that KPU continue efforts to diversify international student recruitment to bring students from around the world to KPU, rather than focusing recruitment on specific nationalities and communities. The respondents' perception is that this would increase cultural, racial, and linguistic diversity.

Miscellaneous

Many other concerns and recommendations that do not fit within the above themes have been brought forward by the respondents to the survey. They include:
- Lack of racial diversity in the KFA leadership
- BIPOC colleagues leaving the institution because of overt or covert racism
- Need for accountability mechanisms so that each department/Faculty/unit is responsible for implementing anti-racism strategies
- Need for a BIPOC student association/advising centre

- Special funding/scholarships for BIPOC students
- Communication: managers should touch base with BIPOC employees on a regular basis to ensure that their needs are being addressed
- Recognition of the demands of emotional labour that are placed on BIPOC employees without proper compensation
- Need for those with more privilege (for example, hetero-cis-white-men) to help foster anti-racism
- Marketing, communications, and events strategies that address racism and anti-racism such as: placing "No place for racism @ KPU" signs on campus; hosting festivals and events to celebrate diversity in order to foster anti-racism; and featuring anti-racism related information on KPU's main webpage
- Build holidays (religious and cultural) into employee Outlook calendars to facilitate course and assessment planning

Acknowledgement

Survey: Representative Comments

Please Note: These comments have not been edited. Identifying information has been redacted.

Need for a Central Office of Human Rights and Anti-Racism

"Create an Office of Anti racism and Human Rights with qualified staff and properly resourced to respond to complaints"

"Possibly a department or body with a mission to address race related issues or concerns for faculty, employees and students. Not a theoretical or symbolic committee, but an actual department to support BIPOC in the KPU Community staffed with qualified BIPOC employees where it feels like a safe environment to express concerns and escalate any issues in an unbiased and empathic manner."

"An ombudsperson or human rights office."

"Having a committee or office in place where cases of discrimination can be reported and a set of procedural guidelines for how the complaints are evaluated and acted upon to create positive changes."

"office for diversity which includes mechanism for reporting and addressing racism, review of systems that maintain racism"

"We would benefit from having an ombudsperson or Human Rights office like so many other institutions."

"Office of human rights to address these complaints"

"A human rights office is essential."

"To support an equity or human rights office."

"There needs to be a separate office to report [anti] racism incidents."

"an office of Human Rights, which is becoming standard at many universities and is at a healthy remove; an ombudsperson for students and employees"

"Create a Human Rights Office possibly has arms-length connection with senior management."

"A person or central office of some kind to oversee anti-racism work."

"Creation of an Equity & Inclusive Office on campus"; "Create an Equity or Inclusion office."

"A distinct office that deals with these issues and is at a healthy remove from other divisions of the university. This office needs proper funding and needs to be led/managed by a BIPOC individual."

"There should be a space (be it a person, team or office, either virtually or in-person) that people can easily report incidents of racism to without having to go through HR or their direct supervisor"

Experiences of Racism

"Awful email threads that show elitism and ignorance and is scary to think these people influence and teach our students"

"A BIPOC colleague passed over for full time employment even when she was better qualified and experienced than the white colleague."

"I have directly received comments from faculty members at KPU berating our South Asian students as coming from "the worst possible culture." This is just one example of the kind of white supremacist thinking that I believe is rife at KPU."

"I have seen BIPOC colleagues not have the same voice in meetings as white colleagues. I have heard white people say that BIPOC colleagues are over reacting or over thinking a situation. I have seen BIPOC colleagues less likely to speak out about an injustice. I have heard a BIPOC colleague being labelled as angry when speaking in a calm tone about an issue. I see less respect given to BIPOC employees."

"Within department meetings I have seen faculty members make comments that put down efforts to Indigenize curriculum, or that they fail to understand the hardships that Indigenous people face, rather trying to focus on other minority groups that have dealt with oppression. While yes other groups have for sure experienced oppression, the oppression that Indigenous people have faced need to be discussed."

"If you are involved in various initiatives at KPU. experiencing or witnessing racism or micro-aggressions is almost a daily occurrence."

"There needs to be much education and self-reflection on the part of non-BIPOC. So much of the work of BIPOC at KPU is appropriated by white folks. Leadership is most of

the times unaware of the fact that many ideas/work being presented to them is actually being done by BIPOC but reported by white folks. This must absolutely stop."

Need for Education

"I think the intercultural training and inclusive pedagogy courses through T&L Commons are excellent. However, in my experience those who could benefit from the training the most do not engage in it (as its voluntary). If there was some way to make it mandatory or embed into Faculty review or regular training would be good. I would also like to see departments hire based on alignment to the values of KPU ([DEPT] does this well)."

"Faculty who do not have the language to understand issues such as privilege often will not sign up for PD activities that require them to engage in this sort of work. Anti-racist work, specifically, is difficult and personal and requires space and reflection. Faculty are often so overloaded that they do not make space for that change. Supporting this change in real systemic ways such as time release and/or department-wide events will allow them to move forward. Also, it is difficult to support hard and necessary change or to support historically excluded groups without properly funded and available support in the realms of mental health and wellness."

"Lack of education/understanding about the issues. The Task Force on Anti-Racism has done a great job bringing awareness to the issues but it needs to continue. Learning and un-learning can take a long time"

"Annual webinars/learning that ALL faculty/staff have to do to continually learn about racism, white supremacy, colonization, and how that impacts our lives today - like the onboarding training activities but Annual. Those were so helpful and good but everyone needs constant learning and reminders to stay aware of their unconscious bias and actions and thinking about how we can all do better as a University."

