



Task Force on Race, Indigeneity and Social Justice

Final Report

June 28, 2021



THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Education

Anti-Racism Support Resources

This report contains distressing subject material, and the readers may find some of the contents upsetting and emotionally traumatizing. Please take care when reading, and be reminded of resources accessible to UBC staff, faculty, students and alum:

- UBC Counselling (students.ubc.ca/health/counselling-services)
- Office of Equity and Inclusion (equity.ubc.ca)
- AMS Advocacy and Ombuds (ams.ubc.ca/student-services/advocacy-ombuds)

If you have experienced racism or discrimination as a member of staff, faculty, or as a student, we support you. We encourage you to bring your complaints directly to the unit or department head, or, as an alternative, the Dean of Education.

It is essential to emphasize the importance of personal self-care when learning about colonization and racism. Your new understandings, further explorations, and conversations may evoke for you unexpected emotions or physical responses. It is important that you consider strategies to support yourself in your personal responses.

Resources:

- ams.ubc.ca/anti-racism-support-resources
- equity.ubc.ca/files/2010/06/equity_d_and_h_faqs_20081.pdf

To contact the Task Force on Race, Indigeneity and Social Justice, visit educ.ubc.ca/faculty-units/office-of-the-dean/initiatives/task-force-risj

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1 Executive Summary

This document reports on the formation, process and recommendations of the Task Force on Race, Indigeneity and Social Justice in the Faculty of Education at the University of British Columbia (Vancouver and Okanagan campuses) between August 2019 and June 2021.

The Task Force operated within the context of the external reviews from 2018 of the Teacher Education Program and the Indigenous Teacher Education Program, and in recognition of ongoing tensions in and struggles for racial equity and social justice within the Faculty of Education and the University more broadly.

The mandate of the task force was to **identify and address the barriers which prevent or discourage the realization of equity and inclusion for Indigenous and racialized peoples, and to establish actions and processes to implement anti-racism, Indigeneity, sovereignty, and social justice.**

The Task Force sought to address faculty, staff and student concerns about racist incidents on campus, as well as structural racism and colonialism in its institutional and individual forms. It aimed to represent a variety of racialized and Indigenous voices (including those of students, alumni, staff and faculty), and to use an intersectional framework to inform the process. The work was guided and conducted through a lens of anti-racism, Indigeneity, human rights and social justice.

2 Introduction

The Faculty of Education at the University of British Columbia is committed to enacting anti-racism, anti-oppression, equity, diversity, inclusion, and decolonizing practices in its research, teaching and learning; recruitment, retention, and advancement; culture, climate, and wellbeing; and to be a leader in social justice within the academic and education communities. The Faculty of Education is determined to support the growing racial and Indigenous diversity of our student population, faculty and staff, and to address issues of institutional and individual racism on campus, and particularly within the Faculty.

Traditional, colonial policies and practices of Canadian universities and our academic and co-curricular departments need substantial assessment and self-reflection. Decolonizing our education must be an ongoing process. In the words of the Truth and Reconciliation Commission of Canada (2015, p. vi):

[Reconciliation] requires that the paternalistic and racist foundations of the residential school system be rejected as the basis for an ongoing relationship. Reconciliation requires that new vision, based on a commitment to mutual respect, be developed. It also requires an understanding that the most harmful impacts of residential schools have been the loss of pride and self-respect of Aboriginal peoples, and the lack of respect that non-Aboriginal people have for the Aboriginal neighbours. Reconciliation is not an Aboriginal problem; it is a Canadian one. Virtually all aspects of Canadian society need to be reconsidered.

First, the Task Force acknowledges UBC Vancouver's location on the traditional, ancestral, and unceded territory of the Musqueam people, with Vancouver itself located in Coast Salish Territory more broadly. UBC Okanagan is located on the traditional, ancestral and unceded territory of the Syilx Okanagan Nation.

The Faculty of Education has begun meaningful work, such as establishing this Task Force and charging the group to conduct an internal study and provide recommendations that address some of the enduring, destructive legacies of colonialism and white supremacy. Nevertheless, we recognize that we have much work ahead of us to address and dismantle institutional and individual forms of racism that exist within our Faculty and the University more broadly.

This report provides recommendations and actions to systemically improve the experiences and outcomes for Indigenous and racialized students, employees, and community members within the Faculty of Education across both UBC's campuses. It is important to note that the work of this report is based on conditions in the Faculty of Education, and has its limits in terms of scale. Although these recommendations are specific to The Faculty of Education, we believe that what the Task Force has learned and shared was informed by other anti-racism initiatives occurring across both campuses.

3 Summary of Recommendations

The following table provides an overview of the recommendations formulated by the Task Force on Race, Indigeneity and Social Justice. For a more extended discussion of each recommendation, please refer to Section 7, Recommendations.

RECOMMENDATIONS	
Theme 1: Student recruitment, retention and success	Provide, and improve access to, on-going, high-quality, relevant mentorship and guidance programs for Indigenous and racialized students at graduate and undergraduate levels.
	Provide scholarships and funding that address the specific needs, achievements and contributions of racialized and Indigenous students, with attention to intersectionality (gender, sexual orientation, income and more).
	Provide, augment and promote academic counselling and supports that focus on retention and successful completion for racialized and Indigenous students, as well as lead to pathways of employment.
	Improve and expand mental health, counselling, support and well-being resources for racialized and Indigenous students.
Theme 2: Staff and faculty recruitment, retention, development and advancement	Diversify practices and voices at all stages of the recruitment process, including the selection, interview and onboarding stages.
	Create more opportunities for mentorship, career counselling and training.
	Recognize and adequately compensate Indigenous and racialized staff and faculty for devoting emotional and invisible labour to activities that are beyond the regular scope of their work.

RECOMMENDATIONS

<p>Theme 3: Curricula, research, pedagogy and learning</p>	<p>Coordinate and deliver events and programs highlighting the work of Indigenous and racialized scholars, educators and community members, allowing them to network and showcase their research, learnings and methodologies.</p>
	<p>Re-evaluate and redesign the curriculum to modify the content and approach to anti-racism, Indigenization and post-colonialism.</p>
<p>Theme 4: Culture, climate, change processes and well-being</p>	<p>Build more transparent, accountable and effective reporting systems for incidents concerning bias, discrimination and racism in order to increase access to and participation in the reporting process.</p>
	<p>Prioritize taking concrete actions to implement change processes, such as increased transparency and accountability.</p>
	<p>Continue and enhance awareness-raising and education on race and Indigenous issues through courses, workshops, training, conferences and seminars.</p>
	<p>Create a culture of inclusion within the Faculty of Education in which all (particularly BIPOC groups) feel included and safe to express their authentic selves.</p>

4 Definitions and Key Terms

In conducting this work, the Task Force adopted a number of key terms and definitions from the University of British Columbia's "[Equity & Inclusion Glossary of Terms](#)," as well as other academic sources noted below.

Anti-racism refers to opposing different forms of racism experienced by marginalized groups in society, such as anti-Black racism, anti-Asian racism, anti-Semitism, and Islamophobia.

BIPOC stands for Black, Indigenous, and People of Colour. While usage of the term 'People of Colour' dates back to the late 18th century, its contemporary usage is rooted in the 1970s when it emerged as an alternative to the then common, and highly contested, terminology of "non-white" to describe all racialized people. In response to critiques that 'People of Colour' (abbreviated as 'POC') erases or conflates the particular histories of Black and Indigenous peoples under colonialism, the additional letters are placed before 'POC' by those who aim to recognize those distinctions.

Decolonization refers to "an expansive collection of activist practices and ideas that works to destabilize the authority of that structure, mute the expressions of its power, and open up possibilities for alternative ways of being in the world that emerge from Indigenous world views" (McKegney & Phillips, 2018, p. 98).

Diversity is the differences in the lived experiences and perspectives of people that may include race, ethnicity, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical disability, mental disability, sex, gender identity or expression, sexual orientation, age, class or socio-economic situations.

Indigeneity is a term encompassing First Nations, Métis and Inuit people, either collectively or separately, and is a preferred term in international usage (e.g., the UN Declaration on the Rights of Indigenous Peoples). In its derivation from international movements, it is associated more with activism than government policy and so has emerged, for many, as the preferred term.

Intersectionality is the interconnected nature of social categorizations such as race, class, disability, sexual orientation, and gender identity as they apply to a given individual or group. Intersectional identities create overlapping and interdependent systems of discrimination or disadvantage.

Newcomers refers to individuals who are recent arrivals in Canada, including international students at UBC who reside in Canada on a temporary basis.

Race is a hierarchical, social construct, an artifact of a social system "invented" or "constructed" to distinguish a group of people as having socially meaningful distinctiveness based on perceived, selective physical and cultural criteria. Race becomes real as subordinate groups are racialized by the dominant groups, and placed at the receiving-end of racial practices in society.

Racialization is the social process by which certain groups of people (non-white people, Indigenous people or mixed race people) are targeted for unequal treatment on the basis of race and other characteristics, whether real or imagined.

Social justice includes a vision of a society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure. Social justice may imply that people have a sense of their own agency and social responsibility toward/with others and the society as a whole.

Systemic racism or institutional racism refers to the ways that whiteness and white superiority become embedded in the policies and processes of an institution, resulting in a system that advantages white people and disadvantages People of Colour.

White supremacy is a term used to describe “a sociopolitical economic system of domination based on racial categories that benefits those defined and perceived as white” (Di Angelo, 2018, p. 30).

5 Task Force Formation and Context

The main impetuses for the creation of the Task Force were the external reviews of the Teacher Education Program and the Indigenous Teacher Education Program (NITEP), which were completed in July and October 2018, respectively. These reviews were conducted to provide direction to and highlight new opportunities for the Teacher Education and the NITEP programs, and to foster growth and opportunity within these programs in the Faculty of Education.

Both reports recognized the accomplishments of the programs. For example, the Teacher Education external review noted “the passion for high quality, evidence-based teacher education within the Teacher Education Office” (O’Sullivan, Ng-A-Fook, Thorne & Friesen, 2018, p. 5); the NITEP external review commended the continuation of the program for 40 years and indicated that “the program’s centrality of Indigenous knowledges and ways of knowing and being were highly valued” among its stakeholders (Steinhauer, Ottmann & Pidgeon, 2018, p. 14).

