Anti-Black Racism Training and Education Framework

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Anti-Black Racism Training & Education Committee

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We appreciate the feedback and contributions from groups and individuals including the Anti-Black Racism Working Group, Senate, Associate Deans Council, Provost's Council and students.

Introduction

On June 11, 2020, Dr. Robert Gordon, President and Vice-Chancellor released an action plan for addressing anti-Black racism on campus. The action plan included the establishment of a training and education framework and strategy to "raise awareness and understanding of anti-Black racism, whether intentional, unconscious or systemic, as well as proactive and remedial strategies to deal with it".

The statement further outlined that training would be open to students, staff and faculty and mandatory for all senior administrators and the Board of Governors members.

The proposed framework/strategy is grounded on the following key points outlined in Dr. Gordon's statement:

- The University is committed to equity, diversity and inclusion
- The University can and must do more when it comes to the issues that focus on equality and human rights
- The University recognizes that it has not dealt with racial injustice in a meaningful way in the past particularly as it applies to anti-Black racism.
- The University must make real, substantive change and make a commitment to look squarely at anti-Black racism and deal with it

The proposed framework and learning strategies emerged from the discussions of the Anti-Black Racism Training and Education Committee.

Committee Workplan

The work of the committee is planned out in various phases and is intended to reflect a commitment to ongoing learning, evolving practice and stakeholder engagement.

Phase 1	• Develop the general framework • Compile anti-racism/anti-Black racism resources and the creation of a related webpage • Plan/inclusion of anti-Black racism training for senior management, faculty & staff • Connect with Deans and Directors for preliminary information gathering of unit activities
Phase 2	• Identify funding and additional resources to support implementation • Work with student union groups to support training opportunities • Involve employee unions/bargaining groups • Plan workshop series • Develop a resource list of potential presenters, both internal and external
Phase 3	• More in-depth review of unit activities related to anti-racism and anti-Black racism • Review information garnered via the Anti-Black Racism Task Force
Phase 4	• Write Progress report • Update the Anti-Black Racism Training and Education Framework as applicable

Key Principles

The following principles will guide the development and implementation of the learning strategies outlined in this document:

Collaborative: Collaboration across the institution/disciplines and broader community should guide the identification, development and delivery of learning opportunities. This should help work across silos and avoid the myth that it is the work of one person or group.

Experiential: Active and experiential learning strategies should be central to the design of the learning opportunity. The following key questions should guide this process: Is it possible to integrate active and/or experiential learning strategies? Has it been integrated appropriately, with appropriate recognition?

Reflective: The learning opportunities should include learning strategies to promote reflection on identity, change or activity. Reflection facilitates the exploration and understanding of what we are thinking, feeling and learning.

Transformative: The goal is to provide experiences that are related to transformative learning. These should be designed in a way that enhance knowledge and allow people to take ownership. The changes must go beyond raising awareness to include a shift in behaviour and culture.

Recognition: The work of those engaged in anti-racist work needs to be recognized, particularly those who are BIPOC. Recognizing through appropriate resource and/or funding as well as recognition in hiring, renewal, promotion, or in other ways that are valued by the individual.

First Voices: First Voices should guide the identification of facilitators. It is important to have people of African descent speaking about people of African descent, and careful thought about appropriation in the development and offering of programming. This does not mean others cannot gather expertise, but it is important to be mindful of the historical context that is always changing.

Strategic Goals

The following strategic goals will be achieved through the development and implementation of a wide array of learning opportunities:

- To raise awareness and understanding of anti-Black racism, whether intentional, unconscious or systemic.

- To build capacity and competency at the individual and organizational level to challenge racism and support individual/organizational change.

- To develop and implement proactive and remedial strategies to deal with anti-Black racism.

Each initiative will have clearly defined objectives, outcomes and a measurement framework to be able to determine the achievement of these goals.

Learning Strategies to Meet the Strategic Goals

The chart below provides an overview of the five (5) learning strategies designed to meet the strategic goals of the framework and affect anti-Black racism for individual and organizational change.

Learning Strategy	Foundational Learning (Start Fall 2020)	Enhancing Learning (Start Fall 2020)	Transformative Learning (Start Spring 2021)	Self-Learning (Start Fall 2020)	Enhancing Curriculum and Research (Start Winter 2021)
Aim	To enhance awareness and understanding.	To build capacity (enhace knowledge and skills topic specific)	To build competence through transformative experiences and tools to support change	To enhance knowledge by connecting the campus community to key resources	To transform curricullum and research across disciplines
Audience	Students, faculty, staff, mandatory for senior administrators and Board of Governors	Students, faculty, staff	Students, faculty, staff	Students, faculty, staff	Faculties and Departments
Example Program	Anti-Black Racism Workshops	Anti-Black Racism Learning Series	Anti-Black Racism Educational Program	Self-Learning Portal	Curriculum and Research Development & Enhancement

Overview of the Learning Strategies

The learning strategies are grounded in the Key Principles (p. 4) through internal and community engagement.