"Distribute very clear objectives and materials to all faculty about what racism may look like in the classroom, how it should be addressed, and best practices to make all students feel as safe as possible. The sessions offered by the Task Force on Anti-Racism are great--as are the many other talks and other resources faculty have access to--but attendance isn't always possible and faculty have to opt-in to them. Making anti-racism a mandatory part of the job, like reporting plagiarism, would be a very helpful step."

Concerns about Composition of Leadership

"Yes. At systemic levels, in the faculty I work for, the dean and all associate deans, are all white. This has been a pattern for many years. It's hard to believe there are no qualified visible minorities available for those roles. Also, in the faculty I work for, it is believed the dean plays favourites among employees. This is problematic for multiple reasons and does not encourage open communication among employees with management on serious matters such as racism."

"We routinely see evidence of systemic racism at KPU when we look at the racial makeup of the administration, faculty, staff, university senate, faculty councils, and union representatives relative to the regional population, and when we consider who applies for KPU jobs, and who is eventually hired."

"Ensure that the senior administration of KPU is not made up primarily of white people, for a start."

"There is a fundamental disconnect between diversity of our leadership ranks and the communities we serve. Our cities, Indigenous communities, and student body are incredibly racialized. This is not reflected in our administration."

"Senior leadership and boards and faculty and staff should NOT be majority white people and older generations - should reflect student body and our community and should make more of an effort to empower and hire Black, Indigenous, and People of Colour staff in senior roles."

Requests for Inclusive and Equitable Hiring Processes

"It is difficult to draw experienced BIPOC faculty to communities where they can never hope to own even a small home. We are simply not competitive."

"Lack of diversity among the faculty. We must hire more BIPOC scholars."

"Faculty racial composition does not match our student body's racial composition."

"Hire more faculty specifically trained in teaching anti-oppression curricula."

"Systemically, the faculty at KPU does not reflect the demographics of the communities we serve."

Concerns about Human Resources and the Complaints Process

"Another problem is with HR. Faculty members who are visible minorities do not speak up to HR about issues they are experiencing because there is a general belief amongst many employees that HR is nonresponsive when serious issues are brought to them."

"I think Anti-racism needs to be a separate policy and not just included in the other policies."

"It is currently very hard and onerous to raise concerns about specific incidents of racism, especially if those incidents have plausible deniability or are cloaked in language of "rigour" or "professionalism.""

"I've seen colleagues get away with absolutely atrocious behaviour, and was told that it didn't rise to the level of a complaint. This gives me no confidence that if I were to report a racist microaggression, it would be dealt with appropriately. The process needs to be clear and simple, and focused on restorative justice. People who experience racism should not have to shoulder the labour of an onerous and emotional reporting process, especially when retaliation is often involved."

"More information about what qualifies as racism and/or race-based harassment needs to be made available and the reporting structure needs to be made easy. Also, the person who you report racism to makes a difference. What are the biases of the person taking the report? What if they don't understand the complaint because they don't have the capacity to understand what counts as racism?"

"I know we are talking about it but am not sure what to do to call it out at the system level. My experience with calling out harassment was very unpleasant and unsatisfying. I felt attacked and unsupported in the process. While I understand there needs to be verification of claims the person standing up also becomes a target."

"HR: take a more proactive role, instead of a passive one. Employees do not feel comfortable reporting issues to HR. I have heard of cases where employees have reported things to HR and nothing got done or there were no serious changes or even basic follow ups by HR. This is deeply troubling, because the word of mouth is very negative about HR and does not encourage employees to speak up."

"KPU's approach to these issues is performative rather than substantive. In my experience, the reporting processes are not informed by an ethical framework and cannot respond to real issues in meaningful or helpful ways."

"I want to speak to someone who is BIPOC and not have to define myself to an individual with no understanding of the history BIPOC people have lived. A complaint should be enough; no one wants to define their experience. That puts more work on the marginalized individual and creates more traumatic experiences."

"I think it would be helpful to have an annual report on the number of complaints and their resolution. I recognize that these would have to be anonymized, but such reports are done for union grievances at KPU. This would provide evidence that the complaint processes are in fact being used and what consequences ensued."

Need for Transparent Systems of Data Collection

"It would be useful in identifying places where the racial makeup of our staff/ faculty / admin don't match our communities, or the students we serve. For example, if only a small percentage of top admin are racialized, we know this is a bottleneck to address."

"I think that in order to implement many of the EDID goals that are important to the university in the 21st century, it is important to specifically hire BIPOC faculty, which necessitates some amount of data collection. Not doing so puts an untenable amount of work and stress upon those BIPOC faculty we do have."

"And because I do not have confidence that KPU admin would use this information in a way that would challenge systemic racism. I fear that admin would use it to produce a very nice image of the university and reduce opportunities for admin to be challenged by students, faculty, and the broader community. In effect, it might reduce the possibility of having honest and challenging - but hopefully productive - conversations - conversations that should be at the heart of university teaching, collegial, and academic life."

"Data is essential for informing policy decisions seeking to rectify historical inequities. Certainly, data is subjective and open to interpretation and/or distortion, but without collecting race or ethnic data, it is impossible to fully identify areas of potential need nor where new initiatives can be most effective. Without data to inform decisions, it is very easy for established systems to continue blindly and perpetuate discrimination. That noted, data should not be considered sacrosanct. Judgement of data from inside a system of historical bias is inherently flawed. We must be open to qualitative experience and truly supportive of a diversity of perspectives."

"We should collect race-based (and broader demographic data) across the entire life-cycle of an employee experience, not just at hiring. For instance, with regarding with

discretionary activities such as promotions, interim placements, resignations, terminations, and salary changes."