The reviews also highlighted the need for “elevating the status of Indigenous Education in the teacher education program” (O’Sullivan, Ng-A-Fook, Thorne & Friesen, 2018, p. 13); “changing the culture and climate to be more welcoming” for Indigenous students; and challenging “systemic racism and colonial biases that exist within the institution and broader society regarding Indigenous-focused programs and Indigenous peoples themselves” (Steinhauer, Ottmann & Pidgeon, 2018, p. 21).

Furthermore, both external reviews directed attention to incidents of racist behaviour towards Indigenous teacher candidates by other candidates and instructors. The reviews contained recommendations and items that required further action, particularly on racism directed towards Indigenous and racialized individuals. The two reviews, coupled with increasing formal complaints received from racialized and Indigenous students in the Faculty (all containing elements pertaining to systemic racism in the program contents and delivery), were contributing factors to the formation of the Task Force on Race, Indigeneity and Social Justice in the Faculty of Education. As such, Dean Blye Frank established the Task Force in August, 2019.

6 Task Force Process

Selection Process

As a result of the two reviews of the Faculty of Education's NITEP and Teacher Education program, among other issues, the Task Force on Race, Indigeneity and Social Justice was created. The Dean of the Faculty of Education, Dr. Blye Frank, appointed Dr. Jan Hare (Associate Dean, Indigenous Education) and Dr. Marianne McTavish (Associate Dean, Teacher Education) to serve as the co-chairs of the Task Force.

In May, 2019, the Faculty of Education distributed a call for applications among three groups within the Faculty: staff, permanent faculty, and sessional faculty. The application form asked interested members to reflect on their (1) interest in the Task Force; (2) experience with working on diversity, equity, anti-racism and Indigenous issues; and (3) experience, commitment and accountability to a collective process in carrying out difficult conversations.

Dean Blye Frank, Dr. Jan Hare, Dr. Marianne McTavish, and Dr. Mary Bryson adjudicated the applicant pool and selected Task Force members based on the following selection criteria:

- Knowledge and understanding of education
- Knowledge and understanding of social justice, anti-racism and Indigenous issues
- Experience working on diversity, equity and anti-racism and Indigenous issues
- Commitment and accountability to a collective process
- Proven ability to consult within and across sectors
- Skills in listening, analysis and effective communication
- Ability to work in a team setting
- Availability and willingness to attend meetings

The Dean later invited other racialized faculty members to participate on the Task Force, to ensure diversity of representation vis-à-vis race, Indigeneity, positions, ranks, and other dimensions of identity.

Pause and Resumption

With the onset of the COVID-19 pandemic in late March, 2020 and the transition of all UBC operations to remote work, the Dean placed a pause on the Task Force due to increased workloads. During the summer of 2020, in the aftermath of George Floyd's murder, increasing anti-Asian racism, Indigenous-specific racism in health and other societal sectors (e.g., *Hidden in Plain Sight: Addressing Indigenous Specific Racism and Discrimination in BC Health Care* (Turpel-Lafond & Johnson, 2021)), the work of the Task Force gained renewed urgency. In June, 2020, the Task Force reconvened and resumed its work.

During this time, the Task Force faced some challenges, including the resignations of some members for personal and professional reasons. While the Task Force was saddened by these departures, members remain deeply grateful for their feedback and contributions.

Task Force Membership

The final membership of the Task Force on Race, Indigeneity and Social Justice, which includes those who contributed to this final report, was as follows:

MEMBERS	
Dr. Jan Hare (Co-Chair)	Associate Dean, Indigenous Education
Dr. Marianne McTavish (Co-Chair)	Associate Dean, Teacher Education
Silvia Almanza Alonso	Assistant to the Head, ECPS
Dr. Surita Jhangiani	Assistant Professor of Teaching, ECPS
Dr. Shannon Leddy	Assistant Professor of Teaching, EDCP
Dr. Guofang Li	Professor, LLED
Dr. Moss Norman	Assistant Professor, KIN
Alexis Okabe	Program Advisor, NITEP
Marny Point	Lecturer & Campus Coordinator, NITEP
Dr. Karen Ragoonaden	Professor of Teaching, OSE
Dr. Bahar Tajrobehkar	Research Associate
SUPPORT	
Michael Wilkinson	Staff Support, DNSO
Dr. Blye Frank	Dean and Professor
CONSULTANT	
Dr. Mary Bryson	Senior Associate Dean, Administration & Innovation; Faculty Equity Lead

Activities and Meetings

In summer, 2019, the Task Force held its first meeting with Robin Di Angelo (race and social justice consultant, and author of *White Fragility* [2018]), to provide assistance in developing early activities. In-person committee meetings began in fall, 2019, with the Task Force dedicating the next six months to establishing collegiality and developing principles for working together to accommodate divergent viewpoints and approaches. These principles are included in Appendix A and Appendix B, Ways of Working Together and Terms of Reference, respectively.

The Task Force also identified four themes pertaining to racism, Indigeneity and social justice in the Faculty of Education. The four themes, which guided the focus, work and recommendations of the Task Force, include:

1. Student recruitment, retention and success
2. Staff and faculty recruitment, retention, development and advancement
3. Curricula, research, pedagogy and learning
4. Culture, climate, change processes and well-being

Following its resumption in June, 2020, the Task Force resumed its weekly planning meetings and its bi-weekly plenary meetings. At this stage, the Task Force made a formal request that the Dean appoint an Associate Dean with responsibility for an equity-focused portfolio. Members noted that an Associate Dean with a leadership role and specific expertise in the areas of anti-racism, equity and social justice would be able to assist with the large scope of work, the recent resignation of members, and the significant energy and time required for the Task Force. The formal motion of the Task Force was:

In light of the recent resignations of members of the Task Force, current concerns for a sustained commitment to priorities identified in the Terms of Reference of the Task Force, and given the absence of a faculty-wide leadership position on anti-racism and social justice, we move that the Dean appoints (effective immediately) an Associate Dean of Anti-Racism, Equity, and Social Justice in the Faculty of Education.

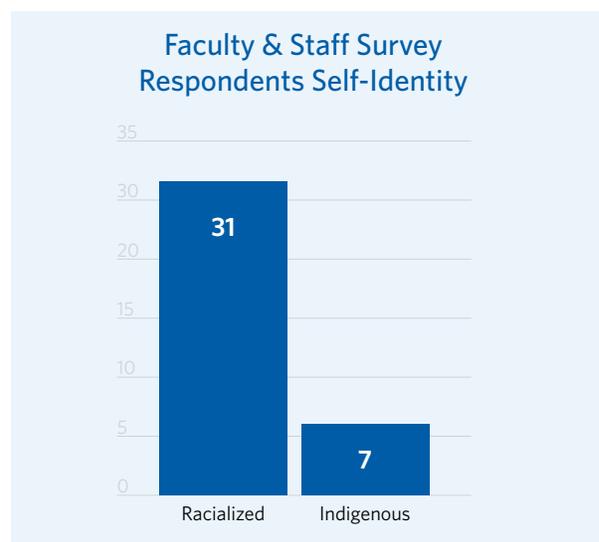
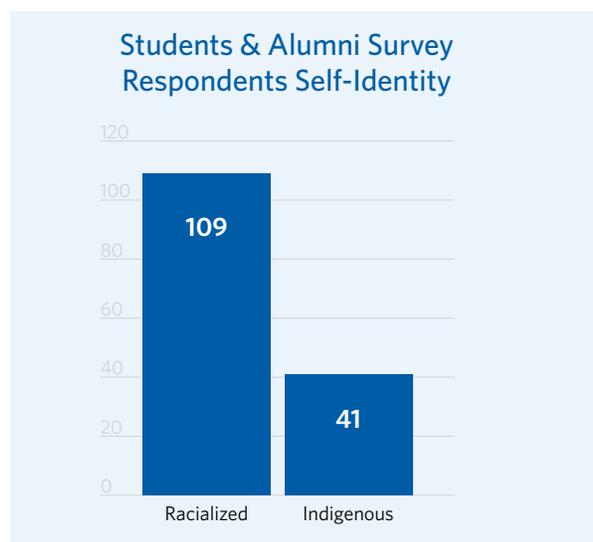
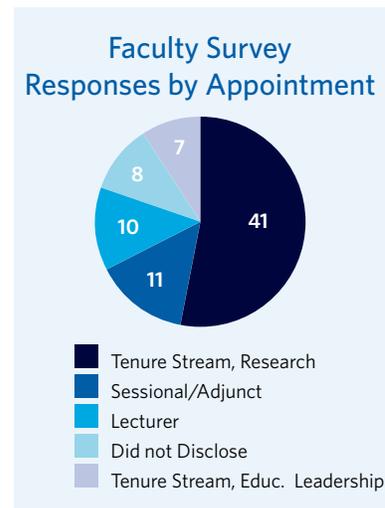
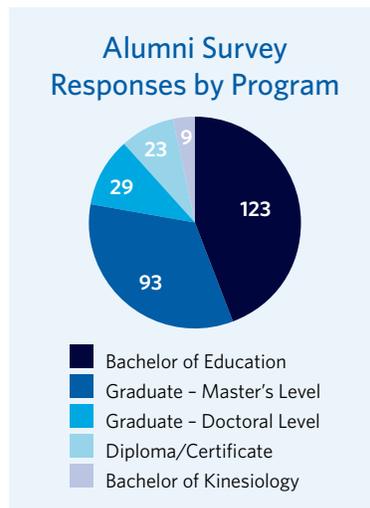
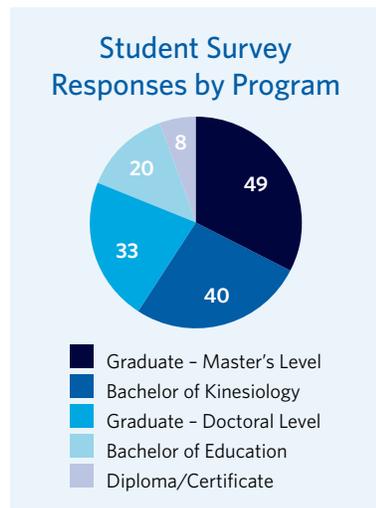
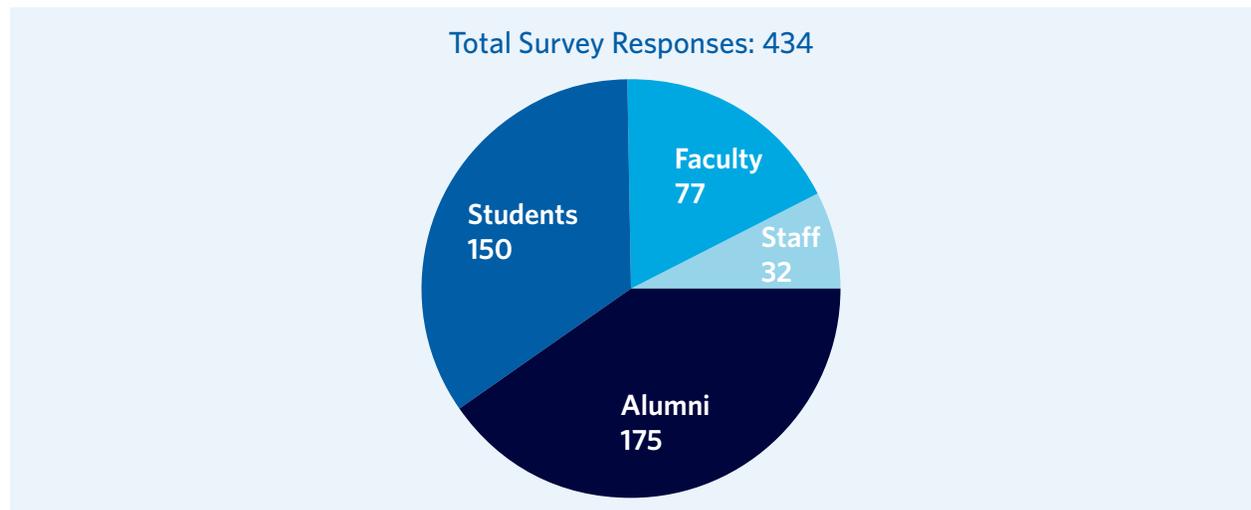
The Task Force reviewed relevant literature for its work, and developed and revised questions for surveys, focus groups and interviews. The Task Force created two sets of surveys: one for graduate students, undergraduate students and alum; and a second for staff, sessional and tenure-stream faculty (see Appendix C). The Task Force sent survey invitations to these groups on March 5th, 2021 with a closing date of April 11th, 2021. In total, 434 respondents participated in the surveys. Figure 1 shows survey respondents' constituencies.

