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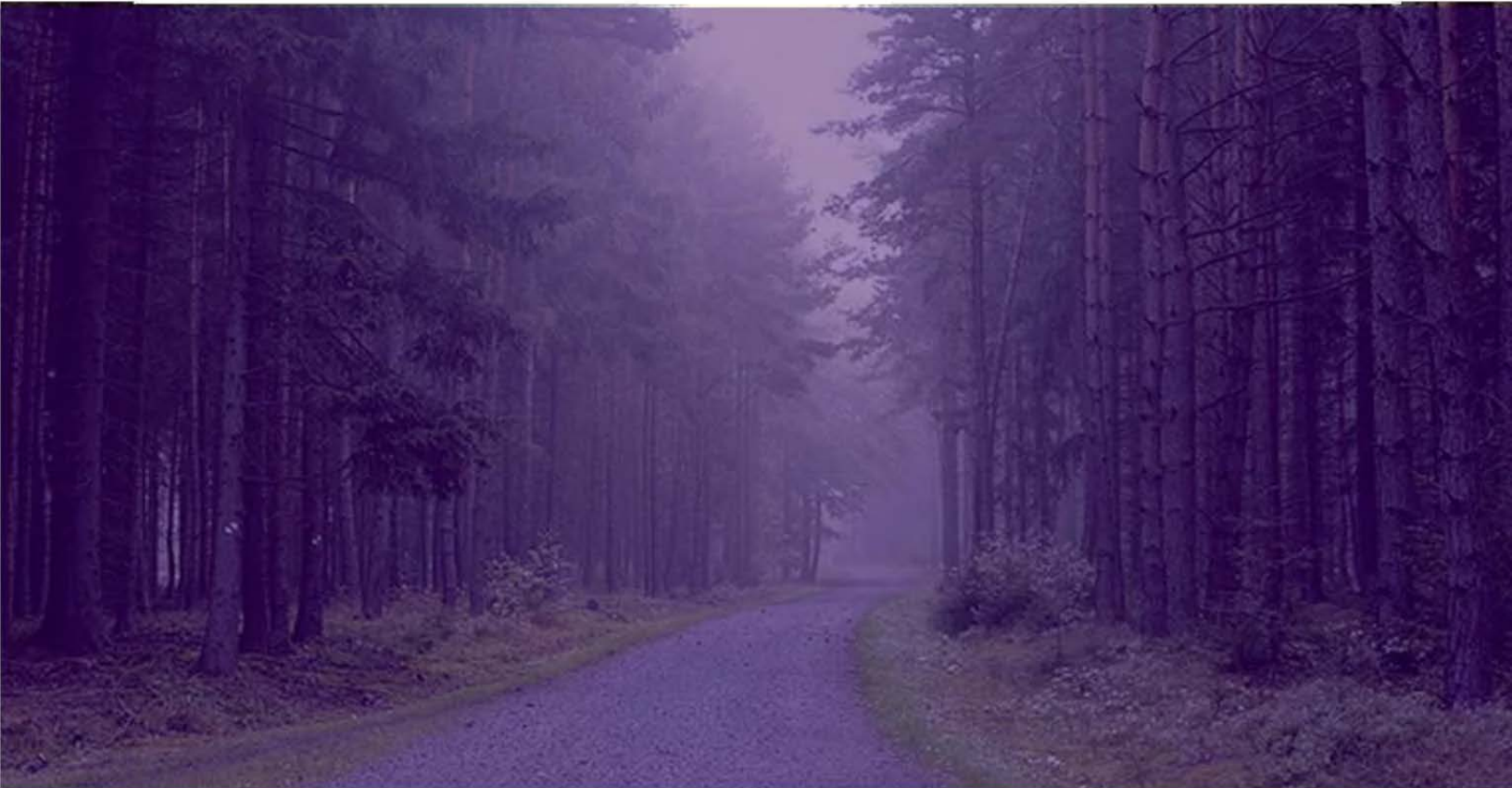**Summit on Race and Racism on Canadian University Campuses**

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Post-Summit Report

Report Release Date: March 21, 2017

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Acknowledgements

We acknowledge that the *e(RACE)r Summit* was held on the traditional territory of the Neutral, Anishnawbe, and Haudenosaunee peoples. The Haldimand Tract extends to 6 miles on either side of the Grand River, from the mouth at Lake Erie, to the source at Flesherton/Maple Valley.

The Diversity and Equity Office at Wilfrid Laurier University would like to offer our sincerest thanks to the *Holiday Inn Kitchener-Waterloo Hotel and Conference Centre* for the care and courteous service provided throughout the event. A special thank you to Cassandra Mensah for suggesting the title of the Summit and to Isra Al-Thibeh for designing the e(race)r logo.

We would also like to express our gratitude to the following for their support in making the inaugural *e(RACE)r Summit* a success:
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Message from Dr. Laura Mae Lindo

In 1964, the Ethiopian NegusästNägäst Haile Selassie I spoke candidly in a United Nations speech about the impact of racism on the contemporary world:

> "Until the philosophy that holds one race superior and another inferior is finally and permanently discredited and abandoned, everywhere is war."

Those words, etched into the memory of popular culture by the late Bob Marley were powerfully transformed into a song entitled "War" in 1976. Today, in the midst of a growing international Black Lives Matter and Indigenous Lives Matter movement, and in light of Black and Indigenous students across North American gathering to remind university and college leaders that racial justice is a necessity for the successful engagement of racialized and Indigenous students enrolled in colleges and universities across the nation, we are well positioned to join in the work being done to bring racial justice to the post-secondary sector. In light of this, the message of Emperor Haile Selassie I resonates once more, acting as a reminder of the cost of ignoring pleas for racial justice in our communities, in our social systems and on our university and college campuses.

March 21, 2016 marked a landmark event in the fight for racial justice in the post-secondary sector. Gathered together with an aim to change the climate at our campuses, participants engaged in a critically astute set of dialogues that reveal what stood in the way of integrating anti-racist practices in higher education. We argued about what was needed, we stayed true to our belief in social change, and, most importantly, we recognized that this work could not be done alone, as independent institutions. As the clarity of the systemic nature of racism became more apparent, the need for a sectoral approach to anti-racist work was also illuminated. Days following the discussions held in Waterloo, Ontario, I was contacted by various representatives from other universities and colleges who were unable to attend, asking if they would sign up or take part in 2017. As challenging as anti-racism work can be, the summit and *e(RACE)r Post Summit Report* provide us with a sense of hope - a starting point for change that carried with it the voices of so many senior leaders and estimable community members who took the time out of their rigorous schedules to set the stage for future strategic planning sessions. For that, I am truly grateful.

Thus, it is with great excitement and a desire to work collaboratively for racial justice in the Canadian post-secondary sector that I am sharing the findings from the inaugural *e(RACE)r Summit on Race and Racism on Canadian University Campuses* with you today. Thank you again to all those who participated and to those who could not make it but asked to take part in upcoming initiatives. Together we will be the change that we seek.

Executive Summary

> **"How compelled am I to be a little bit uncomfortable?"**
>
> **(Summit Delegate, March 21, 2016)**

On March 21, 2016, the *International Day for the Elimination of Racial Discrimination*, 150 delegates representing 19 post-secondary institutions gathered in Kitchener-Waterloo to discuss racism on Canadian University Campuses. They were participants in the inaugural *e(RACE)r Summit* and were comprised of:

- Senior administrators (e.g., Vice Presidents, Assistant Vice Presidents);
- Executive Assistants to Provosts and Vice Presidents;
- Equity Officers and Human Rights Advisors;
- Indigenous educational coordinators, strategists and support;
- Student Union and Graduate Student Union Presidents;
- Managers, Directors and Associate Directors;
- Deans, senior faculty members and other educators;
- Specialized support staff (e.g., international student support; Human Resources; Accessibility support; Special Constables)
- Community Representatives (e.g., Past and Present Political Officials; social workers; community organizers).

The work laid out for delegates signaled sector-wide desire for change and provided a platform from which to engage in critical conversations about the impact of racism on students, faculty and staff. The mission of the *e(RACE)r Summit* was provided to all participants prior to the event and was described as follows:

- Initiating ongoing dialogues about racial justice that legitimizes the concerns raised;
- Collaborating across the sector with an aim to formulate innovative and practical ways of operating our schools in anti-racist ways;
- Articulating and engaging with sustainable solutions to address overt and covert racial discrimination on post-secondary campuses;
- Demonstrating our care and compassion for those students, faculty and staff members of post-secondary institutions whose civic engagement and leadership remind us that racial inequities exist within the academy;
- And creating opportunities for intentional actions to address systemic barriers to racial justice on Canadian post-secondary campuses.

Three large murals were created during the event to document and map out the discussions

held throughout each panel producing a number of key insights.

