



ANTI-RACISM ACTION PLAN



Anti-Racism, Equity &
Human Rights Services



**MESSAGE FROM
THE PRESIDENT**

**I AM PROUD
TO BE PART
OF A COLLEGE
COMMUNITY THAT
IS COMMITTED TO
TAKING ACTION
IN SUPPORT OF
ANTI-RACISM
AND TO LEADING
CHANGE FOR THE
BETTERMENT OF
ALL STUDENTS,
EMPLOYEES AND
COMMUNITY
MEMBERS.**



Our Anti-Racism Action Plan will guide us on our journey towards cultivating a more equitable and inclusive George Brown College. Shaped by insights from our community, Strategy 2022/Vision 2030 and our Anti-Racism Strategy, this plan is a response to the current challenges we face as a college, and the opportunities we have as we work together. It recognizes the necessity of taking a systems approach that is intersectional, accountable and grounded in meaningful inclusion, so that the work we do to address inequities is informed by those most impacted and recognizes we all have a part to play in building an inclusive learning and working environment.

This work is critical to George Brown, our broader community and society. As such, it must be prioritized just as highly as we prioritize other existing organizational imperatives in Strategy 2022/Vision 2030. In order to effect progress and make real change, anti-racism must be ongoing and integrated into everything we do.

Moving forward, we all need to engage in this work, which may at times be challenging and uncomfortable, but also powerful and rewarding. It is work aimed at creating the George Brown of the future—it is also work that is fundamental in creating an inclusive Canada that is a beacon of hope and opportunity to all.

Dr. Gervan Fearon
President

**MESSAGE FROM THE
VICE-PRESIDENT OF
PEOPLE ENABLEMENT
AND EXPERIENCE**

**ANTI-RACISM
AND EQUITY
WORK ARE
FUNDAMENTAL
TO CREATING
A LEARNING
ECOSYSTEM
GROUNDED IN
INCLUSION,
BELONGING AND
WELL-BEING.**



With the launch of our Anti-Racism Action Plan, we have established tangible steps to align our efforts, deepen our understanding and take meaningful action to achieve this goal, but the success of this plan relies on each one of us.

Building an equitable, anti-racist and inclusive George Brown College requires us to critically examine our work, our behaviour and our thinking. We must all find ways to lead change within our individual circles of influence, while also taking collective action that aligns with our shared values and principles.

I hope you will see this plan and the actions within not only as an essential part of your job but as an opportunity to create meaningful change. By taking individual and collective action today, we can strengthen our institution, cultivate a more inclusive community and co-create a more equitable tomorrow.

Leslie Quinlan
Vice-President,
People Enablement and Experience

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LAND ACKNOWLEDGEMENT

George Brown College is located on the traditional territory of the Mississaugas of the Credit First Nation and other Indigenous peoples who have lived here over time. We are grateful to share this land as treaty people who learn, work, and live in the community with each other.





COMMITMENT & BACKGROUND

OUR COMMITMENT

George Brown College is committed to fostering a welcoming and affirming learning and working environment, where all our community members feel a sense of inclusion and belonging. To accomplish this, we must continue to take meaningful, deliberate, and sustained action to address racism, inequities, and discrimination. The college recognizes and commits to addressing the racism experienced by Black, Indigenous, and racialized people through initiatives that engage our communities in authentic learning opportunities; challenge us to deeply reflect on our practices, policies, and procedures; and inspires us to create an equitable and inclusive learning and organizational culture and climate that is free of racism in all its forms.

Over the years, we at George Brown have acknowledged and affirmed our commitment to addressing racism and inequities and to engaging in anti-racism, equity, and inclusion efforts. The past year has precipitated an opportunity for deeper reflection on how we will demonstrate our commitment. What we have heard from leaders, employees, and students who have shared their stories and provided feedback and insights is that George Brown needs to move forward more boldly. Our deeds must match our commitments. Meaningful action is needed, and the time for more action is now.

OUR BACKGROUND

George Brown recognizes the importance of continuing to take action against racism and discrimination. We recognize that we have a responsibility to identify, address and prevent systemic barriers that impede the full and equal participation of Black, Indigenous, and racialized students and employees at our college. We understand the importance of being attuned to the needs of students and employees who have racialized identities, and have faced ongoing exclusion, lack of opportunities and hostile spaces that have deleterious effect on their lives and their futures. Racialized people experience greater barriers and disparities, and lesser outcomes than non-racialized people within post-secondary, employment and in other social areas of society, which has devastating impacts on these communities. Additionally, historical inequities have had generational and specific negative impacts on Indigenous and Black communities and these harms have continued without significant redress.

As an institution situated within this social, historical, and political context, we recognize and accept our responsibility to address and redress historical and ongoing racial injustice within our circle of influence and play an active role in creating a more just and equitable society. Though George Brown has made progress in some areas to address these harms and inequities within our institution, it is imperative that we continue to evolve and expand our efforts to ensure that we are responding to the contemporary needs and challenges faced by these communities and build on past efforts to ensure we continue to progress and strive towards racial equity.

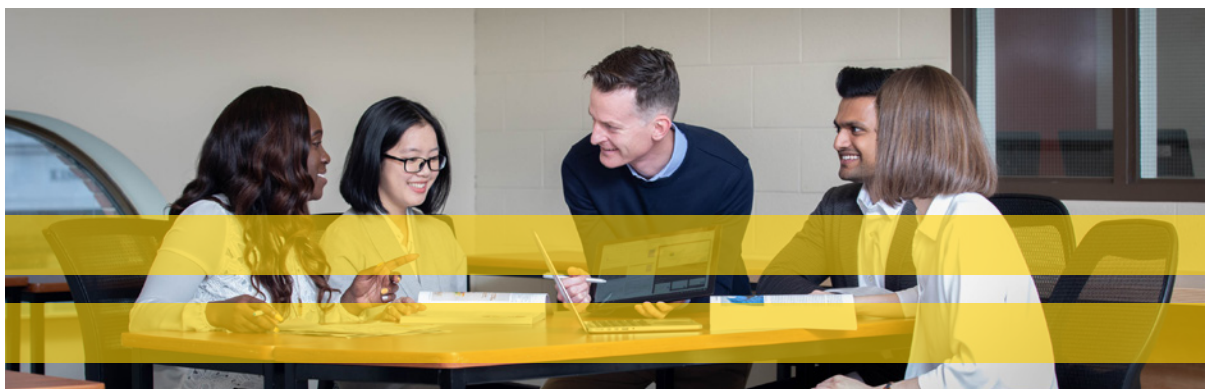
This action plan is in response to the current challenges that we as a college face to move our anti-racism efforts forward. Within the context of Vision 2030/Strategy 2022, the Truth and Reconciliation and Anti-Racism 2019 Review, and the 2020 Anti-Racism Strategy, the plan was developed to provide a range of activities aimed at building capacity and capabilities, assessing barriers and opportunities, and creating greater alignment throughout divisions and departments as we engage in this work.

The plan was developed through a process that involved reviewing existing documents, commitments, and policies. George Brown community members (including leaders, employees, and students) were engaged through forums, interviews, and surveys. A multi-departmental task force was struck to provide input and gather advice.

