

**SENATE ADVISORY COMMITTEE ON DIVERSITY AND
INCLUSION
REPORT ON ACTIVITIES TO DATE AND PROPOSED
WORKPLAN 2008-2009**

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Introduction:

This is the first report of the University of Windsor's Senate Advisory Committee on Diversity and Inclusion (SACDI). The purpose of this report is to:

- 1) provide information on SACDI's work since its inception;
- 2) identify the outstanding recommendations on equity and diversity for the University of Windsor;
- 3) discuss the crises of racist, homophobic and anti-semitic incidents which have beset the University since 2006;
- 4) put forward a workplan and set of strategies aimed at implementing the University's equity and diversity recommendations and initiatives; and
- 5) identify the resources and costs for the proposed workplan and possible implementation strategies.

The workplan put forward in this report is proposed as an effective and proactive means of enhancing the University of Windsor's implementation of Equity/Diversity work. While the University has brought about some important accomplishments in the areas of equity and diversity, there is a great deal of work still to be done; and while such work continues to move forward, several crises in the last two years have indicated that diversity/equity initiatives need to be pursued with greater urgency than they have been. Additionally, positive changes have taken place for the most part as a result of work done in various offices charged with equity work across the university. Unfortunately these offices have tended to function as separate "silos" within the institution, a situation which has diminished the effectiveness of the change efforts. There is also some concern that as a result of the recent announcements of budget reductions to all University programs, these efforts may be at risk.

It is anticipated that the proposed workplan will develop and sustain a strong, collaborative process across University departments and offices. Through this the University will build its capacities to support substantial and lasting systemic change. In SACDI's view, this ought to be done using the services of its External Consultants who have been working with SACDI since the end of February and who have played an integral part in the development of this report and the proposed workplan. A rationale for this approach will be provided later in this report.

2. University of Windsor Accomplishments and Commitments to Date:

The University of Windsor has been developing and implementing equity and diversity initiatives for some time. It has established employment equity programs for faculty and administrative staff, an accessibility program for persons with disabilities, a Women's Studies Program, a Turtle Island Program for Aboriginal peoples and issues, a Centre for Social Justice and a Human Rights Office.

In developing these initiatives, the University has been guided by particular goals and values that have been captured in the Strategic Plan:

- 1) **Learner-centeredness:** The University of Windsor prides itself on its reputation as a "learner-centred University widely recognized for a stimulating campus climate and the demonstrated qualities of its graduates" (To Greater Heights, 2003: Part IV).

- 2) **An International destination:** In addition, the University sustains "Canada's strongest international student base, fostering an orientation that focuses on preparing graduates of all cultures and backgrounds to thrive in an international context of challenge, diversity and collaboration" (TGH, 2003: Part IV). With an international student base soon to surpass 10% of full-time enrolments the University prides itself on the fact that it is one of Canada's most international universities. "This stems, in particular, from the rich campus environment that its very broad base of diverse cultures encourages and the efforts that are made to capitalize on it" (TGH, 2003: Part IV).

- 3) **Social Justice:** The University continues to make priority investments to its pinnacle areas, including its Social Justice pinnacle, and to attempt to model the tenets of social justice "throughout the institution in terms of the policies and practices affecting how faculty, staff and students are treated" (TGH, 2003: Part VI). In the last several years there has been considerable activity in the field of Social Justice—for example, the Propaganda Conference, High School Forum, and the Racism Study. The Social Justice pinnacle is valued by the University as constituting an important part of the University's profile, and incorporating diversity/equity into the culture of the University is an ongoing project that the University recognizes "will need to be nurtured over the long term" (Board of Governors' Task Force on Performance, June 2007: Part II: Measures of Achievement).

A key part of these values is how they are communicated across the University and to the community at large. To achieve this, the University has been actively engaged in developing and implementing branding and communications strategies in order to place itself and its vision within these domains.

These initiatives are discussed briefly below.

2.1 Learner-centeredness:

The University of Windsor prides itself on taking a learner-centred approach to education. In fact, as an example, “(t)he sort of reputation and recognition often accorded the Law Faculty for its innovative approach to admissions and for its personal and practical teaching and learning processes will increasingly be more broadly applied to the whole University as it raises its national profile. Those closest to the University (its faculty, staff and students; alumni; its primary local communities) will recognize steady and significant progress in building a stronger campus culture that is learner-centered, friendly and personally supportive of a diverse range of students.”

A truly learner-centred campus must be known for a tireless striving for excellence beyond the classroom for holistic personal development. The same quest for excellence and encouragement will prevail in athletics, in clubs and extra-curricular activities, in seminars and conferences, in residence life, and in the quality of services to all faculty, staff, students and visitors.

This will also make the University an excellent place to work, where well supported staff and faculty are encouraged to take charge of their own environments and to strive for excellence in everything they do. An open style of management will lend itself to good faculty and staff relations and the University will continue its efforts to ensure a reputation for an exemplary dedication to educational and employment equity.” (TGH, 2003: Part IV).

An important aspect of learner-centeredness is the encouragement of the holistic development of students. Such a development extends well beyond the classroom to include “a vibrant and supportive campus culture. A concerted approach to developing a greater sense of community on campus will include the provision of more informal space; the development of a healthy and safe residential and campus life, a lively campus academic and recreational spirit, and ongoing debates and activism on social issues; and celebrating Windsor’s campus diversity as a major strength.

The outcome of this initiative must be to encourage a stronger sense of caring on campus, one that ensures that more students graduate with a sense of personal growth and of loyalty to their alma mater. There should be less disconnect between the academic and social sides of campus life. The President, Provost and Vice-Provost (Students) will oversee this process, in close collaboration with the Presidents Executive Committee, the Division of Student Development and Support and student leaders, providing seed funding and other support where appropriate” (TGH, 2003: Part VI).

2.2 University of Windsor as International destination:

The University of Windsor prides itself on the diversity of its student population which is greatly enhanced by students who come from around the world. As it is noted, “(t)he international recruitment programme led by Higher Edge has been one of the most successful in Canada. At the same time, the University must strive constantly to live up to the expectations that this encourages in international student recruits for scholarships, for work opportunities and for personal support. There have been improvements each year but much remains to be done if the University is to consolidate its reputation as an excellent designation for international students” (TGH 2003: VI).

It is also noted that “(f)aculties will be encouraged to build more internationalism into

their programmes where appropriate, encouraging students to build upon their knowledge base and to confront other realities, other values and other ways of looking at the world, striving for the finest ideals that underlie Canada's multi-culturalism and the hope that higher education can bring for a more peaceful and environmentally sustainable world." (TGH, 2003: Part IV).

Since "one cannot really be considered educated in today's world without first-hand exposure to other value systems and other ways of thinking," University of Windsor faculty " will also be encouraged to build a stronger international thrust into curricula" (TGH 2003: VI).

2.3 Social Justice:

The pursuit of social justice as a research pinnacle must be supported by the nurturance of a vibrant, supportive, and socially just campus culture. To this end there should be "less disconnect between the academic and social sides of campus life. The President, Provost and Vice-Provost (Students) will oversee this process, in close collaboration with the Presidents [sic] Executive Committee, the Division of Student Development and Support and student leaders, providing seed funding and other support where appropriate" (TGH 2003: Part VI).

An inclusive and socially just campus culture will promote a greater sense of community on campus, a lively campus spirit, "ongoing debates and activism on social issues" and a celebration of Windsor campus diversity "as a major strength" (TGE 2003: Part VI).

The University seeks to "make a much more concerted and sustained effort to take advantage of its considerable diversity. This will include a much strengthened programme of orientation and support for its many international students, continued and expanded efforts to provide a welcoming and supportive atmosphere for aboriginal students at Turtle Island and across the campus, a regular programme of seminars and debates on social issues hosted by the President, and a formal commitment to principles of social justice adopted by the Board of Governors" (TGH 2003: Part VI).

The Board of Governors have acknowledged that "There is a very strong ethos of Social Justice across the institution but it needs to be made more concrete and understandable to both internal and external communities" (Board of Governors' Task Force on Performance 2007, Item 4, page 11).

