

# FINAL REPORT

## ANTI-RACISM and INCLUSIVE EXCELLENCE

August 2022



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**Boulou Ebanda de B'éri, Ph.D.**  
special advisor, anti-racism and  
inclusive excellence



## KUEI!

Professor Boulou Ebanda de B'éri and all members of his team would like to first acknowledge their privileged position as postcolonial subjects working for the University of Ottawa. We pay respect to the Algonquin-Anishinaabeg people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this

territory, which remains unceded. We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home. We acknowledge the traditional knowledge keepers, both young and old. And we honour their courageous leaders, past, present and future.

## CHI-MIIGWECH!

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# Executive summary

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The special adviser, anti-racism and inclusive excellence, was mandated to help uOttawa build an exemplary institutional community that mirrors our physical environment and treats everyone with respect regardless of their origin, race, gender identity, economic background, etc. Eighteen months later, after many meetings, working groups' pilot projects, environmental scans and case studies, the special adviser has finalized his findings. Indeed, this report presents the sum of this work. It is organized around the following major topics:

1. A message from the special adviser
2. A contextual and historical trajectory of his mandate
3. Priority recommendations from the special adviser
4. Working group recommendations
5. Achievements from all faculties and some services on EDI and anti-racism topics
6. A strategic conclusion including key ideas for successfully implementing this report's recommendations and some alerts moving forward

Our work is undeniably never-ending, and it is meant, above all, to provide solutions that will remove ambiguous strategies and truly help produce policies of openness and of intolerance to all forms of discrimination. This is exactly what the special adviser and his team have striven to achieve.

This final report frames the essential set of 76 Key Recommendations, which emerged from thorough information gathering and data analysis. The recommendations cover the four areas of the special advisor's mandate:

1. Twenty key recommendations to improve the student experience.
2. Eleven key recommendations to reform pedagogy and training in all our university disciplines.
3. Twenty key recommendations to encourage more inclusion in research.
4. Twenty-five key recommendations to sustain the hiring and retention of more BIPOC professors at the University of Ottawa.

Racism is not “others’ issue,” as many of us often say. It is here, among us, and we must dismantle the attitude of resistance that comes with not recognizing racism. We have come a long way, and today we are ready to help forge a real community of knowledge at uOttawa. As a postsecondary educational institution, a bilingual institution in Canada and an international community of more than 50,000 individuals from more than 140 nationalities, we need to form a chain of solidarity to show our intolerance of racism and any form of discrimination. We need to put in place concrete solutions to show that our multiracial, multicultural and multinational community is a real one, a connected community.

This report concludes that the Office of the Special Adviser should naturally monitor the implementation of these recommendations while continuing to reach out and assists all services and faculties to stay on the right track.

As the special adviser, anti-racism and inclusive excellence has stated in multiple forums, our struggle is a matter of attitude, behaviour and unjust systemic privilege so profoundly embedded in the institutional practices that they have become invisible to most of us. That is one of the reasons why this report shares lived experiences from colleagues, staff and students. These short stories’ ultimate goal is twofold: (1) to pedagogically communicate how some of our behaviours can have discriminatory effects; and (2) to clarify many key concepts central to the study of, and conversation on, race and racism.

We will never forget that we are here today because many of the members of our University community still live with their trauma. Thanks to some of their voices, we have worked diligently to better our institution’s knowledge and practices regarding race. Our deepest hope is that the fight against racism becomes part of uOttawa’s DNA and that the 76 key recommendations presented in this report are effectively implemented to avoid future crises and help us establish a real culture of respect throughout every part of our campus.

# Message from the Special Advisor

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When I agreed to take on the role of Special Advisor, Anti-Racism, a graduate studies student at the University of Ottawa sent me a quote from Toni Morrison with the following message:

“Working on anti-racism issues is a thankless task. It stops us from finding happiness in the little things, from fully embracing and thriving in our studies and profession, from falling in love, from engaging in our pastimes without second-guessing ourselves, from doing our grocery-shopping without fear of microaggressions... in short, from living in peace without having to justify ourselves.”

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“The function, the very serious function of racism is distraction. It keeps you from doing your work. It keeps you explaining, over and over again, your reason for being.”

Toni Morrison

Those words have resonated in my mind every day for the past 18 months and have definitely affected the way I have gone about this task. More than anything, those words show how difficult it is to understand why, in our so civilized and democratic societies, this work is still necessary today. Why, all of a sudden in 2020, did so many universities in Canada decide to have special advisors, vice-

presidents and vice-provosts responsible for equity, diversity and inclusion issues?

To what end? Is it because those institutions realized that their inner circles had thus far been exclusive and monogenic, and that they needed more equity, diversity and inclusion? And why are some academic units—those with the wherewithal, obviously—going so far as to hire consulting firms and paying them substantial fees, only to be told that to change, they basically need to do two things: (1) become a face that is a little more reflective of their physical environment; and (2) treat everyone with more respect—the same respect that we demand for ourselves.

You see, the fight against racism would not be needed if our institutions did both of these things, if they avoided ambiguous strategies, and if they genuinely articulated a policy not only of openness but also one of intolerance to any and all forms of discrimination. We would no longer be uncomfortable having that conversation, since our relationships would be based on mutual respect. We would be able to talk about what makes us feel uneasy, as the message from our student above reminds us, without saying that we are aggressive. We could, at those very moments, listen and become partners and allies, regardless of our cultures, races, religions or genders...

That would be the ideal, albeit one that is difficult to achieve, regrettably.



At the time of this writing, we were at the University of British Columbia in Vancouver to attend an interuniversity symposium on strategies in the fight against anti-Black racism in the postsecondary education sector when, a few hours before the closing ceremony, the news broke that a White youth, barely 18 years old, had just killed a dozen people—all Blacks—at a supermarket in Buffalo, New York. We looked around ourselves—suspiciously—to make sure that we would not suffer the same fate at that very moment in that conference room. Courageously, nonetheless, we shared the news of the tragedy with our neighbours. And at the end of the closing ceremony, all of the symposium participants—young people, adults, parents, men, women, Whites, Blacks, what have you—formed a chain of solidarity and sang en masse “We Shall Overcome.”

“I mean, that’s the kind of hatred and anti-Black racism that informed the senseless and brutal murder of innocent African-Americans last week (and) is a challenge that we face here in our own country. And we’ve seen it in communities like Quebec City, where five years ago, we saw a number of Muslims gunned down while they were praying at a mosque. We’ve also seen it in London, where we’re approaching the one-year anniversary of a Muslim family that was run over, tragically and shockingly. And having had the opportunity to meet with both of those communities and speaking with their leaders, I know that there is still much pain, much anguish, and much trauma as a result of those... those awful acts which were informed by... by hatred and racism. And we in Canada have a long way to go to confront that reality, but we will do it together.” (Marco Mendicino, Canada’s

minister of public safety. On CBC Radio: [As It Happens](#), May 18, 2022. — Accessed on May 23, 2022)

Indeed, anti-Black racism is not just a United States thing, as many of us are often wont to say. It is here among us and around us, each and every day, even if we choose to bury our heads in the sand, like the proverbial ostrich, waiting for the next storm.

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The presence of racism in our institution makes it incumbent on each and every one of us to commit to recognizing and fighting it, for as Angela Davis so wisely said, “In a racist society, it is not enough to be non-racist, we must be anti-racist.”

I remember that, early on in my discussions with my colleagues from the anti-racist task force, I could see how difficult it was for them to say the word racism out loud—not because they didn’t recognize it, but because they didn’t necessarily know how to talk about it without being embarrassed in front of the Black professor that I am. As a result, they developed—whether they knew it or not—a mindset of resistance. Today, I believe that many of us have achieved a significant milestone by being able to talk about racism at the University of Ottawa. We are now capable of forming a chain of solidarity to show our intolerance and disdain when it comes to racist acts, for this struggle is not a matter of Blacks against Whites or vice versa, but rather a matter of unjust attitudes, behaviours and

privileges that are so deeply ingrained in our institutional systems that they have become invisible.

This report presents the totality of the work that has been done by our university community with the support and leadership of the Special Advisor, Anti-Racism and Inclusive Excellence, as well as all of the recommendations from the working groups that were set up to help me fulfil my mandate. Today, I am presenting to the entire University of Ottawa community a total of 76 Key Recommendations.

As was the case at the time of my mid-term report, I was fortunate to be accompanied and supported by many people, including our closest partners: Olivia SINGAYE; Philippe-Thierry DOUAMBA; Rachel OUELLETTE; Kafia BARKAT; and, more recently, Gaëlle FAYE, who has just joined our team. This report is the product of the work of many members of our University community, associations, students, teachers, support staff and graduates who willingly put in long hours and sometimes sacrificed their weekends for the benefit of our mandate. Allow me to mention their names: Daniella INGABIRE, Elizabeth OGUNRINOLA, Lidiane CUNHA, Oussama OUTBIH, Yawo KPAYIDRA ALOU, Christina CHARLES, Fatou SARR, Asiya ROLSTON, Sharon E. WHITING, Marie Dominique ANTOINE, and Noel BADIOU.

Those individuals, who are more than just members of committees and working groups, provided invaluable assistance as full-fledged ambassadors for our work. They agreed to take on a role that greatly exceeded the terms of reference of their respective working groups, giving impetus to our collective efforts whose outcomes show just how important it is to fight against racism in our community. They

have become our true champions. I would like to applaud their support!

But why are we here today, why are we talking about racism, and why have this report? The answer is simple—traumatic events have shaken our society and rippled through our campus. Many members of our university community are still living with their trauma. And it's thanks to their voice that we are here today. The uRacism panel and BIPOC student groups and associations across the faculties have all been major catalysts in the work and reflections presented in this report. I trust they will accept the outcomes of the work that we are presenting here to make our university more inclusive for everyone.