Consultation and recommendations from the Anti-Racism and Equity Advisory Committee were also integral to the process.

The development of the action plan was also informed by the Scarborough Charter and seeks to complement the goals and principles within the TRC Calls to Action on education and UN Sustainable Development Goals. This plan is also linked to past efforts, including employee and student-led initiatives. We acknowledge that many of the recommendations and actions included in this plan are not new ideas. There are members of the George Brown community who have championed this work, provided insights and feedback, and have advocated for change throughout the years. This plan stands on their shoulders and hopes to advance and build upon those past efforts.

Finally, this plan was developed with the future in mind, knowing that to begin this journey together, we need to set a foundation and chart a clear and dynamic course to enable all community members, leaders, employees, and students to see themselves in the plan. Everyone needs to find opportunities to join in this journey towards greater equity and to have a stake in this process. It was also developed with the hopes that those who have been champions, allies and/or accomplices to racial equity efforts will find greater opportunities in the plan to join and continue to further this important work.





WHERE WE ARE & WHERE WE ARE GOING

BUILDING A SOLID FOUNDATION

The Anti-Racism Action Plan primarily seeks to build on the recommendations in the Truth and Reconciliation and Anti-Racism 2019 Review. The review identified several foundational recommendations to advance anti-racism work at George Brown. There were eight primary recommendations from that report; all recommendations were accepted by leadership. These recommendations were developed to lay the foundation for anti-racism work at the college; they focused on preliminary infrastructure and symbolic changes that would support the anti-racism efforts and were important first steps that would allow for greater momentum building. These first steps included establishing a new Office of Anti-racism, Equity and Human Rights Services (OAREHRS), hiring a director to lead anti-racism efforts and additional staffing to support anti-racism initiatives. Also recommended was the establishment of a Council, tasked with advising the OAREHRS office on anti-racism practices and processes. To date six of the eight recommendations have been implemented. The office was renamed, a director hired, the Anti-Racism and Equity Advisory (AREA) Committee was established, members recruited and onboarded, and Terms of References developed to support the work in advising on the college's anti-racism strategic direction.

Since the report, the college has engaged in activities to support the advancement of anti-racism and racial equity. Departments and teams have begun to engage in anti-racism training and development; colleagues have engaged in difficult and courageous conversations; programming to address the needs of Black and Indigenous students have been implemented or expanded; and we have begun to expand our capacity to review and assess our curriculum and policies using an anti-racist and racial equity lens.

Still, to further anti-racism work and to be successful in creating and sustaining an anti-racist, equitable institution, we need to do more. We will need to strengthen our foundation to ensure we have the necessary systems, supports and capabilities in place to accomplish our goals. We also know that effective anti-racism work requires shared and sustained commitment in order to transform our college into an environment free of racism, where Indigenous, Black and other racialized individuals and communities consistently feel a sense of belonging and affirmation.



**WE WILL
BECOME AN
ORGANIZATION
THAT PRIORITIZES
EQUITY AND
BELONGING
AS MUCH AS
WE PRIORITIZE
OTHER EXISTING
ORGANIZATIONAL
IMPERATIVES.**

TOWARDS TRANSFORMATIONAL ORGANIZATIONAL CHANGE

Mobilizing an entire institution to address and ultimately eliminate racism requires innovation, creativity, collaboration, commitment and transformative ways of thinking, learning, teaching and working. It also requires creating new spaces and a college environment that is intentional about inclusion. With endorsement and engagement from George Brown's leadership, strategic support from the Office of Anti-racism, Equity and Human Rights Services and Anti-racism and Equity Advisory Committee, as well as demonstrated commitment from champions, ambassadors, allies and advocates at all levels of the college, we can rise to this challenge.

We will share successes, learn from challenges, develop tools and programs, and engage in activities and strategies that address identified inequities and actively prevent future harm and racial disparities. We will create an environment of patience that allows us to deepen our skills, build meaningful relationships, engage in reflection and deliberate, impactful but thoughtful action.

Eliminating racism in our post-secondary institutions requires ongoing accountability, bold actions and working closely with those who are often at the margins and yet most affected by racial inequities. George Brown, located in the core of one of the most racially diverse cities in the world, is well situated to lead in this work. If we act boldly, have courage, continue to innovate, listen to others, learn from our mistakes, and continue to grow throughout this journey, we will transform our institution, influence our peers, and have a positive impact on our local, national and even global communities.



WHAT IT TAKES

COURAGEOUS AND SHARED LEADERSHIP

To achieve this vision of racial equity and an end to systemic racism, we all must share in the effort. Racial equity cannot be achieved through the work of a single person, team, or department. This is our shared work; we can only accomplish this together.

To this end, we will need leaders to actively demonstrate their commitment, and employees and students to demonstrate their leadership. We will need champions, ambassadors, allies, and advocates from every department and at every level of the institution. We will all need to engage in work that is at times challenging and uncomfortable, but also powerful and worthwhile. Our anti-racism work will need to be shared and celebrated, evaluated and at times corrected. The benefit for each of us will also come from sharing these learnings and challenges.

Those of us with greater power and privilege will at times need to step up and speak out to ensure we stay on course. We all will need to demonstrate the institutional courage to prioritize this action plan and the strategies within by reviewing existing priorities and reprioritizing to ensure we advance these actions and strategies and hold one another accountable to the work that is required to enact this plan. The responsibility to evolve our college and community belongs to everyone. Each of us has the power to make change and create a working and learning environment aligned with the principles we hold and the values we share. To advance this work, each of us will need to find opportunities to act.

SHARED PRINCIPLES

Anti-racism and racial equity work requires a principled approach. Actions may vary, but how we behave and how we engage with this work requires shared principles to ensure we remain focused on our vision and maintain the integrity of anti-racism and racial equity work. The recommendations and action plan presented here were developed with the following principles in mind. These principles are rooted in anti-racism and racial equity approaches and aligned with George Brown values; they provide a foundation to ground our ongoing efforts.

SHARED PRINCIPLES

Anti-Racism Must be Prioritized:

Anti-Racism and racial equity is critical work and must not be “added on,” nor can it be solely the purview of anti-racism staff, but rather, similar to risk management approaches, anti-racism is an ongoing and embedded consideration that requires a shared commitment, shared responsibility, and shared accountability.

Anti-Racism is Intersectional Work:

An intersectional approach to anti-racism recognizes that the impact of racial oppression is not fully realized without fully understanding the intersections of all forms of oppression (e.g., oppression based on sexual orientation, gender identity and expression, class, immigration status and ability). Anti-Racism within an intersectional framework seeks to address racial inequities while simultaneously prioritizing an appreciation of the entire human experience. We achieve this by recognizing that social, cultural, political, ecological, and spiritual identities intersect or come together within individuals and communities.

Anti-Racism Requires Accountability, Transparency, and Communication:

Anti-Racism must be done “out loud.” The work must be visible. We must track, measure and report on the outcomes and progress and do so in a manner that is transparent, sharing both our successes and challenges. Learning together means celebrating our wins and owning our missteps. As a learning organization, we model excellence, not only in how we get things right, but also in humility and perseverance when we do not.