Next, the Task Force invited participation in focus groups for the following:

- Education Students Association (ESA)
- Bachelor of Education students
- Kinesiology undergraduate students, and later the Kinesiology Undergraduate Society (KUS) BIPOC Committee
- Graduate students
- Alum
- NITEP students
- Faculty
- Staff

A total of 35 individuals responded to these calls. The Task Force also identified ten senior leaders in the Faculty of Education and the University as key informants and invited them to participate in one-on-one interviews with the Research Associate. Of the selected informants, four accepted the invitation. The recommendations included in the next section were drawn from the collection of the responses gathered through surveys, focus group discussions, and interviews.

Figure 1. Survey respondent constituencies



7 Recommendations

The Task Force collated and analyzed all data gathered through the surveys, focus group discussions and interviews, using the information to develop recommendations. The recommendations are grouped into the four themes:

- Theme 1: Student recruitment, retention and success
- Theme 2: Staff and faculty recruitment, retention, development and advancement
- Theme 3: Research, pedagogy, learning and curriculum
- Theme 4: Culture, climate, change processes and well-being

The recommendations are structured as descriptions of suggested changes. In the case of recommendations that are more descriptive or abstract, an action item is provided to serve as a concrete guideline for implementation. While organized thematically, the recommendations are intended to be considered simultaneously and in total.

Setting the Context for Recommendations

Acknowledging that racism exists within the Faculty of Education is the first step in taking responsibility and promoting safe and inclusive work and learning environments for students, faculty and staff. Several factors and issues serve to contextualize the recommendations of the Task Force on Race, Indigeneity and Social Justice. Overall, the impact of enduring legacies of colonialism, white-centred environments, and overt and covert acts of racism within Canadian culture were important considerations. Within this context, the Task Force recognizes the potential and opportunity to develop a more productive, equitable, just and fair work environment accompanied by policies and practices that incorporate insights of anti-racist, decolonizing and Indigenizing philosophies and praxis. The data revealed two trends that warrant attention but could not be grouped into the specified themes.

First, a higher number of comments reflecting concerns associated with racism and gender discrimination were made in association with the School of Kinesiology than for other units in the Faculty of Education. Comments on an unwelcoming environment in the School were characterized by a centring of whiteness in the curriculum, devaluing of Indigenous research and community-based initiatives, lack of inclusion, silencing and tokenization of racialized and Indigenous perspectives, colonial assumptions articulated in teaching and research contexts, feelings of intimidation and lack of safety in academic spaces (e.g., classrooms, public events, and meetings). For example, a survey respondent described the School of Kinesiology as reflecting “an accepted climate of racism, discrimination and personal bias... I fear for the safety and wellbeing of every Indigenous student that is enrolled in the Kinesiology program.” An intersection of race and gender was also observed, including this comment concerning women’s positions in the School: “There’s a real fear to speak up.” These sentiments are summed up in the following participant response:

I have seen other faculty and staff members in the School of Kinesiology the targets of campaigns of discrimination and harassment after raising concerns about equity. It is time that the University looks closely at [what] is going on within a department that is run by largely Caucasian men.

Other comments focused on the “whiteness” of the curriculum in the School: “Currently, I see mostly white professors and assistant professors in kinesiology. Even the syllabus or the discussions that we study tend to be white when there is a wider range of sports and health study that covers a range of cultures.”

More broadly, the discipline of Kinesiology in Canadian universities has been subject to a critique for its “profound lack of racial diversity as well as the prevalence of whiteness” (Douglas & Halas, 2013, p. 453). These conditions are believed to cultivate and perpetuate a culture of racism within the discipline. More recently, the findings of the Task Force on Race and Indigeneity (2018) from the Faculty of Kinesiology and Physical Education (KPE) at the University of Toronto document these same issues. Recommendations from the KPE Task Force included fostering inclusion through meaningful relationships and the creation of a working environment that is committed to anti-oppressive and decolonizing practices.

Through surveys and focus groups, students, staff and faculty identified practices within the School of Kinesiology perceived to be racist and discriminatory. It is important to highlight that respondents also commended a number of encouraging initiatives within the School, such as the creation of a focus area in Indigenous Studies in Kinesiology, as well as the upcoming hires in the areas Indigenous land-based physical culture and race, sport and ethics. However, the success of these initiatives may well hinge on following up on and addressing the issues surfaced in the surveys and focus groups. In light of the concentration and content of the responses pertaining to this unit, the Task Force recommends that the Faculty of Education’s senior leadership team prioritize working with the School of Kinesiology to effectively address the issues and consider a self-study, with a focus on equity, diversity and inclusion.

The second matter of concern relates to the contentious nature of radical social justice initiatives within the University. Student, staff and faculty respondents reported that they were troubled by the possibility of stifling academic freedom through mandatory course content. They also noted that they had safety concerns when having respectful debates on ideologies promulgated by the University. One such response, expressed by a person who self-identified as racialized, is as follows:

I am an ethnic minority individual and I feel that I have more privilege in the Faculty by sole nature of the colour of my skin. In discussion with colleagues or in meetings, I can say things or bring up critiques that others (who are white) are thinking but afraid to speak because they are afraid that they could be construed as racist, gender-biased etc. Even if they are good and legitimate points. It’s unfortunate that they feel stifled.

Another similar response stated:

At university, we should support the Freedom to critique diversity-related ideas in an academic and scholarly manner, especially with research data. But the Faculty of Education is not a safe place to do so.

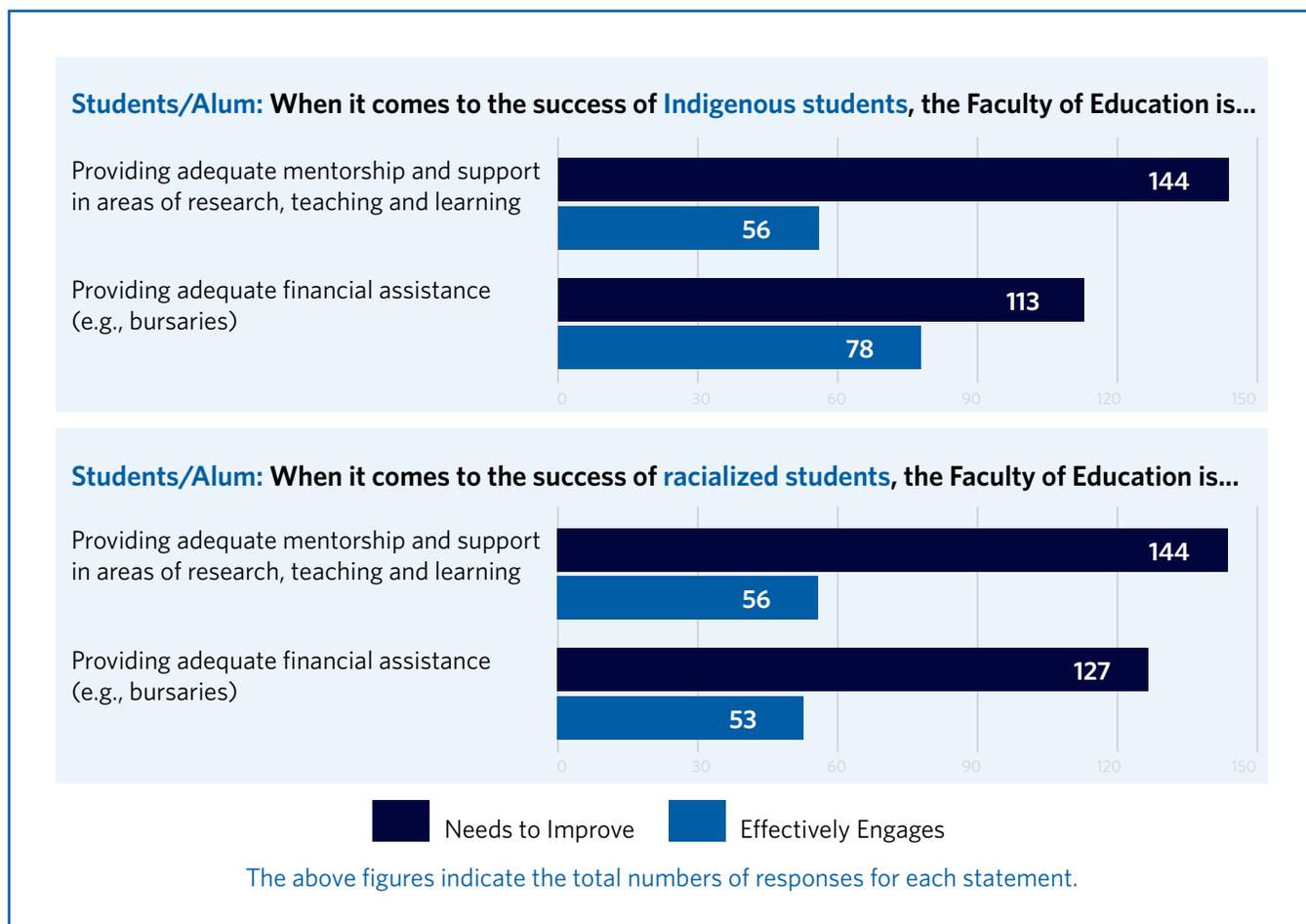
Still another participant highlighted and problematized the Westernized and individualistic nature of current social justice movements:

