ANTI-BLACK RACISM TASK FORCE

FALL 2021

Submitted to: The President and Vice Chancellor; Vice-President and Provost; Vice-President of Equity, Diversity, and Inclusion; Vice-President of Human Resources; Anti-Black Racism Working Group; University of Windsor Board of Governors; University of Windsor Senate; University of Windsor Executive Leadership Team

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"ANY CRITICAL ENGAGEMENT WITH RACISM REQUIRES US TO UNDERSTAND THE TYRANNY OF THE UNIVERSAL. FOR MOST OF OUR HISTORY, THE VERY CATEGORY "HUMAN" HAS NOT EMBRACED BLACK PEOPLE AND PEOPLE OF COLOR. ITS ABSTRACTNESS HAS BEEN COLORED WHITE AND GENDERED MALE...IF INDEED ALL LIVES MATTERED, WE WOULD NOT NEED TO EMPHATICALLY PROCLAIM BLACK LIVES MATTER."

– ANGELA DAVIS

ANTI-BLACK RACISM TASK FORCE MEMBERS

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JESSICA BONA-MENSAH (Co-Chair) - Student, Making it Awkward (MIA) Representative

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KEVINPRECIOUS FAWEHINMI - Student, African Students' Association (ASA) Representative

KEVIN LIMBOMBE - Student, Black Law Students' Association (BLSA) Representative

SATHISH PICHIKA - Student, Graduate Students' Society (GSS) Representative

WESLEY ROSE - Student, Fusion Representative

REBECCA WILLIAMS - Student, Caribbean African Organization of Students (CAOS) Representative

KATIA BENOIT - Staff At-Large

RADHA PATEL - Staff At-Large

KAITLYN ELLSWORTH - Community/Alumni Representative

DR. NATALIE DELIA DECKARD - Faculty At-Large

DR. RICHARD DOUGLASS-CHIN - Faculty At-Large

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REPORT OVERVIEW

The University of Windsor is not only situated in one of the most culturally diverse cities in Canada (City of Windsor, 2021), it is home to an equally diverse student population. Despite its location in this place of historic and rich diversity and being home to one of the most diverse post-secondary student populations in Canada, the university has a long-standing association with the malady of racism and racial discrimination that has characterized institutions of higher learning in Canada.

Windsor is home to one of the oldest Black communities in Canada. The University of Windsor is situated literally at the entrance to Old Sandwich Towne (founded 1797), which is one of the original Black communities in the southwestern Ontario region. Sandwich Baptist Church, established in 1840 by former enslaved Africans, is situated steps away from the University (Ontario Heritage Trust, 2021).

Over the last three decades, the University of Windsor has responded to incidents of racial bias and discrimination and specifically anti-Black racism with commissions of inquiry external and internal investigations. The numerous reports of these investigations tell a story of systemic racism (uwindsor.ca/antiblackracism) which has never been adequately addressed. Lack of attention and the failure to act has resulted in our campus being a place where anti-Black racism has flourished. The University acknowledges that they must do better. Institutions must be better.

Today, the University of Windsor states that they are committed to dismantling systematic racism and anti-Black racism to create a more inclusive, safe and just campus.

The University of Windsor, like every other institution of higher learning in Canada, is responsible to multiple stakeholders. As the public university in Southwest Ontario, it should honor and serve the racially and ethnically-diverse regional community it represents. As the academic home to undergraduate, graduate, and professional students from a vast array of national and cultural contexts, it is obligated to provide equal treatment irrespective of difference. Finally, as the institutional launching pad for countless alumni currently living and working throughout Canada and the world, the University of Windsor must maintain a stellar reputation for equitable fair treatment that speaks positively on resumes and CVs. Until now, however, the university has been unable to fulfill these obligations, and has rather become known – privately and publicly – as a deeply racist one.

WHAT IS ANTI-BLACK RACISM?

"Anti-Black racism is prejudice, attitudes, beliefs, stereotyping and discrimination that is directed at people of African descent and is rooted in their unique history and experience of enslavement and its legacy. Anti-Black racism is deeply entrenched in Canadian institutions, policies and practices, to the extent that anti-Black racism is either functionally normalized or rendered invisible to the larger white society. Anti-Black racism is manifested in the current social, economic, and political marginalization of African Canadians, which includes unequal opportunities, lower socio-economic status, higher unemployment, significant poverty rates and over representation in the criminal justice system." (https://www.ontario.ca/document/data-standards-identification-and-monitoring-systemic-racism/glossary)

FINDING AND FIGHTING ANTI-BLACK RACISM AT THE UNIVERSITY OF WINDSOR

Problems of racism are noted in university reports as early as 1989, and perhaps earlier. More recent incidents of racially-charged dress codes, police reporting, campus banning, non-academic misconduct investigations, plagiarism charges, and racially-biased evaluations and disciplinary outcomes may be understood as part of a single trajectory of racist developments that may be understood as a single UWindsor story. The public declarations of mental and physical harm from UWindsor community members, attestations of an unsafe campus, panels and conferences convened to discuss on-campus racism, and reports and documentation of undignified, dehumanizing, and oppressive treatment painted a picture of reprehensible practices that created an unwelcoming and unsafe learning and working environment. Our position as a case study of anti-Black racism in Canadian universities on CBC's The National, was both a sad reminder of the ubiquity of the anti-Blackness on our campus and a call to action.

Recognizing the extent of the reforms needed and despite considerable backlash, the Anti-Black Racism Task Force was struck by the University President. The Task Force's explicit mandate was to actively engage the Black communities on campus to learn about student, staff, and faculty experiences of Anti-Black Racism across UWindsor; and identify, review, and recommend policies, programs, pedagogical practices, research, and other concrete actions that foster and support equitable, safe, and engaging environments for Black students, staff, and faculty on campus. While this Task Force focused specifically on issues of anti-Black racism, its work and recommendations will benefit all historically oppressed groups on our campus – as well as members of the dominant culture.

Steps taken at the University of Windsor are not without provincial context. In response to the widespread institutional racism noted at universities across Ontario, on December 18, 2020, the Ontario Human Rights Commission drafted a public letter to Ontario colleges and universities demanding action. Simply, the University of Windsor is being held accountable for mitigating and ending the abuses noted above, for the first time in our institutional history. The recommendations in this report identify what the Task Force believes to be the crucial priorities that must be addressed to create a campus environment that is safe for Black faculty, students, staff, and alumni – as well as mechanisms of accountability for anti-Black racism institutionally.

HOW DID WE GET HERE?

Universities and colleges could no longer avoid taking a long hard look at how they failed Black faculty, students, and staff. The public declarations of mental and physical harm inflicted on students, attestations of an unsafe campus, reports and documentation of undignified, dehumanizing, and oppressive treatment painted a picture of reprehensible practices that created an unwelcoming and unsafe learning and working environment.

The retelling and reliving of these experiences and putting trauma on display for public consumption, in order for those experiences to be validated is often profoundly humiliating. The real shame was the pathetic nature of the typical university response to reports of anti-Black racism. Responses were notoriously weak and ineffective because they were generally token and performative.

The brutal murder of George Floyd in Minnesota witnessed first-hand by a few and beamed to hundreds of millions around the world shattered the veneer of apathy, silence and benevolence around anti-Black racism outside the Black community and lead to what for many was truly an awakening. For the first time, millions of people begun to understand that anti-Black racism was indeed real.

It is time to act. We must do so as a community that rallies around foundational principles and values that espouse equity and justice. We all must do the necessary work without solely expecting the survivors of oppression to fix the behaviours of the oppressor. The incessant disrespect and disregard of the lives of Black people is what brought us to this point. As a society, we can no longer stand on the sidelines of racial injustice. We can no longer turn a blind eye to injustice. As an institution of higher learning, we must hold ourselves to a higher standard of accountability and set the example for racial equity and justice.

The university cannot be a place where racism is allowed to flourish. UWindsor cannot be a place where racism is tolerated. We must do everything to transform to a culture that eschews anti-Black racist behaviour and practices. If UWindsor does not, it is not worthy of the faculty and staff it employs, the students that fill its classrooms, and the alumni that bear its name on their degrees.

On December 18, 2020, the Ontario Human Rights Commission drafted a public letter to Ontario colleges and universities demanding the immediate end to systemic anti-Black practices (Appendix B). Recognizing the insidiousness of these events in post-secondary institutions that have inflicted extreme harm on Black, Indigenous, and racialized students. The University of Windsor must commit to doing better and being better.

The Ontario Human Rights Commission reminded post-secondary institutions of the of the six (6) criteria that must be follow regarding the organizational complaint process (Appendix B):

1. The response must be prompt
2. There must be organizational awareness that the conduct complained of is prohibited
3. The matter must be dealt with seriously
4. There must be a complaint mechanism in place
5. The organization must act so as to provide a healthy environment
6. The organization must communicate its actions to the complainant

(Ontario Human Rights Commission, 2021)

WHY IS THIS TIME DIFFERENT?

This must be different!

There is a pervasive sentiment on our campus that says 'we have been here before. We have had many investigations and reports about racism against Black people. Nothing has been done. How is this time different?' This is a valid position. This time is different because we are different. This time is different because this is a different time- a different moment. There is a renewed awakening- a reckoning if you will- in the fight for racial justice and equality and victims and survivors of racism and discrimination. We expect better for ourselves, from ourselves, and our communities. We have a new wave of advocacy and agency as manifested in for example the Black Lives Matter movement that is compelling and will not be silenced nor denied. The demand is for real change- not words. So as a society, we are different. We will no longer tolerate hate and injustice in our society and on our university campus.

We must change the university culture and we must hold one another accountable in order to effect change for a more equitable, inclusive and justice demanding campus. The time is now to build, and in some cases re-build a culture of trust, honour, respect, and equality. This is the behavioural standard that we must set for our campus and uphold without compromise.

HOW DO WE HOLD ONE ANOTHER ACCOUNTABLE?

The University of Windsor is our home away from home. Each of us spend a large portion of our day and thus our lives here. Our lives and long-term interests are bound together although we might not always appreciate this. When one of us hurts, we may all be hurt. Every person in our community deserves to be treated with respect and dignity. As an institution we must do everything to ensure this. As individuals, each of us has an obligation to play our part in securing this. We must each be willing to call out racism where we see or experience it. The recommendations of the Anti-Black Racism Task Force will provide insights into what accountability for acts of anti-Black racism looks like at the University of Windsor. They identify some of the top priorities that we must address to create a campus environment that is safe for Black faculty, students, staff, and alumni.

WHERE DO WE GO FROM HERE?

As an institution of higher learning which helps to shape the mind of our future leaders in every industry known to us, it is imperative to review these recommendations that have been put forth by the Anti-Black Racism Task Force with care, concern, and intent in order to take the necessary steps required to mobilize the University of Windsor toward healing and reconciliation.

WHY DOES THIS MATTER?

This time matters because University of Windsor stakeholders cannot allow themselves to be bystanders to racial injustice. As stakeholders in an institution of higher learning, the institution owes it to the future generations of UWindsor students, faculty and staff by rebuilding the foundation, to set a higher standard for humanity, toward equity, inclusion, and belonging.

In an ideal world, racism, prejudice, systems of oppression, hegemonic rule and colonialist ideologies would not have infiltrated our society. An Anti-Black Racism Task Force would not be required at the University of Windsor. Recommendations against Anti-Black Racism would not require drafting with yet additional requests to once and for all, address and resolve these issues. Today, at this moment, the institution is not there. However, starting today, the University of Windsor must move forward by reviewing the recommendations of the Anti-Black Racism Task Force and determining the next steps to create sustainable changes.

Surface level optics and disingenuous gestures are not enough to tackle the deep-rooted problems. These change efforts are only possible and sustainable if the University of Windsor campus community exhibits top-down leadership. Through the implementation of systems of accountability and commitments for change, and consideration of the recommendations this will be possible.

The University of Windsor has admitted to its shortcoming and failures. This admission is just one step forward in institutional change.

To show real dedication and commitment to dismantling anti-Black racism, in this document, UWindsor is receiving the proper guidance in order to help position themselves as a post-secondary institutional leader in anti-Black racism advocacy and justice. In the quest of building a campus that is deeply invested in anti, anti-Black racism, developing and implementing effective strategies in building a safer campus for all.



BREAKING THE CYCLE: THE TRAJECTORY OF ANTI-BLACK RACISM

In order to confront anti-Black racism, the first step is to declare that it exists. The University of Windsor acknowledged the pervasiveness of anti-Black racism and expressed its commitment to dismantling anti-Black racism and building a more inclusive and engaging campus. This commitment set the tone for a cultural shift at the institution.

The establishment of the Anti-Black Racism Task Force and pending recommendations report could prove to be the catalyst for mobilization with the necessary depth and perspective on the issues to effect substantive changes within the institution

THE UNIVERSITY OF WINDSOR COMMITMENT

A Message from President and Vice-Chancellor Rob Gordon

As an institution of higher learning, the University of Windsor has a duty to its faculty, staff, students and broader community to strive to be an agent of effective change. We have failed to fully address the pervasive racial injustice that manifests in society and on our campus. The year 2020 represents a significant shift in the global conversation around Anti-Black Racism. Black, Indigenous, and racialized peoples in Canada continue to face oppression, and the work of eradicating Anti-Black Racism and oppression in all its forms on our campus is critical. The University of Windsor is affirming its commitment to challenge and dismantle systemic oppression. A truly inclusive future for the University of Windsor begins with our actions and choices today. We invite all members of the campus community to engage in this important work.

(University of Windsor, 2020)

THE BROADER CONTEXT FOR CHANGE

The United Nations has declared 2015-2024 the International Decade for Peoples of African Descent. It has also established the Permanent Forum of Peoples of African Descent in recognition of the legacies of the Trans-Atlantic Slave Trade and the enslavement of African Peoples including racism, racial discrimination, and poverty.

The Permanent Forum was established in the wake of the murder of George Floyd which underscored the depth of systematic racism, and xenophobia and associated intolerance. It is also a recognition that contemporary racism and its historical roots of slavery, have never been effectively addressed anywhere in the world. The UN has also declared March 25 International Day of Remembrance of the Victims of Slavery and the Trans-Atlantic Slave Trade.

But these symbolic gestures have been largely ignored and rarely observed and seemed to have escaped public knowledge and attention. In Canada we have seen the adoption of documents and reports such as, Principles on Indigenous Education by Universities Canada, 2015; Inclusive Excellence Principles by Universities Canada, 2017; Report on Equity, Diversity, and Inclusion by Universities Canada, 2019; and the Statement on Equity, Diversity and Inclusion by Colleges and Institutes Canada, 2021. The latest of these is the Scarborough Charter on Anti-Black Racism and Black Inclusion in Higher Education: Principles, Actions and Accountabilities. This is a product of the National Dialogues and Actions for Inclusive Higher Education and Communities. The United Nations' International Day has been formally recognized by Canada but, this and the other initiatives noted here, have not curbed exclusion, marginalization, and various forms of oppression of Black people in every area of our society.

