

2021-2022 Report

**PRESIDENT'S ADVISORY COMMITTEE
ON HUMAN RIGHTS, EQUITY
AND DECOLONIZATION (PACHRED)**

Collaboratively Submitted by: PACHRED

Executive Members: Dolana Mogadime, Brad Clarke and Rabia Choudhary



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Introduction

This introduction provides highlights about the work of PACHRED. During the 2021-2022 academic year, there were six full online meetings held as follows: Tuesday October 5; Monday November 15; Thursday December 2, 2022; Thursday Feb. 10 and Thursday April 7. PACHRED meetings are open to all and readers can find more details about the themes of this report in the PACHRED minutes.

The broader community is involved in PACHRED through the following Six Working Groups/ Committees:

- Two Spirited Lesbian Gay Bisexual Trans Queer++ (2SLGBTQ++) Working Group;
- Anti-Ableism and Mental Health Working Group;
- Anti-racism Committee;
- Decolonization Committee;
- Employment Equity Working Group;
- Sexual Violence Prevention Committee.

At the first meeting of the 2021-2022 year, PACHRED signaled its support for using the concept of Intersectionality, provided by the [Ontario Human Rights Commission \(OHRC\)](#) as a centerpiece for our work. A collective understanding of intersectionality informs the way we think about structural discrimination as a coordinating committee and in the working groups in many areas.

PACHRED Workflow

PACHRED Executive membership – includes representation from students, faculty and staff. This leadership team meets on a weekly basis to broadly support the workflow of PACHRED Coordinating Committee and the membership as a whole (approx. 50 people).

The Coordinating Committee (CC) - is comprised of the Chairs from each of the Six Working groups/ committees and meets monthly with the Executive to talk about their initiatives and ensure a transparent flow of information and awareness among the working group/ committee initiatives.

The 2020-21 PACHRED Annual Report, focused on Anti-Racism through an intersectional lens. Tracking templates were introduced as a mechanism to document the activities and advocacy of the working group. We continued to recommend the tracking template format during the 2021-2022 year. Exemplars from some of the committee/ working groups are provided and attached in the exemplar section of the report. An important issue to remember is that the Human Rights Task Force Report (2017) has guided in the decision-making process and workflow. More recently, PACHRED Working Groups/ Committees are incorporating recommendations from the Rankin and Associates Final Report titled Assessment of Climate for Learning, Living and Working (2020).

Together the two documents guide the work of PACHRED and CC. For example, a recommendation in the Rankin Report, was that Brock communicate: “explicit expression of no tolerance to transphobia, homophobia, Anti-Indigenous actions or statements within the Brock community.” Furthermore, consequences for harassment and attacks against 2SLGBTQ+ students, faculty, and staff and Indigenous people was to be clearly articulated. The view expressed, in the Rankin report, is that Brock is responsible for speaking loudly and clearly to preempt hate crimes against vulnerable groups (i.e., members of the 2SLGBTQ+ community), given the university is a microcosm of the wider society. Over the past year, the University has responded proactively, when instances of discrimination and hate have occurred, Brock Administration has been proactive in taking a public stance via communication announcements.

From June 15 – 17, PACHRED Coordinating Committee held a number of meetings, to discuss steps PACHRED could proactively take in the face of the anti-Black and homophobic acts of vandalism impacting Niagara during the week. PACHRED was asked to support a statement condemning the violence, issued by Brock University President, Lynn Wells (and Interim Human Rights and Equity, Director Chelsea Takalo and Trecia McLennon, Human Resources EDI and Culture, Director).

After gaining PACHRED Coordinating Committee’s approval, both the joint statement and an additional comment representing PACHRED were submitted to Brock News on June 16 then revised and published on June 17. <https://brocku.ca/brock-news/2022/06/acts-of-hate-have-no-place-in-our-community/>

PACHRED also approved a [Resources List](#) for “responding to trauma” that was posted on the PACHRED website. It is available on a tab titled: “Resources, Articles and Webinars on Trauma Informed Approaches.” It was developed to support Brock Faculty, Staff and Students seeking information how to build their knowledge about responding to trauma.

Thematic focus for 2021-22

Anti-Ableism and Mental Health

Intersectionality in advocacy and action through collaboration. The Anti-Ableism and Mental Health Working Group is working to create structural change in the overall area of disability justice, including support for universal design. If you are interested, you can reach out to Maureen Connelly directly, to the AAMH working group and/or to CPI.

The Six CC Chairs worked on streamlining the information featured in their reports. Each working group/committee agreed upon a common format for their reports. The reader is invited to review the details provided in each of the Working Groups/Committee Reports as follows:

1. Recommendations that the working group addressed during the year
2. Action items
3. Community outreach/events
4. Lessons learned
5. What progress has been made
6. What were the challenges?
7. Goals for the coming year
8. Recommendations



PACHRED's pivotal role in facilitating positive change

Working with Ken Chan (VP of Administration)

PACHRED Co-Chairs, Anti-racism Committee (ARC) Chair, ARC Members, and members of The Black Community Forum at Brock (BCFaB) worked with Ken Chan (VP of Administration) to participate in several Campus Security Roundtables over the academic year, beginning October 26. Students from PACHRED were encouraged to attend to speak to any concerns related to Campus Security Services (CSS). CSS underwent Human Rights and Equity Training on sexual violence and antiracism that was completed in December. The focus of this training was on safety and security on campus. CSS has also hired two new special constables who will ensure that our increasingly diverse student population see themselves reflected in security services personnel on campus.

PACHRED's work in supporting Brock as a Signatory of the Scarborough Charter

From August to October 2020, Brock contributed feedback on The Scarborough Charter. This initiative represents efforts led by the National Dialogues and Action Inter-Institutional Advisory Committee, to which past president, Gervan Fearon contributed significantly. Gervan Fearon's role on this initiative as the President of Brock University, coupled with Interim President Well's admirable track-record in contributing to Equity, Diversity and Inclusion (EDI) positions Brock to continue with its stated commitments in this area.

Over the summer of 2021, the Anti-Racism Committee (ARC) and the Black Community Forum at Brock (BCFaB) held meetings with senior administration urging that both dialogue and action be put into place to redress the problem of under-representation and retention of Black faculty and staff at Brock University. By way of significant labour, knowledge and information, PACHRED Anti-Racism Ad Hoc Working Group on Black Cluster Hires accomplished ground-breaking work in the process of establishing the agreement between the Administration and BUFA on the Black Cluster Hire Memorandum of Agreement.

PACHRED Anti-Racism Ad Hoc Working Group continues to urge the union to support a cluster hire process accompanied by a comprehensive action plan for successfully onboarding and retaining Black scholars. It is only by these concerted actions, that Brock will be best positioned to provide responsive, competitive, up-to-date pedagogy and research to all of our communities and keep pace with other major institutions who have self-reflexively responded to the ongoing need to attract excellence in research and a broad student body who can become the next generation of excellent scholars and thinkers. In doing so, Brock's reputation will be connected, as is the reputation of all contemporary institutions, with a commitment to relevancy and indeed, goodness, relating to EDI in all its measures.

Town Hall 2022

The Town Hall provided an important forum for each working group to articulate the salient points from their annual report. It marked both the highlights on progress made and what work still remains. Brock University community is invited review the report and action items at the following link: [Brock Town Hall](#)

Responding to the Ombudsperson's Report

PACHRED Working Groups Chairs facilitated a number of dialogues regarding the challenges faced by racialized and international students featured in the ombudsperson's report ([Barker, 2021](#)). We wrote a letter to the President in order to express support for Ms. Barker's work issuing the first public report from the Office of the Ombudsperson at Brock University. We believe that the report will facilitate more transparent discussions by all stakeholders regarding issues of equity and procedural fairness in the implementation of University policy. We strongly recommend that the Office of the Ombudsperson be supported to facilitate the challenging work of issuing individual and annual reports as these allow for ongoing discussion regarding the implementation of a fair and equitable Academic Integrity policy, and any other issues that might come to the attention of the University Ombudsperson.

Administrative changes and supports

The President's office approved support for a PACHRED Administrative Assistant that has contributed significantly to the information sharing required for our CC and Executive to function efficiently. We are delighted that Brad Clarke a stalwart supporter of PACHRED and Executive Staff Co-Chair, has been promoted to senior leadership as Associate Vice-President, Students. The Coordinating Committee acknowledges how much of a positive impact he has made to PACHRED. Many statements have been received indicating the profound contributions of his work, the Executive fully echoes those same expressions.