The view of social justice adopted by the Faculty is inherently highly Westernized and especially individualistic and centers around identity politics, when there are alternative (and I believe superior) models of social justice out there that are less divisive.

These statements represent a small sample of the comments expressing similar concerns. The prevalence of such comments within the survey responses is indicative of the polarizing nature of social justice work and the emotional demands attached to it. For example, it is not unusual for marginalized and dominant groups to express resentment towards the University's and Faculty of Education's attention to Indigenous priorities (which are expressed in commitments to Canada's Truth and Reconciliation Commission). In the absence of adequate caution and care, anti-racist, anti-colonial, diversity and inclusion, and other similar movements that privilege one side of the political or ideological spectrum may cause backlash and resistance. It seems advisable that the Faculty of Education approach social justice initiatives prioritizing open discussion, collaboration, cooperation and free inquiry.

Recommendations for Theme 1: Student recruitment, retention and success

Figure 2. Survey data: Availability of mentorship and support resources for Indigenous/ racialized students.



1) Mentorship for students

Many survey respondents and focus group participants called for more targeted outreach and mentorship opportunities for Indigenous and racialized students. For example, one survey participant wrote:

I think an “entry” mentorship program would be helpful for students. Many of us as Indigenous students do not have academic capital (or other forms of capital for that matter). As a result, having a short program that takes us through the details of how to navigate the system at each stage in our academic journey (whether it be undergrad or graduate level) would be helpful instead of a great number of one-off short (1 hour) workshops that barely scratch the surface of what we need to do to proceed in our journey. The mentorship program could be led by a senior student to take some

of the pressure off of the already overwhelmed faculty (and Indigenous faculty in particular who generally are wearing many hats). And the mentorship program could be accompanied by ongoing supports such as peer mentors that new students can connect with for support.

The Faculty of Education has established some mentoring initiatives, including the long-time Indigenous graduate student initiative, [Supporting Aboriginal Graduate Enhancement](#) (SAGE) and the emerging Kinesiology Undergraduate Society (KUS) BIPOC Committee. There is need to support ongoing and new mentorship initiatives specifically for racialized and Indigenous students at undergraduate and graduate levels. Support for targeted mentoring programs can serve a variety of purposes, such as:

- Providing leadership opportunities
- Supporting the academic success and cultural affirmation of students
- Increasing the number of racialized and Indigenous students in graduate and undergraduate programs
- Instructing undergraduate and graduate students in the hidden curriculum of the academy (this is especially valuable for BIPOC teacher candidates)
- Creating additional support for racialized and Indigenous faculty engaging in emotional labour with students
- Providing racialized and Indigenous students with skills development opportunities as a pathway to finding employment or to serving their communities.

Recommendation: Provide, and improve access to on-going, high quality, relevant mentorship and guidance programs for Indigenous and racialized students at graduate and undergraduate levels.

Actions:

- Work with students and alum to identify mentorship interests, needs and goals in order to create effective mentorship programs.
- Identify and leverage university funding, partnerships and resources that address the specific needs of racialized and Indigenous communities, with attention to intersectionality (gender, sexual orientation, income and more).
- Form partnerships with Faculty of Education alum to support mentorship.
- Identify and provide mentorship to university-desiring Indigenous and racialized secondary school students to provide encouragement and support for their wish to attend university. The outcome will be a more diverse student population within the Faculty of Education.
- Connect with communities and groups to lay the groundwork for recruitment; for example, link to culturally informed mentors, engage in networking opportunities, and connect with community (e.g. affinity groups).

2) Financial support

Increased funding for scholarships, bursaries, and grants available to Indigenous and racialized students entering and continuing in the Faculty of Education at undergraduate and graduate levels would demonstrate a commitment to recognize, advance and support racialized and Indigenous students' needs, achievements and contributions. The Task Force recommends a careful review, through an equity, diversity, inclusion, and decolonizing lens, of the awards process, including how awards are established and how and by whom they are adjudicated.

Recommendation: Provide scholarships and funding that address the specific needs, achievements, and contributions of racialized and Indigenous students, with attention to intersectionality (gender, sexual orientation, income, and more).

Actions:

- Undertake a review of procedures for student awards, including eligibility, criteria, and selection committees, through a lens of equity, diversity, inclusion and decolonization.
- Work with Development & Alumni Engagement (DAE) Office to prioritize the development and establishment of awards for racialized and Indigenous students.
- Increase financial support to advance the recruitment, retention and success of students within the Faculty of Education by providing:
 - individual funding for racialized and Indigenous students in the form of scholarships and bursaries; and
 - institutional financial support for groups supporting student retention and success, such as peer-led initiatives, educational groups, campaigns to raise awareness, or groups that can help create comfortable spaces.
- Make financial resources, opportunities and support systems clear, visible and accessible to all.
- Consider decreasing tuition fees for Indigenous students in order to diminish the financial barrier for many First Nations students.

3) Academic support and professional development

The Faculty of Education could provide more support and professional development to Indigenous and racialized (including international) students at the graduate and undergraduate levels.

Recommendation: Provide, augment and promote academic counselling and supports that focus on retention and successful completion and employment pathways for racialized and Indigenous students.

Actions:

- Leverage funding and resources to create effective career pathways for students and alum. Apply an intersectional lens to address the specific needs of low-income, LGBTQ and female students from racialized and Indigenous communities.

- Provide practicum, internships, and non-Eurocentric educational experiences.
- Ensure that courses on writing styles, expectations and standards (such as ones offered at Vantage College and the English Language Institute) are accessible and adequately advertised to graduate and undergraduate students, and particularly international students.

4) Student Well-being

The Task Force received a number of suggestions related to student well-being, highlighting the need for counselling, mental health, and support networks for racialized and Indigenous students. Respondents indicated a desire for receiving more check-ins with faculty associates, along with improved mental health services and support resources.

Recommendation: Improve and expand mental health, counselling, support and well-being resources for racialized and Indigenous students.

Actions:

- Enhance current services and build a broader range of supports for student-wellbeing that includes access to Elders and Knowledge Keepers, counselling services, recreation, family-oriented activities and student life spaces and programs. Communicate these programs in a wider and more sustained way.
- Identify and create physical spaces that can be utilized by affinity groups, with culturally safe spaces to support talking circles, land-based learning and activities, and more.
- Consider other ways to increase funding and support for culturally relevant and trauma-informed mental health services for racialized and Indigenous people. This action might be linked to considerations of the physical spaces, programs and support available for students.
- Create or continue specific, Indigenous-inspired holistic programs that include promoting physical, emotional, mental and spiritual well-being.

Recommendations for Theme 2: Staff and faculty recruitment, retention, development and advancement

1) Diversity in hiring

Feedback from survey data, focus group discussions and interviews suggested that an important direction for the Faculty of Education in promoting anti-racism, diversity, equity, and inclusion is to attract and recruit more BIPOC faculty and staff. Respondents also specifically emphasized the need for diversity in senior leadership, as well as within the School of Kinesiology. One survey respondent wrote:

We should have a real priority in our hiring practices for Indigenous and racialized staff/faculty that extends to the individual units. Leadership and HR Managers should be specifically trained and informed about inclusive hiring practices and priorities, and unconscious biases that may be held when hiring. We should expand our candidate search in order to include a wider variety of people (i.e. post to non-traditional job forums, not just the UBC site). Reflect on groups of people who may not be applying to our positions, and think about why that may be and what barriers we are presenting for these groups, and make an effort to connect and recruit them in order to build a truly diverse group of staff/faculty. Involve diverse people in the hiring process.

Participants defined diversity in a variety of ways. Some indicated the need for more racialized and Indigenous hires, while others opposed the idea of diversity “check-offs” and noted that “one racialized/Indigenous person does not represent the view of all.” In two focus groups, those of alum and graduate students, participants insisted that the focus should be on merit and good work, and that diversity hires should target faculty who incorporate anti-racist and Indigenous perspectives into their scholarly work, as well as those who teach, research, or do community activities in the areas of equity and social justice.

Recommendation: Diversify practices and voices at all stages of the recruitment process, including the selection, interview and onboarding stages.