Numerous University of Ottawa services were also major contributors to the achievements presented in this report. There are too many to mention but I thank them for their availability and responsiveness in helping to complete this work. I should also like to mention the faculties that served as pilot projects by sharing their data and by reflecting with us on ways for promoting inclusive pedagogy. I could not wrap up this synopsis without mentioning the cutting-edge vision of the leaders of our Gee-Gees. Just browsing the Gee-Gees [website](#) and seeing what they have planned is a real treat! There is no pretence or make-believe about it.

You might think that the fight against racism would be self-evident—everyone seems to agree that racism must be eradicated from our institutions, but very few are willing to do what it takes to make it happen. There are volunteers who are quietly dedicating themselves, giving of their time and providing our decision makers with unparalleled access to their

expertise on racism. However, the fight against racism is work that deserves to be compensated on a par with the immeasurable value it brings to our academic institutions. Meaningful work on racism elevates our institution. It gives us economic, material and social credibility.

We know that racially and culturally diverse Canadian companies thrive and do better than those that resist diversity.<sup>1</sup> The work of the volunteers in our faculties and services—often times discrete champions in their respective corners—should therefore be recognized and compensated fairly. Let this serve as a first call for a change in culture—a university culture all too often rooted in the volunteer commitment of minorities who are silent, overtaxed and exhausted, but who nonetheless contribute to the intellectual, social and economic growth of our university. We're not asking for a favour here. It would simply be the “right” and “fair” thing to do.

In the fight against racism, volunteerism is for sure a very good thing for our institutions. However, it becomes a problem when the same people are always called upon to do this work that gives our leaders prime access to expertise they lack. It's not fair! For this change of culture to happen, it is imperative that the fight against racism become embedded in our university's DNA and that it be part of its primary operating budget, in the same way as the water and electricity that we use every day. It would be a first step in the right direction, and a decisive one that would show everyone that we are serious and that the fight against racism at the University of Ottawa is neither a pretext nor a favour we are doing for someone, but rather the right thing to do.

I hope that you will find this report instructive and that you will engage critically with the material it contains.

Boulou Ebanda de B'éri, PhD

Full Professor, Department of Communication

Special Advisor, Anti-Racism and Inclusive Excellence

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1 See the [report](#) of the CEO of the Business Development Bank of Canada

# Introduction: Context and Historical Path

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In summer 2019, the president announced a wide-ranging consultation to address racism and discrimination, following several highly publicized racist events on campus.<sup>2</sup> This approach included consultation with members of the uOttawa BIPOC community via the newly established Presidential Advisory Committee for a Campus Free from Discrimination, as well as through community consultations, the first of which was a town hall held on November 20, 2019, during which BIPOC students, professors and staff shared their experiences of racism on campus. In 2020, a second public consultation town hall on anti-Black racism with graduate students, as well as a public forum on sharing best practices to promote anti-racism and inclusion on campus, generated significant feedback and online discussion, including more than a dozen open letters and petitions from multiple student and professors associations, as well as members of the community at large.

In carefully considering the stories, experiences and ideas shared in these forums and in these open letters, petitions and continuing harassment of Black and racialized students in the classroom, it became clear that systematic ways to fight against racism and other forms of discrimination would require more robust interventions beyond

the verbal commitment to eliminate racism on our campus.

The purpose of the president's committee was not to receive and/or address specific discrimination complaints. Such matters are addressed under uOttawa Policy 67a and its complaint procedures, which were strongly criticized and rejected by the BIPOC community for not expressly addressing racism and racial discrimination per se as well as for being only preventive, thus inconsequential against racist behaviours. Nonetheless, the president's committee's mandate was developed under the careful consideration of demands made via the open letters of the University of Ottawa Student Union (UOSU), the Black Student Leaders' Association (BSLA), the Ontario Public Interest Research Group (OPIRG), CUPE 2626, Women in Science and Engineering (WISE) and 16 recognized student governments (RSG) of June 2019 and October 2019, as well as the supporting open letters of June 2019 by the APUO-BIPOC Caucus and October 2019 by various professors and librarians of the University of Ottawa.<sup>3</sup>

In response to these demands of University BIPOC members, students, librarians and professors, the University administration decided to create the position of special advisor, anti-racism and inclusion, announced by the provost and vice-president, academic affairs, on

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2 [University of Ottawa announces a comprehensive approach to address racism and discrimination on campus.](#)

3 See also the following petition signed by more than 4,000 professors and librarians across Canada: [Petition Statement of BIPOC Caucus at the University of Ottawa Change.org.](#)

December 4, 2020. The terms of reference of this position stated that the special adviser will:

- Lead the anti-racism and inclusion file and be the public face of the University of Ottawa on this issue.
- Work with the Human Rights Office, faculties and services, and all student groups to achieve the goals of anti-racism and inclusion.
- Help raise awareness and communicate anti-racism and inclusion actions/priorities on campus.
- Communicate with the multitude of stakeholders across campus and in the broader community.

“This new position is another concrete step the University is taking to combat racism and make our campus a welcoming environment for all members of our community,” said the provost and vice-president, academic affairs, Dr. Jill Scott.

Before the special advisor officially started in his position in January 2021, the University of Ottawa was going through yet another crisis some could describe as “the death of confidence.” Indeed, many of the members of the BIPOC community — staff, students, and professors — who were involved with the president’s committee were convinced that this appointment was another example of strategic ambiguity from the administration, another way to subsume the fight against racism. These criticisms were legitimate, and seriously considered by the University president, Mr. Frémont, who clarified the special advisor’s mandate to the University’s Senate by the end of December 2020.

That mandate, which sets out the terms of reference of the Special Advisor, Anti-

Racism and Inclusive Excellence, called on him to propose solutions in the following five areas:

1. Providing better support to members of the University’s racialized communities, including establishing a mentorship program, providing dedicated mental health resources and improving the financial aid available to students from racialized groups.
2. Accelerating the hiring of Black, Indigenous and racialized faculty in the coming years
3. Reviewing programs to enrich curricula with practices (methodologies) that are more culturally diverse and inclusive.
4. Developing and implementing anti-racism and anti-oppression training activities for the University community.
5. Creating a support program for researchers from racialized communities to build a more equitable, diverse and inclusive community of researchers at the University.

With that in mind, when I took up my role in January 2021, I impressed upon the University Administration Committee the need to rethink my title and how my mandate should be fulfilled. Among other things, I explained why the University of Ottawa should instead have a Special Advisor on Anti-Racism and Inclusive Excellence, with the concept of excellence calling on the institution to move beyond an outdated symbolic practice of recognition, under the pretext of inclusion, a “box to be ticked,” which would only serve to mask the problem. A practice of inclusive excellence compels the transformation of those who work to ensure everyone’s well-being—students, teachers and other



staff—into ambassadors who are able to stand together in a positive manner in representing their institution.

I also asked for permission to transform the structure of the larger Anti-Racism Committee into smaller working groups that could focus on the various aims and areas of the mandate I had been given. Both proposals were well received, and they are central to the outcomes and recommendations contained in this report.

Indeed, to effectively fulfil the above mandate and the terms of reference, my first two months were spent in multiple outreach activities and ongoing conversations with not only BIPOC groups, but also with many other stakeholders from the faculties. Following these conversations, I decided to create four working groups that would address racism, diversity and inclusion at the University of Ottawa.

As my [March 2021 blog](#) said, these four working groups — (1) Student Experience, (2) Pedagogy and Training, (3) BIPOC Employment Equity and Diversity and (4) Inclusion in Research — were mandated to create transformative change at different layers of our university life. These recommendations will enable us to move quickly to implement new initiatives that will make our campus more welcoming and really begin implementing inclusive excellence.

All the working group's recommendations were analyzed by the directorate, a "steering committee" co-chaired by the special advisor and by Noel Badiou, the director of the Human Rights Office, assisted by Professor Monnica Williams (School of Psychology, Faculty of Social Science), as our vice-chair.

This Directorate Committee (DC) on Anti-Racism and Inclusive Excellence oversaw the working group's proposals. It was mandated to validate recommendations of these groups, as well as to identify strategies and actions that strengthen institutional commitment to anti-racism and inclusive excellence. Other elements of the DC's mandate were to:

- Submit these recommendations and strategies to the University of Ottawa Administrative Committee.
- Provide advice on priorities and objectives for anti-racism and inclusive excellence, aligning with other University initiatives.
- Provide strong liaison and communication with key stakeholder groups to foster collaboration with them.

The Directorate Committee comprised

- Marie Dominique ANTOINE (assistant to the vice-dean academic)
- Montana CARDINAL (PhD candidate)
- Claudette COMMANDA (special adviser to the dean on reconciliation and Algonquin knowledge keeper)
- Julian FRANKLIN (president, Frankling Management Group, chair, uOttawa Toronto Alumni Council);
- Jerry LANOUE (acting director, Indigenous affairs)
- Jason LEACH (PhD candidate)
- Gwen MADIBA (president, Equal Chance; uOttawa alumna)
- Noor SHARIF (Juris Doctor student)
- Elizabeth OGUNRINOLA (residence life coordinator with Student Life)

- Asiya ROLSTON (faculty affairs coordinator)
- Julie TRAN (master's candidate in social work)
- Asaph WENDA (PhD candidate)

It was the special advisor's understanding that this action-oriented approach (which reformulated the broad Action Committee previously announced by the president) would allow us to work in a much more agile, targeted fashion as we rapidly design and recommend new anti-racism and inclusion policies, initiatives and practices. In so doing, we will fulfil the commitment made by the president in his recent call to the Senate to enact a wide range of meaningful changes at uOttawa by fall 2021.

I would like to say here and now that the four working groups supported by our "expert committee" did a remarkable job. Every one of their recommendations brings specific answers to the questions surrounding the four main areas assigned to me by President Frémont in late 2020. Moreover, in line with our approach to work with the services concerned in order to identify the problems facing BIPOC students, several of our recommendations, including those dealing with area no. 1, Student Experience, have now been implemented in preparation for the 2022–2023 academic year. As you will see later, the same is also true for area no. 4, Inclusion in Research.