2.4 Branding and marketing to be supported by solid performance:

The University has sought to heighten its profile through a well-funded branding and marketing initiative that has involved the hiring of the Toronto-based firm Cossette Communications to do research and to facilitate implementation. The cost of this initiative is \$1 million for the budget year 2007/2008 (Board of Governors' Task Force on Performance, Status of Outstanding Recommendations 2007, Item 7, page 3). As the University acknowledges, "It is central to this plan, however, that this will be effective only to the extent that the marketing is founded on a solid performance base. If the quality of every student, faculty and staff members experience is first-rate, the University will produce grateful and proud alumni, the lynch-pin to a whole new programme of Windsor pride" (TGH, 2003: VI).

Toward the goal of improving the University's profile, the Board of Governors has identified as a critical recommendation that "the University foster a change in culture so that communications strategies become the norm and that all activities are seen as opportunities to improve image and reputation. It is also recommended that the University undertake in-service training for senior staff, deans and department heads etc. in order to further this strategy" ((Board of Governors' Task Force on Performance, Status of Outstanding Recommendations 2007, Item 15, page 12). Communications across departments and organizations within the University is integral in this public relations communications process.

To its credit, the University currently has a Women's Studies Program, a Turtle Island Program for Aboriginal peoples, a Centre for Social Justice, a Human Rights Office and two separate administrative functions to support employment equity, one for faculty and the other for staff. The University is also compliant with the Ontarians with Disabilities Act, 2001 and the Accessibility for Ontarians with Disabilities Act, 2005. Despite these developments, the University recognizes that a disconnect persists "between the many documented successes of recent years and the lagging reputation of the University of Windsor.... The University of Windsor must redouble its efforts to change that.... To be achieved with integrity, starting with the quality of teaching and research and of campus life" (TGH 2003: Part III).

To date, many of the University's accomplishments have been achieved in "silos," so that University members working on similar initiatives are often unaware of what their counterparts are doing. There is no formal connection between most of these programs and no formal working relationship between them. At the same time, they are to serve as catalysts within the University with a goal to promote equity and diversity amongst students and staff. The record of achievement of goals for Diversity and Equity, one of the University's Key Performance Indicators, is presently unavailable—a fact that attests to the necessity for a more urgent addressing of Diversity and Equity needs and issues across campus.

The SACDI, initially in conjunction with external consultants, will be instrumental in bringing these disparate offices and programs together to develop a common and collaborative approach to advancing equity on campus. This process would be an ideal vehicle for developing the Diversity and Equity Performance Indicators that are lacking at the present time. In addition, the committee will initiate and sustain communications concerning issues of equity/diversity, all of which is essential to the University's promotional campaign. Moreover, if the University of Windsor's marketing is to be "founded on a solid performance base," a systematic, focused process for implementing equity, complete with clear accountabilities and appropriate resources, is essential.

3. Outstanding Recommendations

In its efforts to address issues of equity and diversity, the University of Windsor has commissioned a number of reports over the last fifteen years, among them the Report of the President's Commission on Traditional Prejudice & Discrimination (1993), the Coulter Report (2006) and the Allen Report (2007), the latter in response to the Thirsty Scholar Dress Code issue. Recent critical issues of equity and diversity on campus (e.g.

racist, anti-semitic, and homophobic incidents in the faculties of Education and Law; and the Passa Passa incident) have contributed to the urgency of dealing with the underlying systemic problems at the University. The Allen Report addressed a number of these problems, and also stressed that the recommendations of the Coulter Report be implemented. Some of the critical outstanding recommendations of each of these reports are identified below.

3.1 Report of the President's Commission on Traditional Prejudice & Discrimination (1993) (PCTD)

Two major recommendations from the PCTD state that:

1. "Promoting educational equity by creating an atmosphere that welcomes and maintains a diverse student body and provides all students with opportunities for a multi-cultural, multi-dimensional, education" and
2. "Creating a workplace that reflects the highest ideals of the University community by means of educational programs aimed at eliminating all forms of discrimination and by providing avenues of formal, as well as informal dispute resolution for all members of the University community," are integral.

The report concludes that "Failure to eliminate existing discriminatory practices will surely lead to the proliferation of poisoned environments."

3.2 Coulter Report (2006)

From the Coulter Report, three major recommendations to equity practices in general emerge. They are:

1. "A culture of equity must be built on campus through educational programming and practices, the provision of resources to new and emerging programs, and on-going support for members of designated groups";
2. "Strong, informed, consistent and timely leadership must be offered in support of equity" and
3. "Equity considerations must permeate all aspects of University's endeavours including planning, budgeting, program review."

The Coulter Report further recommends that:

- There is no consistent and on-going discourse about equity; interest in equity matters occurs sporadically at the senior levels. If a culture of equity is to become a reality at the University of Windsor, it must begin with strong, consistent and on-going leadership.

- Goals must be set and the performance of administrators must be judged in accordance with these goals.
- The promotion of equity must be built into all University initiatives.
- It should become second nature to put equity questions into every aspect of University life
- Administrators at all levels must be held accountable for their actions and equity impacts must always be considered and assessed.
- Administrators must be instructed to address equity implementation during the three-year budget and five-year planning cycle by establishing specific goals and explaining how they will be achieved.
- In fulfilling the promise made when social justice was identified as a 'pinnacle' at the University of Windsor – the University must be willing to provide real and enhanced resources for existing programs including Women's Studies and Labour Studies, and financial and other support for growth of new programs such as First Nations Studies, Disability Studies, Critical Race Studies and other interdisciplinary initiatives. (note: Disability Studies slated to begin Fall 2008)
- Anti-oppressive and inclusive pedagogies should be introduced throughout the University as one means of achieving educational equity
- The development of a culture of equity is crucial both to promote and protect diversity and to make the working and learning environment welcoming to faculty, staff and students.

In sum, the Coulter report stresses that members of the University of Windsor community must re-engage in the debates and discussions about equity in order to move the equity project forward; senior administrators must take responsibility for developing and implementing a process for doing so.

3.3 Allen Report (2007)

Part of the mandate of SACDI includes "overseeing the implementations of the recommendations to the Allen Report."

One of the major recommendations from the Allen Report is that the University must take action on the Coulter Report. The report, prepared by Rebecca Coulter and submitted to the Senate last year, spoke to the state of equity initiatives at the University of Windsor, and made recommendations related to building a culture of equity through educational programming and practices. However, the majority of these recommendations, specifically those relating to setting timetables and goals for implementation, have yet to be acted upon.

Other recommendations of the Allen Report are as follows:

- After all possible avenues have been exhausted and qualified designated group members are not found for vacant faculty positions, offer positions only to those who have demonstrated a strong commitment to equity and diversity.
- Create key performance indicators (quantitative and qualitative) to measure equity/diversity progress, and report annually.
- As a condition of graduation in all disciplines, require all students to take a cultural awareness course that comprises topics on anti-racism and appreciation of cultural differences in order to prepare graduates for work in an increasingly global, multicultural workplace.
- In order to better represent the Aboriginal students on campus, and permit more proactive programming, consider further resourcing for Turtle Island, especially since funding from senior levels of government may no longer be sufficient.
- Update the University's Mission Statement to more clearly support the commitment to the pinnacles, for example by including the values and principles that guide the University community in attaining those goals.
- Ensure that current and future committees or task forces are properly constructed with membership representative of the campus community, and constituted such that mandate, roles and responsibilities are clearly defined and communicated.

