THOMPSON RIVERS UNIVERSITY

TRU Provost's Anti-Racism Taskforce Report

March 31, 2021

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Thompson Rivers University (TRU) acknowledges the location of its campuses in the traditional and unceded territories of Indigenous peoples of the Secwépemc Nation. Tk'emlúps te Secwẃpemc hosts the TRU Kamloops campus; and T'exel hosts the TRU Williams Lake Campus. The region TRU serves also extends into the traditional territories of the St'át'imc, Nlaka'pamux, Tŝilhqot'in, Nuxalk, and Dakelh. We further acknowledge that TRU learners and faculty are located throughout the land that we call Canada today and in the world, and invite them to reflect and acknowledge their local Indigenous lands and peoples. TRU honours the land, water and sky that has been the sustenance of the original Peoples existence and sustained them since time immemorial. We honour the Elders to the children - past, present, and future and those yet to be born - who hold the memories, traditions, language culture, and aspiration of their Peoples. This acknowledgement is not merely a symbolic bystander gesture, but rather an authentic upstander response for Indigenous Governance and Human Rights. It further serves as a reminder of the importance of this work for future generations.

A Message from the Co-Chairs,

We would like to express our gratitude for the privilege and opportunity to engage in dialogue and reflection to produce this report. The members reflect the range of stakeholders across the university and brought together a variety of perspectives, insight, experiences, roles, and identities. The task force met regularly over a period of six months and, despite the virtual nature of our meetings, we experienced the meetings/process to be extremely supportive, engaging, stimulating, and inspiring. All voices and perspectives were both needed and valuable to meet our mandate. Equity, Diversity and Inclusion (EDI) and anti-racism work are deeply personal and require commitment, willingness to be vulnerable, and genuine curiosity to learn and grow – we could not have asked for a more supportive and committed group of colleagues.

We would like to thank Dr. Christine Bovis-Cnossen, Provost and Vice-President Academic and Research for her engaged, yet hands off, leadership and support throughout the process and to Catrina Long for providing all the logistical administrative support to keep us informed and organized.

We offer a glossary of terms that the taskforce used in our discussions to produce this report as **Appendix 1** to this document. We thought it useful to clarify how the taskforce understood the various terms of anti-racism work in this report. The taskforce understands that no terminology is perfect and, especially in the work of dismantling oppression, it undergoes constant updating. We offer this glossary of anti-racism terms within the context of the taskforce's work, it is a non-comprehensive and non-exhaustive document. The glossary can be used as a living document for the TRU community to engage in discussion, update, revise and complete the list of anti-racism terms as we advance together in this effort.

We are pleased to submit this report as part of our commitment towards TRU, to making its vision a reality and TRU a place of belonging for us and for generations to come.

Dr. Rani Srivastava   Dr. Mónica J. Sánchez-Flores

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1. Background

The TRU Provost's Anti-Racism Taskforce was established in October 2020 to better understand the needs of TRU's campus communities, particularly from the perspective of Indigenous people and racialized groups. Chaired by Dr. Rani Srivastava and Dr. Mónica J. Sánchez-Flores, the taskforce's Terms of Reference identify its membership and its role to make recommendations by March 31, 2021 that aim to make TRU's campuses safer, more respectful and more equitable and inclusive environments in which to learn, work, research, and live (**Appendix 2**). The Provost Council established the TRU Provost's Anti-Racism Taskforce following on recommendations of the Working Group for Equity, Diversity and Inclusion (EDI) and spurred on by stories of racism on campus and data of increased racism experienced by racialized communities during the COVID-19 pandemic.

TRU Provost's Anti-Racism Taskforce proposes that dismantling racism is a continuous and sustained effort in Canadian institutions of higher education, substantiated by commitment and structures at all levels and areas of the university, as well as all the people it serves (students, faculty, staff, community). We are aware of the need to shift the discussion on racism from a place of seeing "racist" as an adjective or a personal trait, to a place of viewing racism as a characteristic of contemporary Canadian systems, structures and culture. With this in mind, the taskforce recommends that all members of TRU community need support in anti-racism work—especially racialized members who bear the brunt of the negative consequences of racism. However, also members of our community with racial privilege need support in learning and understanding that racism is embedded in institutions, systems and structures, cultural habits, received perceptions and internalized unconscious bias.

The TRU Provost's Anti-Racism Taskforce chooses to embrace a supportive and compassionate approach to dealing with the racist culture and structures we all inhabit and making racism visible in TRU. This approach will allow TRU to work towards implementing the recommendations in this report.

The taskforce has grounded its work in TRU's vision statement:

Community-minded with a global conscience, we boldly redefine the university as a place of belonging — Kw'seltktnéws (we are all related and interconnected with nature, each other, and all things) — where all people are empowered to transform themselves, their communities, and the world.

In order to fulfill the aspiration of TRU to be a place of belonging and empowerment for students, staff, faculty, and community, it is essential that TRU have a clearly articulated commitment and action plan to interrupt the "flow of racism" (Singh, 2019). We draw inspiration from TRU's value of inclusion and diversity, which makes explicit commitments to *embracing diversity and committing to equity and to re-examining our practices and their impact.*

2. Introduction: Why Anti-Racism?

The TRU Provost's Anti-Racism Taskforce aims to help TRU's community understand:

- The detrimental impact that racism has in the lives and experience of all racialized people including those who identify as Black, Indigenous, People of Colour (BIPOC).

- The systemic nature of racism and its embeddedness in institutions of higher education such as TRU, its injustice and its impact on our community.

- Unconscious bias and blind spots/unintended effects of racism.

- White fragility and the need to build "racial stamina" for people with racial privilege (DiAngelo, 2018).

- How to support racialized people in overcoming internalized racism, manage stress and trauma, and find strength in resistance and resilience.

- The importance of including diverse ways of knowing and being, different from the European colonizer tradition of knowledge, for anti-racism work.

