President's Anti-Racism Taskforce (PART)

PART REPORT

UNIVERSITY OF
WATERLOO

PART REPORT

University of Waterloo

Our goal is to ingrain anti-racism in the fabric of our society, in our classrooms, boardrooms, and in every facet of University life. The textile incorporated throughout this report is a representation of the tightly-knit community that we strive to create as we progress towards ending systemic racism at the University of Waterloo.

Table of Contents

From the Executive Designate

Recent events in Canada, such as the discovery of the bodies of Indigenous children found on the grounds of former residential schools, are reminders of the racism and hate that have existed in our past and continue to plague and harm members of our society. We are also witnessing incidents of white supremacy, hate crimes, and various other forms of racism, including anti-Black, anti-Asian and anti-Indigenous racism. Hence, it is important that I begin my message on the President's Anti-Racism Taskforce (PART) initiative by acknowledging our racist past and purposefully naming those who have been wronged and historically excluded from our communities.

I would like to pay respects to the Attawandaron, Anishinaabeg, and Haudenosaunee peoples, as the University of Waterloo campuses and much of our community sit on their traditional territories. I also acknowledge and recognize this area is now home to many diverse First Nation, Inuit, and Métis groups.

It is important to also acknowledge that Canada's culture, economic growth, and development have been made possible by the labour and sacrifice of enslaved Africans who suffered the horrors of the transatlantic slave trade. We must understand the history of the struggles of their descendants and how slavery and colonialism have impacted – and will continue to impact – generations to come.

I would like to express my appreciation to everyone – students, faculty, staff, administrators, alumni – who has driven the University's anti-racism mission forward. I would like to thank those involved in various PART groups; the Community Collaborative (a group of racialized members in our community that helped inform and structure PART); and members of other anti-racism groups across the University's campuses. Your efforts, dedication, and commitment in advancing this mission and its activities have been invaluable, especially given the difficulties of the COVID-19 pandemic.

The pandemic has had a significant impact on our lives. Yet, all those involved in these anti-racism efforts have pressed on despite the various challenges of the last two years, including: working in a remote environment; childcare and eldercare responsibilities; changing government regulations; and other pandemic-related stressors and uncertainties. Although we were involved in sensitive and emotional discussions, members of our groups maintained a human-centered approach to this work, upheld a vision of change, and respected and welcomed a diversity of voices and opinions.

I am also grateful for the commitment made by our President's office, as well as senior leaders, towards supporting the anti-racism mission of the University. The Taskforce has carefully and thoughtfully prepared recommendations[1] as a next step in advancing this critical mission. The taskforce is entrusting these recommendations to the President and the University as a whole for implementation in the coming months and years. It is true that initiatives of this scope and complexity are often met with challenges, interruptions, and other obstacles. However, it is my hope that, given the importance of this work, as a community, we will swiftly address any issues and mitigate any risks that may arise in the process of implementation. I trust that this initiative will be well-resourced and supported, and advanced with vigor and enthusiasm.

I look forward to the complete realization of the University's anti-racism vision:

> "to be an equitable institution where all faculty, students and staff can learn, grow, and thrive".

CHARMAINE B. DEAN
VICE-PRESIDENT, RESEARCH AND INTERNATIONAL

[1] A summary of these recommendations can be found in the "Proposed Accountability Framework" section.

Membership

The list below consists of members of the Taskforce, Working Groups, Implementation Teams, Planning Team, the University's Equity Data Advisory Group, and include faculty, staff, students, administration, and alumni*.

> Arabella Hareem Abid
> Nada Abouelnaga
> Sheila Ager
> Sara Anderson
> Jean Andrey
> Fatima Awan
> Iqra Azhar
> Hossam Bakir
> Jean Becker
> Hilary Bergsieker
> Kevin Bonnell
> Alison Boyd
> Georges Bucyibaruta
> Kofi Campbell
> Lori Campbell
> Sharlyn Carrington
> Jeff Casello
> Pamela Charbonneau
> Tracelyn Cornelius
> Charmaine Dean
> David DeVidi
> Katrina Di Gravio
> Jay Dolmage
> Chinonso Uchechi Ekeanyanwu
> Jenny Flagler-George
> Aaron Francis
> Kalpita Gaitonde
> Anne Galang
> Mark Giesbrecht

> Jasmin Habib
> Jordan Hale
> Frances Hannigan
> Nigel Henriques
> Krista Henry
> Gina Hickman
> Kathy Hogarth
> Philip Hohol
> Michelle Hollis
> Jaydum Hunt
> Karen Jack
> Jermal Jones
> Ryon Jones
> Gursharan Kahlon
> Jennifer Kandjii
> Zabeen Khamisa
> Tammy Kim-Neuman
> David Lau
> Anita Layton
> Robert Lemieux
> Derek Leung
> John Lewis
> Lili Liu
> Patty Mah
> Monica Maly
> Sushanta Mitra
> Kristine Meier
> Arsh Maira Muhammad
> Margaret Mutumba

> Cathy Newell Kelly
> Kim Nguyen
> Veronica Sila Nhio-son
> Colleen Phillips-Davis
> Betty Qin
> Angeline Ram
> Chris Read
> Jim Rush
> Tyler Sagba
> Naima Samuel
> Daniella Seskar-Hencic
> Nadia Singh
> Danicia Maria Solozano
> Robin Stadelbauer
> Jeremy Steffler
> Anita Taylor
> Christopher Taylor
> Olivia Fuju Taylor
> Marilyn Thompson
> Jessica Thompson
> Lauren Ward
> Mary Wells
> Grace Wong
> Nancy Worth
> Cindy Hoi Ting Yeung
> Vershawn Ashanti Young
> Aida Zaheer
> Angie Yuliana Zuluaga
> Tamara Zur

* This list includes individuals that are no longer at the University.
Membership details are presented at the end of this report.

Background

June 2020

In a bid to foster an equitable environment where all faculty, students and staff can learn, grow, and thrive, the University of Waterloo made a public commitment to address systemic racism across its campuses. The President's Anti-Racism Taskforce (PART) initiative was formed for this reason.

August 2020

Discussions were held with faculty, students, staff, administrative leaders, representatives from campus associations, and with other senior leaders external to the institution to discuss their lived experiences and approaches towards campus inclusion and equity. The University also brought together racialized members of the community, called the *Community Collaborative* (CC), with an interest in advancing anti-racism efforts. Discussions with this group unveiled necessary actions that were needed to address systemic racism and provided a framework for this initiative. These actions were validated with the University community and grouped under various thematic areas using a dual approach that encompassed calls for immediate action in certain areas and calls for further discovery and consultations in other areas. Implementation Teams were formed to address the former (areas for immediate action) while Working Groups were established to address the latter (areas for further consultation).

5 WORKING GROUPS

Formed to address the following five key areas:

› Code of Conduct and Safety;

› Educational Environment and the Development of Learners;

› Health and Mental Health;

› Professional and Academic Development and Mentorship; and

› Race, Culture, and Ethnicity Awareness.

As the University made a commitment to ensure that the PART initiative is led by Black, Indigenous, and other racialized voices, members of the CC were invited to join the Working Groups and given opportunities to drive initiatives related to their chosen areas of interest or expertise. Chairs for these Working Groups were also selected from the CC. However, to ensure

systemic change, alongside these voices, the CC recognized the importance of including non-racialized members of the community, who may be responsible for implementing the approved recommendations, in the Working Groups, allowing for agility in implementation. This approach enabled members of the CC to understand the internal processes required to successfully implement their proposed recommendations, while ensuring that 'implementers' also understood the rationale for these recommendations and their significance.

December 2020

By this time the Working Groups had been formed and each consisted of at least five individuals from the CC; a representative of the Waterloo Undergraduate Student Association (WUSA); a representative of the Graduate Student Association (GSA); and two or three additional members with the expertise and/or accountability for implementation. Their responsibilities were to generate recommendations for consideration by the Taskforce (see "Mandates and Responsibilities"). Each group's responsibilities reflect ideas of where the community would like to see activities accelerated.

3 IMPLEMENTATION TEAMS

Formed by bringing together campus leaders and specialists whose roles and expertise focused on three key areas:

› Black Studies Programming;

› Campus Representation; and

› Race, Culture, and Ethnicity Awareness.

A fourth area – Race-Based Data Strategy – was also identified as crucial to the University's anti-racism mission. However, this work was already underway through the Equity Data Advisory Group. Rather than form a new team with a similar purpose, PART worked in partnership with the existing group to achieve this objective.

The Taskforce is made up of the chairs of the Working groups as well as representatives of the undergraduate offices, graduate offices, and the secretariat. The initiative was facilitated and supported by the Planning Team made up of the executive designate, an anti-racism special advisor, an anti-racism communication manager, and a team of coordinators. The Taskforce reports to the President of the University and helps advance anti-racism initiatives on campus.

Mandates and responsibilities

Working Groups

The mandates and responsibilities of the Working Groups are presented below.

It is important to note that the University has already proceeded with the implementation of some preliminary recommendations and action items, as these were identified as critical by the CC and the Working Groups. For example:

> The University hired a Senior Manager, Anti-Racism Response to help develop a centralized process to manage complaints related to racism and to provide support to individuals experiencing racism.

> The Centre for Teaching Excellence welcomed a Senior Educational Developer, Indigenous Knowledges and Anti-Racist Pedagogies in the fall of 2021 to support departmental- and faculty-wide Indigenization, anti-racism, and decolonization efforts in curriculum and pedagogy.

> A Counsellor for Black Student Support and a Counsellor of Indigenous Student Support were hired to provide mental health and wellness support to Black and Indigenous students respectively.

> Various departments also created specific equity, diversity, inclusion, and anti-racism roles and working groups/teams to provide expert advice and guidance in their areas.

> The Equity Office released an e-learning course, *Confronting Anti-Black Racism*, in April 2021, and opened this learning opportunity to students, faculty and staff.

Other recommendations that have or are in the process of implementation are presented in the "Proposed Accountability Framework" section.

A Note on Terminology – Although the term 'BIPOC' was used in developing the mandates and responsibilities (see following sections), the Working Groups opted to forego this term, and instead, adopted the term 'Black, Indigenous, and other racialized people' in their recommendations. The Taskforce recognizes that 'BIPOC' may be a shorthand to encapsulate various identities but felt that it conflates the unique identities and experiences of different communities.

The Taskforce also acknowledges that language is regularly evolving, and although it has decided to use 'Black, Indigenous, and other racialized people' in its recommendations, it approaches this choice with the utmost respect, and with the understanding that there may be other perspectives on what constitutes appropriate terminology. This is also true for other similar terms used in the report.

CODE OF CONDUCT AND SAFETY

Guide broader consultations within and outside of the working group towards discovery of recommendations to address safety for BIPOC members of campus, utilizing environmental scans, data discovery and research resulting in related key performance indicators and outcomes. Work with external stakeholders as needed to fulfill objectives.

> Review policies and procedures to recommend how complaints of racism should be addressed, identifying offices responsible.

> Provide recommendations on standards of expected behaviour and conduct related to a safe and inclusive campus community.

› Provide recommendations for language on anti-racism to be included on the template for every course syllabus, containing a code of conduct and steps which will be taken if that code is violated.

› Develop recommendations for dealing with groups with offensive ideologies.

› Provide recommendations for training for campus safety and security staff in anti-racism and de-escalation tactics.

EDUCATIONAL ENVIRONMENT AND THE DEVELOPMENT OF LEARNERS

Guide broader consultations within and outside of the working group towards discovery of recommendations to enhance the educational environment and the development of learners for BIPOC members of campus, utilizing environmental scans, data discovery and research resulting in related key performance indicators and outcomes. Work with external stakeholders as needed to fulfill objectives.

› Review programming to recommend approaches to pedagogy in curriculum to create a relatable and inclusive environment.

› Make recommendations to incorporate Indigenous ways of knowing, content, perspective, discourse, and approaches as appropriate.

› Develop recommendations and resources to include BIPOC scholarship and research in curriculum as appropriate.

› Provide recommendations for the development of cultural awareness in language and teaching, including for case studies and examples.

› Provide recommendations for the development of BIPOC entrance and other scholarships.

› Advise on strategies related to approaches for introducing a transitional year program for high-school students.

HEALTH AND MENTAL HEALTH

Guide broader consultations within and outside of the working group towards discovery of recommendations to address health and mental health needs of BIPOC members, utilizing environmental scans, data discovery and research resulting in related key performance indicators and outcomes.

› Research and suggest training opportunities related to anti-racism for health service providers on campus.

› Research and suggest training for existing counsellors to understand the psycho-socioeconomic BIPOC-lens.

› Discuss and offer suggestions to provide virtual meeting safe places/healing spaces and approaches to support BIPOC students/staff/faculty who experience racism to learn strategies to address mental health and anxiety, and to provide a venue for sharing stories of hope and encouragement.

› Provide recommendations for strategies to increase BIPOC mental wellness services, supports and resources.

› Develop recommendations on where increased support for health and mental health would be most effective.

› Recommend how a BIPOC lens could be included into the wellness collaborative that addresses the social determinants of health.

PROFESSIONAL AND ACADEMIC DEVELOPMENT AND MENTORSHIP

Guide broader consultations within and outside of the working group towards the discovery of recommendations to address professional and academic development and mentorship for BIPOC members of campus, utilizing environmental scans, data discovery, and research resulting in related key performance indicators and outcomes.

› Develop recommendations to increase mentorship/sponsorship opportunities for BIPOC staff/faculty/students.

- Suggest mitigation strategies to address conflicting information on how to navigate the University of Waterloo system , provide equitable opportunities and overcome barriers for staff and faculty career advancement.

- Develop recommendations to address how funding in support of professional development and mentorship for BIPOC staff/faculty/students is allocated and implemented.

- Develop communication strategies that increase awareness and foster access to professional development and mentorship opportunities for BIPOC staff/faculty/students.

- Develop recommended options for Employee Resource Groups (ERGs) for BIPOC communities.

RACE, CULTURE AND ETHNICITY AWARENESS

Guide broader consultations within and outside of the working group towards discovery of recommendations to address race, culture and ethnicity awareness for BIPOC members of campus, utilizing environmental scans, data discovery and research resulting in related key performance indicators and outcomes. Work with external stakeholders as needed to fulfill objectives.

- Review Waterloo's mission, vision and values, and guiding principles through a diversity and inclusion lens to develop recommendations that reflect the needs of BIPOC communities.

- Make recommendations for anti-racism and oppression training for all members of Waterloo's community to contribute towards a culture of belonging.

- Provide recommendations on a module for students on the roots of racism and how to address, prevent and identify systemic racism.

- Recommend mechanisms for gathering BIPOC input at all levels of governance.

- Provide recommendations for race, culture and ethnicity awareness initiatives driven by undergraduate and graduate students, including recommendations on funding for such activities.

- Make recommendations for establishing diversity and inclusion representatives related to the anti-racism file for consultation, with regard to language and culture, who provide advice to staff/faculty/students.

- Discuss and provide ideas and suggestions for events and opportunities to support BIPOC members in exploring and celebrating their own identities.

- Discuss and provide ideas and suggestions for events that educate the university at large, including our alumni community, about an inclusive society, systemic racism, and the need for a variety of voices at all levels.

Implementation Teams

The mandates and responsibilities of the Implementation Teams are presented below.

BLACK STUDIES PROGRAMMING

Beginning immediately, this team will develop programing which introduces students to the Black experience (history, culture, art, socio-economic, political, and religious) in Canada and the wider world.

- Develop programing which introduces students to the Black experience (history, culture, art, socio-economic, political, and religious) in Canada and the wider world.

- Explore new approaches, perspectives, analyses, and interdisciplinary techniques as it relates to the Black experience.

CAMPUS REPRESENTATION

Beginning immediately, this team will develop a plan including how targets related to representation will be established, how targets will be reached, expected timelines, and finally will implement hiring plans.

- Review representation on campus.

- Develop and communicate an equity, diversity, and inclusion (EDI) commitment statement, and a commitment to contributing to reconciliation by responding to the Truth and Reconciliation Commission's (TRC's) calls to action.

›   Develop a strategy for addressing the impact of systemic racism in hiring, retention and recruitment processes that reflects best practice and includes a plan for mandatory anti-racism training for key stakeholders to be identified by this Implementation Team, including selection committees.

›   Develop targets and review current state related to representation, with data presented at an aggregate level to ensure individual anonymity.

›   Create a campus representation plan for meeting targets and key milestones for the plan.

›   Communicate an annual report on progress made toward representation.

RACE, CULTURE AND ETHNICITY AWARENESS

Beginning immediately, this team will coordinate and host monthly events over the 2020-21 academic year that promote education, awareness and a deeper understanding of race, culture, and ethnicity across campus.

›   Identify themes, speakers, and event program for each monthly event.

›   Create promotional and programmatic materials as appropriate to drive attendance and facilitate engagement throughout each event.

›   Evaluate success of events through post-event surveys, overall event engagement (number of attendees, social media engagement etc.), and learnings achieved.

›   Create mechanisms for reporting and ensure the events reflect the mandate of the Race, Culture and Ethnicity Awareness working group.

UNIVERSITY OF WATERLOO EQUITY DATA ADVISORY GROUP

The Advisory Group will have the mandate to provide guidance and advice on the kinds of equity data Waterloo should collect; the wording of questions and self-identification options to accurately represent diverse identities; strategies to build a culture of disclosure, where people feel comfortable and safe to self-identify; recommendations to consistently use equity

data to inform institutional processes and decision making.

›   Provide guidance on race-based data collection.

›   Provide guidance on the wording of questions and self-identification options to accurately represent diverse identities.

›   Recommend strategies to build a culture of disclosure, where people feel comfortable and safe to self-identify.

›   Provide recommendations to consistently use equity data to inform institutional processes and decision making. ❧

Approach

In January 2021 the Working Groups and Implementation Teams were fully formed and began working on their mandates and responsibilities. To achieve their objectives, they engaged in the following activities:

Literature Reviews

The Working Groups and Implementation Teams collected evidence-based information, primarily from peer-reviewed journal articles, on matters that were relevant to their mandates and in response to specific research questions that were developed to guide and inform their work. For example, a literature summary was conducted to understand the health and mental health supports needed by Black, Indigenous, and other racialized students; the cultural factors that need to be taken into consideration in providing these services; and challenges that are often faced by racialized students in accessing these services.

Environmental Scans

Environmental scans were also conducted to examine the University's internal and external environments. Data and information were collected on relevant trends, occurrences, and issues within the institution and in other institutions (e.g., Canadian Research Universities or the U15; other colleges and universities in Ontario and Canada; Historical Black Colleges and Universities in the United States; government institutions and private institutions). These scans allowed the Working Groups to evaluate the University's current state (e.g., its policies and practices, programs, and services) in comparison to other similar institutions, gain insights into the workings of these institutions, and identify potential opportunities for the University to improve. For example, in recommending changes to the University's policies (e.g., Policy 8 – Freedom of Speech, Policy 33 – Ethical Behaviour), a review and analyses of similar policies in other U15s were conducted.

Consultations and Surveys

The Working Groups and Implementation Teams also gathered intelligence from students, faculty, and staff using interviews, focus groups and surveys. Stakeholders shared their experiences and expertise at the University and provided suggestions and feedback on the work of PART. For instance, consultations were done with members of the following groups: The Black Faculty Collective (BFC), Centre for Career Action (CCA), Co-operative and Experiential Education (CEE), Organizational and Human Development (OHD), the Student Success Office (SSO), University of Waterloo Staff Association (UWSA), University of Waterloo Black Association for Student Expression (UWBASE), Waterloo Undergraduate Student Association (WUSA), The Indigenous Relations Office (see Appendix A for the list of consultations).

Surveys were also conducted to obtain data to inform the work of PART. For example, the Black Studies Implementation Team created and administered a survey to collect input on the development of a Black Studies Department at the University. Faculty, staff, and students from the University as well as members of some external organizations were invited to participate in this survey.

Group and Team Meetings

The Working Groups and Implementation Teams met regularly to discuss the findings from these literature reviews, environmental scans, focus groups, interviews, and surveys, and to propose solutions to the identified gaps and problems. Their reports are provided in the following sections and include recommendations for each of the responsibilities.

Common themes identified by most Working Groups are also presented (see "Overall Themes") as well as a proposed framework for implementation (see "Proposed Accountability Framework").

Overall Themes

Upon analyzing the recommendations from the Working Groups, nine common themes emerged. The following themes detailed in the pages that follow, show a common thread across all Working Groups:

1 Policy Review

2 Decolonizing Approaches

3 Resource Needs
- Safe(r) space
- Funding

4 Engagement

5 Training

6 Campus Representation

7 Communications

8 Partnerships

9 Data Governance

Recommended actions for these themes are provided for the University's consideration.

Theme 1

Policy review

The Working Groups reviewed some University policies and recommended others for review, as part of this initiative. These include Policy 8 (Freedom of Speech), Policy 18 (Staff Employment), Policy 33 (Ethical Behaviour), Policy 76 (Faculty Appointments), and Policy 77 (Faculty Tenure and Promotion). Most, if not all, policies at the University would also likely benefit from being reviewed with an equity, diversity, inclusion, and anti-racism lens.

Recommendation

<div>1</div>

The Taskforce recommends that as the University undertakes its Policy Renewal Project[2], it reviews it policy management framework and existing library of university policies with equity, diversity, inclusion, and anti-racism lens and principles. New policies should also be developed using these principles.

Theme 2

Decolonizing approaches

Working Groups emphasized the importance of taking a decolonizing approach to ensure that services, programs, curricula, communications, resources, and policies are rooted in equity and social justice. To achieve this objective, the Working Groups indicated the need to apply an anti-oppressive, anti-racist, and EDI (equity, diversity, inclusion) lens when revising and enhancing the supports, structures, and systems within the institution. Programs and services that were identified as benefiting from this approach include, but are not limited to, the strategic planning process, academic curricula, teaching and learning practices, wellness services, mentorship programs, professional and leadership development programs, recruitment and selection processes, institutional appointment processes, and performance appraisals.

Recommendation

<div>2</div>

The Taskforce recommends that the Office of Equity, Diversity, Inclusion and Anti-Racism (EDI-R) creates a toolkit (or an appropriate mechanism) to provide a basic understanding of decolonizing approaches and direction for faculty and staff in their review and revision of existing programs and services with an anti-racism lens. This toolkit should also be used to guide the development of new programs and services.

Theme 3

Resource needs

Resource Needs was a prominent theme that emerged across all Working Groups. Specifically, safe(r) spaces and funding were notable needs identified. It is crucial that the University invests in these resources, as anti-racism work often exerts a mental health toil on racialized individuals, especially if the work is not well-resourced.