Findings: Results of e(RACE)r Murals

Session 1: Racial Justice in Sector-Wide Initiatives in Higher Education
- Participants described an urgent need to change campus culture and to use a race-based lens to re-assess traditional vision statements and guiding documents of post-secondary institutions. Participants insisted on the need to prioritize anti-racist practices and supports for racialized people on campuses.
- Participants recommended that a strategy for racial justice be developed with clear aims outlining what institutions can and will do to effectively address systemic racism in the sector.
- Participants strongly suggested a need to include concrete steps to decolonize and Indigenize University and College campuses in meaningful ways.

Session 2: Telling Stories – Institutional and Student Stories about Racism
- Participants described the nature and impact of inter-generational exposure to racism. They emphasized a need for both White and non-White students, faculty, staff and senior administration to be provided with opportunities and forums to challenge normalized assumptions about non-White people.
- Participants spoke explicitly of the additional burden on non-White faculty and staff, noting that they were expected to provide counseling to students as well as other colleagues of colour while also fulfilling their regular duties. Participants raised concerns that these additional demands were unrecognized within post-secondary institutions and had severe psycho-social impacts on racialized and Indigenous faculty and staff.
- Participant emphasized the need for an immediate response to the experiences of racism within the sector described by students, faculty and staff members. They also pointed to the importance of developing clearly articulated accountability measures within any and all racial justice strategies.

Session 3: Putting Our Stories Into Practice
- Participants suggested that the decolonization of post-secondary institutions could be achieved by applying traditional Indigenous knowledge to large-scale strategic initiatives. Developing clear and effective anti-racism policies was positioned as a useful tool to drive this shift across institutions and within the sector.
- Participants underscored the need to speak honestly about systemic racism and to provide effective resources for racial justice. They emphasized a need to move from a

superficial engagement with "diversity" towards a deeper system of support for non-White people across the post-secondary sector.

- Participants strongly suggested that anti-oppression training for faculty, staff and students become mandatory on all post-secondary campuses. They also emphasized the need to develop a system of measureable outcomes and accountabilities for racial justice work within the sector.

Findings: Results of e(RACE)r Evaluations

Summit evaluations were developed by the *Research and Assessment Working Group* of Wilfrid Laurier University's *Gendered Violence Task Force.* This evaluation was an opportunity for participants to document the obstacles that were perceived to stand in the way of achieving racial justice on post-secondary campuses. 38 participants (25%) completed the evaluations. What follows is a summary of key findings from completed evaluations.

3 Biggest Challenges

36 of the 38 participants provided 95 responses detailing **3 Core Challenges** they perceived to creating racially just campuses**:**

1. **Absence of "Pro-Active" Anti-Racism Measures**
2. **Insufficient Educational Supports for Racial Justice**
3. **Systemic Perpetuation of Racism**

Participant Response	Number of Responses
1. Absence of "Pro-Active" Anti-Racism Measures	
• Lack of accountability	19
• Need for Appropriate Resources	13
• Lack of "Safety" to Raise Concerns	11
TOTAL:	**43**
2. Insufficient Educational Supports for Racial Justice	
• Lack of Training/ Education	13
• Whiteness and the Need for Diverse Faculty and Curriculum	12
• Racist Stereotypes and Campus Culture	3
• Complexities of Intersectionality and Racial Justice	1
TOTAL:	**29**

3. Systemic Perpetuation of Racism	
• Lack of Anti-Racist Community	10
• Lack of Institutional Support	6
• Lack of Policy	5
• Lack of Institutional Research	2
TOTAL:	**23**
TOTAL RESPONSES:	**95**

Most Important Takeaways

35 of 38 participants provided 71 responses outlining **3 Principle Takeaway** from their participation in the summit:

1. Positive Impact of Ongoing Action Planning and Networking
2. Need to Build and Operationalize Leadership Models
3. Purposeful Increase of Racial Representation in the Sector

Participant Response	**Number of Responses**
1.Positive Impact of Ongoing Action Planning and Networking	
• Need for Ongoing Discussions	29
• Research	8
• Strategic Planning	3
TOTAL:	**40**
2. Need to Build and Operationalize Leadership Models	
• Allyship	13
• Leadership	9
TOTAL:	**22**
3. Purposefully Increase of Racial Representation in the Sector	
• Diversification	6
• Indigenization	3
TOTAL:	**9**
TOTAL RESPONSES:	**71**

Opportunities for Change: A Needs Assessment

As part of the evaluation process participants were given an opportunity to share particular requests for supports to assist them in addressing racism on post-secondary campuses. **3 significant needs** were reported:

1. Participants consistently requested the development of "Communities of Practice" at both the institutional and sectoral level. These would provide a forum to ask questions, learn about promising practices and provide them with regular updates on race-based needs of faculty, staff and students.
2. Participants requested "Support Networks" for anti-racism practitioners that would provide them with additional spaces to discuss systemic challenges encountered while trying to implement this work.
3. Participants requested greater insight into effective research methods for collecting the required data to actualize racial justice on post-secondary campuses.

Discussion and Calls to Action

On May 20, 2016 the *Education Advisory Board* (EAB) published a 5-step plan for administrators to guide them as they worked to improve diversity on post-secondary campuses.

Step 1: Take responsibility: Do not believe that the racial climate on campus is okay when the community has indicated that it is not.

Step 2: Include all faculty members in decisions: By including all faculties in the decision-making process administrators are building strong allies for racial justice across the campus.

Step 3: Bring students into the conversation: Remember that the disruptive nature of student demands for racial justice is a purposeful request for both dialogue and action. Administrators will miss out on a wealth of opportunities to effectively address student needs if their voices are dismissed or ignored throughout the strategic planning process.

Step 4: Call on experts: Do not be afraid to call in the experts to help address the needs. Administration relies on experts when other emergencies arise, and supporting racial justice on campus is no different.

Step 5: Practice accountability: If a plan or initiative does not work, it is important to recognize the weaknesses of the plan and build a new strategy. This is the art of accountability.

Three key elements reiterated throughout the *e(RACE)r Summit* will help to drive this work:

1. **Name the Racism:** Move away from generic "diversity strategies" and towards strategies developed to eliminate anti-Black racism, anti-Indigenous racism, Islamophobia etc.

2. **Bring students into dialogue about racism with care:** Recognize that experiences of racism are traumatic and painful, often triggering the recognition of inter-generational turmoil that serves as a reminder of how deeply embedded differential treatment to racialized "others" has become.

3. **Take seriously the systemic nature of racism and its reach within the sector:** Because systemic racism is not confined to particular institutions, dialogues across faculties will be enhanced by inter-university faculty consultations to help unpack the particular look and feel of racism within disciplines and within the sector.

Based on the foregoing, and in line with the EAB 5-step plan, implementing the following **5 Calls to Actions** are of critical importance:

1. **Sector-wide Anti-racism Task Force:** It is recommended that a body be assigned to compile and analyze past and current reports on racism in post-secondary education for the following purpose:
   a. To compile and analyze national and provincial anti-racism strategies to ensure that they align with current needs of racialized and Indigenous students in Canadian post-secondary institutions as they are described by organized groups like the *Black Liberation Collective*;
   b. To advise as to which recommendations, if any, have been implemented to date;
   c. To assess the impact of any recommendations that have been implemented to date;
   d. To examine sector-wide employment equity programs aimed to increase the number of racialized faculty, staff and students in the post-secondary sector.

2. **Sector-wide Anti-Racism Training for Senior Administration:** It is recommended that a body be assigned to develop anti-racism training for senior administration in the post-secondary sector to be delivered annually.

3. **Sector-wide Anti-Racism Training for Faculty:** It is recommended that a body be

assigned to develop anti-racism training for faculty in the post-secondary sector to be delivered annually.

4. **Sector-wide Community of Practice:** It is recommended that an online portal be created to provide the following support to the post-secondary sector:
    a. Anti-racism resource sharing;
    b. Monthly updates on the status of race and racism on North American university campuses;
    c. Promotion of Promising Practices in anti-racism education.

Fees collected through the online portal (e.g., through registration and/ or dues etc.) should be re-directed to support the annual *e(RACE)r Summit* held on March 21 of each year.

5. **Sector-wide Anti-Racism Policy:** It is recommended that a sector-wide anti-racism policy be developed and implemented, outlining accountability measures that ensure the sustainability of racial justice work in the post-secondary sector and the elimination of racism across all universities and college campuses. We recommend further that individual institutions develop protocols to support the policy that speak explicitly to the processes taken to address racism in their respective institutions (e.g., offices to contact for support etc.) and that anti-racism training become a mandatory requirement for all faculty, staff and students in universities and colleges across Canada.

Section 1:
About the e(RACE)r Summit

1. About the e(RACE)r Summit

On March 21, 2016 over 150 delegates representing 19 post-secondary institutions participated in the inaugural *e(RACE)r Summit on Race and Racism on Canadian University Campuses* held at the *Holiday Inn Kitchener-Waterloo Hotel and Conference Centre*. Senior Administrators, staff and faculty across the sector came together with prominent community members and organizational representatives to participate in a challenging, but necessary discussion about the impact of systemic racism on the post-secondary educational sector.