TRU Provost's Anti-Racism Taskforce proposes that TRU develops a governance Equity Diversity Inclusion (EDI) system and embrace anti-racism work as a major pillar of EDI. The task force work and recommendations aim at alignment with TRU's EDI Canada Research Chair (CRC) Action Plan and the various EDI initiatives underway at TRU. However, we also propose that the work of anti-racism also needs to remain distinct. The relationship between EDI and anti-racism is one of sameness and distinction. The taskforce sees EDI as the broader frame, which promotes equity and inclusion amid diverse ways of knowing and being. However, it is important to recognize that the distinction between EDI and anti-racism is not neutral; rather, it operates in the broader context and legacies of settler colonialism in Canada. The latter has led to profound and persistent discrimination over years that has privileged Eurocentric ways of knowing and being in ways that create systemic bias in favour of some people (and by corollary against) others through racialization.
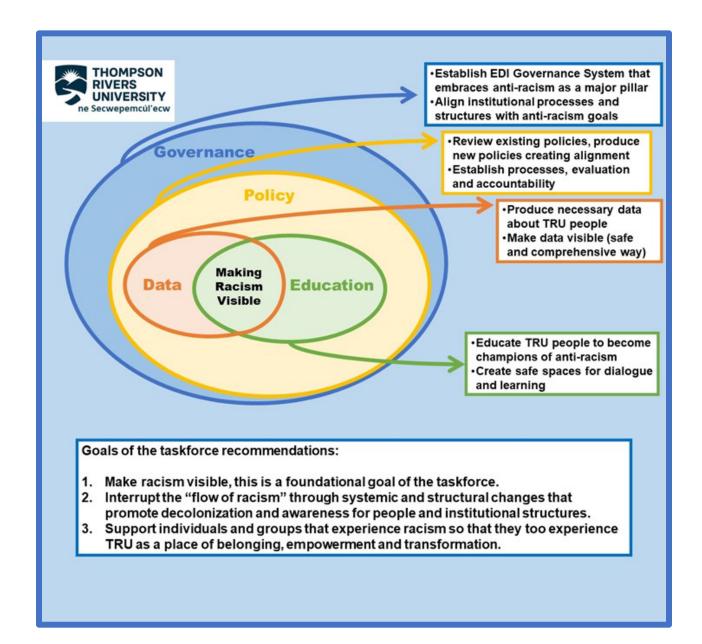
Racialization is a socially constructed process by means of which race is manufactured and used for specific purposes (Dalal, 2002). The concept of racialization places the origin of race on the complex social processes that led to its manufacture and not on phenotypical characteristics of people. Due to the history of settler colonialism in Canada, people of European descent have had the power to assign race to others and maintain both racial privilege and Eurocentric culture and ways of knowing as superior. People with racial privilege carry a moral onus in counting on that privilege (often unconsciously) and thus keeping racism alive. White fragility (of those with privilege) depends on internalized racism (of those with disadvantage) to keep the processes of racism unchecked and the cycle of racist indignities and disadvantages flowing towards racialized people (BIPOC). The latter carry a persistent burden, emerging in the form of

poor health and emotional, psychological and material consequences for themselves—often through generations due to settler colonialism and slavery. This is especially the case for Indigenous people in Canada because of the history of assimilationist practices and policies such as the Residential School system and the "sixties scoop." The impact of colonization continues to influence and perpetuate colonial ideals and structures that maintain the status quo. We need to understand racial inequity as a systemic issue that depends on an uninterrupted flow of the processes of racialization and racism. Anti-racism work shines a spotlight on the systemic, often invisible, barriers to equity and strengthens the overall commitment to EDI.

Given the systemic and structural focus of anti-racism work, the taskforce recognizes that TRU can only achieve sustainability by aligning the anti-racism approach with principles and frameworks to support organizational change and ensure accountability. Organizational change, particularly sustainable organizational change, requires time as well as ongoing attention and ways to measure progress and success. Based on models of organizational change and the taskforce deliberations, this report will engage in the four main areas where the taskforce found it is important to highlight anti-racism:

- Merge the plans for a TRU EDI **Governance** System with anti-racism as a major pillar and **align** institutional **structures** and processes with anti-racism.

- Engage in the review and creation of new **policy** for this system to further support anti-racism and establish processes of evaluation and accountability.

- Develop the **data** gathering and systemic resources and to support this effort, make it visible and accountable, while keeping data gathering safe and confidential as well as comprehensive.

- Expand and develop **educational** opportunities, continuous training of TRU's community and safe spaces for dialogue and learning so that all TRU people become champions of anti-racism.

The TRU Provost's Anti-Racism Taskforce calls upon all members of the TRU community to engage in the educational effort of unlearning the processes of racism embedded in mainstream culture, institutions and society.

Framework for this Report's Recommendations and Goals at a Glance

THOMPSON RIVERS UNIVERSITY ne Secwepemcúl'ecw

Governance

Policy

Data

Making Racism Visible

Education

- Establish EDI Governance System that embraces anti-racism as a major pillar
- Align institutional processes and structures with anti-racism goals

- Review existing policies, produce new policies creating alignment
- Establish processes, evaluation and accountability

- Produce necessary data about TRU people
- Make data visible (safe and comprehensive way)

- Educate TRU people to become champions of anti-racism
- Create safe spaces for dialogue and learning

Goals of the taskforce recommendations:

1. Make racism visible, this is a foundational goal of the taskforce.
2. Interrupt the "flow of racism" through systemic and structural changes that promote decolonization and awareness for people and institutional structures.
3. Support individuals and groups that experience racism so that they too experience TRU as a place of belonging, empowerment and transformation.