The Nomination Committee, departing, and incoming membership

The Nomination Committee oversaw the annual change in the PACHRED membership, as people step down, graduate and move into new chapters of their lives, new appointments are extended to incoming students, staff and faculty. We extend deep gratitude to those who have and continue to be the heart and soul of PACHRED, that is, the membership itself. Realizing the PACHRED membership body is largely comprised of volunteers, many of whom have been engaged in advocacy work on and off campus for decades, we are humbled by their efforts and appreciate their contributions to PACHRED.

Collaboratively submitted by PACHRED Executive
Members: Dolana Mogadime, Brad Clarke and Rabia Choudhary

2S&LGBTQ+ working groups

Chair (or Co-Chair): Shiloh Williams

Vice chair (or Co-Chair): Elizabeth Yates

Committee members

We do not maintain a member list to protect participant privacy.

Introduction

The 2S&LGBTQ+ Working Group aims to improve the lives of Two-Spirit and lesbian, gay, bisexual, transgender, and queer members of the Brock community through programming, resources, and support.

Meetings

Meeting Dates – November 4, 2021; December 13, 2021; January 26, 2022; April 4, 2022

Action items

1. Gender Affirmation Fund
 - a. Creating a fund for Brock students, staff and faculty who need financial support in order to change legal name and gender
2. BUSU Student Health Insurance
 - a. Exploring options for increasing transition-related care through student health insurance
3. All Gender Washrooms
 - a. Raising awareness of all gender washrooms on campus, and increasing the number of all gender washrooms
4. Brock Pride Week 2022
 - a. Organizing and promoting the events of Brock Pride Week 2022

Community outreach/events

1. Brock Pride Week 2022
 - a. Held from March 25, 2022 to March 31, 2022
 - b. Included events such as a virtual concert, Brock Pride Club events, a faith-based event, 2S&LGBTQ+ adult drop-in, and queer American Sign Language (ASL) workshop
 - c. Library made bilingual pronoun stickers available and curated a selection of books, eBooks, and films relevant to 2S&LGBTQ+ communities
2. Pride flag crosswalk at Sir Isaac Brock Way and Schmon Parkway
 - a. Crosswalk unveiled in June 2022

Lessons learned

1. The importance of working in solidarity with community organizations as well as with other universities charting similar paths

What progress has been made

1. Brock Pride Week 2022
 - a. Pride Week events were well-attended
 - b. Brock Pride Week will return in 2023
2. BUSU Student Health Insurance
 - a. Begun working with BUSU on this project
3. Gender Affirmation Fund

- a. Researched comparable funds, including those at the University of Toronto (CUPE 3902), McMaster University (CUPE 3903) and Carleton (CUPE 4600).
 - b. Collected and reviewed student feedback
 - c. Reviewed feedback from Quest Community Health Centre
 - d. Developing vision for fund
4. All Gender Washroom Project
- a. Signage has been posted
 - b. Information shared on social media

What were the challenges?

1. Identifying procedures and protocols around designing a fund
 - a. Especially how to distribute funds for name change procedures if requests for changes are filed via mail and do not receive receipts

Goals for the coming year

1. Establishing Brock Gender Affirmation Fund
 - a. Establishing procedures and protocols for distributing funds
 - b. Identifying ways to determine reimbursement
 - c. Promoting the fund
2. All Gender Washroom Project + Trans Inclusion Guide
 - a. Interested in working with Campus Safety and the Brock Safety app
 - b. Continue work to identify spaces where existing single-gender washrooms can be made all-gender

Recommendations

1. Revise language in all institutional documents to reflect current practices in pronoun use and reference to gender
2. Increase outreach to expand PACHRED 2S&LGBTQ+ inclusion, especially increasing awareness that membership in the working group is open to staff
3. Hiring of a full-time 2S&LGBTQ+ gender and sexual diversity advocate in a staff capacity
4. Increase awareness of HRE resources and support
5. Provide expansive equity and 2S&LGBTQ+ training for all departments
6. Expand community outreach and support for Quest, high school level Gay-Straight Alliance groups, PFLAG, and other local advocacy groups
7. Opportunity to be a leader in medical and counseling care for transgender and gender diverse students

Anti-ableism and mental health working group

Chair: Maureen Connolly

Vice chair: Alison Rothwell

Committee members

Members: Andrew Bassingthwaite, Athena Colman, Lianne Fisher, Julie Fennell, Sue Guenther, Marion Barbas, Dawn Shickluna, Jennifer Thiessen, Judith Brooder, Stacyann Williams, Edward Williams, Amber Briar, Martina Ciglonecki, Andi Nero (two faculty, one librarian, ten staff, three students)

Meetings

AAMH has met eight times in the academic year- four in the Fall term and four 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. It is, after all, a form of inclusion that is important.

Action items

Our commitments for the 21-22 year included

- A. collaborating with Centre for Pedagogical Innovation (CPI) in the delivery of Universal Design for Learning (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 Student Accessibility Services (SAS) to remain connected to ongoing accessibility issues related to teaching and learning
- D. reviewing the Brock Accessibility Policy
- E. presenting and celebrating the Innovative Designs for Accessibility (IDeA) student award winners
- F. adjudicating the Accessibility and Inclusion Recognition Award (AIRA) terms of reference and submissions
- G. Supporting Ability Empowerment Day with both financial and human support
- H. Engaging with other PACHRED working groups in collaboration on events and consultations
- I. Arrange meetings with BUFA and Senate committees for engagement regarding academic ableism and anti-ableism in assessment.
- J. Carry out process analyses of several flashpoints identified from our follow up work on the Rankin survey
- K. Collaborate with other centres and departments on campus
- L. Increase awareness of the need to include the HRE Accessibility Advisor in decision making at Brock University

We co-sponsored four UDL workshops and did several one-to-one consults with individuals requesting one to one engagement. 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. 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 winner (Sydney Sloan) was highlighted in a Brock News story following the award announcement.

Brock was successful in the IDeA competition with three award winners in two categories. The students presented their projects at our December 3, 2021, event celebrating International Day of the Disabled. We also hosted Jay Dolmage from University of Waterloo who gave a presentation on academic ableism.

We submitted the Enabling Change grant application on March 26, 2021. This was a collaborative effort between AAMH, the Office of Human Rights and Equity Services (HRE), SAS and the Brock Niagara Center for Excellence in Inclusive and Adaptive Physical Activity. We were not successful with this grant; however, the process has allowed us to develop a good working relationship with colleagues in the office of Government Relations. We submitted another grant this year in March 2022 to host National AccessAbility Awareness week in 2024.

Both Maureen and Alison attended the ongoing Ability Empowerment Event planning meetings. The AED was held on April 26 & 27 and AAMH committed \$200.00 to the AED budget in addition to our ongoing administrative and resource support. HRE has committed to covering the American Sign Language (ASL) Interpreters fees. This year, HRE also funded a student coordinator, Ashley Giroux who has been outstanding in her leadership, initiative, and commitment to anti-ableism.

We contributed financially to two co-sponsored events, Disability as a Set of Innovative, Virtuosoic Skills, Sean Lee speaker from Tangled Art and Disability, co-sponsored with the Sexual Violence Prevention Committee (SVPC) on March 23, 2022, and an Anti-racism and Mental Panel, co-sponsored with the Anti-racism Committee, on April 7, 2022. 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 financial contingencies and world events.

We carried out process analyses on job evaluation, bullying and harassment (horizontal and vertical), mental health supports for staff, captioning, and assessment. Process analysis is a form of analysis based in manifest and latent engagement with the content and implementation of policies and of the coherences and discrepancies revealed during the analyses of selected exemplars. Our analyses reveal significant ableist practices – likely inadvertent—in the processes, procedures, forms and documents, and timing of job evaluation. Job description processes are similarly plagued by archaic, sexist and ableist discourses. Bullying and harassment, particularly of non-unionized staff, contribute to many medical leaves for mental health cause. Bullying and harassment relating to disability and mental health concerns is not only ableist, but also disableist –discrimination based in the presumed inferiority of disabled embodiment. Dual reports also contribute to mental health stressors. There are blurred lines between mental health and wellness. These are not the same and cannot be treated as if they were. It remains essential to clarify when individual-deficit models and approaches are operating even then these are well intentioned and/or mandated by larger governing bodies.