Desire to Transform Curriculum and Pedagogy

"Our commitment to diversity, inclusion and equity doesn't show up in our course presentations etc because there's currently no pressure to do so. Other universities have sections in their course outlines where course developers must show how they are centering diverse perspectives or Indigenous perspectives etc. We don't. Also, course developers often have no training in course development, let alone how to design courses in a way that address the needs of different types of learners. This training should be mandatory."

"Ensure all curricula, even for subjects that don't seem to have directly to do with anti-racism, are reviewed within an equitable and anti-racist framework. Are the trades talking about female and BIPOC people who are accomplished in the trades? Is business talking about using business as a tool to create better anti-racist communities? Etc."

"Have extra emotional and teaching supports for faculty who - over and over again - experience backlash when they teach about racism, white privilege, gender discrimination, etc... Over the years this can affect faculty's mental and physical health - - frequently being in and diffusing conflict situations during anti-oppression learning activities."

Concerns about Internationalization and Treatment of International Students

"Comments about students' cultures/names, stereotypes, beliefs about international students that are broad brush and inaccurate while lacking recognition of their resilience and independence, given all the barriers and challenges they face compared to students who live locally and may have similar challenges or less.

"Racial inequality is perpetuated through underprepared international students being put into vulnerable positions."

"There is also animosity towards international students that stems from and breeds racial inequality. There is minimal efforts in integrating and fostering a community that has comfortable internationalization. I am from [XYZ office] and the limits to our work is not in the pair of hands on deck, but the lack of a centralized, inclusive internationalization plan that is embedded to KPU's mission, vision, and Academic Plan

is making our mandate seem optional. It seems like the growth of international revenue takes precedence over real work in building globally aware and interculturally competent students. This needs to come from the executive level, so that employees are not hobbling to compete with other priorities."

"Systemic processes, opinions, and policies that hold back those who do not come from a privileged subset of KPU's students, administration, and faculty. For example, students are sometimes unable to clearly explain their points because their facility with the English language is lacking, yet KPU does not provide enough "make-up" English classes to support such students. Other issues involve racism between different cultures (not always from white to others)."

Miscellaneous

"On an institutional level, lack of support or accountability for faculties and departments to take consistent action towards racial justice, including in curriculum, pedagogical approaches, hiring of faculty, and support for students."

"There needs to be greater visible minority representation in the union. Visible minorities will feel more comfortable speaking up to the union if there is more diverse representation amongst management at the union."

"Ask BIPOC employees and students about their experiences and what they need. Every supervisor should have a conversation with BIPOC employees who report to them about their experiences, their ideas, and not make assumptions. As a BIPOC employee with lived experience of racism in Canada, I don't have as strong a social capital as my privileged colleagues. My needs are more around personalized coaching, mentoring, and networking rather than a bunch of training sessions on EDI. KPU should build out programs and services tailored and specific to the needs of each equity-deserving group".

"Addressing intersecting systemic inequalities that contribute to worse academic results for students from some backgrounds seems key. For example, BIPOC students who are paying for post-secondary school on their own, while also working, and are the first in their families to attend post-secondary school (at all or first in Canada) have considerable challenges to being successful in the classroom. Funding to ease financial concerns and mentorship are two ways these concerns could be addressed."

"Instead of the demand of individual BIPOC to make a case for their rights to their supervisors and exerting emotional labour time and again, how about flipping the

narrative to where management invites these conversations and communicates positive outreach, and provides holistic support to employees? (Open to learning, open to accommodation) Creates mutual respect, a healthy workplace, and perhaps could result in better retention of talent."

"Don't keep KPU as a white institution and just slap on some policies so you don't look racist. ACTUALLY do something about it."

"It's not the biggest racial issue by a long shot, but to me the recognition of major non-Christian holidays in the planning of the academic calendar is one of many small indicators of a community that is looking out for minorities."

"What reminders do we receive that we are an institution committed to racial/social justice? A walk around any campus does not leave us with such a sense. Our official communications do not give us such as sense. We are trying to overcome centuries of racism, and our investments should be more than creating a committee to respond to the headlines. Investments to advance racial justice should be publicly reported and monitored at governance."

Survey: Quantitative Data

Demographics

1.1 Do you belong to any of the following equity-deserving/equity-denied groups?

	Count	%
Women	331	74%
Visible Minorities	122	27%
Person with one or more Disabilities	48	11%
Indigenous Peoples (First Nations, Métis, and/or Inuit)	12	3%
Gender Minorities (e.g., trans, non-binary, Two-Spirit)	12	3%
Sexual Minorities (e.g., gay, lesbian, asexual, bisexual, Two-Spirit)	48	11%
Another category (please specify)	26	6%
Total – (responses)	392 (599)	133%

1.2 Which category best describes your racial or ethno-cultural identity?

	Count	%
Black (African, Afro-Caribbean, African-Canadian, African-American descent etc.)	11	2%
East Asian (Chinese, Korean, Japanese, Taiwanese descent)	46	10%
Southeast Asian (Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent etc.)	27	6%
Pacific Islanders (Polynesia, Micronesia, and Melanesia etc.)	5	1%
Indigenous (First Nations, Métis, and/or Inuit)	12	3%
Latinx (Latin American, Hispanic descent)	10	2%
Middle Eastern (Arab, Persian, West Asian descent etc.)	8	2%
South Asian (East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)	52	12%
White	287	65%
Another category (please specify):	18	4%
Total – (responses)	442 (476)	108%

Quantitative results by racialization status*

*"Racialized" refers to any survey respondent who indicated they were a visible minority or selected an option other than "white" on the racial/ethno-cultural background question.

