

2020-2021 Report

PRESIDENT'S ADVISORY COMMITTEE ON HUMAN RIGHTS,
EQUITY AND DECOLONIZATION

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Introduction to PACHRED

THE WORK OF THE PACHRED EXECUTIVE

PACHRED held its membership meetings during the 2020-2021 academic year as follows:

Monday, September 28, 2020 (Orientation); Tuesday, October 6, 2020; Friday, December 4, 2020; Wednesday, February 10, 2021; and Friday, April 9, 2021. Meeting Minutes are available at on the [Human Rights and Equity PACHRED website](#).

PACHRED Executive met on a weekly basis throughout the year. Additionally, we organized monthly meetings with the PACHRED Coordinating Committee Chairs. The work of the Executive included preparing the new membership for their tasks ahead through the orientation materials and a welcome meeting. Collectively, PACHRED Executive reviewed meetings and action items, developed ideas to support working groups members and coordinating committee chairs in the flow of their activities. The subheadings below provide some details on these activities.

Communication

- The Land Acknowledgement is now on the Brock University website
- PACHRED will be introducing websites to each Working Group in the coming year to house events, resources etc.
- The Executive devised a 2-Step approach for developing and disseminating timely responses to campus-wide, community and or national issues of importance to human rights, equity, and decolonization. This procedure is currently under review with the Legal Department.

PACHRED Statements

- Released a Statement on Combatting Anti-Black Racism and Violence Against Black, Indigenous People of Colour (BIPOC) that is available on PACHRED website. PACHRED recognizes the important role of education for supporting communities and helping people understand/identify historical injustices.
- Educational materials and resources available on PACHRED website outlining how local and larger governments are responding to racism issues and developing antiracism policy, procedures, and practices.
- Approved the Anti-Racism Task Force statement in “condemn[ing] all threats of violence and death always, and specifically, at the present time, the recent threats against Dr. Hirji.”
- Contributed toward a statement to combat Anti-Asian violence that was initiated by the Human Rights and Equity Office.

Tracking Template

PACHRED Executive developed a tracking sheet template to facilitate working groups documentation of their activities especially with reference to short term and long-term goals. For an exemplar of that please see the Anti-Ableism and Mental Health (AAMH) Working Group Template in the attached [Appendix 1](#).

The rationale of the template was to aide in advancing the work of the affiliate; advisory, taskforce and working group activities; and provide mechanisms to be accountable for the PACHRED 'mandate,' that states PACHRED will:

- Monitor and evaluate the implementation of the Human Rights Task Force recommendations;
- Communicate implementation plans and progress reports to the University community.

Each affiliate, advisory, taskforce and working group was asked to record their 2019-2020 report recommendations; document how they plan to move forward with their identified recommendation(s) during the 2020-2021 academic year as follows: Identify the recommendation; What actions have been taken?; Lessons Learned; What progress has been made?; What do you expect to achieve via Short-term Goals and Long-term Goals; Articulate the Challenges; Next Steps for the recommendation - where do we go from here?

Further, PACHRED executive believed the tacking template would support the membership in documenting the implementation of their plans, and progress reports to the University community. Examples of this work would be featured in an article in Brock Press, and Brock News once a term.

Additionally, increased mechanisms for reporting on PACHRED's activities include doing an annual university community meeting/ gathering or forum with a panel presentation that will provide a fulsome picture of PACHRED's work. Suggested next steps received were to have a webpage where people can drop PACHRED a line and where we can report back to reflect the notion of transparency.

Terms of Reference

An important aim for the Executive, was to clearly define the role of PACHRED's work to operate in consort more seamlessly with the Human Rights and Equity Office. To that end the Executive and Co-ordinating Committee Chairs revisited and revised the PACHRED Terms of Reference (ToR). The revised version was passed unanimously at the April 9 meeting. Please see [Appendix 2](#).

Supporting the President in Various Human Rights, Equity and Decolonizing Activities

At the [National Dialogues and Action for Inclusive Higher Education and Communities conference](#), discussion focused on anti-black racism and black inclusion in the Canadian higher-education system.

Given the Brock strategic plan includes 4 core pillars, and one includes fostering a culture of inclusivity, accessibility, reconciliation, and decolonization the President's address both honoured and outlined some of his actions in support.

PACHRED membership were asked to review panel discussions/and resources available on National Dialogue's website, along with reflecting on [President Fearon's points](#) to advance in relation to the work of PACHRED.

PACHRED EXECUTIVE AND PRESIDENT FEARON MET WITH CAMPUS SECURITY SERVICES (CSS)

In October 2020, PACHRED Executive, and President Fearon met with Campus Security Services (CSS). CSS invited PACHRED Executive to review CSS Reports. We looked at the most recent form 2017-2019 and noted, the significant shift and difference in attention toward Intercultural Awareness in the years from 2018 - 2019. While the year 2017 had a clear focus on AODA (Accessibility for Ontarians with Disabilities Act) regarding Human Rights at Brock University. The discussion about the Human Rights Task Force report (2017) in the CSS Report 2018, is augmented with attention toward Intercultural Awareness. Additionally, the 2019 CSS Report encourages all staff to take online training on "unconscious Bias" through LinkedIn Learning. It is noted that "13 full-time Brock members with Special Constable status" as stated in Reports (2017, 2018, 2019). Additionally, "special Constable status is granted by the Ministry of Community Safety and Correctional Services and governed by a protocol between Brock University and the Regional Municipality of Niagara Police Services Board." Given CSS's close relationship between "the Ministry of Community Safety and Correctional Services" Brock University and the "Regional Municipality of Niagara Police Services Board," and considering recent world events regarding racial profiling in policing, it is important to understand how this relationship may be perceived by Brock Black Indigenous People of Colour BIPOC students, staff, and faculty.

PACHRED Executive, recommended the following:

- That CSS develop communication across Brock Campus that acknowledges, incorporates, and signals CSS's commitment to provincial and national antiracism strategies. In doing so, Black, Indigenous, People of Colour (BIPOC) students, staff and faculty and the broader community would have greater clarity and positive assurance about CSS's stance not only as it aligns with the Human Rights Task Force report (HRTF, 2017) but also how CSS is demonstrating responsiveness to recent world events regarding racial profiling in policing.
- Brock University has had an Employment Equity Policy for several decades; hence the Employment Equity Policy should be visible along with the other policies that are provided on the CSS website. Additionally, it is important to provide evidence of how CSS is incorporating EE into staffing decisions

PACHRED executive appreciated the statements advanced in CSS's reports about the Brock Strategic Plan to "Foster a culture of inclusivity, accessibility, reconciliation and decolonization." We recognize that Brock's BIPOC students, staff and faculty require greater assurance about how CSS practices are informed by both Canada's Anti-Racism Strategy and the Ontario Anti-racism Directorate as follows:

[“Anti-Racism Directorate](#) - Leads the government’s anti-racism initiatives to build a more inclusive society, and works to identify, address and prevent systemic racism in government policy, legislation, programs and services.”

[“Building a Foundation for Change: Canada’s Anti-Racism Strategy 2019-2022.”](#)

PACHRED agreed with the President’s suggestion to meet twice a year to strengthen bridges and visibility across campus with respect to CSS, anti-racism strategies (on a national and provincial scale), equity policies and practices.

PACHRED EXECUTIVE AND WORKING GROUP CHAIRS

PACHRED’s 2020-2021 focus was on Anti-Racism. All activities and the Working Group’s annual reports were to focus on Anti-Racism using an intersectionality approach. The activities of each Working Group are largely determined through consensus by the Working Groups. Until now, they have taken the Human Rights Task Force Report (2017) to guide their decisions and work. Presently, they will additionally incorporate the Rankin & Associates Final report: "Assessment of Climate for Learning, Living and Working." (October 2020) and their own recommendations from that report to guide their work.

Climate Study Survey

PACHRED is pleased its members were among the “25 Brock University faculty, staff and students” who participated in the Rankin & Associates, Consulting “Climate Study Working Group” (CSWG). PACHRED leadership had a unique role to play in analyzing the Rankin & Associates final report and providing highlights for PACHRED’s meetings. Additionally, they provided reports on their summary of the salient points from the Climate Survey and developed recommendations determined through a shared analysis of the Climate Survey.

Working Groups submitted their final reports regarding the Climate Review to Leela MadhavaRau, Director of Human Rights and Equity, and to PACHRED Executive, they provided fulsome recommendations and are planning on using those recommendations for their work in going forward during the in 2021-2022 academic year.

Moving Forward

The Thematic Focus for 2021-2022 is “Anti-Ableism and Mental Health.” The agreed approach is that ALL Working Groups will feature it in relation to their focus area. The logical way to do that is to use an intersectional approach.

2S & LGBTQ+ Working Group

Dr. Tamara El-Hoss convened for the summer & fall terms 2020 and Dr. Natalee Caple convened for winter & spring terms 2021 with support from Michelle Poirier and the Human Rights & Equity Office. A steady group of 5 - 10 people are active participants while over 50 staff, students, faculty, and community members receive regular updates via an email list. Updates to the list share information on meetings, research studies, conferences, job opportunities and events. The group met virtually 4 times in 2020-21. New members are always welcome, people who identify as 2S LGBTQ+ as well as allies - please email lgbtq@brocku.ca to be added to the list.

We recently approved a Terms of Reference, with thanks to Dr. Nigel Lemza and Dr. Tamara El-Hoss for their stewardship, that will soon be posted on the PACHRED website.

We collected and provided feedback to the Assessment on Living, Learning, and Working (climate survey). We keep momentum and provide communication on 2S LGBTQ+ presence on campus including advocacy for a 2S LGBTQ+ student space, All Genders Washrooms, Trans Inclusion Guide, Name Change Process and Rainbow Crosswalks (with thanks to Leela MadhavaRau and Human Rights and Equity staff for their work on these projects).

We contributed \$1,500 to cover the cost of some of the honoraria for the Two-Spirit Panel that was the closing event for Brock Pride Week on April 1st. We contributed the remaining \$500 of our budget to the PACHRED COVID emergency fund.

A summary of 2S LGBTQ+ events we co-sponsored and/or promoted this past year:

- Jermaine Marshall coordinated Black & Indigenous Pride Concert June 27th, 2020 with all proceeds going to Black Lives Matter Toronto and Abbey House. Performers included The Ra11n, Jasmine Whyte and Strong Water Women Drumming Circle
- Ivan Coyote (rescheduled due to the onset of the pandemic) on Nov 5th, 2020
- Michelle Mudge co-coordinated the Transgender Day of Remembrance Niagara Gathering, Nov 20th Panel discussion.
- Vivek Shraya in Conversation on Dec 1st, 2020
- 2SLGBTQIA+ & MMIWG with Nenookaasi Ogichidaa on Feb 9th
- Kai Cheng Thom on March 16th
- Brock Pride Week from March 26th - April 1st that included a film screening & movie night, trivia & games nights, workshops, movement class and panel
- Decolonization Symposium on March 26 & 27th

To move forward with recommendations as provided in our feedback on the Climate Report listed here below:

- Expansive equity training for all departments.
- Revised language in all institutional documents to reflect current practises in pronoun use and references to gender.