In addition to these recommendations, areas of concern identified in the Allen report are:

- ✓ While the University of Windsor embraces one of the most diverse student bodies in Canada and outwardly prides itself on both its diversity and its commitment to social justice, a diverse population alone does not assume an inclusive environment.
- ✓ The Thirsty Scholar dress code issue was damaging to the University financially and politically, and was divisive socially.
- ✓ As a result of media reports about the dress code the University's image suffered. In the eyes of the public, the dress code was a University of Windsor issue.
- ✓ Students felt that the people with whom they met to explain their complaint "didn't get it". The actions of the UWSA Executive and the Administration before and after the dress code incident were seen to fly in the face of the University's commitment to the "pinnacle" of social justice.
- ✓ Some interviewees referred to the section of the University's strategic planning document that says "if social justice is a pinnacle, its tenets must be demonstrated throughout the institution in terms of policies and practices affecting how faculty, staff and students are treated."
- ✓ Racialized students who participated in this review indicated that they

would not be likely to pursue complaints with the Human Rights Office (HRO) because they don't feel their issues would be understood. They cite the HRO Commissioner's advice on the dress code issue as evidence that issues of race and racial profiling would not be addressed. When the office is not representative of its constituents, it feeds into the racialized students' perception of the "culture of whiteness" at the University that makes them feel unwelcome here. Similarly, other campus groups such as international student groups, Aboriginal students, persons with disabilities and members of the GLBTQ are not represented at the Human Rights Office even though that office purports to address their issues as well.

- ✓ Students who have been subjected to discrimination are unwilling to do anything about it, for fear of reprisal, or just out of a sense that nothing would be done should a complaint be lodged. In addition, there is a negative perception held by some people about the overall state of equity and diversity at the University of Windsor.
- ✓ Over and over again, the "whiteness" of the University was cited as a contributor to the students' feeling of not belonging. It cannot be refuted that, with one exception, the Senior Management Group of the University is white and mostly male.
- ✓ In general, visible minorities have little, and aboriginal people almost no presence in supervisory or staff positions across the University. Further, students have the perception that those in power positions do not understand the stress associated with seldom being able to deal with authority figures that "look like them". Those who have never encountered this have trouble understanding it. Even though the University administration and faculty "understand" equity issues, students report that they perceive a feeling of "us v. them"
- ✓ On the one hand, administrators say they are engaging in consultation, but the students perceive tokenism at play.
- ✓ As an example of the disconnect between policy and practice, students cited the President's recent State of the University Address. In it, the President averred that "we have a tremendous richness of diversity on our campus and we absolutely must do more to ensure that all of our students, faculty and staff take advantage of it. We must learn to do more ... as must all universities in the 21st century." Because the President did not directly refer to either the University's commitment to social justice or the actions being undertaken in that regard, the omission was deemed to be an indication that the Administration does not take the issue seriously. Further, his omission gives strength to their fear that the "commitment" is dubious and this inquiry is merely "window-dressing" that will not result in any meaningful changes related to the students' experiences and perceptions of racism, racial profiling and discrimination against racialized and other marginalized students.
- ✓ The report on key performance indicators, which helps to assess how well

the University is meeting the goals it has set in a wide range of endeavours, lists Equity and Diversity and states the indicator will look at the achievement of goals but will be done triennially. Thus, it is not available in current reporting, and there is no mention of it in the Plan for 2006/2007.

- ✓ The University's lack of progress on many equity initiatives leaves racialized students and faculty feeling that their issues, and those of Aboriginal people, Persons with Disabilities and other marginalized groups, are not being respected. They and those who support equity feel ignored and demoralized. Perhaps the powers that be are simply "slow to act", but in any event, the lack of communication about action plans relating to equity hiring programs contributes to the belief that the issue is not on administration's radar screen.
- ✓ Over the last several years, the University has made some strides in diversifying the curriculum to include such programs as Studies in Social Justice, and Women's Studies. These programmes, plus the availability of a combined honours program in Diaspora Studies, appear to be excellent vehicles for heightening awareness of the issues influencing those belonging to groups that have historically been under-represented in society.
- ✓ There is no doubt that as an institution, the University of Windsor is committed to social justice in its broadest sense... It is frustrating then to meet with so many students and faculty who are disillusioned as a result of deficiencies they see in the practice of social justice; some say that policy without practice is merely a platitude.
- ✓ Care must be taken to ensure critical issues of equity don't lose their urgency when the concerned groups of students move on. Steps need to be taken to proactively engage interested and affected parties in meaningful dialogue and to move forward with plans to put a diverse face on all aspects of campus life.
- ✓ If meaningful action is not undertaken, the current branding exercise could be reduced to an object of ridicule among key sectors on campus, and ultimately beyond.
- ✓ Integrating the various players on campus, and taking into account planning and priority concerns, will enable the parties to move forward to achieve mutual goals for the good of the institution.

4. Current Crises on Campus

The Thirsty Scholar dress code (Fall 2006), incidents of homophobia, anti-semitism and racism in the Faculty of Law and the Faculty of Education (Fall 2007), as well as the recent Passa Pasa incident (January 2008) have resulted in a troubled campus climate. Students, faculty and staff are asking who at the University of Windsor is really charged

with the task of pinpointing and addressing the larger systemic problems of inequity that underlie the abovementioned incidents.

In addition to student, faculty and staff disenchantment, the public image of the University has suffered in the media; articles on the Passa Passa incident have appeared in *Maclean's*, *The Windsor Star*, and student newspapers across Canada. As well, the University and its perceived failure to deal effectively with issues of discrimination have been discussed at length and have been the focus of negative attention—for example, at the recent BALSAC national conference in Vancouver.

The negative publicity has been noted by Nova Scotia Senator Donald Oliver, whose continued support of the University in its fundraising initiatives the University wishes to retain. Threats of legal action by University of Windsor's Students Against Anti-Black Racism (SAABR) and the African Canadian Legal Clinic regarding Passa Passa, are also a point of serious concern for the University. In such a climate, a piecemeal approach to addressing critical issues of discrimination and inequity is not the solution; the University's commissioning of various reports have resulted in little real systemic change. Real, long-lasting change will not be achieved through the hasty implementation of "one-off" solutions, but rather, through the type of focused action, networking and mobilization that the SACDI workplan proposes.

A major issue regarding the University's image was also raised at SACDI's April 11, 2008 meeting where it was reported that guidance officers in the Greater Toronto Area were having difficulties in promoting the University of Windsor as an educational centre of choice because of the crises that have beset it in the past two years.

5. Mandate of SACDI and Results of Work to Date

In 2007, the President presented a motion to Senate to establish an ad hoc Advisory Committee on Diversity and Inclusion (SACDI), the primary purpose of which is to advise the President on all pertaining matters and to oversee the implementation of the recommendations in the Allen Report. It should also play a role in proposing educational measures and policy initiatives designed to contribute to a more tolerant and welcoming campus. The Committee should have a balance of faculty/staff and students and be broadly representative of the diverse community that is the University of Windsor. The Senate also required that the work of the Committee be augmented by an external consultant knowledgeable in Human Rights matters, with no affiliation to the University.

5.1 SACDI Activities:

The Committee held its inaugural meeting in January 28, 2008. Since that time, SACDI has:

- ✓ appointed a Chair, Dr. Richard Douglass-Chin; a co-Chair, Mr. Andrew Langille (graduate student of Law); and a project co-ordinator, Ms. Daniella Beaulieu, (administrative assistant, Office of Employment Equity).
- ✓ held regular Committee meetings, once every two weeks.
- ✓ selected external consultants Tina Lopes and Charles C. Smith to work in conjunction with the committee in its efforts.
- ✓ attended meetings with student groups, e.g., SAABR, Out-On-Campus, BLSAC.
- ✓ met with various faculty members in the Faculties of Law, Education and the Women's Studies Program.
- ✓ supported the March 31, 2008 rally coordinated by its members.
- ✓ created a first draft of a workplan that extends from 2008-2009.
- ✓ established connections among equity offices and programs, student leaders and faculty members concerned with issues of equity.
- ✓ is in the process of revising its membership in an effort to make itself a more inclusive and effective body. In the meantime, has invited a number of faculty, department heads, deans, and community members to act as resource people to the committee. These include: the Dean of Education, Dr. Pat Rogers; the Dean of FASS, Dr. Cecil Houston; law faculty, Dr. David Tanovich; community members Mr. Richard Phillips (president of the Windsor Black Coalition), and Dr. Howard McCurdy.
- ✓ supported a Social Justice Students' coalition whose mandate is to establish and sustain a strong network of student initiatives on campus, including the initiation of a social justice orientation for incoming students in September, 2008.
- ✓ submitted a proposal to and held advisory meetings with University President Ross Paul concerning the Passa Passa incident and to discuss its workplan for 2008-2009.