Research indicates that the education sector has in many ways been ground zero for racial oppression with reverberating effects and shocks in very other segment of society. Throughout the country, the postsecondary sector has been hard hit by anti-Black racism prompting a flurry of statements and actions notably since the public killing of Mr. Floyd. Universities and colleges have been forced to act in response to agitation and advocacy championed by Black students and their allies. This is not new of course. Generations of Black students have been at the forefront of the fight for civil rights. Black academics and staff have also been on the frontlines and continue to be.

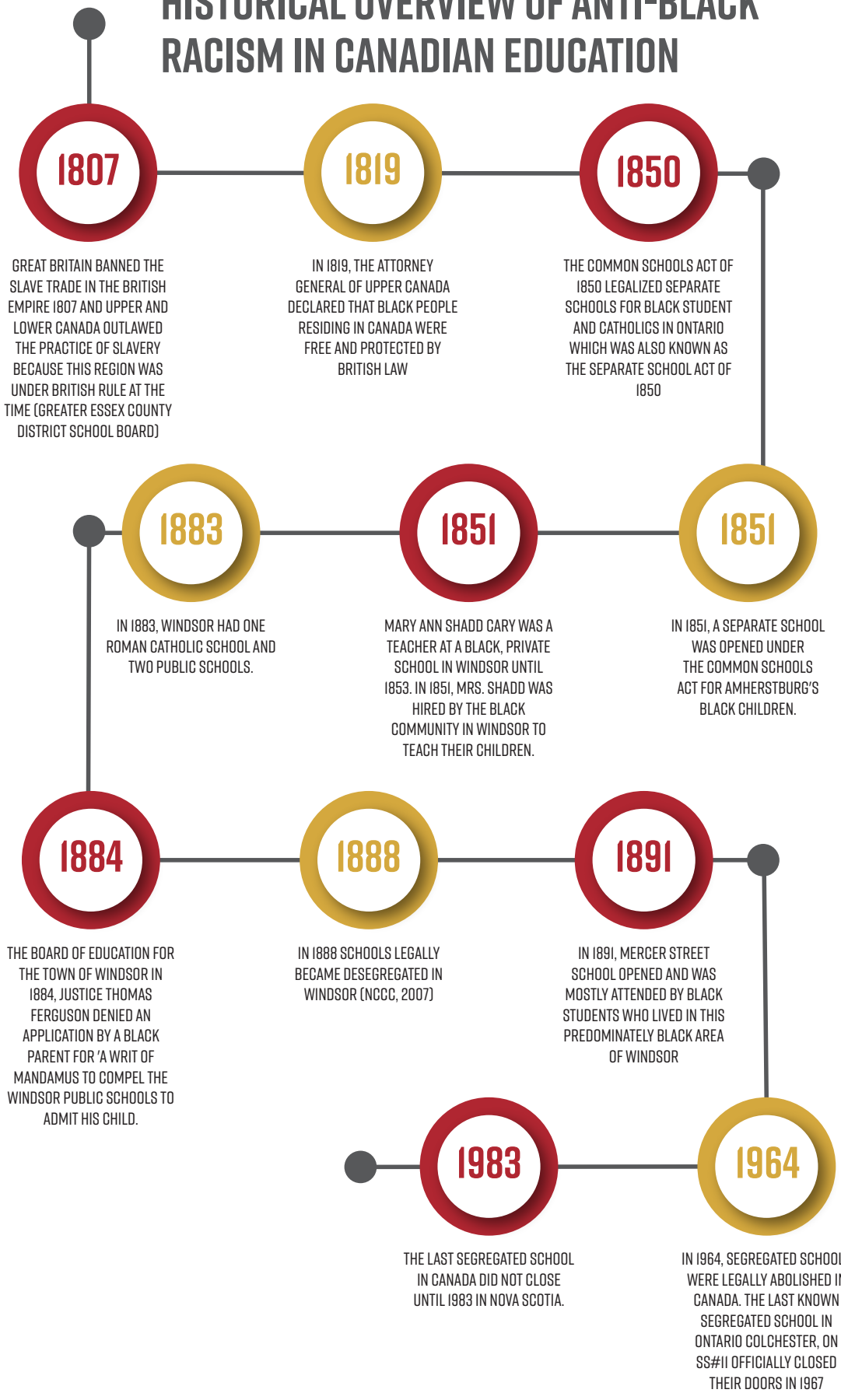
Signatories to the Scarborough Charter, commit to redressing anti-Black racism and fostering Black inclusion in universities and colleges across Canada through four broad action areas:

- Black Flourishing
- Inclusion
- Mutuality
- Accountability

The task force calls on the University of Windsor as a signatory to the Charter, to uphold these principles and commitments for improving the campus experiences of Black faculty and librarians, staff, and students. The Charter is a commitment to doing better. Simply signing it as a performative gesture is not an option. We must commit as an institution to act consistent with the Charter and take leadership. There are only three years left in the declared International Decade for Peoples of African Descent. We must commit to taking transformative action to advance the interests of Black people on our campus between now and 2024. Going forward, we must act in accordance with the Permanent Forum to make Black advancement a matter of course in our university.

Let's be a champion for what Dr. Rosalind Hampton calls the 'anti, anti-Black racism' movement.

HISTORICAL OVERVIEW OF ANTI-BLACK RACISM IN CANADIAN EDUCATION



ANTI-BLACK RACISM TASK FORCE

ANTI-BLACK RACISM AND THE UNIVERSITY OF WINDSOR

We believe that the university leadership is serious about change and the campus community is ready for it. The University of Windsor acknowledges that it must be better. In the last two decades or so there have been five different investigations of anti-Black racism with detailed reports and recommendations. Precious little has been accomplished in response to these reports. Black faculty, staff, and students still do not feel safe or protected. They continue to endure blatant racism, microaggressions, hyper surveillance, exclusion, and other dehumanizing behaviour. Unwanted negative press attention has damaged the institution. The efforts of the current administration to address this scourge has been met with general approval by our campus community. The university has said the right things about ending anti-Black racism. But talk is not enough- not this time. The renewed commitment to building a more inclusive environment for Black people has so far been punctuated with several tangible actions. The establishment of the Anti-Black Racism Working Group was followed by the appointment of the Anti-Black Racism Initiatives Strategic Planning Officer and the establishment of the Anti-Black Racism Task Force. Several other critical actions have been taken since then. This must continue with accepting and implementing the recommendations of the task force. It was critical to ensure that the Anti-Black Racism Task Force was not another performative exercise in tokenism that unfortunately characterizes organizational response to racism and discrimination. It could not simply be an effort to appease the University of Windsor campus community or to provide the illusion of addressing anti-Black racism. In the Summer of 2020, it was announced that an Anti-Black Racism Task Force would be established, was met with some resistance. Sentiments were shared that task forces in general were a 'waste of time and resources', and that 'they do not accomplish anything', and many other negative tropes used to describe their level of effectiveness, or rather ineffectiveness, in other situations and environments.

The level of frustration and apathy towards the University of Windsor, based on past efforts to address racism was widely shared. It was the mission of the Strategic Planning Officer to ensure that this Task Force was not going to fall within that realm.

ANTI-BLACK RACISM SUBCOMMITTEES

ANTI-BLACK RACISM TASK FORCE SUBCOMMITTEE: OFFICE OF STUDENT EXPERIENCE & DATA COLLECTION AND ANALYSIS

1. Kevin Limbombe
2. Richard Douglass-Chin
3. Kaitlyn Ellsworth
4. Jessica Bona-Mensah
5. Radha Patel

ANTI-BLACK RACISM TASK FORCE SUBCOMMITTEE: CREATE A SPACE FOR BLACK STUDENTS

1. Tabitha Valdez
2. Faith Enemaku
3. Nicole Scott

ANTI-BLACK RACISM TASK FORCE SUBCOMMITTEE: REDRESS STUDENT POLICY

1. Natalie Delia Deckard
2. Kevin Milne
3. Widmia (Mia) Riviere

ANTI-BLACK RACISM TASK FORCE SUB-COMMITTEE: REFORM THE OFFICE OF HUMAN RIGHTS, EQUITY, AND ACCESSIBILITY

1. Rajesh Seth
2. Camisha Sibblis
3. Wesley Rose

ANTI-BLACK RACISM TASK FORCE SUB-COMMITTEE: PROPORTIONATE REPRESENTATION OF RACIALIZED EMPLOYEES

1. Clinton Beckford
2. Katia Benoit
3. Sathish Pichika

There is the need to address the issues of anti-Black racism openly and honestly with courage, rigour and care, but as expeditiously as possible, for the sake of establishing a safe campus for our faculty, students, and staff, that is also trustworthy, and engaging without having to endure the racist taunts, microaggressions in the form of attitudes, comments and beliefs that are embedded in all areas of the UWindsor environment. Racism is deep, dark, and insidious and to say this is not a problem at the U of W is to devalue those who are survivors of the victimization of oppression. Whether one is consciously aware or directly impacted, it does exist. We acknowledge that and now, it's time to move toward change.

COMPOSITION OF THE ABR TASK FORCE

The Anti-Black Racism Task Force was made up of a variety of UWindsor campus stakeholders which included faculty, students, staff, and alumni. (Appendix C).

The Anti-Black Racism Task Force met regularly. Meetings commenced on November 26, 2020 and the work of the Anti-Black Racism Task Force officially concluded July 31, 2021. The Anti-Black Racism Task Force met as a full membership 16 times over the course of seven months. Additional meetings were had amongst the Anti-Black Racism Task Force membership within their subcommittees which were focused on specific agreed upon issues based on the areas the Anti-Black Racism Task Force members identified as urgent issues that UWindsor must address. The University of Windsor could transform the institution and become a leader in anti-Black racism advocacy and justice in the quest of building a campus that is deeply invested in anti, anti-Black racism, and equity, diversity, and inclusion. The Task Force was organized under five sub-committees representing the key themes that emerged from a task force issues analysis exercise.

CONSULTATIONS

The Anti-Black Racism Task Force had the opportunity to facilitate a consultative process with various stakeholders of the University of Windsor. This included current students, faculty, staff, retirees, and alumni of the University of Windsor. The consultations intentionally avoided detailed engagement with Black members of our community about their lived experiences with racism and discrimination on campus.

As we alluded to earlier in the report, there have been several investigations and reports on racism at the University. Anti-Black racism on our campus is indisputable and well-documented and another investigatory consultation would only serve to re-traumatize survivors. Instead, the task force took a problem-solving approach centered around our community's perspectives on critical issues and challenges around anti-Black racism on campus, and steps required to resolve these. The task force focused on hearing the voices of students, faculty, and staff rather than those at the administrator and manager classification. The sub-committees, therefore, proceeded to communicate with key constituents related to their particular theme. The task force listened to its members and their lived experiences in classrooms offices and other spaces on campus. It also consulted with previous reports of racism at the university.

TASK FORCE RECOMMENDATIONS

The Anti-Black Racism Task Force members provided the Strategic Planning Officer with their findings on July 31, 2021. The Anti-Black Racism Task Force submitted their findings via a secure data repository. Once all subcommittees provided their data, the data was then extracted and categorized according to themes that emerged through the data collection and data analysis process. These themes are categorized in this report. All recommendations provided are those of the Anti-Black Racism Task Force membership alone and were determined by the membership independent of external pressure.

"I FEEL THAT IF WE DON'T TAKE SERIOUSLY THE WAYS IN WHICH RACISM IS EMBEDDED IN STRUCTURES OF INSTITUTIONS, IF WE ASSUME THAT THERE MUST BE AN INDENTIFIABLE RACIST WHO IS THE PERPETRATOR, THEN WE WON'T EVER SUCCEED IN ERADICATING RACISM."

– ANGELA DAVIS

RECOMMENDATIONS REVIEW

The Anti-Black Racism Task Force Recommendations Report focuses specifically on issues of anti-Black racism at the University of Windsor. The Anti-Black Racism Task Force recommendations have been thoroughly reviewed and details have been extracted and categorized based the following themes:

1. The Office of Student Experience Restructuring
2. Redress Student Policy
3. Black-Centric Inclusivity and Safe Space Expectations
4. Restructuring of the Office of Human Rights, Equity, and Accessibility (OHREA)
5. Respect and Value Campus Afrocentric Initiatives
6. Data Collection and Analysis
7. Proportionate Representation of Racialized Employees
8. Promotion of Black Studies, Education, and Training
9. Specialized Services and Supports
10. Equity Audit of Lancer Athletics

By identifying the categorically organized critical issues that need to be addressed, the Anti-Black Racism Task Force is requesting that the institution review these recommendations with the utmost respect, care, thoroughness, and foresight as it relates to the future of the University of Windsor and the quest to strategically dismantle anti-Black racism. The undermentioned provides detailed explanations to the specific areas of concern and recommendations as to next steps on how these measures can be achieved.

1. THE OFFICE OF STUDENT EXPERIENCE RESTRUCTURING

As a post-secondary institution of higher learning, the University of Windsor must be held to a standard of responsibility both on an individual level and a collective level. Defined as "rules and laws that prevent illegal and unethical behavior that harms individuals as well as institutions", institutional responsibility is foundational to addressing anti-Black racism. This can be demonstrated either individually (staff, faculty, student employees, students, and anyone representing the institution on and off campus) or collectively (per group of people, e.g. an office, department, or union) as a University of Windsor stakeholder.

Recommendations

1.1 Racism Misconduct Response Team and Prevention Officer

The University of Windsor must commit to developing and implementing a racism misconduct policy, and the hiring of a Racism Misconduct Response Team and Prevention Officer. This would ensure that extraordinary powers of suspensions and expulsions from campus be granted to persons literate in equity, diversity, and inclusion, reviewing from a trained anti-racism and anti-anti Black racism lens. The duties of the Associate Vice President of Student Experience must be carefully delineated and given to several persons/teams as per advice of adjudicator Dr. Bruce Elman, in his decision of June 10, 2020, on the case dealing with a current University of Windsor student.

The University of Windsor has a sexual misconduct policy, a sexual misconduct response team and officer and the Office of Human Rights Equity and Accessibility (OHREA) has proven to be inadequate in filling the role of racism misconduct response. (See recommendations of the Anti-Black Racism Task Force Committee on OHREA). As Elman stated in that report: "In my opinion, one impediment to a fair and equitable process is the inherent conflict in roles which the Procedures for Addressing Student Non-Academic Misconduct place upon the Associate Vice President, Student Experience and the Office of Student Experience (OSE). They are counsellors; they are investigators; they prosecute complaints; and they make decisions on those complaints. It is untenable to hold all of these roles at once" (Item 59, page 12).

The University of Windsor must commit to hiring a position solely responsible with receiving complaints of racism, additional supports to work with complainants, and those with mediation, restorative, and transformative justice responsibilities, working through an equity, diversity, and inclusion lens with a sensitivity to an intersectionally diverse student population.

[2] Sollers College, 2016

1.2 Review of Student Confidentiality Agreements

The signing of confidentiality forms in any Office of Student Experience case, whether disciplinary or not, should be optional for students. Students may experience the signing of confidentiality forms as a muzzling measure meant to guard the University of Windsor liability rather than protect the student.