- More specific training on 2S&LGBTQ+ inclusion in the workplace for staff and faculty groups, administrators, etc.
- More outreach to expand PACHRED 2S&LGBTQ++ inclusion and highlight that it is open to staff. It is felt that students often know about Pride club, but staff and faculty don't feel a sense of community at Brock (re: feelings of alienation).
- A 2SLGBTQ+/ gender and sexual diversity advocate as a full-time staff position to enable the expansion of programming that could facilitate a sense of belonging for queer and trans* spectrum faculty and staff, e.g. a dedicated advocate and support person who could facilitate things like support/ talking groups, socials, and networking events for 2S&LGBTQ+ staff, faculty, and students at Brock.
- More awareness of HRE support, e.g., sharing explicit info that if you experience transphobia and homophobia as a staff member, we have services available to address this.
- Advocate that instructors integrate more Two-Spirit, trans*, and gender diverse authors, especially 2SQTBIPOC authors, academics, and activist writings into course content; suggest they liaise with subject librarians in their disciplinary area as a starting point.
- Ensuring all Brock counsellors are trans* inclusive and have been adequately trained on the increased vulnerability of this group to harassment and violence; ensuring that we have Two-Spirit and trans* counsellor available in counsellor of choice program.
- Much more support, endorsement, and participation from senior admin in Pride programming and 2S&LGBTQ+ advocacy efforts.
- Expanded, ongoing, local community outreach and support for Quest, High school level Gay Straight Alliance groups, PFLAG, and other local groups that advocate for 2S and LGBTQ++ rights and freedoms.
- Active participation of upper administration in Brock Pride events and local and national celebrations specific to this group including International Transgender Day of Visibility, Pride Month, and others.
- Scholarships and awards that recognize research, service, teaching that is specific to the highlighting of contributions of 2S and LGBTQ++ individuals.
- Explicit expressions of no tolerance for transphobia, homophobia, and anti-Indigenous action within the Brock community that include increased consequences for harassment or attacks on 2S and LGBTQ++ students, faculty, and staff. This is in keeping with the recognition of this group as vulnerable to hate crimes and the responsibility of the institution to speak loudly and clearly to pre-empt hate crimes by asserting them as being hate crimes.

Anti-Ableism and Mental Health Working Group

Chair: Maureen Connolly

Vice chair: Alison Rothwell

Members: Andrew Bassingthwaite, Athena Colman, Lianne Fisher, Leigh Harold, Alicia McGoldrick, Kathryn Walker, Julie Fennell, Sue Guenther, Marion Barbas, Dawn Shickluna, Jennifer Thiessen, Judith Brooder, Stacyann Williams, Edward Williams (two faculty, one librarian, ten staff, two students)

AAMH has met six times thus far in the academic year- three in the Fall term and three in the Winter term. All our meetings have been held online and we may continue with this format even if we are able to return to face to face engagement on campus in the Fall. It is often easier for committee members to join a meeting from home remotely and now that we know this is possible and that we can function this way we will keep the online format as an ongoing option.

Our commitments for the 20-21 year included

- a) collaborating with CPI in the delivery of UDL modules for university faculty and staff interested in incorporating Universal Design for Learning principles into their planning, teaching, and learning experiences
- b) engaging with the Registrar's office to remain connected to ongoing accessibility issues related to scheduling and implementation of classes and exams
- c) engaging with SAS to remain connected to ongoing accessibility issues related to teaching and learning
- d) commenting on and developing recommendations relating to the Climate Survey
- e) reviewing the Brock Accessibility Policy up for review this year
- f) supporting the IDEA student award submissions
- g) adjudicating the AIRA terms of reference and submissions
- h) submission of an Enabling Change grant in collaboration with other accessibility-oriented groups on campus
- i) Supporting Ability Empowerment Day with both financial and human support

We delivered two UDL workshops (February 2021) and did several one-to-one consults with individuals unable to make the workshops. Having Registrar's office and SAS representatives on AAMH allows us to stay in touch with issues as they unfold and to generate both options and solutions as well as engage in ongoing advocacy on issues of accessibility in teaching, learning and assessment. We submitted our working group's comments on the Climate survey to PACHRED in March 2021 and to the office of HRE in April 2021. AAMH provided feedback on Brock's Accessibility Policy to Alison Rothwell. Alison is waiting on the Education Standards before completing the Policy review so that the Education Standards can be taken into consideration in the Policy update.

We adjudicated the AIRA awards in November and the award winners (Alyssa Godin and Judith Brooder) were highlighted in a Brock News story following the award announcement.

We received 6 entries for the student IDEA award process. We accepted all six submissions and worked through the winter term to mentor and support the student submissions. Four submissions were submitted to the National Competition (deadline April 30, 2021).

We submitted the Enabling Change grant application on March 26, 2021. This was a collaborative effort between AAMH, HRE, SAS and the Brock Niagara Center for Excellence in Inclusive and Adaptive Physical Activity.

Bell Let's Talk day included the means to send colleagues appreciative emails. This initiative was organized and implemented by Alumni Relations and was seen as a real success that bears repeating.

Both Maureen and Alison attended the ongoing Ability Empowerment Day planning meetings. The AED is scheduled for May 11-12, 2021 and AAMH has committed \$200.00 to the AED budget in addition to our ongoing administrative and resource support.

Each meeting this year allowed us to comment on the ongoing concerns expressed about Mental Health supports. Online teaching and learning have generated more stressors that impact mental health. As we go forward, Mental Health must be seen as a significant concern, on par with any issues relating to accessibility.

The remainder of our budget we agreed to transfer to PACHRED for distribution to student need and any other under-resourced constituencies who were adversely affected by the move to the online environment.

At our April online meeting we also did a deep discussion of the AAMH issues that have arisen with the move to online delivery of most of our services and the stresses of social isolation and staying at home and their impacts on mental health and disability identified individuals. Our April meeting also had significant discussion on the Fall term and the need for conversations about contingency and adaptability given the degree of uncertainty and the levels of anxiety already evident from students, faculty and staff relating to face to face engagement in the fall term. We must be engaging in proactive conversations at the PACHRED, Senate and Union levels.

We also generated several ideas for events and emphasis for the 21-22 year, among these are:

- A potential Speaker Series on Anti-Ableism with community partner involvement
- Workshops for Ableism audits at the departmental level
- A Town Hall for a Life Experience panel around accessibility and inclusion issues
- A Road show that visits departments and/or other university functions
- Exhibits highlighting the IDEA participants and community partners who participated in Photo-Voice research
- Resurrecting the 'Making a Difference' Award luncheon.

The committee has confirmed their confidence in my continuing as chair for another year. I look forward to continuing in that role and to implementing the recommendations of the committee members and engaging with an inclusion mandate for the 2021-22 academic year.

ANTI-RACISM COMMITTEE REPORT TO THE PRESIDENT

Chair: Dr. Richard Ndayizigamiye

INTRODUCTION

The Anti-Racism Committee (also referred to as the Anti-Racism Task Force - ARTF) of the President's Advisory Committee on Human Rights Equity and Decolonization (PACHRED) is comprised of faculty, staff, students; it advises the President, consults with the Human Rights and Equity Office, and promotes Anti-Racism awareness and educational initiatives within the Brock community directly, and the Niagara community at large.

The members of the ARC come from a wide range of life experiences; they possess various knowledge and skills. All matters undertaken for discussion by the ARC bear a direct relevance to the mandate of PACHRED and complement that of the other working groups. While the focus for 2019-2020 was making the Committee's actions more relevant to the lived experiences of Brock students, during the academic year 2020-2021, the ARC's reflections, discussions and actions were centered on (1) accentuating the focus further on anti-racist activism - as it was the theme throughout the other PACHRED's working groups ; (2) raising awareness around Anti-Racism to the Brock community through conversations around the toxic impacts of race-based micro-aggressions; (3) deepening the links between the work of the Anti-Racism Committee and that of Niagara at large through community engagement.

MEETINGS

The ARC held a series of meetings during the 2020-2021 academic year divided into (1) general committee meetings for the larger group, and (b) a sub-committee group focusing on the preparation of online Symposia, such as devising a media campaign to raise the awareness of the Brock community on micro-aggressions on campus and in the classroom. These meetings were held online: October 13, 2020; December 8, 2020; February 11, 2021, and April 8, 2021. The meetings were chaired by Richard Ndayizigamiye (Chair of ARC). Given that the ARC's Terms of Reference had been revised for 2018-2019 and submitted to the Human Rights and Equity Office (HRE) in its final report in May 2019, it was agreed that any revisions to the TOR would be made withing a Sub-Committee specifically designed for that purpose. Thus, generally speaking, meeting discussions highlighted various issues related to combatting racism on campus: (1) defining what "racism," "non-racist" and "anti-racism" means within the Brock community; (2) articulating what "anti-racism" implies within the context of decolonization as stipulated in the statutes of PACHRED; (3) engaging more elaborate discussions and recommendations on how to make a more substantive transformation (as opposed to "performative" cosmetic changes) of Brock University's structures wherein hidden racism ideologies and practices lay, and so forth.

Meeting held October 13, 2020 (and follow-up)

- Presentation of Committee Members and the Meeting Agenda items. Review of an ***Anti-racism statement***, a working document to be enriched during the academic year, with the aim of finalizing it by the end of the Winter 2021 semester. Due to the hectic and unusual pandemic-laden year we went through, the revisions are ongoing, and will be posted permanently on ARTF website in the Fall 2021.

- Reviewed ARTF Report and Recommendations made to the President (submitted July 2020).
- Report from Rox Chwaluk (Coordinator, Off-Campus Student Engagement) and Mary-Beth Radon (Chair, Department of Sociology) on the work they did over the summer within their subcommittee “**Me and White Supremacy.**” They shared their experience as persons identifying as Whites, as well as their questioning of White Privilege within their reading group discussion meetings over the summer 2020. It was a very candid testimony acknowledging from personal experience how White Supremacy is inculcated in children at an early age within the family unit, and how White children are taught that they are “the best” of all races on earth. The honesty was overwhelming, expressing a true spirit of alliership!
- **Micro-Aggressions Campaign:**
 - Google Survey: Originally crafted by Zuhrina Jibril and Anushka Lalwani, the aim of the campaign was reformulated after the Brock Climate Survey was published. The Survey was launched in January 2021 in tandem with the Micro-Aggression Instagram campaign.
 - Instagram Campaign: Publicity was carried out in conjunction with the Google Survey, using the IG account of the Human Rights and Equity Office.
- Discussion on the Direction of the ARTF for the year 2020-2021: what members would like to see done and accomplished, including discussion on budget allocation, Webinars that could be offered, community outreach within places where we live, etc.