3. Summary of Recommendations

Short Term (within next 6 months)	Medium Term (6 to 24 months)	Long term (after 24 months)
• Identify key roles in the university in implementing the recommendations of this taskforce (e.g. the recently hired EDI Consultant and all TRU people in leadership roles). • Establish a permanent EDI Oversight and Advisory Group to provide direction on all EDI and anti-racism efforts. • Include a statement in the TRU website to embrace anti-racism goals. • Launch a series of ongoing campaigns/events, lecture series and talks on anti-racism. • Start training all faculty and staff on basic literacy on EDI and specifically on anti-racism and genuine ally-ship (e.g. see below in education section the proposed inaugural campaign for engaging with the anti-racism concepts of appendix 1 in this report: "Anti-racism Literacy". • Launch campaign to encourage self-disclosure of race and ethnic identification for staff, faculty and students that focuses on TRU efforts to be equitable. • Develop anti-racism team and train members to designate individuals/offices across the university as "safe spaces" for TRU people to be able to discuss concerns. • Initiate the review of the *Respectful workplace and harassment prevention* policy to give more attention to preventing discrimination due to racism. • Engage in exploring opportunities to partner with community organizations in education on anti-racism.	• Identify performance measures for EDI and anti-racism as they relate to TRU's guiding principles and values. • Embed EDI and anti-racism lens to the mission fulfillment planning and evaluation process. • Produce an onboarding and ongoing education set of modules for new staff and faculty to become educated on racism, racialization, and genuine ally-ship. • Develop curriculum across the disciplines on the processes of race, racialization and anti-racism. • Review all educational policies to align with anti-racism. • Gather and produce an extensive database on demographics of TRU people and maintain an up-to-date Employee Equity database (including racial identity). • Develop a safe online reporting system for incidents of racism (this could be combined with reporting other types of incidents such as harassment and sexual violence). • Launch a campaign on the benefits of reporting incidents of racism. • Apply an EDI and anti-racism lens to major organizational initiatives such as TRU People Plan, Strategic Enrolment Management (SEM) Plan, and Integrated Strategic Planning. • Produce policy to protect stakeholders' rights and freedoms and accommodation needs, with special attention to anti-racism.	• Establish a reliable and consistent TRU EDI semi-decentralized governance system that embraces anti-racism as a major pillar. • Create a senior leadership position to serve as an advisor to the TRU Executive that would report to the President or Provost, Senate and Board; the EDI Oversight and Advisory Group would advise this senior leader. • Identify gaps in representation of minorities and advisory needs in the current composition of leaders at senior and middle management levels. • Produce an annual report on the composition of TRU demographics with the aim of enhancing EDI (and anti-racism). • Conduct workforce analysis and employment systems review based on extensive database. • Produce a barrier identification, prevention, monitoring and removal policy, aligned with EDI governance system. • Align labour collective agreements with anti-racism in the bargaining processes. • Co-create a culture of collecting, monitoring and reporting information as well as events of racism and discrimination. • Include a statement that graduation from TRU requires completion of an anti-racism educational module or credential. • Include requirement of completion of an anti-racism education credential as part of faculty and staff onboarding, performance review and promotion. • Develop or integrate conflict resolution and restorative justice approaches that are inclusive of policies, procedures, and trained personnel to support all individuals experiencing racism.

4. Report

i. Governance

Alignment

Commitment to EDI and anti-racism work requires a collaborative approach in the institution amongst administrators, faculty and students. The power to create an institutional focus on the overall goals and alignment for EDI and anti-racism work remains with the senior leadership team in TRU. Distinguishing the role of anti-racism from departmental/divisional planning and making it a pan-institutional priority is a key factor. Aligning EDI and anti-racism reporting into current institutional structures and frameworks will allow TRU to identify gaps and opportunities to move forward with a holistic approach. The alignment of anti-racism and EDI goals and objectives needs to recognize TRU's institutional history, as well as its vision and values for guidance.

TRU's history is complex, as it has transformed from a community college to a university college and, in 2005, to a university. For over 50 years, TRU has taken pride in providing an excellent education to students from a wide variety of backgrounds and perspectives at various stages of their learning journey (see https://www.tru.ca/about/tru-mission-statement/history.html)

TRU's legislated mandate for access and its ten-year vision, values, and strategic change goals emphasize **inclusion and diversity**, **community-mindedness**, **curiosity**, and **sustainability**. TRU's values and goals strive to eliminate achievement gaps for Indigenous and rural learners, honour truth, reconciliation and rights and support a thriving Secwépemc culture, lead in community research and scholarship, and design lifelong learning. TRU's values that are based on respectful relations and the statement that we respect each other (**Xyemstwécw**) in TRU are essential to anti-racism work, and it is important to examine them under this lens:

Inclusion and Diversity

Access is open at TRU; we welcome students, faculty, staff and communities from this region and around the world to learn from and with one another. TRU commits to embracing diversity of thought and people and to continually see the world and its inhabitants in new ways by re-examining our practices and their impacts. This value is essential to anti-racism. Diversity may be a fact of Canada's multicultural society and of TRU's international student body, but diversity on its own does not address issues of fairness and justice associated to anti-racism work. Inclusion requires empowerment of all members of TRU's community to be able to participate fully and thrive. This includes the goal of making racism visible in order to dismantle it.

Community-Mindedness

We come together to help one another (**Pelkwaílc-kt es knucwentwécw-kt**). Mutual benefit guides us to connect meaningfully with people in the communities we serve, contributing to an interconnected world where we all share a common future and humanity. Anti-racism work in TRU's community cannot exist without meaningful connection that also relies on cultivating and enhancing respectful and dignified relationships.

Curiosity

We seek out new ideas and embrace change, understanding this may involve risks. We break paths with creative, critical, yet thoughtful purpose. We push boundaries as a university and encourage students, faculty, staff, and the community to do the same. Curiosity extends to diverse ways of knowing and being beyond the Eurocentric perspectives. The work of anti-racism engages with those diverse ways of knowing and being to honour and elevate them. It also entails learning about ourselves and our own sense of being to disrupt within ourselves received habits and unconscious patterns of behaviour that may inadvertently reinforce racism.

Sustainability

The natural world inspires us with wonder and reverence. We recognize how the health of human societies, cultures and ecosystems rests upon wellness of people, biodiversity, and wise stewardship of precious and finite resources. As a world leader in sustainability in TRU, we know that we shape the well-being of generations to come by what we do today. Sustainability also connects with embracing diverse ways of knowing and being and with the ancestral role of Indigenous peoples in stewardship of the land. The work of anti-racism in TRU needs to engage in meaningful ways with local Indigenous communities on how we approach the land and everything we do in it with reverence and respect. This bring us back to the importance of belonging and **kw'seltktnéws** (we are all related and interconnected with nature, each other, and all things).