Anti-Racism Requires a Systems Approach:

Anti-Racism is systems work, it works interdependently with our policies, our practices and within our culture. It is not only what is being done, but how it is being done. Its effectiveness is influenced by and influences other policies and practices throughout the institution. This requires ongoing assessment and analysis, as well as deliberate and consistent action at all levels of the institution.

Anti-Racism Ensures Meaningful Inclusion:

Anti-Racism and equity work seeks to address historical disparities. It also challenges the imbalance of power within our institutions and then compels us to share power. It ensures that we centre the experiences of those who have historically been marginalized in spaces where decisions are made. Anti-Racism invites more voices into decision-making by focusing on Black, Indigenous, and other racialized groups to ensure that the actions we take to address inequities are informed by those who are most impacted by those choices.

Anti-Racism Seeks to Redress Past Injustices.

Anti-Racism efforts recognize how racism has shaped policies and practices historically and continues to shape experiences of Black, Indigenous and racialized students and employees. Anti-Racist efforts examine the drivers of contemporary inequities and seeks to undo the harm caused by inequitable policies and practice. Taking action to right both historical and present-day wrongs is necessary in order to ensure that all students and employees flourish and reach their potential.

Anti-Racism Requires Relational Accountability:

The Cree scholar Shawn Wilson writes that “relational accountability means that the methodology [we use] needs to be based in a community context ...and has to demonstrate respect, reciprocity and responsibility.” For anti-racism work to be effective and to create equitable spaces of inclusion and belonging, we must also take the time to listen and learn from the broader Black, Indigenous and racialized communities and hold ourselves to account as we build these relations.

Anti-Racism Requires a Commitment to Learning:

Anti-Racism requires a commitment to ongoing learning. We understand that this work is a journey with only one destination: the elimination of systemic racism. Continuous development and reflection, ongoing skill-building and knowledge acquisition, and leaning into our discomfort is necessary, and foundational to this effort.

A SHARED ACTION PLAN

It is important to state that this plan is not the goal. The goal is change—institutional and structural change—to further the advancement of racial equity. This plan identifies actions and accountabilities, deliverables, and strategies, but without the commitment to advance the work, change will not occur. Anti-racism work will require ongoing resources, commitment, prioritization, and adaptability. The action plan must be a living document that adapts

and responds to current needs, while keeping the goal of this work in sight. The Anti-Racism Action Plan aims to provide the college with activities and strategies that help build capabilities and opportunities for collaboration across departments, within teams and between individuals, and to cultivate for all students and employees a more equitable and inclusive environment that is free of racism.

THE PLAN IS ORGANIZED INTO THREE SECTIONS

1

KEY STRATEGIC RECOMMENDATIONS

The first section focuses on recommendations. These recommendations were based on feedback received from the Anti-Racism Review Consultative process, which included consultation with the Anti-Racism and Equity Advisory Committee and Anti-Racism Strategy Review Task Force, small student focus groups, forums, surveys, past recommendations, shared stories, and conversations with senior leadership, as well as many informal conversations with George Brown College community members. The recommendations are also guided by best practices in institutional anti-racism efforts and are buttressed by current literature. These recommendations are vital to eliminating systemic racism at George Brown.

2

2022-2024 ACTION PLAN

The second section is focused on the action plan for the next two years (2022-23 and 2023-24). The plan is intentionally short term to provide a bridge between the end of our current strategy and our next strategic plan. In our 2026 strategic plan, the recommendation is to see anti-racism, equity and decolonization values and principles elevated and prioritized, providing greater opportunity for bolder action than could be included in this current plan.

The plan was also informed by our consultative process. During this process, several important themes were identified as both enablers and barriers to college-wide anti-racism implementation. These included the lack of clear and attainable action steps to advance anti-racism work; a paucity of resources at the department level, which often meant that anti-racism efforts were not or could not be prioritized; and a lack of mechanisms for accountability at the institutional, department and individual level to ensure ongoing progress.

George Brown community members also identified enablers to implementation. These included George Brown having a shared understanding of anti-racism and equity work; opportunities to deepen knowledge and close the “know-do” gap; increased support to review, assess and identify gaps and inequities; increased communication; as well as greater public demonstration of leadership commitment.

This two-year action plan seeks to address some of the above barriers and includes actions that support ongoing development. The action plan also takes a developmental approach to anti-racism implementation, beginning with actively learning, then assessing and identifying our gaps and opportunities, followed by deliberate action. The plan should be read not as an end state, but as the college’s collective first steps towards anti-racism and equity implementation. The plan emphasizes shared responsibility and shared accountability as it is essential that all members of the George Brown community are prepared to engage and do our part to advance this important work.

The Anti-Racism Action Plan:

1. Provides a framework for clear steps that each division/department will implement.
2. Is developmental; its timeline focuses on building the necessary foundational capabilities and identifying opportunities for impact in each department first, to prepare us for broader, college-wide implementation.
3. Identifies two major areas of focus for the timeline of the action plan: building awareness and alignment (i.e., strengthening our capacity and capabilities) and engaging in assessment and review (i.e., understanding our landscape and creating a baseline and targets).
4. Organizes actions under five pillars that are core areas of attention to maximize our chances for sustainable success: 1. Our commitment 2. Our culture and climate 3. Our capacity and capabilities 4. Our curriculum 5. Our community
5. Includes actions and accountabilities that are meaningful, doable and mindful of current departmental/divisional commitments, challenges and restraints.
6. Has been developed based on the assumption that the broad key strategic recommendations will be endorsed by senior leadership and adopted to support evolving anti-racism and equity strategies, actions, and accountabilities.

3

DRIVING FOR CHANGE

The third section focuses on the future, beyond the next two years. It sets out additional actions and strategies that will require greater investment, but they will move the college towards greater transformation. The actions in this section are broader and bolder and will provide more opportunity for ongoing action planning, implementation, and capacity building.



THOUGHTS & ACKNOWLEDGMENT

FINAL THOUGHTS

Anti-racism involves taking courageous action to build a more equitable college free of racism. The work ahead invites each of us to do new and different things, to expand our current approaches to reach for equity. We will need to listen more and defend less; reflect and examine our own biases and, at times, our own complicity. Sharing this commitment will ensure that we begin to create an environment where each of us knows that our skills and our worth are seen and our contributions to the organization are valued. By advancing this commitment together, we recognize that our individual successes are bound to our collective actions. This plan gives us a way to move forward together and to reach for a more equitable and inclusive future at a place where we all belong.

EXPRESSED THANKS AND ACKNOWLEDGMENT

This work could not have been done without the voices of those both past and present who have advocated, shared, toiled and at times fought to be heard. We thank the students, employees, and leaders who have helped to build this plan; those who provided feedback and insights, and those who shared their stories and perspectives over the years. We are grateful to the vanguards who led the way, even when others were not ready to follow. We also thank those who formed informal or affinity groups and committees, created programs, shared resources, spoke up and spoke out. Finally, we thank members of the Anti-Racism Equity Advisory Committee; members of the Anti-Racism Strategy Review Task Force; members and leaders from Black Student Success Network; and those who participated in forums, surveys, interviews and focus groups. We are grateful for your contributions and look forward to our journey ahead.