Our analyses also revealed ‘circular processes’. That is, processes in which people go through a sequence of action steps only to end up at an unresolvable point with no actionable conclusion OR back at the beginning of the process. We also noted insufficient consultation with disability insiders and appropriate internal resources on initiatives, procedures, and processes and insufficient ‘user testing’ on new purchases and processes, especially technology or forms or procedures that are a part of the everyday functioning of the institution.

Human assisted captioning (HAC) is the preferred standard. Request process is somewhat murky. Single vendor for and internal training in HAC are the next steps. We were also able to describe assessment processes that are inherently ableist (many of these have developed in online contexts with profoundly zealous practices ostensibly to prevent cheating but whose effect is to render the experience non-inclusive and actively discriminatory. Examples include not being able to move the eyes or face away from the screen, not being able to go back read or review previous questions, having a highly restrictive time limit per question). We also note the siloed character of how the institution addresses inclusion issues—we need more transparency and more efficient communication.

There is enough ableism present in our institutional processes, procedures, and activities to warrant the description of institutional ableism. Awareness and willingness to change are improving and there seems to be genuine interest in how ableism functions in conjunction with other intersected oppressions. That said, meaning well is no excuse; enlightened ableism will not improve our situation. Including HRE’s Accessibility Advisory in decisions regarding purchasing, program development, upgrades to teaching and/or research practices and associated learning and delivery systems, hiring committees, among other practices, will improve our approaches and gradually make inclusion consulting a regular, accepted, and uneventful part of our institutional decision making.

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. Return to in person classes and work have generated other degrees and kinds of mental health stressors. As we go forward, Mental Health must continue to be seen as a significant concern, on par with any issues relating to accessibility, inclusion, and anti-ableism. It is also important to note the highly intersected character of disability identity—race, class, gender, sexual identity, age, indigeneity—all potentially intersect and compound the already oppressive and alienating treatment of marginalized groups.

At our April online meeting we also did a deep discussion of the AAMH issues that have arisen with the return to in person classes and the potential for future hybrid or blended classes and their impacts on mental health and disability identified individuals. Our April meeting also had significant discussion on the ongoing 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. We are also aware of how many people in HRE and SAS positions we have lost over the past year, and how this loss of human resources will impact not only the quality but the very possibility of service delivery on campus. 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 22-23 year, among these are:

- Workshops for Ableism audits/anti-ableism advocacy at the departmental level
- A Road Show that visits departments and/or other university functions
- Resurrecting the ‘Making a Difference’ Award luncheon.
- Supporting the NAFAPA (North American Federation of Adapted Physical Activity) conference being hosted at Brock in October 2022
- Commit to preferred vendor status for service providers with inclusion and anti-ableist mandates
- Offer public presentations and generative discussions on the findings of our process analyses
- Continue to be involved in co-sponsoring and supporting PACHRED initiatives and working groups and to work with other offices on campus actively engaging in anti-ableism initiatives.

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 2022-23 academic year.

Anti-racism working group

Chair: Richard Ndayizigamiye

Committee members

Abdul Rahimi, Andre Basson, Anteneh Ayanso, Anushka Lalwani, Behnaz Mizrahi, Charlotte Henay, Daislyn Vidal, Dario Smagata-Bryan, Dolana Mogadime, Gökbörü Sarp Tanyildiz, Hamnah Shahid, Janet Westbury, Jean Ntakirutimana, Joanne Crawford, Kay Nwakerendu Wabaso, Kelly Barker, Kelsey Hall, Kirsty Spence, Kristen Nielsen, Liam Midzaingobin, Margot Francis, Marla Terreberry-Portfilio, Mary-Beth Raddon, Rox Chwaluk, Trecia McLennon.

Terms of reference

The key elements of the terms of reference for the Anti-Racism Committee (ARC) are the following:

1. Advocate for the development of programs, services, policies, procedures, and protocol at the unit level and campus-wide, which educate, encourage, and promote a culture of anti-racism on campus.
2. Identify and facilitate opportunities for increased collaboration, cooperation and synergy amongst campus units, groups, and committees with an interest in anti-racism and systemic cultural change.
3. Promote activities intended to inform the on and off-campus Brock communities about anti-racism initiatives intended to effect systemic cultural change.
4. Assess the impact of Anti-Racism Committee initiatives and collaborative engagements.
5. Through the PACHRED, advise the President and members of the Senior Administrative Council on issues, challenges, opportunities, and outcomes respecting anti-racism and systemic cultural change.

Anti-racism committee themes for academic year 2021-2022

1. During a meeting of the PACHRED Coordinating Committee (Spring/Summer 2021), it was decided that the focus for 2021-2022 would be (Anti) Ableism and Mental Health (including Disability Justice). In this regard, ARC collaborated with the Ableism and Mental Health Committee in organizing a Webinar centering on Perspectives in Black Mental Health on April 7, 2022, which was facilitated by Maureen Connolly, Chair of the A&MH working group. ARC also sponsored events, which are captured in the “Outreach/Events” section.
2. The ARC also vowed, as another major focus within the Committee, to concentrate its efforts on working toward materializing meaningful and long-lasting systemic anti-racist change within Brock University structures in as many areas as possible.

Meetings

Seven meetings were held in 2021-2022 on these dates: July 22, 2021; August 20, 2021; October 1, 2021; October 20, 2021 (Preparation for Presentation to SAC), December 3, 2021; February 18, 2022 and May 11, 2022 (Ad Hoc Committee meeting on Black Cluster Hires).

Arc working group recommendations (2021) to be addressed & action items

The Committee recommended to the President that the University consider taking steps towards engaging “anti-racist” policies, i.e., going beyond performative “non-racist” cosmetic changes. Some of them were concretized, while others may take more time to come about. These recommendations were originally presented as follows:

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. This cluster hire process should 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, a request was made that the hiring process be

very *transparent* and that it should involve members of the BIPOC community at all stages of the hiring process (candidates selection, job interviews, final decision of hires, etc.).

Update & Action: At the request of members of both ARC and SVPC working groups, an Ad Hoc Working Group was created within ARC to focus solely on engaging in talks with BUFA regarding the Black Cluster Hire initiative. This joint effort, in dialogue with Interim President Lynn Wells, resulted in an agreement announced this past spring for the hiring of 12 Black faculty members and/or professional librarians (new tenure track/permanent positions). The original request by ARC and BCFAB was for 10 new positions (see Brock News article published April 14, 2022):

Brock to increase faculty and professional librarian diversity through cluster hire of 12 Black scholars

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 incidents of racial profiling and the surveillance of black bodies by Campus Security. 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.

Update & Action: Discussions with Campus Security administration started in the Fall 2021 (Sept 27, 2021) under the leadership of Vice-President (Administration) Ken Chan, in conjunction with leaders from Campus Security Services (including Donna Moody, Director of Campus Security and Emergency Preparedness), to address the concerns expressed in ARC’s final Report to the President. Consultations continued, the last ones dating April 28, 2022, and June 20, 2022. Meetings are to resume in the Fall 2022 (see more updates in the “Progress Made” section at the end of this report).

3. In response to the lack of racial diversity in administrative and staff positions, it was urged that the university’s Human Resources Department prioritize equity hiring policy and practices. This stems from a grave concern that when Black faculty and staff are hired, the University has no elaborate 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.). Therefore, we ask the university to consult continuously with racialized faculty and staff to develop a multi-level plan to address Black faculty and staff retention.

Update & Action: We are confident that the appointment of Trecia McLennon as Director, EDI Culture and Education Human Resources (formerly the EDI Coordinator at HRE) will result in the conceptualization of a well thought out strategy to address this gap in view of implementing an enforceable employment equity policy.

4. 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.

Update & Action: There is no known project to respond to this need at this point. This important issue should be addressed in the Fall 2022 ongoing.

5. Implement mandatory Anti-Racist training for all on and off-campus incoming first year students to Brock to create a more equitable academic space for all students to feel welcomed to Brock. This can be achieved in a partnership with Residence Life Staff (RLS) and the Brock Society for Off Campus Students (SOCS) program, within a clear Anti-Racism framework.

Update & Action: We hope that the work undertaken by HRE before July 1, 2022, will continue, especially taking into account the feedback provided by students, faculty and staff based on the results of the “Assessment of Climate for Learning, Living, and Working Final Report, 2020” (Climate Survey) as well as the feedback provided by concerned parties through follow-up interviews.

6. 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.

Update & Action: See “What Progress Has Been Made” section at the end of the report.

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.

Update & Action: See “What Progress Has Been Made” section at the end of the report.