During this mandate, the Special Advisor, Anti-Racism and Inclusive Excellence worked closely with the following:

- The Provost and Vice-President, Academic Affairs
- The Vice-President, Research and Innovation

- The Special Advisors, Indigenous Affairs and Mental Health
- The teams under the Associate Vice-President, Student Affairs
- The services under the Vice-Provost, Academic Affairs
- The Office of the Chief Librarian and Vice-Provost (knowledge management)
- The Joint APUO/ADM Committee
- The 10 faculties and schools representing the various disciplines at the University of Ottawa
- The Human Rights Office
- The GSAED
- The UOSU

Towards the end of my mandate, I also embarked on a new round of informative and strategic conversations with the two University of Ottawa professors' unions, and with officials from Protection Services on the anti-racism file. This report also reflects the sum of those conversations, meetings and discussions.

To sum up, this report consists of five main parts:

1. A contextual synopsis of the foundation of my office in the context of the history of the University of Ottawa
2. The Special Advisor's priority recommendations, which reference the joint remarks of the working groups and the expert committee, and which are supported by a practical reflection on future challenges in terms of race relations at the University of Ottawa

3. The terms of reference of the four working groups and their recommendations
4. Progress achieved since the Special Advisor, Anti-Racism and Inclusive Excellence took up his role
5. A general conclusion in the form of strategic advice concerning the University of Ottawa's future major challenges as an inclusive and welcoming institution for all of its minorities.

However, as you will note as you read farther, this report is also meant to be educational, hence the inclusion of “snippets” containing little anecdotes or key concepts aimed at clarifying anti-racism terminology and issues.





# Five Priority Recommendations

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The following are five high-priority recommendations from across all working groups, with their rationales.

- 1. Establish a University data strategy on racism and racial discrimination (and other intersectional EDI issues).**
  - a. This is obviously the first part of an important equation. We recommend that the Office of the Special Advisor on Antiracism and Inclusive Excellence work with the Human Rights Office to review the data annually and report back regarding diversity, equity and inclusion regarding the three pillars related to the student experience (mentorship/ sponsorship, admissions, and bursaries and scholarships) and the two pillars related to BIPOC professors and researchers (hiring, retention and inclusion in research).
  - b. We recommend that a staff member's job description include demographic data collection, e.g., someone at Student Affairs for students, or someone from the APUO-APTPUO-staff-administration joint committee. This person would also need to make a report available to the relevant parties and work with various people to propose improvements.
  - c. We believe that Institutional Research and Planning (IRP) could be an excellent resource for this kind of task, e.g., to formally monitor the integration of self-declaration into recruitment processes.
- 2. Create a safe space, physical and virtual, for BIPOC students, staff and professors.**
  - a. The lack of a dedicated safe space for BIPOC communities has led the Mental Health and Wellness Committee to recommend that spaces be created in the departments and faculties to allow BIPOC communities to hold discussions among students, among students and professors, and among professors and support/technical support staff.
  - b. They could be physical spaces, like the one provided for Indigenous persons in the Faculty of Health Sciences. The committee favours combining physical space formats with other formats, such as virtual ones.
  - c. Their purpose would extend beyond networking, mentoring and sponsoring. It is especially important to establish a climate of trust so that BIPOC communities can express themselves without fear of reprisal.
- 3. Establish a case management system on anti-racism and anti-oppression issues in all faculties and schools, but also at the student affairs office, for admission, scholarships and bursaries, and mentorship.**
  - a. The sensitive and complex nature of discrimination cases requires that case management not be assigned to a single entity, but rather that it

involve all interest groups in order to be fully effective.

- b. By establishing an entry/exit case management system for students experiencing problems, the University of Ottawa will rise above favouritism. All students will become potential ambassadors for the University by aspiring to excellence.
- c. Voluntary self-declaration of origin and identity on admission is also necessary to implement an effective case management system and will reinforce the necessity of an institutional data strategy.

#### **4. Decentralize scholarship and bursary communication that targets BIPOC students.**

- a. Allow the Office of the Special Advisor, Anti-racism and Inclusive Excellence to be a clearinghouse for that kind of information in its target communities.
- b. Give the Office of the Special Advisor, Anti-racism and Inclusive Excellence the means to communicate effectively with its target communities.
- c. Scholarship and bursary award committees must be inclusive, with members from BIPOC communities.

#### **5. Create scholarships for BIPOC and Algonquin students at the university of ottawa.**

To offset the centuries-long exclusion and systemic oppression of BIPOC communities, the committee recommend that specific scholarships be made available to BIPOC students, especially since BIPOC members are a minority at the University.

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“Biological racist: One who expresses the idea that the races are meaningfully different in their biology and that these differences create a hierarchy of value.

Biological antiracist: One who expresses the idea that the races are meaningfully the same in their biology and there are no genetic racial differences.”

Ibram X. Kendi, 2019

# Working group recommendations

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## 1. Student experience

### TERMS OF REFERENCE

Providing better support to members of the University's racialized communities, including establishing a mentorship program, providing dedicated mental health resources, reviewing admission policies and improving the financial aid available to students from racialized groups.

### MEMBERSHIP

Boulou Ebanda de B'béri, Victoria Marchand, Yawo Kpayidra Alou, Sammy Onyeama-Asonye, Sommer Knight, Sharon Elizabeth Whiting, Jennifer Boyd, Gwen Madiba, Nadreyh Vagba, Alex Lee, Christina Charles, Fatou Sarr, Kayla Boileau, Sana Almansour, Nesrine Cherif, Eric Bercier and Elizabeth Kristjansson.

### CONTEXT

This working group was asked to evaluate three services related to the student experience: (1) admissions, (2) financial aid and awards, and (3) mentorship programs. To be effective, it created a subgroup for each area. (It is important to note that there are three sub-areas under the notion of mentorship: academic mentorship, social mentorship and mental health mentorship. In addition, it is becoming increasingly common to add the notion of "sponsorship" to the practice of mentorship, because when combined, they elevate the relationship between the mentee and the mentor to a more effective and productive level.)

It was also important to recognize that the work of these three subgroups was fuelled by the Office of the Associate Vice President, Student Affairs. Indeed, this working group was fully assisted by the Office of AVP, Student Affairs, which helped to identify current services and other considerations that could be applied to BIPOC students' experience. Indeed, many of the special adviser, antiracism and inclusive excellence's urgent recommendations have already been put in place for this academic year, thanks to the collaborative work achieved by Office of the AVP, Student Affairs, and this working group's members.

### Key recommendations for the student experience:

#### 1.1. Admission

1. Enhance the Declaration of Personal Experience and make it more visible.
2. Add inclusive excellence factors for assessing requests (interpret inclusion beyond the BIPOC minority and create entry points between the programs).
3. Publicize the Academic Reset program among the student community.
4. Inform first-year students about the regulations in force, with particular emphasis on the consequences of failing first-year courses and on the importance of withdrawing from courses so that "fail" is not recorded on student transcripts.

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## MICROAGGRESSIONS – MI’S STORY

MI is an outstanding doctoral student from Africa, working under the supervision of a professor who, albeit brilliant, could not be more gauche. During their time together, MI asked her supervisor for, among other things, a letter of reference in support of her application for a scholarship. The supervisor replied that the scholarship in question was too competitive for her. Another time, MI’s supervisor suggested that she apply for a position aimed at undergraduate students. MI politely declined. It did not stop there. MI took part as a research assistant along with other students in her supervisor’s research projects without ever being cited, whereas her colleagues were. The above is merely a brief synopsis of what MI endured with her supervisor for nearly five years. MI has fulfilled her dream of becoming an outstanding professional in her field. She sent her supervisor a letter outlining all of the microaggressions, instances of disrespect and indirect demeaning comments she endured under her stewardship.

(A University of Ottawa alumnus)

## 1.2. Financial aid and awards

The University has a number of procedures and offers several different kinds of scholarships and excellence awards. For those scholarships and awards to reflect an inclusive excellence approach, the University must:

1. Ensure that scholarships and excellence awards are allocated evenly.
2. Ensure that eligible students receive scholarships from the same budget envelope, as opposed to the current practice where more money in the form of extras is given to recipients of external scholarships, while others go away empty-handed.
3. Revamp the scholarships and bursaries website to create a menu of BIPOC-specific awards (e.g., access all BIPOC awards with a single click).
4. Revise the Financial Assistance Questionnaire for two reasons:
  - a. Some questions are difficult to understand.
  - b. Others appear to be unfounded and even discriminatory.
5. Differentiate between scholarships and bursaries.
6. Award scholarships and bursaries before the fall return to classes, starting in second year.
7. Have a single process for applying for multiple scholarships and bursaries.

### 1.3. Mentorship

#### 1. Academic mentorship and sponsorship

- a. That the mentors represent our diverse student population.
- b. That mentors receive adequate training on EDI, anti-racism and anti-oppression matters.
- c. That all students have access to the mentoring programs.
- d. That the mentoring programs can be customized to meet the needs of all students.
- e. That a case management officer be available at all levels of BIPOC students' lives at the University of Ottawa.

#### 2. Social mentorship

- a. That the University of Ottawa create its own [Afro-Caribbean Mentorship Program](#) chapter to help BIPOC students in the following areas:
  - Networking with professionals
  - Financial literacy
  - Applying to graduate programs
  - Writing skills
  - Practising positive relationships
  - Practising safer sex
  - Discussions of Black and racialized Canadian scholars
  - Conference readiness support
  - Publication support
  - Communication skills
  - Confidence building
  - Resumé and interview skills

#### 3. Mental health mentorship

In addition to the 12 recommendations of the [Mental Health and Wellness Report \(2020\)](#) and specifically, the seven of 12 recommendations that include possible initiatives to address racism (see pp. 11–15) within the purview of Student Affairs, the Working Group recommends the following:

- a. Recruit BIPOC mental health counsellors on an urgent basis.
- b. Hire at least one EDI counsellor in each faculty to offset the lack of expertise in human resources. This will take some pressure off and protect the mental health of the few already overworked counsellors on campus.
- c. Have each administrative unit then determine the nature and area of activity of the EDI counsellors.