This is short period of time, two-and-one-half months, during which SACDI has been able to undertake these activities. Such initiative demonstrates SACDI's commitment, energy and dedication to advancing equity and diversity work within the University of Windsor. Further, during this timeframe, SACDI co-chairs have attended many of the interviews and focus groups held by the External Consultants.

5.2 Consultations of External Consultants:

With the assistance of the External Consultants, SACDI has conducted a number of focus groups and interviews as part of a needs assessment and communication strategy. Since their first day on campus this March, the External Consultants have made it a priority to meet with student leaders and students as well as connect to with faculty and administrative staff, both to receive an historical context to the development of equity and diversity initiatives at the University and an accurate understanding of recent incidents.

Amongst student groups, the External Consultants have met with representatives of: UWSA, SAABR, Out-On-Campus, Muslim Students Association, and BLSAC. They also walked around campus and spoke with small groups of students who were shared their experiences of studying at the University of Windsor. Amongst faculty and administrative staff, the External Consultants have met with: Drs. Pat Rogers and Karen Roland (Faculty of Education), Dr. Anne Forrest (Women's Studies Program), Ms Anne Carrick (Employment Equity Manager), Mr. Bob Cowper (Campus Police), and Mr. Russell Nahdee (Turtle Island Program). Others were also interviewed, including: Ms Annette Demers (WUFA Status of Women Committee), Mr. Mike Kisch(CAW).

The External Consultants were also invited by BLSAC to be part of a panel for its March 17, 2008 educational event. The circumstances surrounding the Passa Passa event was one of the key concerns at this panel.

The External Consultants met with approximately 80 students during the days of March 14-18 and March 28-31. Many of these students shared common concerns regarding the lack of supports when they faced discriminatory actions. Most of the students felt they had no place to bring their concerns on these matters. A number of the student leaders feel disconnected from each other as well as the administration and felt poorly advised by key staff within the administration on matters of campus safety, security and human rights.

In meetings with the University's faculty and staff, there was a similar sentiment regarding the disconnection among advocates for equity. Many felt they were working in isolation and were unaware of the efforts of others to promote equity and diversity. While some were aware of Passa Passa and other allegedly discriminatory activities on campus, they had little awareness of what various offices and administrators were doing to address these incidents. They were particularly concerned about the impact of this behaviour on the students, faculty and staff, as well as on the University's image in the larger Windsor community. Many felt that the University was not doing what it should be to implement the recommendations from the reports discussed earlier and that some type of coordinated effort was needed urgently given the outstanding nature of these recommendations and the crises that have beset the University.

6. Proposed Implementation Process:

This section of the report provides details for the proposed implementation process. In reviewing this section, it must be kept in mind that these are not new recommendations but, rather, a series of strategies to enable the University to implement the numerous recommendations that remain outstanding from previous reports, and to respond to the recent crises identified earlier in section 3. This section will also detail ways in which the University of Windsor can develop ways to sustain these initiatives and enable collaboration and coordination of equity and diversity initiatives across departments and student groups.

SACDI's workplan has been developed to deal with the institutional blockages that have prevented the implementation of substantial change. The SACDI Workplan for 2008-2009 functions as an important blueprint for re-engagement and action, beginning with its needs assessment phase, and continuing with the development of strategies for further mobilization. In setting out this workplan, the following Vision, Goals and Objectives are important principles to guide this work:

- A) **The Vision** of this change process is to ensure that the University of Windsor is exemplary in its approach to, and implementation of, equity and diversity initiatives. The University is enriched by the presence and participation of faculty, staff and students who are Aboriginal and racialized persons, women, lesbians, gays, persons with disabilities and others from diverse religious and cultural backgrounds. The University acknowledges the impacts of racism, sexism, homophobia, cultural and religious intolerance and other forms of discrimination and is committed to addressing these factors within all aspects of its institutional policies and practices and in its relations with other institutions and the community-at-large. In this context, the University commits to implementing a proactive and comprehensive approach to identifying, eliminating and remedying all forms of harassment and discrimination within its policies, procedures and practices and, to championing the same in its relationships with other institutions, including governments and businesses, and within the community-at-large.
- B) **The Goal** of this change process is to determine the status of the University's implementation of equity and diversity initiatives, identify barriers to implementation and develop practical strategies to remove these barriers.
- C) **The Objectives** of this change process are to ensure that:
 - a. the University acknowledges the crises that has beset it over the past two years as a result of allegations of racism, sexism, homophobia and racial profiling, including anti-Black racism;
 - b. future implementation of the University's initiatives to support Aboriginal and equity/diversity issues are based on a comprehensive and collaborative approach;

- c. the University builds internal capacities to support and sustain the implementation of the recommendations of the Coulter and Allen/Campbell reports; and
- d. the University commits the resources required, both internal and external, to facilitate this process.

To achieve this Vision, Goal and Objectives, the proposed implementation process is divided into three phases. These are:

- ✓ Phase I: June – September, 2008
- ✓ Phase II: September, 2008 – May, 2009
- ✓ Phase III: June – December, 2009 and ongoing.

6.1 Phase I - Securing Resources, Developing the SACDI and Continuing Needs Assessment:

Beginning in June, 2008, this Phase requires the following:

- i) **Succondment of a Project Coordinator.** This position will be established to coordinate the various research and administrative supports required. It is anticipated that this will be a full-time position reporting directly to the SACDI Chair and working with the guidance of the External Consultants. Given that this role has already been assumed on a voluntary basis by the Employment Equity Assistant, Ms Daniella Beaulieu, it would be critical to ensure continuity to the work already underway by the staff within this position and to succond her immediately as recommended.

Action Required: that the University of Windsor Board of Governors immediately approve the proposed succondment for the duration of this workplan and provide the financial support needed to ensure adequate backfill for the Employment Equity Assistant,

- ii) **Course Relief for SACDI Chair.** Currently, SACDI is Chaired by Professor Richard Douglass-Chin of the English Department. Professor Douglass-Chin now carries a full course load as well as serving as the Chair of SACDI. As the implementation strategies indicate, the role and responsibilities of the SACDI Chair will become much more demanding and time-consuming as the Committee becomes a central vehicle for this work. It is therefore recommended that Professor Douglass-Chin be provided course relief commensurate with his increasing responsibilities to effectively Chair SACDI and lead the strategies outlined in this report.

Action Required: that the University of Windsor Board of Governors immediately provide the necessary funding to ensure that the SACDI Chair has course relief sufficient to enable him to effectively pursue his responsibilities;

- iii) **Selection of Co-Chair.** Currently, Mr. Andrew Langille, a third-year law student serves as SACDI Co-Chair. Mr. Langille graduates from the Faculty of Law in the Spring, 2008 and will no longer be a University student. In SACDI's selection of a new co-Chair, the committee should ensure that SACDI is gender balanced and, further, that it maintains its strong relationship with SAABR. It is therefore recommended that one of SAABR's women representatives who will be a student in 2008-09 and is, preferably, a racialized woman be appointed to succeed Mr. Langille.

Action Required: that, based on the recommendation of the SACDI Chair, the Senate immediately appoint a co-Chair to serve from June 2008 to June 2009;

- iv) **Revision to SACDI Terms of Reference.** The current Terms of Reference for the Committee have been essential to enabling SACDI to undertake its work. However, they are very general and have resulted in a lack of clarity about SACDI's own vision, goals, objectives, membership criteria and membership. Principally, SACDI has been appointed to oversee the implementation of recommendations from the Allen/Campbell report and, inter alia, the Coulter report since the former recommends that these be implemented. What is unclear, however, is how this oversight function should be undertaken. Also, SACDI's mixed membership is cumbersome because it has both staff responsible for the implementation of numerous Allen/Campbell and Coulter recommendations as well as students and community representatives. It is difficult to imagine how these very staff and departments can play a credible role in monitoring the implementation of recommendations they are to carry out. In essence, they would be monitoring themselves. Clearly, such a situation is not desirable and, in order to change this, SACDI's Terms of Reference require amendment and clarification so that they are consistent with its purpose as established by Senate and can then attract members from across the University and within the community who can assist SACDI in effectively carrying out its role.