SAFE(R) SPACES

Creating safe(r) spaces for Black, Indigenous, and other racialized students, staff and faculty was a common sub-theme across Working Groups. These spaces will serve as a place for connection and community building. Of note, there also needs to be spaces that are open to the community to enhance their knowledge and awareness, and certain spaces for non-racialized persons to learn and (un)learn in a safe environment. For example, the President's Anti-Racism Taskforce's Book Club enables learning and unlearning in a safe space and is open to the university community. With respect to certain programs and services including mentorship programs and employee resource groups, there needs to be safe spaces to facilitate these resources to ensure the mitigation of possible power imbalances.

[2] uwaterloo.ca/secretariat/policy-renewal-project

Recommendation

3

The Taskforce reiterates a recommendation that emerged from the formal review of the former Office of Human Rights, Equity, and Inclusion, as much of the anti-racism work will occur in the Offices of Indigenous Relations and Equity, Diversity, Inclusion, and Anti-Racism, and these areas require safe spaces/facilities:

> [These offices] should have space appropriate for [their mandates] in a location separate from campus police, recognizing the need for traditionally marginalized communities to feel safe talking about their experiences.

FUNDING

Increased funding for Black, Indigenous, and other racialized employees and students was another key sub-theme raised by the Working Groups. Specifically, there is a need to increase the number and value of scholarships and other funding opportunities (e.g., increased budget for professional development; research awards) for racialized individuals.

This is critical for the creation and enhancement of targeted programs and services and overall support for the academic and career advancement of students, staff, and faculty. Moreover, there needs to be greater funding allocated to student needs such as tuition, disability services, and emergency loans. Some Working Groups indicated that funding also be allocated to the creation of spaces for holding cultural events and fostering a community wherein open dialogue can occur.

Recommendation

4

The Taskforce recommends that the University commits to funding the programs, services, initiatives, and other activities that have emerged from PART, as these activities are crucial to the anti-racism mission of the University.

Theme 4

Engagement

The need to ensure the input and inclusion of Black, Indigenous, and other racialized individuals in research, revisions (e.g., to policies), and the development of services and resources was made evident thorough the Working Groups. As such, the need for consultations was highly emphasized within the recommendations. Notably, consultations should ensure meaningful inclusion and relationships built on trust. For example, one of the groups emphasized the importance of working with Indigenous individuals and communities to ensure policies on conducting research with Indigenous communities and/or on Indigenous land are rooted in social justice.

Recommendation

5

The Taskforce recommends that the Offices of Indigenous Relations (IR) and EDI-R create guidelines on when and how to properly engage and consult with Indigenous and other racialized communities in a bid to achieve an equitable academic, research and campus environment.

Theme 5

Training

Across all Working Groups, training emerged as a common theme among recommendations – specifically in relation to anti-racism, anti-oppression, equity, diversity, and inclusion. While training typically seeks to provide a general awareness surrounding anti-racism, some Working Groups denoted specific topics such as Social Determinants of Health, De-escalation Training and Crisis Prevention, and Racial and Intergenerational Trauma. Training on and/or increased awareness of Indigenous research and non-Western methodologies, and important considerations when supporting projects that work with Black, Indigenous, and other racialized communities were also noted as key. This training targets a variety of audiences, including (but not limited to): senior leadership, administration, faculty, staff, students, committees, and the broader community.

Recommendation

6

The Taskforce recommends that the Offices of IR and EDI-R continue to assess the training needs of the University community and develop anti-racism training programs that create a supportive, inclusive, and equitable campus environment where students, faculty, and staff can learn, grow, and thrive.

Theme 6

Campus Representation

The Taskforce commends the University for addressing the systemic underrepresentation of Indigenous and Black faculty on its campus with the launch of its cluster hiring initiative that will see 10 Indigenous and 10 Black faculty members welcomed on campus. However, underrepresentation remains a problem at all levels. Representation is critical as the University should uphold supports and services that reflect the diversity of the community it serves.

While many Working Groups agree that there needs to be greater campus representation generally, some have emphasized the need to increase representation among various boards and committees to maintain more equitable processes and practices. Specific to students, Working Groups have also indicated that academic, student, and career advisors need to better reflect the student body to provide more culturally sensitive services and supports.

Recommendation

7

The Taskforce recommends that the University ensures the inclusive and intentional recruitment, hiring and retention of more Black, Indigenous, and other racialized individuals into faculty, staff, and leadership positions.

Theme 7

Communications

The theme of communications was consistent across all Working Groups. Working Groups indicated the need to ensure effective, accessible, and clear communications to Black, Indigenous and other racialized students, staff, and faculty at the institution. This is significant as many of these individuals remain unaware of the necessary supports and resources available to them. Notably, the Working Groups suggested the importance of resource lists which may include culturally competent service providers for students or an inventory of courses that emphasize Black and Indigenous content.

Furthermore, to streamline communications, the Working Groups proposed the development of a central information resource/hub, which would include information targeted for Black, Indigenous, and other racialized students, staff, and faculty. Working Groups also indicated the need to update existing resource lists and databases to ensure they have culturally relevant and appropriate supports and services are listed.

It should be noted that the University has already developed an anti-racism website and also has two offices (the Office of Indigenous Relations and the Office of Equity, Diversity, Inclusion, and Anti-racism) that already act as information centers for some of these resources and can also be the focal point for other existing and emerging resources.

› **uwaterloo.ca/anti-racism**

Recommendation

8

The Taskforce recommends that the Offices of IR and EDI-R should develop a communication strategy (including a central information resource/hub) to ensure the effective, accessible, and clear communications to Black, Indigenous, and other racialized students, staff, and faculty at the institution.

Theme 8

Partnerships

The Working Groups emphasized the need for on-campus departments and units to work collaboratively for anti-racism initiatives to succeed. These include student (e.g., WUSA, GSA), faculty (FAUW), staff (e.g., UWSA) and other advocacy (e.g., BFC, RAISE) groups. Furthermore, partnerships with external organizations were proposed to increase access to health and wellness service and supports (e.g., with community services), and mentorship and other academic/professional development opportunities (e.g., the ONYX initiative, Black Talents).

> ❯ **onyxinitiative.org**
> ❯ **blacktalents.ca**

In pursuing partnerships with external organizations (e.g., co-op employers), the University should ensure that it maintains a preference for those with EDI and anti-racism mandates and values.

Recommendation

9

The Taskforce recommends that the EDI-R create a screening tool that can be used to evaluate whether the mission and values of an external organization are aligned and consistent with the University's anti-racism vision and mission. The results of these assessments should serve as an important factor to consider when making decisions on prospective partnerships.

Theme 9

Data Governance

The Taskforce commends the University for implementing its equity data initiative through the efforts of its Equity Data Advisory Group, as members of the community have repeatedly called for the collection and analysis of disaggregated data to inform policies, to develop equity guidelines and processes, and to track the representation of equity deserving groups on campus. Although these are important components for understanding how the University is progressing in addressing systemic racism, these processes (i.e., data collection, data analysis, and data management) should be guided by principles of ethical data governance that build trust with the communities being served. These communities need to be involved in the data collection process – helping to design the assessment tools (e.g., they need to value the questions that are being considered) and acting as partners in data stewardship. Ethical data governance can help alleviate concerns from these communities and advance fairness.

Recommendation

10

The Taskforce recommends that the University develops guidelines for ethical data governance respecting principles for administrative and research data. These guidelines are to be adapted for various purposes (e.g., the annual equity data survey, the research enterprise, the Data Management Strategy) and across various areas (e.g., the Office of Research, the Library) to ensure alignment across portfolios, while respecting differential utility. 🐉

Code of Conduct and Safety

Responsibility 1

Review policies and procedures to recommend how complaints of racism should be addressed, identifying offices responsible.

Background

To thrive in the University's learning and working environment, all members of the campus community must feel safe. The feeling of safety encompasses both physical and emotional well-being and requires visible support for those who experience harm or hurt (or the threat of harm or hurt), trauma-informed decision-making, accountability for misconduct, and demonstrable change to the systems that make up lived experiences. To achieve these objectives, the Working Group reviewed the September 2019 draft of Policy 33 – Ethical Behaviour and its accompanying procedures (referred to collectively as Policy 33).

Recommendation

11

The Taskforce recommends the following changes to Policy 33, presented with the goal of fostering feelings of safety across campus.

› **Define racism:** Fundamental to improving the above is the definition of racism. The Taskforce proposes the following definition of racism:

> **Racism is prejudice based on race;** an ideology that either directly or indirectly asserts that one group is inherently superior to others. This ideology often manifests itself at an individual level in attitudes and behaviours, and, at a systems level in policies and practices and operate to sustain the advantages of peoples of certain races. It can be openly displayed, it can be deeply rooted in attitudes, values and beliefs, and in some cases can be unconscious. (Based on publication by the Ontario Human Rights Tribunal and on definition provided by the Canadian Race Relations Foundation)

› **Ensure the visibility of the issue:** As noted by the Ontario Human Rights Commission, effective responses to racism start with an acknowledgment that racism exists. When racism is named as a problem, organizations become better equipped to appropriately address and prevent it and are better able to give a voice to those who experience it.

› **Clarify the application of the policy:** For any policy to be effective, transparency and clarity are key. Individuals affected by racism should be able to easily identify Policy 33 as the policy that applies to their circumstances. They should easily understand the scope

of the policy and know what to expect in terms of process. The definitions that form the foundation of the policy are fundamental to the overall operation of the policy.

› **Support individuals who experience racism**:
The feeling of safety on campus is bolstered by the explicit identification of resources and supports available, specific to the nature of their experience. Decision makers should be provided with support in exercising their authority in a manner that makes use of the resources now available on campus through the Equity Office.

Detailed suggested changes to Policy 33 aimed at addressing these issues have been documented by the Code of Conduct and Safety Working Group and can be provided on request.

Responsibility 2

Provide recommendations on standards of expected behaviour and conduct related to a safe and inclusive campus community.

Background

The University aims to foster an environment of tolerance and respect, which is free of discrimination, as stated in Policy 33. This Policy lists and defines a range of behaviours that go against the University's expectations of conduct, and which can contribute towards an unsafe campus community, including discrimination, harassment, and violence. The Taskforce has requested changes to this Policy to further strengthen it – for example, clearly naming 'racism' as an 'ethical misconduct' and identifying it as a problem (see Recommendation 11).

Although Policy 33 addresses discrimination, harassment, and other forms of misconduct, it was also considered whether the development and implementation of additional policies – specifically an anti-racism policy and a code of conduct policy – could further contribute towards a safe and inclusive campus community. To inform this consideration, an environmental scan of similar policies at peer institutions was conducted and these policies were compared to existing ones at the University. Results of this research and ensuing recommendations are provided below.

ANTI-RACISM POLICY

A stand-alone anti-racism policy for the University was considered as part of this responsibility. However, a comprehensive environmental scan of other postsecondary institutions in Canada revealed that such policies are uncommon. Only four such policies were found (Mount Allison University; York University; Rady Faculty of Health Sciences at the University of Manitoba, and Confederation College). No U15 has a comprehensive, stand-alone anti-racism policy. These anti-racism policies are similar to Policy 33, as they address standards of expected behaviour and conduct related to a safe and inclusive environment. For this reason, the Taskforce decided against this proposal – opting instead to maintain its recommended changes to Policy 33 to address standards of expected behaviour and incidents of racial discrimination on campus.

CODE OF CONDUCT POLICY

A separate code of conduct policy was also considered. An environmental scan of U15s was conducted to examine their codes of conduct (e.g., their purposes, key policy statements, list of prohibited behaviours, disciplinary measures). In addition, an analysis was conducted on the key similarities and differences between these U15 policies and the University of Waterloo's Policies 33 and 71. Results indicate that the University's policies already cover crucial and important elements of the Codes of Conduct of other universities. For this reason, the Taskforce does not think that a stand-alone Code of Conduct for the University is needed at this time. However, it recommends that Policy 71 includes information on or reference to professional codes of conduct, as students are also expected to adhere to the ethics and standards of the professions they are training to enter upon graduation. For instance, these standards require professionals to act ethically, and refrain from discrimination, unjust treatment of others, and harassment.

Recommendation

12

Although a standalone anti-racism policy and a code of conduct policy are not recommended at this time, the Taskforce recommends that the University include information on or reference to professional codes of conduct in Policy 71.

Responsibility 3

Provide recommendations for language on anti-racism to be included on the template for every course syllabus, containing a code of conduct and steps which will be taken if that code is violated.

Background

Currently, course outline requirements for undergraduate students indicate that statements on academic integrity, grievance, discipline, appeals, turnitin.com and a note for students with disabilities must be included in all course outlines and websites. However, no statement on anti-racism (or any other form of discrimination) is included. The Taskforce has developed a statement to be added to this list, which:

› promotes the amplification of the diverse Black, Indigenous and other racialized voices on campus.

› draws attention to an avenue that exists to ensure that Black, Indigenous, and other racialized experiences are heard and respected.

› provides a vehicle for the acknowledgment of systemic racism and action towards structural change.

› promotes open listening, learning, and acknowledgement of racism as a means of broadening our understanding and ending racism on our campus.

› provides an opportunity for the assessment and evaluation of behaviours on campus and under the auspices of the University to ensure community alignment with the mission and vision of PART.

› indicates that transparency and accountability are formalized in a specific and measurable process.

Recommendation

13

The Taskforce recommends the use of the following Anti-Racism Statement in all course syllabi:

> The University of Waterloo does not tolerate racism or any other form of discrimination and expects campus community members to contribute to a culture where all members feel safe and valued. Any member of the campus community who has experienced racism or discrimination at the University is encouraged to review available processes for addressing their concerns under Policy 33 – Ethical Behaviour and to seek guidance from the Equity Office via email at equity@uwaterloo.ca or through their website:
>
> › **uwaterloo.ca/human-rights-equity-inclusion/about/equity-office**[3]

Responsibility 4

Develop recommendations for dealing with groups with offensive ideologies.

Background

In 2018 the Ontario government mandated that "colleges and universities develop, implement and comply with a free speech policy that meets a minimum standard based on best practices from around the world." The government mandate indicated that the policy should "protect[s] free speech while ensuring that hate speech, discrimination and other illegal forms of speech are not allowed on campus."[4]

In response to this mandate, the University of Waterloo developed, and then undertook extensive consultation on the proposed University of Waterloo Freedom of Speech policy. On January 1, 2019, the current version of Policy 8 – Freedom of Speech (The Policy), became effective.

---

[3] It should be noted that at the point of this submission, the University had no official code of conduct apart from the expectations listed in Policy 33 regarding tolerance, respect and that each member of the community endeavours to contribute to the existence of a just and supportive community based on equality and respect for individual differences. As such, it was not possible to reference a code of conduct in the Anti-Racism Statement. This could be updated should the University implement an official code of conduct at a future date.

[4] news.ontario.ca/en/release/54447/ontario-protecting-free-speech-on-campuses

The Policy provides information on the framework of University Governing Documents used to protect and promote open discussion and free inquiry at the University, as well as the mechanisms for addressing breaches of the Policy. While these mentioned mechanisms can also be used to address offensive ideologies, hate speech, discriminatory speech, and other illegal forms of speech (collectively referred to as Offensive Ideologies), the Policy does not directly address these concerns.

It is the perception of the Taskforce that individuals who are concerned about the sharing of offensive ideologies at the University might look toward the Policy, as well as Policy 33 – Ethical Behaviour for guidance. In this respect, it is the opinion of the Taskforce that there are opportunities to improve the University community's understanding of how it will support those who wish to complain of their experiences with Offensive Ideologies.

The manner in which other postsecondary institutions handle Offensive Ideologies were also examined through an environmental scan. This exercise assisted in identifying gaps and limitations associated with the Policy.

Recommendation

14

Based on this background information, the Taskforce recommends that the following four questions be clarified, in addition to others as determined appropriate by the University:

> Policy 8 defines "Speech" as "the communication of any idea, opinion, concept, data or other view". Does this include all forms of expression?

> How are the limits to free speech determined? Are there examples that demonstrate instances where free speech crosses a line?

> Is there support for members of the University community who have been affected by Offensive Ideologies expressed by other members of the University community, expressed outside of the University?

> Are there supports at the University for those members of the community who may be offended by ideologies that are protected as free speech or expression?

Given that Policy 8 is a relatively new policy, the best approach to be taken may be through the creation of a Frequently Asked Questions (FAQ) page, to be linked to Policy 8.

Responsibility 5

Provide recommendations for training for campus safety and security staff in anti-racism and de-escalation tactics.

Background

To address this responsibility, an environmental scan of university and college campuses across Canada and the United States was conducted for relevant training programs aimed at campus security or police. To identify recommendations of best practices related to current events associated with systemic bias within the police services, the Working Group reviewed the 2021 Missing and Missed Report of The Independent Civilian Review into Missing Person's Investigations, prepared by the Honourable Gloria J. Epstein, an independent reviewer. This report is relevant because it informs how identified biases in the Toronto's Police Services can improve. The report's recommendations include establishing relationships between the service and the vulnerable communities it serves and protects. The report also highlights the importance of seeing all members that are equity deserving rather than classifying people under one category such as race.

Multiple internet searches on de-escalation training for police services in Canada brought forward a history of deaths of racialized people who experience mental illness while engaging with police, thus bringing to light the need for increasing mental health awareness and management.

In addition, the members of the Working Group met with the University of Waterloo Special Constable Service (previously University of Waterloo Police Services), under the directorship of Alan Binns on April 6, 2021. The University of Waterloo Special Constable Service expressed an interest to further develop their curriculum on anti-racism training. During the meeting, the Special Constable Service communicated their commitment to support anti-racism in the campus community through community outreach.

Recommendation

15

The Taskforce proposes that training be available in four overarching thematic categories (see Appendix B for additional information on these themes):

> **Internal Reflection:** training that positions Constables to internally examine their own beliefs, basic assumptions, and practices as they relate to anti-racism and interaction with diverse peoples.

> **Systemic and Institutional Influence:** training that exposes underlying power constructs that influence policing and society at large.

> **Community Engagement and Building:** training that considers and helps understand the communities served and protected by police services, particularly equity deserving communities.

> **De-escalation Training and Crisis Prevention:** training that considers a holistic approach to managing complex situations (e.g., life threatening crises).

To support these training themes, the Taskforce recommends that the training be designed in a workshop style that includes participation and facilitators from the campus community or other equity supporting agencies. In addition, anti-racism training should be ongoing to support continuous improvement and to effectively respond to changes in the environment that could adversely impact equity deserving groups. 🐝

Educational Environment and the Development of Learners

Responsibility 1–3

1 Review programming to recommend approaches to pedagogy in curriculum to create a relatable and inclusive environment.

2 Develop recommendations and resources to include BIPOC scholarship and research in curriculum.

3 Provide recommendations for the development of cultural awareness in language and teaching, including for case studies and examples.

Background

A participatory-based approach that included student voices at the undergraduate and the graduate level, in consultation with experts in anti-racist pedagogy and curriculum design, was used. The recommendations involve critical evaluation of the selection of course materials; the inclusion of diverse teaching practices and non-Western knowledge systems, ways of being and doing; and the recognition that Western thoughts and approaches are not universal and are particular modes of arriving at truth.

Recommendations

16

Embed mechanisms and resources to ensure that curriculum, individual courses, and teaching practices are decolonized to create a more inclusive teaching and learning environment by:

> **A** | Developing tools and frameworks to guide faculties, departments, and programs in decolonizing curriculum and teaching practices.

> **B** | Modifying the cyclical review process for academic programs to require that every program undertake a review of its curriculum through a lens of decolonization.

> **C** | Ensuring that support/expertise in decolonizing practices are available.

17

Create and maintain a comprehensive inventory of all courses with substantial Indigenous and Black content (including Indigenous knowledges, cultures, histories, languages, politics).

18

Develop resources and supports and create mechanisms for greater levels of Black, Indigenous, and other racialized undergraduate and graduate student engagement towards inclusive learning environments by:

> **A** | Including these student voices in curriculum and program review committees.

> **B** | Including these student voices in the creation of a variety of formal and informal pathways and mechanisms for feedback when there are concerns with the learning environment.

> **C** | Providing workshops/resources for teaching assistants on creating inclusive learning environments.

19

Ensure the development, implementation, and continuing refinement of holistic methods of teaching assessment that make use of multiple sources of information, which may be the best approach for racialized professors:

> **A** | Use both Student Course Perception Surveys and Peer Reviews of Teaching to assess the quality of learning environment – in particular the racial, ethnic, cultural and gender inclusivity of the learning environment.

> **B** | Use newly available disaggregated data about race to improve understanding of differences in student course perception scores, in aid of fairer assessment of racialized instructors.

20

Invest in the creation of diverse physical spaces and places on campus where different ways of teaching and learning can occur, including space for land-based teaching, community gatherings, sacred fires, drumming circles, and other elements central to making non-Western spaces.

21

Train faculty and departmental review committee members on how to evaluate non-Western based (particularly, Indigenous) research, teaching, and service and ensure that these members evaluate bodies of work with appropriate lenses.

Responsibility 4

Make recommendations to incorporate Indigenous ways of knowing, content, perspective, discourse, and approaches as appropriate.

Background

As a research-intensive institution, the University of Waterloo can make a direct impact on the experiences of Black, Indigenous, and other racialized members of its campus community through a re-evaluation of the research enterprise. The Taskforce recognizes that historically (and currently) "other" ways of being, knowing, and doing have been excluded and rendered invisible by the predominance of Western research models and practices.

The Taskforce's goal in setting out the recommendations below is not to eliminate Western-based research practices, but to expand the understanding of what is considered "bold, innovative, and excellent" research and research methodologies. With the aim to decolonize research and research administration, these recommendations have been informed by the experiences shared by Black, Indigenous, and other racialized faculty and students involved in research endeavours – as well as scans of other institutions and research into best practices.

Recommendations

22

Create a Centre or Institute for Indigenous Research Excellence that supports Indigenous communities with identifying their research needs and areas of interest and assists these communities with achieving their research goals through partnerships with University researchers.

23

Mandate training for all non-Indigenous faculty members, staff, and students engaging in Indigenous research.

24

Consult with Indigenous community members who have existing relationships with the University (including staff, students, and faculty), to create a policy on conducting research with Indigenous communities and on Indigenous lands and waters.

25

Ensure representation of different ways of knowing and being; equity, diversity, inclusion and anti-racism training; and best practices for the Research Ethics Board membership, so it has the capacity to support, assess, and approve ethics requests for research which impacts or involves racialized communities, with particular emphasis on Indigenous communities.

26

Ensure diverse/broad membership and equity, diversity, inclusion and anti-racism training for dissertation and thesis committees to better evaluate non-Western research methodologies and projects (and formally recognize the contributions of faculty, particularly Black, Indigenous, and other racialized faculty, who may be tasked with more expectations on their labour for serving on these committees).

Responsibility 5–6

5 Provide recommendations for the development of BIPOC entrance and other scholarships.

6 Advise on strategies related to approaches for introducing a transitional year program for high-school students.

Background

The Taskforce's recommendations with respect to scholarships, transition year programming, and admissions are all motivated by the goal of creating more equitable access to the University's academic programs. Black, Indigenous, and other racialized students are judged in equal measure with white students, even though Black, Indigenous, and other racialized students are structurally disadvantaged. Institutions such as the University of Toronto and McMaster University have acknowledged this structural disadvantage by creating scholarships, transition year programming, and admission practices that address these systemic issues. Equitable access to the University's academic programs improves the experience for all students by creating a more diverse and vibrant learning environment that reflects the Canadian society.