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#### EXPERIENCE OF RACISM = TRAUMA

When racialized students come to you to complain that they are experiencing racism, DO NOT tell them that this is not true, that your colleague is not racist, or that this is very difficult to understand. Do not send them to seek other resources before you fully understood what they really want.

Please LISTEN to them first, and then objectively present them with all options you know can help them move forward, including being on their side throughout the process, until they are fully satisfied.

## 2. Pedagogy and Training

### TERMS OF REFERENCE

The terms of reference for this area are twofold, since they combine two subject areas in the mandate assigned to my office. This working group should therefore (1) review programs to enrich their curricula with practices (methodologies) that are more culturally diverse and inclusive; and (2) design and implement anti-racism and anti-oppression training activities for the University community.

### MEMBERS

Boulou Ebanda de B'éri, Lidiane Cunha, Elizabeth Ogunrinola, Julie Tran, Oussama Outbih, Ghadir Elsayed, Ghizlene Sehabi, Ali Shaker, Sadjo Paquita, Nesrine Cheriff, Aline Germain-Rutherford and Hubert Lalande.

### BACKGROUND

This working group was responsible for conducting a complete survey of all of the disciplines taught at the University of Ottawa, and subsequently proposing, among other things, new approaches and methodologies to make teaching more inclusive. That is obviously a gargantuan task that cannot be completed in a few months, since the 10 faculties and schools that comprise all of the disciplines taught at the University are themselves made up of dozens of specialties that have their own pedagogic approaches. From that initial observation, it became clear that the real work to ensure inclusive pedagogy had to be undertaken in the faculties first before moving on to the departments and teaching units. For example, for that first task, it was decided to conduct a pilot project to gather data in four faculties (Arts, Education, Social Sciences and

Health Sciences) in order to understand: (a) the difficulties they would encounter in instituting a policy of inclusive pedagogy; and (b) what they are doing in terms of anti-racism training.

Question (b) also served to clarify our position on the creation of general anti-racism training at the University of Ottawa. We have always preached the need for contextual training in the academic units as opposed to general training which, according to several studies, could have a boomerang effect on BIPOC students or could be construed as an obligation by members of the University. As we made clear to the faculties, general training on racism would not be effective. Rather, each faculty and its units must be assisted in designing and developing anti-racism training tailored to their reality. For instance, in family medicine, training could focus on differing cultural perceptions of disease, whereas more specifically in dermatology, the focus could be on conceptual biases associated with dermatological conditions and their connection with the different skin types. However, in both cases, the faculty is one and the same—Medicine. This same example can be applied to every other faculty at the University of Ottawa, from Engineering and Nursing to Social Sciences and Media Studies.



## **Key recommendations**

### **2.1. Strengthen anti-racism and EDI pedagogy campus-wide**

1. Develop more courses on anti-racism for students within various faculties.
2. Equip each faculty with human resources (e.g., EDI pedagogical specialists) to empower them to develop specialized EDI and anti-racism pedagogy.
3. Recommend ongoing self-assessment for instructors. Develop (and validate) self-assessment tools to facilitate review of existing course content through an anti-racism and EDI lens. This should be a requirement, through policy, to ensure consistent application across programs.
4. Develop a bilingual glossary of anti-racism and wellness terms for the entire campus to use and learn from.

### **2.2. Improve anti-racism and EDI staff and professor development**

1. Development opportunities:
  - Review efficacy of existing teaching staff development resources designed to increase awareness about EDI, anti-oppression and anti-racism.
  - Develop both active and passive professional development opportunities, available once a year, for staff to improve their understanding of anti-racism and EDI principles (e.g., unconscious bias training) in consultation with racialized staff and students.
  - Faculties should involve Indigenous and Black persons, as well as persons from other racialized and/

or marginalized identities, in the development of curriculum and courses with EDI and anti-racism components.

- The University should prioritize and fund specialists with experience in using anti-racism and anti-oppression frameworks (not just EDI) to support faculties in developing and implementing inclusive pedagogy.
- Faculties should be able to define the format of professors' development regarding anti-racism and EDI pedagogic initiatives and the level of involvement of diverse groups of the teaching community.
- Involve the BIPOC community in the evaluation process of anti-racism pedagogical initiatives (e.g., doing consultations or surveys to measure the efficacy and impact).
- How many professors of diverse groups do you have?

#### **2. Evaluation and Accountability**

- Encourage faculty units to be accountable for their metrics in teaching staff development, including anti-racism and EDI pedagogies and to measure the efficacy of teaching staff development on EDI and anti-racism according to the evaluation metrics developed by each faculty unit.
- Each faculty should make sure via measurable assessment that its departments and offices are meeting their anti-racism and EDI goals.
- Develop metrics keeping in mind that we need to resolve who is giving the training vs. who is developing the content vs. who is benefiting

from the training to move towards a collaborative community matrix.

- Develop a system to receive feedback from professors on the quality of EDI, anti-oppression and anti-racism development and to evaluate their learning outcomes.
- Follow up with professors to ensure they are applying and implementing what they learned from EDI and anti-racism professional development.
- Faculties should report to central administration on the progress of their anti-racism initiatives on a yearly basis to make their journey towards inclusion and anti-racism more transparent to the public.
- Involve the BIPOC community in the evaluation process of anti-racism pedagogical initiatives (e.g., doing consultations or surveys to measure the efficacy and impact).

### 3. Recognition and promotion

- Both the faculties and the University administration should recognize and reward the commitment of professors who regularly attend anti-racism and EDI professional development opportunities.
- The faculties and the University administration should implement the principles of EDI, anti-oppression, and anti-racism training as part of the tenure process and in professors' promotion files.
- Establish a system to encourage a larger number of professors to acquire and use learned knowledge from these development activities in their teaching and interaction with students.

- Make these training opportunities available once a year.
- Establish a system to encourage a larger number of professors to attend one or more EDI and anti-racism development programs.
- Develop a system to receive feedback from professors on the quality of EDI and anti-racism development and to evaluate their learning outcomes.
- Encourage professors to apply EDI and anti-racism self-assessment tools in their pedagogy. These tools can stimulate pedagogical excellence and facilitate changes that result in more equitable course content.
- Follow up with professors to ensure they are applying and implementing what they learned from EDI and anti-racism professional development.
- Prioritize and fund EDI and anti-racism professors' development initiatives as basic to a healthy University culture. This can include allocating financial and human resources, such as having a dedicated anti-racism specialist embedded in each faculty.
- Encourage faculties to make knowledge and information around the topic of anti-racism and EDI available for the whole university community.

## 2.3. Improve the learning climate in the faculties and the classroom

### 1. Complaint mechanism

- Develop a decentralized complaint mechanism (using associations, faculties, SAAIE, ombudsperson, HRO, etc.) so students can have choice.



- Implement a complaint mechanism through a secure space for students who experience racism. Ideally, each faculty should develop personalized services to support students who experience racism. Other student services on campus could also leverage and promote these mechanisms to the student community.
- Implement policies that allow for immediate support when a student experiences racism and needs to file a complaint against a professor or student.
- Ensure that the policies validate the subtle nature of racism (overt and covert) when considering implementation of these immediate measures.

## 2. Marketing and promotion

- Promote these new anti-racism mechanisms and support services through the appropriate communications channels:
  - Having a chatroom where students can report incidents of micro-aggressions and racism.
  - Develop marketing strategies to create a high-impact message, highlight existing services and appeal to the broader community.
- Marketing initiatives should be linked to inclusive, culturally sensitive principles and must be created in consultation with the BIPOC community and units with existing inclusion strategies.
- Inform students about their rights and responsible conduct (see the new Policy 130) in terms of anti-racism

and inclusive pedagogy; make existing resources available (e.g., information on the SAAIE, HRO).

- Clearly define the difference between anti-racism, anti-oppression and EDI for both professors and students. These terms are often used interchangeably

## 3. Learning culture

- Create a learning culture where professors, students and administrators can grow as learners and become leaders in anti-racism and inclusion.
- Create a learning culture that helps turn feelings of shame and guilt into action-based feelings of duty and responsibility.
- Foster a culture where professors, managers and leaders acknowledge that racism exists and needs to be addressed. They must feel capable when discussing the topic (different from feeling comfortable).
  - To create a culture where people feel comfortable discussing anti-racism, leaders among professors should increase dialogue opportunities among themselves and with other members of the campus community.
- Foster a transformative culture where people believe that anti-racism initiatives are not just being addressed superficially and symbolically, but honestly and substantively.

### 2.4. Address the lack of data

Prior to the “Count Me In” initiative, none of the faculties had conducted any surveys to understand the diversity

of professors, staff and students or collected any data on the demographics of students, staff and professors.

- Create an institutional tool so we can gather data on students, faculty and staff. Have a data collection strategy identifying integrated in all related administration practices:

**a.** the specific type of data to be gathered; and

**b.** how the data can be used in pursuit of EDI and anti-racism objectives.

- To gain more data on inclusion in the faculties, the latter should also employ strategies like holding focus groups with the members of the campus community who are racialized or who have marginalized identities.

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## FACT: THE LABOUR SHORTAGE IS HERE TO STAY

- 22% of the population will be 65 and over in Canada by 2030!
- The growth of Canada's working population will be 0% in 2030 DESPITE immigration.
- Companies affected by labour shortages are 65% less likely to grow.
- One of the strategies is to hire workers from underutilized segments of the labour force, which includes immigrants.