The taskforce recommends embedding EDI and anti-racism lenses to the TRU's vision in the fulfillment, planning and evaluation process of our mission as a comprehensive, learner-centred, sustainable university, currently overseen by four Standing Committees of Senate. These committees are responsible for reporting on institutional effectiveness based on established performance indicators and measures of success and guided by TRU's mission statement. The four-core theme workbooks include intercultural understanding, research, sustainability and student success. The process for measuring mission fulfilment is iterative with systematic, participatory, self-reflective, and evidence-based assessment as the building blocks to its success, which would align nicely with reporting EDI and anti-racism outcomes/performance measures. It is necessary to

identify performance measures for EDI and anti-racism as they relate to our guiding principles and values. Anti-racism work is not a linear process tied to predictable planning practices; rather, it is complex and requires us to change how we do things in order to transform TRU's culture.

The taskforce further recommends that TRU engages in a meaningful way with Indigenous people of the land where our campuses and regional centres are situated to further TRU's obligations to our hosts who have lived in this land since time immemorial: Tk'emlúps te Secwépemc (Kamloops campus), Téxelc (Williams Lake campus), St'át'imc, Nlaka'pamux, Nuxalk, Tŝilhqot'in and Dakelh (neighbouring Indigenous nations whom we serve).

Structure

In the long term, a major recommendation that is consistent with the sources, plans and reports referenced above, is to have in place a reliable and consistent TRU EDI governance system that embraces anti-racism as a major pillar.

TRU's current state in the context of anti-racism governance is a decentralized model that performs limited functions (Campos-Garcia, 2019). EDI dimensions are managed separately (anti-discrimination, anti-harassment, sexualized violence, accommodations, barrier identification, monitoring and removal) by a number of independent offices, units, positions and committees. Third-party providers tend to perform functions such as training and research. In 2009, TRU created the Respectful Workplace and Harassment Prevention Policy (BDR 17-0) as a response to the University's responsibility under the Human Rights Code of British Columbia to prevent discrimination and to resolve problems of a discriminatory and harassment nature. Additionally, the three collective agreements (TRUFA, CUPE and TRUOLFA) also provide various levels of support and protection to faculty and staff in cases of racism or discrimination. However, we identify that this model has several limitations when it comes to preventing/resolving racist incidents and protecting TRU people.

The taskforce proposes **a semi-decentralized model for an EDI governance structure** that can embrace anti-racism as a major pillar (Campos-Garcia, 2019). This model draws on the benefits of both centralized and decentralized approaches. The taskforce recommends creation of an EDI office under the academic portfolio with linkages across TRU, in a similar way to the existing Office of Indigenous Education. The EDI office will provide the needed visibility of TRU's commitment as well as place for overall coordination, resources etc. The semi-decentralized approach allows for supporting and learning from initiatives across stakeholder groups (employees, students, OL, community). Success of this approach requires a focus on processes and a commitment to coordination and co-creation to ensure we avoid silos, confusion, and duplication. This model would allow for the existing structures in place to absorb the roles and functions necessary for EDI and anti-racism work and it would complement

them with proper staffing and resources. Both employment (staff and faculty) and educational services (students) are part of the model and both structures manage all the dimensions related to EDI as well as anti-racism. In this model, TRU would leverage and expand on the current structure and policy for all stakeholders in the TRU community (students, faculty and staff).

The taskforce is aware of the two-year EDI Consultant position who has started their work in March 1st, 2021, and who reports to both the Office of the Provost and VP Academic and Research as well as to the Department of People and Culture (previously Human Resources). The taskforce recommends that the person in this EDI Consultant position records and coordinates the efforts towards the creation of a semi-decentralized EDI Office (with anti-racism as a major function). The person in this position will gather and document all the positions, committees and efforts who engage in anti-racism work currently in TRU towards a pan-campus EDI and thus anti-racism effort. By leveraging the current efforts in place, TRU will produce an EDI Governance System that both provides consistent and appropriate support and response to the issues of racism that arise, as well as incorporates the contribution of the efforts already in place. This system will result in a more horizontal and inclusive structure that will include the efforts of TRU leaders and administrative positions as well as those by stakeholders themselves in the form of TRU EDI and anti-racism committees and working groups. This horizontal structure will find support in a vertical process of evaluation and accountability. The aim is for this structure to have an educational impact and influence in the local community.

The horizontal part of the structure will be reinforced with the establishment of a permanent EDI Oversight and Advisory Group to provide direction on all EDI and anti-racism efforts. The membership of this Oversight and Advisory Group will have representation of all stakeholders on campus in a similar way as this anti-racism taskforce, members will have established terms of service. There should be a mechanism for electing/appointing members of this group that will include a minimum number of positions guaranteed for people of colour (BIPOC) with lived experience in the societal processes of racialization (and indeed positions for other reps from equity-priority groups with relevant lived experience). The taskforce recommends that the newly hired EDI Consultant person helps coordinate the establishment of this EDI Oversight and Advisory Group as a pan-campus committee. The intention of this recommendation is to balance autonomy with reporting structure, accountability and support.

TRU would provide sufficient resourcing to coordinate and implement this work across campus. In the longer term, the TRU EDI Office would be headed by a senior leadership position who would serve as an advisor to the TRU Executive. This senior leadership position would report to the President or Provost, Senate and Board, and the permanent EDI Oversight and Advisory Group would advise this senior leader.

The TRU EDI Governance System would embrace anti-racism by covering the following specific anti-racism areas:

- Education and racism awareness.

- Racial barrier identification, monitoring, and removal through policy and system change.

- Creating and maintaining a TRU policy commitment to anti-racism and addressing incidences of racism when they occur.

- Overseeing the governance of the investigation and complaints process.

- Research and data collection on racial equity issues.

- Creating safe spaces for all TRU stakeholders to share their experience, report incidences, seek and provide support.

