2021 RRU anti-racism action plan

THE ANTI-RACISM TASK FORCE
Royal Roads University

Table of Contents

Acknowledgment of Traditional Lands

Image description: Sael pole on campus at sunset

Royal Roads University (RRU) acknowledges that the campus is located on the traditional lands of the Xwsepsum (Esquimalt) and Lekwungen (Songhees) ancestors and families.
This land has been part of the fabric of the life of Indigenous communities long before Hatley Castle was built, and it will be long into the future. It is with gratitude that we now learn and work here, where the past, present and future of Indigenous and non-Indigenous students, faculty and staff come together.

Hay'sxw'qa si'em!

The purpose of this plan

The purpose of RRU's Anti-Racism Action Plan is to articulate actions that RRU can take to combat racism within the institution and the community it serves. This Action Plan was developed by the Anti-Racism Task Force (ARTF) through a collaborative and participatory research process with staff, faculty, students, and alumni of RRU.

There are 23 Calls to Action (C2As) in this Action Plan under five broader themes, namely: *Building Space, Place, and Connection; Supporting Our Students; Transforming Research and Curriculum; Creating an Anti-Racist Environment;* and *Developing an Anti-Racist Framework in Governance*. Each C2A contains a set of specific recommendations for how those actions can be achieved, drawn from the various data sources discussed in the research section of this report. Overall, there are 23 C2As and 123 specific recommendations in this report.

A note on terms

This Action Plan makes use of the term "racialised" throughout this document. Over the course of our research, the ARTF found that the terms *BIPOC, IBPOC,* and *People Of Colour* failed to represent the disparate ongoing and historical experiences of racialised groups in our diverse community. The term racialised is defined thus by the Ontario Human Rights Commission:

> The process of social construction of race is called racialization: 'The process by which societies construct races as real, different and unequal in ways that matter to economic, political and social life.' Recognizing that race is a social construct, the Commission describes people as 'racialised person' or 'racialised group' instead of the more outdated and inaccurate terms"[1] and by Homeless Hub (n.d.) who note that increasingly, "the term *racialised communities* is replacing visible minorities because in many municipalities that population of people who are non-white make up the majority, not minority of the overall population"[2].

We also use the terms Allocate, Measure, Monitor, Increase, and Establish throughout this document. These terms are used to suggest how recommended actions could be funded, measured, staffed, evaluated, etc., in the implementation phase, as determined by RRU Administration.

---

[1] http://www.ohrc.on.ca/en/racial-discrimination-race-and-racism-fact-sheet
[2] https://www.homelesshub.ca/solutions/priority-populations/racialised-communities

Introduction

After the death of George Floyd in June of 2020 and subsequent waves of global support of the Black Lives Matter movement, RRU set up a public, anonymous Padlet and virtual public forum to gather opinions and experiences of staff, faculty and students at Royal Roads University. The Padlet generated almost 100 posts in the first 5 days, where individuals expressed lived experience of racism within our campus community. In response to this, President Steenkamp appointed four core members to create an Anti-Racism Task Force, and in an email to RRU employees, expressed commitment for Royal Roads to expand and enhance its efforts towards actively combatting racism.

The ARTF grew from the core 4 appointed members, to 15 members from departments across the University and 2 alumni, aligning its functions under the President's Steering Committee on Equity, Diversity, and Inclusion. The ARTF thus took up an anti-racist research approach to investigate sources of structural and individual racism, discrimination, and xenophobia against racialised members of the RRU community. This team of 17 reached out to the broader RRU community to discuss these experiences of racism and the legacies of their colonisation, attending to intersections of race and ethnicity with ability/difference, gender, gender identity, nationality, race, sexual orientation, socio-economic status, and power.

Recognising that the work of racialised peoples is often done as free labour in efforts such as this, it is important to note that all members of the ARTF were paid staff and faculty who received funding or were hired as research assistants in order to conduct this work. In the case of RRU staff and faculty members of the ARTF, this effort was discussed with supervisors, directors, or AVP/VPs as appropriate in order to protect time for this work as much as possible. We thank our colleagues for their support which enabled the ARTF's work to move forward.

Who we are

Individual ARTF members are representative of diverse backgrounds, viewpoints, cultures, ancestries, areas of expertise, and locations within the university structure. Regardless of how members identify, all ARTF members clearly and experientially understand and are committed to creating anti-racism action at RRU.

Figure 1 illustrates the key makeup of ARTF membership. Individual member biographies can be found in Appendix D.
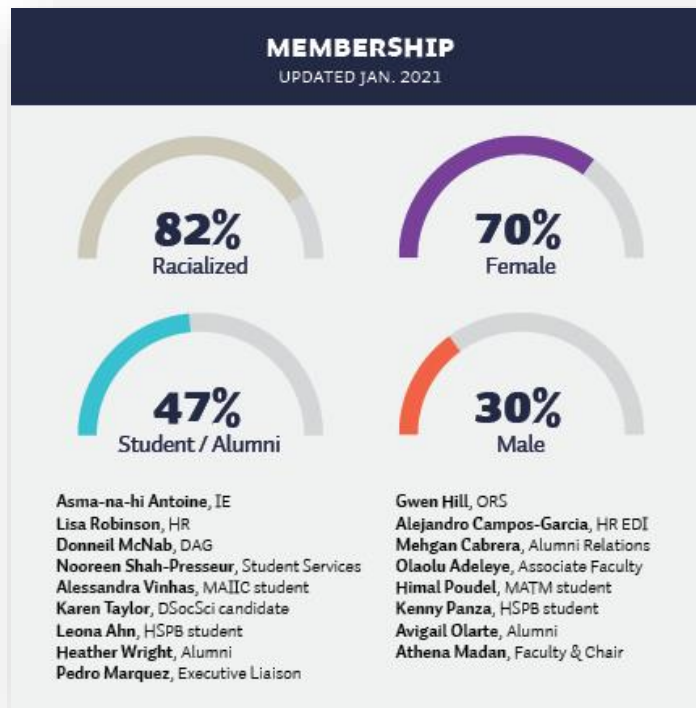
Figure 1. Key makeup of ARTF membership.

The Research Process

Through to the end of 2020's calendar year, the ARTF captured relevant data from key actors in two phases.

Phase 1

Phase 1 data collection consisted of facilitating six focus groups and two online surveys. A total of 108 focus group participants participated and 85 respondents completed the surveys. This led to the five emergent themes that house all recommendations of this Plan. The data were formatively organised under the five themes and prepared to gather feedback on gaps, implementation, timeframes, and evaluation recommendations.

Phase 1 data analysis was a thematic analysis of focus group transcripts, chats, and facilitator notes. This relatively high-level analysis was intended to provide the emergent themes and sample action items for review in phase 2.

Phase 2

Phase 2 data collection comprised three iterative feedback loop focus groups which were attended by 71 participants. Simultaneously, an anonymous, open Padlet was shared to the RRU community with the emergent themes for feedback, which garnered 36 anonymous comments.

Phase 2 data analysis was conducted as a reflexive thematic analysis[3] of all data, including the focus group data named in phase 1. All members of the ARTF have had a role in this process, whether conducting of research, analysis of data, or development of this report; roles have often overlapped to leverage individual talents and skills throughout the process.

Throughout, the ARTF set up an e-mail (RRU-ARTF@royalroads.ca) where we received comments, suggestions, concerns, and resources for anti-racism action. All of this data were incorporated into our analysis.

Limitations

The recommendations presented in this report may contain some limitations. These are mostly due to limitations of time, but some of the content reflect other systems concerns.

Anonymity.
It is challenging to have anonymity with staff and faculty given the size of the institution and current levels of representation of racialised persons. Anyone expressing lived experience could be identified within the raw data files by colleagues. We have removed identifying data from quotations as much as possible throughout this document.

The COVID-19 Pandemic.
The pandemic has created a great deal of stress on everyone and adding another task (such as surveys or requests to participate in focus groups) can be overwhelming and quickly dismissed in favour of managing an already increased mental load. The perspectives of Indigenous Elders were unable to be included within the focus groups as their access to technology is irregular and in-person meetings were not possible at this time.

Timelines.
The timeline for a project of this scale was tight, and should be considered to provide a starting point from which further work and research can emerge rather than an exhaustive body of research. With more time, and for future research of this nature, more time might allow for the inclusion of Indigenous Elders' perspectives or a deeper engagement with a broader set of intersectionalities.

---

[3] https://www.tandfonline.com/doi/pdf/10.1080/2159676X.2019.1628806?casa_token=Uab8-BcZWdsAAAAA:eP-8MiA1vqKbRSZlAAKotchq672yAStimoigT_1m8MOFK0t3U9Y5zrZMkrIr4-tV99WeMfnZMkMsXw

Existing Connections.

Throughout the ARTF's research, it was noted that a great deal of work has been done at RRU that either has not produced tangible change or has not been seen to do so, despite the effort and commitment of many people within the RRU community. It will be important to tie this implementation of this Action Plan to existing reports and plans across the institution. Specific strategic initiatives in particular to integrate within anti-racist action planning include the planning towards Indigenization, Reconciliation, and Internationalization (See also accompanying *"Implementation Guidance Notes"* document.)

Key Definitions

Anti-Racist Approach. An active practice to identify, challenge, educate, and change / dismantle values, structures and behavior that may perpetuate systemic racism. The objectives of an anti-racist approach are threefold: (a) to centre, acknowledge, validate, and celebrate the lives, experiences, cultures, and knowledges of racialised peoples, colonised peoples, and peoples from the Global South; (b) de-center dominant narratives inherited from colonialism; and (c) redistribute and share power equitably in public policy, practice, and institutions.