ANTI-RACISM ACTION PLAN

KEY STRATEGIC RECOMMENDATIONS

STRENGTHENING OUR FOUNDATIONS OF SUCCESS—MOVING BEYOND THE TRUTH AND RECONCILIATION COMMISSION (TRC) AND ANTI-RACISM (AR)/DIVERSITY 2019 REVIEW

The following eight Key Strategic Recommendations (KSR) are informed by the voices of members of the George Brown community, best practices and academic literature, and suggest a way forward to create systems and structures that will support better outcomes for Black, Indigenous and racialized students and employees.

- KSR 1. Elevate Anti-Racism, Decolonization and Equity in Strategy 2026/Vision 2030**
Anti-racism, decolonization and equity require strategic focus and cannot be implemented solely through program-level efforts. Elevating this work as part of GBC's values and as a strategic pillar repositions it as transformational and signals to the GBC community that we are not only committed to this work but that it is prioritized.
- KSR 2. Establish Dedicated Resources for Anti-Racism and Equity Efforts**
Allocate financial resources that are specifically intended to support anti-racism and equity initiatives, and can be accessed by divisions and departments and/or allocate funds to incentivize departments to engage in anti-racism, decolonization, and equity work.
- KSR 3. Develop an Anti-Racism and Equity Policy**
Existing George Brown equity-related policies (e.g., Human Rights Discrimination and Harassment Policy) are necessary but insufficient in addressing the systemic nature of racism and inequities. An Anti-racism and Equity policy would provide an additional tool to address racism at the college. Racism in its contemporary form is often subtle and often operates at an institutional level, having adverse effects on the effective functioning of systems. Developing an Anti-racism and Equity Policy would acknowledge that racism is systemic, provide definitions to support shared language and provide mechanisms to identify, remove and eliminate barriers created by systemic racism.

KSR 4. Review the Structure and Resourcing of Office of Anti-Racism, Equity and Human Rights Services (OAREHRS) and Indigenous Education Services (IES) departments

Ensure appropriate positioning of these offices/programs to provide greater oversight and support for anti-racism and decolonization efforts throughout the college.

KSR 5. Develop a College-Wide Strategy for Robust Demographic Data-Collection

Using data accelerates anti-racism and equity effort. GBC must develop a plan to implement data collection processes to enable the collection and analysis of data that includes disaggregated data related to intersecting identities such as race, ethnicity, and gender identity. This will advance the college's ability to measure, map, maintain and share information about the pervasiveness of systemic inequities/discrimination within our institution to support evidence-based decision making.

KSR 6. Establish an Institutional Strategic Project to Provide Initial Implementation Support for Anti-Racism and Equity Under Strategy and Innovation Department (S&I)

Change will be better enabled if we use proven practices for implementation within the GBC environment. Creating a strategic project using proven methods already established in S&I will help build the initial momentum and planning that anti-racism work requires to be sustainable.

KSR 7. Resource the Development and Implementation of a Leadership Anti-Racism and Equity Learning Program

Engage consultants and leverage the expertise of the OAREHRS office to develop a learning plan focused on college senior leadership (i.e., Board of Governors, President, Vice-Presidents) and department/division leaders to enhance learning, capacity, knowledge, engagement, and accountability to ensure leaders can fully participate in anti-racism and equity efforts.

KSR 8. Establish an Equity Lens Policy Review Committee

The George Brown Equity Lens Policy Review Committee would be a standing college committee with the role to review proposed college-wide policies and offer feedback from anti-racism, equity, diversity, and inclusion perspectives. The committee would enlist representation from leadership, staff, faculty, and students (where appropriate) and ensure Black, Indigenous, and racialized representation as well as representation from the AREA Committee and OAREHRS office. Committee members would participate in onboarding and ongoing learning activities to ensure a contemporary equity lens is applied and enable identification of potential negative impacts of policy on Black, Indigenous, racialized, and other historically marginalized communities.



ACTIONS 2022-2024

TWO-YEAR PLAN: A FOCUS ON FUNDAMENTALS

INVEST IN THE FUNDAMENTALS FIRST

This Anti-Racism Action Plan 2022-2024 is focused on two broad areas over the next two years:

The first year focuses on building internal capacity through knowledge acquisition and skill development; it asks the college to engage in actions that support greater alignment of current behaviour and practices to George Brown's anti-racism, equity and inclusion values and principles. The actions identified in year one promote the ongoing learning and development of employees and students to ensure that essential foundational knowledge is integrated throughout the college to create the necessary alignment and understanding for responsible anti-racism work

In year two, the plan builds on new awareness, learnings and alignment attained during the first year of the action plan and follows with actions to support the review and assessment of current practices and policies to identify systemic gaps and opportunities. By year two, the college will begin to engage in a cycle of systemic inquiry, including the identification of disparities, disproportional representation and inequities in our curriculum, programs, services, human resources outcomes and broader policy processes. The process of review will provide an opportunity to assess George Brown's institutional readiness to implement purposeful changes in practices, services, programs, and policies. It will also provide the necessary groundwork to develop future action plans, targets, and accountabilities to address racial inequities.

FOCUS AREAS 2022-2024

2022-2023 Actions Awareness and Alignment

Build skills, knowledge and new behaviours and develop a shared understanding and demonstration of anti-racism to better align anti-racism and equity stated values and commitments and individual and institutional actions.

2023-2024 Actions Assessment and Review

Assess and review policies, processes, and practices to identify root causes, gaps and mechanisms that result in patterns of racial inequities to identify opportunities to address racism and create greater racial equity.

1. OUR COMMITMENT

Leadership and governance that places anti-racism and equity at the heart of our institutional practices.

2022-2023

OBJECTIVE

To enhance leadership capabilities by establishing baseline anti-racism and equity development requirements, ensuring the uptake of ongoing resources and tools to develop racially responsive and equity-minded leaders.

- 1.1 Members of the Senior Leadership Team (i.e., CMC, Vice-Presidents and Associate Vice-Presidents) and Board of Governors will complete “Leading for Equity” learning series delivered by an external consultant. **[Responsible: Senior Leadership Team]**
- 1.2 Develop and disseminate anti-racism and equity education and toolkit designed specifically for leadership at all levels to deepen understanding and awareness and provide tools and resources to support behavioural change. **[Responsible: OAREHRS]**
- 1.3 Review department/division anti-racism and equity priorities (including those identified in this plan) and develop annual divisional work plans, recording plans in Envisio and updating plans in accordance with operational planning guidelines. Report progress of plans to OAREHRS annually. **[Responsible: Department/Division Leads/Chairs]**
- 1.4 Ensure college accountability to anti-racism and equity efforts by requiring annual reports and supporting and resourcing efforts to realize the actions set out in this document. **[Responsible: Senior Leadership Team and Board of Governors]**
- 1.5 Develop a plan to consistently communicate and champion GBC’s commitment to anti-racism and equity, diversity and inclusion (EDI) in visible platforms (e.g., GBCommunity, Town Halls, Thought Leadership blogs and meeting agendas). **[Responsible: Senior Leadership Team]**

2023-2024

OBJECTIVE

To review decision-making processes and structural/system supports to enable ongoing, successful, and sustainable implementation of anti-racism and equity efforts.