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.

Update & Action: See “What Progress Has Been Made” section at the end of the report.

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.

Update & Action: See “What Progress Has Been Made” section at the end of the report.

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.

Update & Action: See “What Progress Has Been Made” section at the end of the report.

New action items

Following discussions with Interim President Lynn Wells, the Anti-Racism Committee was invited to make a presentation to Senior Administration Council on October 25, 2021. The agenda was centered around a review of key analysis and goals to address Anti-Black and Anti-BIPOC racism in view of engaging a discussion on how SAC and equity seeking groups might become agents for change. The five presenters took turns to outline key elements on the make-up of ARC, what we do, and the desired goals to be achieved; they are summed up as follows:

- Many ARC members are co-authors of the Human Rights Task Force Report (2016-2017); and assisted with the external Rankin Learning, Living and Working Climate Survey: Climate Survey
- In the Summer 2021, ARC members wrote to President Wells requesting action to address anti-Black racism. President Wells subsequently met with ARC members on August 20th and 27th 2021. She then invited ARC to present to SAC in October 2021.
- Dr Wells expressed her support for the cluster hire of 10 Black faculty, the development of a strong employment equity policy to diversify workforce, as well as the development of a multi-layered Promotion & Retention plan for BIPOC faculty and staff.
- While reviewing the racial make-up of Brock’s labor force, informal research by the BCFAB (Black Caucus Faculty at Brock) arrived at these findings: the number of Black faculty is at approximately a ratio of 20/600 (= 3.32%); the number of Black staff is approximately 10/1000 (= 1% of the total Brock staff). Census-Visible Minorities Brock Facts
- ARC presenters advocated for an urgent strategy to remedy the highly disproportionate under-representation of BIPOC faculty and staff at Brock.
- They urged that SAC members implement policies beyond simple Sympathy, to Action and Accountability. They also emphasized that the “Racial Burnout” often experienced by BIPOC faculty, staff and students comes from having to repeat and justify the need for Social Justice Action ... Over and Over Again.
- Presenters also urged for holding a series of roundtable discussions with SAC on how to develop

collaboration so as to create meaningful systemic change. The following questions would need to be addressed: what is happening in each Faculty to promote Equity, Diversity, Inclusion and Decolonization? How can ARC work with SAC towards collaborative approaches? What are the Processes & Timeline for developing equitable employment policies for staff? How and when will a demographic census unfold at Brock? Who can be involved in multi-layered Promotion and Retention strategy? How do we ensure Accountability & Consistent Follow Up? How much financial resources is SAC ready commit to develop long-lasting collaborations with racial equity seeking groups?

- In closing, presenters reiterated the notion of “Nothing About Us Without Us,” thereby emphasizing the idea that no policy should be implemented by any decision-maker without the full and direct participation of members of the group affected by that policy.

Among other noteworthy developments in racial justice, it is commendable that Brock University has embraced the ideals outlined in the Scarborough Charter (a process initiated by then-President Dr. Gervan Fearon). Interim President Wells, Trecia McLennon and Dolana Mogadime recently participated in the inaugural Inter-Institutional Forum for the signatories of the Scarborough Charter (hosted by the University of British Columbia May 13-15, 2021), which has been signed by the leaders of close to 50 Canadian universities. It aims at redressing the legacy of Anti-Black racism in post-secondary institutions across the country (see Brock News Article dated May 16, 2022). In this regard, Dr. Wells met with members of BCFAB (Black Caucus Forum at Brock) on Wednesday July 6, 2022, to debrief attendees and receive input on the best ways to chart a course of action aimed at the implementation of the Charter’s principles at Brock.

Community events & outreach

The ARC, in alignment with its educational mission, organized two successful webinars in the Fall 2021 and Winter 2022 semesters.

1. Dismantling Islamophobia and Anti-Muslim Hate (October 27, 2021)

(Tags) Anti-Racism Taskforce, Reversing the Rising Trend of Anti-Muslim Hate and Dismantling Islamophobia, featuring presenters Andre Basson, Leenat Jilani, Usman Raja, as well as Samnah Marei. [Reversing the Rising Trend of Anti-Muslim Hate and Dismantling Islamophobia](#).

Members of the Brock and Niagara communities were invited to a webinar taking place on Wednesday, Oct. 27 at 11 a.m. via the Microsoft Teams streaming platform. Sponsored by Brock’s Anti-Racism Committee, the “Reversing the Rise of Anti-Muslim Hate and Dismantling Islamophobia” webinar explored the causes of this religious-based intolerance while proposing, at the same time, strategies for mitigating this kind of racism.

The webinar featured a 45-minute panel discussion between Leenat Jilani (Associate Lawyer at Kutty and Associates), André Basson (former Brock chaplain and Adjunct Professor of Medieval and Renaissance Studies), Usman Raja (Professor at Brock’s Goodman School of Business), and Samnah Marei (Instructor, Niagara College). Fifteen minutes were then devoted to questions from participants.

The panelists managed to raise awareness around the rising trend of hate crimes specifically targeting Muslims in Canada. As well, they explored what survivors can do when they are attacked, and what concrete steps Canadian society can take to curb this alarming extremism. The event was very engaging, with 48 attendees who had pre-registered by 10:32 am, and others who were sent the meeting link by the beginning of the live session, and shortly after.

2. Perspectives on Black Mental Health (April 7, 2022)

This webinar was meant to explore mental health challenges and opportunities facing the Black diaspora during the COVID-19 pandemic and beyond. The event was hosted by Brock’s Anti-Racism Committee in conjunction with the Anti-Ableism and Mental Health working group; all registered members of the Brock community joined virtually Thursday, April 7 from 5 to 6:30 p.m. on the Microsoft Teams platform. The discussion was facilitated and moderated by Maureen Connolly, Brock Professor of Kinesiology and Chair of the Anti-Ableism and Mental Health Committee of PACHRED.

At the event, participants heard from Krim Lacey, an Assistant Professor in the Department of Sociology and

African and African American Studies at the University of Michigan-Dearborn; Kay Williams, a licensed clinical social worker; and Kattawe Henry (BA '16), an anti-racism educator and Brock alumna.

The group discussed comparative health and mental health research spanning Black populations in Canada, the Caribbean, the US and the UK. They then delivered insight into systemic Anti-Black racism and its impact on Black communities, while sharing coping strategies, resilience-building and how best to support flourishing Black communities.

The audience included a total of 43 attendees, which is a great number considering the specialized nature of the topic: 10 RSVPed on ExperienceBU, 7 via the MicroSoft form (with 4 disclosing that they were community members); 26 others accepted the invitation via Outlook. Student attendees received Campus-Wide Co-Curricular credit in either the Diversity and Inclusion domain or Health and Wellness domain. All students who attended the session were entered into a draw to win gift cards to Black-owned local businesses. There were four student prize winners who each received a \$25.00 gift card to a BIPOC Business of their choice.

3. The Anti-Racism Committee received and approved a request from the Sexual Violence and Prevention Committee for partial funding of an event by hosted by TikTok activist, Imani Barbarin, who was programmed to engage the audience about Disability Justice & Black Women's Activism. The virtual event was held on March 7th, 2022, under the title *Crutches & Spice, the World Isn't Nice*. Barbarin discussed the manners in which humor can be used as a instrument for resistance and social change (see also the report by the SVPC working group).