Meeting held December 8, 2020 (and follow-up)

Briefing on Communications: Rox Chwaluk initiated the creation of an Anti-Racism Committee discussion group in MS Teams: she briefed the Committee members on its organization and communication channels to be used both externally and internally.

1. Internally: Previous communications were consolidated into one ARC folder in MS Teams. All ARC members have access to the folder on Teams, and they can review and respond to ongoing conversations. A SharePoint link is provided for sharing working documents (members list, meeting notes, etc.).
2. Externally: Consultations are ongoing within PACHRED on implementing website updates and creating formats of each working group for external communications and postings.

Anti-racism Outreach:

3. Collaboration with the Niagara Region Anti-Racism Association (NRARA) on anti-racism initiatives was requested (Richard) through Facebook and email. Contact was also initiated to work with TOES (Tools of Empowerment for Success) Niagara. Nyarayi (Director) was contacted directly to elaborate a way forward on anti-racism cooperation in the region.

Micro-aggressions Campaign:

1. Webinar: Professor Gordon Hodson (Ph.D., Psychology) confirmed his willingness to lead a webinar in the New Year (2021) and, he will also share new research information on Microaggressions, focusing on the academic community. Trecia McLennon (HRE Intercultural Communications Coordinator) is to partner with Prof. Hodson to lead a discussion on Micro-affirmations as a way of countering micro-aggressions.
2. Instagram campaign: The concept was borrowed from the HRE print literature. There are similar campaigns undertaken by other universities including University of Utah, the University of Toronto, the University of Ottawa, and Carleton University. Other academic institutions have blogs and Twitter handles (e.g., blackat--/#untoldguelph). Hannah Shahid volunteered to help with formatting posts. A Subcommittee was formed by members interested in assisting with this campaign; they met numerous times to prepare this event.

Committee Response about the Brock Climate Survey:

1. Initial observations indicate a lot of discomfort with the current Brock environment. The survey strongly identified the prevailing silence on how black women feel disrespected on campus. Much more work needs to be done to address black women's concerns. Similar observations were made. The Climate Survey shifted conversations across networks at other universities and with industry partners; this presents a learning opportunity across universities (e.g., in programing and events coordination). The general public in Niagara is also aware of the climate survey at Brock as reported in recent articles by newspapers in the region (most favorable, but with some known and outspoken critics of Equity, Diversity, and Inclusion).
2. A de-facto member of the Climate Survey Committee, Richard briefed the attendees on the challenges experienced by the consultative forum for the Climate Survey, including limitations on specifying racial/gender/geo-political groups. What's next now? What priorities should Brock work on? What efforts should be in place to push the administration to make a system-wide change (as observed at other universities, e.g., Windsor, McMaster)?
3. Committee Reflections and Initial Recommendations:
 - a. Make supportive literature readily available through student groups (BUSU), HRE, etc.
 - b. We need more data on recruitment, retention and promotion of black staff and faculty on campus. More substantive action was differed to the Employment Equity Committee as this pertains directly to the labour force. ARC worked hand in hand with EEC, as it already did during the 2019-2020 year, to promote equal representation of racially marginalized groups in the work force at Brock.
 - c. A question was raised, as to whether or Brock has put any frameworks in place to respond to the results of the Climate Survey? Links on the Executive Report were added to the summary Climate Survey document shared with ARTF members.

Meeting held February 11, 2021 (and follow-up)

Budget considerations:

The following budget allocations were presented and deliberated. A motion to approve the above budget items was passed.

Activity	Amounts
Support for students during Covid19	\$600
Instagram Campaign	\$200
Community Outreach (TOES Niagara)	\$500
Dramatic Arts Dept BIPOC Speakers	\$200 ¹
Black Mental Health Symposium	\$500 ²

Microaggressions campaign:

The Microaggressions Instagram Campaign kicked off at end of January 2021. A link was provided via the HRE webpage. Committee members were briefed on ongoing discussions on the Microaggressions webinar presentations with Dr. Gordon Hodson and Trecia McLennon. Gordon's presentation would review an ally's perspective on microaggressions while Trecia was to present on Microaffirmations as strategies to counter microaggressions. The webinar was scheduled to take place on February 25th from 12:00-1:15pm, in collaboration with the Goodman School of Business to ensure a stable and secure (controllable) platform on *Microsoft Teams* for hosting the online webinar. Logistics of circulating information on the webinar were discussed and a working group was formed to oversee the planning.

Anti-racism Outreach:

Members were informed that a response had been received from the Niagara Region Anti-Racism Association, confirming intentions to collaborate on anti-racism initiatives. A representative from NRARA would be invited to speak at the next ARTF meeting, April 8, 2021. Furthermore, Committee members were informed that Nyarayi Kapisavanhu from TOES would be joining the meeting to speak about their organization's ongoing initiatives. Joanne Crawford (Associate Professor, Health Sciences) agreed to be the ARTF contact person with TOES; she would provide ongoing information on outreach programs with TOES, including initiatives in community healthcare and entrepreneurship.

Community Outreach Presentation:

Nyarayi Kapisavanhu joined the meeting at 1:45pm. She informed the members that TOES Niagara runs various mentorship programs in the region, including a recent partnership with the District School Board of Niagara (DSBN). TOES Niagara programs are guided by the organization's five strategic pillars for the empowerment of BIPOC youth:

1. Economic Development

¹ ARC made this contribution to sponsor their "Rise Up" webinar (held March 27, 2021) organized by Karen Fricker: Monologue Workshop: "Exploring Policing, Incarceration and the Resilient Spirit of the Black Body." Breakout Rooms discussion were reserved only for Brock Students

² These funds were unused due to Covid, and they were directed additionally to the PACHRED Student Relief Fund.

2. Education for Sustainable Development
3. Leadership Development
4. Social Development
5. Personal Development

TOES programs are funded by the federal and provincial governments as well as local and regional community partners. An example of such partnership is the *Stepping up for Black Businesses* program, run in partnership with RBC. Currently, TOES initiatives for mentorship programs offer targeted sponsorships to students at post-secondary institutions. Addressing ARC's objective to partner with TOES on anti-racism initiatives, Richard proposed a donation of \$500 to help offset costs in the student mentorship/sponsorship program set to start in the Spring 2021. The idea was overwhelmingly supported, and PACHRED released the funds to TOES. These funds would be used to purchase headphones for high school student participants in need, so as to communicate with their Brock and other community mentors during the mentorship program. Verification to be forwarded to PACHRED.

“Systemic Changes” Proposals:

Richard presented a summary of recommendations from several Canadian universities for top to bottom academic anti-racism systemic change. Members deliberated on what changes would be desirable for Brock to achieve and what other anti-racism engagements the ARC could be involved in.

Meeting held April 8, 2021 (and follow-up)

Updates since the previous meeting were provided as follows:

1. Kattawe Henry, then the Anti-Racism HRE liaison officer, provided an update on activities organized by their office, including the Black Students Town Hall meeting which provided a safe space where the latter shared marginalization experiences and strategies to combat implicit bias during the isolation worsened by the Covid-19 lockdown and remote online learning.
2. **Anti- Asian Racism:** The Committee explored the best approaches to combat it. Suggestion was made to organize a forum whereby members of the Asian community would be invited to share their experiences. As a community, we see ourselves as potential allies; we should thereby be attentive to what members of the Asian community would expect from us, and action it.
3. **Anti-Racism Community Outreach:**
 - a. TOES Niagara: Jean and Richard met with Nyarai Kapisanavanhu (Director) on Wednesday April 7, 2021 as part of follow up and collaboration with Brock's ARC in preparation for their yearly symposium involving BIPOC youth in high school. Jean and Richard then moderated a Module for the young students on April 10, 2021 on the theme of “Black History and Positive Identity.”
 - b. Niagara Region Anti-Racism Association (NRARA): Saleh Waziruddin (Executive Member), briefed the Anti-Racism Committee members on the mandate and focus of their organization, in order to identify points of convergence between our two associations working for the same goal in a community-wide effort for the benefit

of the Niagara Region citizenry. There are five main areas in which the Niagara Region Anti-Racism Association works:

- i. Police reforms to address racial profiling.
- ii. Unemployment Equity: Deploy efforts to make diversity employment data available to the public; encourage employers to resolve the diversity gap in their workforce.
- iii. Encourage Municipal bodies to create anti-racism committees accountable to the community so the latter can reflect diversity from a growing non-white population.
- iv. Initiate community discussions and workshops on EDI matters.
- v. Follow up on legal and civil cases involving the violation of the human rights of BIPOC populations. Ensuing discussions yielded the following information:
 - o NRARA pushed to have Facer Street organizers ensure that the “European Festival” reflect a more inclusive representation of a growing more racially diverse population.
 - o Future plans include working to promote a scrapping of Police anti-racial profiling in Niagara.
 - o They welcome working with Brock and community partners on anti-racism initiatives.
 - o Suggestions were made to partner with the SJRI in order to collaborate on research initiatives, findings and dissemination of solutions tailored for Niagara Region’s needs.

4. **Microaggressions Webinar** (See feedback from the participants detailed below in the “Action Items” section, point 1).

ACTION ITEMS

At this particular junction in history when power and privilege self-conferred by one “race” - which thinks of itself as morally and intellectually superior (Europeans as an “ethno-class” who bestowed stolen lands and plundered their mineral riches to their descendants all over the world: Africa, the Americas, Australia, New Zealand, Oceania, etc. - are being questioned through decolonial lenses, it is very important to “deconstruct” what the notion of “race” is, especially in the context of White monopoly on capital and wealth, as well as how embedded this ideology is within Western academia via the production of Euro-centered knowledge and its resistance against legitimate claims from equity-seeking and traditionally marginalized groups (Black, Brown, People of color and Indigenous Peoples).

In this context, it is one of the mission statements of PACHRED’s Anti-Racism Committee to engage in educational endeavors so that the Brock community, especially White allies, may understand what the limitations of being “non-racist” are, so as to arrive at a place where modes of thinking can shift to a pro-activist “anti-racist” stance. Hence, the Webinar project on Microaggressions, which had been derailed because of the Covid-19 worldwide pandemic - which pushed Brock to resort to remote online learning - finally saw the light of day.