		Racialized		Non-Racialized		Overall	
		Count	%	Count	%	Count	%
Have you ever personally experienced racism (at individual or systemic levels) at KPU?	Yes	84	51%	24	8%	108	24%
	No	80	49%	271	92%	351	76%
	Total	164	100%	295	100%	459	100%
Have you ever witnessed racism (at individual or systemic levels) at KPU?	Yes	87	54%	128	44%	215	47%
	No	75	46%	164	56%	239	53%
	Total	162	100%	292	100%	454	100%
Do you think KPU should collect race-based data (following strict privacy standards)?	Yes	89	55%	133	46%	222	49%
	No	20	12%	38	13%	58	13%
	Don't know	53	33%	119	41%	172	38%
	Total	162	100%	290	100%	452	100%
Are the full intersectional identities of BIPOC recognized, respected, represented, and taken into consideration at KPU?	Yes	24	15%	45	16%	69	16%
	No	53	33%	67	24%	120	27%
	Don't know	83	52%	172	61%	255	57%
	Total	160	100%	284	100%	444	100%
Do the current resources, services, and policies at KPU reflect the needs of BIPOC employees and students?	Yes	22	14%	26	9%	48	11%
	No	34	21%	53	19%	87	20%
	Don't know	103	65%	205	72%	308	70%
	Total	159	100%	284	100%	443	100%
I feel comfortable reporting racism and/or race-based harassment at KPU.	Yes	62	44%	179	68%	241	60%
	No	42	30%	22	8%	64	16%
	I don't know how and/ or	38	27%	61	23%	99	25%

	who to report to						
	Total	142	100%	262	100%	404	100%
If yes, I feel confident my complaints will be addressed. *(only displayed if previous item = Yes)*	Yes No Don't know	33 8 21	53% 13% 34%	104 18 57	58% 10% 32%	137 26 78	57% 11% 32%
	Total	62	100%	179	100%	241	100%
Do you think there is a need for processes to address systemic racism?	Yes No Don't know	105 6 30	74% 4% 21%	166 17 76	64% 7% 29%	271 23 106	68% 6% 27%

APPENDIX 2: POLICY DRAFT

KPU

Policy on Racism and Anti-Racism (DRAFT)

Policy Developer: KPU's Task Force on Anti-Racism

Policy Sponsor: TBD

Policy Approver: TBD (approved by the Board with recommendation of the Senate)

A. CONTEXT AND PURPOSE

Context

Kwantlen Polytechnic University (KPU) acknowledges that historic and ongoing racism exists within and beyond the institution, and that it negatively impacts teaching, learning, scholarship, service, engagement in all aspects of the university's operations and activities, and the lives of students and employees. KPU further affirms that racism is rooted in intersectional systems of oppression including (but not limited to) white supremacy and settler colonialism, and that it operates at individual, institutional, and societal levels. For this reason, an intersectional lens is required when examining and addressing racism. KPU affirms that it has an ethical responsibility to eliminate racism and that fostering anti-racism is an individual and collective responsibility that requires ongoing un/learning and action at all levels of the institution. Anti-racism, equity, and inclusion are important elements of fostering Inclusive Excellence at KPU.

Purpose

1. To define racism and anti-racism
2. To enhance awareness about racism and advance a culture of anti-racism
3. To affirm that KPU has an ethical responsibility to provide an equitable, respectful, inclusive, and safe environment free of racism for working and learning in-person or online, on or off campus
4. To affirm KPU's responsibility to ensure that all its policies, practices, and procedures adhere to and align with our commitment to anti-racism
5. To outline a complaints and conflict resolution process to address racism
6. To identify and dismantle systemic barriers for members of the IBPOC/BIPOC/People of Colour/the Global Majority communities
7. To foster Inclusive Excellence at all levels of the organization

B. SCOPE AND LIMITS

This policy applies to all members of the KPU community – including, but not limited to students, faculty, staff, administrators, alumni, volunteers, visitors, board of governors' representatives, and contractors--both on- and off-campus, while engaged in University activities.

C. STATEMENT OF POLICY PRINCIPLES

KPU will

1. Ensure that racism in any shape or form will not be tolerated at KPU
2. Commit to identifying and dismantling racism within and beyond the institution
3. Uphold the rights of each member of KPU to learn and work in a safe environment, free of racism
4. Oversee a complaints and conflict resolution process that takes complaints about racism seriously and provides avenues for support, resolution, and if necessary, disciplinary action
5. Enhance awareness of racism and anti-racism by continuing to develop and/or offer resources and educational offerings
6. Collect relevant race-based data on an on-going basis to inform decision-making at all levels of the institution
7. Promote Inclusive Excellence by hiring and supporting BIPOC candidates at all levels of the institution
8. Develop anti-racist best practices, processes, and plans based on data and evidence

D. DEFINITIONS

Refer to Section A of [Policy #] [Procedure name] for a list of definitions in support of this Policy.

E. RELATED POLICIES & LEGISLATION

AD2 Complaints about Instruction, Services, Employees or University Policy
HR15 Diversity and Inclusiveness Policy
HR16 Employment Equity
HR21 Respectful Workplace
SR8 Emergency Response to Inappropriate, Disruptive & Threatening Behaviour SR9 Violence in the Workplace
ST7 Student Conduct (Non-Academic)
BCGEU Collective Agreement
KFA Collective Agreement
BC Human Rights Code

F. RELATED PROCEDURES

See Procedures

Procedures

A. DEFINITIONS

Anti-Racism
Actively opposing systemic and individual racism and racial prejudice and taking constructive action/s to ensure equity and systemic justice in all facets of our lives.

BIPOC/IBPOC/People of the Global Majority
"BIPOC" is an acronym that stands for Black, Indigenous, and People of Colour. IBPOC is another common variation of this acronym which purposefully elevates Indigenous people as the First Peoples of the territories we currently call Canada. People of the Global Majority is a term which decentres whiteness and acknowledges Indigenous, Black, and People of Colour as the global majority. These acronyms and terms seek to acknowledge the different yet overlapping systems of racism and oppression faced by Black peoples, Indigenous peoples, and People of Colour in Canada. While the terms are designed to demonstrate solidarity between communities of Colour, it is important to know that they lack specificity and have the potential to ignore the unique experiences of individual racial and ethnic communities.