What progress has been made

- Recommendation 1: As stated in the "Action and Update" section of the original recommendations (page 2), members of Brock University Faculty Union (BUFA) within the Anti-Racism Committee formed an Ad Hoc Committee specifically devoted to the negotiation on the Black Cluster Hire at Brock between BUFA and Senior Administration. When actioned, the resulting agreement is to showcase greater representation of Black professional and librarian academic staff. Ideally desired for 2022-2023, the Black Cluster Hire is scheduled to commence in the Fall 2023-2024.
- Recommendation 2: On April 28, 2022, Donna Moody (Director of Campus security and Emergency Preparedness) advised the meeting attendees that their office "had made significant progress" concerning the racial diversification of their workforce via a recruitment campaign. She indicated that out of a total of 35 staff and security guards, they were able to recruit BIPOC employees as follows: three full time staff and four security guard contractors with a higher percentage of female employees (55% of the workforce is between the ages of 18 and 30) – "which is reflective of the students at Brock." Among the permanent officers (Constables), there are 1 Black, 2 Asians (from India and Thailand). Efforts were made to recruit from the Indigenous Security Services pool, but that has not yielded the desired result yet. Campus Services is networking with Brock Indigenous Services to reach the goal of hiring a Constable from the Indigenous community in the near future.
- Recommendation 3: An Ongoing Dialogue has been established between members of ARC (Trecia McLennon, Richard Ndayizigamiye), Vice-President Ken Chan (Administration) and Jennifer Guarasci (Acting Associate Vice-President, Human Resources) to discuss strategies and specific cases pertaining to the retention and promotion of existing Black/BIPOC staff. Although ARC cannot claim direct ownership of changes resulting from its advocacy for the respect of Brock's Pillar 4, it is very encouraging to note that a few Black members of Brock staff have been promoted to higher responsibilities: Brad Clarke as Associate Vice-President, Students (see Brock News article published May 25, 2022: [Brad Clarke - New Associate Vice-President Students](#)). Trecia McLennon has been appointed as Director, EDI Culture and Education within the Human Resources. It is a very positive step in the right direction, and we hope this trend will continue in the upcoming academic year. We are hopeful as well that with more enforcement of an employment equity policy with teeth, there will be a greater diversification of BIPOC employees through targeted hiring throughout the University.

- Recommendation 4: On the racial diversification of the Student Wellness and Accessibility Centre. [Student Wellness and Accessibility Centre](#)
- The need to fulfilling this gap is paramount to contributing to the overall wellness of a campus population needing to achieve better mental and emotional health, especially given that Brock prides itself for being ranked as the top university in Canada for Student Mental Health. Multiple studies have shown that students identify better with mentors they can easier relate to. In the context of university students experiencing racial and cultural marginalization, it is therefore very important that counsellors and first responders be recruited to reflect and serve the increasingly diverse student population at Brock, as Campus Services has done: the hiring of a Black Counsellor, an Indigenous Counsellor, and an Asian Counsellor would be a good start.
- Recommendation 5: With the recent changes taking place in the Student Wellness field, we are confident that Anti-Racism training for incoming students will become part of an ongoing practice. ARC will also advocate for the creation of a “safe space” for BIPOC students – in much the same format as the current Aboriginal Students Centre – where they can interact both academically and socially without constantly feeling that they are in the minority.
- Recommendations 6 to 10: We realize that ALL the original 2021 recommendations (10) were very ambitious and could not be accomplished in just one academic year. Given that we were working under unusual times, it is even a greater success to realize that almost half of the recommendations, especially the most important and pressing ones, were and are being achieved. As Brock reopens to full on campus learning and working, ARC will continue its dialogue with Senior Administration and other Brock community partners and stakeholders and work for the achievement of a work and life balance through anti-racist lenses.

What were the challenges?

- The major challenge was undertaking an anti-racism agenda aiming at making structural changes within a framework of deep-seeded beliefs and practices in the context of White-dominated academic environments that have been the norm for decades at most universities located in small cities like St. Catharines, in Canada. Brock University has not been immune to this country-wide and continental status-quo. However, the winds of change triggered by the killing of George Floyd and the cries for racial justice by multiracial groups throughout North America and Europe encouraged the promotion of equity and social justice policies at most Canadian academic institutions.
- Change does not happen overnight, especially when dealing with questioning entrenched systems of thought in the minds and hearts of the dominating culture. Brock is on the right path, and the steps we have achieved so far are very encouraging.

Lessons learned

- Continued advocacy through education and learning is key to any meaningful change in belief systems, and they benefit all parts of the academic community. Therefore, continuous consultation, dialogue, and collaboration between all levels of academic society is key to progress within our university.
- What is more, patience is a key factor, and any planning needs to take place early, even before the beginning of the academic year, as time becomes scarce once classes resume in September. The ARC has found this to be beneficial; working group consultations during the Summer of 2021 have yielded considerable achievements during the academic year 2021-2022. Planning for 2022-2023 will take place during the months of July and August 2022.

Goals for the coming year

To ensure continuity of action between last year’s work and that of the upcoming 2022-2023 session, we intend to focus on the implementation of the Black Cluster Hire initiative in consultation with BUFA and Senior Administration (departmental allocations, hiring committees, etc.). Furthermore, great efforts will be invested in continuing the work on 2020-2021 recommendations that were not achieved, namely Recommendations 6 to 10. As well, new goals will be established within the ARC working group based on PACHRED’s theme for 2022-2023.

As is customary, the theme for the upcoming year is discussed and decided upon at PACHRED Coordinating Committee meetings. We are currently awaiting guidance from the Executive Committee before proceeding. Consultations and debates will then take place within the ARC working group.

Recommendations

At present, ARC is advocating for the implementation of outstanding Recommendations from 2021 which have not yet seen the light of day (see part on “What progress has been made” in the section above, Recommendations 6 to 10). From discussions to be held this summer, a new set of recommendations will be scripted and forwarded to the PACHRED Executive Committee, with the goal of concretizing their implementation within a timeframe that is realistic, given the challenging circumstances Brock has had to operate within since the beginning of the Covid-Pandemic in March 2020. Also, as presented at SAC in October 2021, ARC will be requesting the establishment of an accountability mechanism and entity tasked with monitoring progress (or lack thereof) in relation to the implementation of recommendations for combatting structural racism on campus.

Decolonizing working group

Chair: Robyn Bourgeois

Committee members

Members: Cindy Biancanello, Sandra Kroker, Gökbörü Sarp Tanyildiz

Introduction

The decolonization working group employed Indigenous ways of knowing and being to explore this year's PACHRED focus on accessibility and intersectionality. In addition to increasing awareness about the specific accessibility needs of Indigenous peoples, our goal was to promote strategies organized around Indigenous perspectives on health and wellbeing.

Meetings

After getting off to a late start, the decolonization working group met monthly from late fall 2021 to spring 2022. The focus of these meetings was on organizing an Indigenous-centred response to this year's PACHRED focus on accessibility and intersectionality.

Recommendations that the working group addressed during the year

- What are the specific accessibility needs of Indigenous students, staff and faculty?
- How do we address accessibility at Brock in an Indigenous way (i.e.: informed by Indigenous ways of knowing and being)?

Action items

- Providing an Indigenous-centred response to accessibility at Brock University.

Community outreach/events

- The ReDress project – February 14th, 2022
- Indigenous Perspectives on Balance – February 17th, 2022
- Land-Based Trauma Responses – March 2022 (event cancelled due to death in the community)

Lessons learned

- Indigenous peoples have their own understandings of health and wellbeing, and disabilities. They also have their own distinct approaches for addressing both.
- The accessibility needs of Indigenous peoples are distinctly shaped by historical and ongoing colonialism.
- For both reasons, Indigenous peoples have distinct accessibility needs that are generally unmet within existing Brock systems.

What progress has been made

- Our discussions around the intersections between decolonization and accessibility have made it clear that there needs to be greater institutional attention to the specific needs of Indigenous students, staff, and faculty.

What were the challenges?

- Given her role in senior administration and the demands on her time, it has been challenging for Dr. Bourgeois to chair this committee on her own. It has also been difficult for her to attend PACHRED coordinating committee and general meetings due to scheduling conflicts.
- Our committee membership is down to 4. We need more members to carry the weight of decolonization work at Brock University.

Goals for the coming year

- Ensure there is a co-chair
- Increase membership
- Increase the Indigenous presence in PACHRED

Recommendations

Recommendations to the President

1. Indigenous counsellor position: That Brock University hire an Indigenous trauma-informed counsellor who can support Indigenous students, staff, and faculty. Existing options do not centre Indigenous ways of knowing and being, nor respond adequately to the specific needs of Indigenous peoples. This support is essential to promoting the mental, physical, emotional, and spiritual health of our people.

Employment Equity working group

Co-chair: Hamnah Shahid & Andrew Bassingthwaighe

Committee members

Sandra Kroeker, Nadia Ganesh, Laurie Morrison, Abdul Rahimi, Wanda Gilmore, Trecia McLennon
(One librarian, four staff, three students)

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 2021 to April 2022, EEWG focused its discussions and activities mainly on a number of issues including:

- A. Following up on previous proposals made by the EEWG to make Brock a “\$15 and Fairness” campus, and proposals to establish departmental Equity Representatives as recommended in the Human Rights Task Force Report,
- B. Continue responding to findings from the 2020 Working & Learning Environment Survey
- C. Identifying best practices in equitable hiring including
 - a. Anonymized applications
 - b. Western vs. non-western hiring perspectives/merits
- D. Identify what demographic data is being collected
- E. Opening benefits to access culturally appropriate supports
- F. Identify the timeline and process for the review of existing equity policies incl.
 - a. Employment Equity Policy
 - b. Respectful Workplace & Learning Environment Policy

Meetings

The Employment Equity Working Group has met five times in the academic year. All of our meetings have been held online and there are plans to continue meeting in this format as it provides a greater deal of flexibility based on everyone's schedule.