In addition to the updates given within each of the Meeting sessions of the Anti-Racism Committee, the highlights of the “Action Items” for 2020-202 are as follows:

From Microaggressions to Micro-Affirmations Webinar

The long-awaited event took place on February 25, 2021, after a two-month long preparation. The Microaggression campaign was conducted via email and social media such as Twitter and Instagram. Hannah Shahid from the AR Committee designed the IG handles from literature prepared by the Webinar Sub-Committee. They were posted on the IG account of the HRE office to garner more visibility. The webinar was also advertised on the [Anti-Racism Task Force page](#) of ExperienceBU. Brock students who attended received a Campus-Wide Co-Curriculum credit in the Diversity and Inclusion domain. In addition, participating students had a chance to win one of eight \$50 gift cards to a variety of BIPOC owned businesses. Eight students did receive gift cards, which were distributed electronically by Kattawe Henry, then HRE Anti-Racism Coordinator before she left Brock.

On the day of the event, after entering the pre-live meeting session, Trecia, Gordon and the moderators opened the live session. Richard introduced the session by explaining “who we are, what it is that brings out together,” and the “reasons why” we are engaging the debate on Microaggressions and Microaffirmations. After the two speakers introduced themselves, Professor Gordon Hodson began his Slide Presentation. For personal safety reasons due to the sensitivity of the matter at hand, the presenters had requested that the session *not* be taped. Therefore, microphones and cameras from the audience were muted and turned off.

In their interactive presentations, Dr. Gordon Hodson documented how the field of Psychology has ignored power dynamics for years and strayed from its mission to understand and combat prejudice against disadvantaged populations. In addition, he discussed the need for Psychology to better capture Black experiences and “tell it like it is,” or risk becoming an irrelevant discipline.

Trecia McLennon (MBA, CTD), on the other hand, used an Equity Diversity and Inclusion (EDI) approach to present theories of change management which allow individuals to use *micro affirmations* - small offers of support, dignity, or the neutralizing of negative behavior - to counter microaggressions. Examples of micro-affirmations offered to counter-balance common micro-aggressions were debriefed; dialogue was encouraged with the goal of each person leaving the session with the knowledge and ability to offer a micro-affirmation when appropriate, to become a positive part of the solution.

Participants were given the opportunity during the Q & A to ask questions to the speakers in the live webinar session. At the same time, approximately twenty minutes were allotted to the live chat online session. Gordon and Trecia answered the questions still in the live on camera session.

As the discussion session was getting closer to the allotted time, Richard wrapped up the webinar discussion part, thanked the presenters, participants, and all those who contributed to the event. While the video feed was being closed, the audience was advised that the chat was going to continue (15-20 minutes or longer if there were more questions). While Ms. McLennon had to leave due to another work-related commitment, Gordon availed himself to address any other concerns or questions that the participants had. Great post-webinar discussions took place and many participants stayed on and engaged presenters. To our surprise, the webinar - which was supposed to close at 1:15pm - continued until 1:50pm with

participants suspended at every response provided by Gordon. At that time, we were sorry to tell the participants that the lively debate had to be brought to a close.

In total, the webinar was attended by 126 participants (75 students/43 faculty). Students attending the entire duration received the CWC credits. During the following days, participants were asked to complete a 3-minute questionnaire about the event, so that their feedback can allow us to continue providing great events and discussion opportunities to staff and students in their journeys of anti-racism work. In this questionnaire, they were invited to ask any additional questions they may have regarding the webinar and topic. We received twenty-seven submissions of responses indicating highly positive feedback - an info graphic of the webinar was provided by Julia Forsythe of CPI (see end page of this report). Furthermore, it was heartwarming to learn that an overwhelming majority found the webinar informative and helpful in their reflections about how they perceive marginalization, diversity, inclusion, or exclusion. Hence, given the thirst for knowledge and debate around Equity, Diversity, and Inclusion matters, we promised the audience that we would hold more symposia and/or webinars on related matters, that would benefit further discussion on how to improve the racial and diversity climate at Brock, which is affirmed in the pillars of its EDI mandate.

Racial Employment Equity

In alignment with the spirit of the Brock Climate Survey agenda, the ARC joined forces with the Employment Equity Action Committee (EEAC) to address biased recruitment and promotion practices within the Brock employee hiring and retention system, and seek redress, in light of the fact that work applications from members of the BIPOC population are sidelined the majority of the time. The ARC, in conjunction with the EEAC, worked with HRE staff to strategize how to combat employment discrimination reflecting subtle (or overt) racial biased. Recommendations were sent to the President in that regard in a more elaborate fashion as this is within the purview of the EEAC.

Speaking against Bigotry: Dr Hirji

Within the context of the global pandemic which has produced anxiety and frustration for all publics around the globe, ensuing feelings of frustration around the lockdowns are quite understandable. Nevertheless, under no circumstances, ever, are threats of violence and death an acceptable expression of sentiments. In this regard, we were saddened to read reports in the local and national media back in February 2021 about the threats against Dr. Mustafa Hirji, the Medical Officer of Health for Niagara Region, triggered by Niagara Public Health's recommendation, in consultation with the Regional Chair & CAO of Niagara Region, to the Province of Ontario to keep Niagara in the Grey stage to continue protecting the lives of the residents of Niagara.

Consequently, the Anti-Racism Committee took a stand strongly condemning this unacceptable rhetoric; so doing, we were adding our voice to the many expressions of support and official statements from other local organizations in Niagara decrying this type of harassment. Acting with PACHRED's approval, we wrote a letter of support for Dr. Hirji urging for peaceful expressions of legitimate concerns and an immediate end to the threats against Dr. Hirji, his team, his family and other Niagara citizens who feel the burden of racism inherent in this harassment and intimidation.

ACTION GOALS FOR THE COMING YEAR 2021-2022

At the last PACHRED's meeting of 2020-2021, it was recommended that discussions start early in the summer to ensure adequate planning and preparation of activities for the upcoming year. Therefore, in agreement with these guidelines, the first 2021-2022 meeting of the Anti-Racism Committee was held in July. Within the context of the first-year anniversary of the odious lynching of George Floyd by police in Minnesota on Monday May 25, 2020, members of the Committee held a Microsoft (MS) Teams meeting on July 22, 2021 to continue discussing appropriate responses to systemic anti-Black racism within the Brock environment, as Blacks are the equity-seeking group that is put the most at the bottom of the employment and social ladder.

1. Therefore, in the coming academic year (2021-2022), the ARTF will work on devising clear and concise messaging making a distinction between the notions of being “non-racist” and “anti-racist.” We base our clarification on the perception by members of the White population who may feel individually or collectively “targeted” or defensive when the issue of racism is brought up during discussions either in public or in private. We will seek to find a balance inviting our “white” fellow citizens to be “allies who stand in solidarity” in the struggle for racial equity under the law. Hence, “anti-racism” - a more action-oriented approach toward building a more equitable society for all, especially here at Brock - will continue to be the cornerstone of our actions and debates. This is made more urgent by the fact that our University, in the last few years, has become a microcosm of the diversity we seek to honor. It would be very counterproductive to see an exodus of Black Students leaving Brock: we need to preserve the few that we have, i.e., students, faculty, and staff.
2. Back in February 2020, the ARC had initially approved a contribution of \$1,000 toward funding a HRE-sponsored *Conference on Mental Health in the Black communities* (with Dr. Lacey, University of Michigan as the keynote speaker); the event had been cancelled to due Covid19 and rescheduled for 2021. Since the pandemic was still ongoing in the Winter of 2021, this event was rescheduled for the 2021-2022 academic year. The subject matter is even more topical given the fact that PACHRED's overall theme is “Mental Health and Ableism”. The format of the conference is to be determined depending on the prevailing Covid-19 containment measures, and whether or not the border between the US and Canada is re-opened both ways. It will most probably take place on campus (Winter 2022) or may involve a hybrid format of on campus and online presenters; alternatively, new speakers may be invited to participate. A tentative title has been drafted: “*Black Mental Health Symposium - What Are the Issues for Black and Ethnic Minority Students at White-dominated universities?*”
3. *Combatting Anti-Asian Racism and Islamophobia/Anti-Muslim Hate*: So far, discussions were initiated at the July 22, 2021 meeting, and a team has been set-up to organize the first Symposium of the year dedicated to Combatting Islamophobia/Anti-Muslim Hate. Abdul Rahimi (Director of the Goodman School of Business) is the lead on this initiative. The Anti-Racism Committee will invite speakers based on their lived experience and knowledge on the subject matter. The organizers seek a gender balance as well, given the multiple layers of victimization further suffered by Muslim women. The tentative date is early October or right before Thanksgiving.

GENERAL RECOMMENDATIONS TO THE PRESIDENT

From BIPOC graduate and undergraduate students

When asked to identify Equity, Diversity and Inclusion issues and problems of concern in their daily living at Brock, they responded as follows:

- Lack of financial aid and awards specifically for marginalized students.
- Need for more *BIPOC counselors, therapists and other mental health professionals* who can better relate to the needs, backgrounds and lived experience of BIPOC students.
- Need for more social spaces on campus specifically created for BIPOC students.
- Need for more BIPOC professors, lecturers or teaching professionals.
- Need for more BIPOC Coaches and Varsity Faculty Members.
- Lack of structure for BIPOC students to share experiences of any on campus microaggressions or discrimination.

As to the ways of achieving these goals to remedy the identified challenges, they advocated for:

- The Creation of more awards or financial aid to recognize the achievements of and/or provide financial aid to marginalized students.
- Hiring of more BIPOC mental health professionals.
- Creation of more social spaces on campus for BIPOC students.
- Hiring more varsity staff from BIPOC backgrounds.
- Create spaces on campus or even hotlines where students can report incidents of discrimination or microaggression experiences on campus.
- Develop *anti-racism and decolonization courses initiatives within the next two years, to be included in all undergraduate and graduate programs across the university.* Already, there exists a petition that was initiated mostly by White students from the Social Justice Center, advocating for mandatory anti-racist and anti-oppression classes at Brock. Back in April 2021, it had been signed by 186 supporters. ARC members were urged to support the petition and circulate the information across their networks. Richard has been in contact with Jessica Falk and Esther Wainaina who are participating in information sharing and activities regarding the petition within PACHRED and the ARC.
- Institute a yearly tradition of *Anti-Racism presentations* during Student Athlete Orientation, whereby a HRE/AR representative would conduct a presentation on Anti-Racist policies at Brock.
- Promote a larger representation of BIPOC individuals on Brock University Sports Teams and associated promotional material.

From the Anti-Racism Committee Staff and Faculty

In response to the considerable range of statements challenging anti-Black racism developed by universities across Canada (such as Carleton, Calgary, and York, to name a few), the Anti-Racism Committee would like to join forces with you, President Lynn Wells, in envisioning a plan of action that could move Brock to the forefront of this sector-wide discussion. Thus, the Anti-Racism Committee would appreciate thinking together about concrete projects that Brock can undertake to support Black and racialized students, staff, faculty and community members' efforts towards racial freedom and justice.