Now:

- In 2032, 80% of population growth will come from international immigration.

- Despite the greater availability of immigrant workers, respondents to our survey indicated that among the strategies they use to respond to a labour shortage, they were least likely to recruit newcomers. (emphasis added)
- Only 18% of them said they were planning to recruit immigrants.

Lesson: Have your EDI, anti-racism and retention strategy plan ready. If not, your business will not survive!

Source: [BDC: Analysis and Research](#) (2022-05-12, taken from Catherine Leteinturier's LinkedIn page)

### 3. Accelerate the hiring of BIPOC professors

#### TERMS OF REFERENCE

Accelerating the hiring of Black, Indigenous and racialized faculty in the coming years.

#### MEMBERS:

Boulou Ebanda de B'béri, Alexandre Baril, Victoria Barham, Steffany Bennett, Manon Desgroseilliers, Mythili Rajiva, Kate Townsend, Monnica Williams and Sanni Yaya.

#### BACKGROUND

For this working group to fulfil its mandate, it was essential that it consist of persons knowledgeable about equity, diversity and inclusion issues in relation to the collective agreement between the Professors' union and the Administration of the University of Ottawa. Instead of creating another working group, we asked the existing EDIC members (joined by APUO-Administrator EDI members listed above) to recommend key solutions that would improve the hiring of BIPOC professors at the uOttawa.

#### Recommendations

##### 3.1. Hiring practices

1. Apply an accountability policy to “strategic hiring” to reduce the enormous gap between white and BIPOC professors.
2. Deans should make sure that their units are not widening the gaps and the provost should make sure that faculties are meeting clear EDI targets.
3. Deans should not rely solely on “additional positions” to prioritize

and increase the proportion of BIPOC regular professors

4. Regular hiring must explicitly target recruitment of BIPOC professors and commitments to EDI hiring to increase the likelihood that faculties will be allocated additional positions.
5. In the event of an unsuccessful search to fill a BIPOC-designated teaching, the hiring process should be relaunched until an appropriate BIPOC professor is found.
6. Bonus positions: Faculties vying for new positions annually should present clear EDI targets, and bonus positions should be allocated in priority to the faculties that commit to hiring BIPOC professors as part of their yearly hiring proposal.
7. Deans and the provost can refuse to appoint candidates recommended by units when those appointments were specifically designated for BIPOC members.
8. Establish an EDI-based recruitment process with strong retention policies.
  - a. Employ HR's Talent Acquisition team (for external and internal marketing), to assist in the search, etc.
  - b. Broaden the academic talent pool through targeted searches, expanded networks and partner job boards.

##### 3.2. Recruitment process

1. The recruitment process must be fast-tracked for BIPOC positions. Fast-track recruitment of identified or invited excellent candidates already in recognized universities (the CA allows

deans to appoint equity candidates without competition).

2. Deans should be encouraged to provide additional funding and incentives. Efforts are necessary for scouting and recruitment of the best candidates.
3. Cluster hiring to match and encourage the formation of a BIPOC community.
4. Implement preferential hiring policies, with the help of the HR office.

### **3.3. Retention**

1. Deans must pay particular attention to the workload of BIPOC professors, usually overtasked with EDI questions and regular departmental issues due to their low numbers.
2. Faculties, schools and departments need to create mentorship and sponsorship programs for newly-hired BIPOC professors.
3. Campus visits should be more attractive and well structured, with BIPOC members (possible connection with the BIPOC Caucus to achieve this recommendation).
4. A peer welcome community should be created (possible connection with the BIPOC Caucus to achieve this recommendation).
5. Create a diversity recruitment form (would also provide recruitment data).
6. Spousal and moving support in the hiring package (where possible maybe looking for support staff positions for spouses, not merely in academic fields).
7. Mentoring and sponsoring advanced graduate students to become University professors.

### **3.4 Other forward-looking strategies**

1. Reward those departments and programs that nourish a supportive and positive environment for professors, staff and students of colour. A dedicated fund for that purpose is needed. Change cannot happen without the necessary resources.
2. Allocate funding for special programming and projects to be used by professors in support of diversity initiatives. (Invite national and international black scholars to campus to give keynotes or lead workshops and compensate them well).
3. Strongly recommend that all faculty, school, department and program heads write a short, annual report on anti-racism and EDI initiatives pursued that year. This should be included in the obligations incumbent on faculties and their departmental units.
4. Establish a University-wide, transparent process to set and clearly communicate diversity/representation targets for each of the underrepresented groups (BIPOC, women, persons with disabilities, Indigenous peoples, visible minorities and LGBTQIA2S).
5. Increase accountability and transparency by reporting gaps, such as providing yearly reports based on current representation and market availability.

6. Institute best practices to further increase leadership (e.g., non-unionized positions like deans) accountability via a transparent performance measurement and compensation.



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## DROPPED OR PUSHED OUT: HOW DOES THE SYSTEM WORK?

Research, teaching, and supervisory capabilities are the three evaluation criteria that qualify one for a tenured professorship.

“I was on the track to a tenured position as the first Black faculty member of my 40+ year department, research wise I had an impressive list of funding and publications on my CV compared to my peers” explains a letter sent to the Special Advisor, Anti-racism and Inclusive Excellence from a professor.

The letter continues “some students commented on my accent saying I was too difficult to understand whereas others said I did not belong in my field of study, perhaps because of my race.”

This professor had nonetheless been an effective and supportive supervisor for students, to the extent that some of them won thesis prizes at broader university competitions.

“Yet, when my turn to be considered for tenure came,” continues the letter, “the four-person committee was split one in favour, one against, one abstention, and the department chair noted that I was not a good enough professor and voted against my promotion.”

The faculty’s Teaching and Research Committee upheld the evaluation committee’s decision and asked that the professor resubmits once their teaching abilities had been “fixed.” This eventually led to a grievance process with the union who asked the professor if the decision was racially motivated, to which the professor responded, “I am not sure, you tell me.”

The grievance officer was to accompany the professor to a meeting with the Provost and Vice-President of Student’s Affairs but warned against going forward with the grievance and perhaps considers resubmitting for tenure later. This was not the support that the professor expected, and the experience was now increasingly damaging their confidence in the system.

Three years after submitting the application, they were finally granted tenure. Those three years had an impact on the professor’s physical and mental health, their achievements at uOttawa felt meaningless and their victory hollow. In the end, the professor admitted in the letter: “I am still bitter to this day.”

Throughout the appeal process the professor said “there were times I wanted to disappear.” What do we learn from this experience? At various stages in this process the professor was asked to “resubmit” rather than contest a split decision they deemed unfair. Was this the experience of everyone going through the tenure track process with a similar academic dossier, asked the professor in their letter.



## 4. Inclusion in research

### TERMS OF REFERENCE

Create a support program for researchers from racialized communities to build a more equitable, diverse and inclusive community of researchers at the University.

### MEMBERS:

Boulou Ebanda de B'éri, Terry Campbell, Lavagnon Ika, Jaclyn Brusso, Sanni Yaya and Philippe Thierry Douamba

### BACKGROUND

As I set out to examine this aspect of my mandate, the Vice-President, Research and Innovation, set up a committee responsible for restructuring the entire research ecosystem at the University of Ottawa. Challenges related to equity, diversity and inclusion issues were part of the process that was begun.

I wanted to draw on the work of the committee, so I invited three of its members to work with Professors Lavagnon Ika and Sanni Yaya and me on the dimensions of racism, the determinants of excellence in research, new tools for assessing candidate files, and mentorship and sponsorship procedures needed to create a truly inclusive research environment. The following recommendations emerged from that joint working group. The other contextual item to be noted here before moving on to the working group's recommendations is the importance of inclusion in research to support the previous priority area (hiring BIPOC professors). To be competitive, the University of Ottawa will have to establish a true minority mentoring

and sponsorship policy in every area of academic research, as we know that by sponsoring young researchers, we can definitely guarantee their integration into the academic environment.<sup>4</sup>

Lastly, since research areas are covered under the collective agreement (APUO-University of Ottawa) and the faculty services of the associate vice-deans of research, the recommendations below are aimed at all of those individuals.

### Key recommendation

#### APUO (COLLECTIVE AGREEMENT)

Ensure all that the necessary recommendations for change presented below and clarifications are made to the collective agreement via a fast-track mechanism (e.g., memorandum of understanding) and integrated in future collective agreements.

#### VICE AND ASSOCIATE DEANS, RESEARCH (FACULTIES)

Create an accountability framework for senior management at the University (senior leadership team: president and VP research, deans, vice-deans research, department chairs, etc.).

#### VP, RESEARCH AND INNOVATION (CENTRAL ADMINISTRATION)

The University should allocate the resources required to ensure the success of this important initiative.

### 4.1. Accountability

Create an accountability framework for senior management at the University

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4 An internal Toronto Metropolitan University (formerly Ryerson University) study found that the more minorities there are in a department, the more inclined (8% versus 0% of the time) the department will be to hire other minorities, as opposed to departments where there are none.

(senior leadership team: president and VP research, deans, vice-deans research, department chairs, etc.).

1. Chairs must ensure all new hires receive the mentorship and sponsorship they need to advance their careers.
2. Chairs must meet with the mentor or sponsor and the junior professor individually to ensure that a working plan has been agreed upon and is on track.
3. If the mentor/mentee, sponsor/sponsored relationship is not working out, a new mentor should be assigned.
4. The Office of the Special Adviser, Anti-racism and Inclusive Excellence, should support the chairs and vice-deans to fulfil the above requirements.

#### **4.2. Funding programs and evaluation of research excellence**

1. Ensure BIPOC representation on evaluation committees.
2. Create an internal funding program for research on and by BIPOC communities.
3. Create Banting-type research scholarships for BIPOC postdocs.
4. Review criteria for assessing funding applications and include other considerations (normative evaluation grids should include a Personal Experience Declaration). Research committee members should be aware of the personal context of the applicant's professional path.
5. Integrate the DORA framework for assessment in our evaluation framework.

a. Further, as a sign of institutional support, we recommend that the University of Ottawa formally sign the [DORA Charter](#), a global initiative to support the development and promotion of best practices in the assessment of scholarly research.