Colonialism. A practice of domination, which involves the subjugation of one people to another. Settler colonialism — such as in the case of Canada — is the unique process where the colonising population does not leave the territory, asserts ongoing sovereignty to the land, actively seeks to assimilate the Indigenous populations and extinguish their cultures, traditions and ties to the land.

Decolonial approach. A way to explore how colonisation, modernity, capitalism, and neoliberalism has displaced an array of modes of living, thinking and being. Decolonial approaches contend that modern societies have been built through processes of slavery, racialisation, erasure, and objectification, which require repair and reconciliation. A decolonial approach aspires to the following three objectives: (a) to elevate, renew, rediscover, acknowledge, validate, and celebrate the lives, experiences, cultures and knowledges of racialised peoples, colonised peoples, and peoples from the Global South; (b) de-center dominant narratives inherited from colonialism; and (c) restore, repair, and redress social and historical power inequities.

Discrimination. Treating someone unfairly by either imposing a burden on them, or denying them a privilege, benefit or opportunity enjoyed by others, because of their race, citizenship, family status, disability, sex or other personal characteristics.

Global South. An emergent term commonly used in a descriptive manner and often used in contrast with the Global North as a political economy characterisation, its function is more than a metaphor for underdevelopment, referencing instead a history of colonialism, neo-imperialism, and differential economic and social change through which large inequalities in living standard, life expectancy, and access to resources are maintained.

Intersectionality. Acknowledges the ways in which lives are shaped by multiple and overlapping identities and social locations, which together produce a unique and distinct experience for that individual or group. Such intersections often create complex and multiple barriers to opportunities. To understand how racism works, we must appreciate how race intersects with other forms of oppression such as sexism, homophobia, transphobia, islamophobia, ableism, classism, and anti-Semitism.

Race. Social construct used to classify human beings based on identified or perceived catachrestic such as skin colour, hair type, and facial form, and informed by historical and geographical contexts for political, economic, and social reason. Race informs our lived experiences with others and our outcomes in life in addition to shaping how others see, interact, and treat us.

Racism. A systemic or individual inability or refusal to recognize the rights, needs, dignity, or value of people of particular races or geographical origins. More widely, the devaluation of various traits of character or intelligence as 'typical' of particular peoples.

Racialised. To racialise is to ascribe ethnic or racial identities to a relationship, social practice, or group that did not identify itself as such. This is often used to create division and subject people or groups to marginalisation, as described in *Racialisation* below.

Racialisation. The complex and contradictory process through which groups come to be designated as being of a particular "race" based on characteristics such as ethnicity, language, economics, religion, culture, & affiliation, and on such basis subjected to unequal treatment. The process by which people are identified by racial characteristics is social and cultural as well as individual, and reinforced by systems of power in society.

Systemic Racism. A combination of systems, institutions and practices that advantage white people and perpetuate widespread disadvantages in access and opportunity in society for racialised peoples. Systemic racism is grounded in the history of laws, institutions, and policies that support systemic inequities and racism.

--

Sources: The Canadian Race Relations Foundation's *Glossary of Terms*; the Government of Canada's *Anti-Racism Strategy 2019-2022*; the Ontario Anti-Racism Directorate; the Ontario Human Rights Commission's *Policy and guidelines on racism and discrimination;* the Alberta Civil Liberties Research Centre; the *Oxford Bibliographies in Literary and Critical Theory*; and Nagel, J. (1988). *Racial Formation in the United States: From the 1960s to the 1980s (Routledge).*

How to read and understand this document

Each call to action contains:

C2A 0.1 The call to action

"A relevant quote." from the data collection process

A framing paragraph which offers an overview of the need for the C2A, based upon participant data.

And the recommended action points in a table.

#	Action	Recommended metrics
0.1.1	Actions drawn from participant comments.	Allocate: Measure:
0.1.2	Actions drawn from participant comments.	Monitor: Increase: Establish: *Recommended metrics for expansion during the implementation stage of this Anti-Racism Action Plan.*

The intent of this Action Plan is to provide a starting point to begin resourcing, staffing, and otherwise organizing the systems required to create anti-racism action at RRU. We hope that each of these action items will inspire creativity and positivity from everyone at RRU.

Theme 1 – Building Space, Place, and Connection

"Everything that is a gap, or we lack, we tend to avoid. However, if there is something that is good, that we appreciate, that we acknowledge, we celebrate. If we celebrate more and acknowledge more diversity, it will be a better way to support this transformation that all of us are expecting and working to see."

The theme of *Building Space, Place, and Connection* speaks to the physical and virtual spaces of the Royal Roads campus, the communities in which we are situated, and the ways that we connect to each other. Considering the deep history of the traditional lands of the Xwsepsum (Esquimalt) and Lekwungen (Songhees) ancestors and families and the visible history of colonization that is embedded in our institutional marketing and culture, we must look at how we create inclusivity both on campus and virtually.

C2A 1.1 – Diversify our celebrations

"How about making Black History Month at RRU a regular celebration, just like [RRU] celebrate[s] Pride every year?"

Royal Roads primarily celebrates Anglo-European and Christian traditional holidays and events, with some exceptions of celebrations primarily organized by the Diversity Action Group (DAG) and other student associations. Black History Month has typically been led by the DAG. Student-led organizations celebrating other diverse festivals or traditions have typically not received funding or institutional support, including access to promote their events via RRU communications channels.

#	Actions	Recommended metrics
1.1.1	Hold an annual Black History Month social media campaign	Allocate: *Staff time and funding to Black History Month, non-Western religious holiday days off.* Measure: *Attendance, social media analytics.* Monitor: *Participation and engagement.* Increase: *Flexibility in appreciation days.*
1.1.2	Create an engaging Black Canadian History social media campaign.	
1.1.3	Celebrate Black History Month in ways that includes students from local high schools and local community.	
1.1.4	Fund the celebration of international events.	
1.1.5	Celebrate non-western religious holidays.	
1.1.6	Give days off for non-western religious holidays.	
1.1.7	Build more flexibility into the appreciation days.	
1.1.8	Hold regular online seminar series highlighting diverse speakers & research.	

C2A 1.2 – Contextualize the history of spaces at RRU

"When people come for residency – the initial castle tour, there is something that speaks to the bodies who died and the people who built the castle."

The history of the Xwsepsum (Esquimalt) and Lekwungen (Songhees) ancestors and families at Royal Roads is not nearly as prominent on the physical campus as the colonial history of the castle and Dunsmuir families. Given military and colonial histories of exploit/conquest which have shaped the campus grounds, signage would help contextualise our present-day relationships.

#	Actions	Recommended metrics
1.2.1	Change the way the tour of Hatley Castle is conducted. *See also Implementation Guidance Notes*	Allocate: *Learning resources, resources and hiring of Indigenous tour guides.* Measure: *Attendance and learning.* Monitor: *Changes to physical campus.* Increase: *Visible representation of Indigenous history on campus.* Establish: *Research to ensure the tours are done in culturally appropriate ways*
1.2.2	Organize tours presenting the history of the relation between the Xwsepsum (Esquimalt) and Lekwungen (Songhees) Peoples and the land that RRU occupies.	
1.2.3	Update Signage – Consult members (Elders/Old Ones) of the Heron People Circle about how they would like to see their cultures represented on campus.	

C2A 1.3 – Enhance platforms for virtual community engagement

"Continuous conversations. Any feedback that we have given today, rather than ending here, [could be used to] bring more people in, reaching out for surveys, feedback – keep the conversation going."

Royal Roads needs a permanent, inclusive and culturally safe community forum or venue(s) that facilitates and ensures exchanges of ideas, and the participation / consultation of racialised community members and active allies. This can be one space that hosts, as a platform, the recommended activities below. This should be a platform where students, faculty, and staff can come together to learn about inclusion, understanding, and acceptance.

#	Actions	Recommended metrics
1.3.1	Create a virtual community space.	Allocate: *Resources, staff time, IT platform*
1.3.2	Host an anti-racist book / film club.	Increase: *Community accessibility and visibility*
1.3.3	Connect to social media and RRU corporate website.	Measure: *Attendee feedback and engagement*
1.3.4	Facilitate the anti-racism education of people racialised as white.	

#		
1.3.5	Create fora where members of the community can share meaningful, challenging, and uncomfortable conversations.	Monitor: *Participation* Establish: *Space for community dialogue and education*
1.3.6	Use online seminar or Ted-talk style sessions to educate.	
1.3.7	Hold virtual circles of dialogue.	
1.3.8	Host events with racialised keynote speakers, such as design thinking challenge for anti-racism actions.	

C2A 1.4 – Enhance platforms for in-person community engagement

"Why [does] our cafeteria have no food from the First Nations and other cultures? What else can we share?"

Royal Roads currently has few events on campus or spaces on campus where physical space and resources are allocated to anti-racist dialogue and engagement, or the promoting of community groups. The events that exist could be promoted more dynamically in order to create an anti-racist community. When in-person engagement is once again safe for all members of our community, these actions will support the creation of inclusive spaces on campus and develop our community's engagement and understanding of anti-racism. This C2A looks at ways in which we can create vocal and visible participation in activism, advocacy, and outreach – both on campus and within our community.