The Committee recommends to the President that the University consider taking steps towards being "anti-racist", i.e., going beyond performative "non-racist" changes, including the following:

1. *Direct Human Resources and Departments across the Brock Campus to make tangible changes to its hiring practices by committing to hire a certain number ("hiring clusters") of BIPOC (Black, Indigenous and People of Color) individuals across ALL areas of professional life within the university starting in the upcoming two to three years.*

Additionally, in response to the ongoing white dominance in the professoriate, *that Brock embark on a cluster hire of ten (10) Black faculty members within the 2021-2025 period.* Here, we draw attention to institutions such as the Ontario College of Art and Design, York and McMaster Universities which have made productive use of this strategy to diversify their faculty; McMaster has already hired numerous Black Faculty to start in September 2021. This cluster hire process could include *transforming positions of already-existing part-time faculty (who have been working at Brock for years or decades) into permanent and full-time status (tenure-track or tenured).* Furthermore, we request that the hiring process be very **transparent**; it should *involve members of the BIPOC community at all stages of the hiring process (candidate selection, job interviews, final decision of hires, etc.).*

2. *Behest Anti-Racism Training for first responders on campus (i.e., Campus Security) in response to feedback from Black students, faculty and staff about racial profiling and the surveillance of black bodies by Campus Security and the Niagara Regional Police (campus, residences, and elsewhere) - such biased and discriminatory practices should simply be ended. Even though Campus Security officers may object that they already get in-house training, this loophole cannot be picked apart. Officers need to receive specific Anti-Racist training. There are numerous documented incidents where Black students are constantly monitored in libraries and other public spaces at Brock. This feedback was received via personal testimony provided in various forum, including Anti- Racism Committee meetings during the 2019-2020 year leading up to Brock switching to online learning. Additional testimony was received during the 2020-2021 year, referring to events that occurred during a year to two years before the 2019-2020 Calendar. What is more, Campus Security should diversify its workforce and recruit at least one member of a racialized community to begin with - Black, Brown, Person of Color (Asian), and Indigenous - and assign an important rank to those deserving it.*

3. Encourage the Office of Brock Student Health and Wellness Services to *enroll counsellors from diverse ethnic, racial and faith backgrounds*. BIPOC students often feel alienated from counsellors who may not relate to them due to differences in worldview and life experiences.
4. *Implement mandatory Anti-Racist training for all on and off-campus incoming first year students to Brock* in order to create a more equitable academic space for all students to feel welcomed to Brock. This can be achieved in a joint partnership with Residence Life Staff (RLS) and the Brock Society for Off Campus Students (SOCS) program, within a clear Anti-Racism framework.
5. *Commit to granting a \$500 (or some other dollar value) scholarship for two incoming BIPOC students from the Niagara Region every academic year*. A scholarship name can be chosen, perhaps honouring a local anti-racist activist (on campus or otherwise). This gesture would demonstrate that Brock is committed to local BIPOC students, thereby encouraging the latter to remain in the Region upon completion of their studies at Brock.
6. In response to the lack of racial diversity in administrative and staff positions, we *urge the university's Human Resources Department to prioritize equity hiring policy and practices*. We are very concerned that even when Black faculty and staff are hired, *the University has no plan to ensure their retention, and we see this reflected in their ongoing departures from Brock (Human Rights and Equity, English Department, Goodman School of Business, etc.)*. As Ronald Cummings (Associate Professor, English Department) commented in reflecting on his decision to leave and accept a position at McMaster University (one of 13 hires highlighting Black Academic Excellence), “ ... when we narrate these decisions in an individual way through the language of personal decision ... this kind of framing inhibits a meaningful look at structural and institutional questions.”³



Therefore, we urge the university to consult continuously with racialized faculty and staff to develop a multi-level plan to address Black faculty and staff retention. Such an approach should also take into account our observation that many activist BIPOC students leave after having come to the conclusion that their perspectives are not valued at this institution. This exodus of Black and Brown talent from Brock damages our ability to foster an inclusive environment.

7. We also recommend that Brock work with interested Black faculty and allies to *develop a plan to memorialize the complex stories of Black enslavement, struggle and resistance in the Niagara region.* In a context where the core of Brock's branding emphasizes white male military heroism and minimizes the significance of Black presence, new efforts to memorialize Black resistance are particularly important.
8. In the longer term, we would advocate *consideration of Black achievement in the naming of buildings on campus.* For example, Brock should consider ensuring that an existing or new building be named after the late Dr. Wilma Morrison, who was instrumental in documenting the forgotten contributions of Black people in the history of the Niagara region.
9. And we join with Indigenous faculty, graduate student activists, and community partners from Six Nations in promoting *the importance of Brock divesting from fossil fuel extractive industries, as these drive racial capitalism and environmental collapse.*
10. Finally, we highlight *the importance of divesting from holdings related to the military and private prisons insofar as they disproportionately affect Black, Indigenous and racialized communities.*

As anti-racist scholars and activists, we are acutely aware of the importance of responding with action to racialized violence. As the Black Canadian Studies Association has argued, "racism and anti-Black racism are alive. They eat at the core of our humanity. And we all have a responsibility to eradicate them."

Decolonization Working Group

The Decolonization Working Group of (PACHRED) values continuing on-going discussions at Brock concerning equitable treatment of Indigenous Peoples. This year PACHRED's overarching theme was anti-racism and we took this opportunity to particularly focus on our children. Often this calls for examining and re-examining historical societal relations as well as future potentials. Therefore, we decided to have host a series of talks that would keep our children at the forefront of how racism, discrimination, and oppressive measures have and still are affecting Indigenous children on Turtle Island.

COMMITTEE MEMBERS

Co-Chair - Dr. Robyn Bourgeois

Co-Chair - Lyn Trudeau

Sandra Wong

Leela MadhavaRau

Nick Printup ⁴

Joffre Mercier

Trecia McLennon

Margot Francis (Sept - Dec 2020)

Esther Wainaina (Sept - Dec 2020)

NON-MEMBER PARTICIPATION

Gökbörü Sarp Tanyildiz

Susan Spearey

WORKING GROUP MEETINGS

Our working group began meeting earlier than usual as the first PACHRED meeting and orientation happened on September 28th; however, Orange Shirt Day is on September 30th which is very significant to our Indigenous communities. We felt we would be remiss if as a committee focusing on Decolonization did not recognize this day and honour survivors and those lost to the horrors of residential schooling. Therefore, we initiated our first meeting two weeks prior on September 18th.

September 2020 - December 2020: The Decolonization working group meetings were scheduled to take place every second Tuesday of the month. Each meeting ran from approximately 1 PM - 2:30 PM. Each meeting began with an opening and reflection to acknowledge gathering with a good mind. Meeting minutes were recorded to track key dates, names, and topics.

January 2021 - April 2021: Our working group decided meetings needed to happen on a weekly basis for the logistical planning and anticipation of the Decolonization Symposium (symposium was a large-scale event over the course of two days) and continued on Tuesdays

⁴ Nick Printup (Indigenous student wrote a letter of his experience with the Decolonization Working Group [included below](#)).

from 1 PM - 2:30 PM. This was to ensure effective ongoing communication as well as efficiency.

ACTIONS THROUGHOUT THE YEAR

Speaker Series / Panels

Throughout the 2020 / 2021 Fall and Winter terms our working group planned and hosted a series of speaker panels. The majority of these panels were delivered via the streaming platform Lifesize. Our group was aided with the technical assistance provided by John Winterbottom. These panels focused on various Indigenous topics that provided both the Brock and wider community educational opportunities aimed towards awareness and decolonization. The panels consisted of working professionals, academics, and traditional knowledge holders. Panels included discussion/presentations on residential schools, Indigenous youth suicide, and food sustainability.

1. *Orange Shirt Day* (September 30, 2020):

We partnered with Aboriginal Student Services and requested the Brock community take a picture of themselves on Instagram, shared an article in Brock News, alongside circulating a poster. We also had links up on our website to a documentary *We Were Children* and film *Iron Horse* to promote awareness and educate on residential schools in Canada.

2. *Intergenerational Impacts & Activist Responses: Continuing the Conversation from Orange Shirt Day and the Legacy of Residential Schools* (October 30, 2020):

Our second event was in direct relation to the first event as Orange Shirt Day and residential schools are a part of Indigenous Peoples lives every single day. Therefore, a month later we asked that everyone reflect on Orange shirt day and hosted guest speakers that provided information and spoke directly to personal connections to residential schools. Again, to reinforce that residential schooling impacts are still very much prevalent in our communities. During this talk Spirit Bear was introduced to the Brock community. First Nations Child and Family Caring Society, championed by Dr. Cindy Blackstock, entered into a partnership with Brock University and sent a Spirit Bear in the hopes of educating and supporting the ending of inequities in public service for First Nations children and essentially enacting reconciliation.

[Spirit Bear](#) is representative of the Reconciliation Ambearrister program that teaches and advocates for the well-being of First Nations youth and families. The program consists of a host group caring for Spirit Bear while working with an Elder, local Indigenous Peoples to promote the Truth and Reconciliation Calls to Action while walking through a 6 step guided plan. After their time with their Spirit Bear, groups must write a letter or prepare a video explaining all they have learnt and their Ambearrister's story. Groups can keep their Ambearrister if they are able to provide the Caring Society with another plush animal (teddy bear, bunny rabbit, etc.) to send to another school.

Guest speakers: Sandra Wong, Sherri Van Sickle, Richard Mitchell

3. ***Food Sustainability and Overall Child Well-being*** (January 12, 2021): The third virtual event was Food sustainability and overall child well-being. The connection between land, food, and child well-being were addressed as well as food security by growing food from local to global. A Brock professor alongside local Indigenous community members discussed community gardens and transmitting knowledge about growing food to the community, particularly through work with Indigenous children.

Guest Speakers: Liette Vasseur, Kitty R. Lynn, Adrienne Lickers

4. ***We Matter: Indigenous Youth Suicide and Prevention*** (February 26, 2021):

This day directly speaks to the high rates of suicide amongst Indigenous youth within this land, now known as Canada. This virtual event consisted of an invited guest from We Matter - an Indigenous youth herself. We Matter is an organization that acknowledges the dire need to assist and value the gifts that Creator gave each person, and to honour overall well-being in our children/youth by providing positive messages. It is a national campaign motivated to helping and promoting constructive reinforcements for our Indigenous youth during times of crisis as well as to keep offering support when needed.

Guest Speaker: Chyler Sewell

Decolonization Symposium (End of Year Event)

Our last event to end our year was accumulative work from the whole year. We planned and hosted a two-day decolonization symposium. Both days were promoted and offered as a free live virtual event open to Brock and the broader community. Free registration was available through Eventbrite and live streamed via Zoom.