Recommendations

27

Set specific admission goals for domestic Indigenous and Black students, at the undergraduate level, with a goal of creating a student body that reflects the make-up of the Canadian high school population by 2025.

› **A** | Set faculty-by-faculty goals to ensure opportunities in all fields of study.

› **B** | Publicly acknowledge the Jay Treaty for Indigenous undergraduate and graduate students from the United States.

› **C** | Develop programs and metrics to increase high school recruitment and outreach to Black and Indigenous students.

28

Identify and address any barriers in admission processes that may negatively impact Black, Indigenous, and other racialized students, acknowledging that for undergraduate and graduate programs where admissions are highly competitive, it is already standard practice to consider additional criteria besides grades.

› **A** | Train staff in appropriate application of criteria.

› **B** | Implement mechanisms for Black, Indigenous, and other racialized students to provide supplementary evidence of their ability and commitment to success.

› **C** | Investigate if application fees may be unintended barriers.

29

Increase the number and value of scholarships and other funding opportunities for Black, Indigenous, and other racialized students (e.g., needs-based financial support for tuition subsidies, emergency loans, affordable childcare, housing, nutritious food), and identify and eliminate barriers to access these funds.

30

Provide clear communications with students (across multiple platforms and formats) about the financial costs of attending university, so that racialized students from backgrounds where university education has not been the norm can make informed decisions about applying.

31

Create a Transitional Year Program to increase racial and ethnic diversity in the student body by supporting Black, Indigenous, and other racialized students who are close to achieving the usual admission standards for their preferred programs but are unable to. These programs should assist students in enhancing their skills, demonstrating their abilities, and becoming ready to succeed. ❦

Health and Mental Health

Responsibility 1–2

1 Research and suggest training opportunities related to anti-racism for health service providers on campus.

2 Research and suggest training of existing counsellors to understand the psycho-socioeconomic BIPOC-lens.

Background

To inform these recommendations, the Working Group reviewed journal articles that examined health inequities experienced by racialized communities; conducted a detailed environmental scan on anti-racism training and training on the social determinants of health for medical professionals and counsellors; and conducted interviews and focus groups with counsellors, campus healthcare providers (i.e., physicians, psychiatrists, and nurses) and other specialists in the community (an Indigenous physician, a community-based female Muslim counsellor, and an anti-racism expert).

Results of these reviews and consultations indicate that racism is prevalent in Canada's healthcare system. These inequities are rooted in colonial and racist ideologies and worldviews,

stereotypes, prejudice, and discrimination. Institutional factors and individual behaviours that contribute towards these inequities in healthcare and health outcomes include language barriers; lack of cultural awareness; cultural responsiveness; cultural safety[5]; unconscious biases; inaccessible/inappropriate screening services; unfounded beliefs in race-based biological differences; and a lack of awareness/familiarity of these important issues and concepts.

The proposed anti-racism training is based on the Working Group's reviews and consultations, and on important frameworks such as Critical Race Theory.

Recommendation

32

The following are anti-racism training recommendations for health service providers and counsellors. They are grouped into five broad categories (detailed information on these categories is provided in Appendix C):

> **A | Introduction to Anti-racism/Anti-racism Fundamentals**
> To provide an understanding of fundamental anti-racism context, principles, and terms, including colonization; racial and cultural awareness; eurocentrism; racial discrimination and harassment; whiteness, white privilege, and white supremacy; microaggressions; and unconscious biases.

---

[5] These terms (cultural awareness, cultural responsiveness, cultural safety, culturally responsible) are explained in the Glossary of Terms section.

> **B | Social Determinants of Health**
> To provide an understanding of how to address the negative impacts of the social determinants of health and intersectionality in clinical practice, with an emphasis on Black, Indigenous, and other racialized persons.

> **C | Racism and Discrimination in Healthcare**
> To provide an understanding of structural racism and discrimination in the Canadian healthcare system.

> **D | Culturally Responsible and Safe Healthcare/ Anti-racist Framework for Clinical Practice**
> To provide an anti-racism lens to the work of healthcare providers.

> **E | Racial and Intergenerational Trauma**
> To provide an understanding of how to manage the adverse impact of racial and intergenerational trauma, experienced by Black, Indigenous, and other racialized persons.

Responsibility 3

Discuss and offer suggestions to provide virtual meeting safe places/healing spaces and approaches to support BIPOC students/staff/faculty who experience racism to learn strategies to address mental health and anxiety, and to provide a venue for sharing stories of hope and encouragement.

Background

In postsecondary settings, safe spaces refer to physical spaces on campuses that are devoted to the needs of equity-deserving groups. Safe spaces can also refer to organizations or specific gatherings (e.g., campus cultural centers, racialized student organizations, and specialized classes, workshops, or events). Moreover, these spaces can also be called healing spaces when they are devoted to helping equity-deserving groups, such as racialized individuals, heal from racial and inter-generational trauma.

The goal of the recommendations below is to specifically address safe/healing space needs of Black, Indigenous, and other racialized groups at the University of Waterloo – to help these individuals build connections and a sense of community in a respectful environment.

Recommendations were informed by experiences shared by the University's graduate and undergraduate students (via WUSA and GSA) and employees in departments/units that offer various services, supports and resources. Consultations were also done with various units including Campus Wellness, Campus Housing, Athletics and Recreation, Student Success Office, and Co-operative Education. An environmental scan and academic literature on safe/healing spaces were also reviewed to inform these recommendations.

Recommendations

33

Develop group-specific healing circles that serve the needs of Black, Indigenous, or other racialized groups. Special consideration should also be given to those with intersecting identities (e.g., with differing sexual orientations and gender identities). These healing circles should offer resources and strategies to deal with mental health challenges (e.g., anxieties), should be empowering, and should promote stories of resiliency.

34

Ensure that the facilitators of healing circles are trained in the best practices (e.g., regular check-ins with participants) for creating culturally safe spaces, have a background in healing, and come from the same/similar background as those they serve/participants (e.g., Indigenous Elders, Black counsellors, spiritual healers from various faith communities).

35

Provide opportunities for international students to freely and safely discuss their experiences in a new/unknown environment, obtain strategies to effectively navigate new systems, and learn how to cope with stressors that they might encounter.

36

Designate 'safe' physical spaces (e.g., indoor spaces, community gardens) that can be used by racialized students and employees to heal from racial and intergenerational trauma. Place clear physical markers outside these spaces for ease in locating them.

37

Maintain an easily accessible resource list of healing/safe spaces on campus and in the Region of Waterloo (see Appendix D). Distribute this list to health service providers regularly.

Responsibility 4

Provide recommendations for strategies to increase BIPOC mental wellness services, supports and resources.

Background

Physical and mental wellbeing is dependent on both lifestyle choices and on individual, social, economic, and other factors that are outside of one's control. These latter factors, which are the largest predictors of sickness, are called social determinants of health (SDOH). When SDOH (e.g., race, income, educational status, employment, housing, disability, gender identity) cause economic and social disadvantage, they create systemic barriers for individuals to access healthcare opportunities, resources, and services. Using a SDOH lens and in consultation with diverse stakeholders across campus, the recommendations were developed that will extend wellness services, supports and resources beyond those typically provided by counsellors, physicians, psychiatrists, and nurses in Campus Wellness. Environmental scans and literature reviews also informed the recommendations.

Recommendations

38

Black, Indigenous, and other racialized students, faculty and staff may not have enough information on the mental health and wellness services and supports that are available to them. The University should expand its current Wellness Resources Database to include services on and off campus that are tailored to members of the Black, Indigenous, and other racialized communities, such as non-Western clinical services and practices (e.g., Indigenous healing practices, Chinese medicine, Ayurveda, acupressure/ acupuncture, homoeopathy, naturopathy, non-Western nutritional and dietary services). See Appendix E for a list of resources.

39

Health service providers should be able to competently refer students to on and off campus supports for emergency loans, access to affordable and nutritious food, housing, or childcare.

40

When students are referred to community services, a proper follow-up should be conducted to ensure that the students' needs have been met in a culturally appropriate and satisfactory manner.

41

UWaterloo Chaplains should expand the number of faith traditions it represents to meet the needs of the University's diverse population, as spiritual wellness supports are important to members of racialized groups. In addition, this campus unit should consider a more inclusive name for spiritual leaders (except Christian and Catholic leaders) other than "chaplains", as this word has its roots in Christianity, and may act as a barrier to some of those seeking spiritual help.

42

Extend services to students' immediate family members, if deemed appropriate for the wellness of students. When appropriate, ensure family members are referred to appropriate community organizations.

Responsibility 5

Develop recommendations for where increased support for health and mental health would be most effective.

Background

In addition to providing recommendations that will extend wellness services, supports, and resources beyond those typically provided by counsellors, physicians, psychiatrists, and nurses in Campus Wellness, strategies to improve the services provided by these healthcare providers were also discussed. Attention was also given to decolonizing existing services,

supports and resources before recommending an increase to them. Like the previous ones, these recommendations were developed in consultation with diverse stakeholders across campus (Campus Wellness, Campus Housing, Athletics and Recreation, the Student Success Office, Co-operative Education). Environmental scans and literature reviews also informed them.

Recommendations

43

Ensure healthcare practitioners have diverse cultural, linguistic, and faith/ spiritual backgrounds to provide culturally responsible and safe services that are reflective of the diversity of students.

44

Increase the number of counseling sessions for students and/ or evaluate ways to refer students to affordable community counselling services, as deemed necessary by clinical analysis, as the six-sessions counseling model may be insufficient to address certain mental health challenges.

45

Develop culturally sensitive and responsible group therapy workshops, seminar programs, and peer health educational programs to address the unique challenges faced by racialized students, in particular racial trauma. Use names for these workshops and programs that are not perceived as stigmatizing by non-Western cultures (e.g., 'tools for living your best life' vs. 'therapy group'). Offer these workshops and programs during vulnerable times (e.g., co-op terms, exams).

46

Explain counselling and health services intake processes on the internal website with greater clarity:

› Provide transparency about the process of switching counselors and transferring to an off-campus service.

47

Provide information to community members, especially faculty, to recognize when students could benefit from wellness checks and might need mental health support.

Responsibility 6

Recommend how a BIPOC lens could be included into the wellness collaborative that addresses the social determinants of health.

Background

The Wellness Collaborative (WC) was launched in June 2019, with the signing of the Okanagan Charter and the Healthy Workplace Statement and addresses the wellbeing of the entire university community.

Recommendations

For the Wellness Collaborative to achieve its mandate, recommendations have been developed under eight broad categories and are discussed below.

48

Build relationships, trust, safety, and communications
Develop and implement a communication and engagement strategy for connecting with Black, Indigenous, and other racialized persons.

49

Cultural context
Decolonize the Wellness Collaborative's understanding of and approaches to wellness, specifically mental wellness, by consulting with wellness professionals and traditional knowledge keepers from different cultures and incorporating various cultural perspectives on wellness in programs and initiatives.

50

Priorities

The wellness priority areas of the Wellness Collaborative should be informed by additional consultations with Black, Indigenous, and other racialized individuals, equity-deserving groups, and other relevant groups for revising (or redeveloping) the priorities.

51

Terminology and approach

Identify the systemic barriers or inequities caused by social and structural determinants of health that may negatively impact the inclusion of equity deserving groups in the Wellness Collaborative and engage in actions that proactively mitigate the identified barriers or inequities.

52

History and current socio-political realities

The Wellness Collaborative Advisory Committee and Community of Practice members should participate in educational programs and learning activities, with a focus on historical, structural, and legacy impacts of colonialism on Black, Indigenous, and other racialized persons.

53

Support Indigenization

Review, adopt and enact relevant health-related calls to action (i.e., no. 18 to 24) from the Truth and Reconciliation Commission's (TRC's) report.

54

Incorporate equity, diversity and inclusion (EDI)

Ensure that the racial and cultural composition of the Wellness Collaborative Advisory Committee and Community of Practice reflect the demographic of the community they serve. Provide equitable access of Wellness Collaborative programming and initiatives to all of campus community.

55

Evaluation and sustainability

> **A** | Use program evaluative tools to identify intended and unintended impacts of the Wellness Collaborative's work on Black, Indigenous, other racialized persons and other equity-deserving groups.

> **B** | Develop process and outcome success indicators that apply to Black, Indigenous, and other racialized persons. Ensure that the process and outcome success indicators are culturally applicable. 🦌

Professional and Academic Development and Mentorship

Responsibility 1

Develop recommendations to increase mentorship/sponsorship opportunities for BIPOC staff/faculty/students.

Background

Mentorship programs are beneficial to institutions, as they provide knowledge, guidance, or advice to support professional development or career advancement. Mentors ideally have more experience, knowledge, and connections to transfer to less experienced individuals in their fields. Existing programs at the University, particularly in the Student Success Office and faculties are well structured and valuable to students and employees. However, these programs are not typically tailored to racialized persons. To the Taskforce's knowledge, there is only one mentorship program in the University, offered through the Racial Advocacy for Inclusion, Solidarity and Equity (RAISE), that specifically targets Black, Indigenous, or other racialized employees or students.

Recommendations

56

Existing mentorship programs for students and employees (e.g., through the SSO, OHD, CEE) need to be reviewed using an anti-racism, equity, diversity, and inclusion lens to revise content for cultural appropriateness and enhance programming.

57

OHD and SSO should develop mentorship programs for racialized employees and students respectively in collaboration with/through appropriate channels (e.g., BFC, Waterloo Indigenous Student Centre), and which address significant events in the lifecycle of employees and students (e.g., freshman year, transitions to the workforce)[6].

---

[6] Today, there is little representation in some staff and faculty populations (e.g., Black and Indigenous employees), limiting the number of potential mentors that can support the academic/professional development, career advancement, or system navigation of others who "look like them". To address this issue, the Taskforce recommends the creation of a mechanism for mobilizing a vetted group of mentors, who are appropriately trained and supported to fill the current void, while the University works to hire more diverse employees.

58

Race-based, participation, and engagement data should be collected on an ongoing basis to evaluate these mentoring programs, participation and uncover areas in need of improvement.

59

SSO should partner with external organizations that offer mentorship programs to provide additional options for Black, Indigenous, and other racialized students (e.g., ONYX).

60

Develop Alumni Affinity groups to offer an organized mechanism or channel for Black, Indigenous, and other racialized alumni to provide networking, career advice, or intergenerational mentoring to undergraduate and graduate students from these communities.

61

A central information resource/hub that acts as a one-stop location for information about mentoring, career development, funding, and other supports for racialized groups should be developed, as students and employees may be unaware of mentorship programs that are available to them.

Responsibility 2

Suggest mitigation strategies to address conflicting information on how to navigate the system, provide equitable opportunities and overcome barriers for staff and faculty career advancement.

Background

To dismantle systemic barriers in the workplace, it is important to uncover and address problems in policies, processes, and procedures. For this reason, Policy 18 (staff employment),

Policy 76 (faculty appointments), and Policy 77 (faculty tenure and promotion) were examined – as these policies address training, professional development, career advancement, and performance management – and must be reviewed through an anti-racism and anti-oppression lens, and using equity, diversity, and inclusion principles.

Recommendations

62

Develop a framework/program to track the careers of Black, Indigenous, and other racialized employees, and support their professional progress through various mechanisms/systems (e.g., onboarding, peer mentorship, other professional development opportunities) to ensure their long-term retention and to address unique challenges that they may experience.

› This framework should be piloted with the 10 Black and 10 Indigenous faculty that the University is in the process of employing through its two cluster hiring initiatives.

63

Undertake a consultation process to learn about and address research barriers and particular needs of Black, Indigenous, and other racialized researchers, including a review of recent research in this field.

64

Identify research funding sources and allocation practices and collect data on current levels of institutional support for research by Black, Indigenous and other racialized scholars, recognizing that funding practices vary considerably from faculty to faculty.

› Ensure consistent startup funding offers and disbursements.

› Set goals and create specialized programs to ensure the continued support of Black, Indigenous, and other racialized scholars.

65

Conduct a review of hiring practices, training, career advancement, performance management/appraisal, faculty appointments, and tenure and promotion policies – in particular, policies 18, 76, and 77 – using equity, diversity, inclusion, anti-racism, and anti-oppression lenses and principles. These policies and their accompanying guidelines and processes should be transparent, consistently applied across the institution, and hold managers/leaders accountable to fair and equitable practices.

66

The University's onboarding process should include useful information/initiatives that are specially designed for racialized employees.

67

Ensure the racial and cultural diversity of academic, student, and career advisors, to provide more culturally sensitive advisory services to students.

68

Create research awards and additional funding opportunities for Black and Indigenous faculty researchers (e.g., support for open-access publication fees; recruitment of Highly Qualified Personnel (HQP); mentorship or networking events; fellowships, research awards and other opportunities for research advancing culturally diverse ways of learning and knowing; and community-based research).

69

Provide training for staff who support the administration of research, especially for projects with Black, Indigenous, and other racialized communities.

Responsibility 3

Develop recommendations to address how funding in support of professional development and mentorship for BIPOC staff/faculty/students is allocated and implemented.

Background

The Working Group examined barriers and explored funding options for racialized individuals to access professional development and mentorship opportunities and for units (e.g., faculties) to develop and deliver these opportunities.

Internal consultations conducted by the Working Group revealed that access to professional development opportunities is highly dependent on departmental budgets and is also at the discretion of managers and supervisors. Furthermore, the amount of available funds for these opportunities and the process to access them are not always evident/transparent. These factors could lead to inequities and fewer professional development opportunities for racialized employees – limiting their career progression or advancement. The following recommendation is intended to address these issues.

Recommendation

70

The University should:

› Create a central Professional Development Fund for Black, Indigenous, and other racialized employees that can be used to access professional development and mentoring opportunities.

› Incentivize and support Black, Indigenous and racialized employees to take advantage of professional development funding for their career development or advancement (e.g., take professional development leaves/days, use the 35 hours per year recommended in Policy 18, recognition as part of their performance evaluations).

› Develop data collection and reporting structures to track and measure the use and impact of this fund on members of the Black, Indigenous, and other racialized communities.

Responsibility 4

Develop communication strategies that increase awareness and foster access to professional development and mentorship opportunities for BIPOC staff/faculty/students.

Background

The Working Group held meetings with various stakeholders across campus to identify the challenges with communicating professional/academic development and mentorship opportunities to racialized audiences. Based on the outcomes of these meetings, it was determined that campus units are sending communications on services and offerings, but these messages are not coordinated. It was also discovered that clarity and awareness on available programs and resources appear to be low with regards to these opportunities.

Recommendation

Please refer to Recommendation 8 under "Overall Themes – Communications".

Responsibility 5

Develop recommended options for Employee Resource Groups (ERGs) for BIPOC communities.

Background

Employee Resources Groups (ERGs) are grassroots networks that are voluntary, employee-led, and foster a diverse and inclusive workplace aligned with an organization's mission, values, goals, and objectives. They are typically self-organized and share common interests or experiences that are based on gender, race, ethnicity, religious affiliation, lifestyle, or other such factors.

ERGs provide support for personal or professional development and create safe spaces for employees to be their authentic selves. They are also avenues for advocacy within an organization, with allies sometimes being invited to join these groups to support their colleagues. ERGs are also beneficial for the development of future leaders, increased employee engagement, and expanded marketplace reach.

Although the Taskforce is presenting a recommendation to establish ERGs that are aimed at members of Black, Indigenous, and other racialized communities, this suggestion would also be beneficial for a broader rollout of ERGS.

Recommendation

71

Develop a framework for the formation and implementation of ERGs at the University. This framework should include a set-up process, terms of reference, and guidelines and best practices (e.g., setting up communities of practice/networks; creating safe spaces to promote a sense of belonging) for ERGs.

Race, Culture, and Ethnicity Awareness

Responsibility 1

Review Waterloo's mission, vision and values, and guiding principles through a diversity and inclusion lens to develop recommendations that reflect the needs of BIPOC communities.

Background

The Taskforce has taken a broader approach to addressing this responsibility and offers recommendations that aim to address adjustments to the mission, vision, values – in addition to identifying ways to embed anti-racism approaches throughout strategic planning processes and ensuring accountability in achieving behavioural and transformational changes in pursuit of those values[7].

Recommendations

72

The guiding principles developed in Appendix F should be considered in the development of future strategic planning in the University.

73

Mission:
It is recommended that no changes are to be made to the mission statement at this time, as the mission is established in the University of Waterloo Act.

74

Vision:
Revise the vision statement to use active language that is more community and culturally focused to set anti-racism, anti-oppression, and decolonial goals. The revised vision statement should be transformational in nature by making specific reference to how it will approach making changes in the culture of the organization and embedding anti-racism, anti-oppression and decolonial approaches to learning, research, teaching, and community life. It should also acknowledge the active responsibility that the institution has to remove systemic barriers and create respectful spaces, opportunities for collaboration, allyship in order to attract and retain historically marginalized students, scholars and staff.

---

[7] The Taskforce acknowledges that the University has anti-racism mission, vision, and guiding principles, which are communicated on its anti-racism website. However, it recommends that the University embed anti-racism approaches in its next strategic planning cycle.

75

Values:

Revise the values to include language that speaks specifically to anti-racist and anti-oppression beliefs, values and principles and promotes the ability of all members of the campus community to thrive. A specific value around action should also be added. Examples are provided below:

›   "We are an institution that welcomes people with diverse lived experiences who bring anti-racist, decolonial and equity approaches to learning, teaching, research and living."

›   "We will recognize the voices of equity-deserving groups that have been excluded and ignored in our institution, and, building on the work and leadership of our existing diverse communities, we will continue to decenter systemically racist cultures within our institution and center and amplify the voices of Black, Indigenous and racialized voices everywhere."

›   "We are Committed: By amplifying the voices of racialized students, faculty and staff we aspire to build a community that is equitable and decolonial. Acknowledging equity barriers in the postsecondary sector, we commit to decenter systemically racist approaches."

Responsibility 2

Make recommendations for anti-racism and oppression training for all members of Waterloo's community to contribute towards a culture of belonging.

Background

Training, education, and event strategies should be embedded within the institution – supporting sustainable and meaningful action towards building an inclusive culture of belonging. The goal is for the University to be a leader in deep-rooted and embedded anti-racism and anti-oppression practices, and to show measured change, demonstrated impact and sustainable progress.

Recommendation

76

Please refer to Recommendation 6 (under Overall Themes – Training) for proposed anti-racism and oppression training for all members of Waterloo's community. Furthermore, due to the important role that leaders play in driving culture change, the Taskforce recommends that the University establish specific training for Senior Leadership, including ways to monitor implementation, establish accountability and demonstrate the values that will lead the cultural shift required to establish a culture of belonging.