#	Actions	Recommended metrics
1.4.1	Hold on-campus circles of dialogue.	Allocate: *Resources, space on grounds, staff time.* Increase: *Community partnerships, on-campus items provided by businesses owned by racialised persons.* Monitor: *Community engagement, participants numbers.* Establish: *Intentional community partnerships with organizations serving the needs of racialised persons.*
1.4.2	Feature gardens with medicinal native plants rather than lawns.	
1.4.3	Partner with community organizations for projects such as the volunteer recruitment fair on campus.	
1.4.4	Fund International student groups	
1.4.5	Invite more international and Indigenous foods on campus.	
1.4.6	Involve community leaders.	
1.4.7	Support businesses owned by racialised persons.	

C2A 1.5 – Increase RRU systems capacity to respond to racism

"After so many years I am still carrying this … I'm still hurting, I'm still healing. When I told my story I couldn't finish, I couldn't talk. I felt alone, left alone to find help."

Institutional or systemic racism is not the product of individual actions. It is formed by practices, policies, and institutional culture(s) and their gaps. This section contains suggestions from participants that would informally support or facilitate the ability for students and/or staff to navigate finding and accessing supports.

#	Actions	Recommended metrics
1.5.1	Hire racialised people to provide mental health supports, both physical and virtual.	Monitor: *Participation and use of space and resources*
1.5.2	Create an open virtual and/or in-person space where counsellors would be available at times of duress, where gatherings and healing could naturally occur.	Increase: *Racialised members of support staff.* Establish: *Physical and virtual space that both welcomes and accommodates racialised communities.*
1.5.3	Centrally locate information on resources to support international students.	
1.5.4	Create a map of physical and virtual places at RRU and in our community where racialised staff and students can feel safe and receive proper support.	
1.5.5	Establish and provide trauma-informed care and practice and follow up appropriately with students on leave experiencing trauma care. ***See also Implementation Guidance Notes**	

Note that formal pathways to support and respond to racism are taken up in Theme 4 (Creating an Anti-Racist Environment).

Theme 2: Supporting our Students

"Some students bring an Indigenous point of view, but by far [we learn from] a Western point of view. We should have many world views incorporated on our assignments. I'm learning how to be an ally and felt welcomed to explore that [through one particular Indigenous Perspectives course]. You should have the place and the space to do that with all worldviews".

The Supporting our Students theme specifically addresses how we meet the needs of our students through anti-racist and inclusive approaches. It speaks to the structure of our student services, funding availability and needs, training and mandates, and representation. Royal Roads must be a safe and caring space for racialised students, and for occasions when that safety is compromised, the path to resolution and a return to safety must be clear and guaranteed.

C2A 2.1 – Create mechanisms of support

"From my experience [as an international student] our racial barriers are not understood … To perform as a student, you have to have housing, to get on a bus, to have food, to come to class and make sure that you have a safe learning environment. Unfortunately, teachers are not equipped to hold a safe space. There were circumstances when students were harmed, and teachers were not equipped."

"I never doubted myself or my abilities before coming to school in Canada … but the cultural and power imbalances … all this negative stuff … [people] were able to do that because of how I look. I didn't even realise what was happening to me until [all these years] later."

International and racialised students face particular challenges in their education at RRU. Finding ways to support these students by increasing current available supports, diversifying the ways in which we provide supports such as the writing centre and interculturally-competent counselling services, can change a student's experience in our programs.

#	Action	Recommended metrics
2.1.1	Provide resources to support international and racialised students in their learning journey (E.g., navigating bureaucracy, navigating academia)	Allocate: *Resources, educational space* Increase: *Representation, flexibility in recognition of qualifications* Establish: *Mentorship program;*
2.1.2	Create a mentorship program in which international students and racialised students receive personalized support -- mentors should be people of colour or allies who possess proper intercultural competencies.	*comprehensive umbrella of support along the student's journey*
2.1.3	Make services more approachable & culturally relevant through increased representation in administrative, counselling, and support areas.	

2.1.4	Provide services throughout the entire student journey. *See implementation guidance notes*	
2.1.5	Recognize international qualifications and experience.	
2.1.6	Include anti-racism literacy and information about university support mechanisms in student orientations.	
2.1.7	Create workshops or seminars on navigating challenging conversations.	

C2A 2.2 – Enrich student services

"The staff has this sort of paternalistic attitude toward international students, where our experiences are undervalued, we are stereotyped, we are marginalized, we are treated as children. The staff should have some training in dealing with international students."

The Student Services mandate and commitment must include supporting racialised and international students and regularly connecting with students and staff to receive feedback on what is necessary. More intentional, in-person contact post COVID-19 would help to support our students, as well as particular support and pathways for students facing racism in their learning environments.

#	Action	Recommended Metrics
2.2.1	Conduct a student diversity census to determine the cultural relevance of materials	Allocate: *Resources* Measure: *Student diversity* Increase: *Mental health supports* Establish: *Space in which students can share concerns and be supported*
2.2.2	Increase mental health supports and support staff that represent the people that are usually harmed.	
2.2.3	Ensure a space for students to safely share concerns about specific individuals (faculty, staff, etc.) whose actions indicate they might benefit from additional anti-racism training	

C2A 2.3 – Re-examine funding & tuition schemes

"Revisit the tuition model to break the divide between domestic and international. European institutions are starting post tiered tuition models that address varying economic backgrounds…It would be nice to see RRU be a change making institution in this area by abandoning traditional models."

"I'm a Black woman, I'm studying mainly by getting funds from the government. Why are we doing something for the Indian students? Why aren't [there] scholarships specific to the Indian students, to the Black students?"

Increased funding, and particularly the establishment of awards specifically allocated to racialised and international students, would open doors. While ways to contribute to student funding exists, the process and information surrounding those funds was unclear to participants. This type of funding can help to alleviate the impacts of systemic racism and historically embedded lack of opportunity.

#	Action	Recommended Metric
2.3.1	Establish awards & scholarships for racialised and international students.	Allocate: *Resources for awards, staff to review tuition standards*
2.3.2	Review and amend the system that allows a differentiated tuition rate on grounds of national origin.	Measure: *Amounts provided to students* Increase: *Awareness of how staff and faculty can contribute to student funding*
2.3.3	Investigate tiered tuition options[4].	Establish: *Funding for racialised students*
2.3.4	Consider emergency student funding process for possible focus on racialised students.	
2.3.5	Clarify ways in which RRU staff, faculty and alumni can contribute to funding for racialised students.	

C2A 2.4 – Facilitate anti-racist capacity-building for students

"I've just finished my last elective, Indigenous Perspectives on Humanitarianism, and I think that (…) that course being an elective is a direct effect of the Eurocentric Western makeup of RRU. So possibly making that a mandatory course and not just an elective could be a good step in the right direction and would prove that RRU is taking anti-racism seriously."

To ensure an even field of foundational knowledge in our teaching and learning, RRU can implement capacity-building courses about anti-Black racism as well as Indigenous ways of knowing, for all members at RRU, as part of being involved in the university community. This can be done through the onboarding process for staff, and as introductory courses for students when they join the program, the way that academic integrity courses are currently administered. It was noted that mandatory training has negative connotations, and would be worth further investigation as to find the best term/way to implement this foundational coursework.

#	Action	Recommended Metric
2.4.1	Implement mandatory anti-racism & Indigenous ways of knowing capacity-building courses for all members at RRU.	Allocate: *Resources to the creation of course content* Monitor: *Participation and engagement in courses*
2.4.2	Build in learning on safety and harm prevention / reduction for racialised and international Students.	Increase: *Use of existing platforms and tools for dialogue*

---

[4] See: http://www.arteveldehogeschool.be/ahsgezondheidszorg/cohehre/wp-content/uploads/2020/09/Social-Entrepreneurship-2020-5.pdf

2.4.3	Increase storytelling and lived experience as a tool to create change in the classroom.	Establish: *Foundational courses centralised in anti-racism content*
2.4.4	Make courses on Indigenous cultural awareness and history, as well as histories of racialised persons in Canada, mandatory for all programs.	
2.4.5	Incorporate anti-racism content in international student orientations	
2.4.6	Use RRU's Team Coaching framework to help students navigate challenging conversations (see appendix D).	
2.4.7	Expand Student LaunchPad and Employee Orientation to RRU	

C2A 2.5 – Equip our educators

"Let's think about moving past 'let's talk about intercultural competence' and how it intersects with social justice as well. (…) Discrimination and racism are holding back learners and we are just asking them to assimilate to this colonial culture. [To achieve that] it has to be pedagogy, education, curriculum; global education, being able to have the knowledge, scales, skills and attitudes."

RRU faculty and associate faculty may need tools, resources, or approaches to respond appropriately to racism and microaggressions in order to be able to maintain safe spaces for learning. This must include knowing how to direct students when they need additional support specific to racist incidents, and an understanding of how that can impact a student. Support from RRU's executive and academic leaders will be key to the success of these actions.

#	Action	Recommended Metric
2.5.1	Provide training to RRU faculty and associate faculty to support their ability to hold safe spaces.	Allocate: *Resources for training* Measure: *Participation and engagement* Monitor: *Experiences of international and racialised students; assessment tools*
2.5.2	Learn from the experiences of international students and the challenges they face – racial barriers are not understood. *See implementation guidance notes*	
2.5.3	Review assessment tools for embedded racism or cultural misunderstandings.	
2.5.4	Hold anti-racist retreats for faculty and staff to facilitate internal reflection on the personal journey of anti-racism.	

Theme 3: Transforming Research and Curriculum

"What's our purpose and our function as a university? We generate and share knowledge. What are we generating and sharing? What are we teaching? Who are in those conversations? Who are we attracting to teach – and who are we attracting to learn?"