- 1.6 Review action plan “key strategic recommendations” and “Driving for Change” activities in this document for endorsement and communicate approved recommendations to Office of Anti-Racism, Equity and Human Rights Services (OAREHRS), Anti-Racism and Equity Advisory (AREA) Committee and George Brown community. **[Responsible: Senior Leadership Team]**
- 1.7 Review processes at senior decision-making tables to build mechanisms to engage and consult with employees, students, and broader community to support the development of initiatives to build inclusive campuses in a manner that is responsive to Black, Indigenous, and racialized employees and students. **[Responsible: Senior Leadership Team and Board of Governors]**
- 1.8 Establish a Scarborough Charter Subcommittee that includes SMC leadership representatives, AREA Committee members and Black employees, students, and community members to support planning and college-wide implementation. **[Responsible: OAREHRS, Anti-Racism and Equity Advisory Committee]**

2. OUR CULTURE AND CLIMATE

An inclusive, affirming, and celebratory learning ecosystem and working environment experienced by students and employees.

2022-2023

OBJECTIVE

To increase the presence of inclusive spaces, and symbolic and visual representation of our diverse community within the physical environment and improve shared perceptions of racialized employees and students.

- 2.1 Explore opportunities to create designated spaces and opportunities at George Brown for Black, Indigenous and other racialized students and employees to gather, host events, celebrate and share traditions and achievements to foster belonging. **[Responsible: OAREHRS]**
- 2.2 Ensure wayfinding and accessibility supports to locate prayer rooms, designated inclusive spaces, and college safety zones. **[Responsible: Facilities]**
- 2.3 Ensure student support staff have access to trainings/tools and resources that support racially responsive and culturally sensitive practice with a focus on inclusive and accessible language, power and privilege, racial trauma. **[Responsible: Student Success]**
- 2.4 Develop internal and external communication plan to promote key messages in support of public education and to build awareness of GBC's anti-racism and equity efforts. **[Responsible: Communications]**
- 2.5 Review and enhance Student and Employee Climate Survey with a goal of collecting equity disaggregated data for effective monitoring of student and employee engagement. **[Responsible: Student Success (student) OAREHRS (employee)]**
- 2.6 Provide enhanced training to Public Safety and Security personnel in anti-Black racism, anti-bias training and understanding power and privilege. **[Responsible: Public Safety and Security]**

2023-2024

OBJECTIVE

To review and establish opportunities to incentivize and celebrate initiatives that promote anti-racism and equity, diversity and Black, Indigenous, and racialized belonging and inclusion.

- 2.7 Establish plan to recognize and broadly communicate the contributions of Black, Indigenous, and racialized employees and students within George Brown. **[Responsible: AREA Committee]**
- 2.8 Identify or develop college-wide mechanisms to effectively share and celebrate innovative, racially responsive and equity-minded practices, programs, or policy changes. **[Responsible: OAREHRS]**
- 2.9 Review and develop a plan to reinstitute college-wide equity-related programming (e.g., Positive Space) that also addresses the intersectional needs of Black, Indigenous, and racialized students and employees. **[Responsible: OAREHRS]**
- 2.10 Review opportunities to establish awards, funding and incentives that recognize outstanding anti-racism, equity, diversity and inclusion initiatives and contributions in learning, research, and community engagement, including student-led initiatives. **[Responsible: OAREHRS]**
- 2.11 Review structure and resource allocation (human and financial) for Black Student Support Network (BSSN) to support greater capacity and service delivery to Black students and broader community. **[Responsible: Student Success]**
- 2.12 Reassess existing campus security and safety infrastructure and protocols with a view to protecting the safety of Black, Indigenous, and racialized employees, students, and community members on campus. **[Responsible: Public Safety and Security]**

3. OUR CAPACITY AND CAPABILITIES

A highly knowledgeable and skilled community with expanded abilities and expertise to address racial inequities and promote racial equity.

2022-2023

OBJECTIVE

To enhance the GBC community's understanding of and alignment to equity and inclusive excellence as an institutional imperative, and to improve campus-wide anti-racism, anti-Black racism and equity skills and capabilities.

- 3.1 Revise current "Introduction to Anti-Racism" training and develop a self-directed asynchronous learning module for mandatory employee training. **[Responsible: OAREHRS/TLX/ Employee Learning & Development]**
- 3.2 Require all employees to take Introduction to Anti-Racism self-directed module within the first year of implementation. **[Responsible: Department/Division Leads/Chairs]**
- 3.3 Periodically make available to all employees and students a series of anti-racism and equity-focused workshops and facilitated sessions on relevant topics including power, privilege and bias, anti-Black racism, decolonization practices, engaging in difficult conversations and becoming a racially responsible and equity-minded leader/faculty/student. **[Responsible: OAREHRS]**
- 3.4 Develop learning resource guide and toolkit to support leaders and employees in developing anti-racism awareness and skills, with the aim of fostering an attitudinal shift to inform anti-racism practice within the classroom and broader working environment. **[Responsible: OAREHRS]**
- 3.5 Develop and implement department work plans identifying anti-racism and equity-related training and learning targets, as well as anti-racism and equity actions (inclusive of related actions in this plan). **[Responsible: Department/Division Leads/Chairs]**
- 3.6 Require all employees to identify individual anti-racism and equity-related priorities as part of 2022 priority setting. **[Responsible: Department/Division Leads/Chairs]**
- 3.7 Implement mandatory anti-racism and equity self-directed learning module for students to complete at orientation or/admission (learning modules to include: introduction to AR, ABR, micro-aggressions unconscious bias, human rights, and sexual violence prevention). **[Responsible: OAREHRS]**

2023-2024

OBJECTIVE

To review opportunities to evolve institutional and individual capacity—people expertise, resources and processes development—to support the inclusion, success and well-being of Black, Indigenous, and racialized students and employees.

- 3.8 Develop and share guidelines and tools to support racially responsive and equity-minded decision-making and policy review. **[Responsible: OAREHRS]**
- 3.9 Recruit an employee within each department or unit as an Equity Champion. The equity champion will be responsible for coordinating the implementation of anti-racism and equity commitments made in divisional/departmental work plan. **[Responsible: Department/Division Leads/Chairs]**
- 3.10 Establish a Data group to support the development of a data strategy for systemic data collection with the aim to find racial equity gaps, determine the magnitude of these gaps, and understand baseline data compilation and analysis. **[Responsible: Senior Leadership Team]**

4. OUR CURRICULUM

Teaching, learning and research approaches that are representative, affirming, inclusive, eliminate disparities and produce positive racial outcomes.

2022-2023

OBJECTIVE

To support the development of racially responsive and equity-minded faculty to enable integration of anti-racism, equity and decolonizing principles into instructional, curriculum and research approaches and practices.