Unlike some events about racism that provide a space for panelists to divulge the intimate details of racial discrimination's impact on their lives, the *e(RACE)r Summit* used something distinctive as its starting point. First, organizers and attendees alike took seriously the voices of Black and Indigenous students who had brought together their demands for racial justice through their work in the **Black Liberation Collective**, recognizing from the outset that examples of racism in practice across the sector had already been well-documented over the years. Second, organizers understood the psycho-social impact on racialized people who are asked time and again to speak about their experiences of racism, recognizing the trauma that requests like these can prompt. This concern was reiterated in an article published just days before the summit in the *Chronicle of Higher Education.* Corinne Ruff's piece entitled, "**The Mental and Academic Costs of Campus Activism**," outlined the toll the fight for racial justice takes on campus activists in the United States. The stories of Canadian struggles with anti-racist activism were also documented leading up to the summit. Notably, the day of the inaugural *e(RACE)r Summit*, a number of university students had spent their first night as part of *Black Lives Matter Toronto* in tents pitched at Nathan Philips Square in Toronto to protest anti-Black racism within the Canadian police services. Stories of activism, as powerful and poignant as they are, are also stories of pain, anger, hurt and sadness.

With a desire to be responsive to the traumatic impact of systemic racism and a goal of initiating a conversation during the summit that would serve as a starting point for strategic action to bring racial justice to Canada's post-secondary sector, the *Diversity and Equity Office* at Wilfrid Laurier University developed a targeted attendee list aimed to encourage senior post-secondary leaders to attend (e.g., University Presidents, Vice Presidents and Assistant Vice Presidents as well as senior faculty and staff members etc.). A decision was made not to charge for the event, with Wilfrid Laurier University committing to sponsor the event in full, in order to make the dialogue as accessible as possible. On March 21, 2016 the event was filled to capacity with a total of 150 participants in attendance.

i.   e(RACE)r Summit Objectives

The work laid out for delegates was meant to signal our institutional desire for change by engaging in critical and authentic active listening, with the following objectives:
   • Initiating ongoing dialogues about racial justice that legitimizes the concerns raised;
   • Collaborating across the sector with an aim to formulating innovative and practical ways of operating our schools in anti-racist ways;
   • Articulating and engaging with sustainable solutions to address overt and covert racial discrimination on post-secondary campuses;
   • Demonstrating our care and compassion for those students, faculty and staff members of post-secondary institutions whose civic engagement and leadership remind us that racial inequities exist within the academy;
   • And creating opportunities for intentional actions to address systemic barriers to racial justice on Canadian post-secondary campuses.

> **"These conversations need to happen more. Thank you."**
>
> **(Summit Delegate, March 21, 2016)**

The *e(RACE)r Summit* included a full day of programming organized around three core themes listed below. Session questions were devised for each theme which served as a guide for panelists and delegates to work together to connect the theoretical context provided by the panel discussions to more practical questions that, when responded to critically, would assist post-secondary institutions to begin to create intentional plans to address racism within campus communities. The following three guiding questions were provided to the delegates at the outset and were referred to after each panelist had an opportunity to share their insights into the theme:

1. Theme: Racial Justice in Sector-Wide Initiatives in Higher Education
Session Question: What are universities willing to invest to stop racism on campus?

2. Theme: Telling Stories: Institutional and Student Stories about Racism
Session Question: How do our mental health strategies and priorities to eliminate sexual assaults and gendered violence on university campuses speak to the needs of our racialized and Indigenous students?

3. Theme: Putting Our Stories into Practice
Session Question: How can we become "allies" to our students who grapple with navigating various levels of racism on and off university campuses?

Additional questions to consider were also provided to delegates as part of their summit packages [see Appendix A]. The hope was that these additional questions would provide each delegate with an opportunity to bring the conversations back to their respective institutions and engage in further dialogue and planning.

Charlotte Young, a graphic recorder from *Picture Your Thoughts*, created 3 large graffiti boards throughout the *e(RACE)r Summit* which provided a visual representation for the discussions held during each panel. These graffiti boards along with feedback collected through evaluations of the *e(RACE)r Summit* have been closely examined and form the foundation of the findings and recommendations presented here.

ii.   e(RACE)r Post-Summit Report: Purpose and Goals

The *e(RACE)r Post-Summit Report* aims to do more than summarize the rich discussions held on March 21, 2016. Rather, the ultimate purpose is to provide institutions with an opportunity to develop practical strategies to address racism in their respective institutions. However, to do this, it became clear during the event that individual institutions were not able to address racism independently. This was not because of a lack of will, nor an inability to put particular strategies into place. Rather, to authentically address systemic racism in post-secondary education there was a need to develop a **collaborative anti-racism strategy** for the post-secondary sector. This would serve as an accountability measure both within and across institutions with the potential of streamlined assessment and evaluation methods for this work.

> **"Well done. Need to keep the dialogue going, continue to strategize and promote equality."**
>
> **(Summit Delegate, March 21, 2016)**

To this end, the *e(RACE)r Post-Summit Report* represents our first step in becoming intentional in our anti-racism and racial justice strategies.

Section 2:
e(RACE)r Summit Findings

2. e(RACE)r Summit Findings: Map of Key Insights

I. Mural Results

Participants were given an opportunity to interact with the dialogue creatively through the graphic recording of the *e(RACE)r Summit* discussions. Three large murals were created, each reflecting the particular discussion of the respective panel dialogue. These were mounted on the walls of the conference room and created as discussions ensued. Participants had an opportunity between panel sessions to explore the murals and speak back if desired by asking the artist to add to the mural.

Session 1 Responses: Racial Justice in Sector-Wide Initiatives in Higher Education

In order to begin the discussion about racial justice on campuses Session 1 asked panelists to frame the discussion by first providing their thoughts on what universities were charged to do within community. To this end, panelists spoke to the following session questions: What are universities willing to invest to stop racism on campus? **3 Key ideas emerged from the examination of Mural 1:**

1. Changing the game
2. Focus on what we *can* do
3. Think critically about our institutional guiding documents

1. Changing the game

First, the graphic recording of Session 1 discussions demonstrated participants' insistence on the importance of "**changing the game**." Participants insisted on the need to bring a new awareness and understanding of the needs of the communities being served across the sector to the heart of post-secondary education and strategic planning. Participants highlighted that it was essential to flesh out systemic racism from its core rather than attempt to address racism superficially through "diversity" rather than "anti-racism" initiatives. To this end

participants emphasized the need to make universities more Indigenous, a strategy that would focusing on hiring more Indigenous people rather than merely including Indigenous Studies at institutions. Participants also highlighted that it was essential to honour Indigenous knowledge, suggesting that Indigenous knowledge in and of itself could be considered a powerful anti-racist tool.

Dialogues throughout Session 1 continued to emphasize the need for new role models in the post-secondary sector – leadership that would think about the traditional vision of the institution (i.e. to work in and with community) with a race-based lens (i.e. how is this vision impacting on and impacted by racism and racial discrimination). Participants recognized that students were calling for change, and that pro-active measures were needed if racial justice was to become a reality for the post-secondary sector. Discussions of the inter-relatedness of the issues were raised, and the need to take seriously the lived realities of racialized students, faculty and staff also prompted participants to take seriously the role universities and colleges play, and should play, in community. Not shying away from this important re-visioning work was a critical first step and the conscious application of an anti-racist lens to the work being done was emphasized as the principle tool to bring about change.

2. *Focus on what we CAN do*

Second, the graphic recordings of Session 1 discussions served as a reminder that, despite the gravity of the racial tensions that exist within the post-secondary sector, it is imperative that we **focus on what we *can* do** to bring about real change. Only with clear aims and strategies outlining what we can (and will) do can we make racial justice a reality on university and college campuses. Participants spoke explicitly about the need to "use the right words" by, for example, acknowledging that references to terms like "diversity" and "equity" is not the same as speaking about "racism." Making dialogues about race and racism explicit not only validates the experiences of racialized students, faculty and staff who have experienced harm, but also allows us to plan more effective programming and develop more impactful programming aimed to address the real issues on campus.

Collecting and sharing the right data was also pointed to as something that we can do immediately. Participants and panelists spoke explicitly about ***[Count Me In! Collecting Human Rights-Based Data](#)***, document published by the Ontario Human Rights Commission, which provides guidelines and support for institutions ready to collect human rights-based data to address systemic barriers and achieve organizational goals. Consultations with experts among faculty, staff and student bodies whose lived experience can help the sector better understand the needs to bring racial justice to campus was also emphasized. Participants also discussed the importance of maintaining a balance when discussing racism

with experts, noting that lived experiences alone does not make one an expert on how systemic racism operates. However, despite this, highlighted throughout the discussion was the need to take seriously the realities of racism as described by those who have experienced it rather than dismissing their experiences and/or excusing the practices by which racialized people are negatively impacted. Developing clear benchmarks and deadlines for institutional change was also strongly recommended.