Action items

1. A proposal entitled “Expanding Brock University's Health Benefits for Racial Justice” was endorsed by Employment Equity working group and will be forwarded to the larger PACHRED community in 2022/23. Upon resolution this will be submitted to the President's office for consideration. The proposal provides 3 recommendations which include:
 - a. That Brock University include a Wellness Spending Account (WSA) in the benefits package for all full-time faculty and staff by the end of the 2023-2024 academic year.
 - b. That Human Resources at Brock University meet with the Employment Equity Committee twice per academic year for consultation on the development and implementation of the WSA, and to provide progress reports.
 - c. That Brock University publicly commit to expanding benefits for all faculty, staff, and students to include coverage for culturally relevant healthcare and wellness services, and to implement these changes as soon as possible.

By continuing to expand Brock University's health benefits packages, the institution will be better able to attract and retain marginalized employees, especially those from racialized backgrounds. In doing so, Brock will be able to clearly demonstrate that it values its racialized employees and that it respects non-Western cultural approaches to health and wellness further supporting the mental wellbeing of faculty and staff. The EEWG will continue to work

with HR on this issue in the coming year. Members of the group recognize that there may be financial constraints with implementing this recommendation but considering Brock’s recent standing in university rankings connected to student mental health supports feel that a similar commitment needs to be made to both staff and faculty.

2. The working group spent a considerable amount of time discussing follow up items from both previous years of the EEWG and the recommendations made to PACHRED/Presidents office that came out of the findings of the Climate Survey” by Rankin & Associates. This included following up on with key stakeholders with HRE, HR, and SAC around the status of the following items:
 - a. \$15 and Fairness Campaign Proposal
 - b. Outstanding review of Respectful Workplace and Learning Environment Policy
 - c. Outstanding review of the Employment Equity Policy
 - d. Support for staff/faculty facing online abuse
 - e. Transparency around staff hiring/promotion processes
 - f. Staff workload issues

It was identified, that one of the main challenges to advancing some of these recommendations, was the turnover of staff within the HRE office that has led to some uncertainty around where specific projects are currently standing and certain projects being paused. The EEWG will continue to meet with the HRE Office around these items to ensure that they remain active.

While some offices and faculties within the university continue to work towards the recommendations of the Human Rights Task Force – Moving Forward report and other PACHRED recommendations, including:

- Various standing committees within different faculties and depts.
- Hiring of EDI Specialist (CCEE, Office of Research Services)

This progress however is inconsistent, and in some cases siloed within departments and so it is important that we continue to share the work that is being done with the Brock community (on and off campus) to raise awareness and ensure these different groups are aware of one another. Initiatives such as the appreciative inquiry in the next action item, are important to understand more clearly what work is being completed on campus.

In addition, with the creation of a new Director, EDI Culture and Education within HR and the current review of the HRE Office led by the VP Administration, there is hope for more collaboration opportunities to further advance Employment Equity at Brock.

3. The EEWG discussed and provided support to a request made to PACHRED to create an appreciative inquiry of faculties within Brock to identify what work is being done around EDI by individuals/ departments/faculties to develop a report around the need for dedicated EDI point person within the faculty. This inquiry was driven by a recommendation made by the EEWG along with other working groups within PACHRED about a EDI representative within every faculty and administrative dept. at Brock. This has been a continued ask from the EEWG since it’s inclusion in the Human Rights Task Force – Moving Forward report and we will continue to advocate and support for this role within different depts. We also recognize that often this work is done by individuals “on the side of their desk’ and so we hope that the data gathered by this inquiry will demonstrate the need for dedicated individuals that can focus all of their energies on this topic.

Goals for the coming year

1. Forward the “Expanding Brock University’s Health Benefits for Racial Justice” proposal to the broader PACHRED group for endorsement. If endorsed a recommendation will made to the President.

2. During 2022/23 the Respectful Workplace and Learning Environment Policy and Employment Equity Policy are scheduled to be reviewed (by HRE/HR respectively). We will continue to maintain communication with these offices around the review processes to ensure consultation with EEWG and that our voice is a part of these conversations.
3. Schedule regular check ins with relevant University offices (i.e. HRE, HR, SAC), once every quarter, to ensure the recommendations remain a priority and progress is made in their implementation as well as identifying areas of collaboration around equity issues.
4. The EEWG will continue to support the recommendation of implementing Equity Representatives in each Faculty and Administrative unit, and look forward to the results of PACHRED's Appreciative Inquiry into this recommendation and acting on any recommended items.
5. Noting a lack of faculty voices on the EEWG. Moving forward, we intend to make a concerted effort to ensure greater representation of Faculty/Librarians on this committee as they provide a valuable perspective to this topic.

Recommendations

None at this time

Sexual Violence Prevention Committee (SVPC)

Faculty chair: Margot Francis

Student co-chair: Rabia Choudhary, Apryl Campbell

Committee members

Athena Colman, Allison Rothwell, Amanda Villella, Amanda Ziegler, Brianne Formoso, Curtis Fogel, Catherine Pelletier, Donna Moody, Donna Phelps, Dawn Shickluna, Hijin Park, Julie Fennell, Julie Domitrek, Katie Thompson, Katie Keays, Krista Hilton, Lianne Fisher, Leigh Harold, Liz Hay, Leela Madhavarau, Michael Savage, Michelle Mudge, Michelle Poirier, Muskaan Waraich, Natalee Caple, Rafay Rehan, Robin Bourgeois, Snezana Ratkovic, Talia Ritondo, Tassia Gabbidon.

Introduction

The terms of reference for the SVPC can be summarized as:

- To advise PACHRED & on issues related to gender-based harassment and violence
- Prioritize decolonial and intersectional feminist approaches to increase awareness of gender based violence on campus
- To support efforts by groups such as Human Rights Equity (HRE), Social Justice Centre (SJC), student organizations, and unions in developing violence awareness and prevention initiatives

SVPC theme for 2021-2022

Our focus for this year was on the intersection of Gender Based Violence (GBV) and Ableism and Disability Justice in recognition of the PACHRED focus on these issues in 2021-22. Below, under 'Community Outreach/ Events' we highlight two of the most significant events that we hosted. Other events on these themes were funded by the SVPC, but we did not take the lead in organizing.

Meetings

Meetings in 2021-2022: October 28th, 2021, and January 27th, 2022.

Recommendations from 2021 for the working group to address and action items

In the 2021 SVPC report to President Fearon we recommended a series of initiatives that addressed the intersection of Gender Based Violence (GBV) and racism and decolonization. In the past year we have been able to make progress on several of those recommendations:

1. Funding for a cluster hire of Black and Indigenous People of Colour (BIPOC) faculty and staff: That Brock prioritize funding for a cluster hire of BIPOC staff and faculty to better represent these communities in leadership positions throughout the university including those positions that address GBV.

Update & Action: Faculty co-chair of the SVPC participated in an Ad Hoc Working Group on a Black Cluster Hire. Interim President Wells and BUFA announced this spring the approval to hire 12 new academic staff who identify as Black.

In addition, we are delighted that Human Rights and Equity Office (HREO) is welcoming Eve Nyambiya as the Sexual and Gender Violence Education Specialist and Aryan Esgandarian continues as the GBV Intake and Support Coordinator, resulting in a highly experienced BPOC team in this area.

2. A second recommendation from 2021 was that the SVPC undertake advocacy to ensure that GSV

workshops for TA's be mandatory.

Update & Action: In discussion with Talia Ritondo we contributed to a proposal which would expend mandatory GBV training to all students in residence, athletes, and Brock University Student Union (BUSU) students in governance positions, as well as TA's. Discussions are now underway with staff from the HREO and SJC to put these workshops in place starting in January 2023.

3. Gender and Sexual Violence resources on syllabi: We recommended that information on GSV resources be included in all course syllabi.

Update & Action: Despite HREO's office advocacy on this issue, it is the view of SVPC, that these efforts have been curtailed by an on-campus union that claims the requirement constitutes an infringement on worker's rights.