- We identify here a need to create an explicit policy for anti-racism (see below in policy).

Leadership: A holistic approach

Leadership is critical to organizational change and mission fulfillment. Leaders, both formal and informal, use their wisdom and privilege to shape agendas, support initiatives through resources (financial, intellectual, and others), and empower others by serving as role models. The TRU Provost's Anti-Racism Taskforce calls upon all leaders to engage in reflection (as individuals and team leaders) and to identify and seek out supports to strengthen their capacity in championing anti-racism. EDI and anti-racism work is a journey with constantly evolving opportunities to learn, unlearn and grow. Leadership, at all levels, is critical to success of all anti-racism efforts at TRU. This is why the taskforce recommends a systems analysis to identify gaps in inclusiveness and representation of minorities in the current composition of leaders at senior and middle management levels. This would lead to building and reinforcing necessary advisory roles as well as targeting recruitment to address the identified gaps.

ii. Policy

The reports that the taskforce consulted, identify deficiencies in the content, scope and implementation of current EDI and thus anti-racism related policies. The taskforce identified the following medium and long-term recommendations specific to anti-racism (see summary table, pg. 9 above):

1. Protection of rights and freedoms policies/initiatives:

- Aligning academic freedom statements with those agreed to with Faculty Association

- Adopting an institutional statement where academic freedom is portrayed as the grounding stone of academic work and also that it carries certain responsibilities of respect and inclusion as well as non-discrimination

2. Anti-discrimination policy:

- *Respectful workplace and harassment prevention* policy ought to give more attention to preventing discrimination and define specific behaviours and practices that the policy regards as discriminatory, specifically relating to racism

- Set out links to other anti-racism relevant policies

- Consider systemic instances of racial discrimination and harassment and develop a strategy to deal with it.

3. Accommodation policy:

- An institutional-wide formal policy is required that focuses on accommodation (for all members of the TRU community, including staff, faculty and students)

- This one policy takes into account provision, monitoring and reviewing these initiatives, tracking inequities and consider national and provincial standards of accommodations for racialized people.

4. Barrier identification, prevention, monitoring and removal policy (which align with the area of data, described in detail below):

- An institutional-wide formal policy is required that focuses on barrier identification, prevention, monitoring and removal.

- Need of assessment tools, metrics and targets to track admissions/hiring retention and inequities in achievements/outcomes for racialized members of the TRU community.

- Systematic institutional reviews/scans to promote identification of formal and informal barriers in practices, rules, standards, and organizational culture and regularly consult with racialized individuals on this.

- Adopt a research-based understanding of strategies needed to remove systemic barriers.

5. Training and education policies (which align with the area of education, described in detail below):

- An institutional-wide formal policy is required that focuses on anti-racism training based on systemic patterns of behaviour, policies and practices around racism that may inadvertently create disadvantage for racialized folks, as well as unconscious bias and to build a culture of EDI in TRU

- This policy should state to cover educational/training content on: human rights duties and liabilities for institution and EDI best practices, unconscious bias, systemic and individual discrimination and harassment, accommodation, barrier identification, removal and monitoring and well as anti-racism and intersectionalities.

- Policy should have a wide reach to all members of TRU from the top to the bottom of the authority hierarchy and be tailored to EDI literacy needs.

- Embrace anti-racism as one of the educational missions of TRU

- Craft all course offerings and pedagogies in line with and consideration of anti-racism.

6. Strengthen anti-racism in TRU's EDI processes to deal with conflict resolution and labour collective agreements:

- Exploring processes to deal with conflict/disagreements: Build non-adversarial processes (e.g. conflict resolution, restorative justice)

- Collaboration between TRU management and bargaining units to strengthen anti-racism in collective agreements (CAs) and limit potential for adversarial positions on anti-racism:

    o Next round of bargaining ought to begin with both sides committing to looking at CAs under an anti-racism and EDI lens (and all negotiations), add an anti-racism and EDI expert on both sides to sit at bargaining negotiations, focus on anti-racism in CAs.

- Consider how anti-racism will look like in different areas, departments, disciplines and their processes; for example, discipline-specific Tenure and Promotion Documents with an equity lens to consider anti-racism and Indigenous scholars' unique situation in these processes.

iii.　Data

The current system of data collection in TRU has limitations to do with the categories under which data is currently collected. For example, the compositional diversity of the student body is tracked in terms of only seven (7) of the fifteen (15) grounds protected in British Columbia (BC). Additionally, TRU only collects, analyzes, and reports disaggregate data on retention and completion of students in two (2) of the fifteen (15) categories. This does not allow for examination of differential retention rates and inequities in achievement outcomes.

The taskforce recommends that TRU's EDI governance system engage in an effort to create a culture of collecting and using data to inform all TRU decisions regarding EDI and anti-racism work. We identified three major goals on the area of data about race and racism that would support anti-racism work:

1. Develop a safe and comprehensive way of collecting data about people at TRU (demographic/identity) and incidents of racism (patterns of incidents to assist in identifying areas of need, concern, and opportunities for improvement).

   - Create a culture of collecting, monitoring and reporting information and events of discrimination as a constitutive practice in strategic and institutional structures, as well as accessing external data.

   - Collect, monitor, and report on people and their experiences and outcomes within the university.

   - Maintain an up to date Employee Equity database (as well as race and racism)

   - Conduct workforce analysis and employment systems review to find out where under-representation exists.

2. Data is essential to making racism visible. Use of data to make informed decisions about how to support all parties involved and impacted by incidents of racism as well as next steps. Two types of data need to be collected: demographic data and data on incidents of racism:

   - TRU needs the demographic data for decision making on anti-racism (such as the proportion of racialized students, staff and faculty to gage inequities or the proportion of racialized people in precarious employment).

- TRU also needs data on incidents of racism, the latter divided in quantitative and qualitative (such as anonymized personal stories or lived experience) to engage in the proper actions for dismantling racism.

- Enhance the current efforts to encourage self-disclosure in the department of People and Culture (former Human Resources) and the Registrar. Link these efforts to gather demographic data to launching campaigns of how self-disclosure can help equity and why it is important to report incidents (people need to feel safe, see below).