3. Think critically about our institutional guiding documents

Third, a closer look at the graphic recording of the Session 1 dialogue emphasized the need to look closely at and **think critically about institutional guiding documents.** Images from the mural suggested an urgent need to weigh the value of these guiding documents against the impact they have in light of the recognition that racism is deeply embedded in post-secondary systems. Participants were asked to consider how Mission, Vision and Values statements for their respective institutions engaged with race and/ or perpetuated racist tropes – whether overtly or unintentionally.

Unpacking language commonly used in institutional documents (e.g., "dedication to diversity" or "committed to equity and inclusion") was reported a crucial step in this endeavor. Most importantly, it was expressed that resourcing departments that support racial justice on campus and developing accountability measures that provide opportunities for actively addressing racism were concrete steps that could be taken to assure racial minorities and their allies that our commitment to racial justice on post-secondary campuses was genuine. In this way steps would be taken to decolonize the university system pro-actively, strategically, and authentically.

> **"Complicity of silence is a problem… I am compelled to do this work."**
>
> **(Summit Delegate, March 21, 2016)**

Session 2 Responses: Telling Stories – Institutional and Student Stories about Racism
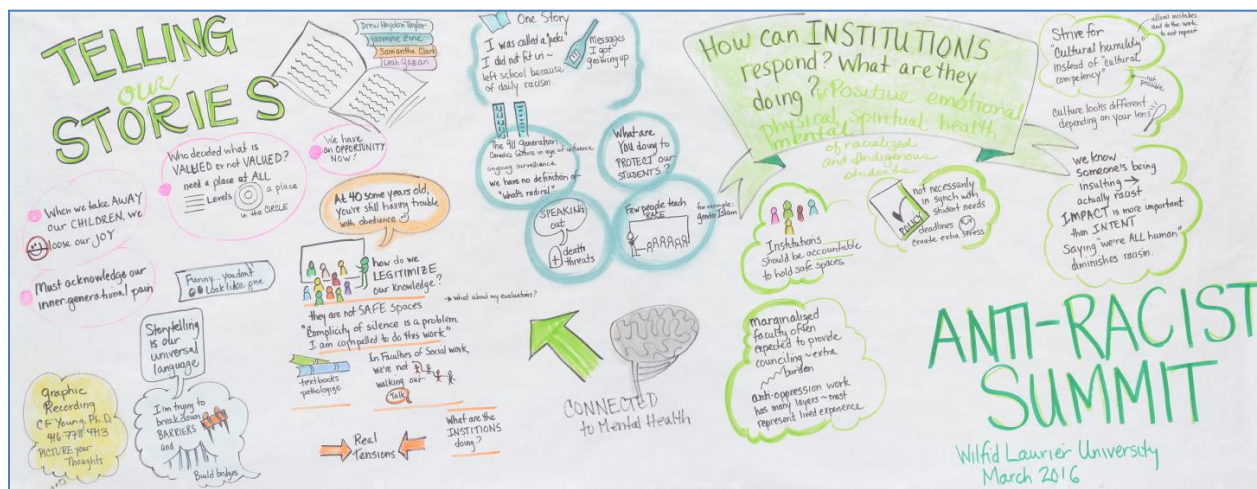
Session 2 asked participants to consider the impact of storytelling on their approaches to developing larger strategies and outlining key priorities at their institutions. Panelists and participants spoke of the universal language of storytelling, emphasizing that storytelling breaks down barriers and builds bridges across difference. Participants recorded feeling that they had an opportunity to change the educational landscape collectively and collaboratively by crafting new narratives of racial justice. **Key ideas emerged from the examination of Mural 2:**

1. Taking Seriously Inter-Generational Pain
2. Immediate Need for Institutional Responses
3. Urgency to Develop and Implement New Models of Academic Leadership

1. Taking seriously inter-generational pain

First, the focus on storytelling revealed **a need to take seriously the inter-generational pain** of those who have experienced racism. Participants focused on mental health supports and the importance of unpacking the stories given to both non-White and White students, faculty and staff members about their value in a colonial system. These stories, participants suggested, should be contrasted and

compared with those that we tell ourselves about being and/or engaging with racial "others." The pain experienced by participants who described the impact of name-calling and demands for "obedience" as critical moments in their educational histories were as present in the dialogue as were references to the impact of colonization and immigrant parents who fought in North America to ensure that their children were well-supported in the educational system.

> **"I was called a 'paki'... I did not fit in… left school because of daily racism."**
>
> **(Summit Delegate, March 21, 2016)**

Discussions of the inter-generational impact could also be heard in the recording of additional burdens placed on marginalized faculty members. Participants described the expectations of faculty to provide counseling to students, staff and other faculty members of colour, above and beyond their actual job descriptions and/or areas of research. In connection to inter-generational impacts at the institutional level, new employees from equity-seeking groups were faced with historical stereotypes regarding their readiness to achieve success within the institution. The normalization of the increased burden of faculty of colour and the implication on generations of racialized employees in the post-secondary sector were critical elements of the discussion.

2. Immediate need for institutional responses

Second, the graphic recording of the discussions emphasized an **immediate need for institutional responses**. Ensuring that institutions were held accountable to hold safe spaces for faculty, staff and students of colour was emphasized in the mural. Tensions in being an anti-racist advocate within the sector were recorded, with some participants feeling "compelled" to do anti-racism work, while others confirmed that these additional tasks were not institutionally sanctioned. Developing strategies to ensure that the burden of racism on racialized faculty is transformed into legitimized support and validation for this important work is a critical next step in the creation of immediate institutional responses.

The graphic recording also displayed the re-positioning of the positive emotional, physical, spiritual and mental health needs of racialized and Indigenous students as a central aspect of the dialogue. Consequently, prioritizing methods for addressing these needs was determined to be a core element of immediate institutional responses to racism in the post-secondary sector. Participants also emphasized the need for institutions to focus on the impact of systemic racism in the post-secondary sector rather than staying focused on the intentions of

the actions that cause harm to racialized faculty, staff and students. The "complicity of silence" at both an institutional and individual level was a particularly poignant remark, highlighting the urgent need for post-secondary institutions to respond to the call for racial justice immediately.

3. Urgency to Develop and Implement New Models of Academic Leadership

Third, the graphic recording of the Session 2 discussions emphasized the **urgency to develop and implement new models of academic leadership** that better support the creation of racial justice on university and college campuses. To this end, approaching anti-racism work from a place of cultural humility rather than cultural competency was recorded as a potential starting point for the initiation of this post-secondary cultural shift. Participants discussed the tensions inherent in striving for "cultural competence," some arguing that this is impossible to achieve without heavy reliance on stereotypes of otherness that inadvertently perpetuate the proliferation of racist tropes. New leadership models, participants suggested, would have to think critically about traditional programs, pedagogies and approaches to racial "otherness" that have become normalized within the post-secondary sector, replacing these with new approaches informed by the lived experiences of racialized communities.

Developing strategies to help the institutions become responsive to the impact of racism on racialized faculty, staff and students was also recorded on the mural. Participants again reiterated that there is an urgent need to develop ways of valuing the additional workload racialized employees in the post-secondary sector are forced to shoulder when racism is not explicitly addressed. Developing strategies for turning this anti-racism work into social capital that would allow racialized faculty and staff to succeed and excel within the system was also stressed.

The new vision of leadership within a post-secondary sector fighting for racial justice, participants also argued, would have to provide the safety to make mistakes. As an example of accountable leadership, this would ensure that people in the institution would have the required space and encouragement to acquire the tools needed to rectify any errors of judgment made so as to avoid replicating the same mistakes in the future. Notably, the process of decolonization was deeply embedded in the vision of new leadership models for racial justice in the sector.

Session 3 Responses: Putting Our Stories into Practice

It was clear from Session 1 and Session 2 that participants agreed to the urgency with which students in particular needed allies to assist in the act of uncovering systemic racism within the post-secondary sector. As such, Session 3 created an opportunity for participants to grapple with the development of allyship for racial justice. **Key ideas emerged from the examination of Mural 3:**

1. Urgent Need to Decolonize Campuses
2. Necessity for Honest Dialogues about Systemic Racism
3. Strategic Direction Needed for Racial Justice

1. Urgent need to decolonize campuses

By Session 3 it was clear from the graphic recordings that participants felt that there was an **urgent need to decolonize campuses**. Participants emphasized the need to question the heightened surveillance of events by racialized students, ensuring that anti-discriminatory policies were developed and implemented to assist in sustaining these cultural shifts. The need for explicit cultural awareness work was also highlighted through the graphic recording of the dialogue, as was the need for relevant curriculum that could help to build racial justice on campuses. The use of traditional Indigenous knowledge was also highlighted on the mural, a step that, if taken, many participants believed strongly would help to challenge traditional, colonial practices on university campuses.

2. Necessity for honest dialogues about systemic racism

The need for regular, annual anti-oppression training and the creation of relevant curriculum were both recorded on the mural, suggesting the **necessity for honest dialogues about systemic racism**. Participants expressed a need to name the "Whiteness" in the system,

positioning this as a method to provide more effective support to racialized students. The graphic recording of the dialogue also presented the need to move away from superficial engagements with "diversity" through celebrations of Canada's multicultural communities and towards the creation of a deeper system of support for international, Indigenous and racialized people in the post-secondary sector.