Diversity
Diversity involves acknowledging and celebrating diverse facets of human identity, including (but not limited to): race, gender, sexuality, culture, ability, age, religion, and/or socioeconomic status.

Ethnicity
Ethnicity is a way of categorizing people according to their shared cultural attributes and expression. Ethnicity can include national origin, language, religion, and other cultural values.

Equity
Equity is the process of removing inequalities and disparities. Equity recognizes that some people, especially those who have been historically marginalized, face barriers that others do not, and it requires an intentional and proactive effort to remove prejudices and imbalances that are embedded in policies, systems, practices, relationships, and structures.

Equality
Equality is the process of treating all people the same. Unlike equity, equality does not necessarily recognize that some people face systemic barriers, imbalances, and oppressions that others do not.

Inclusion
Inclusion, which has been articulated and championed by disability rights scholars and activists, requires the active mobilization of resources, practices, and policies to ensure that all members of a society or community have equitable access to spaces, opportunities, processes, and resources. Inclusion requires that all voices are empowered and supported through structural and systemic changes within our institutions and in our societies.

Inclusive Excellence
Inclusive Excellence views anti-racism, equity, diversity, and inclusion as essential to individual and institutional innovation and excellence. It is a transformational framework that not only acknowledges, upholds, and celebrates diverse ways of knowing, learning, and engaging, but also encourages and supports creation and dissemination of this knowledge.

Intersectionality
"Intersectionality as an analytic tool examines how power relations are intertwined and mutually-constructing. Race, class, gender, sexuality, dis/ability, ethnicity, nation, religion, and age are categories of analysis, terms that reference important social divisions" (Collins and Bilge 7). In short, intersectionality — which is a concept articulated by Black, feminist scholar Kimberlé Crenshaw — means that various forms of power and privilege intersect to create varied marginalizations (for example, a Black woman with a disability may face sexism, racism, and ableism); while one may face these power structures separately, the combination/intersections of multiple and overlapping forms of discriminations must be considered in assessing the impact of power structures.

Microaggression
A subtle everyday act of discrimination (including racism), at times unintentional, against members of marginalized communities.

Race
Race is a way of categorizing humans based on physical traits (especially skin colour). While these categorizations are a social rather than a biological construct, race remains a powerful concept that is often used to establish, organize, and perpetuate social and political hierarchies.

Racism

Racism is based on privilege and power, and it can be individual and/or systemic. It can include prejudice, discrimination, and mistreatment directed at an individual or community based on their race and ethnicity. Additionally, racism includes systems of advantage and oppression based on race, where certain individuals and communities receive privileges based on their race or ethnicity that others do not.

Restorative Justice

An approach to justice which brings all parties involved in a conflict together and employs interpersonal communication strategies to discuss harm and find ways to repair it.

Settler Colonialism

Settler colonialism is a particular form of colonization that seeks to permanently establish a new political order through the elimination of Indigenous rights. Settler colonialism is unique in that it is an ongoing process; it is "a structure rather than an event" (Wolfe 388).

White Supremacy

White supremacy refers to a series of overlapping beliefs, systems, and structures that uphold the supremacy of white people over people of other races.

B. PROCEDURES

[The Procedure section should be developed by KPU in alignment with its other policy revisions (for example, HR15 and HR16), and in accordance and consultation with the legal framework of the BC Human Rights Code.

Below are **recommendations** for potential steps to follow:
The TFA recommends that the procedures be revisited, revised, and finalized after the TFA's recommendation of a centralized Office (tentatively titled: Office of Anti-Racism and Inclusive Excellence) has been formed in consultation with the members of the Implementation Committee (which will continue the implementation of the recommendations of the TFA), internal and external experts on racism/anti-racism, and an institution-wide consultation process.]

Procedures for fostering anti-racism

1. The University will develop a short and long-term plan throughout the institution to foster anti-racism.
2. The University will collect and publish race-based data on a regular basis in order to inform hiring, recruitment, advancement, and retention practices.
3. The University will enhance awareness of racism by continuing to develop and/or offer resources and educational offerings.

4. All Faculties and support units in the institution will develop vision statements, goals, and strategies to foster anti-racism within their units and report annually on progress.
5. The President or designate, on behalf of the institution, will provide an annual update to the Board of Governors about progress made in terms of hiring, recruiting, and retaining BIPOC employees.

Procedures for dealing with cases/complaints of racism

[Below is a vision map for ideal procedures (to be developed further by KPU through institution-wide consultations)

The TFA recommends that the complaints procedure be overseen by the Office of Anti-Racism and Inclusive Excellence and grounded in restorative justice and/or conflict resolution models. All efforts should be made to resolve complaints through inter-personal informal consultations based on the principles of restorative justice and conflict resolution. Human Resources involvement and disciplinary actions should be the final resort in cases where it is not possible to reach resolution.

The procedures should also complement existing policies listed below as well as the Code of Conduct already in place (or those that may be under revision).]

Basic Principles
1. KPU's Office of Anti-racism and Inclusive Excellence will take a harm-reduction approach to conflict resolution and work on a case-by-case basis. The Office will be made up of personnel with expertise in race, racism, and anti-racism.
2. All KPU members are encouraged to report if they experience or witness racism. Even when members are unsure if what they witnessed constitutes racism or not, they are encouraged to file a report so that the Office can record what happened. Full confidentiality must be ensured. [This point about reporting procedure can be developed further after it is clear where the report is to be filed]

Complaints Procedure

Every effort must be made to protect the identity of individuals involved, and to maintain the level of privacy requested by the reporting party. Individuals reporting the incident may self-identify or remain anonymous. Anonymous reporting, however, will prevent following-up to address impact. Anonymous reports will be used solely to compile data on the overall campus climate.