The Brock University Decolonization Symposium took place Friday March 26, 2021 and Saturday March 27, 2021 from 12 PM - 4 PM each day.

Day 1 was recorded; however, Day 2 was unable to be recorded due to contract restrictions of some performing artists.

126 registered attendees on the first day and 88 attendees on the second.

Day 1: Friday, March 26, 2021

The first day's underlying emphasis was on transformative social justice. Becoming critically conscious of events that surround us and opening conversations that give voice to decolonization practices and attitudes. This day also sought to acknowledge Indigenous knowledge and first-hand experiences. Line up of speakers consisted of academics, students, as well as Indigenous community members. We believe it is necessary to hear from everyone as working towards decolonization effects everyone. The day closed with a panel discussion. The day was moderated by Sherri Vansickle, Native Education Counsellor and Brock Lecturer.

The symposium featured:

- Bobby Henry, Faculty of Education Lecturer
- Zainab Amadahy, Author / Community Activist
- Jessica Riel-Johns, Indigenous Justice Program
- Abby Carpenter, Justice Outreach Worker

- Eve Saint and Shilo Hill, Land Defenders & Water Protectors
- Trecia McLennon, Intercultural Communication
- Kelyn Best, HRE Peer-Support / Sociology Major
- Dr. Valerie Michaelson, Assistant Professor
- Sandra Wong, Director of Aboriginal Student Services

Day 2: Saturday, March 27, 2021

The second day was dedicated to Indigenous artists and those doing art from a decolonial lens. There was a wide-range of performers: Brock students and Indigenous artists from the local community to national award-winning musicians. Saturday was meant for us to pause and take a moment to enjoy the beauty and richness of our Indigenous cultures. Also, providing space to enact our traditions and ceremonies through art, featuring an array of artists who shared their gifts of art, song, spoken work and music. Many of the artists were engaged with a question and answer period regarding their work. The day was moderated by Nick Printup, filmmaker and graphic artist, Media and Communication Student. The day featured:

- Dr. Suzanne Morrissette, Curator / Artist / Scholar
- Adrienne Smoke, Performing Artist
- Soji Cole, Playwright / Author
- Nikki Shawanna, Artist / Singer-Songwriter / Crafter
- Logan Staats, Singer-Songwriter / Musician
- Kahsenniyo Tahnee Williams, Spoken Word Poet
- DJ Shub, Multi-Award-Winning Music Artist / Producer
- Fawn Wood, Traditional Singer-Songwriter

The symposium had additional support from Brock University's Student Union members Ron Bauman and Kayleigh Rossetto, Brock University Professors Susan Spearey and Gökbörü Tanyildiz, Brock University's Student Justice Centre and Michelle Mudge, and Human Rights & Equity Office Kelyn Best and Jermaine Marshall.

All Events This Year

All of our working group's events were not possible without the support/funding from the President's Advisory Committee on Human Rights, Equity & Decolonization (PACHRED), the Office of Human Rights & Equity at Brock University, the Office of Indigenous Engagement and Aboriginal Student Services.

ACTIONS FOR UPCOMING YEAR

1. Website:
 - a. Resources with specific sub-headings/titles for easy accessibility
 - b. Event page - keep updated
 - c. Track Spirit Bear Orange Shirt Day
2. November 4 - 8 - Treaties Recognition Week in Ontario
3. November 7 - Inuit Day
4. November 8th - Commemorating Indigenous Veterans Day
5. November 16th - Louis Riel Day (Canada acknowledges two days - the other being the 3rd Monday in February - Manitoba).
6. Interact with Indigenous students - a sense of belonging has been identified as lacking
Open dialogue on anti-Indigenous attitudes on campus
7. Decolonization Symposium (Annual end of year event - keeping the conversations happening) Terms of Reference

LETTER FROM NICK PRINTUP

April 30, 2021

Hello,

My name is Nick Printup and I am a 4th year Media and Communications Studies student at Brock University. During my time at Brock, I tried to make the most of my education. I sought out proactive initiatives and activities that would allow me to utilize and develop my professional skills. My most rewarding experience was that of the time I spent serving on the Decolonization working group of the President's Advisory Committee on Human Rights Equity and Decolonization (PACHRED). I found this to be my most rewarding experience because of the work and goals this group strived to achieve. I felt like I was actually helping to make a difference for the Brock and wider community in terms of decolonization.

I feel like this working group was able to effectively accomplish the goals they set out for themselves. It connected me to different departments, people and opportunities within the Brock community that truly enhanced both my educational and life experience. In this setting, I became a valued contributing group member, never being tasked something with I did not voluntarily ask for. Any requests that were asked were done so meekly. I felt supported and empowered in this setting.

I believe that for other students like myself, Indigenous or non-Indigenous, that are looking to get more out of their education and time at Brock, should then seriously consider joining the Decolonization working group and or PACHRED. New members are always welcome and do not have to be members of PACHRED. It is a safe and welcoming space that this group provides by that of which has been established by the groups' Co-Chairs. I thank the Decolonization working group and PACHRED for the opportunities they provided me and for the vast network I was able to create while at Brock. Thank you.

Respectfully,

Nick Printup

Employment Equity Advisory Committee

Prepared by Joffre Mercier (Chair), Andrew Bassingthwaighte (Co-Chair 2021/2022), Hamnah Shahid (Co-Chair 2021/2022)

COMMITTEE MEMBERS

- Andrew Bassingthwaighte (Co-op, Career & Experimental Education; Co-Chair)
- Gale Coskan-Johnson (BUFA representative)
- Joanne Crawford (Dept. of Nursing)
- Tassia Gabbidon (Dept. of Earth Sciences)
- Tricia McLennon (Office of Human Rights & Equity Services)
- Joffre Mercier (Dept. of Biological Sciences; Chair)
- Richard Ndayizigamiye (Dept. of Modern Language, Literature & Cultural Studies)
- Greg Panas (OSSTF representative)
- Abdul Rahimi (Dean's Office, Goodman School of Business)
- Hamna Shahid (Graduate Student - Psychology; Co-Chair)

INTRODUCTION

The Employment Equity Working Group (EEWG) advises the President of Brock University and provides expertise and analysis PACHRED on issues related to diversity, equity, and inclusion in employment, including, but not limited to, performance assessment, workplace culture, workload, and scheduling. Members of the EEWG provide a very wide range of expertise, and the issues discussed at EEWG meetings are relevant to all of PACHRED's other working groups. From September 2020 to April 2021, EEWG focused its discussions and activities mainly on several issues: (a) following up on a proposal to make Brock a "\$15 and Fairness" campus, and (b) establishing departmental Equity Representatives as recommended in the Human Rights Task Force Report, (c) findings from the survey of Brock's working & learning environment by Rankin & Associates, and (d) the possibility of anonymizing applications for employment.

MEETINGS

The EEWG met six times during the 2020-21 academic year. These meetings were on October 23rd, 2020; November 23rd, 2020; December 10th, 2020; February 24th, 2021; March 25th, 2021; and April 29th, 2021.

The meetings were chaired by Joffre Mercier.

ACTION ITEMS

1. A proposal entitled “**Making Brock University a \$15 and Fairness Campus**” was endorsed by Employment Equity working group and by PACHRED in 2020 and was submitted to President Fearon at that time for consideration. The proposal recommends a \$15 minimum wage and some worker protections that were removed by Ontario Bill 47 under the Conservative government. This year, the Employment Equity Working Group followed up on this issue by contacting the Office of Human Rights and Equity (HRE). Human Resources has been looking into this issue. President Fearon also informed us at our meeting in April 2021 that discussions on this issue are ongoing. Part of challenge in implementing change is tied up in legislation that creates a binding framework for what the University can & cannot do. The Employment Equity working group will continue to work with HRE on this issue in the coming year. Members of the group recognized that it would be difficult to adopt many of the recommendations this year due to financial constraints the University is experiencing as a result of the Covid-19 pandemic. A few recommendations, however, should have low financial impact and might be more feasible. These include allowing employees (a) to request a schedule or location change once they’ve been employed for three months without fear of being penalized and (b) to refuse shifts if their employer asks them to work with less than 96 hours’ notice, without fear of retaliation. These recommendations should be discussed next year with HRE. One question that needs to be answered regarding these two recommendations is whether they would address needs of both unionized and non-unionized employees at Brock.

2. The working group spent a considerable amount of time discussing the findings of the “**Climate Survey**” by Rankin & Associates. We identified several key findings that impact Employment Equity at Brock, including:
 - the occurrence of discriminatory practices that influence staff hiring and promotion & tenure of faculty members at Brock,
 - hostile and exclusionary behaviours ranging from tension with co-workers to cyber-bullying,
 - limited opportunities for staff members to advance,
 - a need for better communication of information needed for fair review of contracts & job descriptions for staff members,
 - increases in staff workload, and
 - a need for benefits packages to recognize more diverse and culturally appropriate treatments.

To address these issues, the working group generated 8 recommendations that were presented to PACHRED and were forwarded to HRE on February 10th, 2021.

Recommendation #1:

- Brock’s policies regarding the Respect Workplace Environment and Employment Equity should be re-examined to determine whether they require up-dating or further revision.

Recommendation #2:

- Brock's current Respectful Work and Learning Environment Policy (RWLEP) affirms the responsibility of employees to familiarize themselves with RWLEP and mentions policy training but does not require updating or re-commitment to the policy on a regular basis. Best practices⁵ recommend that employees receive regular training, reminders, or recommitment to harassment policies every 1-3 years
- We recommend re-training or "refreshment" on policy requirements for respectful work and learning environments every three years.

Recommendation #3:

- Brock should develop aids for staff, faculty and students who are subjected to online abuse or abuse from co-workers to help them cope with trauma. Such aids should be available to Brock employees through their benefits packages.

Recommendation #4:

- There should be more transparent information regarding hiring results, hiring processes and promotion of staff members. Specifically, the percentage of staff members hired from internal applications (over the past 7-10 years) should be determined, and the results should be given to the Office of Human Rights and Equity. With regard to contract reviews and staff promotions, staff members should be made aware of: (a) who makes the decisions (i.e. the committee membership and/or administrators), (b) the criteria used by Human Resources when considering promotions and contract reviews (especially pay bands), (c) any performance criteria used in making decisions, (d) factors that influence the committee's decisions (e) helpful support documents that should be submitted, (f) contact persons who deal with these matters, and (g) methods used for communication between staff and human resources.

Recommendation #5:

- The Office of Human Rights and Equity is putting together a focus group of staff members to provide feedback on this issue. Questions should be developed for this focus group, to determine whether workload has increased and to assess the causes and impact of any such load changes. The goal of the questions would be to develop concrete recommendations regarding staff workload.