The theme of Transforming Research and Curriculum connects the ARTF Action Plan to the existing RRU Learning, Teaching and Research Model. The LTRM states that "Intentionally working to create safe places for sharing experiences and community-building that respect race, gender, sexual orientation, and different abilities is our priority and a foundation of our focus on cohort-based learning. By drawing on and encouraging the exploration of multiple and diverse perspectives, we are able to provide high-quality learning experiences" (p.17). This theme seeks to operationalize that commitment and provides an opportunity to weave anti-racist practices into the RRU Learning, Teaching & Research model.

C2A 3.1 – Enhance supports for curriculum to be Anti-Racist

"Without the move toward increased Indigenous education, the narrative of how important Indigenous people are to Canada will be continually rewritten … I, as an Indigenous person living in this land and working toward an education, do not even understand the mechanisms that have created negative consequences in my life and with my people. We need to understand this, and it needs to be incorporated more in the general curriculum of [RRU] courses."

Developing anti-racist curricula goes beyond anti-racism literacy and addresses the need to broaden the voices in our curricula, offer anti-racist pedagogies, and include alternate world views and voices in our instruction as well as within the fabric of the courses.

#	Action	Recommended Metric
3.1.1	Build Institutional Indigenous scholars-in-residence program(s).	Allocate: *Resources for the development of databases, programs, and training*
3.1.2	Build scholars-in-residence program for racialised scholars.	Monitor: *Classroom sizes* Increase: *Representation of world views*
3.1.3	Increase representation of voices across the curriculum.	*and histories in curricula* Establish: *Scholars-in-residence*
3.1.4	Demonstrate, teach, and use Indigenous perspectives in curriculum and pedagogy.	*programs; anti-racist programs*
3.1.5	Conduct a comprehensive curriculum review to assess how much content related to anti-racism, decolonisation, Indigenous perspectives, and intercultural competencies has an elective status.	
3.1.6	Create a database with 'voices in pedagogy' or 'storytelling' and diverse cultural ways of knowing and learning so that faculty can	

	investigate appropriate integration into courses.	
3.1.7	Decrease classroom sizes for more relational learning opportunities.	
3.1.8	Embed more relational opportunities and ways of learning across courses and curriculum (this is different from team-based learning).	
3.1.9	Develop programs that are progressive and groundbreaking in addressing the inequities in education, health, and judicial systems.	
3.1.10	Develop and implement a MA program in something like Sociology & Equity Studies / Diaspora Studies / Ethnicity and Racism Studies / Genocide Studies.	

C2A 3.2 – Make space for Anti-Racist Research

"Support racialised faculty members, particularly in grants and publications … so often research topics that include [social determinants,] anecdotal evidence, and issues of intersectionality aren't considered 'SSHRC-able.' How do we navigate the research we suggest to provide diverse underpinnings, and is it equitable? We need to intentionally seek out what is informing [what we know]."

The historic and continued underrepresentation of racialised faculty members in academia leads to academic environments that perpetuate, normalize, and affirm homogenous ways of knowing. The work of white scholars and Anglo-European thought dominates conferences, course curricula, learning objectives, and indeed knowledge production. Enabling anti-racist research can help celebrate the voices of those who broaden knowledge paradigms; model to students that there is space and value for diversity of thought; and amplify a research agenda that is simply appropriate for a globalised world.

#	Action	Recommended Metric
3.2.1	Weave anti-racism policies and principles into the RRU signature pedagogies described in the LTRM	Allocate: *Resources to anti-racist research on campus and beyond; resources for racialised faculty to present their research*
3.2.2	Conduct intercultural learning research for curriculum design.	
3.2.3	Establish a research network / hub or lab focused on anti-racism and decolonisation. *See also Implementation Guidance Notes*	Increase: *Intercultural and anti-racist approaches in research* Establish: *Research lab, network, or centre to centralize research on anti-racism*
3.2.4	Provide training on how to understand and work within anti-racist and Indigenous research methods.	
3.2.5	Encourage action-oriented research to educate and address systems challenges.	

3.2.6	Hire student researchers or postdocs to support an anti-racism and Indigenous research program. *See also Implementation Guidance Notes*	
3.2.7	Increase funding to racialised faculty/ staff research.	

C2A 3.3 - Broaden pedagogy

"[We need to] get over the "too much work" resistance. How to embed SDGs and anti-racism in curriculum? Could we have a quick approval process? Anti-racism needs to be embedded across campus -- we should be able to do a blanket approval or some kind of quick review where everything is reviewed at the same time."

Our instructors are innovative scholar-practitioners who are often willing to build more inclusive, diverse pedagogy but need support in finding ways in which to do so.

#	Action	Recommended Metric
3.3.1	Create a resource hub for instructors where they may broaden their curriculum and pedagogy.	Allocate: *Resources for the creation of the hub or network*
3.3.2	Encourage culturally responsive and relational pedagogies.	Increase: *Accessibility and representation of AR content across curriculum*
3.3.3	Encourage reflection about processes of knowledge construction and education	Establish: *Research lab or hub to centralize research on anti-racism*

Theme 4: Creating an Anti-Racist Environment

"I want to see myself reflected in RRU leadership, faculty, and curriculum. I am tired of reading scholarly works from old white men who do not consider race or gender yet alone the intersections etc."

Creating an Anti-Racist Environment supports the philosophy of a Royal Roads community that is (a) engaged in finding solutions to social problems; (b) equipped to advance knowledge through applied research; and, (c) committed to seeking reciprocity with Indigenous ways and action. As a core value of the university, RRU should seek to create a respectful environment through actions and resources that facilitate anti-racist practices and learning opportunities for all.

C2A 4.1 – Build an anti-racist framework into onboarding

"[Within the framework,] consider supports that foster removing subjectivity in decision-making as much as possible in order to support fair and equitable treatment."

When joining Royal Roads, students, faculty members, staff and executive must be educated in anti-racism literacy and imbued with a sense of responsibility for the engagement and participation in co-creating a respectful environment, whether virtual or on-campus.

#	Actions	Recommended metrics
4.1.1	Provide an anti-racism package to new members of the university community.	Allocate: *Resources to create anti-racism package*
4.1.2	Communicate the university's commitment to anti-racism through student rights and responsibilities policy.	Measure: *Learning during onboarding* Establish: *Accountability framework regarding non-compliance with anti-racism statement*
4.1.3	Update employee standard of conduct AND student responsibilities policies to reflect an anti-racist lens.	

C2A 4.2 – Develop Indigenous cultural safety/anti-racist education

"We … sometimes talk about [racism and whiteness] as if it's something happening somewhere else. With no connection to where we are, or to what we're hearing or learning about."

Provide the opportunity for all students to learn and expand their knowledges on Indigenous perspectives and anti-racism. Many professionals attend RRU and return to settings in leadership or management level positions. Understanding of Indigenous knowledge and anti-racism would not only promote the learning environment but empower students to appreciate the struggle of racialised peoples in the Canadian context.

#	Actions	Recommended metrics
4.2.1	Establish current and historical Indigenous cultural knowledge courses across all programs.	Allocate: *Resources for course development and administration*
4.2.2	Create anti-racism courses across all programs.	Measure: *Knowledge and understanding*
4.2.2	Encourage RRU members to learn about their ancestry and self-location.	Monitor: *Course attendance*

C2A 4.3 – Establish an equity/Ombudsperson office

"Have an ombudsman so that there is a space and a person with whom they can come forward and talk about conversations and how to facilitate conversations in a safe and informed way."

"Where are our celebrations of diverse cultures?"

Many institutions similar to RRU have Ombudspersons and/or equity or human rights offices.
In tandem with a formal mechanism for advocacy and support, a space to express and celebrate the diverse identities on campus would also foster inclusion and belonging. RRU would benefit from having a central resource with an independent reporting structure that serves this purpose and can lead anti-racism and cultural celebration initiatives, in coordination with other departments and groups on campus.

NOTE: The term Ombudsperson is <u>not</u> *the preferred term for this role; this would benefit from further discussion/consultation. See also* Appendix A, Implementation Guidance Notes *for more details.*

#	Actions	Recommended metrics
4.3.1	Establish an equity office or office of the Ombudsperson* (or similar), with an Intercultural Officer *(see also Implementation Guidance Notes)*	Allocate: *Resources for establishment* Measure: *Development and use of office and related resources*
4.3.2	Provide training (see C2A 4.4) and cultural celebration through this office	Establish: *Department such as an office of inclusion or equity, with roles similar to an ombudsperson, and an Intercultural Officer; a formal, institutional mechanisms for both reporting of negative experiences and of celebration of culture*
4.3.4	Create reporting mechanisms and pathways through this office	
4.3.5	In partnership with HR, have this office oversee professional development in anti-racism for RRU staff and faculty (see C2A 4.4)	
4.3.6	Utilize existing connections such as the Diversity Action Group, Admin Community of Practice	

C2A 4.4 – Update our training & education

"I haven't met anyone at RRU who seems to make consciously biased decisions, but unconscious bias recognition training is required, as well as cultural appreciation training."

"Our Campus Conversations typically present a Western world view. We ought to be including students from other countries/cultures to broaden our understanding of people and cultures, rather than the domination of North American politics, for example. Significant political shifts in other continents are rarely covered or discussed."

A common foundational understanding, as well as more advanced knowledge of bystander intervention and intercultural skills, is key to the development of an anti-racist organizational environment. The actions associated with this C2A specify training that participants suggested would help to provide that foundation. Many recommended that this training be made mandatory; the concern with mandatory training has been noted in C2A 2.4 and applies to this section as well. Regular conversations about bias and the experiences of racialised persons must happen more often, but without the foundations of a common language, we will not be able to have those conversations in meaningful ways. RRU community members must each know what behaviours are acceptable and what are not – the goal of this work must be to create an authentically respectful, inclusive acceptance of all.