1. Foundational Learning – Anti-Black Racism Workshops (Beginning Fall 2020)

These foundational anti-Black racism workshops will be designed to:

- Enhance awareness of how racism:
  - Affects the lived experiences of racialized groups
  - Can be manifested in individual attitudes and behaviours (actively or unconsciously)
  - Is systemic and can be manifested in policies and practices within institutions
- Enhance understanding of racism and key concepts such as oppression, implicit bias and privilege and the concept of intention versus effect.
- Provide participants with examples of anti-black racism practices that can be implemented both at the individual or institutional level.

The Anti-Black racism workshops will encourage reflexibility, challenge misconceptions, leverage the participant's lived experiences and provide opportunities to engage in productive dialogue.

Sessions will be developed for students, staff and faculty, including a mandatory session for all senior administrators and the Board of Governors members.

2. Enhancing Learning – Anti-Black Racism Learning Series (Beginning Fall 2020)

Anti-Black racism workshops that would explore topics of interest to various campus stakeholders will be offered throughout the academic year. These would be offered in collaboration with various departments/areas on campus and would engage internal and external subject-matter experts.

There will be different series designed to meet the specific needs of groups and changing practice, examples may include:
   a. Anti-Black Racism Teaching and Learning Series
   b. Anti-Black Racism Practice Professional Development Series
   c. Anti-Black Racism Student Speaker Series
   d. Anti-Black Racism Senior Administrators and Executive Series

Topics delivered through Anti-Black Racism Learning Series will be designed to build subject specific capacity and competence.

3. Transformative Learning – Anti-Black Racism Education Program (Beginning Spring 2021)

The Anti-Black Racism Education Program will be designed to build competence through transformative learning experiences including tools to support self-exploration, intervene/respond to racist microaggressions (behaviours and comments) and attacks, and challenge systemic racism.

The program will encourage reflexibility, productive dialogue and leverage the participant's learned experiences.

This program will include various transformative learning opportunities including but not limited to:

- Experiential learning activities and projects designed to change behaviours/culture
- A learning community to increase comfort and to support peer to peer learning. (student to faculty learning community)
- Community of practice comprised of individuals who are professionally engaged.
- Co-mentorship opportunities (circle/small group mentorship)
- Grant programs to support transformative learning and change

4. Self-Directed Learning – Anti-Black Racism Resource Portal (Beginning Fall 2020)

The Anti-Black Racism Resource Portal will encourage and support self-directed learning. The site will be easy to navigate, visually appealing and connect visitors to anti-black racism resources such as videos, books, articles and websites.

Financial supports will also be made available through professional development funding to support self-directed learning.

5. Enhancing Curriculum and Research - Development & Enhancement (Winter 2021)

This strategy is aimed at the level of programs and departments. Curriculum Development and Enhancement is intended to ensure that the inclusion of peoples of African descent is embedded in programs and syllabi across the institution. Research Development and Enhancement encourages the development of research and scholarship that addresses the areas of research and enhances opportunities for people of African descent to be actively engaged in scholarship and creative activity.

Including but not limited to working with faculties and departments to:

- Enhance current curricula or develop new curricula
- Enhance teaching practice, ensuring learning materials reflect the contributions and history of peoples of African descent, and diversity of learning methodologies are integrated (e.g. storytelling, Kemetic principles, simulations, role play, case studies, among others).
- Encourage faculty research and creative activity regarding peoples of African descent
- Encourage research/creative activity opportunities for students regarding peoples of African descent
- Grant programs to support anti-Black racism research and curriculum development
- Encourage opportunities for research activity by people of African descent
- Provide research teams with the tools they need to successfully address anti-Black racism
- Offer opportunities for models or mentors

Continuous Improvement

A continuous improvement framework will be developed and implemented to support the continual enhancement of the learning initiatives, ensure that the content and methodologies used meet the needs of students, faculty and staff and to measure the changes in knowledge, skills and behaviour that result from participation in the learning opportunity.

The Kirkpatrick Model is an example of a model that could be used in the development of the continuous improvement framework. The Kirkpatrick model designed by Dr. Donald L. Kirkpatrick in the 1950's is a worldwide standard for measuring the effectiveness of training programs. The table below provides an overview of the model.

Level	What it measures
Level 1	**Reaction Evaluation** Measures the degree to which participants found the training useful, relevant, challenging, well-structured, organized, etc.
Level 2	**Learning Evaluation** Measures the degree to which participants gained new knowledge, skills or changed attitude as a result of attending the training. It can also measure confidence and commitment resulting from participation.
Level 3	**Behaviour/Transfer Evaluation** Measures the extent to which participants applied the learning and changed their behavior (immediately or after a specified period).
Level 4	**Results Evaluation** Measures the effect on the organization resulting from the participant's application of new knowledge and changed behavior.