Recommendation #6:

- The Brock University Benefits Program should be revised to allow greater flexibility in allowable expenses, so that culturally appropriate treatments and practices are recognized as benefits for the support of Indigenous persons and other Brock employees.

Recommendation #7:

⁵ [Anti-harassment policies for the workplace: An Employer's Guide](#) and [Requirements for employers to prevent harassment and violence in federally regulated workplaces](#)

- Departmental committees responsible for hiring, promotion and tenure should have representation from members of designated groups who should be allowed to vote on recommendations. This will give members of designated groups a “voice at the table” and ensure that this voice is heard. All members of these committees should receive intercultural training and anti-bias training and, at minimum, should meet the same training standards required for hiring Canada Research Chairs. In addition, faculty & staff members in leadership positions should receive training on conflict and power, in order to learn how to wield power appropriately.

Recommendation #8:

- Each department should have a designated person to promote diversity, inclusion, and employment equity. The designated person would be responsible for informing and updating department members about rules, regulations, policies, practices, and initiatives that promote diversity, inclusiveness, and equity. In addition, work performed by faculty and staff members to advance diversity, inclusiveness, employment equity and/or decolonization should be acknowledged and recognized as contributions to service in their annual reports.

Other working groups made similar observations and similar recommendations.

3. Hamnah Shahid and Andrew Bassingthwaight were elected as Co-Chairs of the Employment Equity Working Group on April 19th, 2021.

ACTION GOALS FOR THE COMING YEAR

1. The working group had many discussions on how to promote equity, diversity and inclusiveness at Brock, and there was general support for the idea that all Brock employees are ultimately responsible for doing this. Members of the group felt that processes that involve increasing numbers of faculty, staff and students in this process will take time to develop and are likely to occur more rapidly in some departments and units than in others. A critical factor for promoting equity, diversity and inclusiveness across Brock campuses would be the designation of at least one **Equity Representative** in each Faculty and Administrative unit, as recommended in the Human Rights Task Force Report as Recommendation # 6.4.6. We discussed this issue with the Director of Human Rights and Equity, who is developing a proposal for these positions. People holding such positions would be trained in human rights, equity, and decolonization, and would serve as critical resources to departments and administrative units and, ideally, would help transform Brock. Such a transformation will probably be gradual, and it will probably occur more rapidly in some units than in others, but we see this as “progressive” change that would benefit all employees at Brock and, ultimately, benefit society in general. The new positions will generate workload issues, and some incentives will be needed to attract people to them. The working group will continue to provide input to the Director of HRE to try to help develop these positions and to make them effective.
2. There were “follow-up” discussions regarding some of the working group’s recommendations in response to the findings of the survey by Rankin & Associates. The

Employment Equity Working Group recommended (among other things) that the Respectful Workplace and Learning Environment Policy (**RWLEP**) and the Employment Equity Policy (**EEP**) **be given an extensive review**. Questions were raised about who is responsible for reviewing these policies, what process is involved and when such policy reviews should occur. The Director of HRE discussed this issue with the working group on April 19 and answered these questions. The RWLEP was reviewed two years ago, and the Director of HRE is currently re-working this policy with a small committee before inviting consultation from the larger Brock community. The Employment Equity Working Group will have the opportunity to comment on the revisions, and so will all the unions, Human Resources, legal advisors, the Vice-President for Indigenous Engagement, the Provost's Office of the President. The EEP is a newer policy, and it will be reviewed by the Director of HRE using the same process, but this will happen after the census is completed. PACHRED will be consulted during both policy reviews.

3. In 2020, the working group had a brief discussion on the possibility of incorporating **"anonymized" application information** into hiring procedures at Brock. A more thorough discussion about this issue took place on April 19th, 2021 and was facilitated by the Director of HRE (Leela MadhavaRau), who has knowledge and experience in this area. Ms. Madhava Rau provided examples of how anonymizing applications was implemented at other universities with some success. Several important points emerged from the discussion. First, minimizing or eliminating bias from hiring practices involves a range of complex issues, and thus this goal will be difficult to achieve even if job applications are anonymized. Second, these issues should be addressed at the departmental level by designated Equity Representatives. Indeed, the presence of bias in hiring processes at Brock clearly demonstrates a need for Equity Representatives in departments across the University. Third, the workload for each these positions will probably be equivalent to a full-time job and, thus, the work should probably be assigned to dedicated staff positions rather than "downloaded" to faculty members as part of their administrative loads! Finally, it will be difficult to achieve these goals without increased financial commitment.
4. Based on input from President Fearon at the PACHRED meeting on April 9th, 2021, the Co-chairs of the Employment Equity Working Group (or other members, if needed) should advise the Senior Administrative Council (SAC) about the issues listed above and invite discussion.

GENERAL RECOMMENDATIONS FOR THE PRESIDENT

None currently.

Sexual Violence Prevention Committee

INTRODUCTION

In 2020-2021, the Sexual Violence Prevention Committee (SVPC) focused on the theme of anti-racism. The committee has a faculty co-chair (Margot Francis, WGST), and three student co-chairs (Sarah Abdunnabi, 4th Year Medical Sciences; Apryl Campbell, 3rd Year Women's and Gender Studies; and Jessica Falk, 2nd Year MA Social Justice and Equity Studies) who stepped in during the winter semester, while Margot Francis was on sabbatical. We met three times between October 2020 and April 2021. The committee, with the leadership of a small working group, developed a substantive list of recommendations based on the findings of the Rankin climate survey conducted on campus during 2020, and the student co-chairs developed a public education event on the impacts of anti-Black racism and social justice activism.

OVERALL GOALS

The goals of the SVPC were to follow the theme of anti-racism, as identified by PACHRED, and identify the intersections between anti-racism and sexual violence.

PUBLIC EDUCATION

We highlight, for reasons of space, one event (out of many) which epitomizes the kind of actions that the SVPC promoted in relation to anti-racism:

Our committee was also involved in other important campaigns and virtual events. Throughout the year our committee consistently operated as a network, sharing invitations to important events, opportunities, and initiatives. In the fall of 2020, our committee called together a small working group who reviewed the results of the Climate Survey, conducted in the spring of 2020, and offered recommendations. This group met and produced recommendations and shared them with the larger committee at our December meeting. These recommendations were discussed again at our April meeting, and fine-tuned based on our conversation.

In December of 2020, Dr. Robyn Bourgeois and Dr. Margot Francis, along with a team of Gender & Sexual Violence Peer Support Worker's at the Office of Human Rights and Equity, organized events for the National Day of Remembrance and Action on Violence Against Women and the 16 Days of Activism against Gender-Based Violence. Events included a lecture by Vivek Shraya who spoke on December 1st, where she reflected on her journey as a trans artist and activist over the past decade, and lectures by Jasmine Ramse Rezaee & Robert Nonomura on December 3rd on the topic of Gender and Sexual Violence in a Pandemic.

Our student co-chairs wanted to focus our work for this term on anti-racism. In light of this, we hosted an event on March 23, 2021 called "How to Get Started with Activism," a film screening of Desmond Cole's film "The Skin We're In," followed by a guided discussion facilitated by Shannon Kitchings. We were thrilled with the turnout of approximately 30 students and community members and were very pleased with the active participation. Facilitated by Shannon Kitchings, participants discussed anti-Black racism in Canada, reflected on the major themes of the film, and discussed how to get involved in local activist initiatives, as well as how to engage in effective and meaningful activism. Finally, our

committee also co-sponsored the UnMute event, a forum theatre piece held in March 2021, that addressed the rise of domestic violence and gender-based assault during COVID-19.

RECOMMENDATIONS FROM THE SVPC FOR PRESIDENT FEARON

1. **Indigenous counsellor position:** That Brock allocates or applies for additional funds for a new Indigenous counsellor position. We noted that the ‘solutions-focused’ model now used by counselling staff at Brock is not trauma-informed and often does not work for Indigenous students. NOTE: Robyn Bourgeois in her role as VP Indigenous Engagement is now applying for these funds.
2. **Funding for a cluster hire of BIPOC faculty and staff:** That Brock prioritizes funding for a cluster hire of BIPOC staff and faculty to better represent these communities in leadership positions throughout the university.
3. **Employment Equity Policy:** We recommend the development of an enforceable employment equity policy for all aspects of Brock faculty and staff. NOTE: A demographic survey is underway (Leela MadhavaRau is a leader in this effort), and this will make it possible to develop an employment equity policy with targets and timelines by 2021-22.
4. **Brock counselling:** We recommend that Brock counselling prioritize practical programs and material resources that benefit students’ needs, especially QTBIPOC students. One example from Student Justice Centre was the binders and breast forms program. Another example is offering crisis support including housing options and food for survivors.
5. **Mandatory TA workshops:** We recommend making TA workshops on addressing harassment (online and otherwise) mandatory. NOTE: HRE are working to make these mandatory in the next year (2021-2022).
6. **Gender and Sexual Violence resources on syllabi:** We recommend that information on GSV resources be included in all course syllabi. NOTE: We know that HRE is working on this issue, and the SVPC will continue to support this work.

Appendix 1 - Tracking Template

Moving Forward - Advisory, Taskforce and Working Group

In the interest of moving the work of the affiliate; advisory, taskforce and working group activities forward, and to be accountable for the PACHRED ‘mandate,’ that states PACHRED will:

- Monitor and evaluate the implementation of the Human Rights Task Force recommendations;
- Communicate implementation plans and progress reports to the University community.