Action Required: that the External Consultants selected by SACDI begin to work immediately with the Chair, co-Chair and Project Coordinator to revise SACDI's Terms of Reference, membership criteria and selection process for the Senate's approval and that, once approved, the Chair, co-Chair and Project Coordinator work to solicit members for SACDI with the support and advice of the External Consultants;

- v) **Categorization of Outstanding Recommendations.** As noted in Section 3, there are numerous recommendations from previous reports that have not been implemented fully or at all. To have a better understanding of the status of these recommendations, it is important to categorize them by type, e.g., employment equity or equity in curriculum, and to identify the current status of implementation, including who is responsible for such.

Action Required: that the Project Coordinator work with the Chair and co-Chair to undertake this task with the advice and support of the External Consultants.

- vi) **Completion of Needs Assessment.** Led by SACDI's External Consultants, a needs assessment process has already been underway. This has involved principally a review of some key documents as well as meeting with student leaders/groups (e.g., UWSA, SAABR, BLSAC, Out-on-Campus, Campus Pub, Student Association in Engineering), and members of the University's unions, WUFA, Faculties of Law and Education, Windsor University Faculty Association, Campus Police, the University President, Director Women's Studies Department. This process has been integral to understanding the status of equity and diversity recommendations within the University and to beginning to build relationships between these various organizations and their representatives. It would be critical to continue this work, enabling the External Consultants to meet with the University's Senior Management Group, Union Executives, the University's Human Rights Commissioner, Deans of various faculties, and interested faculty and staff, as well as to complete the review of documents related to the University's equity and diversity initiatives.

Action Required: the External Consultants will complete the needs assessment now underway. This will be done to assist in facilitating the activities identified within Phase II of this workplan.

Deliverables: The following deliverables will be forthcoming from Phase I;

- a) the retention of a full-time Project Coordinator and appropriate course relief for the SACDI Chair for the duration of the proposed workplan;
- b) the selection of a co-Chair to ensure continuity of student involvement in SACDI leadership and to ensure gender balance in this;
- c) revised SACDI Terms of Reference and membership criteria and selection of members based on these;
- d) a categorization of all outstanding equity and diversity recommendations adopted by the University of Windsor;
- e) the completion of the needs assessment begun by the External Consultants; and
- f) the establishment of clear criteria for membership in SACDI and the appropriate involvement of students, staff, faculty and community members.

Outcomes: The following outcomes will be achieved:

- a) SACDI will have support from internal resources amongst current University staff;
- b) Gender balance and student involvement will be established in SACDI leadership;
- c) SACDI's mandate and membership will be clarified to enable it to play its role as overseer of the Allen/Campbell and Coulter recommendations;
- d) Based on the preceding, SACDI membership will be solicited and confirmed;
- e) There will be increased understanding of the status of the University's equity and diversity recommendations, clarity as to how these recommendations will be addressed in Phase II of this workplan, and the clear assignment of responsibilities to the appropriate office/individual; and
- f) Continued work on building alliances between various stakeholders and offices within the University, and a more informed understanding of how equity initiatives are viewed by these groups.

Costs: These will be related to the succndment of a Project Coordinator and provision of course relief for the SACDI Chair. It is also anticipated that the External Consultants will require 6 days each for their tasks for a total of 12 days.

It is anticipated that this Phase will be completed by early September, 2008.

6.2 Phase II – Developing Comprehensive Approaches to Implementation:

From September through November, 2008, and, January through April, 2009, this Phase will be implemented through working sessions that will be convened around four (4) major strategies. These strategies are:

- (1) Strengthening the capacity of the University to carry out equity and diversity work in a coordinated and comprehensive manner, including the implementation of recommendations from previous reports;
- (2) Development of the roles/responsibilities of the University's Senior Management Group to support and implement this work;
- (3) Development of a coordinated approach to addressing issues of equity by student leadership; and

- (4) Processes and mechanisms to ensure equity and diversity are integrated into the curriculum in all faculties.

In each of these strategies, the External Consultants will work with the SACDI Chairs and Project Coordinator to ensure participants in these working sessions develop a common language, shared analysis and critical/transformational approaches to equity and diversity. The External Consultants will also support the development of critical alliances and linkages amongst various programs, offices and individuals, and proactively address the factors that have impeded productive working relationships amongst these equity advocates.

Some of the areas to be addressed in these working sessions would include: succession planning for equity-seeking groups; the impact of racial profiling on the campus security; integrating competencies in equity into performance appraisals for senior managers, faculty and staff; strengthening the Aboriginal Education Program; identifying systemic and individual acts of discrimination in student assessment and academic misconduct processes; and methodologies for data collection.

In order to pursue this approach, the following will be required:

- a) SACDI and the University's Aboriginal and equity centres (i.e., Women's Studies, Social Justice, Status of Women Committee, Employment Equity - both faculty and administration- Turtle Island Program and Human Rights) will come together to develop strategies to ensure effective collaboration, coordination and ongoing implementation of equity and diversity work, along with appropriate monitoring/accountability mechanisms for this work;
- b) The University's Senior Management Group, including the President, will come together to develop a crisis response protocol and to integrate equity and diversity into the University's employment systems (including performance development and accountability), service delivery (including relations with external service providers) and communications (both on and off campus). This Group will involve, as required, Campus Police, student and Faculty groups;
- c) The various student leadership bodies (e.g., UWSA, SAABR, Out-on-Campus, BLSAC, Aboriginal Students) will work together to develop supportive relationships, common tools for analysis, clear communications and alliances on issues of equity and diversity in order to support the University's Aboriginal and diverse communities;
- d) Deans and appropriate representatives from the University's Senate and various faculties will come together to develop a process to ensure equity and diversity are integrated into all aspects of the curriculum in each faculty and in all courses. This Group will involve appropriate student representatives as well as representatives from the University's Aboriginal and equity centres.

Action Required: (1) Each of these working sessions will be convened for a full day on a monthly basis and facilitated by the External Consultants. It is also recommended that representatives of the Board of Governors and Union Executive members participate in these working sessions;

(2) the categorization of outstanding recommendations will be provided to the appropriate working session(s) for consideration on how to implement them;

(3) the Project Coordinator will undertake to make all arrangements for these sessions and work closely with the External Consultants to ensure adequate preparation;

(4) the SACDI Co-Chairs and Project Coordinator along with representatives of each working session will undertake best practice/evidence-based research to support the deliberations of each working session;

(5) progress reports on the working sessions will be delivered to the University President, the Senate and the Board of Governors.

Deliverables: The following deliverables will be forthcoming from Phase II:

- a) one working session per month for each of the groups noted above;
- b) summaries of the outcomes of each working session;
- c) best practice/evidenced-based research for each working session;
- d) implementation strategies for each working session to be presented in the 2009-10 budget process; and
- e) monitoring and accountability mechanisms to ensure ongoing implementation of equity and diversity initiatives within the University of Windsor

Outcomes: The following outcomes will be achieved:

- a) a common understanding and critical/transformational approaches to equity and diversity will be developed in each working session and across the University;
- b) strategies for sustainable implementation of equity and diversity for issues identified in each working session;
- c) collaboration across the University among administrators, managers, union leaders, student groups, the Board of Governors, and various communities in Windsor on the development and implementation of the University's equity and diversity strategies;
- d) clear accountability mechanisms and monitoring processes for the implementation of the University's equity and diversity initiatives, including clear roles/responsibilities for the Administration, equity offices, Board of Governors and union leaders.

Costs: The cost of 16 days for each of the External Consultants for each of the seven months. It is anticipated that this Phase will be completed by the end of April, 2009.