Responsibility 3

Provide recommendations on a module for students on the roots of racism and how to address, prevent and identify systemic racism.

Background

This responsibility was identified as a key concern for the Community Collaborative, and for this reason it was acted on immediately by the Equity Office, in collaboration with the Office of the Associate Vice-President, Academic. The Equity Office released an e-learning course, *Confronting Anti-Black Racism* in April 2021, and this learning opportunity is open to students, faculty, and staff.

Recommendation

77

The Taskforce recommends that the University considers the following principles and guidelines, intended to supplement the work that has been done in this course, and for other areas across campus that may also be looking to develop anti-racism training opportunities.

›   To help accommodate different learning styles and support equitable access to the content, this module should include both synchronous and asynchronous learning components.

> Understanding that everyone is at different stages in their equity-learning journey, the module should allow for self-directed learning by including some components of foundational learning as well as advanced learning options. This flexibility will help keep all learners engaged in the content.

> The module should include some 'for students/by students' learning where students are able to share their lived experiences of racism or anti-racism and create a brave space for learning and discussion. This will help learners better understand the student community and their specific experiences here at the University. Peer-to-peer learning is also an advantageous way to engage and include all learners as it expands their perspectives and fosters meaningful connections.

> Consider the learning needs and differences of people who identify as a Black, Indigenous, or racialized, as well as other equity-deserving identities. The perspectives and position of those students while learning about anti-racism and anti-oppression will be different from those who identify as White.

> Ensure mental health support or additional support is considered through the development of the module and is in place for student participants who seek additional resources as people undergo the training and after their training experiences.

> Ensure that there is an evaluation and reporting mechanism to receive and address feedback from participants.

> Ensure public reporting to the university community on both qualitative and quantitative feedback from participants on the module and their experiences.

Responsibility 4

Recommend mechanisms for gathering BIPOC input at all levels of governance.

Background

For this purpose, the scope of this review was set to the University's bicameral governance and other governing bodies (i.e., Senate, Board of Governors, Executive Council, and Dean's Council). While the scope of this responsibility is limited to these central governance bodies, it should be noted that many of the principles discussed here can be – and should be – applied to other bodies and committees across the University.

In reviewing the makeup and processes of the governance bodies and structures at the University, the following observations were made:

> **A** | Currently, there is an underrepresentation of Black, Indigenous, and other racialized leaders in these bodies,

> **B** | Black, Indigenous, and other racialized members of the community face barriers to joining governance bodies under the current governance and appointment processes and practices.

Recommendations

78

Set targets, in line with the Government of Canada's 50/30 challenge – gender parity (50% women and/or non-binary people) and significant representation (30%) of other equity deserving groups, including Black, Indigenous, and other racialized persons, taking intersectionality into consideration.

> Setting and working toward meeting targets are a good first step to shifting representation at governance tables. The institution should also consider mechanisms to move closer to or meet targets at each of the regular recruitment cycles of new members to governance tables, reporting on these mechanisms, providing projections on when targets will be met, and educating staff, faculty, and students about the importance of equity in governance.

79

Until the institution can embed more diverse and sustainable representation in the University's bicameral governing structures, it is recommended that the institution establish interim solutions to ensure equitable representation on leadership governance bodies by creating supplementary positions to these tables, dedicated to racialized and Indigenous individuals. These supplementary positions, if non-voting, need nevertheless to be empowered with the authority to work with the leaders and communities across the institution to be fully effective in bringing diverse opinions to the table. With experience serving at governance tables, individuals in these positions would then become ideal candidates for recruitment into regular positions at governance tables, as these arise.

80

Ensure inclusive and intentional recruitment, hiring and retention of more Black, Indigenous, and other racialized individuals into faculty and staff positions, which will support the creation of a qualified and diverse pool of leadership-ready community members for governance roles.

81

Ensure inclusive and intentional recruitment, hiring and retention of more Black, Indigenous, and other racialized individuals into senior leadership positions. Review institutional appointment processes for senior leaders to ensure the process of appointing individuals is also based upon anti-racist, decolonial and equity principles.

82

Develop Pathways to Leadership Programs designed specifically for Black, Indigenous, and other racialized individuals to create and support qualified candidate pools. These programs will develop leadership competencies and capacities to enhance and support pathways to leadership.

83

Develop mentorship and sponsorship programs for Black, Indigenous, and other racialized individuals to support them in their path to senior leadership and governance roles and support their growth and success while in a leadership role.

Responsibility 5

Provide recommendations for race, culture and ethnicity awareness initiatives driven by undergraduate and graduate students, including recommendations on funding for such activities.

Background

Mobilizing and empowering students to lead events that build a culture of anti-racism on campus is key to enacting the cultural shift required across the campus community to combat racism and promote equity, justice, and access for all. Based on the environmental scans that were conducted for this purpose, much of this work is already being led by student associations. This recommendation seeks to ensure stable, trusted, and resourced[8] administrative support and partnership is established, to build on the work already underway by students.

For meaningful action to be taken in support of student-led initiatives to promote race, culture and ethnicity on campus, an institutional unit (specifically, the Student Success Office) should act as the backbone support resource – providing the administrative and financial stability needed to enable authentic and sustainable action in increasing awareness, education, and participation of student events to promote anti-racism across campus.

Recommendation

84

The SSO, in consultation with student groups, should host a series of events throughout the year that focuses on building race, culture and ethnicity awareness within the student body.

---

[8] In addition to possible funding opportunities (see Appendix G), the University may consider establishing an endowment fund to support these student-driven events.

Responsibility 6

Make recommendations for establishing diversity and inclusion representatives related to the anti-racism file for consultation, with regard to language and culture, who provide advice to staff/faculty/students.

Background

The University of Waterloo has been intentional in ensuring that the voices of Black, Indigenous, and other racialized persons have led the work of PART. These students, staff, and faculty have provided advice and/or recommendations aimed at transforming the University's culture, policies, and practices. However, for the most part, they have engaged in this work in a non-sustainable manner – as they also juggled their normal duties and responsibilities. To ensure the viability of this initiative, and for the University to meet its anti-racism mission, it is important that it builds its institutional capacity.

Recommendation

85

The University should create specific equity, diversity, inclusion, and anti-racism roles that are appropriately compensated and can provide expert advice and guidance across the organization. The Taskforce acknowledges that there has been an increase in such positions[9] throughout the institution, commends the addition of these positions and recommends that additional positions are considered across Faculties and Academic Support Units, to further increase and embed Indigenous, anti-racism and equity considerations throughout all operations. This recommendation should also be achieved through the EDI-R Program Area Leads (PALS) program that was announced in Fall 2021[10].

Responsibility 7

Discuss and provide ideas and suggestions for events and opportunities to support BIPOC members in exploring and celebrating their own identities.

Background

It is important for Black, Indigenous, and other racialized students and employees in the University to be provided with avenues to explore and celebrate their identities. An environmental scan was conducted to examine how other U15s achieve this purpose. Results point to a broad range of relevant initiatives and programs (e.g., home-away-from-home spaces for students; Indigenous cultural ceremonies and practices including smudging; visits from elders and traditional knowledge keepers; artistic performances such as dances, music and plays; Indigenous traditions and memories of ancestors; history and culture of Black people in Canada; and other gatherings and educational opportunities).

Furthermore, there are external/community organizations that also engage in these activities (e.g., The Caribbean Canadian Association of Waterloo Region, The African Canadian Association of Waterloo Region and Area, the Healing of the Seven Generations). The University should encourage/welcome partnerships with these regional organizations and share information on them to help Black, Indigenous, and other racialized students and employees explore their identities.

---

[9] These positions include, but are not limited to: Director Equity, Diversity, and Inclusion in Research, International and Commercialization, Office of Research; Manager, Research Program Development and Partnerships, Indigenous Initiatives, Office of Research; Project Manager, Research Equity, Office of Research; Anti-Racism Communications Manager, University Relations; Student Equity Specialist, Student Success Office; International Recruitment Specialist, Registrar's Office.

[10] uwaterloo.ca/human-rights-equity-inclusion/news/update-new-equity-diversity-inclusion-and-anti-racism-office

Recommendation

86

The Offices of IR and EDI-R should be primarily responsible for organizing and hosting events and opportunities that support Black, Indigenous, and other racialized students, faculty, and staff in exploring and celebrating their own activities. The following key factors should be taken into consideration:

›   The events should be particularly open/accessible to members of the targeted racialized groups and should be conducted in a safe, respectful, and supportive manner.

›   The University should provide the necessary supports, including funding and suitable facilities and spaces (e.g., smudging and meditation rooms) for these events.

Responsibility 8

Discuss and provide ideas and suggestions for events that educate the university at large, including our alumni community, about an inclusive society, systemic racism, and the need for a variety of voices at all levels.

Background

Over the course of 2021, the Race, Culture, and Ethnicity Awareness Implementation Team organized and supported seven events and five anti-racism book club sessions to educate the University, and raise awareness on race, culture, and ethnicity (see "Implementation Team: Race, Culture, and Ethnicity Awareness") for more information. These events (open to all faculty, staff, and students) explored history, identity, mental health and wellness, systemic inequalities, dismantling oppressive systems and other important topics.

Recommendations

Following the success of these events, the Taskforce recommends the following:

87

The Taskforce offers a 16-month calendar (see Appendix H) outlining days of observances:

›   Publish this 16-month calendar for student groups, faculties, and academic support units to acknowledge and celebrate significant dates.

›   Commit to publicly acknowledge and celebrate the following key commemorative dates annually: Black History month; International Day for the Elimination of Racial Discrimination; Asian Heritage month; International Day for Cultural Diversity for Dialogue and Development; Indigenous History month; National Day for Truth and Reconciliation. These events should be hosted by the appropriate areas on campus (e.g., the Office of Indigenous Relations should organize events for Indigenous history month). However, other areas such as University Relations should support these events (e.g., creating promotional material, promoting the events on social media).

›   A campus-wide message from the President should be sent out for key commemorative dates on the calendar that cannot be celebrated via an event (e.g., International Day for the Elimination of Racial Discrimination).

›   The Office of Equity, Diversity, Inclusion, and Anti-Racism and the Office of Indigenous Relations should regularly review the calendar to ensure that the University acknowledges and celebrates key commemorative dates.

88

The Book Club should continue to be a safe place to learn and unlearn about race, culture, and ethnicity with facilitators that can lead discussions on the books on PART's reading list[11].

---

[11] uwaterloo.ca/anti-racism/community-stories/part-reading-list

Black Studies Programming

Background

The Implementation Team developed diplomas and designed courses and foci/experiential components surrounding Black Studies to promote inclusive learning rooted in equity and social justice.

Results

> **Research and Consultations:** The Implementation Team produced a 50-page report in summer 2021 (led by Dr. Vershawn Ashanti Young) on Developing Black Studies at Waterloo and from consultations[12], the team reported that 26 per cent of faculty respondents were willing to teach a course in Black/Indigenous studies and the majority of student respondents reported an interest in taking a Black or Indigenous course (87 per cent and 90 per cent of respondents respectively).

> **Courses:** The Implementation Team proposed new courses in summer 2021 to support diplomas and future minor/majors. Specifically, three courses were developed at the 100-level, eight at the 200-level, nine at the 300-level, and four at the 400-level[13].

---

[12] Consultations with faculty, staff, students, other university programs, outside agencies, and community partners in summer 2021 (total = 480 respondents; UG Student 35%, Staff 30%, Faculty 21%, Grad student 6%).

[13] **100-level courses:** Foundations of Black Studies; Introduction to Black Arts, Culture, and Literature, Combating Anti-Black Racisms; **200-level courses:** Black and Free, Taking B(l)ack History, Black Feminisms, Introduction to Anti-Racist Communication, Black Canadian Writing (cross-list ENGL 201), Language, Life, and Literature in the Caribbean, Black Performance Studies, Black Diasporic Lives, 1740 to 1900; **300-level courses:** Afro-Latin American (cross-list SPAN – Mario Boido), Black Queer Studies, Black Strategic Management and Enterprises, Global Politics of Pan Africa, Methods and Practices of Black Anti-Racist Consulting, Topics in Black Language and Linguistics, Writing Anti-Racism, Special Topics in Black Studies, Black Theatre Workshop ; **400-level courses:** African American Rhetoric, Advanced Black Culture and Society, Special Topics in Black Entrepreneurial Enterprises, The Black Atlantic.

> **Foci and Experiential Components:** Three foci and experiential components for a future major in Black Studies were designed in summer 2021. Specifically, Anti-Racist Consulting and Community Engagement (with capstone experiential consulting practice component), Black Entrepreneurship (with capstone entrepreneurial development component), and General Black Studies.

> **Diplomas in Black Studies:** In November 2021, the Senate approved the Implementation Team's two diplomas in Black Studies (formulated in summer 2021). Starting fall 2022, *Black Studies* and *Fundamentals of Anti-Racist Communication* will be offered as diplomas open to degree students from all faculties and non-degree and post-degree students. *Black Studies* focuses on providing foundational knowledge on Black culture, life, history, arts, society, and politics, applying an intersectional framework, while *Fundamentals of Anti-Racist Communication* aims to provide essential skills to combat anti-Black racism, develop broad racial awareness and Black cultural competency and engage in effective interracial communication and allyship. 🌿

INCLUSIVE LEARNING ROOTED IN EQUITY AND SOCIAL JUSTICE

Campus Representation

Background

The Implementation Team led the planning and initiated execution for the Provost Office's Black Excellence and Indigenous Excellence faculty cluster hiring initiatives. The mandate of the Implementation Team has also been advanced through the significant work of the Employment Equity Working Group as their work aligns with what this Implementation Team seeks to uphold in its equitable recruitment and selection processes across campus.

Results

CLUSTER HIRING

› In summer 2021, two cluster hiring initiatives were announced that will see the addition of 10 Black and 10 Indigenous faculty members[14].

› An initial review of applications for the cluster hiring initiatives is underway following the October 18th, 2021, deadline for first review of applications. Applications will continue to be received until all positions are filled. The selection process will be supported by competency and capacity building resources and training sessions developed by the Offices of EDI-R and IR in collaboration with the Office of Research, The Faculty Association of the University of Waterloo (FAUW) Equity Committee and special faculty advisors.

EMPLOYMENT EQUITY WORKING GROUP (EEWG)

Aligned with the Implementation Team's mandate and responsibilities is the EEWG's work that prioritizes equitable recruitment and selection, including these important elements:

› Revision of the *Equity Statement* to ensure consistency for staff and faculty job postings.

› Review by EDI-R of the institution's hiring practices and, through subsequent analysis, the development of additional equity training including training for selection committee members.

› Establishment of priority and restricted language in job ads to ensure consistency across campus in postings, with legal support.

› Consideration of appropriate places to target job advertisements for diverse faculty and staff hires as an ongoing process, noting that such places have been utilized for the cluster hiring initiatives. EEWG is seeking to expand its network through diverse mediums such as LinkedIn.

---

[14] The positions are open at the assistant professor/associate professor/professor levels, and for broad areas of research.

› Development of a Special Justification Form (currently under review) to support hiring managers and ensure a consistent process for (and to support the need for) priority or restricted hires. This form provides information to senior leadership to make informed decisions surrounding restricted hires[15].

› Development of a guidance resource with an embedded Equity lens for the cluster hiring initiatives by EDI-R.

› Environmental Scan of lived experience statements for job advertisements.

› In collaboration with the FAUW Equity Committee and with feedback from the EEWG, updated the Equitable Faculty Recruitment and Selection Training and Toolkit by EDI-R, and the development of a parallel training toolkit for staff hires.

› Exploration of gaps in policies and processes with regard hiring with the Secretariat. Specifically, Policy 18 (Staff Employment) and Policy 76 (Faculty Appointments). 🐉

EQUITABLE RECRUITMENT AND SELECTION PROCESSES ACROSS CAMPUS

---

[15] Those who are completing the form are required to review and attach objective data and evidence. Objective data can come from Waterloo's Workforce Analysis and Achievement Report (Federal Contractors Program report), Institutional Analysis and Planning, and Statistics Canada. The data and evidence will need to be summarized within the form, including any comments on the degree of underrepresentation.

Race, Culture, and Ethnicity Awareness

Background

The Implementation Team developed, executed, and evaluated monthly activities to promote education, awareness and a deeper understanding of race, culture, and ethnicity across campus.

Results

The Implementation Team adhered to the following principles in guiding its activities:

› Amplify the voices of Black, Indigenous, and other racialized persons

› Promote a diversity of perspectives

› Explore a breadth of topics

› Encourage collaboration across campus

PART EVENTS

Beginning in February 2021, the Implementation Team organized and hosted campus-wide events that often centered around commemorative events or days of observances (e.g., Black history month, Asian heritage month, and mental health day). Some of these events were conducted in collaboration with other areas on campus (e.g., the Office of Research, Thrive). PART also supported the Office of Indigenous Relations in its Indigenous history month keynote speaker event. All invited keynote speakers, panelists and moderators were members of the Black, Indigenous, or other racialized communities, and included University of Waterloo students, staff, faculty, and alumni as well as external guests from government, private sector, public sector, and non-profit.

ANTI-RACISM BOOK CLUB

In summer 2021, the Implementation Team released a carefully curated list of 12 books that it recommended as a resource to support individual learning. An Anti-Racism Book Club series was also launched in July 2021. Each month, on the third Tuesday at noon, a book is selected from the curated list for a review and discussion.

PROMOTIONAL ACTIVITIES

University Relations and other units have supported promotional activities for these events. Channels that have been used for these promotions include, but are not limited to, email distribution lists, social media, the University website, the daily bulletin, the Catalyst (an anti-racism newsletter initiated in 2021), anti-racism forums, and by word-of-mouth.

SUCCESS OF EVENTS

Attendance, engagement and post-event surveys indicate that these events have helped the Implementation Team meet its mandate (see Appendix I). For example, results of the surveys that were administered following each of the Book

Club sessions were quite positive. The comments praised the facilitators and their insights, expertise, and personal stories; enjoyed the subject matter and its relevant applications to practice; liked the structure of the sessions and its engaging nature; and appreciated the openness to different viewpoints and opinions. However, many respondents wished the Book Club sessions were longer. 🦌

PROMOTING EDUCATION, AWARENESS AND A DEEPER UNDERSTANDING OF RACE, CULTURE AND ETHNICITY

Equity Data Advisory Group

Background

The Community Collaborative strongly advised the University to develop and implement a race-based data strategy and identified this action as crucial and pertinent to its anti-racism mission. However, the President's Executive Designate for PART identified that such a strategy was already well underway through the support and leadership of the Equity Data Advisory Group, which was providing guidance on the creation and implementation of an institutional equity data strategy. The lack of inclusion of a working group on this topic was subject to considerable debate. The advice developed was that rather than form a new team with a similar purpose, PART consider working in partnership with the existing Equity Data Advisory Group to achieve its objective, with individuals from the Community Collaborative becoming members of this Group. This approach was seen to be the appropriate pathway to be followed.

In terms of activity of the Equity Data Advisory Group over the academic year, this was considerable. The group developed and launched an equity survey with the intention of confidentially collecting demographic data to better understand the composition of the University of Waterloo community and to foster a more equitable campus, specifically for equity-deserving groups.

Results

EQUITY SURVEY

In mid-June 2021, all students and employees received an invitation to participate in the institution's first equity data survey. A total of 62,722 surveys were distributed with a response rate of approximately 28 per cent (faculty data is outlined on the following page). The survey will open each year in January and will pause data collection in late fall term for analysis and reporting[16]. Improving the response rate is an important concern for the University.

In mid-June 2021

62,722
SURVEYS DISTRIBUTED

28%
RESPONSE RATE

[16] Paper copies of the survey are available for those who are not able to use the online version. For alternate formats email equitysurvey@uwaterloo.ca. Links to the survey can be found in LEARN, Workday, or inbox via subject line: "Take Waterloo's Equity Survey Today."

The faculties' response rates (RR) were highlighted via the Faculty Leaderboard. These statistics were published as of October 25, 2021.

FACULTIES	STUDENT RR	EMPLOYEE RR	TOTAL RR
Faculty of Arts	22%	39%	24.2%
Faculty of Engineering	26%	40%	27.5%
Faculty of Environment	28%	45%	29.4%[17]
Faculty of Health	26%	45%	27.8%
Faculty of Mathematics	26%	49%	27.2%
Faculty of Science	26%	45%	28.1%

OTHER

Employees at the Affiliated and Federal Institutions of Waterloo		46%	
Employees in Academic Support Units		42%	
Employees in Centers/Institutions		48%	

RESULTS

The survey results will be utilized to identify gaps in programs, services, and policies to better meet the needs of equity-deserving students and employees. Moreover, the participation and collection of this data will be beneficial in meeting one of the University's objectives from their strategic plan:

> to enhance the representation, participation, and engagement of equity-deserving groups within the University's community. 🎋

---

[17] Faculty of Environment currently holds the highest response rate in comparison to other faculties.

Proposed Accountability Framework

HELPING THE UNIVERSITY
TO ADVANCE IT'S
ANTI-RACISM MISSION

The Taskforce recognizes and acknowledges that the President of the University of Waterloo is ultimately accountable for all the recommendations that have emerged from the PART initiative, as this is his Taskforce. However, given its complexity, the Taskforce proposes an accountability framework to help initiate the implementation of these recommendations.

For each recommendation, the Taskforce proposes a leader in the University that might be responsible for its implementation; a metric or key performance indicator to measure its progress or its successful implementation; and includes activities that have occurred or are occurring in the University in response to it or that directly impact it. The President and those tasked with an implementation plan will have authority to define accountabilities and metrics; the Taskforce offers what follows in subsequent pages as a starting point for such discussions.

The Taskforce also wishes to draw attention to the shared responsibility of the entire University community to work together to action these recommendations, assist those accountable for the work, and effect changes across campus.

Furthermore, the Taskforce advises that the University develops a mechanism to regularly report on the progress made on all eighty-eight (88) recommendations. Frequent reporting (e.g., on a quarterly or biannual basis) is proposed at the onset of implementation to quickly identify and address any critical issues or barriers that could impede the implementation of these recommendations and the success of the overall initiative. As the initiative progresses, annual reports may suffice.

The Taskforce recommends that reports and updates on the progress made on each recommendation should be collected by the Office of the President from accountable parties (see following table). These reports and updates should be provided and discussed at the University's governing tables (e.g., Senate, Executive Council), with the intention of reviewing the progress made on the recommendations, resolving any problems, mitigating identified risks, highlighting best practices, and celebrating success stories.

To improve transparency and ensure accountability, these updates should also be made available to the University community. The community should be given the opportunity to provide feedback on the progress made on the recommendations to facilitate continuous improvement.

It is also important that the University studies the long-term impact of the implementation of these recommendations to ensure that they are attaining their intended outcomes and advancing the anti-racism vision and mission of the University.

Following these proposed mechanisms and processes will help the University to advance its anti-racism mission.