- 4.1 Develop and embed faculty-focused anti-racism and equity tools and resources to enhance the GBC Faculty Onboarding Academy. **[Responsible: TLX/OAREHRS]**
- 4.2 Require all faculty to engage with and develop a plan to implement the actions in Indigenous Education Services strategy. **[Responsible: Department/Division Leads/Chairs]**
- 4.3 Create a repository or portal (microsite) to facilitate access to tools and resources that encourage and support faculty in implementing anti-racist and equity-minded and inclusive course design, teaching practice and assessments. **[Responsible: OAREHRS]**
- 4.4 Enhance student feedback form (SFQ) by including questions about instructors' respectfulness of diversity and cultural sensitivities. **[Responsible: Strategic Planning and Institutional Research]**

2023-2024

OBJECTIVE

To develop and revise curriculum and learning and research practices to respond to identified barriers to the engagement and educational success of Black, Indigenous, and racialized students.

- 4.5 Create and implement tools and a plan to support faculty and chairs to review curriculum and course syllabi and identify opportunities to integrate anti-racist and equity-minded principles in course language, outcomes, resources, materials, and assessment practices. **[Responsible: Office of Academic Excellence]**
- 4.6 Create an online learning space to support and encourage faculty Communities of Practice to enable ongoing development and sharing of best practices, emerging practices, resources and tools. **[Responsible: OAREHRS]**
- 4.7 Review and improve mechanisms to gather student perspectives on the inclusiveness of their learning experiences to support development and improvement of courses. **[Responsible: Strategic Planning and Institutional Research]**
- 4.8 Identify opportunities to engage subject matter experts including individuals with lived experience to support faculty and students in adopting an anti-racist and equity-minded lens to their research in ethically responsible ways **[Responsible: Chairs/Program Coordinators]**
- 4.9 Audit textbooks and other educational materials to ensure diverse representation of authors and content that reflect historical facts of Black, Indigenous and other racialized peoples and highlight material of Black, Indigenous, and racialized authors to build greater awareness. **[Responsible: Library Services]**
- 4.10 Identify opportunities to build concrete research support practices (including mentorship and sponsorship) to encourage Black, Indigenous and racialized faculty to become involved in research projects. **[Responsible: Research and Innovation]**
- 4.11 Create a work plan to develop tools and guidelines to support chairs and faculty to integrate anti-racism and equity lens during program development, course design, teaching practices and assessments and program review. **[Responsible: Office of Academic Excellence]**

5. OUR COMMUNITY

A community that is representative, inclusive, empowered and meaningfully partnered with our local, regional and global community.

2022-2023

OBJECTIVE

To develop equitable human resources capabilities and philosophies to support the development of college-wide inclusive practices to attract and hire talent that is reflective of the racial diversity in our broader community, within all departments and at all levels.

- 5.1 Provide anti-bias training, tools and resources to the Talent and Acquisition team and hiring managers to guard against bias in hiring process and to support more equitable hiring practices. **[Responsible: Human Resources]**
- 5.2 Include in all onboarding letters to new staff and faculty the requirement to complete Introduction to Anti-Racism, Human Rights and Sexual Violence Prevention training **[Responsible: Human Resources]**
- 5.3 Create and disseminate a plan to actively recruit individuals with Anti-Racism and EDI skills and competencies in all searches and in career progression opportunities emphasizing leadership recruitment. **[Responsible: Human Resources]**
- 5.4 Include language that speaks to the responsibility to understand and integrate anti-racism, equity and decolonizing principles and values, as well as the ability to address racism, in all job postings for faculty and staff positions. **[Responsible: Human Resources]**
- 5.5 Provide enhanced anti-bias training to individuals who assess written applications (for funding, admissions) to ensure equity in admissions and funding awards. **[Responsible: Registrar's Office]**
- 5.6 Review and revise Employment Equity Census survey process to support ongoing collection of EDI data and enhance the collection of disaggregated race-based data. **[Responsible: Human Resources/OAREHRS]**
- 5.7 Require that a member of OAREHRS, AREA Committee or Department Equity Champion (once established) be on leadership recruitment panels. **[Responsible: Human Resources]**
- 5.8 Identify and implement specific supports and development opportunities/programs for Black, Indigenous and racialized part-time faculty and support staff. **[Responsible: Human Resources]**

2023-2024

OBJECTIVE

To identify opportunities to advance current Human Resources/Admissions practices and policies to increase representation, retention and advancement of Indigenous, Black, and racialized employees and students. Identify opportunities for meaningful outreach and engagement with Black, Indigenous and racialized communities.

- 5.9 Develop and implement an "exit survey" process/strategy to enable identification of barriers to retention for racialized employees. **[Responsible: Human Resources]**
- 5.10 Develop a plan to build meaningful relationships between George Brown and racialized communities and alumni, including establishing or strengthening partnerships with broader Black, Indigenous, and racialized communities to support identification of barriers and opportunities to address systemic racism. **[Responsible: Strategic Planning and Institutional Research]**
- 5.11 Develop a plan to review and update priority setting processes, performance management discussion guides and salary increase policies and procedures in collaboration with collective bargaining units to identify opportunities to integrate anti-racism and equity principles and performance criteria. **[Responsible: Human Resources]**
- 5.12 Recognize participation in professional development, initiatives and other contributions that advance anti-racism and EDI practices and programs in performance management system. **[Responsible: Human Resources]**
- 5.13 Review existing recruitment, promotion, and succession (employee life cycle) procedures to identify both vulnerabilities to implicit bias and opportunities to strengthen hiring of racialized leaders, faculty, and staff. **[Responsible: Human Resources]**
- 5.14 Review student admission processes to identify vulnerabilities to implicit bias, gaps, and opportunities to reduce found disparities in Black, Indigenous and racialized enrolment. **[Responsible: Registrar's Office]**

2022-2023

2023-2024

- 5.15 Review orientation and ongoing supports for international students and students who self-identify as a member of a racialized community to ensure a welcoming environment and support their transition to campus and their success. **[Responsible: Student Success]**
- 5.16 Review fundraising activities and develop a plan to increase need-based financial aid and awards targeted at students from Black, Indigenous, and racialized communities. **[Responsible: GBC Foundation]**
- 5.17 Review and revise the procurement policy to ensure that GBC's vendor contracts are equitably distributed, with criteria to promote and sustain purchasing/contracting processes that support the advancement of Black, Indigenous, and racialized businesses. **[Responsible: Finance]**



ACTIONS BEYOND 2024

DRIVE TOWARDS SYSTEMS CHANGE: BEYOND 2024

The actions set out below build on the planned actions and continue the advancement of anti-racism work. These actions however require greater investment, capacity, and capabilities. This action plan recognizes that some departments and members of the college community are at different stages of their anti-racism journey and may have the resources, capacity, and capabilities to engage in the actions below. These departments and individuals are encouraged to engage with the actions that align with where they are on their journey and share their successes and learnings with the broader college community. However, broader institutional engagement, implementation and sustainability of the initiatives below are best enabled by the implementation of the Key Strategic Recommendations (KSR) identified earlier in this action plan document.

OBJECTIVE

To build or enhance systems, structures, and resources to support data-informed and anti-racism and equity-related planning, decision-making and practices.