6.3 Phase III - Coordinating and Monitoring Implementation:

Beginning in May, 2009, this Phase requires the implementation of strategies developed from the process outlined above and the effective monitoring of these strategies

Deliverables: similar to those identified in 5.2

Outcomes: similar to those identified in 5.2

Costs: There will be administrative and overhead costs for convening SACDI on a monthly basis. The costs for External Consultants will be for 5 months (May-June, and, September-November) during which time the External Consultants will review materials in preparation for meetings with SACDI, its co-Chairs and Project Coordinator as well as providing guidance to the key faculty, administrators and staff engaged in the implementation process. It is anticipated that this Phase will be ongoing and subject to periodic and annual reports to the University President, Senate and Board of Governors. These reports will be prepared by the SACDI Co-Chairs and Project Coordinator and supported by the External Consultants

Appendices

Windsor students accuse police of racially motivated excessive force at school event

By Erin Millar | February 13th, 2008 | 9:56 pm *Maclean's*

Despite seriousness of allegations, no complaints have been submitted to the police

"It was absolutely insane. I was in shock," student Lydia Chan said while describing the scene in the lobby outside the student pub at the University of Windsor in the early morning of January 20. "It was absolutely insane how many police there were. ... People being pushed against walls. People on the floor."

Chan is one of a group of students who are calling for an external investigation into allegations of police misconduct at a student event at the University of Windsor. The group — coined Students Against Anti-Black Racism — alleges that students were harassed, subjected to racial slurs, assaulted, and intimidated by the officers attempting to evacuate the student pub after a party that was mainly attended by African-Canadian students.

However, despite the seriousness of the allegations, no formal complaints have been filed with police. David Tanovich, a law professor at the University, said that students had little faith in the complaint system, which involves police investigating themselves. "If you speak to any lawyer dealing with suing the police, they will telling you that there is no faith in the complaint process and can be damaging to later efforts."

Chan has not filed a police complaint. "I'm not willing to put myself out there. A lot of people are afraid," she said. Tanovich said that the students are weighing their options and are considering bringing their complaints to the human rights commission.

Staff sergeant Ed McNorton confirmed that 26 officers were dispatched to the University campus after reports of fights breaking out in the pub. There were also two campus security guards and two off-duty officers at the event. "The fear was that it would get out of control because there was a large number of people at the event," he said.

But that is a very different scenario than what Chan remembers. She said that the only altercation in the pub was between two women and never got to the level of physical violence. The women argued but were always feet apart from each other and the off-duty cops and campus security did not intervene, according to Chan.

"The first incident that happened physically was when the officer detained a man," Chan alleged. She claims that she saw a police officer physically assault a male who was pinned to the ground after the man brushed away the hand of an officer who was attempting to evacuate the building. According to Chan, the man received at least eight blows to the head although he had his hands raised and was saying, "Okay, okay." She said his head was bleeding and he was not struggling.

McNorton said he hasn't seen evidence in police reports that officers behaved inappropriately. "There were arrests made and force is justified because the people arrested were resisting arrest," he said.

McNorton said that two people, one male and one female, have been charged with resisting arrest, assaulting an officer, and obstructing justice. The man originally gave the officers a fake name and claimed to be a student, which is not accurate, according to McNorton. One other male was arrested and charged with breach of the peace, but charges were later dropped.

The alleged assault Chan witnessed was only one part of the situation she is concerned about. When she left the area, she came across the scene described above, where she claims she saw a number of students pinned up against walls and to the floor. "People were pissed off and wouldn't leave the building and were asking why people were being detained," Chan said.

Chan says that she took out her cell phone to videotape one man being pinned to the wall, but an officer approached her and threatened to arrest her if she taped the scene. Chan obeyed. Chan also says that when she later asked a police officer for his badge number he walked away.

Chan's story is in line with a number of complaints from students that their cell phones were confiscated for videotaping and taking photos of the incident. The only cell phone video that has been brought forward is posted on Facebook and YouTube. The video shows a shadowy struggle but it is not clear whether the two men being detained were resisting arrest or if the police were using excessive force.

McNorton said that there was nothing in police reports about confiscating cell phones. He suggested that it would be unusual for officers to do this. "It is quite legal to have [cell phones] and it is quite legal to record anything as long as they aren't interfering with police doing their jobs," he said.

McNorton said that there is an investigator assigned to the case to look into whether cell phones were confiscated and other concerns. But a full investigation doesn't seem likely at this point. "We haven't had any complaints. We don't have an investigation on file about excessive force because no one has stepped forward. We do have a process if we do receive complaints."

Chan believes that the incident was racially motivated. She pointed out that there was an event the evening before hosted by a different ethnic group that did not require the number of police present on January 20. "I'm not quite sure why there had to be 30 officers. I don't know why every officer on duty on a Saturday night was at our school," Chan said.

Paul Ross, president of the University of Windsor, sent a statement to Students Against Anti-Black Racism Tuesday. "While issues of racial discrimination are endemic in our society, they must not be tolerated on a University campus and especially not at the University of Windsor," he stated. "As I have said publicly on several occasions recently, in response to incidents of racism and homophobia on campus, if a University cannot be a model for tolerance and inclusion, I really worry for our society. " Ross pledged to work with the students and police to resolve the allegations. The students' association also released a statement in support.

McNorton maintains that the incident was not racially motivated. "It wasn't a racial incident," he said. "The incident had absolutely nothing to do with race. It was about the behavior of a few people."

Students urge Windsor to curb racism

Report doesn't address real problems behind racist dress code at pub, say students

Erin Millar, Macleans.ca | May 22, 2007 |

Students at the University of Windsor urged the University president to do more to curb racism on campus recently. The calls came in response to a report that said that the campus pub had discriminated against black students last September. The Thirsty Scholar Pub was criticized after its Thursday night dress code banned exposed, long chains along with doo rags, bandanas, and ripped or baggy clothing. Students protested the dress code, calling it racist, during the Thursday pub-nights and the controversy came to a head during an open forum that was attended by approximately 400 students. The policy has since been changed. The controversial dress code, which appeared last fall on a large sign above a door to the pub, sparked an independent investigation commissioned by the University of Windsor into discrimination and racism on campus. That investigation's final report, released last month, described the dress code as "racist". The report goes on to detail a number of recommendations to improve the "culture of whiteness" at the University. The report was presented to the University of Windsor Senate last week. During the senate meeting, students said that the report was too broad and did not address systematic racism on campus. Student Jillian Rogin told the [Windsor Star](#) that the language in the report was inappropriate because it downplayed racist events by calling them "perceived." Although the dress code did not explicitly deny entry to individuals based on ethnicity, it did violate Ontario human rights policy, the report said. Ontario policy states, "individuals may have prejudices related to various racialized characteristics [... including] clothing and grooming." The pub, which is operated by the student government, created the dress code to address safety concerns including weapons, drugs, and alcohol being hidden by baggy clothing and large jewelry that could be used as a weapon or could accidentally injure others. The student union denied that there was any racist intent behind the policy. The students expressed disappointment at the senate meeting that the report did not criticize the Human Rights Office for not preventing the dress code from being implemented when it was originally proposed. "We hope this is just a preliminary look at racism and not the definitive (approach)," said student Zahra Binbrek. "The University needs to recognize the discriminatory nature of the dress code." The dress code also required patrons to wear hats either straight forward or straight back, since cap position is considered to be a sign associated with certain gangs. The report asked, "If the emblem of a gang member is a cap worn to the side, is the person no longer a threat when he turns the cap around?" Andrew Langille, a law student who helped push for the report, says that this problem is common at Ontario universities. "There is a series of incidents from all over Ontario that have not been closely looked at," he said. "This is part of a bigger trend occurring at Ontario universities." Langille is optimistic about the report and believes it is a positive first step. He was, however, concerned that Windsor administration did not act quicker. "There was a poor response from administration initially and it took a group of students to get the issue to be addressed. Who has the responsibility to ensure that the campus environment is free from discrimination? We can't just leave it up to students to police human rights."

http://www.macleans.ca/article.jsp?content=20070522_195725_13324

CNW Group

Attention News/Assignment/Education/Queen's Park Editors:

Student group at University of Windsor calls for solidarity and support against anti-black racism

WINDSOR, ON, Feb. 11 /CNW/ - Shock and outrage are spreading among the student community at the University of Windsor in the aftermath of a student event on the evening of Saturday, January 19th, 2008. The event called "Passa Passa" was organized by the student group "Fusion," and was attended predominantly by African Canadians.