3. Strategic direction needed for racial justice

Graphic recording of the closing sessions highlighted the need for **strategic direction for racial justice**. This step, participants suggested, would require the development of new relationships with communities who had typically remained on the margins of post-secondary educational institutions. Developing a system of measureable outcomes and accountabilities was also emphasized, with participants clearly stating that resources had to be allocated to this work. Thus, the development and implementation of an equity analysis for the post-secondary sector, the collection of data, creation of measurable outcomes and ongoing anti-oppression training were all depicted as being critical, non-negotiable inclusions in the strategic direction of the sector as it moves towards racial justice.

> **"I would like the senior administration who attended today to reach out to the senior admin at the universities who did not attend today to share what they learned."**
>
> **(Summit Delegate, March 21, 2016)**

II. Evaluation Results: Three Key Challenges

To conclude the summit, participants were asked to complete an evaluation form developed by the Research and Assessment Working Group of Wilfrid Laurier University's *Gendered Violence Task Force*. This evaluation was an opportunity to thinking seriously about the obstacles that were perceived to stand in the way of achieving racial justice on post-secondary campuses. 38 participants completed the evaluations (25%).What follows is a summary of key findings taken from the evaluations received.

Participants shared a number of challenges to addressing racism on their respective campuses. **95 responses by 36 of the 38 participants** were received describing what participants felt were their most challenging obstacles to racial justice on campus. These responses were coded and organized into **3 Core Challenges:**

1. **Absence of "Pro-Active" Anti-Racism Measures**
2. **Insufficient Educational Supports for Racial Justice**

3. **Systemic Perpetuation of Racism**

Participant Response	Number of Responses
4. Absence of "Pro-Active" Anti-Racism Measures	
• Lack of accountability	19
• Need for Appropriate Resources	13
• Lack of "Safety" to Raise Concerns	11
TOTAL:	**43**
5. Insufficient Educational Supports for Racial Justice	
• Lack of Training/ Education	13
• Whiteness and the Need for Diverse Faculty and Curriculum	12
• Racist Stereotypes and Campus Culture	3
• Complexities of Intersectionality and Racial Justice	1
TOTAL:	**29**
6. Systemic Perpetuation of Racism	
• Lack of Anti-Racist Community	10
• Lack of Institutional Support	6
• Lack of Policy	5
• Lack of Institutional Research	2
TOTAL:	**23**
TOTAL RESPONSES:	**95**

1. Absence of "Pro-Active" Anti-Racism Measures

a. Lack of Accountability

Participant comments indicated that a **lack of accountability** posed the most challenging

> **"How the heck do we do organic anti-racist work [at] an institution primarily concerned about risks and liability?"**
>
> **(Summit Delegate, March 21, 2016)**

aspect of addressing racism on their campus. This was described as a **lack of commitment** from the institution and delegates spoke to this in a variety of ways. Concerns were raised that senior administration **"hush up" problems** rather than engage in transparent problem-solving. Participants explained that this gave the impression that senior administrators were refusing to acknowledge the importance of addressing racism on campus. Most significantly, this

suggested that senior leaders were unwilling to make changes at an institutional level.

It was noted that those experiencing racism were often expected to solve the problem of racism on campus themselves. This served to increase rather than decrease the harm experienced since this ultimately resulted in racialized and Indigenous faculty, staff and students being responsible for "solving" the problem of racism on campus. Participants expressed concerns that racist incidents and racist knowledge production were often left unaddressed and measures to hold institutions accountable through policies and positions empowered to address systemic racism were also lacking. Participants explained that at some institutions diversity offices were missing or, where diversity offices existed, "diversity remains the core language; inclusivity and strategies that target the *diverse others*" served only to conceal racist incidents on campus. Moreover, these offices were not provided with the "power" to hold people accountable for racist knowledge production.

Participants also indicated that tendencies to refuse to acknowledge that racism was an issue on campus also made it impossible to hold institutions accountable. This resulted in universities and colleges being **responsive rather than pro-active**, oftentimes only responding when problems had escalated to troubling heights. Naming racism as an issue was determined to be an important step in fostering racially just campuses and ensuring that racialized and Indigenous people were critically engaged in executive level consultations about racial justice on campuses was a critical element in this process. Where policies and/ or anti-racism plans existed, participants wrote that these were not implemented and that an ongoing tension existed in post-secondary settings: when universities and colleges were envisioned as "businesses," pretending that racism was not an issue was easily rationalized as a means of attracting consumers (i.e., students) rather than "driving them away." Participants insisted that racialized faculty, staff and students be seen as critically important participants in the process of developing strategies for racial justice on post-secondary campuses

b. Need for Appropriate Resources

Participants expressed that appropriate resources were necessary for addressing racism on college and university campuses. It was indicated that there was an urgent need for **culturally responsive mental health counseling** as well as a need to prioritize making effective **anti-racism resources** available to campus communities. Funding anti-racist initiatives was a critical element, making it clear that without a **funding strategy** this work was not deemed a priority.

Concerns of **burnout** among those doing anti-racist work on campuses were noted, emphasizing the need for adequate resourcing of anti-racist programming on campuses. This

would ensure that racial justice programming and practices be "institutionalized" by embedding this work into the strategic direction of the institution rather than merely an "extra initiative" likely completed by racialized faculty and staff without formal recognition. Appropriate support for international students was also raised as a challenge to creating racially just campuses. **Strategies for reviewing and sharing effective literature and curriculum** was also flagged as a critical step in making campuses racially just spaces, and the lack of prioritization of issues of race when thinking about **resource allocation** was seen as particularly troubling. The lack of clarity as to who was teaching anti-racism courses at the institution was also deemed problematic as it was impossible to ensure whether or not this topic was being addressed in the classroom. That anti-oppression training was not mandatory and/ or prioritized was also raised as a core challenge since this did not allow for **the institutionalization of anti-racist practices** across disciplines.

c. Lack of "Safety" to Raise Concerns

Participants wrote of fear as one of the biggest challenges of raising concerns about racist practices on university and college campuses. Participants expressed concerns about the stigma inherent in speaking up about racism, highlighting being **labeled as "trouble-makers" and "radicals."** More specifically, participants raised concerns that they would be **targeted** as a result of their challenges to the status quo and that their **job security** was at stake if and when they highlighted instances of systemic racism. Participants provided examples of the precarious nature of contract employees whose sense of safety was intricately tied to the support for racial justice demonstrated by their superiors. Others raised concerns about students who were made uncomfortable because of explicit discussions about race and racism and had used the **course evaluations process** to punish their professors by submitting poor evaluations. Participants expressed particular concern for those **limited term employees** often hired to deliver equity-focused courses having to choose between challenging their students to think critically about systemic racism which may result in lower evaluations as they search for full-time employment and removing these critical conversations from their classrooms in order to ensure stronger evaluations.

Other challenges recorded by participants included the need for the creation of safe spaces on campus to pro-actively address issues of racism and support the needs of Indigenous and racialized people. Some also wrote that the lack of these spaces was particularly troubling given that people of colour were expected to raise and address issues of racism on campus no matter what their particular roles actually were. The need to take seriously the physical, emotional, spiritual and mental health needs of those grappling with the impact of racism was also recorded as a rationale for the creation of these particular safe spaces.

2. Insufficient Educational Supports for Racial Justice

a. Lack of Training/ Education

Participants made note of the need for a more **critical understanding of racism**, writing that this gap in understanding posed a challenge to recognizing the extent of the **impact of racism** on students, faculty and staff members in post-secondary institutions. Concerns that faculty required **additional support** to ensure **anti-racist hiring practices** was also seen as a core challenge to hiring more faculty of colour. The need for **anti-racism training for faculty** was also raised, and developing strategies to encourage a willingness to work using an anti-racist framework was also seen as a core challenge to building racially just campuses. Participants raised questions about what made **effective anti-racist training sessions**, noting the need to ensure that programs were engaging and relevant not only at the faculty level, but also at the level of administration. The lack of spaces for authentic discussions about racism and its impact(s) was also forwarded as a core concern and the need for culturally responsive counselling services was also emphasized. Participants indicated that they believed that this approach to counselling services would promote stronger mental health programming, a key challenge within the post-secondary setting.

b. Whiteness and the Need for Diverse Faculty and Curriculum

The notion of "Whiteness" was presented as a core challenge to addressing racism on university and college campuses. Notably, this challenge was referred to in a number of ways. The **lack of racial representation in faculty, staff and students**, and the fact that some institutions had no full-time faculty of colour in particular programs was expressed as a key challenge to building racially just campuses. Where faculty of colour had been hired, it was stated that their suggestions were seen as "**disruptive**" and their ideas were met with **resistance**.