Source: https://www.kirkpatrickpartners.com

Grants and Funding

The aim of the grants is towards overall culture shift with a specific focus on anti-Black racism. The grants are divided into five areas with one-time funding, and future base budget funding to be determined:

Research Grants	•Engaging students •Support research and creative activities
Teaching, Learning & Curriculum Grants	•**Teaching Grants:** Individual courses, resources, and pedagogy development •**Curriculum design:** Development or redesign of a program and relevant resources
Professional Development Grants	•Access training, conferences, and research •Organize or develop educational events/initiatives •Engage Black communities in these areas
Student Development Grants	•Student access to training, conferences, and research •Support for students to organize educational events or develop initiatives •Co-Curricular Grants and experiential learning
Community Engagement Grants	•Community funding to partner with the University •Engaged process via wide range of consultations

The following is an overview of the grants outlined above. These are not intended to be prescriptive, but are examples of possible approaches:

1. **Research Grants**

- Funding to support engaging students
- Funding for Black faculty to support research and artistic activities that aid in strengthening future external grand applications

2. Teaching, Learning, & Curriculum Grants

Teaching Grants: consider Individual courses (shorter term e.g. 1 year). Examples of types of funding requests:
- Research assistant
- External expertise
- Internal expertise (e.g., Stipend etc.)
- Development of resources
- Funds to pilot programs/initiatives e.g., Field trip, anti-Black-racism workshops

Curriculum design: best over a longer timeline e.g., 2-3 years but with annual reports and updates. Examples of types of funding requests:
- Research assistant
- Project coordinator
- External facilitator
- External expertise
- Internal expertise (e.g., stipend, etc.)
- Development of resources

3. Professional Development Grants

- Support for employees to access conferences and training opportunities
- Support for units/employees to organize or develop educational events/initiatives
- Support for employees to access training and research in Digital Humanities/Sciences and engaging Black communities in these areas

4. Student Development Grants

- Support for students to attend conferences and training opportunities
- Support for students to organize educational events or develop initiatives
- Co-Curricular Grants– consider options for things that are events or initiatives outside of course, curriculum or research

5. Community Grants

- Funding to community groups as they partner with the University to:
  - Connect community to the work the University is doing
  - Connect the University to the work the community is doing
- Engaged process via wide range of consultations, and would include work with city, community organizations and more

Other Grants/Funds

The following are examples of grants/funds that may be accessed to support anti-Black racism activities. Please review specific guidelines to confirm if applicable.

- **Research Grants***:*
    - Internal Grants List from ORIS
    - Undergraduate Research Experience Grant (ORIS and CTL)
    - SSHRC Explore Fund
    - SSHRC Exchange Knowledge Mobilization
    - Research Grants for Women

- **Teaching, Learning & Curriculum Grants:**
    - CTL Travel Grants for teaching related conferences/training
    - Centred on Learning Innovation Funds (CLIF) grants (CTL)

- **Professional Development Grants**
    - CUPE 1393 and University of Windsor Professional Development Fund
    - Professional Development and Membership Fund (WUFA)
    - Career Development Fund for Women and other Designated Groups

- **Student Development Grants**
    - Graduate Student Conference Travel Grant
    - Student Life Enhancement Grant (Student Services)

- **Miscellaneous**
    - OHREA Fund

Appendix A: Summer/Fall 2020 – Examples of Sessions Offered

The following are examples of the Anti-Racism/Anti-Black Racism Sessions offered in the Summer & Fall 2020:

- Anti-Black Racism in Sport – Sport Team Sessions

- Anti-Black Racism: A Canadian Context – HR Professional Development Calendar

- Anti-Black Racism and Implications for Organizational Change - Senior Administrators and Executive Series

- We are not a Phase, Indigenous Screenings and Talks: Black and Indigenous Solidarity – Partnership with Turtle Island Aboriginal Education Centre, University of Windsor and Indigenous Student Services St. Clair

- Creating Safer Spaces: An Anti-Oppression Training - UWSA Board of Directors and Executives

- Race Campus Life and Growing Up – A Panel discussion and Q&A with special guest Eternity Martis - Organized by the Office of the Student Experience

In addition to the sessions listed, other sessions were offered coordinated by specific Faculties, departments, and units. Examples are as follows:

- Dismantling Racism -- Language Programs Continuing Education

- Beyond Diversity 101, with Tomee Sejourner – Faculty of Law;
  – Office of Student Experience

- Radical Collective Care, with Rai Reece – Faculty of Arts, Humanities and Social Sciences

- Decentering Whiteness, with Rai Reece – Open to All UWindsor Students

- Anti-Black Racism Virtual Safe Space – Faculty of Human Kinetics

- John Wiggins, MLSE Vice-President, Organizational Culture and Inclusion for the Toronto Raptors – Faculty of HK

Appendix B: Anti-Black Racism Website Resource Page

The Anti-Racism/Anti-Black Racism website Resource page was launched in the fall 2020 to provide the University community with access to a variety of resources.

The website resources page can be accessed at:
https://www.uwindsor.ca/ohrea/175/anti-racismabr-resources
The resources page can also be accessed through the University's website on Anti-Black Racism at:
https://www.uwindsor.ca/antiblackracism/

The campus community is invited to make recommendations and suggestions for resources to be added. These can be submitted to: humanrights@uwindsor.ca