The Office of Student Experience personnel should be well versed in case law and knowledge of Ontario Human Rights policies and legislation. This is a tribunal process, subject to judicial review. Recourse for students does not currently exist.

1.3 Student Assessment and Care Team

All hiring committees for positions in the Office of Student Experience must be composed of important university and community stakeholders who understand equity, diversity, and inclusion through an anti-racist lens.

The hiring of coordinators, counsellors, etc. in the office of Student Experience and Assessment and Care Team needs to be conducted in an extremely careful manner, with great consideration given to equity, diversity and inclusion issues since these issues are integral to the fair and equitable treatment of all students. The task force submits that this has not always been the case and an intentional strategy to remedy the situation is overdue. Executive members of the University of Windsor assigned to currently review the process, apprised the Committee that a Black Student Coordinator is to be hired soon. This is of critical importance and should be done without delay.

1.4 Increased Accountability Measures

The Office of Student Experience can play a big role in the experiences of students at the University of Windsor. Many Black students think that this Office has not served them well and is not set up to do so. A lac k of accountability is perceived to be a significant issue. The task force submits that the OSE should be accountable to a much more diverse body than only the Office of the Provost. Greater oversight is needed that takes decisions out of the hands of single individuals and recreates trust and confidence among Black and other racialized students. One solution could be a committee or advisory formed based on principles of representation and diversity with inclusion of historically marginalized stakeholders including racialized peoples.

The Office of Student Experience only reporting to the Provost is problematic and dangerous as the Provost's office has seemingly been ill equipped to deal with equity based issues, especially issues dealing with anti-Black racism.

1.5 Consequences for Racist Behaviour

Racism and discrimination flourish in an environment where there are no disincentives for bad behaviour. The 2020 open letter to university presidents by the Ontario Human Rights Commission, outlined the OHRC's frustrations that universities' responses to racism concerns by their students were so ineffectual, that students were turning to the OHRC in growing numbers for remedy. The University of Windsor must demonstrate zero-tolerance to racism in its policies, procedures, and disciplinary processes. Failure to impose meaningful consequences for racism and racial discrimination is quite rightly seen as tacit approval of such behaviour. Appropriate consequences would serve as a disincentive to racist behaviour to perpetrators but also signal to our community that this is not who we want to be. In accordance with the established principles of due process, consequences should consider termination, expulsion, suspension (without pay in the case of employees), reprimand, and consideration for PTR. Mandatory education, and training should be part of every sanction. The task force understands that terms of collective bargaining and by-laws, policy, and procedures are important to the orderly functioning of the institution. Racism zero tolerance efforts should thus be enshrined in collective agreements and other governance structures.

1.6 Restructuring the Current Office of Student Experience Positions

Hire an external Equity, Diversity, and Inclusion consultant to meet with various stakeholders on campus to ensure continued collaboration from campus stakeholders in the hiring of new positions such as an Intake Coordinator(s); Case Management Team(s), etc.The Executive members of campus currently assigned to review this process have already engaged the services of Charles Smith, an external equity consultant. The last time an external equity consultant did this kind of work was 2008, when Smith was hired to assist the Senate Advisory Committee on Diversity and Inclusion (SACDI) to create change. Little to nothing came of Smith's exemplary work. Now, in 2021 thirteen years later, a new assessment is necessary to establish the present state of the University vis a vis equity, diversity, and inclusion. It is hoped that this time, the University can move forward in better ways.

1.7 Campus Police Re-Assessment Regarding Anti-Black Racism

Campus Police, Windsor Police, and any law enforcement agency with jurisdiction on the University of Windsor's campus must be assessed for their literacy in properly addressing anti-Black racism, the role of University of Windsor Campus Police in student misconduct issues and their role in any Office of Student Experience issues.

Black students (and staff) disproportionately have unjust and unnecessary interactions with law enforcement and face hyper- policing and profiling on campus.

"OUR LIVES BEGIN TO END THE DAY WE BECOME SILENT ABOUT THINGS THAT MATTER."

– DR. MARTIN LUTHER KING JR.

2. REDRESS STUDENT POLICY

In January of 2021, a committee was struck to assess and modify the non-academic student misconduct policy at the University of Windsor. This committee was chaired by Daniella Beaulieu, Executive Director of Academic Initiatives, and met a few times between January and April 2021. It became clear early on, that addressing the myriad of student policies embedded in different documents at the University in addition to changes at the office of student experience and the associated handling of both academic and non-academic misconduct that this was not a task that could be completed in a short timeframe. Daniella Beaulieu provided our subcommittee with documents related to some of the proposed changes, but these documents were all in draft format, overlapped with other task force subcommittee items, and included unknowns. The non-academic student misconduct committee then became a subcommittee under The Office of Student Experience reorganization working group (the AVP EDI sits/oversees this committee). Subsequently, the University non-academic student misconduct committee was suspended, and the University has now hired a consultant to investigate student non-academic misconduct policies. The consultant (Charles C. Smith Consulting) has begun the first phase of consultation which will take place between July and September 2021, and we expect that it will involve community, faculty/staff, and student consultation.

RECOMMENDATIONS

2.1 Review all Student Policies at the University of Windsor

In line with Bonilla-Silva's (2018) work on systems of color-blind racism, student policy at the University of Windsor is ostensibly race-neutral but, appears to be substantially racist in its intent and, additionally, in its execution. These racisms are not easily corrected -many changes exist in a zero-sum system in which more fair treatment for racialized students broadly, and Black students particularly, will result in less privilege for other community members. They must be corrected, nonetheless. Every University of Windsor student, irrespective of racial identity, should be guaranteed to be protected by the University on campus. Both complainants and accused should be accountable in all formal and informal disputes. Considering the history of anti-Black racism in justice and disciplinary proceedings, a particularly critical lens is required for cases involving students- complainants or accused- who are Black.

2.2 Establish Transparent Policies and Procedures

There must be transparency around the complaint and adjudication process. Policies and procedures should NOT be hidden, incomprehensible, or linked with other both related and un-related policies and procedures such that interpretation of those policies and procedures can in any way harm or prevent their application. Clear and unambiguous articulation of policies and procedures are critical to just outcomes for all students. Policies and procedures should, therefore, be subject to independent external review for clarity and transparency and revised as necessary.

2.3 Establishment of EDI Advisory Committee/ Watchdog

We recommend that the campus-wide EDI Advisory Committee proposed by Dr. Clinton Beckford (Interim VP of Equity, Diversity, and Inclusion) be operationalized with the express purpose of considering these recommendations at the institutional level, be resourced as the next step in this process.

"WITHOUT COMMUNITY, THERE IS NO LIBERATION . . . BUT COMMUNITY MUST NOT MEAN A SHEDDING OF OUR DIFFERENCES, NOR THE PATHETIC PRETENSE THAT THESE DIFFERENCES NOT EXIST.

– AUDRE LORDE

3. BLACK CENTRIC INCLUSIVITY AND SAFE SPACE EXPECTATIONS FOR BLACK STUDENTS

At the University of Windsor, which in the realm of institutions of higher learning would be classified as a Predominately White Institution or PWI's (term used to describe institutions of higher learning in which Whites account for 50% or greater of the student enrollment. Lamotey, 2010)) it is important and necessary that Black students have a space where they feel welcomed and safe.

Post-secondary institutions have quite a way to go in adequately addressing their longstanding issues of inclusion, but first must understand their position as institutions that are about exclusion as well. Post-secondary institutions are built on a system of exclusion and inclusion practices. This is not only based on academic admission criteria, but on race as well.[2]

By their very nature, they are exclusionary and have abided by exclusionary frameworks and practices for generations. (see page 10 for history of Segregation in schooling in Canada from K-12 to post-secondary.)

RECOMMENDATIONS

3.1 Establish an Office of Black Students' Access and Inclusion on Campus

Create space for Black students. This space could start off as a virtual space as we continue to grapple with the effects of the COVID-19 pandemic. In the interim, a safe physical space must be investigated on campus. Once it is deemed to be safe for folks to gather, students, faculty, and staff will be able to do so at a time when it is appropriate in accordance with government health and safety guidelines for institutions in Ontario. Lessons can be learned from other post-secondary education institutions that have successfully developed spaces for Black students. A good example is Dalhousie University's Black Student Advising Centre, which supports all Black students at Dalhousie and the Indigenous Student Centre, which helps create a sense of belonging to support student success for Indigenous students. Their Indigenous Student Advisor provides support and advocacy for all of Dalhousie's Indigenous students. Other examples include, York University's York United Black Students' Alliance and Humber College's, The BASE (Black Academic Success and Engagement) Program.

Implementing a community-based model (peer tutoring, mentoring (professor-student, alumni-student, student-student)) for this physical location promotes inclusion, a sense of community and encourages volunteerism among the Black student body.

Black students have a hard time talking with non-Black people about their experiences because of the historical evidence of apathy, bias, and downright hostility from non-Black people. We can address this need by creating a new office, under the Office of the VP Equity, Diversity and Inclusion, and hiring a team of Black people whose job description includes; discussing the needs of Black students; providing additional resources (mental, financial etc.) to help students in need; developing workshop and seminar modules on multicultural education, and gender and ethnic bias awareness etc. for faculty and campus employees (including campus police); annual anti-Black racism training for all staff; bias incident reporting training for all professional staff and student workers, and developing further guidelines for how to handle bias incident reports.

[2] Queen's to redress harms of historic ban on black medical students

3.2 Safe Space for Black Students on Campus

All students should feel safe everywhere on our campus. The campus should be a safe space for students, period. However, this is not the case for Black students. Examples from other institutions in the USA and Canada indicate that creating designated safe space can be impactful. Positive outcomes include building community and fostering a sense of inclusion and belonging. The task force recommends that the University of Windsor, establishes a physical space designated for Black students. The institution should consult and collaborate with Black stakeholders in the campus community on any such initiative.

It is recognized that a physical space might take some time to set up and run functionally. As an interim measure a virtual space could be an equally powerful tool of congregating and meeting the needs of Black students. Possible options include setting up a Diversity and Inclusion page on the university's website; creating a website and social media pages for the safe center (IG, FB, Twitter, LinkedIn), and include links to Black student groups and the ABR website on campus. The goal should be to create a social structure where Black students, Black prospective students, and Black Alumni experience inclusion and belonging on campus.

3.3 Creating a Campus Anti-Anti-Black Racism Resource Toolkit

Create an Anti-Black Racism Resource Toolkit that includes materials on allyship and understanding race in Canada, reading resources authored by Black people in the field of study, among others. Each academic and service delivery area must equip themselves with the necessary information, training, resources, policies, and procedures to address Anti-Black racism in their respective areas. In efforts to increase levels and systems of accountability, these areas should be required to report on their ongoing efforts to eradicate anti-Black racism within their spaces.

3.4 Black Student Leadership Opportunities

The University of Windsor must provide opportunities for Black students to participate in leadership roles within the University. Representation matters, and so for every student group that exists, if membership is desired, it is important that Black students are included in leadership roles, and in committees, advisory boards, groups, task forces, agencies, and entities on campus. We recognize that increasing the population of Black students will result in increasing levels of visibility on campus.

3.5 Create a Network of Black Alumni that Black Students Can Lean On

The University of Windsor must initiate more and meaningful engagement with Black Alumni. There is a reservoir of Black talent developed at the University of Windsor and honed through alumni lived experiences which is untapped and hence unavailable to present Black students. Black alumni can help current students successfully navigate the university system as Black people. They can be sources of inspiration and advice that can impact outcomes for current students. The rationale behind this is the need to feel 'in community' with other Black people affiliated with the University of Windsor and support, through networking opportunities and mentorship, and the Black alumni association is in a better position to provide this to Black students.

3.6 Protect Black Students on Campus

Ensure Black students feel seen and included on campus. All spaces on campus must be deemed a safe space for Black students, staff, and faculty. When it comes to police presence on campus, the role of Campus Community Police and Windsor Police must be reviewed. The municipal law enforcement has the institutional responsibility to serve and protect the University of Windsor community. According to the UWindsor website, "The Campus Community Police play an important role in keeping the University of Windsor, its staff, students, and faculty safe. Campus Community Police are sworn to preserve the peace, prevent crimes, enforce the law, and protect our community... Campus Community Police officers are "Special Constables" appointed under Section 53 of the Police Services Act of Ontario. In Windsor they are given police powers for the law enforcement of the Criminal Code of Canada, Ontario Provincial Statutes, Federal Statutes and additionally, University Bylaws. While they are not employed specifically by Windsor Police, they have powers of enforcement as Peace Officers specifically for the University of Windsor and its Affiliated Colleges."[3]

[3] UWindsor Camus Police, 2021

"NOW IS THE ACCEPTED TIME, NOT TOMORROW, NOT SOME MORE CONVENIENT SEASON. IT IS TODAY THAT OUR BEST WORK CAN BE DONE AND NOT SOME FUTURE DAY OR FUTURE YEAR."

– W.E.B. DU BOIS

4. RESTRUCTURING OF THE OFFICE OF HUMAN RIGHTS, EQUITY, AND ACCESSIBILITY (OHREA)

For the University of Windsor to take crucial steps towards dismantling systemic and oppressive institutional practices that are at the root of anti-Black racism on campus, it is imperative to lead by example. For the institution to stand by its word on commitment to doing better, it is of great urgency to exemplify top-down leadership. The culture of the institution must change for our campus to be safe for all faculty, students, staff, and alumni.

The University of Windsor has stated that it has "failed" its Black faculty, students, staff, and alumni (University of Windsor, 2021). These actions will forge the pathway towards reconciliation and healing.

The task force submits that the process for handling complaints and resolving disputes through OHREA does not function in the interest of justice. This recommendation is based on the discussions of the task force and the experiences of some members with direct experience with OHREA as well as a consultative process with faculty, staff and students who have had interactions with OHREA. Shortcomings identified related to:

- Visibility and Awareness of OHREA on campus
- Accessibility
- Case Resolution
- Time Management
- Communication
- Effectiveness

Of note is the lengthy and cumbersome reporting procedures and the length of time taken to complete investigations. An inconsistent and less than transparent procedural process was also reported. There were complaints that users of the office's services often feel even more victimized and marginalized through their experience. Some people reported feeling that their complaints were not taken seriously

RECOMMENDATIONS

4.1 Conduct Review of OHREA

Conduct an immediate and comprehensive transparent audit or review of OHREA to identify and define deficiencies. This office is critical to the university community and the well-being of students, staff, and faculty. It must not only function in the interest of the public but, be seen to do so.

4.2 Campus Survey of Human Rights Experiences

Conduct a comprehensive survey of the campus community (students, faculty association, and staff association members) to document feedback on the experience of the campus community with the current structure and processes within as related to human rights complaints. This will help establish a baseline against which any improvement can become compared.

4.3 Transparent Communication

There must be a process for keeping people with open cases apprised of the status of investigations related to the disposition of their cases in accordance with the rules of privacy and confidentiality. This is not only respectful but, is important in building trust and confidence in the system.