Students report that the night ended with those in attendance being verbally and physically brutalized by the Windsor Police, who apparently felt that a student event on campus merited an aggressive response from approximately 30 officers and at least one police dog.

"One of the officers had a guy...and was throwing him against the wall. I was trying to record it and saw a police officer coming to grab it and lowered my phone. He told me that if I did not stop recording, he would arrest me," says Lydia Chan, a student who was present at the event.

"I asked the officer to move the dog away from the door because I could not exit with it there due to my fear of dogs. The officer proceeded to accuse me of having something to hide," states Nadine Fearon, another student who was present at the event.

In response to the reports of police brutality, individuals who were present at the event, students, and concerned members of the community have come together to create a new group called Students Against Anti-Black Racism. This group is organizing the following two events to raise awareness and to speak out against anti-Black racism:

Press Conference - February 12th

There will be a press conference on Tuesday February 12, 2008 in the Conference Room at the Law School at the University of Windsor at 12:00pm. All media are invited to attend.

Black Thursday - February 14th

There will be a student rally on February 14th at 1:00pm, outside the CAW Student Centre. The rally will be followed by a student forum at 3:30pm, inside the CAW Student Centre.

<http://www.newswire.ca/en/releases/archive/February2008/11/c9067.html>

Human rights issues at Windsor campus pub

Jamie Harkins

Issue date: 3/4/08 **Section:** [News](#)

the Charlatan (Carleton University) OTTAWA (CUP) - The University of Windsor is supporting an anti-racism student group in its fight with Windsor Police Service after a predominately black party at the campus pub was violently shut down by more than 25 police officers. Lori Lewis, a spokesperson for the University, said that University president Ross Paul is actively working with Students Against Anti-Black Racism (SAABR) to find out why police responded with force at the "Passa Passa" party held at the campus Basement Pub. SAABR was formed immediately following the January party and now boasts more than 100 members. The heavy police presence at the party preceded numerous arrests and harsh confrontations with students. Lewis said the University has not approached the police, but takes the group's allegations of racism seriously. "We want an environment for our students to not feel discriminated against," Lewis said. "We have to listen to our students and find out what those things are, how they feel they are discriminated against, and to what suggestions they have to make those changes." Matthew Macdonald, a member of SAABR and second-year law student, said the group decided to ask the Windsor chief of police to bring in the Ontario Provincial Police (OPP) for an independent investigation. "As far as I know, we hadn't heard a response back yet," Macdonald said about the request. "We've met with the administration a few times now. They have recognized there is a huge problem and they've endorsed our request for the OPP to do an independent investigation into what occurred." Macdonald added the OPP is needed because it would be impossible for the Windsor police to investigate itself considering the number of the force's officers involved. "I certainly hope it does happen. There was such an overreaction to a student event and a student event that was planned, organized, and had mostly African-Canadian students there," he said. "Whether that was the reason or that exacerbated the overreaction, we need to identify why this happened so it doesn't happen again. There is a lot of concern about the student body generally about this incident."

The students' union is also supporting the group in its quest for answers. According to Zach Cranny, vice-president of University affairs for the students' union, the union would like an investigation to be conducted by the Ontario Human Rights Tribunal. He said that this is the first incident of this magnitude to occur at the campus pub and he encouraged students affected to file complaints against police. "We feel that there needs to be a full public inquiry," said Cranny. "There was far too much police violence used that night. We're fully behind the group on campus, SAABR, and are doing all we can to help facilitate their future actions." Bright Kyereme, a third-year communications and political science student at Windsor, said he is working with the students' union to file a human rights complaint after he was allegedly beaten by several officers when he stepped in to help a friend that night. "There were four or five of them all at once on me,"

Kyereme said, describing how he was kned in the face. He said that he was still beaten even though he was not resisting. Originally Kyereme was told that he would be charged with assaulting a police officer, then just disturbing the peace, Kyereme did not end up being charged with anything. He still spent the night in jail. Kyereme also said that when he asked for a complaint form upon being released, police allegedly laughed at him. He has decided to file a complaint with the human rights tribunal, instead. Nadine Fearon, a first-year drama and communications student who was also at the pub that night, said that no grvr5one knows why the police showed up at all considering no fights took place - just a shouting match between two girls, which was handled by the pub's bouncers. The Windsor Police Service did not return phone and e-mail messages.

<http://media.www.brockpress.com/media/storage/paper384/news/2008/03/04/News/Human.Rights.Issues.At.Windsor.Campus.Pub-3250959-page2.shtml>

Police violence probe demanded

National News

Mar 05, 2008 11:46 PM

Jamie Harkins

The Charlatan

WINDSOR, Ont. (CUP) — The University of Windsor is supporting an anti-racism student group in its fight with the Windsor Police Service after a predominately black party at the campus pub was violently shut down by more than 25 cops.

Lori Lewis, a spokesperson for the University, said University president Ross Paul is actively working with Students Against Anti-Black Racism to find out why police responded with such force at the “Passa Passa” party held at the campus’s Basement Pub.

A heavy police presence at the party preceded numerous arrests and harsh confrontations with students.

Students Against Anti-Black Racism formed immediately following the January party and now boasts more than 100 members.

Lewis said the University has not approached the police, but takes the group’s allegations of racism seriously and wants to make sure the matter is dealt with appropriately.

“We want an environment for our students to not feel discriminated against,” Lewis said. “We have to listen to our students and find out what those things are, how they feel they are discriminated against, and to what suggestions they have.”

Matthew Macdonald, a member of Students Against Anti-Black Racism and second-year law student, said the group decided to ask Windsor’s chief of police to bring in the Ontario Provincial Police for an independent investigation because it would be impossible for the Windsor Police Service to investigate itself.

“As far as I know, we hadn’t heard a response back yet,” Macdonald said. “We’ve met with the administration a few times now. They have recognized there is a huge problem and they’ve endorsed our request for the Ontario Provincial Police to do an independent investigation into what occurred.

“I certainly hope it does happen. There was such an overreaction to a student event and a student event that was planned, organized, and had mostly African-Canadian students there,” he added.

The University’s student union is also supporting the group in its quest for answers. They’re calling for an investigation by the Ontario Human Rights Tribunal, said Zach Cranny, the student union’s vice-president of University affairs.

Cranny said this is the first incident of this magnitude at the pub, and encouraged students affected to file complaints against police.

“We feel that there needs to be a full public inquiry,” said Cranny. “There was far too much police violence used that night.”

Bright Kyereme, a third-year communications and political science student at Windsor, said he is working with the students' union to file a human rights complaint after he was allegedly beaten by several officers when he stepped in to help a friend that night.

"There were four or five of them all at once on me," Kyereme said, describing how he was kned in the face. He claimed he was beaten even though he was not resisting.

Originally, Kyereme was told he would be charged with assaulting a police officer, then just disturbing the peace. Kyereme did not end up being charged with anything, but still spent the night in jail.

Kyereme also said that when he asked for a complaint form upon being released, police allegedly laughed at him. So he has decided to file a complaint with the human rights tribunal instead.

Nadine Fearon, a first-year student who was also at the pub that night, said no one knows why the police arrived, considering no fights took place — just a shouting match between two girls, which was handled by the pub's bouncers.

The Windsor Police Service did not return phone and e-mail messages.

U of W officer defends Windsor cops in pub racism case

Says he's 'disappointed' with Paul's decision to investigate incident

Chris Thompson, The Windsor Star

Published: Sunday, April 13, 2008

WINDSOR -- The union chairperson of the University of Windsor Campus Community Police says he is "disappointed" by university president Ross Paul's decision to file racism and brutality complaints with Windsor police over their actions earlier this year.

Paul has filed formal complaints with Chief Gary Smith with regards to an incident at the campus pub on Jan. 19.

"I'm disappointed," said Wayne Venables, a special constable with the University of Windsor Campus Community Police and the workplace chairperson for CAW Local 195, which represents the 17 officers.