A OneDrive doc has been created. Each affiliate, advisory, taskforce and working group will record their 2019-2020 report recommendations. Additionally, each will document how they plan to move forward with their identified recommendation(s) during the 2020-2012 academic year as follows:

Identify the Recommendation	What actions have been taken?	Lessons Learned	What Progress has been made? What do you expect to achieve?	Articulate the Challenges	Next Steps for the recommendation, where do we go from here?
	2020-21	2020-21	2020-21	2020-21	2021-22
UDL for teaching and learning; accessible and usable documents, communication and media, including websites	Created a UDL certificate for Faculty, Staff and TAs. Submitted a grant for resource development of accessible and usable documents, media and academic content and assessment	Face to face workshops require less organizational investment than online workshops. Working with government relations office requires lots of lead time	We have offered four UDL sessions for faculty and staff. We hope to develop and improve capacity for inclusive process in media, teaching and documents.	Competing schedules; teaching about online while online; typical online challenges for participants (eg, bandwidth, privacy, home-based challenges)	Offer more UDL workshops in both face to face and online contexts in a 24 hour workshop package. Design and implement a facilitator workshop to support sustainable ongoing UDL and other accessibility workshops.
Broad representation on AAMH working group	We have good faculty, staff and student representation as well as some representativeness of stressed	Staff, faculty and students motivated to be a part of this working group. We	We held four meetings per term with excellent attendance and participation.	We decided on a meeting time as a group, so attendance	More focused recruitment of disability identified individuals for

<p>All unions participate in accessibility policy review</p>	<p>embodiment; we need more disability identified working group members.</p> <p>Accessibility policy reviewed by AAMH. Different AAMH members to run the new draft policy by the respective unions.</p>	<p>need more concerted recruitment to disability identified individuals.</p> <p>Union perspectives on accessibility issues provide necessary complications and discussions</p>	<p>We hope to continue with this level of engagement</p> <p>This consultation did not unfold smoothly. We need to do more concerted engagement with our Union reps.</p>	<p>was usually excellent.</p> <p>Challenges are that aspects of some articles within collective agreements contradict some accessibility and inclusion strategies.</p>	<p>the working group.</p> <p>Scheduled minimal once per term meetings with Union representatives</p>
<p>EDI reps in each department OR in each faculty and attend each department's department meetings</p>	<p>Recognized that this was in fact a recommendation from the HRTF that could be enacted but is not being done with any consistency</p>	<p>Faculties and departments do not seem to take EDI as seriously as we would like.</p>	<p>Sometimes the 'compliance' or cooperation seems tokenistic.</p>	<p>Many temporarily abled people do not have appropriate empathy or problem-solving motivation for accommodation or adaptation.</p>	<p>Small steps that generate authentic buy in from departments—an EDI faculty representative who attends a minimum of two department meetings per term with EDI as a formal agenda item.</p>
<p>Chair of AAMH to participate in Climate Review committee and follow up</p>	<p>Climate review completed; AAMH chair participated in the process and provided a summary of recommendations relative to AAMH's mandate</p>	<p>Big projects like this take lots of time but working with committed and motivated people makes all the difference.</p>	<p>Climate survey completed.</p> <p>AAMH recommendations generated and submitted to PACHRED.</p>	<p>No challenges to speak of; it was an excellent group and the process was sound. Separating out accessibility and mental health issues is sometimes artificial when taking into account their connections to other issues.</p>	<p>Continue to monitor the working group's recommendations, especially with respect to staff who are more vulnerable to contingencies and supervisory discretion.</p>

How does PACHRED communicate the implementation plans developed as well and progress reports to the University community?

What are some possible mechanisms?

- Do once per term university community meeting/ gathering - panel/ presentations and or FORUM
- Have a webpage where people can drop us a line and reporting back - transparency.
- Ensure that our media, documents, webpage are accessible and inclusive and actively anti-ableist and that we model these practices in our meetings, processes, and interactions.
- Have a PACHRED report for Senate and the Board of Trustees at least once per term.

Appendix 2 - PACHRED Terms of Reference

Preamble:

Brock University recognizes that human rights are a constantly evolving set of ideals that promote and reinforce the dignity and self-determination of all individuals and attempt to mitigate systemic inequalities. University communities, as small microcosms of society, will always face challenges as we strive to show leadership in promoting equity. Brock University is committed to creating a welcoming and inclusive community for students, staff, faculty, and the broader community. The President's Advisory Committee on Human Rights, Equity and Decolonization (PACHRED) is intended to serve as a vehicle to unite students, staff, and faculty in support of the University's commitment to human rights, equity, and decolonization. Working closely with the Office of Human Rights and Equity, within a framework of human rights legislation and the Canadian Charter of Rights and Freedoms, PACHRED will engage in dialogue and programming that best serve the Brock community.

1. Mandate

The mandate of the President's Advisory Committee on Human Rights and Decolonization (PACHRED) is to:

- a. Identify and anticipate issues affecting equity-seeking communities (this list is not exhaustive, but may include women, Indigenous peoples, members of racialized communities, newcomers and refugees, members of diverse faith communities, persons with disabilities, 2SLGBTQ+-identified individuals) both within the University and relevant to those seeking access to the University, and advise the President on such issues;
- b. Provide a forum for discussion, reflection and learning on issues of decolonization, human rights, inclusion, equity, and community-building and, in keeping with the spirit of the University, create spaces for respectful debate on important social issues;
- c. Provide advice and observations to the President on the planning and development of policies and programs related to building an inclusive community, both within the University and the broader community;
- d. Meet with the President at least twice yearly to discuss PACHRED's work and progress; including discussion of short and long-term goals and leadership opportunities for PACHRED;
- e. Provide reports and make recommendations for action to the President. The President may bring these reports to the Board of Trustees, Senate, and other relevant University bodies in order to channel advice through the University structure and thus sustain a University culture that advances equity and inclusion;
- f. Monitor and communicate the implementation of institution-wide activities to advance equity diversity and inclusion (e.g., Human Rights Task Force recommendations; Assessment of Learning, Living and Working at Brock recommendations)
- g. Communicate implementation plans and progress reports to the University community.

2. Criteria for Membership

All members will have a demonstrated commitment to equity, access, and inclusion for members of equity-seeking groups and, preferably, direct or lived experience with such matters, acknowledging a framework of intersectionality. Such experience or commitment may be in areas such as social justice and human rights advocacy and activism, labour and employment matters, educational equity, inclusive pedagogy, emancipatory approaches to research and knowledge building, decolonization, or previous experience working on related University committees. Students who seek membership are encouraged to have demonstrated their commitment to student groups and organizations and initiatives.

3. Membership

- a. Membership on PACHRED is inclusive of the equity-seeking groups identified in its mandate and is open to both individual members of the University community and to University organizations committed to diversity, accessibility, decolonization, equity, and inclusion. The committee is made up of approximately half individual members and half organizational members (i.e., representatives of designated organizations); and approximately one third faculty, one third students, and one third staff.
- b. Organizational members: Because of their centrality in advancing and enacting PACHRED's mandate, some organizations and University offices will have one voting representative on the committee e.g., Human Resources, BUSU, VP Indigenous Engagement, Student Wellness and Accessibility Services, BUFA Equity Officer, Social Justice Research Institute, CUPE Equity Officer, GSA. An invitation for membership will also be extended to the University's Aboriginal Education Council. The Ombudsperson and the Director of Human Rights and Equity are ex officio (non-voting) members.
- c. Individual member terms are for 1, 2 or 3 years and may be staggered to ensure continuity of discussion and experience on PACHRED. Individual appointments of 1, 2, or 3 years will be asked to confirm whether they intend to renew at the end of each annual cycle.
- d. PACHRED appoints a Nominations Chair for a term of at least two years to convene a Nominating Committee. The Committee will include and be supported by an HRE staff person
- e. The Nominating Committee will announce vacancies on PACHRED through the University website and through other widely distributed communication vehicles, such as SharePoint, University Marketing and Communications, etc. Interested individuals and organizations from the University community will be asked to forward applications to PACHRED.
- f. The Nominating committee will review each application and recommend candidates for appointment to PACHRED. In this review process, attention will be given both to how candidates meet the criteria for membership and the importance of achieving a total membership that includes a wide range of constituencies and experiences.
- g. A call for nominations will go out in March of each year. The Nominations Committee will review the nominations and send their recommendations to the President for

approval in June to allow PACHRED members to begin their terms at the first PACHRED meeting of each academic year.

- h. PACHRED will be co-chaired by three experienced members, a Chair who is a faculty member, a Vice-Chair who is a staff member and a Vice-Chair who is a student representative. The Nominating Committee will invite nominations and bring their recommendations to PACHRED for discussion and approval. The PACHRED Chair and Vice-Chairs should normally have prior experience serving on PACHRED. At least one of the three co-chairs serving on any given year should remain as a co-chair in the succeeding year, in order to ensure continuity.
- i. Programming and administrative support are provided by the staff of Human Rights and Equity as well as the President's Office. PACHRED has an annual budget from the President that is administered on its behalf by HRE.

4. Terms of Membership

- a. The term of membership on PACHRED is usually 3 years but may also be 1 or 2 years. Individual members and organizational members may normally serve up to two consecutive terms; after the conclusion of two terms, they may seek renewal after an absence of at least a year, subject to the nominations process described in section 3. During a term a member may take a leave and resume remaining term upon return.
- b. Each member is expected to participate on at least one of PACHRED's ongoing Working Groups during their term.
- c. Organizational members will act as an information ambassador between PACHRED and the organization.

5. Meetings.

PACHRED will usually meet bi-monthly between September and May, normally five times per year. Meeting dates will be fixed and widely publicized at the beginning of each year. Meetings may be called in the summer on an ad-hoc basis. Meetings are open and observers are welcome to attend.

6. Working Groups.

PACHRED's Working Groups include the 2SLGBTQ+ Committee, Anti-Ableism and Mental Health, Employment Equity, Decolonization, Anti-Racism Committee, and Sexual Violence Prevention Committee. Their membership is constituted with an eye to balancing inclusion and familiarity with the issue of concern. The groups will examine and discuss the identified issues and report back to PACHRED with their recommendations or analysis. Working Groups are open to all members of Brock University campus community, regardless of their membership on PACHRED.

7. Coordinating Committee

The Coordinating Committee of PACHRED assists in coordinating activities between PACHRED's working groups, facilitates communication between the working groups and PACHRED, and vets proposals and communications from the working groups as needed. The Coordinating Committee also facilitates planning and prioritizing PACHRED's activities, advises the PACHRED Co-Chairs on agenda items for PACHRED meetings, reviews and discusses PACHRED's budget and discusses the activities of the Nominating Committee. The Coordinating Committee includes the three PACHRED Co-Chairs, Chairs of the working groups and affiliated groups, student representatives, the Director of the Office of Human Rights and Equity and one designated member from the Office of Human Rights and Equity. The Coordinating Committee meets before each PACHRED meeting and at other times when needed.

8. Decision-making.

The co-chairs will test for consensus and determine if a vote is required. If so, decisions will be made by a 2/3 majority of those in attendance at a PACHRED meeting. These terms of reference may be amended by a 2/3 majority of those in attendance at a PACHRED meeting.

9. Visibility in the University Community.

PACHRED's priorities, work plans and meeting minutes will be posted on the University's website, together with a summary of steps taken toward implementation of recommendations in the University's operations. An annual report of activities will be provided to the President and may be shared with the Board of Trustees, Senate, and other members of the University community.

10. Review of Procedures and Progress.

In the University environment, PACHRED is an unusually positioned and constituted group. Attention to its role and effectiveness is therefore important. Accordingly, every three years, members will reflect on a) terms of reference; b) outcomes achieved: efficacy in moving agenda items forward in the University and in fostering productive discussion; c) processes engaged: their inclusiveness, manageability within members' time constraints, adequacy of supports (staff time, budget); and d) suggestions and recommendations for change: aspirational goals and achievements in shifting the University culture, including training, policy reviews, operational and functional assessments, and forums to promote meaningful discourse.

Last modified: April 9, 2021