Proposed Accountability Framework

Overall Themes

RECOMMENDATION	ACCOUNTABILITY [18]	METRICS/KEY PERFORMANCE INDICATORS (KPIS) [19]	STATUS OF RECOMMENDATION [20]
1 The Taskforce recommends that as the University undertakes its Policy Renewal Project, it reviews it policy management framework and existing library of university policies with equity, diversity, inclusion, and anti-racism lens and principles. New policies should also be developed using these principles.	University Secretary	An equity, inclusion, and anti-racism policy toolkit, to be used when creating new policies and reviewing existing policies (through the Policy Renewal Project), is developed.	Some policies have been or are being reviewed with an equity, inclusion, and anti-racism lens such as Policy 18, 33, and 76 (see full PART report).
2 The Taskforce recommends that the Office of Equity, Diversity, Inclusion and Anti-Racism creates a toolkit (or an appropriate mechanism) to provide a basic understanding of decolonizing approaches and direction for faculty and staff in their review and revision of existing programs and services with an anti-racism lens. This toolkit should also be used to guide development of new programs and services.	AVP, Equity, Diversity, Inclusion and Anti-Racism	An equity, inclusion, and anti-racism toolkit, to be used when creating new (and reviewing existing) programs and services, is developed and published.	
3 The Taskforce reiterates a recommendation that emerged from the formal review of the former Office of Human Rights, Equity, and Inclusion, as much of the anti-racism work will occur in the Offices of Indigenous Relations and Equity, Diversity, Inclusion, and Anti-Racism, and requires safe spaces/facilities: *[These offices] should have space appropriate for [their mandates] in a location separate from campus police, recognizing the need for traditionally marginalized communities to feel safe talking about their experiences.*	Vice-President, Academic and Provost	EDI-R relocates to a new welcoming and inclusive space on campus, that is in a location separate from campus police.	EDI-R is "working to find a welcoming and inclusive space on campus, where we can gather as communities; where you can seek guidance, support, and resources; and where connections can be fostered and strengthened. We are committed to locating a space that feels safe for equity deserving groups".[21]
4 The Taskforce recommends that the University commits to funding the programs, services, initiatives, and other activities that have emerged from PART, as these activities are crucial to the anti-racism mission of the University.	President and Vice-Chancellor	A report on the cost analyses of the recommendations from PART, and an accompanying plan to fund these programs, services, initiatives, and other activities, is commissioned.	

---

[18] University leader to be held accountable for the successful implementation of the recommendation.

[19] A metric or KPI to measure progress or the successful implementation of the recommendation.

[20] Activities that have occurred or are occurring in response to the recommendation or that are aligned to it.

[21] uwaterloo.ca/human-rights-equity-inclusion/news/update-new-equity-diversity-inclusion-and-anti-racism-office

RECOMMENDATION	ACCOUNTABILITY [18]	METRICS/KEY PERFORMANCE INDICATORS (KPIS) [19]	STATUS OF RECOMMENDATION [20]
5 The Taskforce recommends that the Offices of IR and EDI-R create guidelines on when and how to properly engage and consult with Indigenous and other racialized communities in a bid to achieve an equitable academic, research and campus environment.	AVP, Indigenous Relations	A list of resources on when and how to properly engage and consult with Indigenous communities is collated and published.	IR has relevant information published on its webpage, such as: uwaterloo.ca/indigenous/engagement-knowledge-building/resources-allyship/allyship-general-knowledge-building
	AVP, Equity, Diversity, Inclusion and Anti-Racism	A list of resources on when and how to properly engage and consult with Black and other racialized communities is collated and published.	
6 The Taskforce recommends that the Offices of IR and EDI-R continue to assess the training needs of the University community and develop anti-racism training programs that create a supportive, inclusive, and equitable campus environment where students, faculty, and staff can learn, grow, and thrive.	AVP, Indigenous Relations	An annual assessment of the University's training needs, for the purpose of advancing Indigenous relations, is conducted.	
	AVP, Equity, Diversity, Inclusion and Anti-Racism	An annual assessment of the University's anti-racism training needs is conducted.	
7 The Taskforce recommends that the University ensures the inclusive and intentional recruitment, hiring and retention of more Black, Indigenous, and other racialized individuals into faculty, staff, and leadership positions.	Vice-President, Academic and Provost	A framework to support cluster/priority hirings (including, but not limited to *The Restricted and Priority Hires Matrix* and a *Special Justification Form*) is developed.	*The Restricted and Priority Hires Matrix* and a *Special Justification Form* are being developed.
8 The Taskforce recommends that the Offices of IR and EDI-R should develop a communication strategy (including a central information resource/hub) to ensure the effective, accessible, and clear communications to Black, Indigenous, and other racialized students, staff, and faculty at the institution.	AVP, Indigenous Relations	A communication strategy (including a central information/resource hub) is developed to ensure the effective, accessible, and clear communication of programs, services, and other important information to Indigenous students, staff, and faculty.	IR has some relevant information published on its webpage, such as: uwaterloo.ca/indigenous/students
	AVP, Equity, Diversity, Inclusion and Anti-Racism	A communication strategy (including a central information/resource hub) is developed to ensure the effective, accessible, and clear communication of programs and services, and other important information to Black and other racialized students, staff, and faculty.	

	RECOMMENDATION	ACCOUNTABILITY [18]	METRICS/KEY PERFORMANCE INDICATORS (KPIS) [19]	STATUS OF RECOMMENDATION [20]
9	The Taskforce recommends that the EDI-R create a screening tool that can be used to evaluate whether the mission and values of an external organization are aligned and consistent with the University's anti-racism vision and mission. The results of these assessments should serve as an important factor to consider when making decisions on prospective partnerships.	AVP, Equity, Diversity, Inclusion and Anti-Racism	An external partnership assessment tool, to evaluate the alignment of the University's anti-racism mission and values with external organizations, is created.	
10	The Taskforce recommends that the University develops guidelines for ethical data governance respecting principles for administrative data. These guidelines are to be adapted for various purposes (e.g., the annual equity data survey, the research enterprise, the Data Management Strategy) and across various areas (e.g., the Office of Research, the Library) to ensure alignment across portfolios, while respecting differential utility.	AVP, Equity, Diversity, Inclusion and Anti-Racism	Guidelines for ethical data governance respecting principles for administrative data, and which can be adapted for various purposes, are developed.	

Code of Conduct and Safety Working Group

11	The Taskforce recommends the following changes to Policy 33, presented with the goal of fostering feelings of safety across campus: define racism, ensure the visibility of the issue, clarify the application of the policy, and support individuals who experience racism.	University Secretary	Policy 33, based on the recommendations from the Taskforce, is revised.	A Senior Manager, Anti-racism Response, whose role is referred to in the revised Policy 33, has been hired.
12	The Taskforce recommends that the University include information on or reference to professional codes of conduct in Policy 71.	University Secretary	Policy 71, based on the recommendations from the Taskforce, is revised.	
13	The Taskforce recommends the use of an Anti-Racism Statement in all course syllabi.	AVP, Graduate Studies and Postdoctoral Affairs AVP, Academic	The Anti-racism Statement is included in all course outlines/syllabi for graduate and undergraduate courses	
14	The Taskforce recommends that four questions [in relation to Policy 8] should be clarified, in addition to others as determined appropriate by the University.	University Secretary	A Frequently Asked Questions (FAQ) is added to the Policy 8 webpage.	

RECOMMENDATION	ACCOUNTABILITY [18]	METRICS/KEY PERFORMANCE INDICATORS (KPIS) [19]	STATUS OF RECOMMENDATION [20]
15 The Taskforce proposes that training be available in four overarching thematic categories: Internal Reflection, Systemic and Institutional Influence, Community Engagement and Building and De-escalation Training and Crisis Prevention.	Director, Special Constable Services	At least one anti-racism course/workshop in each of the four recommended categories is available for Campus Security personnel to register in[22] [23]	Some relevant trainings are available through the Office of EDI-R (in three of the four recommended categories).

Educational Environment and the Development of Learners Working Group

16 Embed mechanisms and resources to ensure that curriculum, individual courses, and teaching practices are decolonized to create a more inclusive teaching and learning environment by:			
a) Developing tools and frameworks to guide faculties, departments, and programs in decolonizing curriculum and teaching practices.		A list of decolonization criteria is developed as a supplement to the Institutional Quality Assurance Process (IQAP) for cyclical program reviews, new programs, and program modifications.	Some events and workshops offered through specific faculties or colleges have sought to provide more insight into decolonizing curricula (e.g., decolonizing Health Studies).
b) Modifying the cyclical review process for academic programs to require that every program undertake a review of its curriculum through a lens of decolonization.	AVP, Graduate Studies and Postdoctoral Affairs AVP, Academic	Increase in the number of programs across the University that apply a decolonizing approach (as determined by the decolonization criteria above).	CTE has hired a Senior Educational Developer, Indigenous Knowledges and Anti-Racist Pedagogies.
c) Ensuring that support/expertise in decolonizing practices are available.		Employ expertise in the CTE for the purposes outlined in 16a and 16b.	
17 Create and maintain a comprehensive inventory of all courses with substantial Indigenous and Black content (including Indigenous knowledges, cultures, histories, languages, politics).	AVP, Graduate Studies and Postdoctoral Affairs AVP, Academic	A comprehensive inventory of all courses with substantial Indigenous and Black content is developed.	Some areas (e.g., GSPA and Faculty of Arts) have conducted preliminary searches of academic courses with substantial Indigenous content. An Indigenous Research Guide has been jointly developed by Indigenous students from the GSA, the Office of Research, and the library.

---

[22] These trainings could be provided in collaboration with the EDI-R Office or with external institutions.

[23] An additional/alternative metric could be the number/proportion of Campus Security personnel who have completed at least one of the recommended training programs.

RECOMMENDATION	ACCOUNTABILITY [18]	METRICS/KEY PERFORMANCE INDICATORS (KPIS) [19]	STATUS OF RECOMMENDATION [20]
18 Develop resources and supports and create mechanisms for greater levels of Black, Indigenous, and other racialized undergraduate and graduate student engagement towards inclusive learning environments:			
a) Including these student voices in curriculum and program review committees.	AVP, Graduate Studies and Postdoctoral Affairs AVP, Academic	At least one racialized undergraduate or graduate student is consulted/involved in the program review process (see page 10-11 of the Institutional Quality Assurance Process)[24].	
b) Including these student voices in the creation of a variety of formal and informal pathways and mechanisms for feedback when there are concerns with the learning environment.			
c) Providing workshops/resources for teaching assistants on creating inclusive learning environments.	Director, Centre for Teaching Excellence (CTE)	A list of workshop and resources on creating inclusive learning environments, is made available for teaching assistants to access.	CTE organizes an Inclusive Instruction Series each semester, available to all instructors.
19 Ensure the development, implementation, and continuing refinement of holistic methods of teaching assessment that make use of multiple sources of information, which may be the best approach for racialized professors:			
a) Use both Student Course Perception Surveys and Peer Reviews of Teaching to assess the quality of learning environment, and the racial, ethnic, cultural and gender inclusivity of the learning environment.		The Student Course Perception Surveys and Peer Reviews of Teaching are used as evaluation tools for all undergraduate academic courses.	Course evaluations are utilized but not mandatory for student completion at end of term.
b) Use newly available disaggregated data about race to improve understanding of differences in student course perception scores, in aid of fairer assessment of racialized instructors.	AVP, Academic	Disaggregated race data is used to investigate discrepancies in course ratings between racialized and non-racialized faculty on an annual basis (to provide support to racialized instructors who may be subject to unfair or inequitable assessments).	The University's Equity Data Survey was created and launched in 2021 that could be used for this purpose.

[24] uwaterloo.ca/academic-program-reviews/sites/ca.academic-program-reviews/files/uploads/files/updated_iqap_january_2017_0.pdf

RECOMMENDATION	ACCOUNTABILITY [18]	METRICS/KEY PERFORMANCE INDICATORS (KPIS) [19]	STATUS OF RECOMMENDATION [20]
20 Invest in the creation of diverse physical spaces and places on campus where different ways of teaching and learning can occur, including space for land-based teaching, community gatherings, sacred fires, drumming circles, and other elements central to making non-Western spaces.	Vice-President, Academic and Provost	Previously proposed Indigenous spaces [25] and the Black Cultural Centre are established.	Indigenous Spaces currently exist on campus (e.g., WISC with Ceremonial Fire Grounds and Medicine Garden) or have been approved for development [26].
21 Train faculty and departmental review committees on how to evaluate non-Western based (particularly, Indigenous) research, teaching, and service and should evaluate bodies of work with appropriate lenses.	Vice-President, Research and International	Training course/workshop on how to evaluate non-Western based research, teaching and service, is available for review committees [27].	Some relevant trainings may be available through EDI-R and/or the Office of Research.
22 Create a Centre or Institute for Indigenous Research Excellence that supports Indigenous communities with identifying their research needs and areas of interest and assists these communities with achieving their research goals through partnerships with University researchers.	Vice-President, Research and International	Centre or Institute for Indigenous Research Excellence is established.	
23 Mandate training for all non-Indigenous faculty members, staff, and students engaging in Indigenous research.	Vice-President, Research and International	A relevant training course/workshop for all non-Indigenous faculty, staff, and students engaging in Indigenous research, is available [27].	Some relevant trainings may be available through EDI-R and/or the Office of Research
24 Consult with Indigenous community members who have existing relationships with the University (including staff, students, and faculty), to create a policy on conducting research with Indigenous communities and on Indigenous lands and waters.	Vice-President, Research and International	A University policy on conducting research with Indigenous communities and on Indigenous lands and waters is developed.	
25 Ensure representation of different ways of knowing and being, equity, diversity, inclusion and anti-racism training, and best practices for the Research Ethics Board membership, so it has the capacity to support, assess, and approve ethics requests for research which impacts or involves racialized communities, with particular emphasis on Indigenous communities.	Vice-President, Research and International	Each of the University's two Research Ethics Boards (the Human Research Ethics Board and the Clinical Research Ethics Board) should include one member with expertise in different ways of knowing (e.g., Indigenous research methodologies) and being. In addition, see Recommendation 21.	

[25]/[26] This includes the new Indigenous Relations Office, North Commons, ceremonial/gatherings space, outdoor classroom, and the Longhouse lab.

[27] These trainings could be provided in collaboration with the EDI-R Office or with external institutions.

RECOMMENDATION	ACCOUNTABILITY [18]	METRICS/KEY PERFORMANCE INDICATORS (KPIS) [19]	STATUS OF RECOMMENDATION [20]
26 Ensure diverse/broad membership and equity, diversity, inclusion and anti-racism training for dissertation and thesis committees to better evaluate non-Western research methodologies and projects (formally recognize the contributions of faculty, particularly Black, Indigenous, and other racialized faculty, who may be tasked with more expectations on their labour for serving on these committees).	AVP, Graduate Studies and Postdoctoral Affairs AVP, Academic	Include a member with expertise in different ways of knowing[28] in dissertation and thesis committees that involve non-Western research methodologies and projects. In addition, see Recommendation 21.	
27 Set specific admission goals for domestic Indigenous and Black students, at the undergraduate level, with an eye to creating a student body that reflects the make-up of the Canadian high school population by 2025.			
a) Set faculty-by-faculty goals to ensure opportunity in all fields of study.	Vice-President, Academic and Provost	The proportion of domestic Indigenous and Black students at the undergraduate level reflects similar proportions in the Canadian high school population by 2025.	
b) Publicly acknowledge the Jay Treaty for Indigenous undergraduate and graduate students from the United States.			
c) Develop programs and metrics to increase high school recruitment and outreach to Black and Indigenous students.	Registrar		
28 Identify and address any barriers in admission processes that may negatively impact Black, Indigenous, and other racialized students, acknowledging that for undergraduate and graduate programs where admissions are highly competitive, it is already standard practice to consider additional criteria besides grades.			
a) Train staff in appropriate application of criteria.			
b) Implement mechanisms for Black, Indigenous, and other racialized students to provide supplementary evidence of their ability and commitment to success.	Registrar	A study to identify and address any barriers in the admission process that may negatively impact Black, Indigenous, and other racialized students is conducted/commissioned.	
c) Investigate if application fees may be unintended barriers.			

[28] Diversity/representation should be relevant to (or aligned with) the dissertation/thesis/project that is being evaluated.

RECOMMENDATION	ACCOUNTABILITY [18]	METRICS/KEY PERFORMANCE INDICATORS (KPIS) [19]	STATUS OF RECOMMENDATION [20]
29 Increase the number and value of scholarships and other funding opportunities for Black, Indigenous, and other racialized students (e.g., needs-based financial support for tuition subsidies, emergency loans, affordable childcare, housing, nutritious food), and identify and eliminate barriers to access these funds.	VP, Advancement	Two central funds – one for scholarships and the other for other financial assistance – are created for Black, Indigenous, and other racialized students.	Some scholarships and bursaries are currently available for racialized students only.
30 Provide clear communications with students (across multiple platforms and formats) about the financial costs of attending university, so that racialized students from backgrounds where university education has not been the norm can make informed decisions about applying.		See Recommendation #8	This information is already being provided in the Student Budget Calculator page: uwaterloo.ca/future-students/financing/budget-calculator
31 Create a Transitional Year Program to increase racial and ethnic diversity in the student body by supporting Black, Indigenous, and other racialized students who are close to achieving the usual admission standards for their preferred programs but are unable to do so.	AVP, Academic	Pilot a Transitional Year Program for Black and Indigenous high school students to transition into undergraduate programs at the University.	

Health and Mental Health

RECOMMENDATION	ACCOUNTABILITY [18]	METRICS/KEY PERFORMANCE INDICATORS (KPIS) [19]	STATUS OF RECOMMENDATION [20]
32 The following are anti-racism training recommendations for health service providers and counsellors, grouped into five broad categories: Introduction to Anti-racism/Anti-racism Fundamentals, Social Determinants of Health, Racism and Discrimination in Healthcare, Culturally Responsible and Safe Healthcare/Anti-racist Framework for Clinical Practice, Racial and Intergenerational Trauma.	Director, Campus Wellness	At least one anti-racism course/workshop in each of the five recommended categories is available for healthcare providers and counsellors to register in[29][30]	Some relevant trainings are available through the Office of EDI-R (in two of the five recommended categories).

[29] These trainings could be provided in collaboration with the EDI-R Office or with external institutions.

[30] An additional/alternative metric could be the number/proportion of healthcare providers and counsellors who have completed at least one of the recommended training programs.

RECOMMENDATION	ACCOUNTABILITY [18]	METRICS/KEY PERFORMANCE INDICATORS (KPIS) [19]	STATUS OF RECOMMENDATION [20]
33 Develop group-specific healing circles that serve the needs of Black, Indigenous, or other racialized groups. Special consideration should also be given to those with intersecting identities (e.g., with differing sexual orientations and gender identities). These healing circles should offer resources and strategies to deal with mental health challenges (e.g., anxieties), should be empowering, and should promote stories of resiliency.	Director, Campus Wellness	Pilot a healing circle program for racialized student groups, ensuring that best practices are employed.	
34 Ensure that the facilitators of healing circles are trained in the best practices (e.g., regular check-ins with participants) for creating culturally safe spaces, have a background in healing, and come from the same/similar background as those they serve/participants (e.g., Indigenous Elders, Black counsellors, spiritual healers from various faith communities).			
35 Provide opportunities for international students to freely and safely discuss their experiences in a new/unknown environment, obtain strategies to effectively navigate new systems, and learn how to cope with stressors.	Director, Student Success Office	Pilot a workshop/program (e.g., sharing circle) for internationals students that focuses on strategies to effectively navigate new environments and learn to cope with stressors.	
36 Designate 'safe' physical spaces (e.g., indoor spaces, community gardens) that can be used by racialized students and employees to heal from racial and intergenerational trauma. Place clear physical markers outside these spaces for ease in locating them.	Director, Campus Wellness	At least one indoor and one outdoor safe space for racialized students and employees that are healing from racial and intergenerational trauma are identified.	WISC has a Ceremonial Fire Grounds in which "individual use for peaceful reflection is encouraged" [31]

[31] The ceremonial fire grounds and medicine garden on campus are a sacred space and should be honoured and respected as such.

RECOMMENDATION	ACCOUNTABILITY [18]	METRICS/KEY PERFORMANCE INDICATORS (KPIS) [19]	STATUS OF RECOMMENDATION [20]
37 Maintain an easily accessible resource list of healing/safe spaces on campus and in the Region of Waterloo. Distribute this list to health service providers regularly.	Director, Campus Wellness	The Wellness Resources Database[32] is updated with information in Appendix E, specifying resources tailored to Black, Indigenous, and other racialized individuals.	CoSMH has completed relevant recommendations: #19 – Develop an integrated and marketing and communications plan to inform students about all the available support options, including implementing opt-in information sharing and transition programming during orientation for incoming students living with mental illness and creating a centrally maintained database of available supports for students. #20 – Make information and resources about mental health easy to find, including: implementing one platform to access services and supports, developing a comprehensive list of peer supports on campus and provide opportunities for knowledge sharing, enhancing existing peer support resources, and clearly describing available mental health resources in the Region.
38 The University should expand its current Wellness Resources Database to include services on and off campus that are tailored to members of the Black, Indigenous, and other racialized communities.			
39 Health service providers should be able to competently refer students to on and off campus supports for emergency loans, access to affordable and nutritious food, housing, or childcare.			
40 When students are referred to community services, a proper follow-up should be conducted to ensure that the students' needs have been met in a culturally appropriate and satisfactory manner.	Director, Campus Wellness	A tracking system that logs all students' commentary and satisfaction with community-referred services is developed.	
41 UWaterloo Chaplains should expand the number of faith traditions it represents to meet the needs of the University's diverse population, as spiritual wellness supports are important to members of racialized groups. In addition, this campus unit should consider a more inclusive name for spiritual leaders other than "chaplains".	Director, Campus Wellness	Significant gaps in faith traditions in the University are assessed and addressed.	The UWaterloo Chaplains represent eleven different faith traditions.