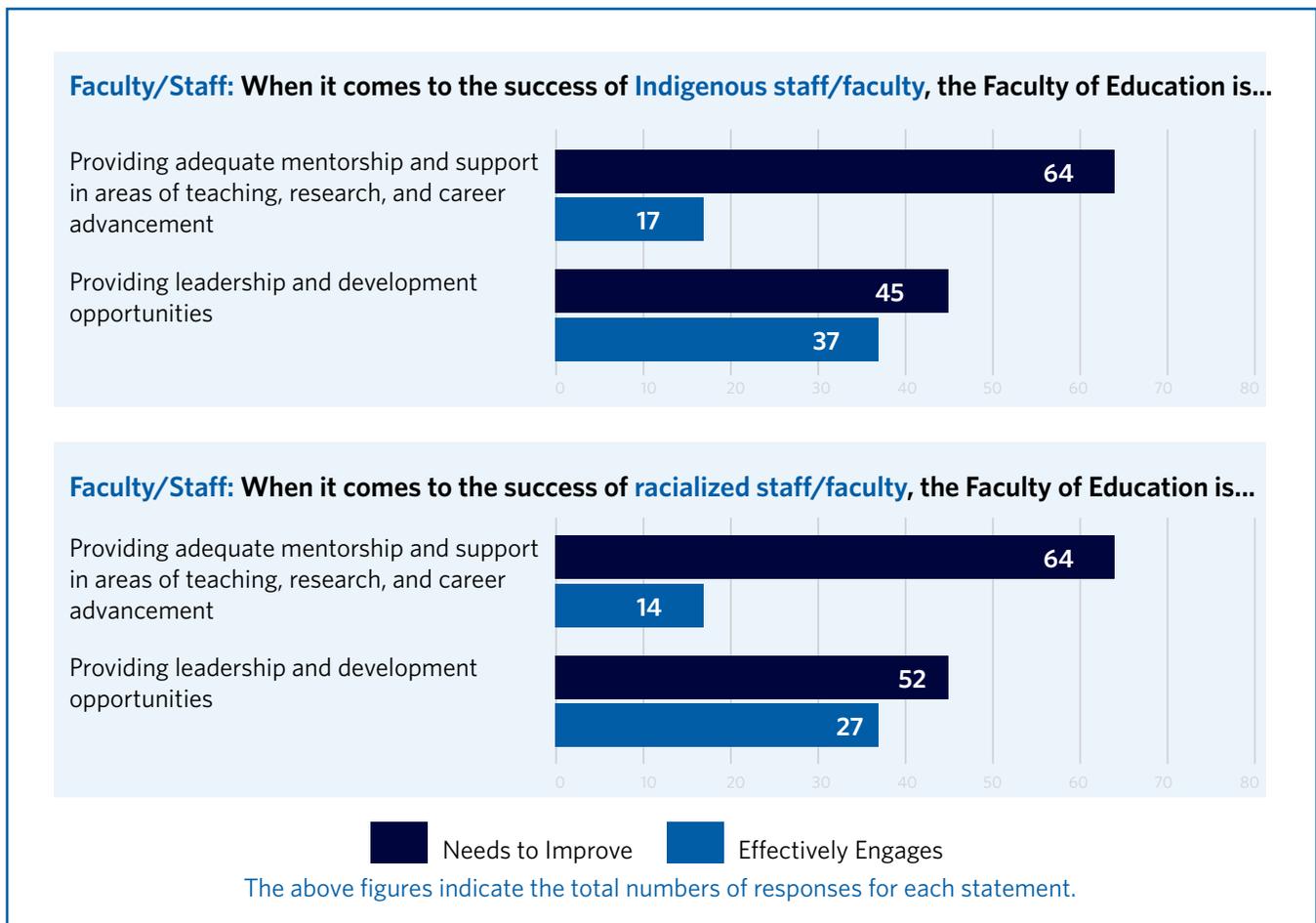
Actions:

- Ensure that racialized and Indigenous people are involved in recruitment processes. This includes the planning and preparation stages, as well as hiring committees.
- Engage in focused employment outreach activities, such as job fairs or information sessions, to encourage diverse applicants to apply for positions.
- When possible, include graduate student constituencies in the planning and execution of recruitment efforts.
- Ensure that principles of equity and diversity are applied in the development of a new job description or job posting (a diversity consultant can assist with this work).

- Consider developing strategic partnerships with employment firms (e.g., BIPOC Executive Search) or community groups and agencies that work with racialized and Indigenous, members or newcomer job seekers (e.g., ACCES Employment, Miziwe Biik Aboriginal Employment and Training) to assist in broadening the scope of the recruitment efforts and reaching more diverse applicants.
- Host employment fairs and professional and skills development programs in community hubs and Black-focused agencies.
- Develop materials (e.g., website content, brochures and pamphlets) for the Faculty that reflect an inclusive environment.
- Staff hiring practices should be conducted through anti-racist and inclusive principles, and anyone involved in hiring processes (including managers) should receive clear training about the importance of following these practices.

2) Mentorship and training

Figure 3. Survey data: Availability of mentorship and support resources for Indigenous/racialized staff/faculty.



The Task Force received a number of suggestions related to ongoing training and career advancement. Comments highlighted the need for specific training related to career progression and how to navigate the career progression system. This recommendation applies to both faculty and staff. Respondents indicated a desire for support groups, ongoing mentorship programs that continue once instated into leadership positions, and collaborations between racialized and non-racialized faculty and staff.

Recommendation: Create more opportunities for mentorship, career counselling and training.

Actions:

- Create, augment and promote career-based mentorship programs for racialized and Indigenous students, staff and faculty to support skill development, the building of professional networks, and career development and advancement. Ensure that these opportunities are transparent, accessible and advertised to all racialized/Indigenous staff and faculty at the University.
- Advocate for revised career advancement requirements (e.g., the tenure-review process) for Indigenous and racialized scholars and staff to better reflect their non-scholarly commitments to advancing Indigenization, racial equity, inclusion and social justice.
- Host employment fairs, professional and skills development programs in community hubs and Black-focused agencies

3) Addressing workload and emotional labour

Indigenous and BIPOC staff and faculty respondents discussed the concept of emotional labour. Many respondents indicated that “tokenization” was a frequent occurrence within their roles.

Racialized faculty and staff are frequently asked to contribute to or stand on numerous committees in addition to their roles with the University. Much of this labour is invisible, unacknowledged and unpaid. To address this concern, respondents suggested a greater acknowledgement of community service and community-based research, including in recognition of the additional service load in workload assignments and in advancement through the tenure stream.

One respondent indicated that treatment surrounding workload was inconsistent across new hires, stating:

From my experience, new indigenous faculty are not treated fairly when it comes to course assignments. In one situation, I witnessed a new member constantly given new courses and having very little say in course selection.

Recommendation: Recognize and adequately compensate Indigenous and racialized staff and faculty for contributing emotional and invisible labour to activities that are beyond the regular scope of their work.

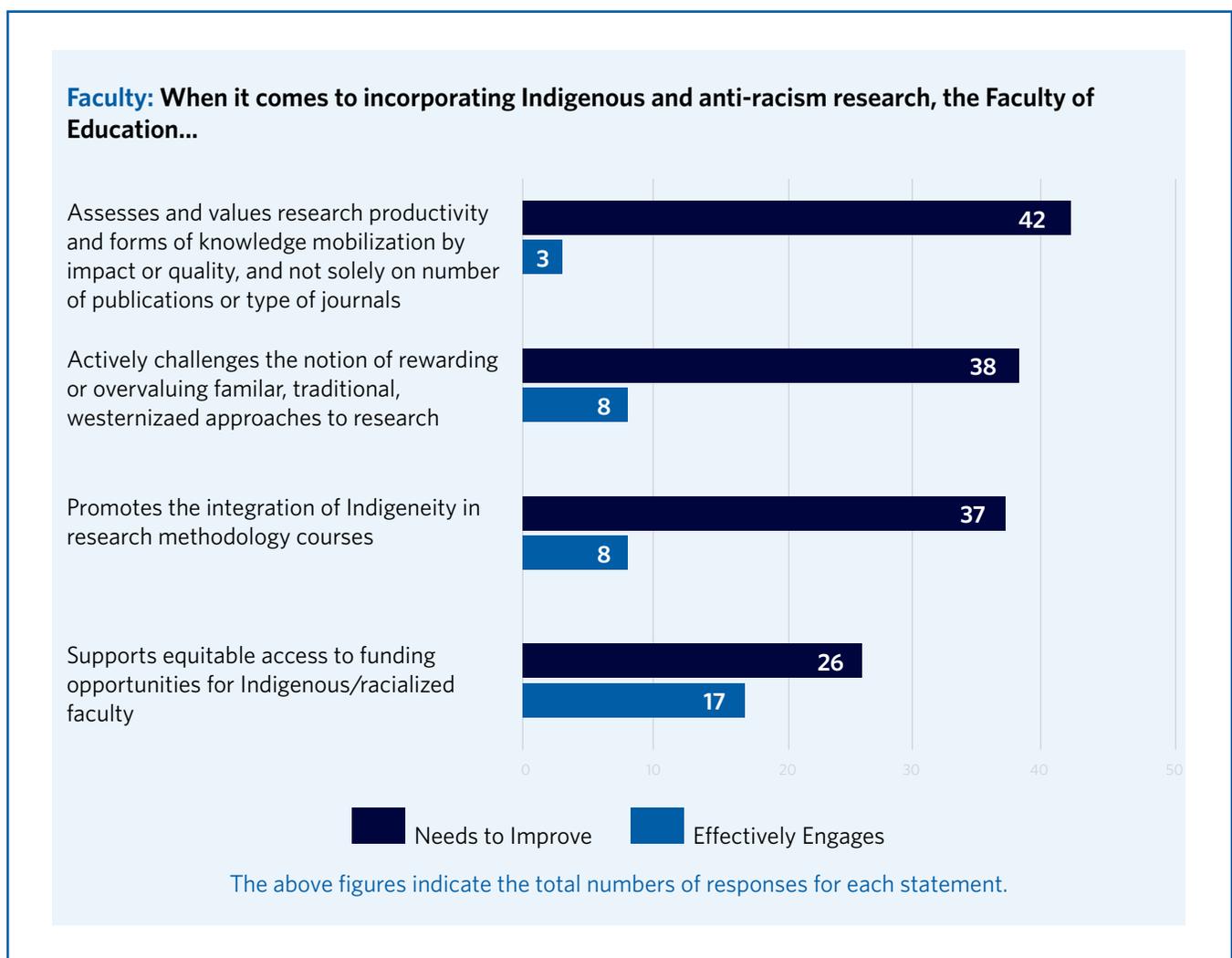
Actions:

- Provide adequate compensation (e.g., course reduction) for service that goes beyond expectations for workload by faculty and staff members in all employee groups.
- Provide greater acknowledgement of community service and community-based research, with an expanded understanding of good scholarship and what constitutes a good academic.
- Merit procedures at the unit level should recognize the emotional and invisible labour by having clear guidelines for merit committee members.
- Provide guidance for faculty members on how to document emotional and invisible labour. For example, provide mentorship, if desired, on how to complete summary of activity documents.
- Devise a process to incentivize, reward and formally recognize efforts such as community engagement, relationship-building with Indigenous or racialized students and multi-lingualism.
- Promote awareness around tokenism and seek to balance workloads, without excluding BIPOC faculty and staff from service.
- Encourage tenure and promotion committees to acknowledge and recognize community-based, non-traditional research work (in both educational leadership and professoriate stream) in tandem with conventional scholarly activity indicators.