#	Actions	Recommended metrics
4.4.1	Develop training in: • Anti-Black racism • Cultural sensitivity • Indigenous perspectives • Inter-cultural competence • Intersections of racism and accessibility and other dimensions of identity • Intervention and bystander action • Trauma-informed response frameworks	Allocate: *Resources for the development of guidelines and training.* Measure: *Registration* Monitor: *Participation, uptake in practice* Increase: *Anti-racism literacy at the institutional level; Awareness of existing materials, if available; Cohesive action between relevant departments*
4.4.2	Develop inclusive language guidelines.	
4.4.3	Consider how naming and organizing RRU students into domestic / international may contribute to institutional racism.	
4.4.4	Create toolkits and guides that provide anti-racist literacy and can be available for reference outside of training.	
4.4.5	Create guidelines for the development of equity, diversity and inclusion team charters when working in teams.	
4.4.6	Teach faculty how to work within anti-racist and Indigenous learning methods.	

C2A 4.5 – Increase racialised faculty and staff

"It's not enough to hire a more diverse employee complement if we are requiring them to 'assimilate' into existing structures and become like [white employees]."

The demographics across RRU must be representative the communities we aim to serve and support. Without equal representation in our staff, faculty and leadership, we will struggle to address systemic racism in meaningful ways and our students, faculty and staff will struggle to see their futures represented in our leadership.

#	Action	Recommended metrics
4.5.1	Monitor proportional representation in employment.	Allocate: *Resources to investigating alternative recruitment methods*
4.5.2	Instruct hiring panels as to why 'fit' is a problematic hiring method as it inherently perpetuates bias towards maintaining the status quo. *See also Implementation Guidance Notes*	Measure: *Diversity of community, staff, faculty and leadership* Monitor: *Diversity of community, staff, faculty and leadership*
4.5.3	Reach out to racialised persons through community organizations for recruitment.	Establish: *Anti-'fit' practices for hiring*
4.5.4	Hire faculty to fill epistemological gaps, not administrative roles.	
4.5.5	Challenge traditional academic metrics when assessing what faculty to hire and promote.	
4.5.6	Provide cultural diversity training for HR hiring practices.	

Theme 5: Developing an Anti-Racist Framework in Governance

"Without equal representation in our staff, faculty, and leadership, we lack the ability to address systemic racism. Everything down to our processes currently favour one way of being or knowing. This must change and it means we all need to change. By having a more diverse staff, faculty, and leadership it will broaden the way we work as an institution, it will bring more depth to the way we do things, and it will be more inclusive -- creating space for new ideas."

To create an anti-racist environment, we must have anti-racist policies, processes and structures in place; this theme speaks to how those structures can be created. When the actions of this theme are implemented, periodic evaluations on those implementations will be necessary, as well as clear and transparent communication of results and changes. The governance structure must be allowed to change and grow, as anti-racist work is ever changing and emergent.

C2A 5.1 Inform Policy & Process

"We need to take action, follow through, live our values and hold each other accountable to them."

Anti-racist policies and associated processes of an organization reflect the organizational commitment to anti-racism, and changes inspired by the anti-racist movement. We must create a space that has zero tolerance and visible consequences for racism.

#	Actions	Recommended metrics
5.1.1	Create a zero tolerance anti-racism policy with a definitive definition that incorporates microaggressions and racist behaviour. Supplement (or revise) existing policy with an anti-racist lens.	Allocate: *Resources to investigate best practices for policy updates/development* Measure: *Understanding of policies* Increase: *Anti-racist framing in existing policy and process* Establish: *New policies and related processes; a greater institutional understanding of structural racism and its associated misunderstandings or impacts*
5.1.2	Update language to RRU bullying & harassment policy to include racism and microaggressions.	
5.1.3	Amend bullying & harassment policy so that patterns of microaggressions and racism have consequence.	
5.1.4	Create reporting mechanisms that protect the anonymity of whistle-blowers.	
5.1.5	Seek to hire, develop, and retain faculty and employees based on a commitment to equity, diversity and inclusion initiatives.	
5.1.6	Analyse policies with an anti-racist or intersectional lens for gaps	

C2A 5.2 Resource anti-racism efforts

"We have only a record of white men in the President role. I have heard overtly racist comments made by members at an executive level in the past. I'd say there's a long way to go -- ask any woman of colour on campus, who are constantly referred to by each others' names because of the colour of their skin."

To achieve the C2As in this document, RRU must fund and staff anti-racism efforts / supports that are accountable and permanent. Conversations and changes must happen publicly and transparently. This commitment will reflect an anti-racist stance that will establish RRU as an anti-racist institution, both publicly and internally.

#	Actions	Recommended metrics
5.2.1	Fund the Diversity Action Group.	Allocate: *Resources to existing and new groups and unrecognized efforts of racialised peoples* Increase: *Challenging conversations in open spaces for dialogue* Establish: *Reporting mechanisms*
5.2.2	Creation of a permanent community forum or venue that facilitates and ensures participation/consultation from the racialised community and allies.	
5.2.3	Hold challenging conversations in open spaces such as campus conversations.	
5.2.4	Recognize that anti-racism work should not be assumed as a service from racialised community members but as an institutional duty that should be properly staffed, funded, and supported (course relief, flexible work schedules, bonuses, etc.) from RRU.	

C2A 5.3 Broaden our practices

"It is encouraging to see people at the senior leadership level who aren't white, heterosexual males ... but predominantly leadership is still white.

"We are participants in learning too. If this is uncomfortable, we're probably moving in the right direction, but it doesn't mean unsafe. [Learning] has to happen in a safe environment."

Understanding where we are in terms of diversity at RRU is critical to understanding where attention must be paid to recruitment efforts and diversifying our departments. Initial data must be gathered and released (anonymously) to ensure transparency moving forward; measuring experiences and training as part of performance planning will create ownership across all levels of the university. The term mandatory is used in the actions below for this C2A; as discussed in 2.4 and 4.4 this will require further inquiry and discussion during implementation.

#	Actions	Recommended metrics
5.3.1	Conduct and release an equity audit with pay grades represented. Identify also where leadership and hiring are most important.	Allocate: *Resources to collect diversity data and for further research of this nature*
5.3.2	Annual experience survey of racialised students, staff and faculty to inform actions.	Monitor: *Race-based data of student and staff membership / who accesses services; release data periodically*
5.3.3	Engage RRU staff in anti-racist activities as part of annual work plans or performance agreements.	Establish: *Anti-racist measures in performance measurement*
5.3.4	Provide "mandatory" training of RRU Executive members as part of their performance plans.	
5.3.5	Undertake a deeper / second dive about the nature and prevalence of racist dynamics at the University.	

C2A 5.4 Diversify operational structures

"If we are truly going to "walk the talk" of the things that we say we hold proud and value... our demographics across the institution need to represent the community we are creating. Diversity and inclusion need to start at the top and be clear to the institution as a whole … We need a growth mindset that acknowledges our mistakes, learns from them and makes change happen."

The structural, operational, and leadership structures of RRU must be diversified. With more diversity across our campus, we can start to talk about representation without over-burdening racialised persons or expecting that any one person be able to represent a richly diverse population.

#	Actions	Recommended metrics
5.4.1	Ensure diverse representation in governance structures / leadership posts.	Allocate: *Resources to determine need for diversity and capacity building; and to build capacity appropriately.*
5.4.2	Increase diversity that reflects various groups at RRU within the Board and Advisory Councils.	Monitor: *Anti-racist competencies during hiring processes; representation as described below; changes in attitudes towards initiatives or AR "mandated" activities*
5.4.3	Hire staff with the proper competencies and experiences to manage the complexity of supporting racialised communities, including Indigenous and inter-cultural training.	Increase: *Representation in leadership, board, operational committees, and advisory councils*
5.4.4	Include racialised members of the University community in committees with operational mandates (strategic decisions, cultural change, policy drafting, etc.), not just diversity committees.	Establish: *Ways in which to recognize alternate capacity building / contributions*

5.4.5	Recognise capacity building and community contributions as equally as publication records and grants awarded.	

C2A 5.5 Re-imagine relationships

"Everything has to start with relationship and trust. ... [P]rogress moves at the speed of TRUST. In order for people to speak their truth, they need to feel that they can trust those that are on the other side of the conversation. Supporting students, staff, and faculty needs a relationship beyond a number on a list... we need to ensure that we have the right resources to maintain those relationships."

"Given [RRU's military] history ... There is a hierarchy of voices employing an imperialist epistemology that further oppresses the perspectives and ideas of others."

At the heart of anti-racist action is transformation of how we sit in relation to one another. Until we reflect, identify, and honestly account for the way social exclusion is tacitly supported and perpetuated by our policies, practices, and (in)actions, we will fail to make the necessary connections. In order to transform how we are positioned and sit in relation to one another – self-examination includes who we privilege, what we privilege, how we privilege, and how we facilitate or enable space for all.

#	Action	Recommended metrics
5.1.1	Address power issues in institutional structures / governance and research	Allocate: *Resources, training* Measure: *A qualitative analysis of exclusion, power, and underrepresentation*
5.2.2	Transform relationships to dissolve hierarchal structures. Consider our social responsibility to transform our corporate culture while meeting legislative mandates.	Monitor: *Changes in attitudes and/or competencies over time* Increase: *Systems capacity for interrelationships* Establish: W*hether and/or the degree to which RRU policies and accompanying practices (both*
5.3.3	Create more horizontal opportunities to connect and learn rather than vertical ways of communicating.	*formal and informal) have a disproportionately negative effect on racialised students / staff.*

APPENDICES

Appendix A: Implementation Guidance Notes

These Guidance Notes may assist navigating some of the concerns expressed among key actor groups within the RRU community about the formulation of an Anti-Racist Action Plan.