On Jan. 19 officers with the University of Windsor Campus Community Police requested the assistance of Windsor police during a Passa Passa party, a Caribbean-themed event attended mostly by black students.

After the request came from the campus police, Windsor police responded with 26 officers, including a canine unit, and two people were charged with obstructing police.

Some of the police response was captured by a cell phone with a video camera.

Venables said the initial decision to call in Windsor police to the party had nothing to do with racism and everything to do with a large party with about 700 people in attendance getting out of hand.

"I just want to emphasize as president of our union that our officers really take pride in the fact that we don't stand for any racism whatsoever," said Venables.

"It was a situation that was definitely out of hand, and our officers on the scene did not see any wrongdoing by the Windsor Police Service."

Venables said the CAW provides excellent education to the officers on the issues surrounding race.

"I really advise our membership to guard against any behaviour that may be construed as racist," said Venables.

"I am very disappointed that Ross Paul has taken this step."

Windsor president, students file complaints against police

By Erin Millar | April 14th, 2008 | 5:45 pm

Three months after arrests at party, Windsor president criticizes police, alleges "over-reaction"

Students at the University of Windsor are filing a complaint with the Ontario Human Rights Commission this week alleging Windsor police officers were influenced by racism when they broke up an on-campus party in January. The group Students Against Anti-Black Racism says that students were harassed, subjected to racial slurs, assaulted, and intimidated by the officers attempting to evacuate the student pub after a party that was mainly attended by African-Canadian students. Police say that there is no evidence that officers did anything untoward, that police were called to the scene because fights had broken out at the club, and that race was irrelevant to police actions.

Three months after the original incident, university president Ross Paul has also filed a complaint with the police department. On April 10, Paul called for a full investigation. Paul's letter to police chief Gary Smith questioned the large police presence and alleged use of a police dog for crowd control.

The complaints stem from a Caribbean-themed party held January 20 called Pasa Pasa. More than 25 police officers responded when school security guards called for assistance clearing the building. A YouTube video shows police officers pinning a struggling male student to the floor while other students yell. There is also a police dog on site. Student say the dog was used to intimidate them.

A number of students were also arrested and detained overnight. Two students were later charged with resisting arrest and assaulting a police officer.

"It was absolutely insane. I was in shock," student Lydia Chan said while describing the scene in the lobby outside the student pub at the University of Windsor in the early morning of January 20. "It was absolutely insane how many police there were. ... People being pushed against walls. People on the floor."

Although the incident occurred in late January (we previously covered the story [here](#)), this week's complaints are the first to be filed formally. David Tanovich, a law professor at the university, said that students had little faith in the complaint system, which involves police investigating themselves. "If you speak to any lawyer dealing with suing the police, they will telling you that there is no faith in the complaint process and can be damaging to later efforts."

"I'm not willing to put myself out there. A lot of people are afraid," Chan said, when interviewed shortly after the incident.

University president Paul is calling for an external investigation by the Ontario Civilian Commission on Police Services, rather than an internal investigation. The commission's mandate is to ensure police act in a fair manner and are accountable. Paul believes this outside investigation would help restore students' trust in the complaint process.

Paul also released a memo to the university community last week that urged the students to file complaints and laid out steps for resolving the issue on campus. "Not surprisingly, police and student versions of the events of the evening of January 19/20 are not exactly the same," he wrote. "However, I have found the many student accounts of the evening to be credible and supportive of the assertion that there was police over-reaction to the problems encountered and that the numbers of police (26 at least) and the presence of a police dog contributed as much to the difficulties of the evening as to their resolution."

In an interview with Maclean's in February, staff sergeant Ed McNorton confirmed that 26 officers were dispatched to the university campus after reports of fights breaking out in the pub. There were also two campus security guards and two off-duty officers at the event. "The fear was that it would get out of control because there was a large number of people at the event," he said.

But that is a very different scenario than what Chan remembers. She said that the only altercation in the pub was between two women and never got to the level of physical violence. The women argued but were always feet apart from each other and the off-duty cops and campus security did not intervene, according to Chan.

"The first incident that happened physically was when the officer detained a man," Chan alleged. She claims that she saw a police officer physically assault a male who was pinned to the ground after the man brushed away the hand of an officer who was attempting to evacuate the building. According to Chan, the man received at least eight blows to the head although he had his hands raised and was saying, "Okay, okay." She said his head was bleeding and he was not struggling.

McNorton said he hasn't seen evidence in police reports that officers behaved inappropriately. "There were arrests made and force is justified because the people arrested were resisting arrest," he said.

Chan says that she took out her cell phone to videotape one man being pinned to the wall, but an officer approached her and threatened to arrest her if she taped the scene. Chan obeyed. Chan also says that when she later asked a police officer for his badge number he walked away.

Chan's story is in line with a number of complaints from students that their cell phones were confiscated for videotaping and taking photos of the incident. The only cell phone video that has been brought forward, posted on Facebook and YouTube, is the one above. The video shows a shadowy struggle but it is not clear whether the two men being detained were resisting arrest or if the police were using excessive force.

McNorton said that there was nothing in police reports about confiscating cell phones. He suggested that it would be unusual for officers to do this. “It is quite legal to have [cell phones] and it is quite legal to record anything as long as they aren’t interfering with police doing their jobs,” he said.

Chan believes that the incident was racially motivated. She pointed out that there was an event the evening before hosted by a different ethnic group that did not require the number of police present on January 20. “I’m not quite sure why there had to be 30 officers. I don’t know why every officer on duty on a Saturday night was at our school,” Chan said.

But McNorton maintains that the incident was not racially motivated. “It wasn’t a racial incident,” he said. “The incident had absolutely nothing to do with race. It was about the behavior of a few people.”

Attention News/Assignment/Education/Queen's Park Editors:

Students Support U of W Call for Police Racism Inquiry

Unanswered Questions about Campus Police and Independent Investigation

WINDSOR, ON, April 15 /CNW/ - Students are pleased with the recent development of University of Windsor President Dr. Ross Paul launching formal complaints against the Windsor Police Service over concerns of police conduct on January 20, 2008 during Passa Passa, an on-campus event attended mainly by Black students. Over two dozen officers attended to break up the party that had been running smoothly; additionally, a number of students were arrested and released without charges under questionable circumstances.

Jillian Rogin, a third year law student and member of "Students Against Anti-Black Racism" (SAABR), responded to the call for an investigation with: "It's unprecedented in recent memory for a University President to call for an investigation into police conduct on a campus - we're supportive of this development because it validates our concerns that the police overreacted. There were a few hundred students in attendance that night and the only incident that students recall occurring before police arrived was a verbal altercation between two female attendees - the response was completely unwarranted considering the only physical violence that evening was committed by the police".

Students are pleased with Dr. Ross Paul's letter to the Windsor Police Chief Gary Smith which acknowledged that the police overreacted, and that racial profiling may have led to this over reaction. This is very important in terms of instilling confidence in students engaged in the process of addressing the events of January 20, 2008.

Despite the movement into the call for an investigation into the conduct of Windsor Police officers, unanswered questions remain about the role of the Campus Community Police that night. Many students feel that an independent inquiry into the role of Campus Police is the only way to ascertain the facts regarding the situation.

Lily Tekle, a second year law student, believes that "Dr. Ross Paul, the President, and David Cooke, the Chair of the Board of Governors, have a responsibility to immediately launch an investigation into the role of the Campus Community Police and the University of Windsor Students' Alliance in the actions that took place that night. Only through an independent investigation conducted by a human rights investigator will the role of the campus police and the student government come to light. There are simply too many unanswered questions about this event not to have one".

Tekle added that "We will be filing complaints shortly with the Ontario Human Rights Commission against the Windsor Police Service, Campus Community Police, and the University of Windsor Students' Alliance. All available means will be utilized to hold those who are responsible for the events of January 20th to account for what has occurred".

Students Against Anti-Black Racism (SAABR) formed earlier this year in response to the events of January 20, 2008. Its membership is made up of students from a diverse set of backgrounds and academic disciplines.

Spokespeople are available by phone and email to answer questions and comment on these recent developments.

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