4.4 Transparent Review of Human Rights Policy

The policies and procedures within the Human Rights Policy must be reviewed immediately against the University's renewed mandate for equity, diversity, and inclusion (EDI). This is necessary as the University took an important and commendable first step for dismantling racism on campus by creating a new Vice President of Equity, Diversity and Inclusion position and appointing a racialize person to fill the role. All policies and procedures at the university that can be subject to discrimination and harassment should be reviewed through an EDI lens by this new office. After revisions based on the review and recommendations from VP (EDI) office, consultations should be held with the campus community on the draft human rights policy before finalization and implementation of the revised policy. Future revisions should be subject to a similar consultative process.

Consultations and feedback on any administrative policy that affects the life and well-being of the campus community can be very helpful in gaining and maintaining the trust of the campus community in the University's mission of providing an environment free of harassment and all forms of discrimination.

4.5 Timely Management of Complaints

Establish a transparent and timely process for dealing with complaints and investigations at the University of Windsor. The long delays that currently exist, are untenable and foment discord and discontentment. They reinforce the perception that the university drags it feet and denies justice to certain parties. An investigative process that has the confidence and trust of the university community and marginalized constituencies within it is imperative.

4.6 Create Independent Office of Human Rights

The Office of Human Rights should not be part of OHREA and should not report to the President of the University or a vice president. For human rights to have meaning, a truly independent office must be established as a matter of urgency reporting to the Board of Governors. A professional independent office of human rights is fundamental to securing the EDI entitlements for the university community. The Ontario Human Rights Code prohibits discrimination and harassment on the following grounds: race, ancestry, place of origin, colour, ethnic origin, sex, citizenship, creed (religion), disability, age, marital status, family status, sexual orientation, gender identity and gender expression, receipt of public assistance (in accommodation only), and record of offences (in employment only). To ensure the applicability of the rules of natural justice, achieve fair treatment of all members of the University community and create an environment free of harassment and all forms of discrimination prohibited under the Code, the Board of Governors (BoG) at the University of Windsor enacted and approved a human rights policy for the institution in 1997. Under the Human Rights Policy [HRP], 1997 the Human Rights Commissioner at the university had responsibility for the implementation of the policy. In 2010, the roles and responsibilities of human rights that had been under the purview of the Human Rights Commissioner in HRP (1997), were aggregated with other responsibilities to create a new Office of Human Rights, Equity & Accessibility (OHREA). The task force submits that feedback from students, faculty, and staff suggest that this change has not served our community well.

4.7. Establish Coherent Process of Conflict Resolution

There is widespread dissatisfaction with complaints, disputes, and conflict resolution on campus. There are feelings of uncertainty, perceptions of inconsistency and allegations of unfair and unjust practices. This has caused a distrust of and lack of confidence in the University's ability to provide due process to racialized members of its community especially Black students. The task force is calling for new process for addressing complaints, disputes and conflict which is fair, trustworthy, inclusive, and just. The university should consider the role of an Office of Ombudsperson or an Office of Disputes and Conflict Resolution. Such an office should be well resourced and staffed with expert investigators, mediators, and problem-solvers who are competent in EDI analyses by virtue of education and training and lived experiences.

"A DEMOCRACY CANNOT THRIVE WHERE POWER REMAINED UNCHECKED AND JUSTICE IS RESERVED FOR A SELECT FEW. IGNORING THESE CRIES. AND FAILING TO RESPOND TO THIS MOVEMENT IS SIMPLY NOT AN OPTION – FOR PEACE CANNOT EXIST WHERE JUSTICE IS NOT SERVED.

– JOHN LEWIS

4.8 Continually maintain and improve a campus environment free of harassment and all forms of discrimination

The University must establish an EDI infrastructure that can deliver sustainable attention to issues of discrimination and oppression. It must invest in EDI capacity building and action to nurture this infrastructure. It must continue to hire talent to support and complement its decision to appoint a senior level EDI portfolio. The bases of discrimination and harassment are wide-ranging. To improve and maintain a welcoming and caring community and an environment free of harassment and all forms of discrimination in perpetuity, will require sustained effort and commitment. The task force recommends that the university expands the office of VP, EDI and with authority that allows it to independently lead anti-Black and EDI strategies. The office should collaboratively engage with the campus community through creation of representative working groups and action committees on development of a coherent EDI and anti-Black racism strategy.

5. RESPECT AND VALUE CAMPUS AFROCENTRIC INITIATIVES

The university must demonstrate genuine support of and respect for Black undergraduate and graduate students and various Afrocentric campus activities.

RECOMMENDATIONS

5.1 Scholarships and Grants for Black Students:

An increase in scholarship and bursary funds for Black students is paramount. Finances can prove to be yet another barrier for Black students in the completion of post-secondary studies at a disproportionately higher rate than non-Black students (James and Taylor, 2008). By increasing these funds, this will not only lead to more Black students completing their university studies, but Black students that are more focused and engaged within the institution.

5.2 Recommitment to existing and Longstanding Afrocentric Initiatives

i. The African Diaspora Youth Conference (ADYC) [4]

The University of Windsor's African Diaspora Youth Conference (ADYC) must have complete and unconditional institutional support from the University of Windsor administration in the form of both funding and resources on an annual basis in perpetuity.

The African Diaspora Youth Conference, hosted by the University of Windsor since 2004 has acted as an informal recruitment hub for Black students from Windsor, Detroit, and the Greater-Toronto area. Founded by former Faculty of Arts and Social Sciences Dean Cecil Houston and headed by Faculty of Education Associate Professor, Dr. Andrew Allen, every year hundreds of high school students are brought to the University of Windsor to experience university life. Out of those students many decide to attend the University of Windsor.

Institutional support for the African Diaspora Youth Conference has not been at the level deserved for such an important event. The African Diaspora Youth Conference has been an important recruitment initiative of Black students even if it has not been officially recognized as so in enrollment management. There has been strong take-up of the $1000 scholarships offered to all students that attend the conference and enrol at the University of Windsor.

Furthermore, the event creates a much-needed safer space for Black Windsor, Detroit, and the Greater Toronto area students to be in community with each other to learn and listen effectively which in term serves as a vehicle of creating safer spaces for Black students, staff, and faculty at the University of Windsor.

[4] *www.uwindsor.ca/diasporayouthconference/298/history-diaspora*

"DO THE BEST YOU CAN UNTIL YOU KNOW BETTER. THEN WHEN YOU KNOW BETTER, DO BETTER."

– MAYA ANGELOU

ii. AFROFEST

The University of Windsor Student Alliance's (UWSA) AFROFEST programming must be annually supported institutionally through funding and resources by University of Windsor's administration in collaboration with the University of Windsor Student Alliance (UWSA).

AFROFEST is a long-standing Black student run initiative providing spaces for Black students at the University of Windsor to celebrate Black joy, Black liberation, Black history, Black futures, and Black student life on campus during Black History/African History/Black Futures Month. Ms. Camesha Cox, a two-time University of Windsor alumna developed AFROFEST in 2005 with the following mandate "Afrofest promotes unity on campus, celebrates the journey and progression of Black history, as well as engages in cross cultural exchange. AFROFEST is a fusion of intellectual discussion, film, fashion, and artistic and musical talent" (UWSA, 2021). The University of Windsor must be in support of all events that support unity on campus and celebrates the Black students at University of Windsor.

The University of Windsor's administration historically, has not been tangibly supportive of AFROFEST. Through the intentional lack of access to meeting spaces on campus, to the hyper policing of Black focused events, the administration has not provided a safer environment for AFROFEST to thrive at the University of Windsor.

[5] *uwsa.ca/services/afrofest*

6. DATA COLLECTION AND ANALYSIS

Race-based data includes and is not limited to consultations, self-identification, and the overall compendium of the campus community composition. School of Nursing assistant professor at the University of Victoria, Dzifa Dordunoo argues that "collecting race-based data is a good first step toward equity but should not be the only one." (Dordunoo, 2021). Thus, literacy on the data is essential as well. To have data literacy, the first necessary course of action is to collect data on race. Dr. Malinda Smith, Vice President of Equity, Diversity, and Inclusion at the University of Calgary states "it is too fundamental to defer to the future" emphasizing that there is, "a data gap on campus wherein no specific data on Black students exists." Dr. Smith further provides a framework for race-based data collection around:

a. The basic compositional data (quantitative)

b. Assessing the experiences (qualitative data) focus groups

To move forward, race based data collection at the University of Windsor must strive to attain the following:

i. Inform the Campus: When an institution is more informed, the decisions made will be more informed.

ii. Provide Data Transparency: providing clear communication regarding the collection, usage, storage and access to information.

iii. Create Data Literacy: consultations, self-identification, and compendium

A growing number of post-secondary institutions in Canada are now collecting racialized data from students. This is fairly recent in Canada but has been done in the United States for decades. The University of Windsor has been discussing such an initiative but even after years of consultation and discussion about this had not taken concrete implementation steps. Interestingly, the University has been collecting such data for employees for years through the Self-Identification Survey through the Office of Human Rights, Equity and Accessibility (University of Windsor, 2021). The task force submits that it is time to implement a student racialized data collection project.

RECOMMENDATIONS

6.1 Collect Raced-Based Data Now

The task force recommends gathering information on a single question related to race in order to move as quickly as possible. In many instances race base data is collected alongside additional data such as student experience, socioeconomic information, and personal information. Although this is ideal, after speaking with the Working Group on Data Collection, this extensive data collection will create a longer timeline and should only be discussed in later stages of the project. For now, it is imperative to collect data related only to race. From here we can learn, usage rates of services based on race, academic achievement base do race, and academic and non-academic misconduct accusations based on race since it will be tied to UWIN Site. According to the Working Group on Data Collection Initial discussions with the Chair of REB (Research Ethics Board), indicate that most likely this is an initiative that falls under Article 2.5 and would not require REB approval. Although not requiring REB approval, it is still incumbent upon us to follow ethical guidelines. Given the sensitive nature of the question, we could consider voluntarily getting the REB clearance to provide assurances to the student community of the ethical acceptability of this initiative. The imperative for a rapid timeline is a key consideration.

The task force recommends three categories under which the data should be reviewed and analyzed:

1. Demographic Data: When looking at the race breakout by program, we recommend that undergraduate and graduate numbers are separated. Analysis considerations:

(i). Number of Black Students (full time, part time etc.)

(ii). Race of students by faculty /department

(iii). Race of faculty /staff by faculty and department

(iv). Compare the student vs faculty/staff numbers/ proportion within each area This category can be used to identify possible gaps or barriers in representation at the university at all levels. It is imperative that we also look at representation at the leadership level across the university as well as within departments.

2. Student Success: Continue to use current methods of data analysis but further delineate by race. Retention rate by race Academic standing by race Academic progress by race (how long does it take to graduate) Academic misconduct by race Access of student success services by race (writing help centre, academic advising etc.)

3. Overall Campus Experience: The collection of race-based data will inform the institution about Campus Police encounters with members of the campus community. As well, the data will reveal the number of interactions, frequency of interactions with students and police involvement with student non-academic misconduct matters. These are critical issues to be analysed due to the hyper surveillance of faculty, staff, and student on university campuses. This requires further study in order to assess and ensure Black students feel safe on campus and are safe from racially targeted discriminatory practices.

6.2 Long-Term Data Collection Initiative Data Is Collected on Overall Student Experience

To assess overall campus experience, it is recommended that as a long-term data collection initiative, data is also collected on overall student experience based on race similar to NSSE. The National Survey of Student Engagement (NSSE) focuses on the nature of first year and senior students' undergraduate experience. The questions allow institutions to measure how successful they are at engaging students in activities and programs that they provide for students' academic and personal development. The task force recommends that to start, data collected based on the single question is done through UWINSITE Student. In the future, it would be ideal if the information came directly from the Ontario University Application Centre and sync directly with students UWIN account. According to the Working Group on Data Collection, the collection and use of student data is governed by the Notice of Disclosure, Confidentiality and use of Personal Information and Senate Bylaw 33. There are guidelines from the OHRC to collect data consistent with the Code.

6.3 Ensure Safe and Secure Race Based Data Collection Process for faculty, students, and Staff

The University of Windsor needs to ensure that established rules and policies around secure storage, access, and the retention rules for collected data. It is recommended that the Review Committee on Employment Equity Reports, moving forward are further delineated based on race. The previous Institutional Reports on Racism, Oppression & Equity found at www.uwindsor.ca/antiblackracism/306/resources-continuous-learning-and-action. Specifically, the Review Committee on Employment Equity Reports does not collect disaggregated employment equity data related to Black employees rather all "visible minorities" are grouped together. It is recommended that this data be disaggregated to better understand where Black faculty and staff are employed on campus and what's happening to them in terms of employment status.

"I BELIEVE THAT THERE WILL ULTIMATELY BE A CLASH BETWEEN THE OPPRESSED AND THOSE THAT DO THE OPPRESSING. I BELIEVE THAT THERE WILL BE A CLASH BETWEEN THOSE WHO WANT FREEDOM, JUSTICE AND EQUALITY FOR EVERYONE AND THOSE WHO WANT TO CONTINUE THE SYSTEMS OF EXPLOITATION."

– MALCOLM X

6.4 Data on hiring, Promotion, Tenure, and Renewal (PTR) for Faculty and Staff

The task force recommends the collection and analysis of disaggregated data on hiring and promotion rates of black employees and recommend measures to increase the number of Black faculty and staff hired and promoted, especially at the senior levels. This data should be used to understand the experiences of harassment and discrimination of Black employees. Black employees should be encouraged to self-identify to gain an accurate picture of Black representation and experiences on campus. This can also be helpful in monitoring attrition and retention rates.

7. PROPORTIONATE REPRESENTATION OF RACIALIZED EMPLOYEES

The current demographic of employees at the University of Windsor is not reflective of the extraordinarily diverse racial and cultural makeup of the study body. This under-representation is most noticeable at the university amongst professorate but also rings true at the staff levels. This low representation begs to question the recruitment and hiring practices of the institution.

RECOMMENDATIONS

7.1 Review and Revise Employment Equity and Institutional Hiring Practices

Conduct a review of the talent development process as it relates to hires for positions at senior administrative levels (President, Vice President, Provost, Vice Provost, Deans), salaried positions. It is important to note that the position of Associate Dean should not be considered as there is no financial reward in this role. This is not the level of leadership to concentrate efforts on in terms of increasing diversity in this area. In terms of the university's leadership and administrative structure, Black people are mainly found at the Associate Dean's table. This is a position with a very modest stipend around $10, 000.00 for most ADs which has not increased in over a decade. Concentration of Black people in low level leadership positions which are demanding, while being under-valued and low-paid is an all-too-common trend the University of Windsor, should not be part of. The hiring of a Black man to the new position of Vice President of Equity, Diversity, and Inclusion is an encouraging first step in getting more diverse voices at the decision-making table that must now be built upon.