Some C2As included comments specific to implementation or roll-out, and some discussions during research phases 1 & 2 questioned specific philosophies underpinning any eventual anti-racist action. This Appendix lists the comments and points of guidance / discussion points that participants expressed as being important.

Top ten guidance points

1. Conduct anti-racism work in consultation and partnership alongside Indigenisation, Reconciliation, and Internationalisation planning at RRU.
2. Share the Action Plan in full, and publicly. Be transparent in any Action Plan progress.
3. Adopt flexible timeframes. At the core of this work is the transforming of relationships. This takes time (even generations).
4. At the same time, deliver change. The ARTF, in this Plan, recommends three tangible actions that can be prioritised initially (see the next section, *Broad Implementation Recommendations*).
5. Filter communications completely. Our communications at RRU are very top down and do not always trickle the way down. Ensure everyone has access to information, plans, resource people, etc.
6. Evaluate using SOAR evaluation criteria to evaluate the effectiveness of any action (see *Appendix C*).
7. Include a space for reflection, for example: (a) what are our values? [we have this.] (b) how can we measure our values? (c) how are the measurements changing over time? (d) what will help the measurements change in the direction we want? (e) how are we as individuals helping realise what these values look like?
8. Lead from the top to understand uncomfortable spaces or topics. For example, in conversations about being vulnerable or about white privilege: Leadership ought to share how they have been in that uncomfortable space and navigated learning and self-location.
9. Create a performance measurement framework/system that disseminates out, publicly and perhaps annually, about whether and how that Action Plan (and associated frameworks) is meeting its recommendations. Similarly, do not use only simple measurement tools and measure only short-term outcomes.
10. Do not expect racialised persons to be the principal champions of this plan. Implementation needs allies and leaders within the system.

Broad implementation recommendations
Bold vs Baseline

The 23 C2As, with 122 specific action points, have been divided into 2 overarching categories: Baseline recommendations, or recommendations that are in keeping with best as well as emergent / promising practices at other Canadian postsecondary institutions; and BOLD recommendations, which position RRU as a leader at the forefront of change to realise anti-racist action. There are 26 BOLD recommendations.

Three tangible actions that can be prioritised initially

Three tangible actions that the ARTF recommends for immediate consideration:

1. Establish and staff an Equity Office / Hub;
2. Establish a Diversity Research Hub with postdoctoral support (see also the next section, *Specific C2A guidance points > Regarding C2As 1.2.1 and 3.2.6* for a recommended research agenda); and,
3. Consider the contributions of racialised individuals for RRU honourary doctorates.

Aspirational change and intergenerational timelines

We also recognise that these recommendations have various degrees of complexity underpinning their asks. Each emerged from the data, but implementing all types of change – intentional, incremental, generational, and aspirational change – have been in alignment with the concept of RRU being a space for / being a part of seven generations. Thank you to our Indigenous communities for their guidance on these points.

Specific C2A guidance points
Regarding C2As 1.2.1 and 3.2.6

Granular recommendation details to implement this Action Point:

Hire 2 postdocs to look at / conduct research / write reports on the history of RRU as per the below.

Title:	The "Truth" part of Truth & Reconciliation at RRU
Key objective:	To help critically examine and understand RRU's past, to guide future directions and discussions of (re)conciliation at RRU.
Questions:	• What are RRU's historic connections, both direct and indirect, to transatlantic slavery? What are the impacts of these connections?
	• What are RRU's historic connections, both direct and indirect, to colonialism and its impact on Indigenous communities? What are the impacts of these connections?

- What are RRU's historic connections, both direct and indirect, to the internment of Japanese Canadians in WW2? What are the impacts of these connections?
- What is the impact of RRU's historic connections to the military, both direct and indirect, on racialised communities at RRU?

Methodology: Proposed methods include archival (at RRU, in Victoria, and at the Canadian Museum for Human Rights), doctrinal, and/or other participatory methods relevant within this scope.

Significance: This research has potential to inform future initiatives and discussions at RRU and beyond that seek to enhance our actions speaking to reconciliation, as well as help inform policies of redress towards Indigenous, Black, and Asian communities. Additionally, findings can be embedded into things like the castle tour and at appropriate areas such as monuments or buildings on campus.

Possible resources: As potential supervisor(s): Athena Madan, Geoffrey Bird
With support from Jaigris Hodson and her CRC diversity research agenda

Regarding C2As 1.5.5; 2.1.4; and 2.5.2

With respect to student services, students reported a very unfriendly experience, which included: (a) not having enough information to navigate a bureaucratic system; (b) a disconnected intake process to access services; (c) an extremely limited number of appointments that they were permitted to access; (d) forms which asked invasive questions of students and lacked the "holding" experience of someone listening empathetically to their concerns; and, (e) not understanding who to get in touch with about what.

Further, it was reported that students experienced (f) no follow-up after the number of student services appointments had been reached; (g) no checking-in once a student returned to a program after a leave; and, (h) no consistent mechanism to facilitate student success throughout the overall student journey. Implementing trauma-informed frameworks/training for student services, in addition to anti-racism literacy training, should help to address the above issues.

Regarding C2A 3.2.3

The C2A for a Learning Resource Hub / Network (to facilitate content) with an Open Space (to facilitate convening and conversation) is in alignment with other ideas or initiatives, specifically Indigenous Education's *Indigenous Planning Framework* (forthcoming), and Library personnel who are allocating resources for more decolonial and anti-racist content. It is recommended that this C2A be implemented in full coordination with these initiatives.

Regarding C2A 4.1.3

Specific to updating student and staff policies for harassment, bullying, responsibilities, and codes of conduct, additionally addressing online behaviour is becoming increasingly more relevant. Thriving academic work cannot exist in the absence of a well-supported and safe environment in which learners and instructors communicate with each other. Unfortunately, however, many users of digital communications and online learning find themselves victimised by online harassment, trolling, and bullying (RRU faculty and CRC Chairs George Veletsianos & Jaigris Hodson have written a number of papers on this topic).

A disturbing theme mentioned by both racialised students and staff was that they experienced unequal and/or targeted treatment in the online environment. More specifically, students reported (a) being targeted by other students in "unmonitored" spaces such as Team Collaborate or in Zoom breakout rooms, and (b) by students were in business, military, or policing in particular. Some racialised instructors also mentioned receiving targeted comments in anonymous student evaluations that amounted to personal attacks. Common to all instances reported in the data collection process were (i) a sense of hostility directed at the racialised individual due to their divergent viewpoints or perspectives, (ii) a feeling of being dismissed or silenced, and (iii) the observation that the person directing their comments held fast aggressively and inflexibly to imperialist epistemologies.

Online harassment in the academic workplace can have a chilling effect on teaching and learning. Furthermore, for diverse and/or marginalised academic staff, faculty and students, including Black and Indigenous scholars of colour, LGBTQ+ scholars, or precariously employed/contract faculty, online harassment can be a greater concern due to: imbalances of cultural or political power; the systemic presence of racism, sexism and homophobia; and, other structural issues, both within and outside the institutions in which they conduct their research. Racialised faculty, particularly junior faculty and women, are more likely to experience bullying from colleagues, students, and the general public. Therefore, it is important that RRU updates workplace harassment and safety policies AND student codes of conduct / rights and responsibilities policies to protect racialised members as equally valued members of our community.

With thanks to Dr. Jaigris Hodson for contributing to this C2A guidance note.

Regarding C2As 4.3.1

These C2As were also accompanied by discussions impacting implementation, citing underpinning philosophies and power structures that are counter to the anti-racist effort. Specifically, the establishment of the following were points of concern:

- An Equity office
- An Ombudsperson role
- An Anti-racism resource "Centre"
- "Mandatory" trainings

The idea towards a protected space for learning, support, and discussion was not contested but the naming of them was, citing a replication of colonial structures and relationships. Specifically, a "*Centre*"

connoted a compartmentalised way of learning; providing training as "*mandatory*" or part of institutional compliance reified colonial control; and the idea of an "*Ombudsperson*" seemed to hold power instead of sharing it. It was discussed that the preferred way to implement such roles or spaces required celebration of culture as equally as protecting it; and considering offering training to align with the "responsibilities" part of "rights and responsibilities" policies.

Regarding C2A 4.5.2

Granular details we received to assist implementing best practises in HR diversity hiring:

1. Prioritise action with departments that struggle with diversifying / have low diversity among their staff complement, both racially and with gender.
2. Some suggestions compiled from feedback: Remove names on CVs; remove university names on CVs (e.g. leave the degree, but remove the institution that it comes from, especially for staff); invite prospective employees to suggest culturally appropriate interview accommodations; research how to remove power imbalances in the whole hiring process (there are other organizations doing this); and, have a comprehensive onboarding program (one day or at least one half day long) for new staff that includes a significant Indigenous orientation / component.