1. The Office representative meets with the parties involved individually to learn about the micro or macro aggressions. If the committee determines that the incident does not meet the definitions of racism, but that it potentially caused

emotional harm or distress to an individual or a community, it may recommend further steps (such as training, mediation, Alternative Dispute Resolution, and/or culturally-appropriate forms of conflict resolution).

2. The committee recommends steps and clear timelines for mediation and conflict resolution, identifies remedies that will be available to the person who complained, and affirms the consent of all parties to participate
    a. If parties do not consent to participate in conflict resolution, the case can be referred to Human Resources as per Step 5
3. The committee will engage in Alternative Dispute Resolution, mediation and/or dialogue with all parties with the goals of reducing harm, resolving conflict, and supporting well-being.
4. Failing mediation and conflict-resolution, the parties may be sent for arbitration through an external consultant/mediator
5. Refer the case to Human Resources for disciplinary action, if needed, and after all other avenues have been exhausted. Identify disciplinary measures that will be applied if the complaint is substantiated
6. Explain the right to file an application with BC Human Rights Tribunal

C. RELATED POLICIES

AD2 Complaints about Instruction, Services, Employees or University Policy
HR15 Diversity and Inclusiveness Policy
HR16 Employment Equity
HR21 Respectful Workplace
SR8 Emergency Response to Inappropriate, Disruptive & Threatening Behaviour
SR9 Violence in the Workplace
ST7 Student Conduct (Non-Academic)
BCGEU and KFA Collective Agreements
BC Human Rights Code

APPENDIX 3: OFFICE OF ANTI-RACISM AND INCLUSIVE EXCELLENCE

KPU

APPENDIX 3: PROPOSED VISION, ORGANIZATIONAL CHART, AND BUDGET FOR THE PROPOSED OFFICE OF ANTI-RACISM AND INCLUSIVE EXCELLENCE

Vision

The Task Force on Anti-Racism (TFA) recommends that KPU establish an Office of Anti-Racism and Inclusive Excellence to streamline all its racism and anti-racism related work. Most of the leading post-secondary institutions in BC have one or more central office/s focusing on anti-racism, human rights, or equity, diversity, and inclusion initiatives (see Appendix 4). Many post-secondary institutions are now recognizing the need for an anti-racism focused office to ensure consistent work on eliminating systemic racism from our institutions. Currently, KPU as the fourth largest institution in BC, is lacking such an office/s. As mentioned in the report above, current research at higher-education institutions, non-governmental and non-profit organizations, think tanks, and activist movements across the territories known as North America, which cautions against the risks of allowing anti-racism initiatives to be subsumed by EDI initiatives. Many scholars and activists whose work focuses on anti-racist and decolonial practices have argued that EDI does not equal anti-racism and that racial justice needs to be the central tenet of all equity work in our institutions. While EDI initiatives can open space for discussions about inequities, they should not become "a containment zone" (Thobani 6). The risk of framing anti-racism within EDI is that it diversifies without paying attention to racial justice. Thus, an office with a focus on anti-racism will help mitigate some of these concerns.

Additionally, the BC government has introduced anti-racism legislation to help advance equity in British Columbia, and the Federal Anti-racism Secretariat has launched the first National Action Plan for combating hate. Thus, it is in KPU's interest to start working on the TFA's recommendations and move quickly and thoughtfully in order to align its structures, policies, and procedures with the forthcoming and anticipated government mandates which may make anti-racism part of legislative changes. The proposed Office of Anti-Racism and Inclusive Excellence will help with this process. It is imperative that KPU build infrastructure to further develop its capacities to foster anti-racism and inclusive excellence. Anti-racism work cannot be done off the side of somebody's desk and it cannot be done by one or two people, especially for an institution the size of KPU (20K+ students; 2K employees).

This Office, potentially housed under the President's office via a vice-president position as outlined in the organizational chart below, with further structures developed as needed, would offer support and consultation services to senior leadership, committees, departments and units, and advise on strategic planning processes and all institution-

wide initiatives. This Office must include diverse personnel with education, training, and expertise in race, racism, and anti-racism and must be led by BIPOC.

The TFA recommends that this Office be provided leadership, administrative, and staff positions and ongoing, adequate funding and resources as outlined below and in the attached organization chart and budget.

Personnel

Associate Vice-President/ a senior level position
The TFA recommends that KPU establish a high-level position at the Associate Vice-President or similar level especially dedicated to anti-racism and inclusive excellence to lead the Office of Anti-Racism and Inclusive Excellence and to coordinate all anti-racism work at KPU. This position must be held by a BIPOC person with education/training and expertise in race, racism, and anti-racism. This person will oversee and provide leadership to the Office of Anti-Racism and Inclusive Excellence and may serve as a visionary to inspire diverse groups to unite around issues of racism and discrimination.

- Interim: That KPU appoint either an interim AVP or similar level position while the Office is being established. Additionally, KPU may consider appointing an Advisor on Anti-racism to the President and/or the Provost for ongoing support of anti-racism initiatives

Conflict/Complaints Resolution Expert
The Conflict and Complaints Resolution Expert will develop, maintain, facilitate, and review transparent conflict resolution and complaints processes related to racism, race-based harassment, and discrimination. This position will also help with the implementation and oversight of the Racism and Anti-Racism Policy alongside the Data and Policy Analysis Expert and other individuals at KPU.