Recommendations for Theme 3: Research, pedagogy, learning and curriculum

A majority of the respondents felt that the Faculty of Education is not taking concrete measures to provide adequate course offerings with respect to race and racial difference. Incorporating Indigenous and racialized research and content into the curriculum, and sponsoring Indigenous and racialized research(ers) are goals that the Faculty of Education could continue to advance. Figure 4 presents survey responses to the question of whether the Faculty of Education is effectively incorporating Indigenous and racialized research into its curriculum and pedagogy.

Figure 4. Survey data: Incorporation of Indigenous and anti-racist research



1) Sponsoring Indigenous and racialized research and researchers

The Task Force recommends that the Faculty of Education provide funding, grants and scholarships for research on Indigenous and racialized issues (broadly defined), and to ensuring that this research is conducted by Indigenous and racialized researchers and students, with communities. The Task Force also recommends that instead of increasing funding for non-Indigenous and non-racialized people to conduct research in Indigenous and racialized communities, the Faculty of Education support Indigenous and racialized researchers to do research with communities. Additionally, the Task Force recommends that the Faculty direct funding to support non-research initiatives led by Indigenous and racialized students.

Recommendation: Coordinate and deliver events and programs highlighting the work of Indigenous and racialized scholars, educators and community members, allowing them to network and showcase their research, learnings and methodologies.

Actions:

- Host a semi-annual or regular research and education day on topics related to Indigeneity and racialization in the field of education. The event might include keynote addresses by Indigenous and racialized scholars, community members, activists, graduate students and other professionals.
- Improve and encourage research collaborations between the Faculty of Education and Indigenous and racialized scholars across UBC through dedicated funding.

2) Modify course content

Many respondents suggested that the course content be revised and redesigned to include a broader range of perspectives in ways that are not tokenistic. Some responses suggested that critical courses be made mandatory. Others suggested the addition of more courses on Indigenous education and antiracism education, including critical race theory, anti-oppressive education and diversity education.

Recommendation: Re-evaluate and redesign the curriculum to modify the content and approach to anti-racism, Indigenization and post-colonialism.

Actions:

- Direct funding to pedagogical support for the redesign of course syllabi, and examine the underlying philosophies of courses. It may be useful to embed a post-colonial perspective in the curriculum, rather than anti-racism or Indigenization, in order to include the experiences of Indigenous, racialized and newcomer people and groups.
- Redesign courses so that critical discourses and knowledges (such as anti-racism, post-colonialism and Indigenous knowledges) are not additive.
- Include scholarship and literature authored by Indigenous, racialized and non-Western scholars.

- Incorporate diverse identities into the course content. For example, figures or names can reflect various backgrounds.
- Give more consideration to assignment due-dates that fall on non-Western or non-Christian days of observance.
- When teaching about the histories of racism and colonialism in Canada, develop a shared vocabulary that promotes empathy, rather than neutrality and objectivity.

Recommendations for Theme 4: Culture, climate, change processes and well-being

1) Improve feedback and reporting mechanisms

Participants in focus group discussions, interviews and surveys described a lack of awareness of or familiarity with feedback channels and reporting mechanisms. They requested clear, accessible, safe, and reliable channels to report discrimination and file complaints, as well as an anonymous mechanism for general feedback. One respondent stated:

If racialized and Indigenous students face racism or discrimination, are there clear pathways in place for them to communicate these instances without any repercussions? If the answer is no, more transparent steps need to be communicated. If the answer is yes, these should be more publicly available.

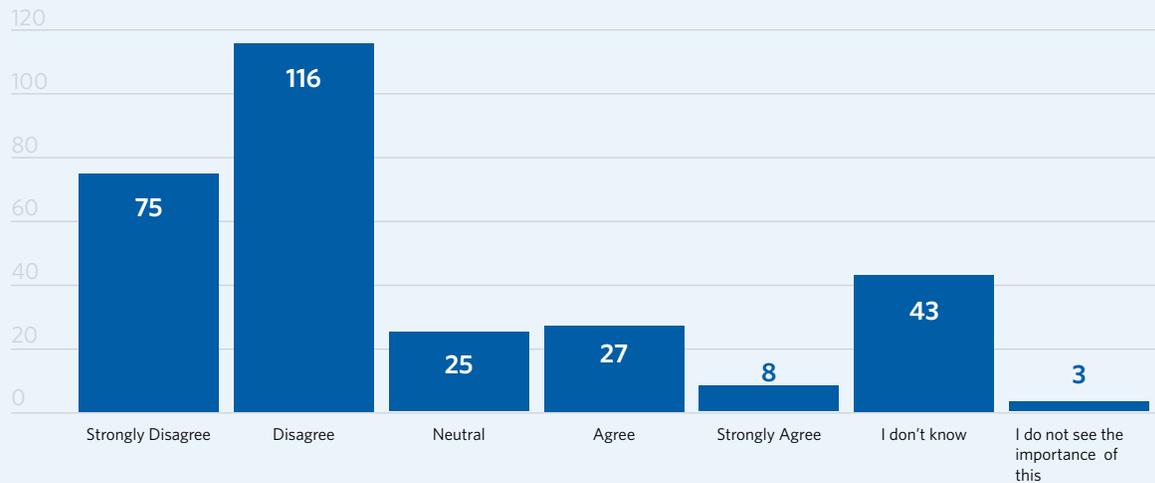
Recommendation: Build more transparent, accountable and effective reporting systems for incidents of bias, discrimination and racism in order to increase access to and participation in the reporting process.

Actions:

- Consider appointing person(s) of contact for reporting incidents of bias, discrimination and racism.
- Create and maintain an anonymous, accessible and centralized system for reporting incidents of racism to the Associate Dean, Equity and Strategic Programs. A panel of racialized members can assess these complaints on a monthly basis, to decide whether further action is needed.
- Develop guidelines for approaching, supporting and protecting complainants.
- Communicate the availability of these systems to various constituencies.
- Strengthen student and staff capacity to report, and Faculty of Education's capacity to investigate, complaints of racism.

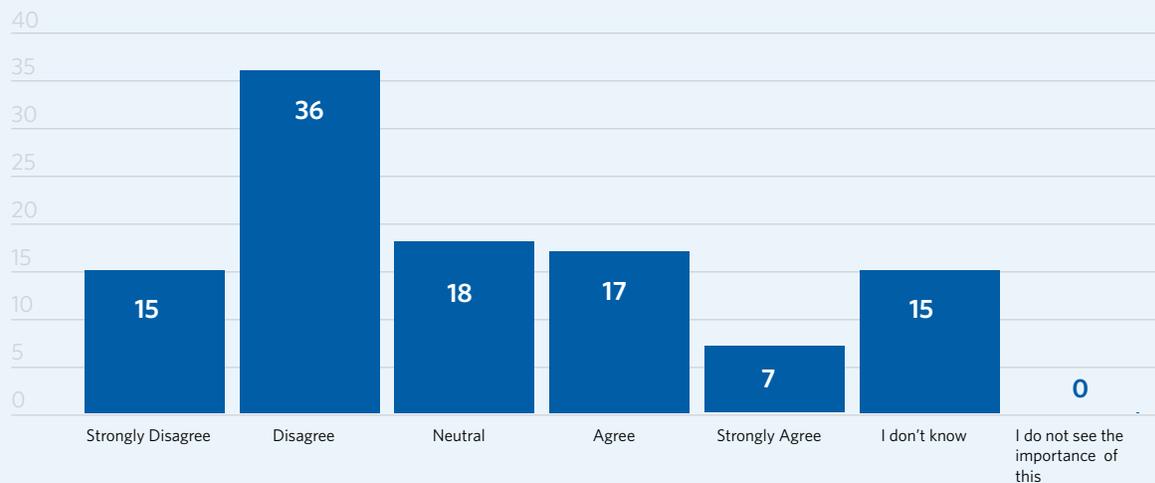
Figure 5. Survey data: Familiarity with the process of reporting racism/discrimination

Students and Alum: I am (/was) familiar with the process of filing a complaint of racism/discrimination in my unit/Faculty.



The above figures represent 297 survey responses from students and alumni.

Faculty and Staff: I am familiar with the process of filing a complaint of racism/discrimination in my unit/Faculty.



The above figures represent 108 survey responses from faculty and staff.

2) Create greater focus on implementation and action

A majority of the respondents felt that Faculty of Education does not take concrete actions to implement change, create transparency, or hold leadership accountable. One of the respondents stated:

There is a lot of positive talk about inclusive environments. Many departments, units and schools have had team discussions and activities around this, including my own. I believe we are at a stage where talk needs to be more obviously put into action. I don't doubt this is happening at senior levels but it still feels a bit like lip service at other levels.

Recommendation: Prioritize taking concrete actions to implement change processes, such as increased transparency and accountability.

Actions:

- Improve the efficiency of accountability systems (i.e., fewer steps, quicker outcomes, shorter timeframes for the reporting process). One way to do this would be through the development of guiding principles for conflict resolution.
- Consider developing a diversity and anti-racism toolkit with standardized questions and areas of inquiry, to be completed and submitted by each unit annually.
- Require each unit to submit annual reports to the Associate Dean, Equity and Strategic Programs, highlighting:
 - Unit-level anti-racism efforts; and
 - Incidents of racism and actions taken to address them.
- Engage the Equity Office to conduct annual work culture surveys within each unit to triangulate unit reports. The findings of these reports could be used to develop targeted intervention strategies.