Communications guidance

Overall messaging

As per the concerns voiced by key actors throughout the process, the following messaging serves to provide guidance to communications teams in rolling out the content of the Action Plan:

> The purpose of the Anti-Racism Action Plan is to formulate immediate actions that RRU can take to combat racism within the institution at large. In the spirit of "Living our Learning," RRU is charting a new path for the University in the 21st century that asks the university community to live our learning through our inclusion. This Plan asks readers to confront the truth of racism in our society, accept the duty to act, and to change the way RRU sees and deals with racism. Written with the engagement of key actors committed to equity and anti-racism at RRU, the Anti-Racism Task Force (ARTF) captured relevant data from key actors via six focus groups, two online surveys, three iterative feedback loop webinars, and an anonymous Padlet. A total of 108 focus group participants, 85 survey respondents, and 54 iterative feedback loop reviewers thus inform this research.

> The report and its release are timely, as recent events give a renewed sense of relevance to anti-racist efforts. During the week of January 18th, 2021 racist white supremacist graffiti was found spray-painted on trees in the forest surrounding the campus. Covered by local media, and on the heels of recent events at the U.S. Capitol buildings, it remains clear that racism is a very real and present issue that must be urgently addressed by institutions like Royal Roads as part of their equity, diversity, and inclusion efforts.

The Action Plan comprises 23 Calls to Action and 123 specific recommendations, grouped under five comprehensive overall themes. It is recommended that the RRU Executive signal their commitment to tangible efforts combatting racism by immediately adopting at least one or two key recommendations while endorsing a reasonable timeline for the adoption of others.

Key messages we recommend in communicating about the Action Plan include:

- *The ARTF is privileged to have been entrusted with the truths, many of them painful to say, of the RRU students, staff, faculty, and alumni who participated in the broad consultation that helped form the five themes, 23 Calls to action, and 123 recommended actions that make up the report. We thank all participants who trusted us to share their stories.*
- *It is a hard thing to shine a light on histories, beliefs, and actions that seek to marginalise, invalidate, exclude, and actively ignore. In honestly confronting everyone's experience with racism, however, we chart a path forward that says we have equal rights and equal access to opportunities no matter the colour of our skin, religion, culture, or nationality.*
- *Just as the foundation of higher learning is based on the exploration of diverse thought and opinions, so too must RRU's policies and practices reflect its commitment to diversity and equity.*
- *We look forward to the RRU Executive's formal response to the Plan in the coming weeks.*

The ARTF would also wish the following feelings / reactions that key actors, partners, and the public feel when they receive a message about the Anti-Racism Action Plan:

- *RRU actors may have ownership and responsibility in moving forward together.*
- *RRU cares about and respects all people in the RRU community.*
- *RRU delivers messages in a positive and appreciative tone, even about difficult content.*

Concerns

It should also be noted that despite mitigation efforts there remains opposition to the ARTF's approach, research, and methodology in collecting the data and input that informed the Anti-Racism Action Plan.

Concerns include:

1. Input from faculty, who feel that the ARTF has made assumptions that racism exists at Royal Roads when there may in fact be no racism problem. Questions around data collection have been raised as has the potential for any anti-racist action being discriminatory in and of itself.
2. Creating opportunities for racialised students / staff may cause resentment among people who are white.
3. Creating opportunities for racialised faculty and staff may an unfair recruitment process that promotes race above qualification, equity, fairness and transparency.

The creation of an accompanying *Issues Management Plan* to the Action Plan rollout is therefore suggested. Such a plan was beyond the scope of the work of the ARTF.

APPENDIX A: Implementation Guidance Notes

A Communications Plan to accompany the Action Plan launch, intended for internal / institutional use, will be forwarded to the Executive separately from this Action Plan.

Appendix B: Engaging in difficult conversations

Purpose of this Appendix: To facilitate staff who may desire tools for discussing racism in classrooms or community. With thanks to Team Coaching for this resource.

Engaging in Difficult Conversations

"Where Do I Start?" Preparing for a difficult conversation is the key to a successful outcome.

Prepare Yourself - Answer Key Questions (E.A.C.H.)
    E - EVENTS What are the events that have happened? (Facts - Specific, observable data)
    A - ASSUMPTIONS What am I assuming?
    C - CONCERNS What are my concerns about the current situation?
    H - HOPES What do I hope will change as a result of the conversation?

Prepare to be ASSERTIVE
Assertiveness is the art of speaking in a way that respects your own needs while being respectful towards those whom you are speaking with.

Prepare to LISTEN to UNDERSTAND… Acknowledge, Accept and Ask (A. A. A.)
Rather than listening to argue or defend, aim to listen in a way that simply acknowledges and accepts their point of view. What questions can you ask to gain a deeper understanding of the situation?

Prepare by getting CURIOUS
What could the other person be thinking? What might be their intention? What might their expectation be? What could they be assuming? What might they be concerned about? What might they be hoping for? During the conversation, the challenge will be to stay open to learning about what is happening for the other person and take their perspective into account, even when it differs from yours.

Prepare a F.I.R.M. Script

1. F - FACTS
What happened? What events occurred? Be specific, factual and concise. Speak from your own perspective, and how you are experiencing the situation. Avoid criticism, blame, or judgment.
"I am noticing…" "I have observed…" "On (x) day, (y) happened…"

2. I - IMPACT
Express how you interpret the situation and how it is affecting you. Use I-statements. This is an opportunity to check your assumptions to see if they are true.
"I am feeling…" "I am thinking…" "The story I am telling myself is…"

3. R – REQUEST
Think about what you need to improve the situation. Remember – this is a request, not a demand.
"I would like to find out more about what your intention was/is"
"Would you be willing to…?" "Can we work together to find a way to…" "I need…"

4. M – MOTIVATION
What is motivating you to have this conversation?
"If we can resolve/improve/change, then…" "My hope is that…" (Positive consequence of change)
"If we don't address this, my concern is…" (Negative consequence of status quo)
When you are ready, request the conversation…
…at a time and place that works for both of you (respectful of privacy and confidentiality)
Express yourself F.I.R.M.ly, while being open to listening to understand (Acknowledge, Accept, Ask)

TIPS FOR ENGAGING IN DIFFICULT CONVERSATIONS

• Intention versus Impact
Intention may be very different than the impact.
Find out what their intention was and share what the impact was on you. Explain your intention that led up to this situation, and find out what the impact was on them.

• Assumptions
Discuss them. Assess them. Are they accurate? Do they need to be revised? Are there misunderstandings around expectations that need to be cleared up?

• Triggers
Know what you get triggered by.
What upsets you? What makes you angry? What brings up a strong reaction? How will you know if things are escalating versus de-escalating? Develop a plan to manage yourself if you get triggered. What can you do to stay *assertive* (respect the other person while respecting yourself). Is it time to take a break from the conversation?

• Notice Emotions
Feeling emotions is normal. What we do with them is critical.
Notice them. Just notice, without criticism or judgment. What's coming up? What is being said in your head? What are you saying out loud? What sensations are you feeling in the body? (Headache, clenched fists, stomach upset, tense shoulders, short breath?) Are you "emotionally hijacked" from being able to have a respectful conversation?
Name the emotions. By describing and calling emotions out, we can shrink their intensity and loosen their hold on our ability to think and act assertively. Emotions give us critical information about what we care about.
"I am… frustrated/ furious/ disappointed/ scared/ uncomfortable/ angry/ sad/ shocked/ surprised/ overwhelmed/ (other)…" Let the emotions pass. Everyone is different as far as what they need to do to effectively manage their emotions. Learn what it takes for you to recover from a strong emotion. Develop strategies to calm intense emotions. Be aware of when strong emotions are getting in the way of your ability to think, listen and have constructive conversation. If it's getting too intense, take a break to recover.

• Avoid labels
Labelling creates identity.
Finger pointing, labelling and name-calling escalate strong emotions. Instead of creating identity (by labelling), focus on identifying and addressing problematic behaviour. Labels get stuck. Behaviours can change.

• Request versus Demand

Keep in mind that you can *ask* for a change, but you can't force someone to make a change. For someone to want to make a change, they need to be motivated to do so. Discuss the benefits (to them) of making a change. If they still aren't willing to consider changing a situation, then discuss the potential negative consequences of continuing with the status quo.

• Agree to Disagree
You may discover that you still disagree on some things as you progress through your conversation. What is important is to decide on what needs to be resolved, stay focused on that, and come up with a solution/plan that addresses the problem in ways that you can both agree to. Build solutions that address both of your needs, expectations, concerns and hopes.

teamcoaching@royalroads.ca www.teamswork.royalroads.ca

Appendix C: SOAR Evaluation Method

Purpose of this Appendix: SOAR was recommended as a possible evaluation framework for the implementation of this Action Plan. With thanks to Dr. Niels Agger-Gupta for providing resources.