Develop key performance indicators (KPIs) and metrics to support the ongoing implementation of anti-racism efforts. **(Enabled by KSR 1, KSR 2, KSR 5)**

Give departments/programs/teams access to designated resources to support ongoing development, planning, implementation and reporting of anti-racism activities, achievement of targets, successes, and learnings. **(Enabled by KSR 1, KSR 2)**

Establish resources and support staff to aid students in navigating available processes to seek advice and report incidents or concerns under the student code of non-academic conduct, human rights harassment and discrimination, accessible learning, sexual assault and sexual violence and other equity and inclusion related policies. **(Enabled by KSR 2, KSR 4)**

Develop and implement a plan to engage the Equity Lens Policy Review Committee (once established) to undergo an equity lens review of administrative policies, prioritizing policies containing complaints and dispute resolution processes (i.e., Human Rights Discrimination and Harassment Policy, Sexual Assault and Sexual Violence Policy, Code of Non-Academic Student Behaviour Policy) to ensure policies do not reproduce or entrench inequities for Black, Indigenous, racialized and other historically marginalized students and employees. **(Enabled by KSR 3, KSR 8)**

Implement racially responsive supports (e.g., mentorship, sponsorship, racially responsive and specific mental health services, food and housing security initiatives) and periodic (virtual and in-person where appropriate) events (e.g., workshops, affinity resource groups, forums, dialogue sessions) that engage with Black, Indigenous, and racialized students and employees to ensure continued flourishing and promote meaningful inclusion. **(Enabled by KSR 2, KSR 4, KSR 5, KSR 6)**

Establish and resource employee resource groups to help the college identify opportunities and gaps and to provide feedback on Anti-racism and EDI initiatives. **(Enabled by KSR 2, KSR 4, KSR 5)**

Develop pathways for Black, Indigenous, and racialized students to access higher education, including engaging in student outreach within local, regional, national, and international communities. **(Enabled by KSR 2, KSR 5)**

Develop a process to review and identify academic programs with student underrepresentation from Black, Indigenous, and other racialized communities, and develop outreach plan to attract applicants. **(Enabled by KSR 1, KSR 2, KSR 5)**

Develop plan to implement formal mentorship/sponsorship programs to support Black, Indigenous, and racialized employees to move into and thrive in leadership positions at George Brown. **(Enabled by KSR 6, KSR 7)**





ACCOUNTABILITY 2022-2024

George Brown will hold itself accountable to our community by honouring its commitment to anti-racism, anti-Black racism, and equity through the implementation of this action plan. The college will ensure clear, timely communication and transparent reporting of our efforts. We will develop mechanisms to ensure robust data collection and evaluation practices to further strengthen our accountability to this important work. It is also recognized that the successful implementation of this action plan depends on all members of the George Brown community joining in solidarity, courage, and sustained commitment to racial equity to create a truly inclusive college community.

SENIOR LEADERSHIP AND BOARD OF GOVERNORS ACCOUNTABILITY

- Hold leadership accountable for overseeing and championing sustained engagement, effort and achievement of anti-racism and equity action plan objectives and activities.
- Ensure George Brown honours commitments with the Colleges & Institutes Canada Indigenous Education Protocol, Scarborough Charter and 50/30 challenge, and aligns anti-racism and equity efforts with Truth and Reconciliation Commission Calls to Action on education and United Nations Sustainable Development Goals and Targets.
- Periodically include anti-racism and equity on CMC and Board agenda.
- Ensure annual reporting of anti-racism and EDI efforts to the GBC community, Board of Governors, and other stakeholders.
- Develop anti-racism and equity learning plan to engage in deep and ongoing learning and development to model anti-racist and equity-minded leadership.

DIVISIONAL/ DEPARTMENTAL LEADS ACCOUNTABILITY

- Review Anti-Racism Action Plan with department and develop an anti-racism work plan (inclusive of indicators and targets) using Envisio. Ensure to share plan with department and OAREHRS (**support: OAREHRS AR development toolkit**).
- Ensure all employees complete mandatory, self-directed anti-racism module within the first year of implementation.
- Support staff, faculty, and administrators to identify individual anti-racism priorities as part of priority setting. (**support: OAREHRS AR development toolkit**)
- Update work plan in accordance with operational planning activities and report annually to OAREHRS on progress of work plan (e.g., learning activities, policy/practice, program reviews, updates on actions that go beyond 2022-2024 action plan).

OAREHRS ACCOUNTABILITY

- Share quarterly communication about anti-racism and equity progress, successes or learnings with George Brown community using communication channels and publish these reports on the OAREHRS webpage.
- Develop a comprehensive annual report including actions undertaken by each division/department and achievement of goals and publish it on the OAREHRS web page so that it is available to students, employees and community members
- Report regularly to AREA Committee and associated working groups as required to sustain anti-racism efforts, maintain momentum and leverage and sustain institutional commitment.
- Report directly to President monthly and yearly to the Board of Governors on the progression of the Anti-Racism Action Plan and associated work plans

INDIVIDUAL ACCOUNTABILITY

- Complete mandatory anti-racism training within the first year of training implementation.
- Establish individual goals and integrate actions in annual priority or goal setting. (**support: OAREHRS webpage, toolkits**)
- Use resources and tools to support continual professional development in anti-racism, anti-Black racism, decolonization, equity, and inclusion. (**support: OAREHRS webpage, resources and toolkits**)



OAREHRS DELIVERABLES

Below are the specific deliverables the OAREHRS will develop to support the 2022-2024 action plan.

DELIVERABLES	TIMELINES
Internal communication plan	April 2022
Self-directed Anti-Racism 101 learning module (mandatory training)	April 2022
Leadership development and learning resource guide and toolkit	April 2022
A resource repository (microsite) to support anti-racism, anti-Black racism and EDI resource retrieval	September 2022
Self-directed student Anti-Racism 101 learning module (mandatory orientation)	September 2022
Anti-Racism and equity decision-making and policy review guidelines	September 2022
Quarterly workshops/events/facilitated dialogues to support anti-racism, Anti-Black racism and EDI awareness building	May 2022, August 2022, October 2022, March 2023
Annual Anti-Racism and Equity Report	March 2023
Presentation to the Board	Annually



GLOSSARY OF TERMS

A

ANTI-BLACK RACISM: Anti-Black racism is prejudice, attitudes, beliefs, stereotyping, and/or discrimination directed at individuals who are Black. It is rooted in their unique history and experience of being treated as property and as objects to be surveilled and controlled. Anti-Black racism should also be understood as policies and practices rooted in Canadian institutions, such as education, health care, and justice, that mirror and reinforce these beliefs, attitudes, prejudice, stereotyping, and/or discrimination toward people of Black African descent.

ANTI-ASIAN RACISM: Anti-Asian racism is racism that is directed toward people of Asian descent. It includes biases, prejudices, attitudes and beliefs, stereotyping, discrimination, and harassment.

ANTI-MUSLIM RACISM: Anti-Muslim racism refers to acts of prejudice directed toward individuals who are or who are believed to be Muslim and/or who follow the Islamic faith.