3) Awareness raising and education

Many participants and respondents surfaced the need for continuous education, awareness-raising and resource-sharing. The Task Force recommends that the Faculty of Education commit to creating a culture of inclusivity by ensuring that its staff and faculty are engaged in ongoing decolonizing and anti-racist training, and by sharing information through workshops, seminars and presentations.

Recommendation: Continue and enhance awareness-raising and education on race and Indigenous issues through courses, workshops, training, conferences and seminars.

Actions:

- Continue to make available information and resources about anti-racism and Indigenous knowledges through a wide variety of outlets (social media, website, printed materials) for those who are looking for information.

- Ensure that all members of search committees and hiring panels undergo unconscious bias training.
- Ensure that sufficient training opportunities (related to issues of racism, micro-aggressions, allyship, Indigenous knowledges/perspectives, etc.) are provided to staff and faculty. Consider rewarding or providing formal recognition of such participation.
- Direct funds toward securing safe learning spaces for non-racialized students, alum, faculty and staff to raise contentious issues in order to learn and improve. This might include programs led by Indigenous and racialized students, alum, or staff (who must be adequately paid), and it might also include storytelling and the sharing of experiences specific to Indigenous or racialized groups.
- When new policies, programs and initiatives around anti-racism or decolonization are formulated, ensure that they are adequately promoted.
- Raise awareness and understanding of the challenges that racialized faculty and staff face (e.g., unpaid emotional labour, tokenism, or salary disparities).

4) Create a culture of inclusion

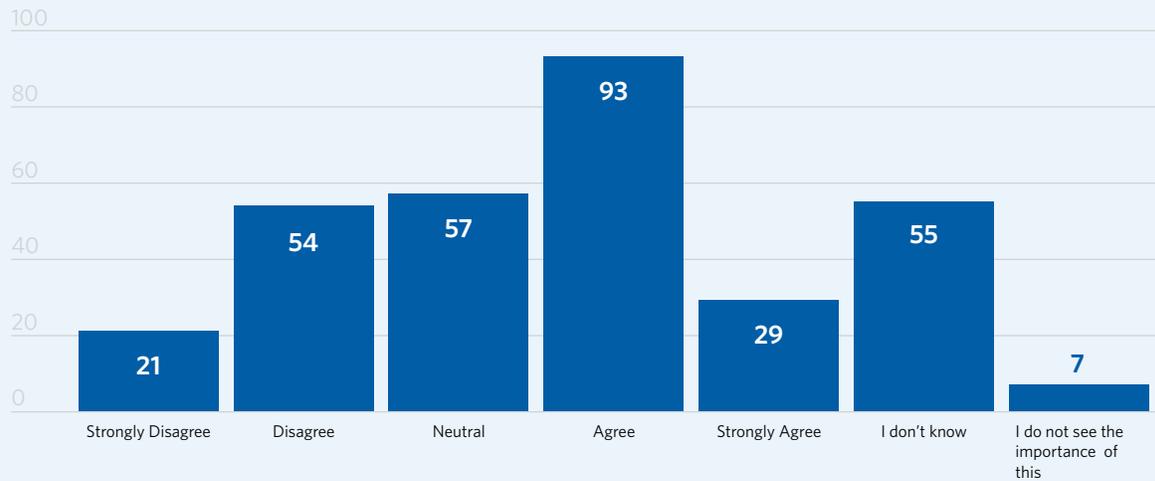
Overall, a main focus of the Faculty of Education should be to create a sense of belonging and inclusion for all members. One respondent described the inequalities felt by BIPOC staff in the following way:

I have noticed that often when a person of colour speaks in a meeting, nobody responds. I have noticed many long-time support staff are people of colour who have been in the same positions for a long time, while white staff have highly visible and celebrated career paths.

The Task Force recommends that the Faculty of Education foster a culture of inclusion for BIPOC students, staff and faculty. This means creating a collective sense of belonging and safety for all Faculty of Education community members to express themselves and their viewpoints authentically.

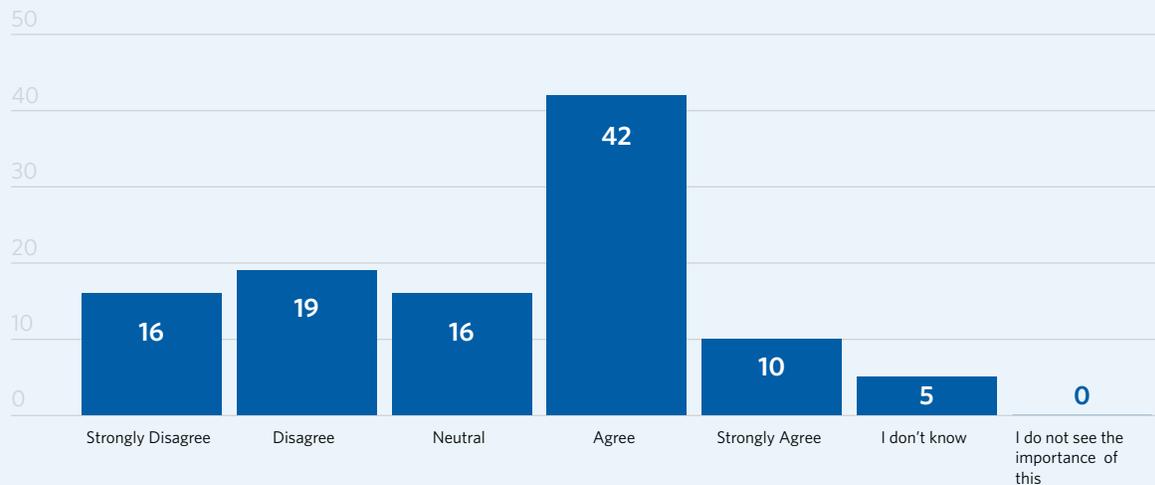
Figure 6. Survey data: Perspectives on the culture of the Faculty of Education

Students and Alum: The Faculty of Education has a culture/climate that is accessible, welcoming and supportive of racialized and Indigenous people.



The above figures represent 316 survey responses from Students and Alum.

Faculty and Staff: The Faculty of Education has a culture/climate that is accessible, welcoming and supportive of racialized and Indigenous people.



The above figures represent 108 survey responses from Faculty and Staff.

Recommendation: Create a culture of inclusion within the Faculty of Education in which all members, particularly BIPOC members, feel included and safe to express their authentic selves.

Actions:

- Encourage leadership within units to take active steps to demonstrate their commitments and priorities towards anti-racism. For example, encourage leaders to report on unit-level inclusive practices and progress in the areas of equity, diversity and inclusion in public forums.
- Design and host events that allow for the celebration of diversity and Indigenous days of significance (such as Orange Shirt Day) within safe and welcoming spaces. Increase social engagement and leadership engagement related to these days.
- Create events and activities to promote social participation among diverse students, alum, faculty and staff. Focus on connecting various groups, to balance out professional and academic involvements.

8 Limitations

A key limitation of this Task Force was the absence of Black membership among the final roster of the committee. Several committee members elected to step away from the work, reflecting their dissatisfaction with the Task Force's mandate to develop recommendations rather than to implement change. The resignation of these members created a need for deep reflection upon the challenges and intricacies of this work.

Black perspectives were brought to the attention of the Task Force through surveys and focus groups. For example, although respondents were not asked to identify their racial background, some responses were indicative (e.g., "no one wants to be the only Black student in the program"). However, it does appear that the Task Force did not receive adequate input from Black constituents.

The Task Force lacked representation from students at both the graduate and undergraduate levels, as well as from sessional faculty. The former was a decision made deliberately due to students' relatively short time at UBC and busy schedules. The Task Force sought student perspectives and feedback through surveys and multiple focus groups.

The Task Force did not ask questions particular to different racialized groups. Instead, it adopted a "panethnic" (Okamoto & Mora, 2014) approach to race, using an all-encompassing "racialized" category to refer to all People of Colour. The Task Force chose to use the term "anti-racism" to indicate opposition to racism in all its forms, including anti-Black racism, anti-Asian racism, anti-Semitism, and Islamophobia. In doing so, the Task Force inadvertently and inevitably essentialized the heterogeneity of experiences that different individuals and groups who are affected by racism encounter. The Task Force recognizes that while there is tremendous power and benefit in collectivism and unity, the racialized experiences of different groups vary both qualitatively and quantitatively.

9 Implementation

The Task Force recommends that the Faculty of Education consider three aspects of the implementation of the recommendations.

Implementation Structures

The Task Force suggests that the Faculty of Education enact a structure or process by which the changes recommended in this report can be introduced, measured and accounted for. A practical approach to this might be to delegate the task of implementation to the incoming Associate Dean, Equity and Strategic Programming. An alternative approach would be to create an ad hoc committee with current members of the Task Force or new members assigned to the work. The Task Force is willing to provide further advice and guidance on ways to implement the recommendations, for example by identifying the responsibilities of departments, units, and equity leads.

The Faculty of Education could further explore ways of collaborating with other university-wide efforts and initiatives, such as the University's Task Force on Anti-Racism. Accountability processes could include an annual progress review and report, as well as specific progress updates on the Faculty website.

Education and Communication

Education and awareness-raising should be a top priority for the Faculty when implementing the recommendations of the Task Force. These might include clear and transparent communication about changes implemented in the Faculty, alterations and additions to existing policies and programs, confidential channels of feedback, and open dialogue.

The Task Force recommends that the Faculty of Education consider consulting its stakeholders early and often regarding the direction and changes that it adopts as they pertain to the four themes. Stakeholders include undergraduate and graduate students, teacher candidates, alum, staff, sessional and tenure-stream faculty, and community members. In addition, accessible and familiar feedback mechanisms should be integrated and appropriately advertised, so that all stakeholders are able to voice their perspectives and actively participate in the growth of the Faculty.