6. Establish research scholarships at the master's, doctoral and postdoctoral level for young BIPOC researchers in order to train the next generation of researchers in cutting-edge fields and in all of the faculties and schools.
7. Each faculty should create a research mentorship- and sponsorship-oriented program for BIPOC students to improve research excellence and offer equal opportunities to BIPOC students.
8. The University could provide general guidelines and faculties should look into the implementation of their program taking into consideration their particularities.


#### **4.3. Training and awareness**

1. In addition to EDI training, we recommend that uOttawa provide continuing anti-racism and anti-oppression training to all members sitting on research committees.

#### **4.4. Recognition programs**

1. Here too, deans must pay attention to BIPOC professors' workload and should acknowledge their community engagement. The University should create a comprehensive recognition program. This recognition could be as follows:
  - a. Teaching release or a certificate.



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- b.** BIPOC profs to receive extra funding for their startup package.
    - c.** Yearly funds allocated to recognize the extra work to advance the anti-racism (EDI) dossier — participation on various committees, etc.
  - 2.** Work on increasing the number of Black, Indigenous and racialized candidates for nominations for research appointments and awards.
  - 3.** Create formal research excellence awards for BIPOC professors.

#### **4.5. Data collection and management**

- 1.** Information is critical to measure needs and monitor performance. In addition to supporting the full implementation of the “Count Me In” survey, concrete metrics and specific indicators should be established to monitor the progress tracked and regularly reported. This is key to the data strategy to be implemented at uOttawa.
- 2.** Regular monitoring, evaluation and learning activities (surveys, dialogue and consultations) should be conducted using a participatory approach, to foster dialogue and innovation on EDI, anti-racism and adaptability of activities.
- 3.** An annual report should be produced.
- 4.** The lack of data should not in any case mean the absence of intervention to change the University of Ottawa’s research landscape. The uOttawa’s data strategy must use the lack of data as a “red flag” to dig in for more data.

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## UNDERSTANDING THE NOTION OF “GATE KEEPING”

Following the opening of a Research Chair position in one of our departments in the summer of 2021, MM submitted their application dossier and received the following “thank you” note:

“As a department, we felt that although your research expertise and teaching skills would have been a great addition to our program, we believe another set of candidates was a better fit for the department’s current and future vision.”

After receiving this message, this unfortunate prospect contacted the Special Advisor, Anti-racism and Inclusive Excellence, to ask the signatory of this message the following two questions:

- 1) What is the current and future vision of your department?
- 2) Why the “fit in to your department’s current and future vision” was not stated as a “requirement” on the call for application for this opening?

The case of MM (a black, African, French-speaking, perfectly bilingual scholar who in the past did his postdoctoral fellowship in this same department) is a classic of a system known as the “Gate Keeping.” Here, they have been told, implicitly and kindly, that they are well qualified for the position. However, it is no longer necessary for them to send their file to this department today or in the future because there will be no place for them.

Unfortunately, the story of MM is not unique. It is part of discriminatory practices that must be dismantled at uOttawa.

# Specific Achievements

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I want to provide an update on achievements and progress since the release of my mid-term report in October 2021.

In this lengthy process, the University has already implemented several major initiatives that are helping to create a more inclusive and welcoming campus for the entire University community. This is obviously not the end of the process. However, it does mark the achievement of major milestones that deserve to be recognized as further major steps towards achieving our objectives.

## OPENING OF THE OFFICE OF THE SPECIAL ADVISOR, ANTI-RACISM AND INCLUSIVE EXCELLENCE

The Office of the Special Advisor, Anti-Racism and Inclusive Excellence celebrated its official opening on the morning of February 28, 2022. The Office, which was created to provide a safe space for promoting the inclusion and belonging of BIPOC communities on campus, stems from a joint recommendation and the first priority of the working groups.

The Office, located on the third floor of the Jock Turcotte University Centre (85 University Private), is open to students, professors and support staff. The purpose of the space—separate from the administration—is to inspire confidence and allow for mentoring, sponsoring and networking opportunities.

The Office is open to visitors from 9 a.m. to 4 p.m., Monday to Friday.

## ANTI-RACISM CAMPAIGN

On opening day, the Office of the Special Advisor launched an anti-racism campaign at the University of Ottawa, and called on its partners across campus to join in the fight against racism.

Posters and promotional messages have gradually been put up across campus since then to raise community awareness about the need for greater inclusivity for everyone.



## SIGNING OF THE SCARBOROUGH CHARTER ON ANTI-BLACK RACISM AND BLACK INCLUSION IN CANADIAN HIGHER EDUCATION

The University of Ottawa is proud to be among the group of pioneering institutions having signed the [Scarborough Charter](#), designed to enhance the inclusion and promoting Black flourishing in post-secondary education.

In total, 46 post-secondary institutions across Canada signed the Charter at a virtual ceremony held on November 18, 2021. The institutions in question are committed to developing action plans on Black inclusion and to adhering to certain principles to foster Black thriving, including by fighting against racism. Each institution has to develop its own action plan, but can also turn to its peers in the network to consult on best practices, for example.

The signing of the Charter could not have happened without the collective and collaborative efforts of various stakeholders over more than a year. They include students, faculty, support staff and senior leadership of partner institutions, sector-wide bodies, Black political and civic leaders, and organizations outside academia.

For the University of Ottawa, the tangible and constructive act represented by this commitment affirms its clearly stated position to fight against anti-Black racism and to promote Black inclusion and thriving on campus. For the signatories, the principles, actions and commitments outlined in the Scarborough Charter reflect their collective recognition of the realities of anti-Black racism, encapsulate their shared aspirations to address them,

and provide a concrete framework for delivering on their promise.

## COMMITMENT TO SIGN THE DORA CHARTER TO PROMOTE GREATER INCLUSION IN RESEARCH

The Declaration on Research Assessment (DORA) is a initiative that originated in San Francisco. It contains a set of recommendations now referred to as the San Francisco Declaration on Research Assessment. The Declaration states that outputs from scientific research are numerous and varied. Funding agencies, institutions that employ scientists, and scientists themselves all have a desire, and need, to assess the quality and impact of scientific outputs. It is thus imperative that scientific output is measured accurately and evaluated wisely. The DORA Charter aims to achieve that with the following main goals:

### Raise awareness

- To call attention to new tools and processes in research assessment and the responsible use of metrics that align with core academic values and promote consistency and transparency in decision making.

### Facilitate implementation

- To aid development of new policies and practices for hiring, promotion and funding decisions.

### Catalyze change

- To spread research assessment reform broadly by working across scholarly disciplines and globally.

### Improve equity

- To call for broader representation of researchers in the design of research assessment practices that directly



address the structural inequalities in academia.

- The University agreed on the principle of signing the DORA Charter. The University of Ottawa is expected to sign the Charter during an official ceremony this fall that is still being worked out.

#### SPECIAL ADVISOR'S OTHER OUTREACH ACTIVITIES

1. Panel discussion: Black Leaders in Academia: Participant in a panel discussion organized by the Groupe d'Action Contre le Racisme Anti Noir (GACRAN), in cooperation with the University of Ottawa Faculty of Education. The event was held to discuss Black leaders in academia and to launch the 2022 edition of Black History Month.
2. Guest speaker at a staff seminar at the University of Buea: This seminar, called The Future of Story Telling in the Era of AI and Posthumanism, was organized by the Faculty of Arts and Sciences of the University of Buea (Cameroon)
3. Panelist at the event: Am I a Racist?: The discussion workshop titled "Am I a Racist? Becoming an Ally or Activist against Racism is a panel on creating the space and awareness to openly discuss the ingrained racist structures that affect students, professionals and scholars.
4. Canadian Association of Research Ethics Boards (CAREB-ACCER) conference: Speaker at the event: What if We Got it All Wrong?, organized by the Canadian Association of Research Ethics Boards (CAREB-ACCER).
5. Participation in the MOFIF community of practice: This community of practice is sponsored by the Mouvement Ontarien des Femmes Immigrantes Francophones (MOFIF). Its goal is to support organizations in their efforts to implement practices promoting equity and inclusion for Francophone immigrant women.
6. Presentation/talk – Montfort Hospital's Comité contre le racisme et pour l'équité, la diversité et l'inclusion (CRÉDI) during Black History Month. The talk coincided with the launch of an awareness campaign by the Montfort Hospital's Comité contre le racisme et pour l'équité, la diversité et l'inclusion (CRÉDI). The purpose was to learn more about the cause and promote greater social harmony.
7. Guest speaker to the Privy Council of Canada during the Black History Month national event.
8. The special adviser worked with MAKAD, a uOttawa student- and alumni-led collective, to research and develop an innovative framework of best practices in organizational change, integrating personal and institutional mindfulness into anti-Black racism and equity, diversity and inclusion training and tools. The collective is expected to research and produce rehabilitative customized pedagogy to go beyond performative allyship at all levels of academic institutions. This collaborative effort with the Office of the Special Adviser could help in researching and developing specific, tailor-made pedagogy and training for uOttawa faculties, departments, and services.

# Conclusion: Some Strategic Suggestions

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## PUT AN END TO THE STRATEGY OF AMBIGUITY

Beyond the conceptual tensions that our university administration often becomes mired in, it urgently has to learn how to translate inclusive excellence into action and to put an end to the ambiguity. The fight against racism must be loud and clear. We cannot take one step forward, and then two backward; there cannot be any doublespeak or “no” “yes, “but...” The University of Ottawa’s position must therefore be one of clarity and commitment.