Furthermore, the university must look at systems and what modification can be made to be more attractive to Black people. Focus on how the university can intentionally recruit with diversity in mind. Fair remuneration for Black labour is only one consideration.

7.2 Diversification and Inclusion on Board of Governors and Senate

It is also critical for diversity and inclusion to be reflected in the highest levels of the university's governance structure. The task force recommends that in keeping with our institutional recommitment to EDI, bringing diversity of representation to the Board of Governors and the Senate is critical. We call for an immediate and transparent review of the process for determining Board and Senate and development of a strategy to enhance representation of Black and racialized people in these two critical chambers of governance.

7.3 Race-based Salary Review

The task force recommends that the University of Windsor conduct a comprehensive review of salaries based on race. There is anecdotal evidence based on personal experience of racialized faculty and staff, that significant disparities in renumeration exist in actual salaries and salary offers by the university. There are reports from individuals about interpretations of unfair treatment in salary and renumeration discussions. Any review should look internally at the experiences of Indigenous, Black, and racialized employees and their salaries compared to their non-white counterparts, but also external comparative analyses.

The university has already taken the step to conduct a review of salaries based on sex.

There is no indication if comparisons were made between women of different races. If not, then this analysis should also be done.

7.4 Permanence of Vice-President Equity, Diversity, and Inclusion Portfolio

On June 1, 2021, the university took a good first step in appointing its first Vice President of Equity, Diversity, and Inclusion on an interim basis. The University of Windsor must now follow through on its commitment to make this position permanent. It must maintain the position with responsibility of Equity, Diversity, and Inclusion (EDI) portfolio at the Vice President level, on a full-time basis. The University should maintain the portfolio on a full-time basis, for a position at the Vice President (or Associate Vice-President) level with responsibility of Equity, Diversity, and Inclusion, like the Vice-President Academic, Vice-President Research, Vice-President Finance, etc.

It is important to have this role on a permanent basis to continue the work of the Task Force. This position would work to dismantle structures of oppression and work to create a culture of inclusion on campus and anti-racism; Develop coherent strategies needed to address the issues; Employment Equity (developing equitable hiring practices); Leading university efforts of inclusion, equity, anti-oppression, anti-racism; Identify structures and systems that are oppressive; Implementing strategies to build a more inclusive culture at the university; Broad area of responsibility, working with other areas of university, with leadership in coordinating all of these things; Conduct review of entire reporting structure of the university. Reorganize OHREA – Human Rights would be a separate office independent of the President's office, AVP Student Experience office could report to the VP EDI (not Provost or President).

7.5 Twelve (12) Black Faculty Hires at the University of Windsor

In November2020 the University of Windsor announced its intentions around a Black Scholars Hiring Initiative. This was well-received by the university community in general and Black faculty, staff, and students more specifically. At the time of preparing this report there has been no apparent action in this regard and answers to questions about this during consultations did not provide elucidating details and plans. The task force is impressing upon the university, the critical importance of following-through on its announcement. To not do this would be seen as an egregious act of bad faith. It would further erode trust and confidence in the university administration.

"A PROGRAM LIKE BLACK CANADIAN STUDIES IS NECESSARY FOR ALL CANADIANS, FOR ALL OF US TO INTERRUPT THIS IDEA THAT BLACKNESS IS SOMEHOW SEPARATE FROM CANADIAN SOCIETY AS A WHOLE AND TO BEGIN TO UNDERSTAND THE WAYS IN WHICH BLACK CULTURAL PRODUCTIONS AND BLACK HISTORIES ARE PART OF A LARGER CANADIAN NARRATIVE AND THAT THE CANADIAN NARRATIVE CANNOT BE UNDERSTOOD IN ALL OF ITS COMPLEXITIES IF IT IGNORES SUCH AN IMPORTANT AND INTEGRAL PART OF ITSELF."

– ANDREA DAVIS

The university must immediately provide assurances to the community that this initiative will proceed in a timely fashion and provide updates about the progress so far. importance of updates and follow through on this initiative.

This initiative can play a major role in the university's efforts to dismantle anti-Black racism and to build a campus that is truly diverse and to build a faculty that is representative of the students that it serves.

8. PROMOTION OF BLACK STUDIES, EDUCATION, AND TRAINING

Building an educational framework that will foster knowledge sharing and knowledge mobility, by not only educating the campus community about eradicating anti-Black racism but establishing ourselves as a leader in empowerment and advancement of Black students and the development of Black talent from undergraduate to the professorate. Decoloniality of curriculum and pedagogy is critical in this regard.

RECOMMENDATION

8.1 Black Studies Program

The task force recommends the implementation of a Black Studies Program at the University of Windsor. As one of the oldest Black communities in Canada and our proximity to the United States, this the ideal location for such a program due to the rich history and opportunities for cross-border collaborative learning opportunities.

A Black Studies degree program must be established with proper resources, funding, and administrative support at the University of Windsor immediately. This recommendation is related to the hiring of 12 Black scholars announced in November 2020 (University of Windsor, 2020). The task force recommends that the university develops strategies for dovetailing and synergistic alignment of these two initiatives. A strategy to do this was articulated in this task force's proposal and plan to Professor Jeffery Berryman, acting Provost, for the "12 new Black hires" and creating a Black Studies Program at the University of Windsor. The proposal exemplifies a tangible way the University of Windsor could commit to moving this initiative forward.

Furthermore, on a March 3rd, 2021 Researchers, Academics & Advocates of Colour for Equity, in Solidarity (RAACES) Panel Discussion entitled "The Long History of Black Windsor-Essex and Why UWindsor needs a Black Studies Program" wherein Black community members Leslie McCurdy (Acting President, The Black Council of Windsor Essex), Irene Moore Davis (President, Essex County Black Historical Research Society), Marium Tolson-Murtty (UWindsor anti- Black Racism Strategic Planning Officer), Kaitlyn Ellsworth (Wayne State University Black Studies graduate – '21, and University of Windsor Anti-Black Racism Taskforce Alumni representative), and Dr. Richard Ndayizigamiye, (Black Studies professor at Brock University) participated. This well attended panel discussion further solidified the community and alumni support of the creation of a Black Studies Program at the University of Windsor. The panel was hosted by Dr. Richard Douglass-Chin (University of Windsor, English and Women and Gender Studies Professor).

As well, the University of Windsor's Anti-Black Racism Task Force members met with Dr. Rosalind Hampton, Black Studies Professor at University of Toronto's Ontario Institute for Studies in Education (OISE) and executive member of the Canadian Black Studies Association on how to effectively implement a Black studies program at the University of Windsor.

"THE FACT THAT SOMEBODY IS DISPLEASED IS NO EVIDENCE THAT WE ARE WRONG."

– MARY ANN SHADD CARY

8.2.Anti-racism Education and Training

The University of Windsor should establish a coherent structure of education and training opportunities for members of the university community. While some of these may be general, efforts to customize training should also be done. For example, education for executive leadership team, senior management and the Board of Governors should be included. Activities customized to students should also be included. It was observed through task force discussions that the anti-Black racism educational framework, did not specifically engage students. Different areas of the university which greatly impact students should also be educated including, Residences, Campus Police, Athletics, and others. Topics should be diverse, and speakers/presenters should be carefully selected to meet the goals of the education and training.

9. SPECIALIZED SERVICES AND SUPPORTS

It is recognized that there is a lack of specialized services on campus to address the unique needs of Black students. These specialized services can serve Black students with specialized academic, mental health and physical well-being services to ensure students can continue to engage in a safe environment and learn and thrive in an environment that fosters growth and development. A holistic approach to ensure students are receiving the best guidance possible to be the best students they can possibly be. It is of utmost importance that these services be accessible and free of cost.

RECOMMENDATIONS

9.1 Black Student Support Office and Coordinators

A Black Student Coordinator can serve as a person who can provide trust and guidance while addressing specific needs of Black students. Institutions such as Dalhousie University in Halifax, Nova Scotia (https://www.dal.ca/campus_life/communities/black-student-advising.html) have programs and services that are geared for Black students and demonstrates the institution's investment in the success of Black students on their campus. This would be an important step in assuring Black students that the university is a welcoming place where their well-being and success is important and supported. This could part of a new office with a team of self-identified Black educational professionals whose job description includes discussing and addressing the needs of Black students. Such an office could be part of the development of a safe space for Black students to form communities for professional growth, and fellowship. See Recommendation 3.2.

"DO NOT LOOK THE OTHER WAY; DO NOT HESITATE. RECOGNIZE THAT THE WORLD IS HUNGRY FOR ACTION, NOT WORDS. ACT WITH COURAGE AND VISION."

– NELSON MANDELA

9.2 Create A Network of Black Alumni

A Black Alumni Network can increase levels of engagement for Black students on campus. This has the potential to increase levels of self-efficacy that can potentially assist student in navigating their way through university. Other post-secondary institutions that have been successful in these endeavours include the University of Toronto – Mississauga (Reference UofT Mississauga, Black Alumni Network), Western University (Black at Western – demands (might be informal but still effect), and Queen's University Black Alumni Association (Queen's Black Alumni association). In terms of community resources, The Black Council of Windsor Essex County can also serve as a resource to assist Black students along their educational journey.

(For more information, please refer to item 3.5 of the Anti-Black Racism Task Force Report which speaks further to the importance of formulating stronger engagement with University of Windsor Black Alumni).

10. EQUITY AUDIT OF LANCER ATHLETICS

It is recognized that the University of Windsor Department of Athletics has ongoing issues based around anti-Black racism. The University of Windsor's Athletic Department must undergo a departmental equity audit. This includes hiring practices of coaches, recruitment processes, Black and racialized student athlete academic support, discrimination complaint process etc. In consultation with former and current student athletes, the current culture in the Athletics department is unhealthy, unwelcoming, anti-Black, and harmful to Black student athletes.

RECOMMENDATIONS

10.1 Review of Hiring Practices for Coaching Staff

In consulting with current and former student athletes, there is a need to review the Athletic department with a lens focused on dismantling anti-Black racism. In consultation with former and potential coaching candidates, there is a need to review the Athletic departments hiring practices from an equity lens and an anti-anti-Black racism lens.

10.2 Implementation of a Safe Student Athlete Complaint Process

Consultations revealed a culture of fear that permeates

"IF YOU WISH TO MOVE MOUNTAINS TOMORROW, YOU MUST START BY LIFTING STONES TODAY.

– AFRICAN PROVERB

throughout the offices, halls, fields, courts, diamonds, tracks, rinks, and locker rooms of the athletic department regarding a formal complaint process against coaches. Student athlete complaints in general, were not taken seriously, but those specifically citing anti-Black racism even less so. The lack of action, concern and care of anti-Black racist complaints results in Black student athletes feeling isolated and unwelcomed in the Athletic Department and at the University of Windsor. The Athletic Department at the University of Windsor must put forth a less intimidating student complaint process. One that does not put the complainant in jeopardy of placing the student athlete's athletic and academic career in jeopardy in fear of reprisals due to the complaint.

Black student athletes are the most visible student ambassadors at the University of Windsor and reports indicate that they are not treated nor supported as such. Resources and support systems must be committed to by the Athletic department and the University of Windsor.

SUMMARY AND INDEX OF RECOMMENDATIONS

1. Racism Misconduct Response Team and Prevention Officer

1.2 Review of Student Confidentiality Agreements

1.3 Student Assessment and Care Team

1.4 Increased Accountability Measures

1.5 Consequences For Racist Behaviour

1.6 Restructuring the Current Office of Student Experience Positions

1.7 Campus Police Re-Assessment Regarding Anti-Black Racism

2. Redress Student Policy

2.1 Review All Policies at the University of Windsor

2.2 Establish an Office of Black Students' Access and Inclusion on Campus

2.3 Establish Transparent Policies and Procedures

3. Black Centric Inclusivity and Safe Space Expectations for Black Students

3.1 Establish and Office of Black Students' Access and Inclusion on Campus

3.2 Safe Space for Black Students on Campus

3.3 Creating a Campus Anti-Anti-Black Racism Resource Toolkit

3.4 Black Student Leadership Opportunities

3.5 Create a Network of Black Alumni that Black Students Can Lean On

3.6 Protect Black Students on Campus

4. Restructuring of the Office of Human Rights, Equity, and Accessibility (OHREA)

4.1 Conduct a Review of OHREA

4.2 Campus Survey of Human Rights Experiences

4.3 Transparent Communication

4.4 Transparent Review of Human Rights

4.5 Timely Management of Complaints

4.6 Create Independent Office of Human Rights

4.7 Establish Coherent Process of Conflict Resolution

4.8 Continually Improve and Maintain an Environment Free of Harassment and All Forms of Discrimination

5. Respect and Value Campus Afrocentric Initiatives

5.1 Scholarships and Grants for Black Students

5.2 Recommitment to existing and Longstanding Afrocentric Initiatives

6. Data Collection and Analysis

6.1 Collect Raced Based Data Now

6.2 Long-Term Data Collection Initiative Data Is Collected on Overall Student Experience

6.3 Ensure Safe and Secure Race Based Data Collection Process for faculty, students, and Staff

6.4 Data on hiring PTR for Faculty and Staff

7. Proportionate Representation of Racialized Employees

7.1 Review and Revise Employment Equity and Institutional Hiring Practices

7.2 Diversification and Inclusion on Board of Governors and Senate

7.3 Race Based Salary Review

7.4 Permanence of Vice-President Equity, Diversity, and Inclusion Portfolio

7.5 Twelve (12) Black Faculty Hires at the University of Windsor

8. Promotion of Black Studies, Education, and Training

8.1 Black Studies Program

8.2 Anti-racism Education and Training

9. Specialized Service and Supports

9.1 Black Student Coordinators

9.2 Create A Network of Black Alumni

10. Equity audit of Lancer Athletics

10.1 Review of Hiring Practices for Coaching Staff

10.2 Implementation of a Safe Student Athlete Complaint Process

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APPENDIX

- Campus Communique: UWindsor Statement on Anti-Black Racism (Appendix A)
- Ontario Human Rights Commission: Letter to universities and colleges on racism and other human rights concerns (Appendix B)
- Anti-Black Racism Task Force Overview (Appendix C)
- Anti-Black Racism Call for Nominations Form, https://www.uwindsor.ca/antiblackracism/ (Appendix D)
- Anti-Black Racism Task Force Terms of Reference (Appendix E)
- Email from UWindsor Alumni (Appendix F)
- 12 Black Faculty Hires Letter (Appendix G)
- University of Windsor Hiring Form (Human Resources) (Appendix H)

APPENDIX A

CAMPUS COMMUNIQUE - OVERVIEW UWINDSOR STATEMENT ON ANTI-BLACK RACISM UWINDSOR'S COMMITMENT TO ELIMINATE ANTI-BLACK RACISM - JUNE 11, 2020

To the University of Windsor Campus Community,

The past few weeks have been exceedingly difficult for the Black members of our campus community.

The senseless killing of George Floyd at the hands of the Minneapolis police has set off a firestorm of protest that has served as a stark reminder that anti-Black racism remains pervasive not only in the United States, but in our country and on our campus. It was a blatant demonstration of anti-Black racism and it has resonated with all of us who decry racial injustice and discrimination.