- Develop an anti-racism team; designate individuals/offices across the university (for example in the Faculty of Student Development, Human Resources, TRUFA, CUPE, the Provost's Office) and designate "safe spaces" for TRU people to go and discuss concerns and report incidents. Ensure the anti-racism team function as a collective – training; regular meetings to discuss issues and concerns; maintain data on numbers of incidents, types of incidents, etc.

3. Use of data to measure progress on key indicators and demonstrate accountability. Data on racism gathered in this way can be the basis for assessing the accountability structures within TRU and key indicators reported up to the governance structures of the university.

    - Develop a reporting system for logging incidents of racism that keeps the anonymity of those involved.

    - Keep records on issues, thus developing trust and begin to develop a culture of reporting at an organizational level.

    - Develop an online system of anonymous reporting that can be accessed remotely and that can be linked to a database without personal information or to other safety incidents in the university.

    - Production of data will allow TRU to benchmark itself against external data, communicate on progress achieved and produce summaries of what we are learning.

    - The information on how TRU has approached racism (success stories and processes) to be made available to the TRU community as well as the external community.

iv.   Education

Education is one of the most important reasons for a university to exist and the taskforce considers it the area where TRU can have the most salient impact of its anti-racism efforts on TRU's community as well as the region and the country. As an institution of higher education, TRU is primarily engaged in educating students, but its efforts for cultural and organizational transformation should target faculty and staff as well as the community. The main goals that the taskforce has identified on education for TRU are:

- Everyone who comes to TRU as student, faculty, or staff will become a champion for anti-racism.

- Anti-racism education and training will spread out throughout the institution and in ways that create safe spaces for dialogue and learning.

The taskforce framed these goals within the intention to decolonize the university by integrating or infusing the university with ways of knowing other than those that emerged from Europe, thus giving a prominent place to Indigenous ways of knowing and being in curriculum as well as promoting global awareness through internationalization and interculturalization. The taskforce finds these principles present in redefining the university as a place of belonging in TRU's Vision Statement.

The taskforce identified gaps and existing limitations in the areas of anti-racism education and training in TRU. There is an EDI training gap (and thus an anti-racism training gap) in various areas in TRU. The existing training in TRU, focuses on institutional duties on systemic discrimination/harassment and there is no training currently on legal responsibilities and liabilities under the Human Rights Code and Work Safe BC; the focus has been on individual misbehavior. There is no training on best practices on EDI policy design, implementation and evaluation. Additionally, the current training has limited reach and is not incorporated to institutional learning (for example, training takes place if an employee chooses to participate, is a newcomer, or is directed by their manager—for staff only).

Other limitations in training are the limited reach of intercultural and EDI training. For example, TRU provides intercultural training for faculty if they choose to, for staff if directed by their managers and for students if faculty request it. In 2016-17, 14.7% of TRU's community participated in intercultural training and of this, 95% were students. Additionally, TRU provides no training on duty to accommodate and barrier removal and no training on unconscious bias and general EDI issues (including anti-racism); so TRU lacks the foundations necessary to develop a culture of equity (Campos-Garcia, 2019, p. 214-17). TRU lacks the necessary human resources to implement an EDI comprehensive institutional training and education plan and because of this, there is an insufficiently developed EDI system of governance. Those who do provide the EDI training lack a proper system of coordinated efforts. When looking at the major task of

integrating anti-racism into the curriculum throughout the university, we found that there are major limitations in course offerings and curriculum. For example, TRU offers only two courses that focus specifically on race and racialization on campus, and one of them is open admission (Sociology) and the other one requires admission to a program (Social Work) (Campos-Garcia, 2019, p.194).

The taskforce recommends an EDI system of governance that includes education and training on the processes of race and racialization and anti-racism (with proper resources and the channels to include members of the community in deciding the needs). Our recommendations relate to both building awareness and literacy about anti-racism as well as embedding the values and framework expressed above in the curriculum across the university:

1. On the area of building awareness literacy on anti-racism:

   - Develop curriculum across the disciplines, make more course offerings available both on campus and online to educate TRU's students on the processes of race, racialization and anti-racism.

   - Start training all faculty and staff on basic literacy on EDI and specifically on anti-racism and ally-ship. This can be done by hiring external sources of training based on recommendations of members of existing committees focused on anti-racism.

   - Produce a set of modules available for staff and faculty to become aware of racism, of the processes of racialization, and on how to be a genuine ally. These can be used in onboarding and as part of continuing education efforts linked to career growth at TRU.

2. On the area of embedding the values and framework that the taskforce has used to produce this report:

   - Include a statement in TRU's website that we take anti-racism seriously, and that there are expectations for everyone at TRU to work on their own awareness of racism. TRU's website is the place where we present ourselves to the world and the statement could be placed there front and centre, building upon of TRU's Vision Statement.

   - Launch a series of ongoing campaigns/events building upon what the various equity and anti-racism committees already do and engage in a further effort of coordination, mutual support and collaborations (including online for remote TRU people).
     - Example: Inaugural "Anti-racism Literacy" campaign – using Appendix 1 of this report entitled "Anti-racism Glossary of Terms." TRU as an institution

will choose one of the anti-racism terms per month to discuss in classes, departments, divisions and areas as well as faculty councils, etc. towards gaining awareness, updating terms, and understanding anti-racism.

- The General Education effort currently underway in TRU could include a statement that graduation requires completion of an anti-racism educational module or credential.

- Include requirement of completion of an anti-racism education credential as part of faculty and staff promotion.

- Include requirement of completion of an anti-racism education credential as part of faculty and staff onboarding, performance review and promotion.

5. Conclusion

This report has explored the status quo on anti-racism in TRU and the Anti-Racism Taskforce has aimed at providing guidance on the anti-racism work that the university leadership, administration, faculty, staff and students need to embrace. As we have explained, there is much work to be done in order to genuinely engage in the work of anti-racism. However, even though this is a large task, it is an achievable and necessary task for a young university and an institution of higher education.