The University of Ottawa’s other major challenge will be its ability to effect a true change in the perception on the part of its minorities. The University will have to rebuild a relationship of trust with each of them. To that end, the University will have to drop its balancing act and stop pretending as if the problems and legitimate demands of a particular group are above those of another, as if there were a hierarchy of pain and trauma. Such an approach negatively systematizes conditions and opportunities for vibrant interactions between the University administration and its communities.

With regard to racism, our University community is currently home to racial minorities that include Indigenous peoples, Black people, Asian people and many other racialized individuals. However, we must also not forget potential intersections that these racialized persons may face. For

example, we may encounter Indigenous persons, Blacks, women, Francophones and trans persons who are living with reduced mobility or another disability. The solutions to the problems that such a group of persons may have must be tailor-made for them and take all of the nuances and complexities of their identity into account.

## TRANSLATE INCLUSIVE EXCELLENCE INTO ACTION

Inclusive excellence must become our operating motto. It has to give rise to other practical forms of inclusion that take intersectional possibilities into account, namely racialized francophones, LGBTQ2S+ racialized persons, racialized members of religious minority groups and so on, within the limits of these determinants.

In practical terms, if we take the example of our Francophonie research chair programs at the University of Ottawa, we need to ensure that all Francophone groups are included. Inclusive excellence requires another embodiment or another representative policy that will not only rebalance representation, but also enrich the production of knowledge in our Francophone worlds.

## MAKE RESOURCES AVAILABLE TO MINORITIES

Similarly, resource allocation policies need to be driven by a different dynamic. Here too, we must not send out the wrong

signal. For example, the fight against anti-Black or anti-Indigenous racism should not be more important than discrimination against Francophones. We must especially not use divisive politics to oppose privileges for certain minorities. Moreover, it is vital that there be an equitable and inclusive rebalancing of resources for all minority groups.

The executive position slated to be created in support of the fight against racism must not only take into account the intersectional dynamics that were discussed earlier, but must also have the resources needed and the authority to address issues of decolonization, anti-racism and anti-oppression.

That dimension of the position requires the presence of an office that will continue to deal with issues of anti-Black racism while collaborating and working not only with Indigenous Affairs, but also with other players representing other discriminated minorities in our wider University community. This member of the executive should therefore be able to take part in strategic discussions of the University Administration Committee, while having leeway to report to higher authorities in order to justify their operating budget, for example, or work plan. This is essential in order for the fight against racism to be meaningfully embedded in the University of Ottawa's organizational DNA. Anything less would be "faking it," as nothing will change in the long run without that.

#### UNDERTAKE A THOROUGH REVIEW OF UNIVERSITY OF OTTAWA POLICIES AND REGULATIONS

The other challenge and long-term strategic recommendation involves a thorough review of certain University

policies and regulations, a task that will require a long-term work plan in cooperation with the University of Ottawa's Secretary-General.

Currently, some of the University's regulatory practices, naturalized as inherent, contribute to excluding several minorities. We will therefore have to move heaven and earth to identify them and propose a more equitable and inclusive balance. (Think of the totally normalized concept of "We do not report any results under 5% to protect survey respondents.") In other words, the potential suffering of 4.9% or less of our members or students who report suffering microaggressions or other unfortunate experiences in their respective faculties or departments are ignored for the sake of protecting them. Their suffering becomes normal, since we want to "protect" them. Quite simply, it's not fair!

This is an example of a problematic regulation that needs another look and an institutional review with all relevant stakeholders. In our analysis, that kind of position mostly reinforces the systematization of oppressive and discriminatory practices where minorities are concerned, as it would be difficult to find more than 5% of them in certain academic or functional areas at the University, for example among professors or in the University central administration.

Our example here reinforces the priority recommendation to adopt an academic data collection strategy. We believe that data collection is essential in articulating new policies and inclusive practices. However, a lack of data must not be used as an excuse for a lack of action in the fight against racism. The golden rule in that fight, as we now know, is epidermic, meaning that persons who experience

racism every day of their lives generally keep those experiences hidden under their skin, only to become manifest and erupt on a particular day, feeding the well-known stereotype of the “Angry N.”

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## RULES TO BE REVIEWED

### **Spot the mistake**

There are times when efforts to protect members of our community from known risks end up having extremely detrimental impacts. For example, when researchers are required to get permission to visit a country considered “high risk,” a racialized person from that country may find it troubling to have their homeland considered a dangerous place. Even though there are legitimate reasons for taking extra precautions when travelling to particular destinations, it is important to recognise the sensitivities and take a more nuanced approach. These kinds of compromises are not easy to manage in a large organization, but we owe it to our students, staff and faculty to take a critical eye to each and every one of our policies and to make sure that they are truly inclusive



## Things to Watch Out For:

- The creation of an executive position responsible for issues of racism, equity, diversity and inclusive excellence. Beyond a symbolic appointment, the credibility of this position will depend on its administrative autonomy and its operational capacity.<sup>5</sup> For example, even if it is covered by the Office of the Provost, it is essential that the position have its own operating budget, that its projects and work be visible and not be submerged in the provost's already weighty portfolio, and lastly, that the position be able to report to the University Administration Committee, as well as the Senate and Board of Governors as appropriate.
- Hiring of BIPOC faculty. The University's proactive strategy must allow for strategic incentives, as stipulated by many of the recommendations in this priority area. The administration should reward those faculties that have specifically hired BIPOC professors.
- Renewal of Policy 67a must clearly include racial discrimination in its wording. The consequences of failing to comply with the policy must also be clearly specified. The project to review Policy 67a - Prevention of Harassment and Discrimination and Procedures 36-1 and 36-2 is slated to begin this summer. The Human Rights Office expects to begin consulting the community in the fall of 2022.
- Resources needed to support anti-racism projects currently under way :
  - Implementation of the charters signed by the University.
  - Resources to take part in the activities set out in the signed charters.
  - Resources to implement initiatives across the University of Ottawa.
  - Financial resources to support student organizations supporting racialized groups and access to marketing across campus to share important initiatives and events pertaining to mentoring BIPOC students.
- Resources to implement anti-racism training, one of the recommendations in the report by former justice Michel Bastarache and the Committee on Academic Freedom.
- Financial resources to keep traditions during Indigenous History Month, Black History Month and Asian History Month and consistency across faculties and services to celebrate BIPOC students, staff and professors.
- Resources to collaborate with the Indigenous Resource Centre for Multicultural Week (Le Vivre Ensemble).
- Access to communications campaign tools (tools for the office, advertising on campus) to continue collaboration between units, faculties and services.
- Human resources to facilitate implementation of the working groups'

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5 To paraphrase Dr. Louise Arbour's comments on the Canadian Armed Forces, it is time for uOttawa to permanently give up control of investigations of racist incidents to this new executive position and allow the position holder to support the victims of racism on campus.

recommendations, and support from the faculties and services for more frequent update meetings.

- Financial and human resources to help faculties achieve effective communications on BIPOC programs, events and support but also showcase achievements.
- Financial resources to encourage the office to be a safe space for students and access to uOttawa communication channels to invite students, staff and professors to explore their spaces.

# ANNEX A: Progress at a Glance

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## Implementing EDI

At least **9 faculties** and **3 services** have an active EDI committee or taskforce.

**Protection:** A committee to examine the workplace climate was created in the wake of a survey of perceptions of Protection Services personnel on campus (notably with respect to interactions with members of racialized communities).

**5 faculties** and **1 service** created dedicated EDI positions.

**Sciences:** Vice-Dean of Equity, Diversity, Inclusion and Professional Development.

## Curriculum

At least **5 faculties** with active curriculum changes...

**4 faculties** are actively working on curriculum transformation.

### Civil Law:

- DRC 4731 – Thèmes choisis en droit : Profilage racial

### Common Law:

- CML 3150 Race, Racism and the Law

### Education:

- EDU 4102 Equity, Diversity and Inclusion in Education
- EDU5466: Racism and antiracism in education

### Social Sciences:

- SCS 4100: Anti-racist Activism in University Settings

### Medicine:

- Post graduate Anti-racism Curriculum

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## Training

At least **5 faculties** and **3 services** have anti-racism training for students, professors or employees.

**Social Sciences:** The Interdisciplinary Centre for Black Health (ICBH) created antiracism training.

**Sports Services:** Mandatory “Lessons Injustice” training for all Varsity Athletics staff and student-athletes in 2021.

**Protection:** A committee to examine the workplace climate was created in the wake of a survey of perceptions of Protection Services personnel on campus (notably with respect to interactions with members of racialized communities).

**Library:** Now an employer-partner with the Canadian Centre for Diversity and Inclusion (CCDI) who provide training.

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## Hiring

At least **7 faculties** and **1 service** actively hiring BIPOC staff and professors.

**Arts:** Arts without Borders Fellowship, a post-doctoral fellowship program for BIPOC.

**Social Sciences and Sciences:** Integrating new metrics for hiring and promotion

**Student Affairs:** Radical changes in hiring practices:

- Working with HR to level the playing field for all candidates
- Eliminating certain discriminatory portions of interviews
- Adding inclusive language to job descriptions to reach out more to racialized candidates
- Accepting lived experience as a hiring metric
- Trying to hire students from diverse background within the residences team.

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## Support

Current inclusive scholarships:

- **28+** Scholarships for Indigenous students
- **15+** Scholarships for Black students and visible minority
- **3+** Scholarships for LGBTQ+ students
- **27+** Scholarships for students that identify as a woman
- **19+** Scholarships for International Students
- **3+** Scholarship for students with disabilities

**5 faculties** reported new scholarships dedicated to the BIPOC community.

**Common Law:** New scholarships for Black students worth \$10,000 for their first year and renewed at \$5,000 for their second and third years.

**Telfer:** 10 diversity and equity scholarships:

- Telfer Diversity and Equity Scholarships
- Wes Hall full-ride scholarships for BIPOC Finance Students

**Sports Services:** new BIPOC scholarships created by donors in certain sports.

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## Admissions

Working on inclusive admissions – highest rate is in Faculty of **Social Sciences**.