Last week, the University of Windsor's statement on the death of Mr. Floyd did not go far enough and failed to both fully recognize the significance of the moment and explicitly condemn anti-Black racism.

The University thanks all of those who brought this to our attention.

We are committed to equity, diversity, and inclusion, but we also know that our University can and must do more when it comes to the issues that focus on equality and human rights. And we recognize that the University has not dealt with racial injustice in a meaningful way in the past, particularly as it applies to anti-Black racism.

We must make real, substantive change, and make a commitment to look squarely at systemic anti-Black racism on our campus and deal with it. As a University, we have to do better. We must also do what is right. There must be a place for voices to be heard, for students, staff, faculty and alumni to be engaged; a plan is needed for change; and there must be a process for accountability.

With that in mind, the University is taking the following measures as a first step:

In partnership with our student governments (UWSA, GSS and OPUS), we will establish a University of Windsor Anti-Black Racism Task Force. Representation will include our students, staff, faculty and alumni and will complement the recently announced Anti-Black Racism Committee in the Faculty of Law.

The Task Force will focus on: (i) listening and learning of the perspectives on anti-Black racism across the University; and (ii) identifying necessary policies, programs, pedagogy, research and the appropriate actions to address anti-Black racism in all forms. The Task Force will be established over the coming months and begin its work in Fall 2020.

The University will immediately establish a training and educational framework 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. Students, staff and faculty will be invited to participate in training opportunities which will be mandatory for all senior administrators and Board of Governors members. To better understand, monitor and track forms of racial discrimination across the University, we will explore a partnership with the Ontario Human Rights Commission to implement, among other things, a racial demographic data collection framework.

This will help to better understand the challenges faced by our marginalized students and allow future progress to be assessed.

Working with the Office of Human Rights, Equity & Accessibility (OHREA) and other units across the University, we will also commission an external review of our broader institution-wide equity, diversity and inclusion processes, policies, programs, committees and reporting structures. This review will be a collaborative undertaking, welcoming contributions from across the University community.

The University is committed to providing resources for each of these initiatives and will also establish an assessment and reporting process to effectively monitor and communicate progress moving forward.

We are now ready to make much-needed change as it relates to anti-Black racism at the University of Windsor. We will need everyone's help. And together, we will make a difference.

APPENDIX B

LETTER TO UNIVERSITIES AND COLLEGES ON RACISM AND OTHER HUMAN RIGHTS CONCERNS

Dear Presidents and Principals:

I am writing to all public colleges and universities in Ontario after recent events have exposed that Indigenous, Black and racialized students are experiencing significant concerns of discrimination, xenophobia and targeting on campuses and in academic environments across Ontario. As service providers, all academic institutions have legally mandated human rights obligations to their students under the Ontario Human Rights Code (Code).

The Ontario Human Rights Commission (OHRC) is seeking your commitment to take action to create and sustain equitable and inclusive education environments.

There have been an increasing number of media accounts that have detailed a constellation of actions that sustain concerns of toxic learning environments ranging from frequent faculty microaggressions toward students, gratuitous use of the "N-word" in classrooms, to posting racist comments and images in chat rooms, to infiltrations (e.g. "Zoom-bombing") of online meetings organized by racialized students, to threats of violence.

The media also alleges that many of these actions have either not been addressed, or have been improperly addressed, by school administrators. If these reports are accurate, the OHRC is concerned that inadequate institutional action can further embed the potential for anti-Black, anti-Indigenous and other forms of racism, along with other human rights violations, to persistently reoccur.

The OHRC has also gained troubling insights from students and student groups that have called on us through social media and/or written directly to the OHRC to convey their fears and frustrations about institutional apathy and/or internal institutional mechanisms used to handle their concerns.

Some have requested the OHRC exercise its range of powers under the Code, including launching a public interest inquiry into toxic academic environments.

It is problematic that students have felt the need to independently seek OHRC support, when the primary responsibility for addressing human rights issues at their institutions does not rest with them (many of these students are just a few years out of high school).

Instead, the legal and practical responsibility to examine the conditions, challenges and impediments to a respectful learning environment is in the hands of the "directing minds" of universities, namely senior administrators and their human rights advisors.

Beyond an obligation to refrain from engaging in Code violations, human rights responsibility also entails positive obligations, such as implementing robust policies, protocols and complaint mechanisms to ensure human rights are fully recognized and respected. As discussed in the OHRC's Policy primer: Guide to developing human rights policies and procedures, whether or not a formal complaint has been made, organizations must acknowledge and address potential human rights issues when the organization ought reasonably to be aware of discrimination and/or harassment.

This includes the positive duty to proactively assess and investigate the indicia of systemic discrimination and racism within the institution's operations, especially where patterns or repeated allegations are raised, and to prevent future occurrences. This also involves monitoring organizational systems to examine and track for adverse impacts of policies and practices and taking positive measures to eliminate any such discriminatory elements.

All colleges and universities must ensure they institute transparent, accessible and formal structures to promote compliance with human rights law and principles, including comprehensive complaint mechanisms to foster a culture of human rights accountability. The OHRC calls on colleges and universities in Ontario to make certain discrimination and harassment does not occur, and is not tolerated in their academic communities, by ensuring strong, effective and fair complaint procedures.

Academic service providers are subject to a duty to investigate and ensure that prompt steps are taken to prevent any further harm or discrimination to their community members, see Wall v. University of Waterloo (1995) 27 C.H.R.R. D/44 (Ont. Bd. of Inq.). Ontario human rights jurisprudence has long established that organizational complaint processes must satisfy the following six criteria:

- The response must be prompt
- There must be organizational awareness that the conduct complained of is prohibited
- The matter must be dealt with seriously
- There must be a complaint mechanism in place
- The organization must act so as to provide a healthy environment
- The organization must communicate its actions to the complainant.

Ontario human rights jurisprudence has also established that a duty holder's failure to investigate and address allegations of discrimination and harassment in a timely and effective manner can cause and/or exacerbate the harm of discrimination in the assessment of liability.

In keeping with the OHRC's mandate to identify, prevent, and eliminate discrimination, and to promote human rights in Ontario, I encourage you to consult OHRC products that provide guidance on how to understand and fulfill human rights obligations. For example, the OHRC recommends its Policy and guidelines on racism and racial discrimination; the Policy on eliminating racial profiling in law enforcement; the Policy Primer: Guide to developing human rights policies and procedures; and Human rights and policing: Creating and sustaining organizational change.

While some of these documents were developed in the context of the law enforcement sector, they contain foundational principles and useful advice for all organizations seeking to fulfill their legal requirements related to human rights. They are especially relevant to considerations about academic integrity investigations and campus security practices.

I believe that by working collaboratively with stakeholders within your academic communities, the goal of protecting human rights can be advanced. I also urge you to take meaningful steps to better understand the experiences of students who are calling for more respectful, equitable and inclusive academic environments.

To support the OHRC's commitment to public accountability and responsibility to serve the people of Ontario, this letter will be made public.

Sincerely,

Ena Chadha, LL.B., LL.M.
Chief Commissioner

cc: Hon. Ross Romano, Minister of Colleges and Universities
Hon. Doug Downey, Attorney General
OHRC Commissioners

APPENDIX C

ANTI-BLACK RACISM TASK FORCE OVERVIEW

Windsor has a duty to its faculty, staff, students and broader community to strive to be an agent of effective change. We have failed to fully address the pervasive racial injustice that manifests in society and on our campus. The year 2020 represents a significant shift in the global conversation around Anti-Black Racism. Black, Indigenous, and racialized peoples in Canada continue to face oppression, and the work of eradicating Anti-Black Racism and oppression in all its forms on our campus is critical. The University of Windsor is affirming its commitment to challenge and dismantle systemic oppression. A truly inclusive future for the University of Windsor begins with our actions and choices today. We invite all members of the campus community to engage in this important work.

PURPOSE

The Task Force will:

1. Listen to and learn from the experiences of Black students, staff, and faculty across the University of Windsor, with the goal of centring these experiences in determining priorities for substantive change.

1. Identify and review programs, pedagogical practices, policies, research, and other concrete actions on campus and beyond, and recommend pervasive anti-racism and anti-oppressive practices with measurable, time-defined Calls to Action. These Actions will support equitable access to opportunities, highlight and celebrate Black histories and cultures, and foster safer, inclusive, anti-racist communities.

In order for urgently needed and meaningful action to begin as soon as possible, the University will launch a number of preliminary initiatives this year based on early input from the Task Force and the findings of previous reviews and reports, while the Task Force pursues its work. The University will regularly seek input from the Task Force

regarding these initiatives and provide updates to the Task Force on the status of these early initiatives.

ABOUT THE TASK FORCE

The Task Force is advisory to the President, but operates independently. It will provide ongoing updates as it deems necessary, as well as the Final Report, to the Board of Governors and the Senate.

All reports will be made publicly available.

MEMBERSHIP:

The composition of the Task Force will reflect the diversity of Black/African/Caribbean communities and voices on campus and the intersectionality of identities and backgrounds (i.e. gender, sexual orientation, culture, etc.) that impact Black experience, safety, and equity. Representation will include members of faculty and staff, students, student unions and Black student groups, a community member/alumnus, and representation from a variety of disciplines. A detailed outline of the Task Force composition can be found at www.uwindsor.ca/antiblackracism.

The Task Force will select co-chairs (one student, one staff/faculty). The Task Force will be Black-led.

Task Force membership will prioritize Black voices as the majority of the composition. Membership should reflect the following characteristics:

- Knowledge and understanding of Anti-Black Racism issues
- Experience working on anti-racism issues
- Activism in the community on racial justice, anti-racism, equity issues
- Commitment and accountability to a collective process
- Skills in listening, analysing, and learning
- Ability to work in a team through consensus decision-making
- Availability and willingness to attend meetings at least once a month, and more frequently if required by the Task Force

NOMINATION PROCESS

Candidates may be nominated or self-nominate for eight at-large positions on the Task Force (two students, two staff, four faculty).

Representatives of constituencies identified in the Terms of Reference will be nominated by those groups.

All candidates or nominators for at-large positions are asked to complete the nomination form here (https://uwindsor.ca1.qualtrics.com/jfe/form/SV_3xCa4PAmaAZbgGh). **Deadline for nominations is Tuesday, October 20th, 2020.**

Nominations for at-large positions will be reviewed by the President's ABR Working Group1, using the criteria above as a basis for decision making. In order to further independence of decision making, the President will recuse himself from this process. An expression of interest is not a guarantee of membership on the Task Force, but those not appointed will have many other opportunities to engage within the consultation process.

Timeline: Approximately 10 months. The work of the ABR Task Force is the first information gathering phase of an ongoing process to establish substantive cultural change that will help to create a safe environment for racial minority members of our University community. The Task Force will review this proposed timeline as part of its preliminary discussions and may revise if necessary. Meetings will take place as determined by the Task Force to meet its goals.

Resources: The University acknowledges its mandate to learn and unlearn, challenge and dismantle systemically racist practices and barriers in order to create a safer and more equitable environment for Black students, staff and faculty. We acknowledge that there can be no progress without a real, long-term, and consistent institutional commitment. The University will appoint an Anti-Black Racism Strategic Planning Officer as a full-time one-year position, to support the work of the Task Force and to provide leadership on preliminary initiatives related to combatting Anti-Black Racism on campus.

TERMS OF REFERENCE

As an institution of higher learning, the University of Windsor has a duty to its faculty, staff, students and broader community to strive to be an agent of effective change. We have failed to fully address the pervasive racial injustice that manifests in society and on our campus. The year 2020 represents a significant shift in the global conversation around Anti-Black Racism.

Black, Indigenous, and racialized peoples in Canada continue to face oppression, and the work of eradicating Anti-Black Racism and oppression in all its forms on our campus is critical. The University of Windsor is affirming its commitment to challenge and dismantle systemic oppression. A truly inclusive future for the University of Windsor begins with our actions and choices today. We invite all members of the campus community to engage in this important work.

PURPOSE

1. To listen and learn from the experiences of Black students, staff, and faculty across the University of Windsor, with the goal of centring these experiences in determining priorities for substantive change.

2. To identify and review policies, programs, pedagogical practices, research, and other concrete actions on campus and beyond, and recommend pervasive anti-racism and anti-oppressive practices with measurable, time-defined Calls to Action. These Actions will support equitable access to opportunities, highlight Black excellence and celebrate Black histories and cultures, and foster safer, inclusive, anti- racist communities.

In order for urgently needed and meaningful action to begin as soon as possible, the University will launch a number of preliminary initiatives this year based on early input from the Task Force and the findings of previous reviews and reports, while the Task Force pursues its work.

The University will regularly seek input from the Task Force regarding these initiatives and provide updates to the Task Force on the status of these early initiatives.

TIMELINE

- Consultation and the Report are to be completed by June 2021 (approx. 10 months).
- Meetings will take place as determined by the Task Force in order to meet its goals.
- The work of the Anti-Black Racism Task Force is the first information gathering phase of an ongoing process to create substantive change that will implement initiatives identified by the Task Force. The Task Force will review this proposed timeline as part of its preliminary discussions and may revise if necessary.

RESPONSIBILITIES & REPORTING STRUCTURE

- The Task Force is advisory to the President, but operates independently.
- The Task Force will carry out its mandate through a consultative process.
- The Task Force will provide ongoing updates, as it deems necessary, as well as the Final Report to the President's Anti-Black Racism Working Group1, the Board of Governors and the Senate. All reports will be made publicly available.
- The Task Force will respect the confidentiality and rights of both Task Force members and those they engage with.
- Information gathered by the Task Force will be governed by a Research Ethics Clearance that mandates confidentiality and protection of privacy protocols.

RESOURCES & FINANCIAL SUPPORT

- The University will appoint an Anti-Black Racism Strategic Planning Officer as a full-time one-year position, to support the work of the Task Force and to provide leadership on preliminary initiatives related to combatting Anti-Black Racism on campus.

- In recognition of the time commitment, personal cost, expertise, and challenge involved in fulfilling the responsibilities of Task Force membership, the University commits to recompense in the form of academic awards for student members. Faculty and staff members will be eligible for professional development funding or research/teaching grant funding for Anti-Black racism and equity, diversity and inclusion related activities.
- The University will commit the funds necessary to support agreed to activities of the Task Force and to the long-term support of initiatives arising from Task Force recommendations.

TASK FORCE MEMBERSHIP

The composition of the Task Force will reflect the diversity of the Black/African/Caribbean communities and voices on campus and the intersectionality of identities and backgrounds (i.e. gender, sexual orientation, culture, etc.) that impact Black experience, safety, and equity.

The Co-Chairs of the Task Force (1 student, 1 staff/faculty) will be determined by the Task Force. The Task Force shall be Black-led.