As we have explained, the goals of the taskforce's recommendations seek to engage in anti-racism work within realistic expectations. The first one is to make racism visible so that the TRU community can work towards dismantling it. It is essential to interrupt the flow of racism or the inequities and indignities that racialized people face as well as the moral harm the whole community withstands when this flow remains unchecked. This requires the kind of systemic and structural changes we have recommended in governance and policy as well as data for accountability and educational opportunities for growth. TRU ought to fulfill these objectives and goals in the process of engaging a vast cultural and systemic change and this involves effective support for individuals and groups who experience racial inequities as well as encouragement for people with racial privilege who need to become genuine allies in anti-racism work. The whole community of TRU will experience benefits in this effort.

The taskforce leaned on TRU's vision statement where belonging figures prominently and also TRU's values, and has defined the areas in which work is needed towards educating champions of anti-racism and eventually eliminating it for generations to come. We are enthused by the energy and thrust generated by this anti-racism work and we encourage every single member of the TRU community to get energized and involved with compassion for each other and for themselves in this commendable effort of dismantling racism at TRU and making TRU's community more equitable and inclusive.

6. References:

Campos-García, A. (2019). *Equity, diversity and inclusion at Thompson Rivers University; comprehensive assessment & recommendations* (Report). Thompson Rivers University.

Dalal, F. (2002). *Race, colour and the process of racialization: New perspectives from group analysis, psychoanalysis and sociology.* Brunner-Routledge.

DiAngelo, R. J. (2018). *White fragility: Why it's so hard for white people to talk about racism.* Beacon.

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Appendix 1
Anti-racism Glossary of Terms

We present this glossary of terms to clarify how the TRU Provost's Anti-racism Taskforce understood the various terms of anti-racism work in this report. The taskforce understands that no terminology is perfect and, especially in the work of dismantling oppression, it undergoes constant updating. We offer this glossary of anti-racism terms within the context of the taskforce's work; it is a non-comprehensive and non-exhaustive document, the glossary can be used as a living document for the TRU community to engage in discussion, update, revise and complete the list of anti-racism terms as we advance together in this effort.

Ally-ship – this is the use of privilege to support the efforts of anti-racism work. Privilege provided by society is assigned at birth, and people tend to use it to further their own interests—albeit mostly without their own awareness. In ally-ship, people become aware of their own privilege and use it to support those without such privilege and to further equity and inclusion in their community.

Anti-racism – Those who become aware of their own privilege engage in this work towards dismantling patterns of disadvantage based on race.

Belonging – One of the most important human needs and the foundational aspect of TRU's mission statement and of how TRU defines itself—a place of belonging.

BIPOC – Black, Indigenous, people of colour.

Colonization – The process in which a nation or group of nations violently invades and occupies a territory and then proceeds to impose its own ways of being and knowing as superior. Race was an invention of the colonial enterprises and missions of European nations throughout the world with the stated objective to "civilize" the rest of the world while at the same time exploiting the land and its Indigenous peoples. This also includes the objective to colonize hearts and minds of the peoples whose lands were invaded and occupied, with the use of religion and education as tools of colonization.

Decolonize – A process by which people engage in the work of dismantling and dissolving the processes of colonization. This takes place in a systemic manner, in looking at structures of power, processes and rules; as well as at an individual level, when one decolonizes oneself in educating and making oneself aware of received beliefs and notions of superiority of colonial ways.

Discrimination – An action that takes place against a person who is disadvantaged in any way. In the work of anti-racism, discrimination happens when people embrace received patterns of racial superiority.

Diversity – A social fact of societies today, due to global population movements, people of many different origins and heritages mix in community. In today's globalized world, even individual identities are robustly plural, creating diversity both in society and within people.

EDI – Equity, Diversity and Inclusion.

Empowerment – The process through which people access their own power and awareness of their own value and importance. This allows people to embrace their own human dignity.

Equity – In order to achieve egalitarian outcomes, it is necessary to take into account and see human difference. Equity is the outcome of an effort in accommodating all needs in awareness of human difference and diversity.

Eurocentric – Considering Europe as the source of a superior culture and habits, puts European society, politics, laws, history and ways as a superior reference.

Inclusion – The action related to genuinely allowing for different ways of being and knowing to participate fully in every aspect of life. It involves empowerment of those who traditionally experience disadvantage due to racialization.

Indigenous-specific racism – Racism directed specifically to persons of Indigenous heritage and applies stereotypes to Indigenous persons, which result in systemic disadvantage, unfairness and injustice.

Interculturalization – The intersection of culture and education, where we aspire to learn both about our own cultural standing and about the diverse cultures of the world.

Intergenerational trauma – Especially suffered by BIPOC whose ancestors suffered trauma due to the violence of colonization, oppression and exploitation. In Canada and due to racist policies and laws (such as the Residential School System and the 60s scoop), the violence of settler colonialism produced intergenerational trauma for Indigenous persons. This has also been the reality for Black people in Canada and the world due to slavery.

Internalized racism – Racist ideas can make their way into the beliefs of racialized people and BIPOC and this kind of racism acts from within to keep oppressing those with racial disadvantage.

Intersectionality – A term coined by Kimberlé Crenshaw more than 30 years ago, using the metaphor of an intersection where multiple sources of disadvantage in one single person collide and add up.

Race - A socially constructed strategy of categorizing people based on phenotypical characteristics, a myth of colonial times for the exploitation and discrimination of human groups. Skin colour is a major characteristic when talking about race; but also hair, shape of body parts and body-shape stress racial characteristics for people. Initially a scientific mistake leading to racial categories, scientists have found that human races do not exist in either genetic or biological terms. There is only one single human species.

Racial privilege – People of European, white or Caucasian descent have racial privilege in the world today. This is due to the history of colonial domination and neo-colonial order that is present in the media and systems of power globally.

Racial stamina – DiAngelo (2018) uses this term in the context of "white fragility" to speak about those with racial privilege needing to sit in their discomfort, avoid being defensive when speaking of racism and engage fully and actively in anti-racism work. Ally-ship requires racial stamina and the openness to make mistakes, apologize and support those who do not have racial privilege.