Participants also pointed to a **lack of Indigenous scholars and faculty members** and the particular challenges that this had on Indigenizing campus curriculum. Other issues were raised including a lack of effective mechanisms to **address, challenge and/ or change colonial curriculum**, as well as a keen awareness that the "**hidden curriculum**" among students, faculty and staff also posed a serious challenge to creating and sustaining anti-racist campuses. The lack of diversity and/or engagement with race in the curriculum was intricately linked to the need for increased hiring of racialized and Indigenous faculty and staff members across the sector. Participants also pointed out that the dominant lens used in post-secondary institutions was that of the White colonizer. The lack of **critical discussions about how racism operates and anti-racism strategies at the beginning of a student's time in a post-secondary program** was raised, and suggestions that students needed to

be introduced to these ideas from the outset of their university and college experiences was particularly notable. **Providing faculty with the tools to address rather than ignore normalized instances of racism in the classroom** was also deemed urgently necessary. In short, this was seen as a possible strategy to encourage faculty members to address racism in the classroom with intentionality and purpose.

c. Racist Stereotypes and Campus Culture

Some participants expressed concerns that the **normative campus culture** served to perpetuate a racist, rather than an anti-racist, campus climate. With stereotypes of institutional relationships and experiences with racialized students being shared via numerous **social media** platforms and written about in mainstream and alternative media sources, participants noted that changing these cultural norms was a challenging endeavor. Without **effective (re)education** new students often promoted events that further supported these realities on campuses rather than envisioning a new future for racial justice across the institution. **Insufficient, inadequate and/ or non-existent education and training initiatives** that authentically engaged with examples of how racism is perpetuated on campus was also seen as an obstacle to the creation of racially just post-secondary campuses.

d. Complexities of Intersectionality and Racial Justice

A participant described the most challenging aspect of addressing racism on campus as the need to develop **strategies for discussing the complexities of intersectionality** and racial justice. It was noted that discussions of anti-racism on campuses was further complicated when thinking about racialized members of LGBTQ2S communities or if they had disabilities. Unpacking how sexism impacts upon racial justice was also mentioned as being particularly difficult when working to create racial justice on university and college campuses. Although intersectionality was only named explicitly in evaluation forms by one Summit delegate, it is important to recognize that this was a critical element of many of the discussions held during the Summit – one that has also been named in best practices for anti-oppression work in organizational settings.

3. Systemic Perpetuation of Racism

a. Lack of Anti-Racist Community

Participants wrote of the challenge of breaking down silos on campus that created pockets of both racially just and racially unjust narratives, writing that this posed additional challenges to creating racial justice on post-secondary campuses. Participants expressed a desire to do this work "in community," explaining that **not having a community of anti-racist educators** made this work particularly difficult. The lack of ways of **integrating allyship**

models in racial justice initiatives as well as the question as to whether we should be focusing on the needs of allies or the needs of those most impacted by racism on university and college campuses was also raised. The visibility (or invisibility) of racialized staff, the need for community support to build racially just campuses, and the challenge of finding meaningful ways of encouraging students to take part in these conversations was also raised. These challenges suggest the need for a systemic shift in thinking about how this work is done and how the university and/ or college as a whole can formulate and institute more effective methods for ensuring campuses become racially just spaces for students, faculty, staff and senior administration.

Many participants expressed concerns that they were one of a small number of educators on campus that spoke explicitly about racism, and others spoke of the challenge of mobilizing **anti-racist work in predominantly White spaces**. Questions of how small groups of racialized students in primarily White spaces could feel empowered enough to raise concerns, express their needs, and have these needs heard and addressed more efficiently were also recorded by participants. Participants noted further that graduate students were also in need of being considered in these discussions and mobilization efforts, with some participants raising concerns that these discussions are not typically engaged with at the graduate level. This lack of attention paid to racism and consequent support for ongoing anti-racist efforts on campuses, they wrote, also served to perpetuate racial injustices on campuses.

b. Lack of Institutional Support

A number of participants wrote that faculty and allies for racial justice on post-secondary campuses were not well supported in their work. The challenge of addressing notions of "everyday racism" from administration was particularly difficult to do with little support. Many participants wrote that their own anti-racism work was limited because of the lack of support from administration and noted as they had throughout the evaluations that the lack of racially diverse representation among leaders at their post-secondary institution served as a signal of this lack of institutional support. Participants also noted that a lack of leadership in the fight for racial justice posed a challenge to making change on campus, again pointing to the systemic perpetuation of racism on campus.

c. Lack of Policy

Participants wrote that systemic barriers to effective anti-racism work on post-secondary campuses included a **dearth of policy and regulations** at the institutional level. Participants also expressed concerns that that **anti-oppression policies and practices are not pervasive** within the post-secondary system (i.e. as policies or as part of the curriculum). Other participants wrote that there was a need to **recognize that current policies and systems**

perpetuate racism. For example, when thinking about Employment Equity policies in the post-secondary sector, racialized students continue to express concerns that diversity is not reflected in the make-up of faculty in their institutions. The **lack of transparent policies indicating how racism is addressed** was also a challenge emphasized by participants. The underrepresentation of racialized and Indigenous faculty remains a key concern despite existing policies and an institutional desire to indigenize campuses.

d. Lack of Institutional Research

Participants noted that a **lack of data** posed daunting challenges for doing anti-racism work on campus. With participants noting that some institutions believe that they are not allowed to collect demographic data on race, creed, or ethnicity; they indicated that without the data to confirm issues being raised as well as mark progress, the creation of racially just campuses would be significantly impeded. The **lack of approval and support from senior staff and administration to collect the necessary data** with an aim to change the climate on campus, then, was a significant barrier to anti-racism work in the post-secondary sector.

"It's not a resource issue it's a priority issue.

Time to shift priorities."

(Summit Delegate, March 21, 2016)

III. Evaluation Results: Most Important Takeaways

Participants shared a number of ideas that stood out for them as they continued to work towards creating racial justice on post-secondary campuses. **71 responses from 35 of the 38 participants** were received outlining various ideas that resonated with participants. These responses were coded and organized into **3 Principle Takeaways**:

1. Positive Impact of Ongoing Action Planning and Networking
2. Need to Build and Operationalize Leadership Models
3. Purposeful Increase of Racial Representation in the Sector

Participant Response	Number of Responses
1.Positive Impact of Ongoing Action Planning and Networking	
• Need for Ongoing Discussions	29

Participant Response	Number of Responses
• Research	8
• Strategic Planning	2
TOTAL:	**40**
2. Need to Build and Operationalize Leadership Models	
• Allyship	13
• Leadership	9
TOTAL:	**22**
3. Purposefully Increase of Racial Representation in the Sector	
• Diversification	6
• Indigenization	3
TOTAL:	**9**
TOTAL RESPONSES:	**68**

1. Positive Impact of Ongoing Action Planning and Networking

a. Need for Ongoing Discussions
Participants wrote of the benefit of **having a network** of people to speak to about improving the state of racial justice on campuses across the sector. Some went on to explain that the language was "both complex and hard to define," indicating that having **more opportunities to speak to others about the challenges and breakthroughs** was particularly important when addressing racism on university and college campuses. Participants also emphasized the need for the post-secondary sector to **speak explicitly to the issue of race and racism** given its impact on campuses, explaining as well that it was particularly poignant to acknowledge that these discussions cannot be neutral. Moreover, participants wrote of the importance to **deconstruct words like "diversity" and "inclusion"** so as to substitute this common approach to engage with race and racism on campus with something more pointed for the future.

Participants described the impact of changing discourses of "safe spaces" to "**accountable spaces**," seeing this type of shift as a sign of a more critical dedication to ensuring racial justice on campuses. Others noted the pressing **need for anti-oppression training** as a way to provide the language of change and critical thinking skills necessary to **continue fighting to change the system** (e.g., hiring practices; curriculum etc.). Being comfortable with the **disruptions** that these explicit discussions about race and racism will have was also presented as was the need to **decolonize education and "abolish White supremacy" as we shift away from Eurocentric curriculum**.

> **"This is messy and ongoing. It takes much more than a day to work on the issues but sharing and disagreeing is part of the process."**
>
> **(Summit Delegate, March 21, 2016)**

Concerns were raised that those who attended the e(RACE)r Summit were already conscious of the issue, and some participants used this section of the evaluation as an opportunity to record the inherent **limitations** to getting those who were not like-minded to take the fight for racial justice seriously. As one participant wrote, while the awareness of the issue of racism on campuses is there, certain faculties and departments are more inclined than others to participate in dialogues like these. For others, the key to addressing racism on campus was the **implementation of mandatory and on-going anti-oppression training for faculty, staff and students** to ensure that, from a systems level, all communities within the post-secondary sector were on the same page from the outset. In short, a number of participants recorded that the need for **better, more explicit planning to create racial justice on campuses** was necessary for this shift to take root.