[32] uwaterloo.ca/campus-wellness/services

RECOMMENDATION	ACCOUNTABILITY [18]	METRICS/KEY PERFORMANCE INDICATORS (KPIS) [19]	STATUS OF RECOMMENDATION [20]
42 Extend services to students' immediate family members, if deemed appropriate for the wellness of students. When appropriate, ensure family members are referred to appropriate community organizations.	Associate Provost, Students	A list of criteria, for when services need to be extended to students' immediate family members or when these family members need to be referred to community services, is developed.	
43 Ensure healthcare practitioners have diverse cultural, linguistic, and faith/spiritual backgrounds to provide culturally responsible and safe services that are reflective of the diversity of students.	Director, Campus Wellness	See Recommendation 7 (framework to be used for restricted/priority hirings).	The University has hired Counsellors for Black and Indigenous Student Support.
44 Increase the number of counseling sessions for students and/or evaluate ways to refer students to community counselling services, as deemed necessary by clinical analysis, as the six-sessions counseling model may be insufficient to address certain challenges.	Director, Campus Wellness	A list of criteria, for when the six-session model is insufficient and students will require additional sessions and/or need to be referred to community counselling services, is developed.	
45 Develop culturally sensitive and responsible programs (e.g., group therapy workshops, seminar programs, and peer health educational programs) to address the unique challenges faced by racialized students, in particular racial trauma. Use names for these workshops and programs that are not perceived as stigmatizing by non-Western cultures. Offer them during vulnerable times.	Director, Campus Wellness	Pilot a group therapy workshop or a peer health educational program for racialized student groups, ensuring that best practices are employed.	
46 Explain counselling and health services intake processes on the internal website with greater clarity: a) Provide transparency about the process of switching counselors and transferring to an off-campus service.	Director, Campus Wellness	Additional information on the process of switching counselors and transferring to an off-campus service is included on the Campus Wellness "Individual Appointments" webpage.	
47 Provide information to community members, especially faculty, to recognize when students could benefit from wellness checks and might need mental health support.	Director, Campus Wellness	Mental health training, to ensure that faculty have appropriate and timely information to support students, should be available to all faculty.	CoSMH has completed a relevant recommendation (#17) – Ensure that faculty have appropriate and timely information to support students, by making mental health training part of the on-boarding process for new faculty, strongly encourage mental health training in existing faculty, and providing clear guidelines to instructors regarding who they can contact about a student's welfare.

RECOMMENDATION	ACCOUNTABILITY [18]	METRICS/KEY PERFORMANCE INDICATORS (KPIS) [19]	STATUS OF RECOMMENDATION [20]
48 Build relationships, trust, safety, and communications: Develop and implement a communication and engagement strategy for connecting with Black, Indigenous, and other racialized persons.	Chair, Wellness Collaborative	A communication and engagement strategy is developed for the purpose of: > connecting with Black, Indigenous, and other racialized persons. > decolonizing the WC's understanding of and approaches to wellness > and revising its priorities. Also, see Recommendation 5.	
49 Cultural context: Decolonize the Wellness Collaborative's understanding of and approaches to wellness, specifically mental wellness, by consulting with wellness professionals and traditional knowledge keepers from different cultures and incorporating various cultural perspectives on wellness in programs and initiatives.			
50 Priorities: The wellness priority areas should be informed by additional consultations with Black, Indigenous and racialized individuals, equity-deserving groups, and other relevant groups for revising (or redeveloping) priorities.			
51 Terminology and approach: Identify the systemic barriers or inequities caused by social and structural determinants of health that may negatively impact the inclusion of equity deserving groups in WC and engage in actions that proactively mitigate the identified barriers or inequities.	Chair, Wellness Collaborative	A study to identify and address systemic barriers or inequities is conducted/commissioned.	
52 History and current socio-political realities: Wellness Collaborative Advisory Committee and Community of Practice members should participate in educational programs and learning activities.	Chair, Wellness Collaborative	Members of the WC Collaborative Advisory Committee and Community of Practice members enroll in at least one anti-racism training program offered through EDI-R.	Relevant trainings are available through the Office of EDI-R and IR.
53 Support indigenization: Review, adopt and enact relevant health-related calls to action (i.e., no. 18 to 24) from the Truth and Reconciliation Commission's (TRC's) report.	Chair, Wellness Collaborative	A plan to enact relevant health-related calls to action, in collaboration with Office of IR, is developed.	

RECOMMENDATION	ACCOUNTABILITY [18]	METRICS/KEY PERFORMANCE INDICATORS (KPIS) [19]	STATUS OF RECOMMENDATION [20]
54 Incorporate equity, diversity, and inclusion: Ensure the racial and cultural composition of the WC Advisory Committee and Community of Practice reflect the demographic of the community they serve.	Chair, Wellness Collaborative	At least one racialized faculty, student, or staff is a member of the WC Advisory Committee.	The WC Advisory Committee includes a Black student and an Indigenous student.
55 Evaluation and sustainability:			
a) Use program evaluative tools to identify intended and unintended impacts of the WC's work on racialized persons and other equity-deserving groups.	Chair, Wellness Collaborative	A program evaluation (e.g., a health equity impact assessment) of the WC's priority areas is conducted/ commissioned.	
b) Develop process and outcome success indicators that apply to Black, Indigenous, and other racialized persons.			

Professional and Academic Development and Mentorship

RECOMMENDATION	ACCOUNTABILITY	METRICS/KEY PERFORMANCE INDICATORS (KPIS)	STATUS OF RECOMMENDATION
56 Existing mentorship programs for students and employees need to be reviewed using anti-racism, equity, diversity, and inclusion lens to revise content for cultural appropriateness and enhance programming.	Director, Organizational and Human Development	The toolkit from Recommendation 2 is applied to existing mentorship programs for employees.	
	Director, Student Success Office	The toolkit from Recommendation 2 is applied to existing mentorship programs for students.	
57 OHD and SSO should develop mentorship programs for racialized employees and students respectively in collaboration with/ through appropriate channels and which address significant events in the lifecycle of employees and students (e.g., freshman year, transitions to the workforce).	Director, Organizational and Human Development	Pilot a mentorship program for racialized employees.	
	Director, Student Success Office	Pilot a mentorship program for racialized students.	
58 Race-based, participation, and engagement data should be collected on an ongoing basis to evaluate these mentoring programs, participation and uncover areas in need of improvement.	Director, Organizational and Human Development	An annual evaluation of the mentorship program for racialized employees (see Recommendation 57) is conducted.	The University's Equity Data Survey was created and launched in 2021 that could be used for this purpose.
	Director, Student Success Office	An annual evaluation of the mentorship program for racialized students (see Recommendation 57) is conducted.	

RECOMMENDATION	ACCOUNTABILITY [18]	METRICS/KEY PERFORMANCE INDICATORS (KPIS) [19]	STATUS OF RECOMMENDATION [20]
59 SSO should partner with external organizations that offer mentorship programs to provide additional options for Black, Indigenous, and other racialized students.	Director, Student Success Office	At least one mentorship partnership agreement with an external organization is developed.	
60 Develop Alumni Affinity groups to offer an organized mechanism or channel for Black, Indigenous, and other racialized alumni to provide networking, career advice, or intergenerational mentoring to undergraduate and graduate students from these communities.	Senior Director, Alumni Relations	At least one Alumni Affinity groups for racialized individuals is established.	
61 A central information resource/hub that acts as a one-stop location for information about mentoring, career development, funding, and other supports for racialized groups should be developed, as students and employees may be unaware of mentorship programs that are available to them.	AVP, Equity, Diversity, Inclusion and Anti-Racism / AVP, Indigenous Relations	See Recommendation 8.	
62 Develop a framework/program to track the careers of Black, Indigenous, and other racialized employees, and support their professional progress through various mechanisms/systems (e.g., onboarding, peer mentorship, other professional development opportunities) to ensure their long-term retention and to address unique challenges that they may experience. a) This framework should be piloted with the 10 Black and 10 Indigenous faculty that the University is in the process of employing through its cluster hiring.	AVP, Equity, Diversity, Inclusion and Anti-Racism	Pilot a mentorship and sponsorship program designed for the 10 Black and 10 Indigenous faculty cluster hires.	
63 Undertake a consultation process to learn about and address research barriers and particular needs of Black, Indigenous, and other racialized researchers, including a review of recent research in this field.	Vice-President, Research and International	A study, which identifies and addresses the research barriers and needs of Black, Indigenous, and other racialized researchers, is conducted/ commissioned.	
64 Identify research funding sources and allocation practices and collect data on current levels of institutional support for research by Indigenous, Black, and racialized scholars, recognizing that funding practices vary considerably from faculty to faculty.			

RECOMMENDATION	ACCOUNTABILITY [18]	METRICS/KEY PERFORMANCE INDICATORS (KPIS) [19]	STATUS OF RECOMMENDATION [20]
a) Ensure consistent startup funding offers and disbursements. b) Set goals and create specialized programs to ensure the continued support of Black, Indigenous, and other racialized scholars.	Vice-President, Research and International	A study, which identifies and addresses significant gaps in funding (e.g., allocation practices, startup funding offers and disbursements) is conducted/commissioned.	
65 Conduct a review of hiring practices, training, career advancement, performance management/ appraisal, faculty appointments, and tenure and promotion policies – in particular, policies 18, 76, and 77 – using equity, diversity, inclusion, anti-racism, and anti-oppression lenses.	Vice-President, Academic and Provost	A review of the University's hiring, training, career advancement, performance management/ appraisal, faculty appointments, and tenure and promotion practices (and their accompanying policies – Policies 18, 76, and 77) is completed. See Recommendation 1.	
66 The University's onboarding process should include useful information/ initiatives that are specially designed for racialized employees.	Director, Organizational and Human Development	Information that directs employees to resources for racialized employees (see Recommendation 8) is included in the onboarding process.	
67 Ensure the racial and cultural diversity of academic, student, and career advisors, to provide more culturally sensitive advisory services to students.	AVP, Academic	See Recommendation 7 (framework to be used for restricted/priority hirings).	
68 Create research awards and additional funding opportunities for Black and Indigenous faculty researchers (e.g., support for open-access publication fees; recruitment of Highly Qualified Personnel (HQP); mentorship or networking events; fellowships, research awards and other opportunities for research advancing culturally diverse ways of learning and knowing; and community-based research).	Vice-President, Research and International	A research award, specifically for Black and Indigenous faculty researchers to access funding for various research-related opportunities (e.g., open-access publication fees; HQPs; fellowships), is created.	
69 Provide training for staff who support the administration of research, especially for projects with Indigenous, Black, and racialized communities.	Vice-President, Research and International	A relevant training course/ workshop for all staff, and students who support the administration of research, is available.	

RECOMMENDATION	ACCOUNTABILITY [18]	METRICS/KEY PERFORMANCE INDICATORS (KPIS) [19]	STATUS OF RECOMMENDATION [20]
70 The University should:			
a) Create a central Professional Development Fund for Black, Indigenous, and other racialized employees that can be used to access professional development and mentoring opportunities.	Director, Organizational and Human Development	A Professional Development Fund for Black, Indigenous, and other racialized employees is created.	
b) Incentivize and support Black, Indigenous and racialized employees to take advantage of professional development funding for their career development or advancement.			
c) Develop data collection and reporting structures to track and measure the use and impact of this fund on members of the Black, Indigenous, and other racialized communities.		An evaluation/impact of this fund is conducted annually.	
71 Develop a framework for the formation and implementation of ERGs at the University. This framework should include a set-up process, terms of reference, and guidelines and best practices (e.g., setting up communities of practice/networks; creating safe spaces to promote a sense of belonging) for ERGs.	Associate Provost, Human Resources	A framework for the formation and implementation of ERGs is developed.	
72 The guiding principles developed in Appendix F should be considered in the development of future strategic planning in the University.	Vice-President, University Relations	The guiding principles in Appendix F are reviewed and considered in the next iteration of the strategic plan.	
73 Mission – It is recommended that no changes are to be made to the mission statement at this time, as the mission is established in the University of Waterloo Act.	n/a	n/a	
74 Vision – Revise the vision statement to use active language that is more community and culturally focused to set anti-racism, anti-oppression, and decolonial goals.	Vice-President, University Relations	The vision statement is revised in the next iteration of the strategic plan, with active language that is more community and culturally focused to set anti-racism, anti-oppression, and decolonial goals.	

RECOMMENDATION	ACCOUNTABILITY [18]	METRICS/KEY PERFORMANCE INDICATORS (KPIS) [19]	STATUS OF RECOMMENDATION [20]
75 Values – Revise the values to include language that speaks specifically to anti-racist and anti-oppression beliefs, values and principles and promotes the ability of all members of the campus community to thrive. A specific value around action should also be added.	Vice-President, University Relations	The values are revised in the next iteration of the strategic plan, to include language that speaks specifically to anti-racist and anti-oppression beliefs, values and principles and promotes the ability of all members of the campus community to thrive.	
76 The Taskforce recommends that the University establish specific training for Senior Leadership, including ways to monitor implementation, establish accountability and demonstrate the values that will lead the cultural shift required to establish a culture of belonging.	AVP, Equity, Diversity, Inclusion and Anti-Racism	Anti-racism training for the University's Senior Administration[33] is developed.	
77 The Taskforce recommends that the University considers the following principles and guidelines, intended to supplement the work that has been done in this course, and for other areas across campus that may also be looking to develop anti-racism training opportunities.	AVP, Equity, Diversity, Inclusion and Anti-Racism	The provided principles and guidelines are reviewed and considered in the development and delivery of the e-learning course – *Confronting Anti-Black Racism*.	
78 Set targets, in line with the Government of Canada's 50/30 challenge – gender parity (50% women and/or non-binary people) and significant representation (30%) of other equity deserving groups, including Black, Indigenous, and other racialized persons, taking intersectionality into consideration.	President and Vice-Chancellor	Gender parity (50% women and/or non-binary people) and significant representation (30%) of other equity deserving groups is attained in the following bodies: Senate, the Board of Governors, Dean's Council, and Executive Council.	
a) The institution should also consider mechanisms to move closer to or meet targets at each of the regular recruitment cycles of new members to governance tables, reporting on these mechanisms, providing projections on when targets will be met, and educating staff, faculty, and students about the importance of equity in governance.		The University's progress in attaining the Government of Canada's 50/30 challenge on its governance bodies (i.e., the Senate, the Board of Governors, Dean's Council, and Executive Council) is publicly reported annually.	

---

[33] uwaterloo.ca/secretariat/senior-administration-0

RECOMMENDATION	ACCOUNTABILITY [18]	METRICS/KEY PERFORMANCE INDICATORS (KPIS) [19]	STATUS OF RECOMMENDATION [20]
79 Until the institution can embed more diverse and sustainable representation in the University's bicameral governing structures, it is recommended that the institution establish interim solutions to ensure equitable representation on leadership governance bodies by creating supplementary positions to these tables, dedicated to racialized and indigenous individuals.	President and Vice-Chancellor	Supplementary positions dedicated to racialized individuals are created (as interim solutions) on governance tables (Senate, the Board of Governors, Dean's Council, and Executive Council) where the 50/30 challenge has not been met (see above).	
80 Ensure inclusive and intentional recruitment, hiring and retention of more Black, Indigenous, and other racialized individuals into faculty and staff positions, which will support the creation of a qualified and diverse pool of leadership-ready members for governance roles.		See Recommendation 7.	
81 Ensure inclusive and intentional recruitment, hiring and retention of more Black, Indigenous, and other racialized individuals into senior leadership positions. Review institutional appointment processes for senior leaders to ensure the process of appointing individuals is also based upon anti-racist, decolonial and equity principles.	University Secretary	A review of institutional appointment processes for senior administration[34] to ensure that the process of appointing these leaders employs anti-racist, decolonial and equity principles, is commissioned/conducted.	
82 Develop Pathways to Leadership Programs designed specifically for Black, Indigenous, and other racialized individuals to create and support qualified candidate pools. These programs will develop leadership competencies and capacities to enhance and support pathways to leadership.	Director, Organizational and Human Development	A Pathways to Leadership Program, designed specially for Black, Indigenous, and other racialized individuals, is developed.	
83 Develop mentorship and sponsorship programs for Black, Indigenous, and other racialized individuals to support them in their path to senior leadership and governance roles and support their growth and success while in leadership.		See Recommendations 57 and 82.	

[34] uwaterloo.ca/secretariat/senior-administration-0

RECOMMENDATION	ACCOUNTABILITY [18]	METRICS/KEY PERFORMANCE INDICATORS (KPIS) [19]	STATUS OF RECOMMENDATION [20]
84 The SSO, in consultation with student groups, should host a series of events throughout the year that focuses on building race, culture and ethnicity awareness within the student body.	Director, Student Success Office	At least five events, in consultation with student groups, are hosted throughout the year that focus on building race, culture, and ethnicity awareness within the student body.	
85 The University should create specific equity, diversity, inclusion, and anti-racism roles that are appropriately compensated, and can provide expert advice and guidance across the organization. The Taskforce acknowledges that there has been an increase in such positions throughout the institution, commends the addition of these positions and recommends that similar positions are considered across Faculties and Academic Support Units, to further increase and embed Indigenous, anti-racism and equity considerations throughout all operations. This recommendation should also be achieved through the EDI-R Program Area Leads (PALS) program that was announced in Fall 2021.	AVP, Equity, Diversity, Inclusion and Anti-Racism	The EDI-R Program Area Leads (PALS) initiative is established.	
86 The Offices of IR and EDI-R should be primarily responsible for organizing and hosting events and opportunities that support Black, Indigenous, and other racialized students, faculty, and staff in exploring and celebrating their own activities.	AVP, Equity, Diversity, Inclusion and Anti-Racism AVP, Indigenous Relations (for Indigenous-related events)	At least five events are hosted throughout the year that support Black, Indigenous, and other racialized students, faculty, and staff in exploring and celebrating their own activities.	
87 The Taskforce offers a 16-month calendar (see Appendix H) outlining days of observances:			
a) Publish this 16-month calendar for student groups, faculties, and academic support units to acknowledge and celebrate significant dates.	AVP, Equity, Diversity, Inclusion and Anti-Racism	The 16-month calendar outlining days of observances is publicly published.	The dates of cultural, religious and spiritual significance for campus community members are posted on the EDI-R website: uwaterloo.ca/human-rights-equity-inclusion/equity-office/equity-campus/equity-initiatives

RECOMMENDATION	ACCOUNTABILITY [18]	METRICS/KEY PERFORMANCE INDICATORS (KPIS) [19]	STATUS OF RECOMMENDATION [20]
b) Commit to publicly acknowledge and celebrate the following key commemorative dates annually: Black History month; International Day for the Elimination of Racial Discrimination; Asian Heritage month; International Day for Cultural Diversity for Dialogue and Development; Indigenous History month; National Day for Truth and Reconciliation.	AVP, Equity, Diversity, Inclusion and Anti-Racism AVP, Indigenous Relations (for Indigenous-related events)	Campus-wide events and/or a message from the President are organized/sent for the following key commemorative dates annually: > Black History Month > International Day for the Elimination of Racial Discrimination > Asian Heritage Month > International Day for Cultural Diversity for Dialogue and Development > Indigenous History Month > National Day for Truth and Reconciliation	The dates of cultural, religious and spiritual significance for campus community members are posted on the EDI-R website: uwaterloo.ca/human-rights-equity-inclusion/equity-office/equity-campus/equity-initiatives
c) A campus-wide message from the President should be sent out for key commemorative dates on the calendar that cannot be celebrated via an event (e.g., International Day for the Elimination of Racial Discrimination).			
d) The Office of Equity, Diversity, Inclusion, and Anti-racism and the Office of Indigenous Relations should regularly review the calendar to ensure that the University acknowledges and celebrates key commemorative dates.		A review of the calendar to ensure that the University acknowledges and celebrates key commemorative dates is conducted annually	
88 The Book Club should continue to be a safe place to learn and unlearn about race, culture, and ethnicity with facilitators that can lead discussions on the books on PART's reading list.	University Librarian Director, Print and Retail Solutions	The Anti-racism Book Club continues to be held monthly.	The Library and Bookstore have jointly agreed to take over the Anti-racism Book Club series.

In the following table, the recommendations are also presented by the proposed responsible/accountable leader.

ACCOUNTABILITY	RECOMMENDATIONS
Associate Provost, Human Resources	71
Associate Provost, Students	42
AVP, Academic	13 / 16a / 16b / 16c / 18a / 18b / 19a / 19b / 26 / 31 / 67 / 17
AVP, Equity, Diversity, Inclusion and Anti-Racism	2 / 5 / 6 / 8 / 9 / 10 / 30 / 61 / 62 / 62a / 76 / 77 / 85 / 86 / 87 / 87a / 87b / 87c / 87d
AVP, Graduate Studies and Postdoctoral Affairs	13 / 16a / 16b / 16c / 17 / 18a / 18b / 26
AVP, Indigenous Relations	5 / 6 / 8 / 30 / 61 / 86 / 87b / 87c / 87d
Chair, Wellness Collaborative	48 / 49 / 50 / 51 / 52 / 53 / 54 / 55a / 55b
Director, Campus Wellness	32 / 33 / 34 / 36 / 37 / 38 / 39 / 40 / 41 / 43 / 44 / 45 / 46a / 47
Director, Centre for Teaching Excellence	18c
Director, Organizational and Human Development	56 / 57 / 58 / 66 / 70 / 70a / 70b / 70c / 82 / 83
Director, Print and Retail Solutions	88
Director, Special Constable Services	15
Director, Student Success Office	35 / 56 / 57 / 58 / 59 / 84
President and Vice-Chancellor	4 / 78 / 78a / 79
Registrar	27c / 28a / 28b / 28c
Senior Director, Alumni Relations	60
University Librarian	88
University Secretary	1 / 11 / 12 / 14 / 81
Vice-President, Academic and Provost	3 / 7 / 20 / 27a / 27b / 65 / 80
Vice-President, Advancement	29
Vice-President, Research and International	21 / 22 / 23 / 24 / 25 / 63 / 64 / 64a / 64b / 68 / 69
Vice-President, University Relations	72 / 74 / 75

Appendices

List of Consultations

Consultations[35]

In addition to collaborating and working closely together on their mandates, the Working Groups and Implementation Teams consulted with other faculty, staff, and students in areas across the University including:

- AccessAbility Services
- Associate Deans Graduate and the Graduate Operations Committee
- Associate Deans Undergraduate Council
- Athletics and Recreation
- Black Faculty Collective (BFC)
- Campus Wellness (Counselling and Health Services)
- Centre for Career Action (CCA)
- Centre for Teaching Excellence (CTE)
- Co-operative and Experiential Education (CEE)
- Faculty of Environment
- Graduate Student Association (GSA)
- Graduate Student Association BIPOC (Black, Indigenous, People of Colour) Collective
- Graduate Studies and Postdoctoral Affairs (GSPA)
- Indigenous Studies Program
- Institutional Analysis and Planning (IAP)
- Office of Advancement (Alumni Relations)
- Office of Equity, Diversity, Inclusion and Anti-Racism (EDI-R)
- Office of Indigenous Relations
- Organizational and Human Development (OHD)
- Racial Advocacy for Inclusion, Solidarity and Equity (RAISE)
- Registrar's Office
- Secretariat
- St. Paul's University College
- Student Success Office (SSO)
- University Relations
- University of Waterloo Residence
- University of Waterloo Special Constable Service (formerly, University of Waterloo Police Services)
- University of Waterloo Staff Association (UWSA)
- University of Waterloo Black Association for Student Expression (UWBASE)
- Waterloo Indigenous Student Centre (WISC)
- Waterloo Undergraduate Student Association (WUSA)

---

[35] Consultations were also conducted with individuals in external organizations including McMaster university and Queen's University. The Professional and Academic Development and Mentoring Working Group also attended workshop presented by TD bank and Softchoice to gain a greater understanding of their mentoring and Employee Resource Group programs.