Racialization - A socially constructed process by means of which race is manufactured and used for specific purposes (Dalal, 2002). This term emphasizes the process of race manufacturing and places the origin of race on the complex social processes of colonization and oppression that led to its construction and not on phenotypical characteristics of people.

Racialized people – Generally BIPOC, however, white people are also racialized when explicitly named as such. However, white people tend to be the norm while BIPOC are seen to have a race, thus racialized more readily and consistently.

Racism – The culture of using race as a way of categorizing people into superior and inferior groups, even when done unconsciously. There are various forms of racism, such as systemic, structural, cultural, epistemic, aversive, symbolic, as well as overt and explicit racism.

Racist incident – An incident when a BIPOC suffers discrimination, marginalization or oppression due to their being racialized, such incident can be overt and explicit or it can be veiled and implicit.

Settler colonialism – The type of colonialism in Canada, where European peoples and nations invaded other lands and peoples and engaged in an effort to replace violently Indigenous peoples in the land with a settler society who eventually gets its own identity and claims sovereignty over the stolen lands.

Systemic racism – Racism embedded in policy, rules, structures, organizations, processes and cultural habits of people who expect an order of things where race becomes a deciding factor in resources and opportunities available (or not

available for BIPOC). This results in systemic disadvantage for BIPOC manifesting in low access to opportunities, health, education and justice.

Unconscious bias – A cognitive mechanism of the human brain that allows people to learn and perform in automatic patterns of behaviour. Unconscious (or implicit) bias tends to reinforce racism in culture as it makes societal assumptions about people in racial groups without conscious reflection. In order to make our bias conscious we need to pay attention to and be mindful of our patterns of thought, emotion and behaviour.

White fragility - DiAngelo (2018) uses this term to point at the fragility of white people in dealing with issues and conversations of race. The fragility comes from being unable to recognize how much privilege white people have when compared to BIPOC and how unwilling they are to be made uncomfortable by their privilege being pointed out. The antidote for white fragility is to develop racial stamina.

THOMPSON RIVERS UNIVERSITY

Provost's Anti-Racism Task Force

Terms of Reference

PURPOSE:

Following on from the recommendations of the working group for Equity, Diversity and Inclusion (EDI) TRU's EDI Action Plan for Canada Research Council (CRC) Chairs and from the environmental scan research[1], and in light of recent events nationally and internationally, Provost's Council has recommended the establishment of an Anti-Racism Task Force. The TRU Provost's Anti-Racism Task Force has been established to better understand the needs of our campus communities —particularly from the perspective of racialized groups and Indigenous people —and to make recommendations that aim to make our campuses safer, more respectful and more equitable environments in which to learn, work, research, and live.

Specifically, the group will focus its attention on the following areas:

1. Identification of racism in all its forms (e.g., anti-Black, anti-Indigenous, anti-People of Colour, anti-Semitic, Islamophobic, anti-Two-Spirit people, etc) as well as consider intersectionalities as experienced by our students, staff and faculty as well as from the broader community;
2. identifying opportunities in TRU's policies, procedures, programs and practices to address racism;
3. reviewing and collecting information on other universities' efforts to counter racism;

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[1] Campos-García, A. (2019). *Equity, diversity and inclusion at Thompson Rivers University; comprehensive assessment & recommendations* (Report). Thompson Rivers University.

4. reflection of our unique culture as an open access research university to inform our commitment to social justice and belonging;
5. recommending initiatives that address systemic racism at TRU.

METHODOLOGY:

The task force will determine the best approach to address the aforementioned five areas. Whilst membership is identified within the task force, this will not preclude the extension of this work through special interest group activities to include as many diverse and informed voices from our communities, people with lived experience, or expert consultant input.

MEMBERSHIP:

Task force Co-Chairs

Dr. Monica Sanchez-Flores, as co-chair of the previous EDI working group and Dr. Rani Srivastava, Dean of the School of Nursing have graciously agreed to co-chair the Task Force.

Task force Members

Members of the task force include representation from a broad range of stakeholders.

The task force will also draw on the knowledge of campus experts with a depth of experience working in the areas of diversity, racial inclusion, and racial equity and social justice.

The Task Force Members include:

- Two Dean Representatives, including the Dean of Students or designate
- One representative from the Office of Research and Graduate Studies
- Executive Director of Indigenous Education
- Associate Vice-President International
- Tk'emlúps te Secwépemc Knowledge Holder/Elder
- Two faculty representatives nominated by TRUFA
- One faculty representative nominated by TRU-OLFA
- One CUPE representative nominated by CUPE

- One representative from Marketing and Communications
- Two students nominated by TRUSU
- One representative from Human Resources
- TRUSU Equity Officer
- Provost and Vice-President Academic & Research Ex-Officio

As identified, the task force may, at its own discretion, choose to consult with campus or community members on matters relating to its purpose. This may take the form of special interest groups or focus groups that will engage in activities and report back to the full task force.

Quorum

Quorum for meetings with the task force will be a simple majority of the members. However, the Task Force will be utilizing a consensus based approach when making decisions and/or recommendations.

Expectations

Task force members will be expected to attend a series of meetings as often as necessary to meet the set goals and outcomes. Membership is not expected to continue after recommendations have been made to the University Executive.

Any information gathered during meetings will be considered confidential. The task force strives to be a safe space for sharing information about lived experience. No identifying information will be shared without the express written consent of the individual(s) who share such information. This includes information of a personal nature shared by task force members.

Accountability and Reporting

The Task Force is accountable to, and will report to the Provost.

RESOURCES

The Provost's Office will support the task force – assist to arrange meetings, create agendas, take meeting notes, provide support for an Elder honorarium, and perform other work that is required to keep the task force moving forward.

DELIVERABLES

The Task Force will be expected to deliver a summary report of its findings to the Provost by 31 March 2021. The recommendations will be taken to the President's Executive for approval.

REVIEW OF TERMS OF REFERENCE

The task force may propose changes or additions to these Terms of Reference to the Provost.