Task Force Composition:

- (1) Student – Caribbean African Organization of Students (UG)
- (1) Student – African Students' Association (UG)
- (1) Student – Making It Awkward: Challenging Anti-Black Racism (UG – Law/Social Work)
- (1) Student – Black Law Students' Association (UG – Law)
- (1) Student – Fusion (UG)
- (1) Student – UWSA (UG – FT)
- (1) Student - OPUS (UG – PT/Mature)
- (1) Student – GSS (GRAD)
- (2) Student – At-Large - one must be an international student (Broader Student Engagement)
- (1) Faculty – Appointed Full-time WUFA Member (Academic & Institutional Knowledge)
- (4) Faculty – At-Large Full-time WUFA Members (Academic & Institutional Knowledge)
- (2) Academic Administrators – Appointed (Academic & Institutional Knowledge)
- (1) Community – Appointed/Alumni Association (Community/Alumni Engagement & Institutional Knowledge)
- (2) Staff – At-Large (Institutional Knowledge)

Total (20): 10 students // 7 faculty // 1 Community Rep // 2 Staff (Non-Admin)

MEMBERSHIP PROCESS

- Constituency representatives (i.e. student groups and WUFA) will be appointed by their respective constituency, with attention to the criteria below.
- At-large student, staff and faculty members will be determined by an open call based on the criteria below. The Working Group on Anti-Black Racism, which is coordinating the launch of the Task Force and connected institutional initiatives, will review the applications and finalize Task Force membership based on the criteria below.
- The community representative will be identified in consultation with the Alumni Association.

MEMBERSHIP CRITERIA

Task Force membership will prioritize Black voices as majority of the composition and reflect the intersectionality of Black/African/Caribbean experiences (i.e. gender, sexual orientation, cultures, etc.), and a diversity of academic disciplines. Black candidates will be prioritized. Membership should reflect the following characteristics:

- Knowledge and understanding of Anti-Black Racism issues
- Experience working on anti-racism issues
- Activism in the community on racial justice, anti-racism, equity issues
- Commitment and accountability to a collective process
- Skills in listening, analysing, and learning
- Ability to work in a team through consensus decision-making
- Availability and willingness to attend meetings at least once a month, and more frequently if required by the Task Force

MEMBERSHIP GUIDELINES:

- If a constituency-based member steps down, their constituency will appoint another individual.
- If an at-large community, faculty, staff, or student member steps down, another will be identified and appointed, subject to the Task Force's approval.

APPENDIX D

UNIVERSITY OF WINDSOR ANTI-BLACK RACISM TASK FORCE

Call for Nominations

The University of Windsor invites nominations and self-nominations from students, staff, faculty, and community members for the Task Force on Anti-Black Racism.

As an institution of higher learning, the University of Windsor has a duty to its faculty, staff, students and broader community to strive to be an agent of effective change. We have failed to fully address the pervasive racial injustice that manifests in society and on our campus. The year 2020 represents a significant shift in the global conversation around Anti-Black Racism. Black, Indigenous, and racialized peoples in Canada continue to face oppression, and the work of eradicating Anti-Black Racism and oppression in all its forms on our campus is critical. The University of Windsor is affirming its commitment to challenge and dismantle systemic oppression. A truly inclusive future for the University of Windsor begins with our actions and choices today. We invite all members of the campus community to engage in this important work.

PURPOSE

The Task Force will:

1. Listen to and learn from the experiences of Black students, staff, and faculty across the University of Windsor, with the goal of centring these experiences in determining priorities for substantive change.

2. Identify and review programs, pedagogical practices, policies, research, and other concrete actions on campus and beyond, and recommend pervasive antiracism and anti-oppressive practices with measurable, time-defined Calls to Action. These Actions will support equitable access to opportunities, highlight and celebrate Black histories and cultures, and foster safer, inclusive, anti-racist communities. In order for urgently needed and meaningful action to begin as soon as possible, the University will launch a number of preliminary initiatives this year based on early input from the Task Force and the findings of previous reviews and reports, while the Task Force pursues its work.

The University will regularly seek input from the Task Force regarding these initiatives and provide updates to the Task Force on the status of these early initiatives.

ABOUT THE TASK FORCE

The Task Force is advisory to the President, but operates independently. It will provide ongoing updates as it deems necessary, as well as the Final Report, to the Board of Governors and the Senate. All reports will be made publicly available.

Membership:

The composition of the Task Force will reflect the diversity of Black/African/Caribbean communities and voices on campus and the intersectionality of identities and backgrounds (i.e. gender, sexual orientation, culture, etc.) that impact Black experience, safety, and equity. Representation will include members of faculty and staff, students, student unions and Black student groups, a community member/alumnus, and representation from a variety of disciplines. A detailed outline of the Task Force composition can be found at www.uwindsor.ca/antiblackracism.

The Task Force will select co-chairs (one student, one staff/faculty). The Task Force will be Black-led. Task Force membership will prioritize Black voices as the majority of the composition.

Membership should reflect the following characteristics:

- Knowledge and understanding of Anti-Black Racism issues
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Nominations for at-large positions will be reviewed by the President's ABR Working Group[1], using the criteria above as a basis for decision making. In order to further independence of decision making, the President will recuse himself from this process.

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Resources: The University acknowledges its mandate to learn and unlearn, challenge and dismantle systemically racist practices and barriers in order to create a safer and more equitable environment for Black students, staff and faculty. We acknowledge that there can be no progress without a real, long-term, and consistent institutional commitment. The University will appoint an Anti-Black Racism Strategic Planning Officer as a full-time one-year position, to support the work of the Task Force and to provide leadership on preliminary initiatives related to combatting Anti-Black Racism on campus.

[1] The President's ABR Working Group membership is the President, Jeremiah Bowers (Anti-Black Racism Projects Coordinator), Tiffany Gooch (Board of Governors, Alumni), Kaye Johnson (Office of Human Rights, Equity, and Accessibility), Clinton Beckford (Faculty of Education), Marium Tolson Murtty (AntiBlack Racism Strategic Planning Officer), and Bev Hamilton (Working Group Support).

APPENDIX E

UNIVERSITY OF WINDSOR ANTI-BLACK RACISM TASK FORCE TERMS OF REFERENCE – SEPT. 21, 2020

As a society, we have failed to effectively address the pervasiveness of racial injustice that has always been part of Canada's history. As an institution that is expected to be a change agent, the University of Windsor has been complicit in this failure. The most recent acts of Anti-Black Racism have galvanized global consciousness about a centuries-old problem that has oppressed Black, Indigenous and racialized peoples in Canada. A critical component of this work must be to address the challenges of Anti-Black Racism on our campus. The University of Windsor is affirming its obligation and commitment to lead and act in challenging and dismantling this systemic. oppression, and the dangerous philosophies on which it is grounded.

PURPOSE

1. 1. To listen and learn from the experiences of Black students, staff, and faculty across the University of Windsor, with the goal of centring these experiences in determining priorities for substantive change.

2. 2. To identify and review policies, programs, pedagogical practices, research, and other concrete actions on campus and beyond, and recommend pervasive anti-racism and anti-oppressive practices with measurable, time-defined Calls to Action. These Actions will support equitable access to opportunities, highlight and celebrate Black histories and cultures, and foster safer, inclusive, anti-racist communities.

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TIMELINE

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- (1) Student - OPUS (UG – PT/Mature)
- (1) Student – GSS (GRAD)
- (2) Student – At-Large (Broader Student Engagement), at least one of whom is an international student
- (1) Faculty – WUFA (Academic & Institutional Knowledge)
- (4) Faculty – At-Large (Academic & Institutional Knowledge)
- (2) Academic Administrators – Appointed (Academic & Institutional Knowledge)
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The University of Windsor invites nominations and self-nominations from students, staff, faculty, and community members for the Task Force on Anti-Black Racism.

As an institution of higher learning, the University of

APPENDIX F

EMAIL FROM UWINDSOR ALUMNI

From: Christina Alcena <Christina.Alcena@humber.ca>

Sent: December 4, 2020 12:36 PM

To: ellswork@uwindsor.ca <ellswork@uwindsor.ca>

Subject: Connecting Re: Black Alumni Suggestions

Hi Kaitlie,

As a Black Alumni of UWindsor, I wanted to provide a few of my suggestions to you directly. If you need any further clarification or support, please let me know.

• External Audit of representation of Black senior admin, faculty, and support staff; which is shared and published widely

• Focus groups conducted with Black students with clear directives, outcomes, community supports; students who attend are paid for their time

• Commitment to hiring new designated positions

• Hiring of Black academic advisors, recruitment staff, career advisors, and wellness counselors (targeted postings are doable and happening in Ontario PSE); rooted in anti-oppressive, culturally relevant framework.

• These roles cannot be simply designated, filled and left on their own. They need to be fully supported and retained by an audit of Black staff's current experiences on-campus, and direct interventions to support their success and progression into senior roles.

• Developing a safer Black student space on campus (and online for now), staffed by full-time, part-time and student Black staff, delivering programming, advocacy support, healing, wellness, etc. Ensuring this space is also inclusive of 2SLGBTQ+, Indigenous, and International students, recognizing the intersectionality of this student population. There are many examples of these spaces effectiveness, including the space at Humber College I manage. https://humber.ca/thebase/

• Development of a Black Mentorship Program for Black Alumni to connect with current Black students. This program should again be developed with students, and run by a Black staff member trained in anti-oppression.

• As a Black alumni, I would gladly give money towards any of the aforementioned initiatives (as well as scholarships), my time, and expertise. More Black alumni outreach, and fundraising (including in-kind) should be done, as Black community members want to help.

• Mandatory Anti-Black racism training (semesterly) for all student organizations seeking CCT eligibility or faculty/UWSA club funding, and/or campus space

• This training (should be rooted in Canadian context) should also extend to all student leaders within the Student Experience Office, staff, and senior leadership. Training should be delivered in a safe way for Black leaders.

• Creation of a Black studies programming should be explored – BA, MA, PhD, with a certificate program option available for free to Black individuals (or at a nominal rate); Bridging Option: Upon completion of the certificate, Black learners will have the option to use credits towards a BA in their field of choice (either Black Studies, or use them as electives for another field). This program should be administered by a Black staff and/or faculty member, once again, rooted in anti-oppressive, culturally relevant pedagogy and service delivery.

These interventions are merely suggestions, but cannot be simply be created and left alone. It is clear UWindsor has a deep and harmful history of Anti-Black racism, and senior admin need to do their research with respect to ensuring the safety of students whenever possible. Ex) Many Non-Black students may/will see any changes and support to Black students as further incentives to cause harm, enact violence (verbal physical, etc.). The campus culture must first shift (starts with leadership) to ensure these interventions can be executed with the safety of Black students, staff and faculty at the forefront of any discussions.

Thank you again!

Best,

Christina

Christina Alcena, M.Ed. (Doctoral Student, EdD)

Manager, Equity & Student Life

Student Success and Engagement

Humber College

416-675-6622 ext. 4976

APPENDIX G

NEW INITIATIVES TO TACKLE ANTI-BLACK RACISM

Nov 13th, 2020

In conjunction with the launch of the Anti-Black Racism Task Force, the University is announcing two new initiatives related to combatting anti-Black racism on campus: a faculty recruitment strategy and an Anti-Black Racism Initiatives Fund.

"The work of the task force will provide us with current and detailed guidance in terms of long-term, structural interventions to combat racism on campus," says UWindsor president Robert Gordon. "That being said, there are many initiatives, identified from previous campus reports and promising practices elsewhere, that we can start immediately, in consultation with the task force and the campus community.

"The Anti-Black Racism Initiatives Fund is intended to provide support for students, staff, and faculty driven activities in the short-term, while the task force does its work."

The University is committing to hiring 12 Black faculty members by the end of the 2023 hiring cycle. The procedures overseeing this process will be consistent with policy and the Collective Agreement, and will also be guided by the advice of the deans and the task force.

The Anti-Black Racism Initiatives Fund provides project and initiative funding, focusing on supporting teaching and curriculum change and development, research and faculty leadership, initiatives that will help us to learn to do better, and student opportunities.

The fund will provide $10,000 grants for research; teaching, learning, and curriculum projects; and student leadership opportunities. A call will also be launched for a two-year Anti-Oppressive Pedagogies Teaching Leadership Chair, and funds have been allocated for staff and faculty to apply for up to $2,000 — or potentially more — for professional development in this area.

Units across campus including the Centre for Teaching and Learning and the Office of Research and Innovation Services will provide support for these initiatives, but the University will be seeking guidance and input from the task force and the campus community more generally in the design of the calls and on selection committees.

Faculty, staff, students, and departments will all have access to resources for a range of initiatives through this fund.

APPENDIX G.1

PROPOSAL FOR RESOURCES ALLOCATED TO THE HIRING OF 12 BLACK SCHOLARS

March 12th, 2021

UNIVERSITY OF WINDSOR'S PRESENT PROBLEM

1. The University of Windsor has a longstanding, significant, and increasingly notorious anti-Black racism Problem. In fact, we were recently prominently featured on CBC's Fifth Estate.

2. The Problem includes adverse and criminalizing treatment of Black students, employment discrimination against Black faculty and staff, and a generalized hostility to Black systems of knowing.

3. Black scholars are under-represented at the staff, faculty, and administrative levels. Although there may be proportionate representation of Black undergraduates in some departments and faculties, there is under-representation in other spaces, and a lack of representation at the graduate student level broadly.

In response to these realities, the University of Windsor has done two things, among others:

1. Struck an Anti-Black Racism Task Force, comprised in majority of Black people at the University of Windsor, to implement change to improve the existing racism problem, and

2. Committed publicly to hiring 12 Black Scholars into faculty positions in the University.

Yet the Anti-Black Racism Task Force was not given the opportunity to craft the plan to hire the 12 Black Scholars. Rather, they have been asked to weigh in at this early, though not nascent, stage. The observations below detail the grave shortcomings of the plan as it is currently imagined, and the Task Force's recommendation for a rational course of action that, unlike its alternative, has the potential to actually mitigate the racism Problem.

GRAVE PROBLEMS WITH EXISTING PROPOSED PLAN

The President's Anti-Black Racism Task Force does not support the plan as it currently stands.

It suffers from the crucial problems outlined below:

1. The idea that hiring 12 Black scholars will, itself, lessen the University's racism Problem is more of an indication of how bad the Problem is than it is an actual solution. Richardson and Skinner's 1991 model for Institutional Adaptation to Diversity ranks this kind of 'bean counting' focused solely on bodies as the lowest level or at the Reactive Stage of institutional change.

2. The method of search committee constitution implies that it will be constituted by non-Black people, who will go through training on how to minimize their racism, and then these non-Black people will choose the Black people who will be charged with solving - or at least mitigating - the effects of these non-Black people's racism. We don't believe this to be a good process.

3. Even for Black Scholars who are trained and positioned to do anti-racist work as part of their (informal) roles, and who are approved for hire by a Predominantly White search committee for Predominantly White departments, being dispersed as predominantly untenured faculty across as many faculties as possible will serve to isolate, intimidate, and tokenize them. This leads to retention problems. The current plan serves to intentionally structure an anti-racism program that grinds through Black scholars without ever intentionally addressing the underlying racism Problem.