Some areas/units that were consulted may have been omitted from the list.

Training Recommendations for Campus Safety and Security

Theme 1

Internal reflection

PURPOSE

To position members of campus security to internally examine their own beliefs, basic assumptions, and practices as they relate to anti-racism and interaction with diverse peoples.

RATIONALE

A critical reflection and awareness of one's positionality of racism, regardless of occupation, is crucial in community protection.

LEARNING OUTCOMES

›   Understand core foundational concepts pertaining to race and racism (e.g., systemic barriers, unconscious biases, microaggressions, white privilege, intersectionality).

›   Understand how interactions are often shaped by systems of oppression, power, and privilege.

›   Identify ways to incorporate inclusive practices in daily work.

SOURCES/NOTES

Relevant training programs offered through EDI-R include:

›   Introduction to Equity

›   Understanding islamophobia: root causes, impact and action

›   Introduction to understanding racism and racial microaggressions within the university context

›   Anti-Blackness at the intersections

THEME 2

Systemic and institutional influence

PURPOSE

To expose underlying power constructs that influence policing and society at large.

RATIONALE

Those who do not identify as members of racialized communities often perceive systemic/institutional racism and its detrimental impact as a problem for "others". This training allows the University of Waterloo Special Constable Service to critically evaluate the effects of systemic bias within its organization, its effects on the communities it serves and how it relates to its members.

LEARNING OUTCOMES

›   Understand the histories and ongoing realities of Black, Indigenous, and other racialized Persons in Canada.

›   Understand the effects and impacts of colonization in Canada.

SOURCES/NOTES

Relevant training programs offered through EDI-R include:

›   Radical Solidarity for a Collective Future

›   You Don't Know What You Don't Know Part I

›   You Don't Know What You Don't Know Part II

Theme 3

Community engagement and building

PURPOSE

To understand how to better serve and protect racialized and other equity deserving communities through relationship building and engagement.

RATIONALE

Individuals from racialized communities (or other equity deserving groups) may be less trusting of police and may have histories with the police that are not positive. By building trust, the University of Waterloo Special Constable Service may be able to better serve members of these communities.

LEARNING OUTCOMES

› Understand how to build relationships and communities through trust and active listening.

› Identify new approaches to maintaining safety in the community.

› Identify how racism poses barriers for equity deserving groups to speak up when faced with safety risks.

› Understand how stereotypical notions, misconceptions, or misunderstandings about certain communities may adversely affect the quality of police work.

› Develop tools to engage in intercultural and trauma-informed communication techniques.

SOURCES/NOTES

Relevant training programs offered through the EDI-R include:

› Listening, Acting and Taking Responsibility in the Anti-Racist Movement

Training programs that need to be developed for this purpose:

› How University of Waterloo Special Constable Service can build communities and trust

› Community barriers to speaking up

› Intercultural and trauma-informed communication and investigation techniques

Theme 4

De-escalation training and crisis prevention

PURPOSE

To consider a holistic approach to managing complex situations (e.g., aggressive behaviours, life threatening crises).

RATIONALE

Special Constable Service members need to be trained on how to properly manage and de-escalate complex situations, including those that require a consideration of mental health.

LEARNING OUTCOMES

› Understand how to assess the potential for violence and respond with a diverse set of interpersonal tools and strategies designed to defuse potentially violent situations.

› Develop skills in verbal and non-verbal de-escalation techniques, critical decision-making, and practical self-defence principles.

SOURCES/NOTES

Relevant training programs are found in the following institutions:

› Ottawa Police Service

› McGill University

› McMaster University

› Queen's University

› Stony Brook University

Training Recommendations for Healthcare Providers and Counsellors

Category 1

Introduction to anti-racism/ anti-racism fundamentals [36]

PURPOSE

To provide an understanding of fundamental anti-racism context, principles, and terms, including colonization; racial and cultural awareness; eurocentrism; racial discrimination and harassment; whiteness, white privilege, and white supremacy; microaggressions; and unconscious biases.

RATIONALE

Counsellors and healthcare providers at the University have indicated an interest to better understand how to embed anti-racism principles/lens in their practices. To do this, a foundational knowledge of this subject is needed.

This general training is also a needed precursor to further training.

LEARNING OUTCOMES

› Understand the histories of Black, Indigenous, and other racialized peoples in Canada.

› Develop an understanding of how colonization and racism affect individuals and systems.

› Explore strategies to de-condition our own minds and actions.

› Learn how to have conversations about race in an empowered, but safe and respectful manner.

› Understand anti-racism terminology/concepts and understand the importance of engaging in ongoing learning and discussion.

› Develop tools to counter racism in its different forms (e.g., Black racism, Indigenous racism).

RELEVANT COURSES

EDI-R offers relevant courses, including:

› Introduction to Equity

› Introduction to Understanding Racism and Racial Microaggressions Within the University Context

› Confronting Anti-Black Racism

Other relevant courses offered externally:

› "I Didn't Know What to Say": Responding to Racism, Discrimination, and Microaggressions with the OWTFD Approach

Category 2

Social determinants of health

PURPOSE

To provide an understanding of how to address the negative impacts of the social determinants of health (SDOH) and intersectionality in clinical practice, with an emphasis on Black, Indigenous, and other racialized persons.

RATIONALE

Experiences of discrimination, racism and historical trauma are important social determinants of health for certain groups such as Indigenous Peoples and Black Canadians[37]. In addition,

---

[36] Facilitators should include those with lived experiences (i.e., Black, Indigenous, and/or other racialized persons).

[37] canada.ca/en/public-health/services/health-promotion/population-health/what-determines-health.html

racialized individuals with intersecting identities, such as differing gender identity or sexual orientation suffer much more discrimination and therefore worse health outcomes. For this reason, it is important for the University's healthcare providers to develop the skills to address the impacts of SDOH and intersectionality effectively.

LEARNING OUTCOMES

› Develop a clear understanding of how racial stratification impacts an individual's status and opportunities and intersects with other social locations and identities.

› Identify and understand how the structure and functioning of the healthcare system influences health outcomes and health equity.

› Develop the ability to recognize intersectionality and adjust clinical practice, as needed.

› Develop strategies and processes for identifying and addressing SDOH and improving health equity in clinical practice[38].

› Recognize opportunities to influence policy and practices to promote population health and health equity.

› Understand how race-conscious clinical practice reduces health inequities and develop strategies to incorporate race-conscious practices into healthcare.

RELEVANT COURSES

The Equity Office offers relevant courses, including:

› Anti-Blackness at the intersections

› Understanding Islamophobia: Root Causes, Impact and Action

Other relevant courses offered externally:

› Population Health and Health Equity

Category 3

Racism and discrimination in healthcare

PURPOSE

To provide an understanding of structural racism and discrimination in the Canadian healthcare system.

RATIONALE

Racial discrimination is pervasive in the Canadian healthcare system. It is important for the University's clinical care providers to understand the negative consequences of this racism, as it often leads to higher risks of illness and lower standards of care for Black, Indigenous, and other racialized persons.

LEARNING OUTCOMES

› Understand the effects of structural racism on racialized persons, and their health and mental health (e.g., interpersonal conflicts and unresolved trauma).

› Develop an understanding of the histories of various racial and cultural communities with the healthcare system

› Develop an awareness of the issues encountered when racialized groups access the healthcare system

› Understand the impact of Eurocentric and western-based clinical approaches on racialized persons

RELEVANT COURSES

Relevant courses offered externally:

› Structural Racism in Healthcare

› Understanding and Addressing Racial Microaggressions in Therapy

Category 4

Culturally responsible and culturally safe healthcare/anti-racist framework for clinical practice

PURPOSE

To provide an anti-racism lens to the work of healthcare providers.

---

[38] aafp.org/dam/AAFP/documents/patient_care/everyone_ project/team-based-approach.pdf

RATIONALE

Black, Indigenous, and other racialized persons often complain about the culturally insensitive service that they experience when visiting healthcare providers, including having to educate the clinician and/or having their concerns minimized or misunderstood.

LEARNING OUTCOMES

> Understand how to provide culturally sensitive, culturally responsible, and culturally safe care including exploration of relevant case studies to educate health care providers (clinicians) about scenarios they may encounter when working with various racial/cultural groups.

> Understand how communication and behaviour (e.g., eye contact, hand shaking, clothing) in clinical situations is received by racialized persons.

> Understand how to adapt current clinical practices/ modalities to be more racially and culturally appropriate.

> Understand holistic cultural worldviews and belief systems of wellness, illness and help or treatment seeking behaviours.

> Develop an awareness of non-western medical practices (e.g., Indigenous medical wisdom, methodologies, and healing practices, Ayurveda, Homeopathy, Chinese medicine).

> Be able to apply specific "bias-busting" techniques that can be used in a healthcare setting.

> Develop strategies on how to incorporate race-conscious practices into clinical care.

RELEVANT COURSES

Relevant courses offered externally:

> The Role of Practitioners in Indigenous Wellness

> Culturally Competent Nursing Care: A Cornerstone of Caring

---

[39] It is understood that trainings in the areas of Anti-Racism, Culturally Responsive and Safe Care, and Social Determinants of Health are necessary pre-requisites to Racial Trauma training. Health Care Providers/Clinicians without this necessary background are not equipped to provide effective and safe care to racialized students managing concerns related to racial trauma.

Category 5

Racial and intergenerational trauma[39]

PURPOSE

To provide an understanding of how to manage the adverse impact of racial and intergenerational trauma, experienced by Black, Indigenous, and other racialized persons.

RATIONALE

Racial trauma can result from experiences of racism including workplace/ classroom discrimination, hate crimes, media coverage of racist and violent acts or it can be the result of an accumulation of many small occurrences, including discrimination and microaggressions.

LEARNING OUTCOMES

> Demonstrate an adequate knowledge of racism and be comfortable and competent when discussing racism and cultural concerns with Black, Indigenous and racialized clients.

> Recognize and conceptualize racial trauma and intergenerational trauma, and understand their root causes and impacts (e.g., chronic health and mental health problems).

> Understand the key components of trauma-informed clinical interventions that can support the whole person.

> Develop tools and techniques to engage in relevant clinical interventions with clients who experience racial and intergenerational trauma.

RELEVANT COURSES

Relevant courses offered externally:

> Racial and Cultural Diversity: Understanding Trauma and Intervention, Online Self-Study

> Racial Trauma: Assessment and Treatment Techniques for Trauma Rooted in Racism

> Treating Racial Trauma

> Uncovering Racial Trauma – Racially Sensitive Therapy for Clients of Color

Safe/healing places at the University of Waterloo and in the Region of Waterloo

NAME OF SAFE/HEALING SPACE	TARGETED GROUP	PROVIDER
Waterloo Indigenous Student Centre (WISC)	Indigenous	University of Waterloo
RAISE	Black, Indigenous, Racialized	University of Waterloo
Indigenous Park Space – Victoria Park, Kitchener	Indigenous	Region of Waterloo
The Healing of Seven Generations	Indigenous	Region of Waterloo
Sulah – Community Justice Initiatives (CJJ)	Racialized	Region of Waterloo
Black Lives Matter – Waterloo Region	Black	Region of Waterloo
WeThrive via Project UP	Black Muslim women	Region of Waterloo
Safe Spaces	Muslim youth	Region of Waterloo

Wellness services and supports at the University of Waterloo and in the Region of Waterloo

NAME OF SERVICE	TARGETED GROUP	PROVIDER
Individual appointments	All	University of Waterloo
Managing Personal Wellness in a Global Pandemic Workshops	All	University of Waterloo
Zen Out: Mindfulness Based Cognitive Therapy	All	University of Waterloo
Developing Your Compassionate Mind	All	University of Waterloo
Grad Student Community and Conversation Circle	Graduate students (all)	University of Waterloo
Rewiring For Happiness Toolkit	All	University of Waterloo
Mind Body Run	All	University of Waterloo
Coping Skills	All	University of Waterloo
Stress Management	All	University of Waterloo
Graduate Student Stress Management	Graduate students (all)	University of Waterloo
International Students and Mental Health	All	University of Waterloo
Calming the Panic: Practical Skills to Reduce Anxiety	All	University of Waterloo
Sleeping Well	All	University of Waterloo
Orientation to Wellness	All	University of Waterloo
Empower Me	All	University of Waterloo
Engineering Wellness Program	All	University of Waterloo
UW MATES (Mentor Assistance Through Education and Support)	All	University of Waterloo
Move Your Mind	All	University of Waterloo
WatSAFE	All	University of Waterloo
Counselling: Black Student Support	Black	University of Waterloo

NAME OF SERVICE	TARGETED GROUP	PROVIDER
Chaplains	All	University of Waterloo
AccessAbility Services	All	University of Waterloo
Student Medical Clinic	All	University of Waterloo
Nutrition Services	All	University of Waterloo
UW Black Association for Student Expression (UWBASE)	Black/Racialized	University of Waterloo
Indigenous Student Association	Indigenous	University of Waterloo
Waterloo Indigenous Student Centre (WISC)	Indigenous	University of Waterloo
The Healing of the Seven Generations	Indigenous	Region of Waterloo
White Owl Native Ancestry Association	Indigenous	Region of Waterloo
Wounds 2 Wings	Marginalized individuals	Region of Waterloo
Kind Minds Family Wellness	Black	Region of Waterloo
Matlock Corley	BIPOC	Region of Waterloo
Carla Beharry Consulting	Black, Indigenous, and other racialized groups	Region of Waterloo
Juici Yoga	Black, Indigenous, and other racialized groups	Region of Waterloo
African Canadian Association of Waterloo Region and Area	African communities	Region of Waterloo
African Family Revival Organization (AFRO)	African communities	Region of Waterloo
Coalition of Muslim Women of KW (CMW)	Muslim women	Region of Waterloo
Congress of Black Women of Canada, Ontario – Waterloo Chapter	Black women	Region of Waterloo
KW Multicultural Centre	BIPOC	Region of Waterloo
AO Early Years and Family Centre	Indigenous	Region of Waterloo
Eagle's Nest Foster Care	Indigenous children/youth	Region of Waterloo
Métis Family Wellbeing Program	Métis youth/women	Region of Waterloo
Bereavement Support Groups	Indigenous	Region of Waterloo
Guelph CHC (also covers Kitchener, Cambridge, and Waterloo)	Indigenous	Region of Waterloo
Indigenous Food Sovereignty Collective – Waterloo Region	Indigenous	Region of Waterloo
KW Urban Native Wigwam Project	Indigenous	Region of Waterloo

Guiding principles for strategic planning

Guiding principles

It is intended that the Guiding Principles be used to inform best practices in strategic planning and implementation and be used as a measure of implementation, accountability, and institutional commitment to embedding anti-racism, decolonial, and anti-oppressive behaviours across the University.

› Enact changes to strategic processes that acknowledge and confront systemic racism and oppression at the University and beyond, such as by introducing a body acknowledgement to recognize the histories of struggle by racialized peoples in Canada.

› Achieve parity for racialized students, faculty and staff in each Faculty and Academic Support Unit across the University, defining and recognizing excellence that includes lived experiences, commitments to community development and scholarship.

› Commit to broad and meaningful consultation across the institution, both as new and established strategic initiatives are being considered, as well as at scheduled intervals throughout the strategic planning process.

› Ensure that a plurality of community voices is not only heard but that their contributions are evident by ensuring transparency in enacting changes to strategic processes and implementing meaningful accountability that is grounded in anti-racism principles.

› Respect the sovereignty of Indigenous Peoples and embrace the principle behind "nothing about us, without us" in its day-to-day operations and strategic planning.

› Acknowledge the de-centralized nature of our institution and the inherently connective work that needs to happen to ensure cultural transformation. This work cannot happen in silos.

› Sustain and integrate financial and human investment in this work across campus, prioritizing long-term equity and anti-racism work as part of its general operations.

Possible Funding Sources for Student-led Events

Internal Funding Opportunities

❯ Enterprise, Opportunity, and Innovation Fund

❯ Student Life Endowment Fund (SLEF)

❯ Graduate Students Endowment Fund

External Funding Opportunities

Diversity Fund (Bell)
As part of Bell's commitment to take a strong stance against racism, social injustice and the impacts on ethno-cultural communities, the Bell Let's Talk Diversity Fund supports the mental health and well-being of members of Black, Indigenous, and other racialized communities across Canada. The Bell Let's Talk Diversity Fund supports organizations with projects aiming to reduce the stigma around mental illness and/or increase access to culturally informed mental health and well-being support for Black, Indigenous, and other racialized communities in Canada. For the 2021 cycle, the Bell Let's Talk Diversity Fund provided grants of up to $200,000.

❯ **letstalk.bell.ca/en/funding-opportunities**

Government Grants

Anti-Racism Anti-Hate Grant Program (ON Gov)
Led by the Anti-Racism Directorate (ARD), the Anti-Racism Anti-Hate Grant (ARAH) Grant Program focuses on supporting community-led initiatives that will increase public education and awareness on the impact of racism and hate, in all of its many forms.

❯ **ontario.ca/page/anti-racism-anti-hate-grant-program**

Anti-Racism Action Program
The Anti-Racism Action Program is intended to help address barriers to employment, justice and social participation among Indigenous Peoples, racialized communities, and religious minorities.

❯ **canada.ca/en/canadian-heritage/services/funding/anti-racism-action-program.html**

The Canadian Institutes of Health Research (CIHR)
CIHR is joining forces with The Social Sciences and Humanities Research Council (SSHRC) to support the Race, Gender and Diversity Initiative. Together, the agencies will support social sciences and humanities projects on the themes of race, gender, and diversity with a focus on health.

❯ **cihr-irsc.gc.ca/e/52672.html**

Not-for-profit Grants

Community Mobilization Fund (Canadian Race Relations Fund)
The Canadian Race Relations Foundation (CRRF) has announced the CRRF Community Mobilization Fund (CMF), a fund program providing grants from $5,000-$20,000 for anti-racism projects across the country.

❯ **crrf-fcrr.ca/en/mobilisation-fund/introducing-the-community-mobilization-fund**

Cultural Days of Observance 2021 and 2022

Legend

Statutory holidays (Canadian)
* date changes each year

4 Paryushan-Parvarambha (Jain)*

6-8 Rosh Hashanah (Jewish)*

7 Labour Day*

6-10 Mennonite Heritage Week*

10 Ganesh Chaturthi (Hindu)* /
World Suicide Prevention Day

15 International Day of Democracy / Yom Kippur*

19 Powley Day (Ontario)

20-27 Sukkot (Judaism)*

24 Bisexual Awareness Day

21-25 International Week of the Deaf

25 Waterloo Indigenous Student Centre (WISC)
Pow Wow*

26 Hoshana Rabbah*

27-29 Shemini Atzeret (Judaism)*

30 National Day for Truth and Reconciliation /
Orange Shirt Day

German Heritage Month
Canadian Islamic History Month
Latin American Heritage Month
Women's History Month (Canada)
Cybersecurity Awareness Month

1 National Senior Day

4 Missing and Murdered Indigenous Women
and Girls National Day of Remembrance

6-14 Navratri (Hindu)*

10 World Mental Health Day

11 Thanksgiving* (Canada) / National Coming Out
Day / International Day of the Girl / National
Indigenous Peoples Day (US)*

14 Dussehra (Hindu)*

18 Healthcare Aide Day / Persons' Day (Canada) /
Mawlid al Nabi (Islam)*

20 International Pronouns Day*

25 Haldimand Treaty of 1784 Anniversary

31 Halloween

Financial Literacy Month

1 All Saints' Day

1-5 Treaties Recognition Week (Ontario)*

4 Diwali (Sikh, Hindu, Jain)*

6 Birth of the Bab (Bahá'í)*

7 Inuit Day (International) / Birth of Bahá'u'lláh
(Bahá'í)*

8 National Indigenous Veterans Day

10 International Accounting Day

11 Remembrance Day

16 Louis Riel Day (Ontario)*

19 Guru Nanak's Birthday – Bikrami (Sikh)*

20 Trans Day of Remembrance

22-28 Canada History Week*

25 International Day for the Elimination of Violence
Against Women [start of 16 days]

27 Holodomor Memorial Day* /
Ascension of Abdu'l-Bahá (Bahá'í)*

28 First day of Hanukkah* [starts in the evening]

November 28–January 6, 2022: Nativity Fast
(Eastern Orthodox and Eastern Catholic) *

DECEMBER 2021

3   International Day of Persons With Disabilities

6   Last day of Hanukkah* / National Day
    of Remembrance and Action on Violence
    Against Women

10 Human Rights Day [end of 16 days]

13 Aga Khan's Birthday (Islam Ismaili)*

18 International Migrants Day

24 Christmas Eve (Christian)

25 **Christmas Day** (Christian)

26 **Boxing Day** / Kwanzaa / Death of Prophet
    Zarathustra (Zoroastrian)

JANUARY 2022

1   **New Year's Day**

4   World Braille Day

6   Christmas (Armenian Apostolic Church)

7   Christmas (Christian-Coptic and Eastern Orthodox)

14 Orthodox New Year (Orthodox Christian)

16-17 Tu B'Shevat (Jewish)*

17 Martin Luther King Jr. Day* / Tu B'Shevat
    (Arbor Day)

20 Bodhi Day (Buddhism)

24 World Day for African and Afro-descendant
    Culture / International Day of Education

27 International Holocaust Remembrance Day

29 National Day of Remembrance of the
    Quebec City Mosque Attack and Action
    Against Islamophobia

FEBRUARY 2022

Black History Month

1   Chinese/Lunar New Year*

2   Groundhog Day

4   World Cancer Day

5   Vasant Panchami (Hindu)*

6   International Day of Zero Tolerance to Female
    Genital Mutilation

11 International Day of Women and Girls in Science

14 Valentine's Day

15 National Flag of Canada Day

16 Magha Puja (Buddhism)*

17 Louis Riel Day (MB)*

20 World Day of Social Justice (United Nations)

21 Family Day* / International Mother Language
    Day / Mi'Kmaq and Nova Scotia Heritage Day*

23 Pink Shirt Day*

MARCH 2022

Women's History Month (US)

Irish History Month

1   St. David's Day / Isra and Mi'raj / Zero
    Discrimination Day / Maha Shivaratri (Hindu)*

2   Ash Wednesday, Start of Lent (Christian,
    to April 14)*

2-20 Nineteen Day Fast (Bahá'í)

3   Losar (Tibet)* / Chotrul Duchen (Tibetan
    Buddhists)*

8   International Women's Day

14 Commonwealth Day

16-17 Purim (Jewish)*

17 St. Patrick's Day / Holi (Hindu)*

21 International Day for the Elimination of Racial
    Discrimination / Nowruz/New Year (Bahá'í)* /
    Persian New Year*