4. Employment Equity Policy: We recommend the development of an enforceable employment equity policy for all aspects of Brock faculty and staff.

Update & Action: Leela Madhavarau had been advancing work on a demographic survey, which is the necessary preliminary step to an enforceable employment equity policy. When Leela left Brock, this work was transferred to Trecia McLennon, who has responsibility for EDI coordination in the Human Resources Office.

New action items

In March, 2022, Interim President Wells approached the faculty co-chair of the SVPC to be involved in coordinating the review on the Sexual Assault and Harassment Policy (SAHP). Working with Katie Keays (alumni member of SVPC) as the project RA, and in consultation with Michelle Poirier and other members of HREO, we met with 59 participants from 12 stakeholder groups, including students, staff, faculty, and reviewed submissions from BUFA, OSSTF, and CUPE 4207, and anonymous submissions from an online portal.

A draft report, Review and Consultation on the Sexual Assault and Harassment Policy, 2022, was submitted to Interim President Wells on May 26th with dozens of recommendations. Discussions regarding changes in the SAHP are ongoing throughout the summer of 2022.

Community outreach/events

Two key events where SVPC led, and organized in collaboration with the SJC and HREO:

- Unpacking Rape Culture in an Ableist World: A Panel Discussion Wednesday, December 1st from 7PM-9PM. Part of the 16 Days Against Gender Violence. Unpacking Rape Culture in an Ableist World: A Panel Discussion
- TikTok activist, Imani Barbarin, speaks on disability justice & Black women's Activism. In a virtual event on March 7th, 2022, titled Crutches & Spice, the World Isn't Nice, Barbarin discussed anti-racism and disability justice, Black women's activism via TikTok and how humour can be used as a tool for resistance and change. Following the talk, Barbarin responded to a panel of five students and led a discussion on these same themes. Questions were also accepted from the audience. TikTok Activist Imani Barbarin on Anti-Racism and Disability Justice As Barbarin is a TikTok star, this event drew a wide audience from across North America.

What progress has been made

1. It is expected that the Brock University Administration and Brock University Faculty Union (BUFA) Agreement on Black cluster hires will increase Black representation among professional and librarian academic staff. Progress is still needed on an employment equity policy that would diversify the wider pool of staff throughout the University.
2. An expanded agenda for compulsory GBV education has been mapped out by HREO, SJC, and the SVPC. Work is underway to implement this in the fall of 2022 and winter of 2023.
3. The Review and Consultation on the Sexual Assault and Harassment Policy (2022) has been submitted

to senior administration and productive discussions are now underway to move these recommendations forward. A summary version of this report was sent to all members of the SVPC and everyone who participated in the focus group consultations in June, 2022.

4. The Community Outreach events highlighted above exposed members of the SVPC to the intersection of GBV and disability justice in ways that illuminated new insights and possible collaborations for the future.

What were the challenges?

The timeline for work on the SAHP review was extremely compressed in anticipation that the policy would be forwarded to the Board of Trustees for June 13th.

Lessons learned

The process of reviewing the SAHP is ongoing during the summer and fall of 2022. We will not be able to draw any conclusions regarding the success of this effort until a final revised policy is confirmed.

However, the collaborations on events highlighting disability justice were very productive and will continue in the future.

Goals for the coming year

We will develop our goals for the 2022-23 year at the start of the fall in conversation with the PACHRED thematic highlighted for the coming year.

APPENDIX 1 – TRACKING TEMPLATE

ANTI-ABELISM AND MENTAL HEALTH WORKING GROUP

Moving Forward

Advisory, Taskforce and Working Group

Tracking Template

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 2020-21 report recommendations. Additionally, each will document how they plan to move forward with their identified recommendation(s) during the 2021-22 academic year as follows:

Identify the recommendation

- Offer more UDL workshops in both in person and online contexts in a 24 hour workshop package.
- Design and implement a facilitator workshop to support sustainable ongoing UDL and other accessibility workshops.

What actions have been taken? 2021-22

- Created a UDL certificate for Faculty, Staff and TAs.
- UDL and anti-ableism workshops for BUFA, PACHRED, several departments, one major webinar for community members and campus colleagues.

Lessons learned 2021-22

- Face to face workshops require less organizational investment than online workshops.
- There is less defensiveness among attendees and more curiosity and motivation for learning.

What progress has been made? What do you expect to achieve? 2021-22

- We have offered six UDL sessions for faculty and staff.
- We hope to develop and improve capacity for inclusive process in media, teaching and documents.
- Active commitment to anti-ableism continues to gain momentum.

Articulate the challenges 2021-22

- Competing schedules; teaching about online while online; typical online challenges for participants (eg, bandwidth, privacy, home-based challenges).
- Enlightened ableism remains a challenge, that is, supporting the concept of inclusion, but continuing to engage in practices that undermine it.

Next steps for the recommendation, where do we go from here? 2022-23

- Attend at least one meeting of every Senate committee and educate about unconscious ableism.
- Continue to push for an EDI rep in every faculty who can liaise with all the departments in the faculty.

Identify the recommendation

- More focused recruitment of disability identified individuals for the working group.
- Scheduled minimal once per term meetings with Union representatives.

What actions have been taken? 2021-22

- We have good faculty, staff and student representation as well as some representativeness of stressed embodiment. We have added more disability diversity to the working group.
- Accessibility policy reviewed by AAMH. Different AAMH members to run the new draft policy by the respective unions.

Lessons learned 2021-22

- Union perspectives on accessibility issues provide necessary complications and discussions.
- Fewer faculty members on this working group than on others in PACHRED. Something to think about.

What progress has been made? What do you expect to achieve? 2021-22

- We held four meetings per term with excellent attendance and participation. We hope to continue with this level of engagement.
- This consultation did not unfold smoothly. We need to do more concerted engagement with our Union reps. We are making some inroads with BUFA.

Articulate the challenges 2021-22

- We decided on a meeting time as a group, so attendance was usually excellent. We also had working group members involved in other anti-ableism projects on campus.
- Challenges are that aspects of some articles within collective agreements contradict some accessibility and inclusion strategies.

Identify the recommendation

- 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.

What actions have been taken? 2021-22

- Recognized that this was in fact a recommendation from the HRTF that could be enacted but is not being done with any consistency.
- We continue to lobby in all the venues and at any time we are presented with the opportunity.

Lessons learned 2021-22

- Faculties and departments do not seem to take EDI as seriously as we would like.
- This remains a low priority for deans and associate deans.

What progress has been made? What do you expect to achieve? 2021-22

- Sometimes the ‘compliance’ or cooperation seems tokenistic.
- There are some improvements in awareness regarding how many people are affected by ableism and its consequences. Still baby steps in terms of action.
- Still planning on having an EDI rep in each faculty. We simply must keep it in the conversation.

Articulate the challenges 2021-22

- Many temporarily abled people do not have appropriate empathy or problem-solving motivation for accommodation or adaptation.
- Anti-ableism actions and procedures require rethinking some deeply entrenched habit behaviours and thinking.

Identify the recommendation

- Continue to monitor the recommendations, especially with respect to staff who are more vulnerable to contingencies and supervisory discretion.
- Carry out process analyses on several ‘flash points’ for mental health concerns.
- Generate an institutional ‘snapshot’ relative to anti-ableism
- Include the HRE accessibility advisor in all meetings, requests, purchases, and program development.

What actions have been taken? 2021-22

- Climate survey completed. AAMH recommendations generated and submitted to PACHRED. We prioritized these and built them into our process analyses this year.
- Process analyses on selected flashpoints. Engage with various programs, offices and events on campus that have potential to improve awareness about and enactment of anti-ableism.
- When it is under our control, AAMH always invites and consults; when it is not under our control, we keep reminding that this is a best practice.

Lessons learned 2021-22

- HR is quite protective of its processes.
- Many programs, offices and department do not consult HRE or the Accessibility Advisor when planning or purchasing.
- Lots of defensiveness about moving beyond discourses of inclusion. Tokenism and enlightened ableism are prevalent.
- Many levels of admin and logistics at Brock still ‘forget’ this as a necessary step.

What progress has been made? What do you expect to achieve? 2021-22

- We completed process analyses of job evaluation (including job description), bullying and harassment (vertical and horizontal), captioning and assessment of learning.
- Collegial and engaged visits with Senate committees, departments, individual faculty and staff, BUFA. Received and distributed inclusion awards.
- Offered more public webinars and co-sponsored events.
- Completed process analyses — given the pervasiveness of ableist practices we would have to describe our situation as institutional ableism. Make the process analyses findings public and begin to work on addressing them.
- Perhaps there is more awareness about how important this step is, but so far, outside of AAMH, not much progress.