While some participants assumed that other attendees were already well aware of the nature and impact of racism on students, faculty and staff, it is important to mention that many participants wrote in their evaluations that they were **ignorant to these issues prior to attending the Summit**. For those participants, then, this opportunity to participate in the dialogue expanded their thinking about how to more effectively engage with the topic of racism as well as provided them with insight into issues that they were not aware were happening on their campuses. Some wrote that the *e(RACE)r Summit* provided them with an opportunity to **begin to recognize the effects of systemic racism in higher education** as well as understand the importance of incorporating discussions about racism in classrooms. Based upon the

> **"It's important to change perceptions of what we think we understand about the lived experiences of those who experience racism."**
>
> **(Summit Delegate, March 21, 2016)**

feedback provided through the evaluation process it was made clear that creating ongoing networking and planning opportunities could be highly impactful.

b. Research

A number of participants recorded the need for **racial and cultural scans of faculty, staff and board of governors**, explaining that this data would inform many of the initiatives moving forward. References to the **Ontario Human Rights Commission's "Count me In" document** were also made, with participants emphasizing the need not only to collect data on an ongoing basis, but to also operationalize the data once collected. **Consultations with experts** and taking seriously the lived experiences of racialized faculty, staff and students were also documented as a key takeaway throughout the dialogues. **Developing strategies across the sector** to help develop language that speaks to the lived realities of those experiencing racism in the post-secondary sector was also a crucial point raised throughout the evaluations.

c. Strategic Planning

The need to **think strategically** was well documented throughout the evaluations, with some participants speaking explicitly about **opportunities to ask critical questions** in their respective institutions. Plans to ask senior administrators and/ or Deans on their campuses whether anti-oppression and/ or anti-discrimination practices were used to frame strategic documents and plans was also notable. Some participants also pointed to the need for **ongoing consultations** to ensure that references in their academic plans to increasing Indigenous and racialized hires were mobilized effectively by creating strategic plans to make this a reality on university and college campuses.

2. Need to Build and Operationalize Leadership Models

a. Allyship

Participants noted their **role as "allies"** could be mobilized as a critical element as critical elements to building racial justice across the post-secondary sector. This included sharing **self-reflection practices to determine "how far" allies would go** to shift the climate at their institution. This idea was also emphasized by participants who noted the need to **reinforce a sense of responsibility for allies** to make change rather than waiting for change to come from racialized communities who were experiencing harm on campus. **Participants felt empowered to pose challenges** to systemic oppression by speaking up and questioning the way that their respective institutions operate. Participants also described feeling motivated **to no longer remain silent** when witnessing instances of racism and prejudice and wrote of feeling a sense of comfort that a critical mass existed across the sector that shared their

concerns about the perpetuation of racism across university and college campuses. Next steps included **developing strategies** and speaking with others about how to best support students who have experienced racism or prejudice as well as the need to **break down silos by creating effective partnerships** that last.

b. Leadership

While many of the comments implied the need for leadership in the fight for racial justice on university and college campuses, some participants made explicit mention of the importance of **leadership for racial justice**. For example, some wrote that the most important point made during the day was that the **responsibility lies within universities and colleges** to create racial justice not only on campus, but also within the communities that they serve. Others spoke explicitly of their **individual decisions to play a leadership role** in this work by speaking to their Deans and other senior administrators about what was learned throughout the day.

Some participants wrote about how important it was to engage in this dialogue, however, they **desired more time to develop specific actions across the sector.** Others also pointed out that strategies to address racism in the post-secondary sector would change from institution to institution and that some institutions were more or less active in correcting the conditions leading to racial injustice than others. Participants also noted that there was an explicit call out to **senior administrators to allocate resources to students of colour and their organizations** as a preliminary step to creating racial justice on campuses across the post-secondary sector.

3. Purposefully Increase Racial Representation in the Sector

a. Diversification

Many participants noted the importance of **purposefully increasing the racial representation** across the academy as one of the most important takeaways from the day. Striving for and **ensuring that counseling services were culturally responsive** was also duly noted. Participants reiterated the importance of becoming intentional in post-secondary Employment Equity initiatives, emphasizing that this could ensure that the **leadership reflects the racial diversity** among post-secondary students. This, many wrote, would signal to the broader community that the institution was truly committed to this work and would serve to align institutional action with higher-level institutional documents and priorities. Making adjustments to job descriptions to **better recruit racialized candidates** was also expressed as a key takeaway from the dialogues.

b. Indigenization

Participants spoke explicitly about the need to **decolonize and Indigenize the academy** and also ensure that notions of allyship were also in line with this work. For some participants, decolonizing was insufficient for bringing about racial justice – Indigenizing universities and colleges was a critical step in this regard. Mention was also made of the importance of the *Allyship an Overview – A toolkit for change* **document** authored by the *Aboriginal Student Services* at Wilfrid Laurier University and provided to all participants as part of their welcome package to the Summit.

IV. Evaluation Results: Needs Assessment and Opportunities for Change

As part of the evaluation process for the *e(RACE)r Summit*, participants were given an opportunity to share particular requests for supports to assist them in addressing racism on post-secondary campuses. **3 significant needs** were reported:

1. Communities of Practices at the Institutional and Sectoral Level
2. "Support Networks" for Anti-Racism Practitioners
3. Research Methodologies for Racial Justice

1. Communities of Practices at the Institutional and Sectoral Level

A number of participants requested a community of practice that would assist in sharing best practices both within and outside of their institutions. Communities of Practice within an institution, participants indicated, would allow for explicit discussions of particular obstacles to their work, while sharing ideas across institutions would help them to expand their anti-racist strategies. The inclusion of all post-secondary institutions (e.g. colleges, Aboriginal post-secondary institutes etc.) would also ensure a broader reach as the sector actively works to bring racial justice into being on campuses. Building and sharing alternative ideas for overcoming systemic obstacles to racial justice was considered critically important to more effective, strategic programming.

Participants described the implementation of anti-oppression training across their university and college campuses as a pressing need, and gaining a sense of the most effective training in this area was also highlighted. Communities of Practice were described as opportune spaces for sharing information on new platforms for engaging in anti-oppression and anti-racism work that could move these ideas beyond lectures and classrooms and into the broader university and college community. These spaces would also create ongoing opportunities for reflexive praxis, with members sharing practical examples of what has or has not worked in their institution when working pro-actively to promote racial justice on campuses. Requests

to continue to offer the *e(RACE)r Summit* annually were also recorded as opportunities to come together as a larger Community of Practice on a regular basis.

Finally, participants also noted that both internal and external Communities of Practice would allow for the development of strong allyship models that could help to better support racialized students, faculty and staff as well as build capacity for anti-racism work across the sector. Desires for the development of an "Allyship Certificate" was also recorded as were requests to share the **Allyship Toolkit** provided to all participants and developed by the *Aboriginal Student Services* at Wilfrid Laurier University.

2. "Support Networks" for Anti-Racism Practitioners
There was a strong understanding among participants that effective anti-racism work in the post-secondary sector was both professionally and personally challenging. This was true not only for racialized faculty, staff and students burdened with this work, but also for the allies who mobilize their own privileges to advocate for racial justices on post-secondary campuses. Consequently, participants wrote of the need for support networks to help them overcome fears of backlash when addressing systemic racism at their institutions. The "fear of backlash" was also re-iterated in the needs assessment portion of the evaluation, with some participants indicating that addressing racism had severe consequences for those who chose to speak out.

Participants requested additional information on supports for their work and for themselves through sector-wide dialogues, and, as part of the support network, some requested the development of integrated programs across a variety of university and college campuses to address this need. Developing strategies to ensure that front-line people involved in this work were part of a supportive network was also listed as a necessary step. Participants noted that support networks similar to this exist, citing the *Equity Summit Group* as an example of a collaborative comprised of 26 school board equity representatives from school boards across Ontario.

3. Research Methodologies for Racial Justice
Participants expressed a need to learn about effective research methodologies that would ensure that institutions prioritize racial justice across the post-secondary sector. Some wrote of needing to gain clarity on how to collect the right data that would best assist senior administration to develop effective strategies for change. Other participants requested an opportunity to learn more about the type of data and reporting frameworks senior administration requires to recognize the urgency with which resourcing for racial justice is needed.

Participants requested quantitative and qualitative data sharing to help highlight current experiences of racism on campus as well as explicit information from senior administrators to express what they would need to listen and respond effectively to the concerns raised by racialized staff, faculty and students. Participants also requested more details on promising accountability strategies for senior administrators that would ensure tangible changes were initiated and sustained. Finally, requests for the research and development of anti-oppression and anti-racism training aimed specifically at senior administrators in the post-secondary sector was documented as an important step towards integrating racial justice at all levels of post-secondary education.

"The range of voices and experiences shared today were powerful. Provocative and affirming."

(Summit Delegate, March 21, 2016)

Section 3:
Discussion

3. Discussion

On March 21, 2016, *e(RACE)r Summit* participants were provided with an opportunity to grapple with the needs, challenges and opportunities inherent in driving institutional change. Nearly 3 months to the day of this important meeting, the *Education Advisory Board* (EAB) published the [EAB 5-step plan](#) for administrators to guide them as they worked diligently to improve diversity on post-secondary campuses. Like the *e(RACE)r Summit*, the EAB's plan was devised in the midst of racial turmoil. Black and Indigenous students who called for an end to anti-Black and anti-Indigenous racism within the post-secondary sector had clearly articulated their needs and with the EAB's guidance, administrators from across North America could begin addressing the demands by following 5 easy steps:

Step 1: Take responsibility: Do not believe that the racial climate on campus is okay when the community has indicated that it is not.