24 Right to Truth Day

25 International Day of Remembrance of the
    Victims of Slavery and the Transatlantic
    Slave Trade

26 Birth Anniversary of Prophet Zarathustra
    (Zoroastrian)*

31 International Trans Day of Visibility

APRIL 2022

Sikh Heritage Month

Genocide Remembrance, Condemnation and Prevention
Month

1   Hindu New Year (first day of Chaitra)*

2   Start of Ramadan (Islam) to sundown May 1st* /
    World Autism Awareness Day

7   World Health Day

10 Palm Sunday (Christian)* / Ram Navami (Hindu)*

13-15 Songkran (Thailand)*

14 International Day of Pink / Khmer New Year
    (Cambodia)* / Sinhala and Tamil New Year
    (Myanmar, Sri Lanka)* / Vaisakhi (Sikh)*

15-18 **Good/Holy Friday** (Christian, Easter Orthodox)*/
    Easter (Christian)* / **Easter Monday** (Christian)*

15-23 Passover/Pesach (Jewish)*

16 Theravada New Year (Buddhism)*

April 21-May 3: Feast of Ridvan (Bahá'i)*

22 Earth Day / Orthodox Good Friday

23 Holy Saturday (Coptic-Christian and Eastern Orthodox)*

24 Easter/ Pasha (Coptic-Christian and Eastern Orthodox)*

25 Easter Monday (Coptic-Christian and Eastern Orthodox)*

27 Holocaust Remembrance Day (Yom HaShoah)

28 Laylatul Qadr (Night of Power)

MAY 2022

Asian Heritage Month

Canadian Jewish Heritage Month

Mental Health Awareness Month

3 Eid ul Fitr (Islam)* to sundown May 3rd

5 Yom Ha'atzmaut / Dutch Heritage Day

6 Vesak (Buddhist)*

8 Mother's Day*

17 International Day Against Homophobia, Transphobia, and Biphobia

21 International Day for Cultural Diversity for Dialogue and Development

23 Victoria Day*

24 Declaration of the Bab (Bahá'í)*

29 Ascension of Bahá'u'lláh (Bahá'í)

JUNE 2022

Indigenous History Month

Pride Month

Italian Heritage Month

Filipino Heritage Month

4 Shavuot (Jewish)*

5 World Environment Day

19 Father's Day*

20 World Refugee Day

21 National Indigenous People's Day

24 Saint Jean Baptiste Day

27 Canadian Multicultural Day

28 Day of Commemoration of the Great Upheaval

JULY 2022

1 Canada Day

9 Nunavut Day

10 Huron Tract Treaty of 1827 Anniversary / Martyrdom of the Bab (Bahá'í)*

10-11 Eid ul Adha*

11 Imamat Day (Islam Ismailli)*

13 Asala Dharma Day (Buddhist)*

18 Nelson Mandela Day

30 Muharram (Islam)*

AUGUST 2022

1 Civic Holiday* / Emancipation Day

9 International Day of the World's Indigenous People

12 Raksha Bandhan (Hindu)*

13 Obon (Japanese Buddhist)*

15 National Acadian Day

15-19 Public Service Pride Week*

17 Marcus Garvey Day (Jamaica)

18 Krishna Janmashtami (Hindu)*

19 World Humanitarian Day

23 International Day for the Remembrance of the Slave Trade and its Abolition / Paryushan-Parvarambha (Jain)*

31 Ganesh Chaturthi (Hindu)*

SEPTEMBER 2022

5 Labour Day*

5-9 Mennonite Heritage Week*

10 World Suicide Prevention Day

15 International Day of Democracy

19 Powley Day (Ontario)

19-23 International Week of the Deaf

24 Bisexual Awareness Day / Waterloo Indigenous Student Centre Pow Wow*

25-27 Rosh Hashanah (Jewish)*

September 26-October 5: Navratri (Hindu)*

30 National Day for Truth and Reconciliation / Orange Shirt Day

OCTOBER 2022

German Heritage Month
Canadian Islamic History Month
Latin American Heritage Month
Women's History Month (Canada)
Cybersecurity Awareness Month

1 National Senior Day
4 Missing and Murdered Indigenous Women and Girls (MMIWG) National Day of Remembrance / Yom Kippur* / Dussehra (Hindu)*
8 Mawlid al Nabi (Islam)*
9-16 Sukkot (Judaism)*
17-19 Shemini Atzeret (Judaism)*
10 Thanksgiving* (Canada) / World Mental Health Day / National Indigenous Peoples Day (US)*
11 National Coming Out Day / International Day of the Girl
12-13 Karva Chauth (Hindu)
16 Hoshana Robbah*
18 Healthcare Aide Day / Persons' Day (Canada)
19 International Pronouns Day*
24 Diwali (Sikh, Hindu, Jain)*
25 Haldimand Treaty of 1784 Anniversary
26 Birth of the Bab (Bahá'í)*
27 Birth of Bahá'u'lláh (Bahá'í)*
31 Halloween

NOVEMBER 2022

Financial Literacy Month

1 All Saints' Day
1-4 Treaties Recognition Week (Ontario)*
7 Inuit Day (International) / Guru Nanak's Birthday –Bikrami (Sikh)*
8 National Indigenous Veterans Day
10 International Accounting Day
11 Remembrance Day
20 Trans Day of Remembrance
20-26 Canada History Week*
25 International Day for the Elimination of Violence Against Women [start of 16 days]
26 Holodomor Memorial Day*
28 Ascension of Abdu'l-Bahá (Bahá'í)*

November 28–January 6, 2023: Nativity Fast (Eastern Orthodox and Eastern Catholic)*

DECEMBER 2022

1 World AIDS Day
2 International Day for the Abolition of Slavery
3 International Day of Persons With Disabilities
6 National Day of Remembrance and Action on Violence Against Women
10 Human Rights Day [end of 16 days]
13 Aga Khan's Birthday (Islam Ismaili)*
18 International Migrants Day
18-26 Hanukkah (Jewish)*
20 International Human Solidarity Day
24 Christmas Eve (Christian)
25 Christmas Day (Christian)
26 Boxing Day / Kwanzaa / Death of Prophet Zarathustra (Zoroastrian)

PART Events and Anti-Racism Book Club Information 2021

PART events

DATE	EVENT TITLE	NO. OF PARTICIPANTS/ REGISTRANTS
February 26	Rooted in History: A Celebration of Black History as Canadian History	~ 340
March	A memo was sent to the University Community from the President about the International Day for the Elimination of Racial Discrimination	n/a
April 23	A Year of COVID-19 event: Disparities, Inequities, and Inequalities	~ 325
May 25	Asian Heritage Month: Explorations of identity, perceptions and belonging	~ 140
June 29	The Truth is hard. Reconciliation is harder. Indigenous History Month Keynote Speaker the Honourable Murray Sinclair. Organized by the Indigenous Initiatives Office.	~ 2360*
September 23	Maawanji-idiwag (They come together): Institutional Approaches to Decolonizing Curricula	~ 190
October 21	Let's talk about Mental Health at the Intersections	~ 80
November 18	Dismantling Systemic Racism: Policy and Governance	~ 100

Anti-racism book club

DATE	EVENT TITLE	NO. OF PARTICIPANTS/ REGISTRANTS
July 20	How to Be an Anti-racist	~ 65
August 17	21 Things You May Not Know About the Indian Act	~ 45
September 21	White Fragility	~ 41
October 19	The Inconvenient Indian	~ 35
November 16	The Fourth World: An Indian Reality	~ 25

Survey results

Results of the surveys that were sent to attendees of PART events and the Anti-racism Book Club sessions are provided below. For example, 87 per cent to 100 per cent of respondents agreed with the first learning outcome statement and 88.1 per cent to 100 per cent of respondents would recommend future events to their friends/colleagues.

LEARNING OUTCOMES

The event/session enhanced my understanding of race, culture and/or ethnicity.

87-100%
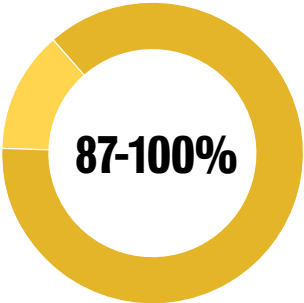
I am taking away new perspectives or information.

90-100%
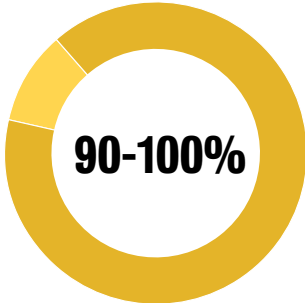
ATTITUDE TOWARDS EVENTS

The event/book club was engaging.

91-100%
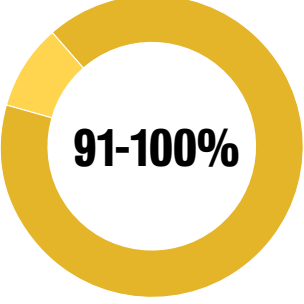
Recommend the event to others.

88.1-100%
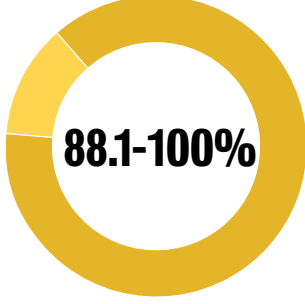
Glossary of Terms

Allyship
Allyship is the practice of emphasizing social justice, inclusion, and human rights by members of an ingroup, to advance the interests of an oppressed outgroup.

Anti-oppression
Actions that seek to provide equitable approaches and practices to mitigate the effects of oppression.

Anti-racism
The policy or practice of opposing racism and promoting racial equality.

Bias
Prejudice in favour or against one thing, person, or group compared with another, usually in a way considered to be unfair.

BIPOC
Formerly "POC" (People of Colour), BIPOC (Black, Indigenous and People of Colour) accounts for the erasure of Black and Indigenous peoples and to acknowledge that not all people of colour face equal levels of injustice.

Colonization
The action or process of settling among and establishing control over the Indigenous people of an area; the action of appropriating a place or domain for one's own use.

Critical Race Theory
Also known as CRT, is a theoretical and interpretive mode that examines the appearance of race and racism across dominant cultural modes of expression. CRT scholars attempt to understand how victims of systemic racism are affected by cultural perceptions of race and how they are able to represent themselves to counter prejudice.

Cultural awareness
Cultural awareness refers to being mindful or conscious of similarities and differences between people from different groups. Cultural awareness includes being aware of issues related to power, privilege, and oppression.

Cultural responsibility
Conceptualizing and developing programs and implementing/delivering services that respectfully acknowledge that culture is central to learning, growing, and healing and encouraging students or clients to learn by building on the experiences, knowledge, and skills they bring to the learning and/or healing spaces. Service providers are also aware of the impact of their own culture on their interactions with others and take all these factors into account.

Cultural responsiveness
Cultural responsiveness is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures.

Cultural safety
Cultural safety involves health service providers to be aware of the differences between themselves and individuals from various cultural groups, decolonizing their practice, considering power relationships, and implementing reflective practice. This requires health care practitioners to examine themselves and the potential impact of their own culture on clinical interactions. It requires them to question their own biases, attitudes, assumptions, stereotypes, and prejudices that may be influencing provision of care. Cultural safety focuses on the culture of the clinician or the clinical environment rather than the culture of the 'exotic other' patient.

Cultural sensitivity
Cultural sensitivity is similar to cultural awareness in that both terms require consciousness of cultural issues affecting practice. Cultural sensitivity goes beyond awareness, requiring a deeper understanding and ability to apply this understanding to one's practice.

Culture
Culture is an umbrella term which encompasses the social behaviour and norms found in human societies, as well as the knowledge, beliefs, arts, laws, customs, capabilities, and habits of the individuals in these groups.

De-escalation tactic/s:
An action or strategy that is aimed at reducing the intensity of a conflict or potentially violent situation.

Decolonize
The process of deconstructing colonial ideologies of the superiority and privilege of Western thought and approaches. It can involve dismantling structures that perpetuate the status quo and addressing unbalanced power dynamics.

Disaggregated race data

The act of splitting large, general categories into more specific groups. For example, the category of "Asian American" can be divided into cultural groups such as Hmong, Vietnamese, Lao, Chinese Korean etc.

Discrimination

The unjust or prejudicial treatment of different categories of people, especially on the ground of race, ethnicity, age, sex, or disability.

Diversity

The practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations etc.

Equitable access

Enabling all individuals to access services and resources by removing barriers and ensuring that the diverse backgrounds and identities that individuals hold are integrated in the development and implementation processes.

Equity data

Self-reported socio-demographic information including intersectional lived experience. This information is necessary for the organization to understand the composition of its communities.

Equity deserving groups

Communities that identify barriers to equal access, opportunities, and resources due to disadvantage and discrimination, and actively seek social justice and reparation.

Equity

Refers to fairness and justice and is distinguished from equality, which means providing the same to all, whereas equity means recognizing that we do not all start from the same place and must acknowledge and adjust to imbalances. The process is ongoing, requiring us to identify and overcome intentional and unintentional barriers arising from bias or systemic structures.

Ethnicity

The quality or fact of belonging to a population group or subgroup made up of people who share a common cultural background or descent.

Harassment

Behaviours that make an individual or group feel distressed, humiliated, intimidated, or threatened.

Inclusion

The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded (e.g., members of historically underrepresented groups).

Indigenous ways of knowing

The intent of this phrase is to help educate people about the vast variety of knowledge that exists across diverse Indigenous communities. It further signals that Indigenous Peoples move beyond learnings from human interaction and relationships.

Intercultural

Pertaining to or taking place between two or more cultures.

Intergenerational trauma

A phenomenon in which the descendants of a person who has experienced a terrifying event show adverse emotional and behavioural reactions to the event that are similar to those of the person himself/herself/themselves. These reactions vary by generation but often include shame, increased anxiety, and depression.

Intersectionality

The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

Jay Treaty (U.S.)

This treaty was signed in 1974 between Great Britain and United States and outlines that Indigenous Peoples may travel freely across international boundary. Under this treaty and corresponding legislation, Indigenous Peoples are entitled to freely enter the U.S for the purpose of employment, study, retirement, investing and/or immigration.

Marginalized/vulnerable

A person or group treated as insignificant or peripheral that may require greater care, support, or protection due to their unique circumstances.

Microaggression

A statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a historically underrepresented/underserved group.

Offensive ideologies

Individuals or groups that hold certain harmful beliefs surrounding members of various groups (e.g., based on race, gender, sexual orientation) and promote these views through mediums including social media in written and verbal forms.

Oppression

The use of power to disempower, marginalize, silence or otherwise subordinate one social group or category, often in order to further empower and/or privilege the oppressor.

Participatory-based approach
A research-to-action approach that emphasizes direct engagement of local priorities and perspectives.

Power constructs
Policies, practices, hierarchies, and ideologies that have institutional and systemic influence and may disproportionately impact members of certain groups (e.g., based on race or gender).

Prejudice
Preconceived opinion that is not based on reason or actual experience.

Race conscious
Acknowledging and taking into consideration the ways in which race and racism can impact the health and well-being of individuals, groups, and communities.

Race
The fact or condition of belonging to a racial division or group, or the qualities or characteristics associated with this. Can also include people sharing the same culture, history, language and/or common feature/s.

Racial trauma
Also known as race-based traumatic stress, is the cumulative effects of racism on an individual's mental and physical health.

Racialized people
All people that are non-Caucasian in race or non-white.

Racism
Prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership in a particular racial or ethnic group, typically one that has been historically underrepresented.

Representation
Ensuring individuals within an organization are reflective of the organization's diverse demographic.

Safe space
A place or environment in which a person or group of people can feel confident that they will not be exposed to discrimination, criticism, harassment, or any other emotional or physical harm.

Social justice
Justice in terms of the distribution of wealth, opportunities, and privileges within a society.

Structural change
Major shifts in policies, practices, and cultural representations within and across an organization.

Structural disadvantage
The unfavourable circumstance or condition experienced by individuals, groups or communities that results from the way in which society operates. For example, how resources are distributed, who holds power and in what spaces, and how institutions are organized.

Systemic barriers
Policies, practices, or procedures that result in some people receiving unequal access or being excluded.

Systemic racism
Discrimination or unequal treatment on the basis of membership in a particular ethnic group (typically one that has been historically underrepresented), arising from systems, structures or expectations that have become established within society of an institution.

Transitional year program
A program for youth (and/or adults) who, due to various barriers, have not had an opportunity to finish high school and who do not have the formal educational credentials to qualify for university admission.

Trauma-informed
Understanding and considering the pervasive nature of trauma and promoting environments of healing and recovery rather than practices and services that may inadvertently re-traumatize.

Unconscious bias
Social stereotypes about certain groups of people that form outside of their own conscious awareness, which fosters unconscious favouritism towards or prejudice against. Also known as implicit bias.

Unlearn
To discard (something learned, especially false or outdated information) from one's memory.

White privilege
Inherent advantages possessed by a white person on the basis of their race in a social characterized by racial inequality and injustice.

White supremacy
The belief that white people constitute a superior race and should therefore dominate society, typically to the exclusion or detriment of other racial and ethnic groups.

Membership Details

Names A-C

NAME	PART GOVERNANCE			WORKING GROUPS					IMPLEMENTATION TEAMS			
	Executive Advisory Operations Committee	Taskforce	Planning and Communications	Code of Conduct and Safety	Educational Environment and Development of Learners	Health and Mental Health	Professional and Academic Development and Mentorship	Race, Culture and Ethnicity Awareness	Black Studies Programming	Campus Representation	Race, Culture and Ethnicity	UW Equity Advisory Group
Arabella Hareem Abid					●							
Nada Abouelnaga												●
Sheila Ager										●		
Sara Anderson			●		●							
Jean Andrey										●		
Fatima Awan								●				
Iqra Azhar						●						
Hossam Bakir						●						
Jean Becker	●	●								●	●	
Hilary Bergsieker												●
Kevin Bonnell				●				●				
Alison Boyd								●			●	
Georges Bucyibaruta								●				
Kofi Campbell	●											
Lori Campbell					●							
Sharlyn Carrington	●		●					●			●	

* Chair or co-chair of a PART Working Group or Implementation Team

Names C-H

NAME	PART GOVERNANCE			WORKING GROUPS					IMPLEMENTATION TEAMS			
	Executive Advisory Operations Committee	Taskforce	Planning and Communications	Code of Conduct and Safety	Educational Environment and Development of Learners	Health and Mental Health	Professional and Academic Development and Mentorship	Race, Culture and Ethnicity Awareness	Black Studies Programming	Campus Representation	Race, Culture and Ethnicity	UW Equity Advisory Group
Jeff Casello		●			●							
Pamela Charbonneau							●					
Tracelyn Cornelius	●		●	●		●	●	●				
Charmaine Dean*	●	●	●							●	●	
David DeVidi		●			●							
Katrina Di Gravio*		●					●					
Jay Dolmage												●
Chinonso Uchechi Ekeanyanwu						●						
Jenny Flagler-George	●		●				●					
Aaron Francis				●								●
Kalpita Gaitonde*		●				●						
Anne Galang*		●						●			●	
Mark Giesbrecht										●		
Jasmin Habib								●				
Jordan Hale												●
Frances Hannigan				●								

* Chair or co-chair of a PART Working Group or Implementation Team

Names H-L

NAME	PART GOVERNANCE			WORKING GROUPS					IMPLEMENTATION TEAMS			
	Executive Advisory Operations Committee	Taskforce	Planning and Communications	Code of Conduct and Safety	Educational Environment and Development of Learners	Health and Mental Health	Professional and Academic Development and Mentorship	Race, Culture and Ethnicity Awareness	Black Studies Programming	Campus Representation	Race, Culture and Ethnicity	UW Equity Advisory Group
Nigel Henriques*	●	●					●					●
Krista Henry								●				
Gina Hickman	●									●		
Kathy Hogarth			●	●	●			●	●		●	
Philip Hohol								●				
Michelle Hollis							●					
Jaydum Hunt					●							
Karen Jack		●										
Jermal Jones												●
Ryon Jones							●					
Gursharan Kahlon*		●				●						
Jennifer Kandjii							●					
Zabeen Khamisa		●										
Tammy Kim-Neuman							●					
David Lau					●							
Anita Layton	●	●										

* Chair or co-chair of a PART Working Group or Implementation Team

Names L-R

NAME	PART GOVERNANCE			WORKING GROUPS					IMPLEMENTATION TEAMS			
	Executive Advisory Operations Committee	Taskforce	Planning and Communications	Code of Conduct and Safety	Educational Environment and Development of Learners	Health and Mental Health	Professional and Academic Development and Mentorship	Race, Culture and Ethnicity Awareness	Black Studies Programming	Campus Representation	Race, Culture and Ethnicity	UW Equity Advisory Group
Robert Lemieux										●		
Derek Leung							●					
John Lewis												●
Lili Liu*	●	●		●						●		
Patty Mah								●				
Monica Maly							●					
Sushanta Mitra				●								
Kristine Meier						●						
Arsh Maira Muhammad				●								
Margaret Mutumba						●						
Cathy Newell Kelly										●		
Kim Nguyen					●							
Veronica Sila Nhio-son						●						
Colleen Phillips-Davis*		●			●							
Betty Qin							●					
Angeline Ram*		●		●								

* Chair or co-chair of a PART Working Group or Implementation Team

Names R-W

NAME	PART GOVERNANCE			WORKING GROUPS					IMPLEMENTATION TEAMS			
	Executive Advisory Operations Committee	Taskforce	Planning and Communications	Code of Conduct and Safety	Educational Environment and Development of Learners	Health and Mental Health	Professional and Academic Development and Mentorship	Race, Culture and Ethnicity Awareness	Black Studies Programming	Campus Representation	Race, Culture and Ethnicity	UW Equity Advisory Group
Chris Read						●						
James Rush*										●		
Tyler Sagba			●									
Naima Samuel*		●			●							
Daniela Seskar-Hencic												●
Nadia Singh				●								
Danicia Maria Solozano				●								
Robin Stadelbauer*		●						●				
Jeremy Steffler												●
Anita Taylor			●	●		●					●	
Christopher Taylor									●			
Olivia Fuju Taylor			●									
Marilyn Thompson										●		
Jessica Thompson												●
Lauren Ward				●								
Mary Wells										●		

* Chair or co-chair of a PART Working Group or Implementation Team

Names W-Z

NAME	PART GOVERNANCE			WORKING GROUPS					IMPLEMENTATION TEAMS			
	Executive Advisory Operations Committee	Taskforce	Planning and Communications	Code of Conduct and Safety	Educational Environment and Development of Learners	Health and Mental Health	Professional and Academic Development and Mentorship	Race, Culture and Ethnicity Awareness	Black Studies Programming	Campus Representation	Race, Culture and Ethnicity	UW Equity Advisory Group
Grace Wong						●						
Nancy Worth												●
Cindy Hoi Ting Yeung							●					
Vershawn Ashanti Young*	●								●			
Aida Zaheer								●				
Angie Yuliana Zuluaga				●								
Tamara Zur			●					●			●	

* Chair or co-chair of a PART Working Group or Implementation Team

UNIVERSITY OF WATERLOO

UNIVERSITY OF WATERLOO
200 UNIVERSITY AVE. W., WATERLOO, ON, CANADA N2L 3G1

uwaterloo.ca