ANTI-RACISM: Anti-racism is a specific approach to eliminating racism that acknowledges that racism is systemic and takes proactive steps to fight racial inequity. It actively confronts the unequal power dynamic between groups and the structures that maintain it.

D

DECOLONIZATION: Decolonization is the process of deconstructing colonial ideologies of the superiority and privilege of Western thought and approaches. Decolonization involves valuing and revitalizing Indigenous knowledge and approaches and rethinking Western biases or assumptions that have negatively affected Indigenous ways of being.

DISCRIMINATION: Discrimination is the treatment of an individual or group based on their actual or perceived membership in a social category. It is usually used to describe unjust or prejudicial treatment on the grounds of race, age, sex, gender, ability, socioeconomic class, immigration status, national origin, or religion.

DIVERSITY: There are many kinds of diversity, for example, race, gender, sexual orientation, class, age, country of origin, education, religion, geography, and physical or cognitive abilities. Valuing diversity means recognizing differences between people and acknowledging that these differences have value. Striving for diverse representation is a critical step toward equity. See Equity.

E

EQUITY: Equity means fairness and justice and focuses on outcomes that are the most appropriate for a given group, recognizing different challenges, needs, and histories. It is distinct from Diversity, which can simply mean variety (the presence of individuals with different identities). It also does not mean equality or the same treatment, which does not take differing needs or disparate outcomes into account. Systemic equity involves a robust system and dynamic process consciously designed to create, support, and sustain social justice.

I

IMPLICIT BIAS/UNCONSCIOUS BIAS: Implicit or unconscious bias refers to the attitudes that unconsciously affect our decisions and actions. People often think of bias as intentional, i.e., someone wanted to say something racist. Neuroscience, however, has shown that people are often unaware of their biases, and the concept of implicit bias helps to describe a number of contemporary racist acts that may not be overt or intentional. Implicit bias is just as harmful as explicit bias, so it is important to talk about race and to take steps to address any biases. Institutions are composed of individuals whose biases are replicated, producing systemic inequities. It is possible to interrupt implicit bias by adding steps to decision-making processes that thoughtfully consider and address the effects of these decisions on racialized communities.

INCLUSION: Inclusion means being included in a group or structure. More than just diversity and quantitative representation, inclusion involves authentic and empowered participation, with a true sense of belonging and full access to opportunities.

INCLUSIVE EXCELLENCE: Inclusive excellence is the recognition that not only is post-secondary education enriched by equity, diversity, and inclusion, but also that equitable inclusion is critical to excellence. Excellence encompasses the ability to educate and to innovate, to be alive to complexity and proactive in the face of crisis, to foster fundamental questioning through rigorous, respectful engagements across differences, and to enable societal transformation.

I

INDIGENIZATION: Indigenization is the process of naturalizing Indigenous knowledge systems and making them evident to transform spaces, places, and hearts. In the context of post-secondary education, this involves bringing Indigenous knowledge and approaches together with Western knowledge systems. It is a deliberate coming together of these two ways of being.

INTERSECTIONALITY: The acknowledgment that multiple power dynamics and isms are operating simultaneously, often in complex and compounding ways, and must be considered together to have a more complete understanding of oppression and how to transform it. There are multiple forms of privilege and oppression based on race, gender, class, sexuality, age, ability, religion, citizenship or immigration status, and so on. These social hierarchies are products of our social, cultural, political, economic, and legal environment. They drive disparities and divisions that help those in power maintain and expand their power. There is a danger in falsely equating different dynamics (e.g., racism and sexism) or comparing different systems to each other (sometimes referred to as the oppression Olympics). It is important to give each dynamic distinct, specific, and sufficient attention. Every person is privileged in some areas and disadvantaged in others.

M

MICROAGGRESSION: Microaggressions are multiple, casual, repeated, commonplace acts that oppress. The idea that microaggressions are unintentional should be challenged. These indignities have harmful effects on racialized people and can be experienced through micro-insults, micro-invalidations, and/or micro-assaults.

P

PRIVILEGE: Privilege is a set of advantages systemically conferred on a particular person or group of people. White people are racially privileged even when they are economically underprivileged. Privilege and oppression are two sides of the same power relationship, and both must be understood and addressed. People can be disadvantaged by one identity and privileged by another. See Intersectionality and White supremacy.

R

RACE: While often assumed to be a biological classification based on physical and genetic variation, racial categories do not have a scientific basis. The consequences of racial categorization, however, are real. The ideology of race has become embedded in our identities, institutions, and culture and is used as a basis for discrimination and racial profiling. How one is racialized is a major determinant of one's socioeconomic status and life opportunities.

RACIAL EQUITY: Racial equity is the systemic, fair treatment of all people. It results in equitable opportunities and outcomes for everyone. It contrasts with formal equality, in which case people are treated the same without regard to racial differences. Racial equity is a process (such as meaningfully engaging with Black, Indigenous, and racialized employees and students regarding policies, directives, practices, and procedures that affect them) and an outcome (such as equitable treatment of Black, Indigenous, and racialized employees and students in a program or service).

R

RACISM: Historically, racism is a rooted system of power hierarchies based on race—infused in our institutions, policies, and culture—that benefits White people and hurts racialized people. Racism isn't limited to individual acts of prejudice, either deliberate or accidental. Rather, the most damaging racism is built into the systems and institutions that shape our lives. Most coverage of race and racism is not systemically aware. Instead, it focuses on racism at the level of an individual's speech or actions (individual-level racism), it dismisses systemic racism, or it refers to racism in the past tense.

RACIST: Racist describes a person, behaviour, or incident that perpetuates racism. Stories of race and racism that focus on personal prejudice ("Who's a racist?") get a disproportionate share of attention in the media. This reinforces the message that racism is primarily a phenomenon of overt, intentional acts carried out by prejudiced individuals who need correcting and/or shaming. These stories tend to spark debates of limited value about the particular individual's character. It is important for media and racial justice advocates to use a systemic lens on race-related stories and topics to examine systems, institutional practices, policies, and outcomes.

S

SYSTEMIC ANALYSIS: Systemic analysis is a comprehensive examination of the root causes and mechanisms at play that result in patterns. It involves looking beyond individual speech, acts, and practices to larger structures, such as organizations, institutions, traditions, and systems of knowledge.

W

WHITE SUPREMACY: White supremacy is a form of racism centred on the belief that White people are superior to people of other racial backgrounds and that they should politically, economically, and socially dominate people of colour. While often associated with violence perpetrated by the Ku Klux Klan (KKK) and other White supremacist groups, it also describes a political ideology and systemic oppression that perpetuates and maintains the social, political, historical, and/or industrial White domination.

WHITE SUPREMACY CULTURE: White supremacy culture refers to characteristics of White supremacy that manifest in organizational culture and are used as norms and standards without being proactively named or chosen by the full group. These characteristics are damaging to both racialized and White people in that they elevate the values, preferences, and experiences of one racial group above all others. Organizations that are led by racialized people or have a majority of racialized people can also demonstrate characteristics of White supremacy culture.



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**NOT EVERYTHING THAT IS
FACED CAN BE CHANGED,
BUT NOTHING CAN BE
CHANGED UNTIL IT IS FACED.**

JAMES BALDWIN