Step 2: Include all faculty members in decisions: By including all faculties in the decision-making process administrators are building strong allies for racial justice across the campus.

Step 3: Bring students into the conversation: Remember that the disruptive nature of student demands for racial justice is a purposeful request for both dialogue and action. Administrators will miss out on a wealth of opportunities to effectively address student needs if their voices are dismissed or ignored throughout the strategic planning process.

Step 4: Call on experts: Do not be afraid to call in the experts to help address the needs. Administration relies on experts when other emergencies arise, and supporting racial justice on campus is no different.

Step 5: Practice accountability: If a plan or initiative does not work, it is important to recognize the weaknesses of the plan and build a new strategy. This is the art of accountability.

The EAB's 5-step plan provides a simple template to administrators interested in taking the necessary steps to enhance campus diversity initiatives. With this as a starting point for change, three key elements reiterated throughout the *e(RACE)r Summit* can help to drive this work:

First, it is imperative that we **name the racism** if we are to truly work strategically to eliminate it. As such, moving away from "diversity strategies" and towards "strategies for the elimination of anti-black racism, Islamophobia, and anti-Indigenous racism" is a critical

step. The more clearly we are able to articulate the issue, the more impactful and effective the solutions that arise.

Second, **bringing students into dialogue about racism must be handled with care**. Experiences of racism are traumatic and painful, often triggering the recognition of inter-generational turmoil that serves as a reminder of how deeply embedded differential treatment to racialized "others" has become. Until institutions are ready to prioritize their commitment to racial justice on campus, bringing students, faculty or staff members into meetings to speak about their experiences of racism again and again serves only to re-traumatize rather than support our community members. It was made exceedingly clear throughout the day that dialogue alone was not enough to bring the changes being sought. Intentional, strategic prioritizing of racial justice was required for real change to arise.

Third, **take seriously the systemic nature of racism and its reach within the sector**. While the EAB's 5-step plan provides a solid starting point for individual institutions to get to work, if universities and colleges hope to make their campuses more racially just, generic diversity initiatives on individual campuses will serve only to ignore the realities of how systemic racism operates. More specifically, because systemic racism is not confined to particular institutions, dialogues across faculties will be enhanced by inter-university faculty consultations to help unpack the particular look and feel of racism within the sector.

Finally, it is useful to draw attention to the 5th step in the EAB's 5-point plan: **practicing accountability**. For years Canadian post-secondary institutions have attempted to address racial discord on campuses through diversity and multiculturalism programming, and for years racialized students, faculty and staff have raised eerily similar concerns. As the EAB suggests, it is important for administrators to recognize the shortcomings of the approaches that have been developed and resourced, and build new strategic plans that can more effectively address the issues being raised. Now is the time to do things differently, and, in light of the numerous requests to keep working in partnership across institutions to bring racial justice to Canadian campuses, the recommendations that follow can help us to begin in earnest to develop a strategic plan to eliminate racism across the sector.

"I can do better. I can do more." (Summit Delegate, March 21, 2016)

Section 4:
Calls to Action

4. Calls to Action

1. **Sector-wide Anti-racism Task Force:** We recommend that a body be assigned to compile and analyze past and current reports on racism in post-secondary education for the following purpose:

   a. To compile and analyze national and provincial anti-racism strategies to ensure that they align with current needs of racialized and Indigenous students in Canadian post-secondary institutions as they are described by organizations and groups like the *Black Liberation Collective*;

   b. To advise as to which recommendations, if any, have been implemented to date;

   c. To assess the impact of any recommendations that have been implemented to date;

   d. To examine sector-wide employment equity programs aimed to increase the number of racialized faculty, staff and students in the post-secondary sector.

2. **Sector-wide Anti-Racism Training for Senior Administration:** We recommend that a body be assigned to develop anti-racism training for senior administration in the post-secondary sector to be delivered annually.

3. **Sector-wide Anti-Racism Training for Faculty:** We recommend that a body be assigned to develop anti-racism training for faculty in the post-secondary sector to be delivered annually.

4. **Sector-wide Community of Practice:** We recommend that an online portal be created to provide the following support to the post-secondary sector:

   a. Anti-racism resource sharing;

   b. Monthly updates on the status of race and racism on North American university campuses;

   c. Promotion of Promising Practices in anti-racism education.

   Fees associated with the maintenance of the online portal (e.g., through registration and/ or dues etc.) should be re-directed to support the annual *e(RACE)r Summit* held on March 21 of each year.

5. **Sector-wide Anti-Racism Strategy:** We recommend the development and implementation of a sector-wide anti-racism policy outlining accountability measures that ensure the sustainability of racial justice work in the post-secondary sector and the elimination of racism across all universities and college campuses. We

recommend further that individual institutions develop protocols to support the policy that speak explicitly to the processes taken to address racism in their respective institutions (e.g., offices to contact for support etc.) and that anti-racism training become a mandatory requirement for all faculty, staff and students in universities and colleges across Canada.

5. Appendix A: e(RACE)r Summit Agenda

Session #1
Theme: Racial Justice in Sector-Wide Initiatives in Higher Education
Session Question: *What are universities willing to invest to stop racism on campus?*

Panelists
- Facilitator: Dr. Alvin Curling
- Renu Mandhane, Chief Commissioner, Ontario Human Rights Commission
- Valerie Galley, Indigenous Cultural Envoy
- Katherine Fife, MPP

Guiding Questions for Panelists
- Why is it important to bring more than one institution into the discussion of racial justice within the education sector?
- How do government regulations, policies and laws impact the choices we make within the education sector?
- How does the institution think about "race" and how does it think about "racism"?
- What is the impact of these definitions on the lived experiences of students, faculty and staff within the institution?
- If racism is systemic, then how do we do "anti-racism" work that is also systemic?
- This work must parallel the systemic roots of racism in order to counter it most effectively. So what does this actually look like?
- How do we build networks of solidarity across the sector?

Guiding Questions for Small Group Table Discussions
- How does our higher-level institutional vision as described by our Vision, Mission, Values, Strategic Academic and/ or Research Plans etc. engage with race?
- How does our higher-level institutional vision as described by our Vision, Mission, Values, Strategic Academic and/ or Research Plans etc. address racism?
- How can we operationalize our higher-level institutional vision as described by our Vision, Mission, Values, Strategic Academic and/ or Research Plans etc. in anti-racist ways (i.e., how can these be mobilized to address racism on campus)?

Session #2
Theme: Telling Stories: Institutional and Student Stories about Racism
Session Question: *How do our mental health strategies and priorities to eliminate sexual*

assaults and gendered violence on university campuses speak to the needs of our racialized and Indigenous students?

Panelists
- Facilitator: Leah Gazan, University of Winnipeg
- Drew Hayden Taylor, Wilfrid Laurier University, Writer in Residence
- Samantha Clark, Wilfrid Laurier University
- Jasmine Zine, Wilfrid Laurier University

Guiding Questions for Panelists
- *Thinking about the Institution:*
  - What types of stories about racism arise from our institutions?
  - How are these typically dealt with and are these routes effective?
  - What other stories about racism can the institution tell itself?
  - What other types of routes to address racism might be most effective?

- *Thinking about the lived experiences of our Students:*
  - What types of stories about racism arise from our institutions?
  - How are these typically dealt with and are these routes effective?
  - What other stories about racism can the institution tell itself?
  - What other types of routes to address racism might be most effective?

Guiding Questions for Small Group Table Discussions
- What might racial justice look like in our institution-wide initiatives?
- What do we need to pay attention to in order to do this work with an anti-racist and/or anti-oppression lens?
- What kinds of tools do we have in our respective positions to help us address racism within these initiatives?

Session #3
Theme: Putting Our Stories into Practice

Session Question: *How can we become "allies" to our students who grapple with navigating various levels of racism on and off university campuses?*

Panelists
- Facilitator: Idrisa Pandit, University of Waterloo
- Kike Ojo, Ontario Association of Children's Aid Societies
- Joseph Mensah, York University

- Melissa Ireland, Wilfrid Laurier University

Guiding Questions for Panelists
- What are our students saying about what racism looks like as it operates systemically in the educational sector?
- How do we challenge institutional stories that create and perpetuate "racially neutral narratives" that do not actually exist? [e.g. thinking about stories of institutions that erase the struggles of colonialism, racism, Islamophobia etc.]
- How do we encourage allies to keep working alongside us when the work gets hard?
- How do we encourage allies to keep working alongside us when we also need to implement critical accountability measures?
- How do we move from "I like you even though you're different" and towards "I am listening to what you need and I am doing what you need on your terms"?

Guiding Questions for Small Group Table Discussions
- What have students indicated that they need from allies in the fight for racial justice?
- What are we hearing the students say about how racism operates on our campuses?
- What does it look like from your position to become "allies" to our students who are fighting for racial justice?