4. It fails to establish what will happen when and if Black scholars leave - will they be replaced by new Black faculty, or does the initiative disappear? Assuming the latter in the absence of mention of the former, there is literal incentive to churn out these new Black hires to re-build the status quo. There is, at mechanism, no mechanism for sustainable change in this proposal.

5. This plan is not the result of consultation with Black University of Windsor and Black community stakeholders. The lack of such consultation with the Aboriginal Education Council, and with Indigenous community in the hiring of the PIPS should be a cautionary tale. That oversight resulted in a great deal of tension that is still ongoing.

Having established the critical weaknesses of the plan as it is currently envisioned, the President's Anti-Black Racism Task Force has constructed a plan that actually works to mitigate the deeply entrenched, well-established, and extremely public Anti-Black Racism Problem at the University of Windsor. We acknowledge that these hires have the potential to make a real institutional home for Blackness at the University of Windsor – but only if we are strategic and thoughtful.

THE ABR PLAN FOR PRO-ACTIVELY HIRING 12 BLACK SCHOLARS

The demand for Black Studies at the University of Windsor is well-known and unattended to at this point. The Anti-Black Racism Task Force proposes that this hiring should be carried out in conjunction with establishing Black Studies as an Interdisciplinary Center of Excellence at the University of Windsor, with hires cross-appointed to already-existing departments in the Library and across faculties. Hires' tenure and promotion homes would be in Black Studies, and their physical offices and teaching responsibilities would be in Faculties and Departments throughout the University. Hires would be members of two Councils with the ability to vote in both. Richardson and Skinner (1991) suggest a Strategic Stage where transformation happens to the social environment of the institution and addresses inequities in representation in policies, people/personnel, pedagogy, etc. A final stage in the Skinner analysis is the Adaptive Stage where change happens at the heart of the institution, becomes a part of every and everyday discourse at the institution, is felt and seen in everything that the institution does (both online and physically).

Below are possible permutations of cross-appointments, included as illustrations of the flexibility of the model. In all examples, hired Black Scholars represent systematic structural change to the status quo, while contributing to it.

Black Studies Interdisciplinary Department Example Cross-Appointments A

-2 Sociology and Criminology
-2 English and Drama
-2 Business
-2 Law
-2 Engineering
-2 Library

Black Studies Interdisciplinary Department Example Cross-Appointments B

-1 History
-1 Film
-1 Nursing
-1 Law
-1 Education
-1 Engineering
-1 Psychology
-1 Human Kinetics
-1 Economics
-1 Biology
-2 Library

A number of things should be noted about the ABR Task Force's plan:

1. It is the product of the expressly stated needs of the University of Windsor's Black community, as opposed to imagined by the same Predominantly White Administration that landed us on CBC.

2. It avoids replicating the same processes of tokenization and alienation that have characterized the hiring of minoritized scholars in the past.

3. It adds to the University of Windsor's story in a bold and exciting way, rather than trying to enact the least amount of change possible to a famously racist institution.

4. It explicitly fronts racism mitigation as a strategy, rather than assuming that the mere presence of Blackness will redeem the institution.

The President's Anti-Black Racism Task Force notes that existing faculty and librarians who work in Black Studies should have the opportunity to cross-appoint to the new Black Studies Center. We operationalize "work in Black Studies" as publications or grant work regarding Black communities and their members – whether on the Continent or in the diaspora, whether empirical or theoretical, and whether explicitly substantively disciplinary or within the Scholarship of Teaching and Learning tradition.

THE LOGISTICS OF HIRING IN AN ANTI-RACIST MANNER

We propose that the most appropriate way to constitute the hiring committee is the version of the below that best reflects existing bylaws and the collective bargaining agreement for faculty and librarian hiring:

1. Cross-Appointed faculty in Black Studies, facilitated by the Anti-Black Racism Task Force should form a search committee.
2. Ads for Black Studies scholars are written, vetted by ABR, and distributed widely across disciplines, with requirements including some work in Black Studies – with the understanding qualified candidates will often not have Black Studies work as central to the research agenda. The scope of the search should be such that Black scholars upon hire might simply be part of the Black Studies Centre Council, or serve on various Black Studies Centre council committees.
3. ABDs are welcome to apply, in addition to faculty holding positions as Assistant, Associate, and Full Professors, as are U.S. and Black scholars from throughout the global African diaspora.
4. CVs are vetted by the search committee
5. A long-list of 36 scholars is compiled, sorted by discipline
6. CVs are distributed to relevant departments for approval in conjunction with ABR representatives.
7. Approved scholars are contacted for zoom interviews with ABR members and Department/ Faculty RTP committees
8. A short list of 20 scholars is interviewed by ABR and departments
9. Departments will work closely with ABR, and 2 ABR reps are part of each interviewing process. ABR reps should be granted 2 course releases for this work.
10. Offers are made with consultation of all parties.
11. The Black Studies Centre could be a Centre for Black and Anti-Racism studies. This will invite collaboration with other racially marginalized faculty, students, and initiatives—for example, Indigenous students and scholars, Turtle Island, Indigenous Windsor Community, Aboriginal Education Council.
12. The Centre should be led by an elected Black scholar.

We have centered Black involvement in all steps of recruitment, which we believe to be the only rational path forward in this hiring process and the establishment of the Center of Excellence.

SUMMARIZING THE PATH FORWARD

There is well-established demand for Black Studies as a Center of Excellence at the University of Windsor. Students organize for it, Black community stakeholders impatiently wonder why it has been so long in coming, alumni clamour for it, and faculty and librarians are excited to pursue it.

The lack of scholarly presence and support for Black systems of knowing has been identified as both a cause and a symptom of Anti-Black Racism on campus. While we would normally bemoan the scarcity of resources for constructing a Black Studies Center given the current austerity regime, this proposal seeks to divert the University from an already-resourced plan to spend 12 faculty salaries on replicating existing systems of racism, and allocate it more conservatively on a proposal that makes empirical sense. There is, to our mind, no reason to fail to create a Black Studies Center as an institutional home for Black scholarship and Black Scholars given the currently committed resources and the current mandate. We must insist on the institution making real change and actively working to improve the shameful reputation that the University of Windsor has, unfortunately, earned.

APPENDIX H

Name: _____

Date: _____

Position: _____

Job Posting #: (if applicable) _____

University of Windsor

Application for Employment

(For non-Academic positions)

Department of Human Resources
Windsor, Ontario
N9B 3P4
519-253-3000

CONFIDENTIAL

We appreciate your interest in working at the University of Windsor. Please complete this application and enclose an up-to-date resume. If you are applying for a position that is covered by one of our union collective agreements, you should be aware that we must allow our qualified unionized staff the first opportunity for transfer or promotion to such a position. If we are unable to select a qualified University employee, your application will then be considered for the position for which you have applied.

It is the University's philosophy that every person is free and equal in dignity and rights regardless of race, creed, age, colour, sex, marital status, ancestry, place of origin, ethnic origin, citizenship, record of offenses, family status, sexual orientation or disability.

THIS APPLICATION WILL BE KEPT ON FILE FOR SIX MONTHS.
(It can be renewed toward the end of that period)

THE UNIVERSITY OF WINDSOR IS COMMITTED TO EMPLOYMENT EQUITY AND WELCOMES APPLICATIONS FROM ABORIGINAL PEOPLES, PERSONS WITH DISABILITIES, WOMEN, AND VISIBLE MINORITIES.

PERSONAL INFORMATION

Last Name	Given Name	Initial

Mailing Address (Include Postal Code)

Telephone: Work:
Home:

Email:

APPLICATION INFORMATION

Position applied for OR work preferred 2021-13-19

Are you seeking

Regular ☐ Full-time Employment

Regular ☐ Part-time Employment

Would you be willing to work as a casual employee?
☐ Yes ☐ No

Please indicate hours/days available if part-time or casual_____

Minimum salary expected _____ Date available _____

EDUCATION AND TRAINING

	Name & Address	Length of Course	Field of Study	Grade/Diploma/ Degree Completed
High School/GED				
Commercial or Technical Training				
Undergraduate College/University				
Other Continuing Education				

Professional Qualifications/Memberships/Licenses if applicable:

All applicants are encouraged to include volunteer or unpaid experience related to this position.

SPECIALIZED SKILLS

A. SECRETARIAL/CLERICAL

☐ Word Processing ☐ Spreadsheets ☐ Databases ☐ Medical Terminology ☐ Keyboarding _____ wpm

☐ Dictaphone ☐ Data Entry ☐ Graphics ☐ Scientific Terminology ☐ Other _____ specify

☐ Shorthand Speed_____

Please specify computer packages you are familiar with below, and rate your proficiency as follows:

1) course only/no experience ☐ 2) some working knowledge ☐ 3) proficient ☐ 4) expert ☐ ex: WP 8(3)

_____

_____

B TECHNICAL SKILLS

C TRADES/MAINTENANCE SKILLS

EQ_EMAPP_05

EMPLOYMENT RECORD	List most recent employment first		
Start Date	Employer	Address	Position Held
End Date	Reason for Leaving	Supervisor's Name & Title	Annual Salary
Start Date	Employer	Address	Position Held
End Date	Reason for Leaving	Supervisor's Name & Title	Annual Salary
Start Date	Employer	Address	Position Held
End Date	Reason for Leaving	Supervisor's Name & Title	Annual Salary

GENERAL

If you have or are currently working for the University of Windsor please indicate; Dates, Position, Department, Supervisor

_____

TB MONITORING

Have you recently been outside of Canada for 12 months or more? Yes ☐ No ☐

If yes, please explain: _____

_____

IN ACCORDANCE WITH ONTARIO HUMAN RIGHTS CODE

Are you between the ages of 18 and 65? Yes ☐ No ☐

Are you legally entitled to work in Canada? Yes ☐ No ☐

Have you ever been convicted of a criminal offence for which a pardon has not been granted? Yes ☐ No ☐

If yes, please explain: _____

_____

EQ_EMAPP_05

REFERENCES

List three persons, other than relatives or personal friends, who have knowledge of your work experience and/or education.

	Name	Company	Position	Telephone
1.				
2.				
3.				

May we contact your present employer for a reference? ☒ Yes ☐ No Previous Employers ☐ Yes ☐ No

If no, please state reasons:_____

_____

_____

RELEASE/DECLARATION

I authorize anyone (unless otherwise specified) to provide the University of Windsor with any relevant information that may be required by them in accordance with this employment application. I hereby waive any privilege of confidentiality with respect to the release of this information to the University of Windsor.

I certify that all the above statements made by me are true with the full knowledge and understanding that if it is found I have falsified in this application, such falsification will constitute full and sufficient grounds for dismissal from the employ of the University of Windsor.

Date:_____ **Signature:** _____

Thank you for taking the time to complete this application and for your interest in the University of Windsor. If you are a person with a disability and require technical aids or alternative arrangements for tests or interviews, please advise our department of these special needs, and any ways in which we can be of assistance, if you are contacted.

equity matters

TO THE APPLICANT:

The University of Windsor is an Employment Equity employer. Our desire is to have a workforce which reflects the diversity in the Canadian population. To assist us in this objective, we maintain a data base which enables us to ensure that our recruitment and out reach programs are free from discrimination.

Achieving and maintaining an equitable workforce remains at the forefront of the University of Windsor's Employment Equity planning. Our goal is to ensure that no person is denied employment opportunities or benefits for reasons unrelated to ability.

Employment Equity designated groups are those groups which have traditionally been excluded from the workforce. Even when they are employed, they tend to be concentrated in lower paying or specialist jobs and excluded from jobs with decision making responsibilities.

The four designated groups are:

- Aboriginal peoples
- persons with disabilities
- visible minorities; and
- women

Please answer the questions below and return it to the Office of Employment Equity at the University of Windsor.

The information you provide will be held in strictest confidence by the Office of Employment Equity.

The information on this form is in no way tied to your employment at Windsor. It is collected only as a way of establishing a data base for statistical purposes.

Please feel free to contact the Office of Employment Equity at (519) 253-3000 extension 2056 if you would like more information or clarification.

Thank you in advance for your help.

If you have decided not to complete the questionnaire please check here: ☐

EQ_EMAPP_05

PERSONS WITH DISABILITIES

For the purposes of employment equity, "persons with disabilities" means persons who have a long-term or recurring physical, mental, sensory, psychiatric or learning impairment and who: a) consider themselves to be disadvantaged in employment by reason of that impairment or, b) believe that an employer or potential employer is likely to consider them to be disadvantaged in employment by reasons of that impairment, and includes persons whose functional limitations owing to their impairment have been accommodated in their current job or workplace. Based on this definition, **are you a person with a disability?**

Yes _____ No _____

NOTE: This question is not asking about whether you are receiving "long-term disability" benefits.

If you consider yourself a member of this group, please specify:

- ☐ Coordination/dexterity impairment (e.g., cerebral palsy)
- ☐ Developmental impairment (e.g. Down's syndrome)
- ☐ Mobility impairment (e.g., need to use a wheelchair)
- ☐ Speech impairment
- ☐ Visual impairment-partially sighted (not including use of normal eyewear)
- ☐ Visual impairment -blind
- ☐ Hearing impairment -hard of hearing
- ☐ Hearing impairment -deaf
- ☐ Non-visible physical impairment (e.g., epilepsy, hemophilia, heart condition, etc.)
- ☐ Learning disability or comprehension impairment (e.g., dyslexia)
- ☐ Psychiatric disability (e. g. , depression, schizophrenia)
- ☐ Other disability, please specify: _____

VISIBLE MINORITIES OF CANADA

For the purposes of employment equity, "members of visible minorities means persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour. Based on this definition, **are you a member of a visible minority?**

Yes _____ No _____

NOTE: This question is not asking about Canadian aboriginal or native ancestry or about citizenship, place of birth, religion, language, ethnicity, or cultural background. You may identify yourself with a visible minority group whether or not you were born in Canada or are a Canadian citizen.

Race is not a scientific concept, but it does have a general meaning in Canadian society. When a dominant group identifies others in terms of race or colour, it has economic and social consequences for life chances.

Are you white in colour or Caucasian in race?
☐ yes ☐ no

If you answered "NO", please indicate which of the following categories best applies to you:

- ☐ Black
- ☐ East Asian
- ☐ South Asian
- ☐ South East Asian
- ☐ American Indian, Central or South American Indian
- ☐ West Asian/Arab
- ☐ Other

Please specify: _____

ABORIGINAL PEOPLES OF CANADA

For purposes of employment equity, a person is an Aboriginal person if he or she is a member of the Indian, Inuit or Métis peoples of Canada. Based on this definition, **are you an Aboriginal person?**

Yes _____ No _____

If you consider yourself to be a member of this group please specify:

- ☐ Status Indian
- ☐ Non-Status Indian
- ☐ Métis
- ☐ Inuit

GENDER

For the purposes of employment equity, women are a designated group.

Are you: ☐ **Male** ☐ **Female**

ANTI-BLACK RACISM TASK FORCE

FALL 2021