Education and Training Expert
The Education and Training Expert will develop, maintain, and review resources, workshops and education modules on race, racism, and anti-racism for employees and students. The expert will also facilitate workshops and modules by bringing in external facilitators and speakers and/or liaising with other units at KPU (i.e.: Teaching and Learning Commons; Libraries etc.) to develop and disseminate educational resources and/or plan educational events.

Communications and Report Writing Expert
The Communications and Report Writing Expert will oversee marketing, communications, and promotion for the Office of Anti-Racism and Inclusive Excellence. Additionally, the expert will write grants and/or reports for internal and external dissemination and consult with and advise KPU's Marketing and Communications on items related to race, racism, and anti-racism.

Data and Policy Analysis Expert
The Data and Policy Analysis Expert will collaborate with units across KPU to develop data collection tools and policies related to race, racism, and anti-racism. Additionally, they will analyze all KPU data and policies using an anti-racism lens and advise on the needed changes to relevant units.

Administrative Support
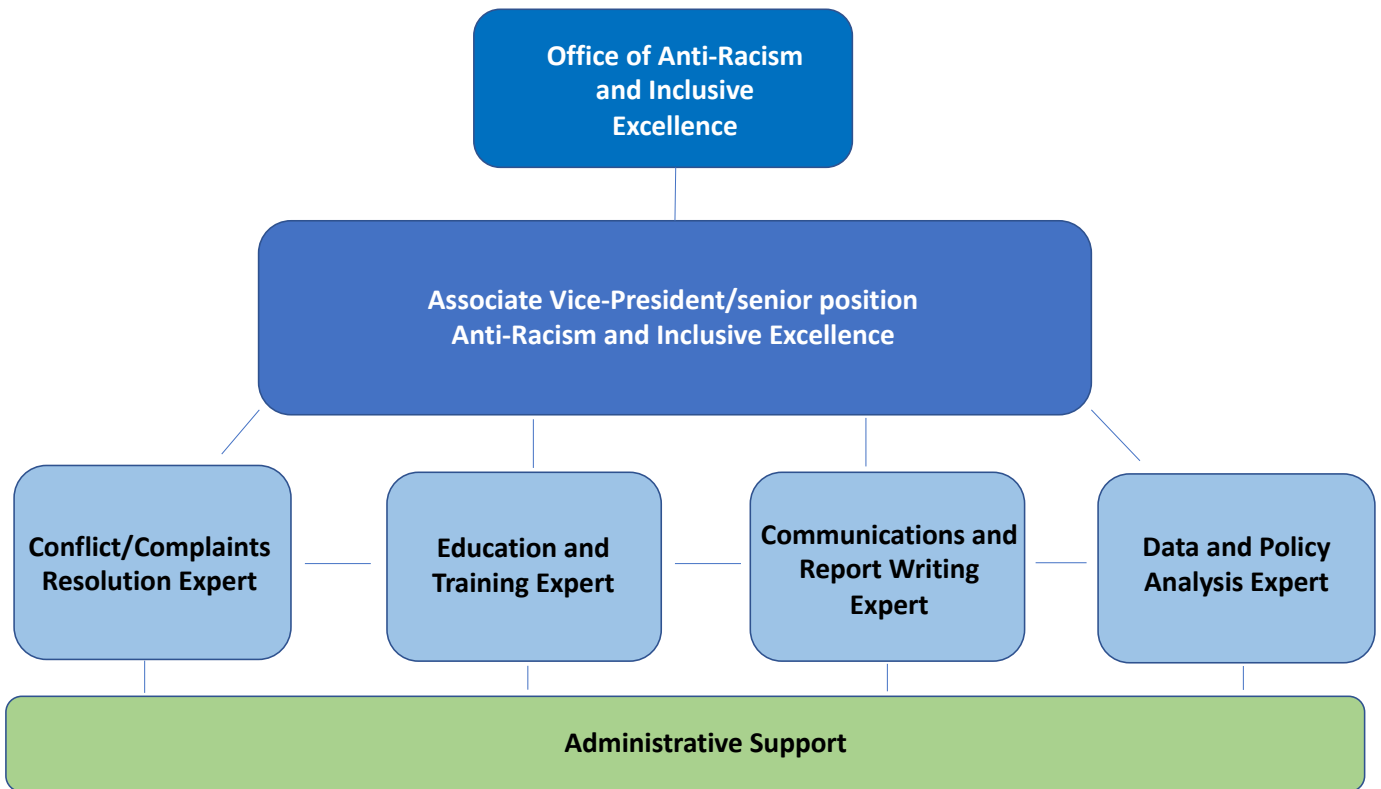This position will support the day-to-day operations of the Office.
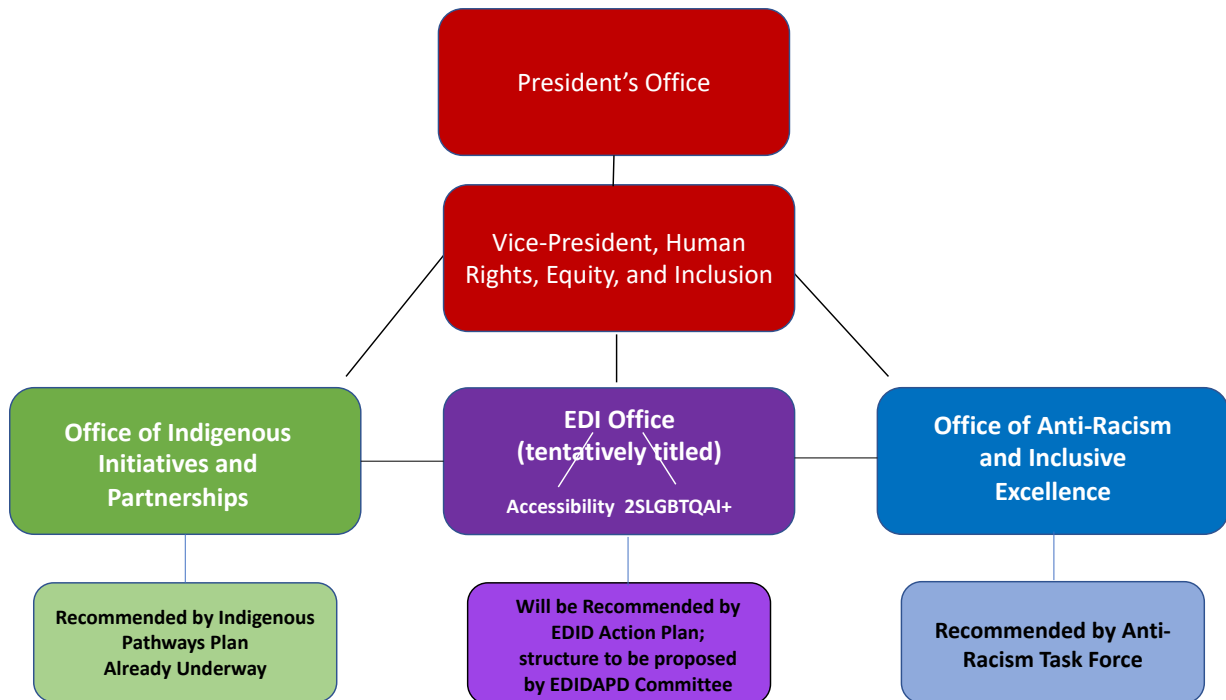
Proposed Budget:

Salaries: $ 500,000/-

Operating Budget: $ 500,000/- (includes office space; hardware/software; capital expenditure; budget for training and education; professional fees; honoraria; scholarships and awards; student assistants; research costs; travel; conferences etc.)

Total: $10,00,000/annually

Proposed Organizational Chart for the Office of Anti-Racism and Inclusive Excellence

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┌─────────────────────────────┐
│   Office of Anti-Racism      │
│      and Inclusive           │
│       Excellence             │
└─────────────────────────────┘
              │
┌─────────────────────────────────────────────────┐
│   Associate Vice-President/senior position       │
│     Anti-Racism and Inclusive Excellence         │
└─────────────────────────────────────────────────┘
```

Conflict/Complaints Resolution Expert	Education and Training Expert	Communications and Report Writing Expert	Data and Policy Analysis Expert

Administrative Support

Proposed structure for the overall fit of the Office of Anti-Racism and Inclusive Excellence with other offices at KPU

President's Office

Vice-President, Human Rights, Equity, and Inclusion

Office of Indigenous Initiatives and Partnerships

EDI Office (tentatively titled)

Accessibility   2SLGBTQAI+

Office of Anti-Racism and Inclusive Excellence

Recommended by Indigenous Pathways Plan Already Underway

Will be Recommended by EDID Action Plan; structure to be proposed by EDIDAPD Committee

Recommended by Anti-Racism Task Force

Note:

In consultation with members of the Equity, Diversity, Inclusion, and Decolonization Action Plan Development Committee and Indigenous Advisory Committee, the TFA has provided the above chart to help envision an organizational structure. This structure is not a formal recommendation; rather it is meant as a starting place for further consultations. While this proposed organizational structure draws from standard university titles and hierarchies, the TFA does not envision or promote a strictly hierarchical structure. We look to models of consensus-building and democratic governance that have been used in BIPOC communities since time immemorial as reminders that it is possible to radically remake our structures.

We are also mindful of the fact that each office within this proposed structure will hold different responsibilities. For example, the Office of Indigenous Initiatives and Partnerships will likely carry the unique responsibility of liaising with Indigenous nations.

It will be important to ensure that each individual unit is given the support, resources, and autonomy it needs to fulfill its unique mission.

The TFA encourages KPU to fill positions in these offices with BIPOC, and specifically, with Indigenous peoples. Given that KPU is situated on Indigenous lands, its work around Human Rights, Equity, Inclusion, Diversity, Anti-Racism, and Decolonization must always be guided by Indigenous leaders and in consultation with Indigenous nations and communities.

APPENDIX 4: OFFICES AT BC POST-SECONDARY INSTITUTIONS

KPU

APPENDIX 4: HUMAN RIGHTS AND EDID OFFICES AT BC POST-SECONDARY INSTITUTIONS

University of British Columbia (UBC):   Equity and Inclusion Office
Anti-Racism and Inclusive Excellence at UBC

Simon Fraser University (SFU):   Human Rights Office
EDI at SFU

University of Fraser Valley (UFV):   Human Rights and Conflict Resolution Office
Race and Anti-Racism Network
EDI Action Plan

University of Victoria (UVIC):   Equity and Human Rights Office
Anti-Racism Education

Thompson Rivers University (TRU):   Human Rights Office/r
EDI Action Plan

Vancouver Island University (VIU):   Diversity, Inclusion, and Human Rights Office

Royal Roads University (RRU):   Equity, Diversity, and Inclusion

Langara College: JEDI Strategy
Human Rights Policy

Capilano University: Human Rights and EDI Policy

British Columbia Institute of Technology: Respect, Diversity, and Inclusion Office
(BCIT)

Douglas College: Anti-Racism Statement
Let's Do Respect

Emily Carr University of Art and Design: EDI at ECU

Fairleigh Dickinson University (FDU):   Diversity, Equity, and Inclusion

Trinity Western University (TWU):   EDI Action Plan

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APPENDIX 5:
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APPENDIX 5: BIBLIOGRAPHY OF WORKS CONSULTED AND CITED

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