Articulate the challenges 2021-22

- No challenges to speak of; it was an excellent group, and the processes were sound. Separating out accessibility and mental health issues is sometimes artificial when considering their connections to other issues.
- We were able to access information and public domain documents which aided in our analyses. Our working group’s infiltration into the institution gives us access to many procedures and processes.
- It will be difficult to acknowledge institutional ableism but owning it and responding authentically are necessary.
- Offices, programs, and departments do not consult with the internal resources we have. This remains a challenge in purchasing and in developing new programs and initiatives.
- People in general still do not grasp that thinking about inclusion should be a part of every decision, hence, including the Accessibility Advisor is a necessary step in practically every process we do.

Next steps for the recommendation, where do we go from here? 2022-23

- We need a listing of approved vendors who practice inclusion and anti-ableism and prioritize them in our purchasing.
- Human Assisted captioning is the standard. We need to move toward this.
- Plan for a series of public sessions to discuss the findings of the process analyses.
- Recruit more faculty members for AAMH and/or as EDI reps in Faculties.
- Recommend more disability/diversity/decolonization-oriented content in curriculum development across programs. Infusion in content is a sound strategy for educating. This is how we invite and welcome disability in the front door.
- Continue to advocate and educate. If friendly reminders remain ineffective, then more specific, public and pointed strategies will be necessary.

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 share concerns and where PACHRED can report on actions taken – 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 – TRACKING TEMPLATE

EMPLOYMENT EQUITY WORKING GROUP

Moving Forward

Advisory, Taskforce and Working Group

Tracking Template

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 2021-2022 report recommendations. Additionally, each will document how they plan to move forward with their identified recommendation(s) during the 2022-2023 academic year as follows:

Identify the recommendation

- A proposal entitled “Making Brock University a \$15 and Fairness Campus”, endorsed unanimously by PACHRED, that includes a series of decent work recommendation, including, but not limited to: 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.

What actions have been taken? 2021-22

- Since the proposal’s submission in 2020, we have followed up on the proposal’s current status and planned next steps by reaching out to the Office of the President and HRE.

Lessons learned 2021-22

- Without constant follow-up, recommendations are likely to go unacknowledged. It is important to schedule regular check ins with relevant University offices to ensure progress.

What progress has been made? What do you expect to achieve? 2021-22

- The proposal was put on hiatus due to the prioritization of other concerns, including the COVID-19 pandemic. Since talking to HRE, the proposal has been brought to the forefront of the office’s attention once again. We expect to see some progress made on the proposal next year.

Articulate the challenges 2021-22

- The most that PACHRED can do is follow-up regarding the proposal. There are currently no sufficient channels to provide guidance or to set agendas for University’s implementation of recommendations. An additional challenge faced by the university in implementing this recommendation is the financial pressures placed on the university around cuts to provincial funding and reduced/stagnant enrolment numbers during the COVID-19 pandemic. Furthermore, Bill 124 limits pay increases to 1% for Brock University, resulting in slow progress for decent wages for specific groups at the University, including lifeguards.

Next steps for the recommendation, where do we go from here? 2022-23

- Schedule regular check ins with relevant University offices (i.e. HRE, SAC), perhaps once every quarter, to ensure the recommendations remain a priority and progress is made in their implementation.

Identify the recommendation

- Consultation and Review of existing Respectful Work and Learning Environment Policy (RWLEP) to update it to the current work context and to add a provision that the policy be reviewed and updated every 1-3 years.

What actions have been taken? 2021-22

- Met with representative from HRE to discuss where things stand for their review cycle.

Lessons learned 2021-22

- It is important to recognize that when policies do not have a designated staff member/area responsible for revisions, policy reviews can easily be missed and become outdated very quickly.

What progress has been made? What do you expect to achieve? 2021-22

- Met with HRE to discuss the importance of this policy and existing concerns. Highlighted the importance of regular review cycles and how the EE Working Group can support this review cycle.

Articulate the challenges 2021-22

- Policy was last reviewed in 2018. Staff turnover and lack of ownership of the policy has led to this being left out of pre-existing policy review notes. Due to the changing work context, including remote/hybrid contexts, it is important that this document is regularly reviewed to reflect these changes.

Next steps for the recommendation, where do we go from here? 2022-23

- RWLEP is slated to be reviewed in 2022/23 by HRE. Maintain communication with HRE Office around this review process to ensure consultation with the EE Working Group.

Identify the recommendation

Review of existing Employment Equity Policy to update it to the current work context and to add a provision that the policy be reviewed and updated every 1-3 years.

What actions have been taken? 2021-22

- Met with representative from HRE to discuss who has ownership of this document and where things stand in terms of the review cycle.
- Met with Director of EDI, Culture and Education to discuss their involvement in the policy review.

Lessons learned 2021-22

- It is important to recognize that when policies do not have a designated staff member/area responsible for revisions, policy reviews can easily be missed and become outdated very quickly.

What progress has been made? What do you expect to achieve? 2021-22

- The Employment Equity Working Group discussed what the policy review process should look like, and provided this feedback to the Director of EDI, Culture and Education.

Articulate the challenges 2021-22

- Policy was last reviewed in 2018. Staff turnover has led to the review of this policy being delayed beyond its original review date of 2021. Currently, the main focus of the policy is around recruitment, which while important, does not address many of the challenges that individuals face at the University.

Next steps for the recommendation, where do we go from here? 2022-23

- Continue to meet with Director of EDI, Culture and Education around this policy as the review process starts.
- Continue to promote the importance this document has and its impact on individuals in areas beyond recruitment.

Identify the recommendation

- A proposal entitled “Expanding Brock University’s Health Benefits for Racial Justice” that includes a series of recommendations centered around expanding staff benefits to include coverage for non-Western forms of health and wellness supports.

What actions have been taken? 2021-22

- The proposal has been written and unanimously endorsed by the Employment Equity Working Group.

Lessons learned 2021-22

- Some other universities in Southern Ontario have already implemented the recommendations being made. As such, our proposal explicitly mentions these universities and was based off of what other universities have done to highlight its feasibility.

What progress has been made? What do you expect to achieve? 2021-22

- We expect the University to implement these recommendations by the 2023-2024 year.

Articulate the challenges 2021-22

- N/A.

Next steps for the recommendation, where do we go from here? 2022-23

- The proposal will be brought to the broader PACHRED group for endorsement. Once a decision has been made, it will be forwarded to the Office of the President for further evaluation and implementation.

Identify the recommendation

- A series of recommendations made based on the Climate Survey conducted by Rankin & Associated. These include, but are not limited to, supports for members of the University facing online abuse, increased transparency around staff hiring and promotion procedures, and a designated EDI point person in each department.

What actions have been taken? 2021-22

- The recommendations were included in the Employment Equity Working Group's Final Report for the 2020-2021 year. This report was forwarded to the Office of the President.

Lessons learned 2021-22

- Some offices within the University are working on specific recommendations, and thus collaboration across groups is important. For the recommendations that are not being worked on, follow-up is required to ensure progress. This recommendation was originally included in the Human Rights Task Force – Moving Forward report, and while some faculties/administrative teams have made their own progress on it, university wide, progress has been inconsistent.

What progress has been made? What do you expect to achieve? 2021-22

- A request was made to PACHRED by Dolana Mogadime to create an appreciative inquiry of faculties within Brock to identify what work is being done around EDI by individuals/departments/faculties to develop a report around the need for this type of 'point person'. This request was approved by PACHRED. The Employment Equity Working Group is in support of this and will continue to promote this recommendation.

Articulate the challenges 2021-22

- One of the biggest challenges with this recommendation is being able to co-ordinate individuals from across academic and administrative departments. In addition, often these 'point individuals' are already working full-time and so, this becomes an additional responsibility/burden that they are expected to commit to.

Next steps for the recommendation, where do we go from here? 2022-23

- The EE Working Group will continue to support this recommendation and follow up on any action items that come out of the final report of the Appreciative Inquiry.

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

An article in Brock Press, Brock News once a term

Adequate staff in HRE to support these initiatives, complete research, and review/update policies and procedures

What are some possible mechanisms?

Do a university community meeting gathering – panel/presentations and or/suggestions – FORUM

Have a webpage on that where people can drop us a line and reporting back – transparency

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