> The SOAR framework enhances strategic planning and implementation processes by using a positive guiding approach to inquire into strengths, opportunities, aspirations, and measurable results, imagine the most preferred future, create innovative strategies, plans, systems, designs, and structures, build a sustainable culture, and inspire organizational stakeholders to soar to a state of engaged high performance and execution of strategy. SOAR is recognized as a strength-based framework with a whole-system (stakeholder) approach to strategic thinking and planning.
> *- Khavarian-Garmsir & Zare, 2015.*

Resources:

Donaldson, L. P., Streeter, C. L., Larkin, H., Briar-Lawson, K., Meyer-Adams, N., Lupfer, K., Elder, J., & Grimshaw, A. (2020). The SOAR Model as an Effective Mechanism for University–Community Partnerships to End Homelessness. Journal of Social Work Education, 56(sup1), S99–S110. https://doi.org/10.1080/10437797.2020.1741481

Khavarian-Garmsir, A. R., & Zare, S. M. (2015). SOAR framework as a new model for the strategic planning of sustainable tourism. Tourism Planning & Development, 12(3), 321–332. https://doi.org/10.1080/21568316.2014.960595

Stavros, J. M. (2009). The thin book of SOAR: Building strengths-based strategy. Thin Book Publishing Company (e-book: Books24x7). https://library-books24x7-com.ezproxy.royalroads.ca/toc.aspx?bookid=31738

Stavros, J. M., & Saint, D. K. (2010). Chapter 18: SOAR—Linking Strategy and OD to Sustainable Performance. In W. J. Rothwell, J. M. Stavros, R. L. Sullivan, & A. Sullivan (Eds.), Practicing Organization Development: A Guide for Leading Change, Third Edition (3rd ed.). Pfeiffer / John Wiley & Sons. https://royalroads.skillport.com/skillportfe/assetSummaryPage.action?assetid=RW$2400:_ss_book:33654#summary/BOOKS/RW$2400:_ss_book:33654

Appendix D: ARTF Individual Member Biographies

Olaolu Adeleye

Olaolu Adeleye has a passion for social development issues seen through the application of an intercultural lens which is informed by his studies in international development and experiences with the international public sector, various NGOs and multilateral organizations like the United Nations. He holds a Bachelor of Arts in International Development from Dalhousie University (2008) and a Master of Science in Poverty Reduction: Policy and Practice from the University of London, School of Oriental and African Studies (2013). As an associate faculty member at Royal Roads University, Adeleye believes in curating learning, and translates this international experience into participatory approaches that utilize flipped classroom/studio style sessions that reframe contemporary global issues through the lens of each individual's experience.

Leona Ahn
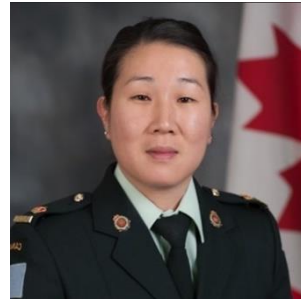
Currently residing on Treaty 6 territory, Ye Hee (Leona) Ahn is a human security advocate and a senior military officer within the Canadian Armed Forces. She is of Korean heritage and actively tries to fuse the beauties of Eastern and Western cultures in her way of being. She is married to the love of her life, Angie and they have two beautiful children, Ethan (1 year old) and Brooklyn (3 years old). Leona is passionate about contributing to a more just society and progressing the rights of LGBTQ2+, women, and racialised peoples. She is committed to leading with conviction, empathy and humility towards these efforts. Leona will be a graduate of the Master of Human Security and Peacebuilding program from Royal Roads University and has a Bachelor of Arts in Business Administration from the Royal Military College of Canada.

Asma-na-hi Antoine

I am Asma-na-hi Antoine from Toquaht Nation of Nuu-chah-nulth Lands. I am the associate director for Indigenous Engagement and a member of ARTF. I believe post-secondary community members are responsible for creating safe spaces that foster a student's success in the best way possible: honest communication, truth sharing, safe spaces, and guiding to the best of their abilities. I am currently in the Doctor of Philosophy in Educational Theory and Practice program at Simon Fraser University.

Mehgan Cabrera

Mehgan Cabrera (she/her) joined Royal Roads in 2003 after completing her Bachelor of Commerce degree on campus and most recently completing a Graduate Certificate in Leadership. Mehgan now serves as the University's Alumni Relations Manager. Having lived and work in Costa Rica and Mexico, Mehgan has received a greater appreciation for the learning and growth that comes when we remove cultural barriers and embrace humanity. Mehgan and her husband Carlos have travelled across Canada and to and from the Dominican Republic to purposefully connect their four-year-old daughter to her family roots, heritage, and languages. Mehgan supports and is an ally for creating space where community, connection, and communication can be restored and nourished in a safe and inclusive environment.

Alejandro Campos-Garcia

Alejandro is the Human Resources specialist responsible for advancing the agenda of Equity Diversity and Inclusion (EDI) in Employment at Royal Roads University. Alejandro is a PhD. candidate in the Department of Sociology at York University. He has devoted his scholarship and practice to the study of anti-racism mobilization, policy and normative developments in both domestic and international arenas. Alejandro has also had the opportunity to participate and convene research and advocacy coalitions within the Afro-descendant community in Latin America.

Gwen Hill

Gwen (she/her) is of Scottish, English, and French heritage, and is grateful to reside on the lands of the WSIḴEM First Nations. Gwen is passionate about building truly safe and inclusive places to live, work, and learn. As a Research Development Coordinator, Gwen's work at Royal Roads focuses on the intersections of research and equity; in support of this intersection, she co-founded and teaches the EDI in Research certificate program through the Canadian Association of Research Administrators. Gwen holds a Master of Arts in Interdisciplinary Studies with a focus on intergenerational communication, and a certificate in Inclusive Leadership.

Athena Madan

Donneil McNab

Athena (faculty, School of Humanitarian Studies; ARTF Chair), currently living on Songhees territories, is a naturalised Canadian citizen who is half Indian and half Filipino. A daughter, sister, wife, and mum (the latter to beings both dog and human), she was raised and mostly educated overseas. Athena is bilingual in French and in English; has a working knowledge of Hindi (sufficient to sing along to Bollywood films); and is the seventh of seven siblings (auspicious for a Filipino). Athena holds a PhD and two postdocs from the University of Toronto, and prior to working at RRU, provided anti-racist subject matter expertise to the Ontario provincial government in health equity and for training reform. Specific countries of Athena's expertise in humanitarian medicine include Afghanistan, Bangladesh, Colombia, the DRCongo, South Africa, and Viet Nam.

Donneil McNab (she/her) identifies as a Black Jamaican woman. She currently works as the Student Engagement Associate in the Student Services department at Royal Roads University. She is also a recent graduate of Royal Roads University's Master of Arts in Tourism Management program. In addition to being a member of the Anti-Racism Task Force, Donneil is also a member of the President's Steering Committee on Equity, Diversity and Inclusion and the Diversity Action Group. Outside of RRU, she works with like-minded community members to dismantle bureaucratic systems of oppression that act as barriers for racialised individuals. She also co-facilitates workshops that target K-12 educators keen on learning how to cultivate safe and inclusive classrooms for their racialised students.

Kenny Panza

Lisa Robinson

Kenny Panza was born in Kinshasa, DR Congo, and raised on the traditional territory of the Kanien'kehà:ka (Mohawk). He currently resides on the traditional territory of the Stó:lō people. Kenny served in the Canadian Armed Forces (CAF) for ten years and it is while deployed on a capacity building mission in Ukraine that he developed an interest in humanitarianism. Kenny retired from the CAF in 2019 to pursue higher education, and a career in the development sector.

Kenny holds a Bachelor of Science in Physics and Space Science from the Royal Military College of Canada and is currently completing his Master's in Human Security and Peacebuilding at Royal Roads University.

Lisa Robinson (she/her) is the Associate Director, Human Resources (employee experience and organizational development) at Royal Roads. She holds a Diploma in Hospitality Management, a Graduate Certificate in Strategic Human Resources and an MA in Leadership with a research focus of employee engagement and recognition. Throughout her career, Lisa has been committed to fostering a culture where dedication, interpersonal connections, lifelong learning, and a passion for making a difference are recognized, celebrated and valued! Since 2017, Lisa has co-led the equity, diversity and inclusion capacity-building project in support of her commitment to building workplaces where everyone can bring their whole selves to work every day.

Himal Poudel

Coming from the Himalayan nation of Nepal, Himal Poudel is a practitioner of community-based project management and an enthusiast of the tourism sector. He is currently pursuing a Master of Arts in Tourism Management from the Royal Roads University while also supporting the Anti-Racism Task Force as a Research Assistant (RA). He is experienced in managing non-government organizations, and development and humanitarian projects — prioritizing Sustainable Development Goals (SDGs) in all endeavors. He strives towards using tourism and other alternatives for local livelihood, income generation, social harmony and overall community development.

Nooreen Shah-Preusser

Nooreen joined Royal Roads University in 2016 and is now part of Student Services as Manager of Team Coaching. She relies on her multidisciplinary academic background coupled with over 30 years of professional experience to bring rich perspectives to enhance students' personal development, leadership and teamwork competencies. Furthermore, as Nooreen has benefited from living and working in several different countries, she has a lived experience of intercultural understanding that allows her to effectively communicate with and relate to diverse groups.

Karen (Cara) Taylor

Karen (Cara) Taylor currently lives in Edmonton, Alberta (Treaty 6 territory) where she teaches sociology and psychology courses in the University Transfer Arts & Sciences department of NorQuest College, where her personal background and
experience, as well as her passion for narrative, blend into the multicultural landscape of the college student body. Karen's passion for teaching and learning through story sparked her most recent journey through the Doctor of Social Sciences program with a research project focused on bridging western and Indigenous education.

Alessandra Vinhas

Alessandra Vinhas is a proud mother, daughter and wife, who navigates between being a Latina in the North and a White person in the South. She graduated with a degree in Journalism in Brazil and is finishing her Masters in Intercultural and International Communication at Royal Roads University. As a Brazilian diplomat, she lived in Australia, Bolivia, Canada, Panama, Peru, and Portugal. Her preferred spheres of work are cultural and public diplomacy and immigrant services. Alessandra has witnessed systemic racism in every place she has lived. She is very glad for this opportunity to increase her learning on how to act against racism during her time with the Anti-Racism Task Force.

And special thanks to:

Avigail Olarte, MAIIC Alumna

Vanessa Rogers, Research Development Coordinator

Heather Wright, B.Ed., MAIIC Alumna

Melanie Wrobel, Research Development Coordinator

Moussa Magassa, Human Rights Educator and RRU Associate Faculty