### Mentoring

**4 faculties** mentioned programs pertaining to support/mentorship of racialized students.

### Outreach

**4 faculties** mentioned outreach and community engagement activities for more equitable recruitment or supporting BIPOC communities.

**Medicine:** Consultation with the community to learn about better recruitment of black students, led to creation of Black Student Application Program.

### Data

**1 service** and **4 faculties** mentioned data collection is difficult. We don't have a clear portrait of our university.

# ANNEX B: Positive initiatives

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## By Faculty

### Arts

1. The [Building Belonging](#) plan is the main communication tool for the Faculty of Art's efforts on anti-racism and inclusion, and the present meeting as complementary.
2. Separation of the issues relating to students between two vice-deans instead of having one for undergraduate and one for graduate, as is the case in many faculties.
3. Postdoctoral fellowship program for BIPOC, with budget coming directly from the operational budget of the Faculty.
4. Changes in the curriculum of many departments.
5. Professor hiring: Out of 25 hires since 2015, only one has not been part of an equity-seeking community (mostly women).
4. More external donors for research, and training workshops with the education community.
5. Funding from Air Canada for anti-racism faculty position.
6. Calls for proposals on equity, creation of assistantships to help implement proposals.
7. Indigenous file: allocating funds in the budget and making the committee part of the governance structure.

### Civil Law

1. Creation of an action plan rooted in EDI and anti-racism issues, and establishment of a committee on diversity, equity and inclusion.
2. More human and financial resources, and expertise.
3. More diversity hiring.
1. Anti-racism and anti-discrimination committee established in 2020. It is mainly responsible for documenting incidents of racism.
2. Equity and Academic Success Advisor has been hired.
3. Program created for racialized graduates to mentor racialized students, in partnership with the Black Law Students Association.
4. New clubs created to bring together racialized/diverse background students.
5. Forty-odd question survey on racism and discrimination created.
6. New scholarships created, including the Ruth Bansoba Admission Scholarship for Black civil law students.



7. First-year students in the Licentiate in Law program have been required to take anti-racism training since 2020–2021.
8. Partnership under way with Clinique juridique St-Michel in Montreal. As part of that partnership, the Civil Law section in 2021 held a summer school on racial profiling.
9. Creation of a new certificate in indigenous Law.

## **Common Law**

1. Indigenous professor specializing in Indigenous issues hired in 2020, with another Indigenous professor slated to be recruited shortly.
2. Mentor (Ottawa lawyer) recruited to help meet other EDI needs among Black students.
3. Claudette Commanda, Special Advisor to the Dean on Indigenous matters, hired.
4. Faculty retreat on Indigenization of the curriculum.
5. Anti-racism training for students and training on Indigenous peoples.
6. English-language course on racism in the profession (to be offered at a later date in French as well).
7. New scholarships for Black students in the amount of \$10,000 for first year and renewable for \$5,000 for second and third years.
8. New student association recognized by the University of Ottawa Student Union: Indigenous Law Students Governance.

9. A survey on discrimination and experiences of racism at the University of Ottawa was created in the faculty.

## **Engineering**

1. Working group—an initiative of the Office of the Vice-Dean, Research—created, with focus on five subtopics: research, student support, access to education, promotion for more women and Indigenous students in engineering.

## **Medicine**

1. Launched Strategic Plan in January 2020, and EDI is part of it (in Priority 3: Engagement).
2. The Faculty previously had a director, EDI and gender equity, and now has instead an assistant dean, Office of Equity, Diversity and Inclusion.

## **Health Sciences**

1. The Faculty Council in 2021 ordered the establishment of an EDI Committee, which began operating in September of that year. There were 15 participants initially, consisting of representatives of each sector and students, among others.
2. Messaging about discrimination and harassment created. Further messaging was developed with the Special Advisor's office for wider distribution.
3. There are seven agreements for various professions at the Faculty (College/Associations), and they have curriculum requirements. There have been changes in recent years to enhance EDI.

4. Pressing need to incorporate EDI into our curriculum.
5. External advisors from other universities hired.
6. Workshop for professors.
7. Contextualization of professor-student relations in racism-related situations and provision of tools.
8. Meetings with graduate students to listen to their experiences, with reports to be drafted and submitted to the School in order to produce a more neutral basis for restarting the discussion and taking action.
8. BIPOC and anti-racism consultant position created.
9. All of the student associations created a position dedicated to diversity in their ranks.
10. Creation of a student-led anti-racism module recognized with a microcredit.
11. The Faculty designated Diversity Champions in various sectors.
12. The Faculty held two faculty councils on the topic of anti-racism, with one council to be held annually from now on.

## Social Sciences

1. The dean's office is working on an action plan on Faculty Council accountability on EDI and anti-racism issues.
2. Proposal for a course on anti-racism or Indigenous peoples should be compulsory in social science undergraduate programs (review the requirements).
3. Indigenous hires by the Faculty: two more than originally planned in 2021.
4. Interdisciplinary Centre for Black Health established. The Centre produced an anti-racism training module that is being used in many places in the United States.
5. New course on anti-racism in academia.
6. Series of prestigious conferences on anti-racism and inclusion.
7. Higher rate of inclusive admissions to the University.
1. Creation of a vice-dean EDI and career development.
2. Mentorship program for new hires at the Faculty.
3. Organized sessions on becoming a scientist and POC, supports in the dean's office including mental health resources, as well as information and networking events targeting pre-tenured faculty, but open to others.
4. Workshops (including student panels) on equity in the classroom, antiracism, etc.
5. Faculty EDI Committee has been reaching out to graduate student groups.
6. Series of EDI seminars, usually done by one department, but open to others (topics vary: women in STEM, antiracism, graduate pathways in industry, etc.)
7. Faculty of Science was awarded one of the new BIPOC positions.

## **Telfer School of Management**

1. Creation of a standing EDI committee.
2. EDI website promotes EDI actions at Telfer. A form for community feedback was also created.
3. Internal newsletter created to raise faculty and staff awareness of EDI actions.
4. The Telfer student association decided to create a Vice-President, EDI position.

## **By Service**

### **Library**

1. Hired a firm to perform a diversity audit.
2. Established a working group to examine work methods (Inclusion, diversity, accessibility, anti-racism, equity (IDAARE); and created a community of practice
3. Reflections on integrating diverse voices into the collection, on editing, and on possible hidden biases in the way the Library allocates its grants.
4. Awareness activities have been organized (e.g., Black History Month, Asian Heritage Month).
5. Became an employer partner of the Canadian Centre for Diversity and Inclusion for advancing studies and training.

5. Survey of EDI coverage in courses (Committee programs section) to identify gaps.
6. Discussion about a possible compulsory EDI course.
7. Budget totalling \$250,000 was earmarked for EDI initiatives.
8. Donor will be offering scholarships for two BIPOC finance students at Telfer.

### **Protection Services**

1. Staff are receiving anti-bias training from the Canadian Police Knowledge Network. Numerous training sessions on Indigenous peoples and racialized communities have been held. Some 96% of staff have attended the sessions.
2. Equity and diversity expert hired. Survey was developed, part of which was geared for racialized communities, to identify perceptions among staff.
3. Work climate committee established.
4. Work with HR on job posters (e.g., language used, posting locations). HR is working with organizations that post these jobs in racialized and LGBTQ2S+ communities.
  - a. A total of 53% of job applicants now come from racialized communities.
  - b. In cases where job candidates' scores differ within a range of five points, priority is to be given to female or BIPOC persons.

## Student Affairs: Registrar

1. Work on inclusive admissions, with four special advisors to improve the survey and process, among other things. The financial survey was reviewed with the four special advisors to improve access to scholarships. In addition, the teams that assess scholarships receive more training and awareness.

## Teaching and Learning Support Services (TLSS)

1. Website on pedagogical inclusion.
2. Expanded set of pedagogical inclusion webinars and training created.
3. Funds bequeathed by a donor were used to hold a Kesarwani lecture on excellence in teaching. Inclusion was this year's theme.

## Student Affairs: Sports

1. Creation of a Varsity Athletics Anti-Racism Plan with integration into Varsity Athletics' new 2022–2027 Strategic Plan. (Varsity Athletics plan will have a strategic pillar called EDI.)
2. Creation of a Black Student Athletes Advocacy Council (BSAAC) including two work-study positions.
3. Scholarship fund for BIPOC students created.
4. New BIPOC scholarships created by donors in certain sports (e.g., women's soccer, etc.)
5. Implemented mandatory Lessons in Justice training for all VA staff and student athletes in 2021.

6. Launched a discussion series, Lessons in Leadership, to promote inclusion. Hosted three sessions. Launch of the first ever Black Excellence Gala by the BSAAC
7. [2022 Black History Month video](#)
8. Black History Month-themed women's and men's basketball and men's hockey games
9. Integration of Game Day initiatives (e.g., Land Acknowledgement)
10. Some of our varsity teams have implemented specific initiatives around anti-racism:
  - a. Gee-Gees women's rugby, in partnership with Canadian Tire's Jump Start Sport Relief Fund, launched its first Leadership, Equity and Athletic Development (LEAD) Program.
  - b. "Completing the Shift": Gee-Gees men's hockey captain is leading a one-day camp targeted at racialized and underrepresented youth.

## Student Affairs: Residences and Wellness Centre

1. Working on training to help mental health practitioners work better with people from racialized backgrounds.
2. New Wellness Centre includes:
  - a. A room for smudging
  - b. New initiatives in men's, women's and trans health.
  - c. Advisory committee for the new centre—> representing the diversity of our student population.

3. Community of practice—student positions, BIPOC or equity-seeking communities.
4. Working with HR to level the playing field for all. Inclusive hiring.
5. Trying to hire students from diverse background to help us navigate this world of equity.