Resourcing

Objectives that receive adequate resources and financial support are more likely to succeed. The Task Force recommends that during the implementation phase, a comprehensive, long-term roadmap be designed in order to identify resources and create budget requests. The Task Force also recommends that the Faculty of Education prioritize funding the implementation of anti-racism initiatives, including the recommendations in this report. Embedded evaluation mechanisms could monitor the progress of implementation efforts. Such mechanisms might include annual surveys administered to different groups within the Faculty, demographic data, and annual departmental reports, among other options.

Implementing the recommendations in this report, and embedding anti-racism more broadly, will be a slow and gradual process. While many of the action items included in this report might be achieved in the short-term, a fulsome realization of equity and inclusion for Indigenous and racialized peoples is an ongoing project that requires long-term commitment.

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11

Appendix A: Ways of Working Together



Task Force on Race, Indigeneity, and Social Justice

Ways of Working Together

1. Communicate with Compassion and Honesty – this could include listening, being relational, engaging in dialogue, and self-care.
2. Spirit of Collaboration – the structure of the institution can prevent this from happening, and this is directly tied to building community; check-ins at meetings will be done to establish trust and each other’s human-ness.
3. Confidentiality – we need to keep our personal stories within those who are in the room, and building trust through this sharing; members will need to keep in mind what information that is shared is public or private.
4. Intentions & Impacts – intentions and impacts affect the work we do in multiple ways, which requires an open space to share and discuss.
5. Openness & Curiosity – this is complicated and messy work, so we need to find the space where we can accept vulnerability and be open to difficult and uncomfortable discussions.
6. Conflict as Opportunity – this can include thinking about power rank, intersectionality, and accountability. Check-ins can help to address group conflict, and thinking about for whom a conflict provides opportunity.
7. Respect Physical, Emotional, Professional, and Cultural Boundaries.
8. Acts of Repair – when necessary, work on the actual reparation beyond your own internal guilt, and thinking about how are we actualizing these reparations.
9. Understanding Difference in Communication – this can include thinking about the space we take, and the space we make.
10. Holistic Wellbeing and Self-Care – be aware of the challenges and intentions that are brought into every meeting, and approach these while ensuring your own wellbeing.

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Appendix B: Terms of Reference

TERMS OF REFERENCE

1. Develop working definitions of key concepts with regard to race, racialization, Indigeneity, sovereignty, whiteness, white supremacy, (settler) colonialism, Eurocentrism, intersectionality, and social justice framed by human rights, equity, diversity and inclusion, which may be referenced by all members of the Faculty of Education on both Vancouver and Okanagan campuses.
2. Review, examine and document the existing institutional data – including policy documents, complaints, reports, surveys, course feedback, and more – to identify and inform policy and practice improvements.
3. Examine and document the current state of staff members, including those in leadership positions –recruitment, retention, advancement, workload, emotional labour, accountability, success, and belonging.
4. Examine the current state of faculty members, including those in leadership positions – recruitment, retention, advancement, workload, emotional labour, accountability, success, and belonging.
5. Identify and document institutional and structural barriers that limit and/or impede the admission, recruitment, success, belonging, and retention of students.
6. Identify and document the structures and practices that uphold whiteness/Eurocentrism and colonialism in curricula and pedagogy, and how we can embed anti-racism, Indigeneity, and social justice throughout curricula and pedagogy.
7. Examine and document the current practices in regards to research projects, grants, awards, service and merit, develop a database of expertise, and gather the information of Indigenous peoples and racialized people’s experiences.
8. Consult with community members – including School Advisors, alumni, elders, and more – to identify and document the needs of racialized and Indigenous individuals, and how these can be more effectively met by the Faculty of Education.
9. Pursue and document other areas of inquiry that the Task Force on Race, Indigeneity, and Social Justice feels necessary to achieve the mandate.

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Appendix C: Survey Questions

INTRODUCTION**UBC Faculty of Education****Survey from the Task Force on Race, Indigeneity, and Social Justice**

In this survey, we invite you to share your views, experiences, and feedback regarding race, Indigeneity, and social justice in the Faculty of Education. We acknowledge that your experiences may have been negative at some point at UBC. Your guidance and feedback will help create recommendations to address the barriers which prevent or discourage the realization of equity, inclusion, diversity, and decolonization in the Faculty of Education with a goal towards creating necessary change.

This survey focuses on 4 broad themes, and it is anticipated to take up to 20 minutes to complete. Your identity will remain anonymous. The survey does not collect your name, date of birth, or any other identifying information about you. Any answers to open-ended questions that are quoted in the report will remove any identifying information (e.g., names, locations, and descriptions).

In our next steps, we will be engaging in focus group discussions and interviews with students, alumni, staff, and faculty. If you are interested to participate in a focus group discussion or an interview, please contact our Research Associate, Bahar Tajrobehkar, at b.tajrobehkar@ubc.ca.

What is your primary role in the Faculty of Education at UBC?

- Faculty/Staff
 Student/Alumni

FACULTY/STAFF SURVEY - THEME 4

1. The Faculty of Education has a culture/climate that is accessible, welcoming, and supportive of racialized and Indigenous people.

I do not see
the
importance of
this

N/A I don't know Strongly Disagree Disagree Neutral Agree Strongly Agree

2. I am aware of policies and practices within the Faculty of Education that support open dialogue and feedback on matters related to anti-racism*, decolonization and/or sovereignty.

(*anti-racism refers to opposing individual, cultural, institutional and systemic forms of racism experienced by marginalized groups in society, such as anti-Black racism, anti-Asian racism, anti-Semitism, and Islamophobia.)

I do not see the importance of this I don't know Strongly Disagree Disagree Neutral Agree Strongly Agree

N/A

3. In my experience, I am comfortable raising issues of bias/racism that exist in different forms within the Faculty of Education.

I do not see the importance of this I don't know Strongly Disagree Disagree Neutral Agree Strongly Agree

N/A

4. I am familiar with the process of filing a complaint of racism/discrimination in my unit/Faculty.

I do not see the importance of this I don't know Strongly Disagree Disagree Neutral Agree Strongly Agree

N/A

5. In the Faculty of Education, staff and faculty respect others whose backgrounds, identities, and experiences differ from their own.

I do not see the importance of this I don't know Strongly Disagree Disagree Neutral Agree Strongly Agree

N/A

6. Leadership demonstrates commitment to anti-racism and Indigeneity.

	N/A	I do not see the importance of this	I don't know	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Leadership in my unit (e.g. Department, School)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership in the Faculty of Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Please make any suggestions that would help the Faculty of Education create a welcoming, equitable, inclusive and environment for all students, alumni, staff, faculty, and community members.



FACULTY/STAFF SURVEY - THEME 2

*In this section of the survey, you will be asked 9 questions that engage the topics of **staff/faculty recruitment, retention, development and advancement**. Your responses will inform the Faculty's efforts to actively recruit, hire, and retain staff, and administrators from Indigenous, Black and other racialized groups.*

1. Racialized staff/faculty have sufficient opportunities/resources to develop, advance, and succeed in our Faculty.

	I do not see the importance of this	I don't know	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
N/A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Indigenous staff/faculty have sufficient opportunities/resources to develop, advance, and succeed in our Faculty.

	I do not see the importance of this	I don't know	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
N/A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Recruitment practices within our Faculty are designed to attract faculty and staff from racialized and Indigenous backgrounds.

	I do not see the importance of this	I don't know	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
N/A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. In my unit, racialized and Indigenous faculty/staff are encouraged and supported to advance in their positions.

	I do not see the importance of this	I don't know	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
N/A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. When it comes to the success of Indigenous staff/faculty, the Faculty of Education effectively engages in or needs to improve in... (drag and drop all that apply)

Items

Creating an inclusive and welcoming environment that recognizes Indigenous identity and/or knowledges

Providing adequate mentorship and support in areas of teaching, research, and career advancement

Providing leadership and development opportunities

Recognition of additional time and emotional labour of Indigenous members

Other:

Other:

None of the above

None of the above

Effectively engages

Needs to improve

6. When it comes to the success of racialized staff/faculty, the Faculty of Education effectively engages in or needs to improve in... (drag and drop all that apply)

Items

Creating an inclusive and welcoming environment that recognizes racialized identity and/or knowledges

Providing adequate mentorship and support in areas of teaching, research, and career advancement

Providing leadership and development opportunities

HR managers effectively support and understand the needs of racialized and Indigenous faculty/staff.

Other:

Effectively engages

Needs to improve

Other:

None of the above

None of the above

7. With regards to the retention, development and advancement of racialized and Indigenous faculty/staff, the Faculty of Education is effectively engaging in (select all that apply):

- Creating an inclusive work culture free of discrimination, insensitive jokes, and other forms of microaggressions
- Creating and implementing effective anti-racism training for staff/faculty
- Implementing mentorship programs for racialized and Indigenous staff/faculty
- Appreciating and incentivizing the work of racialized and Indigenous staff/faculty
- Taking the health and wellness of the racialized & Indigenous staff/faculty to heart
- Creating useful channels for staff/faculty to report incidents or provide feedback
- Making the merit promotion pathway clear and transparent
- Other:
- None of the above

8. Please provide any suggestions you may have to help the Faculty of Education provide adequate opportunities and resources to help Indigenous and racialized staff/faculty develop, advance, and succeed.

9. From your viewpoint, how can the Faculty of Education improve the retention of racialized and Indigenous staff/faculty?

FACULTY/STAFF SURVEY - THEME 1

In this section of the survey, you will be asked 7 questions that engage the topics of student recruitment, retention, and success. Your responses will inform the Faculty's efforts to actively

recruit, hire, and retain students from Indigenous, Black, and other racialized groups.

1. Racialized students have sufficient opportunities/resources to succeed, advance, and graduate in our Faculty.

I do not see the importance of this

I don't know

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

N/A

2. Indigenous students have sufficient opportunities/resources to succeed, advance, and graduate in our Faculty.

I do not see the importance of this

I don't know

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

N/A

3. Student recruitment practices within our Faculty are designed to attract people from racialized and Indigenous backgrounds.

I do not see the importance of this

I don't know

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

N/A

4. When it comes to the success of Indigenous students, Faculty of Education effectively engages in or needs to improve in... (drag and drop all that apply)

Items	Effectively engages
Creating an inclusive and welcoming environment that recognizes Indigenous identity and/or knowledges	
Making the programs and services accessible and relevant	
Providing adequate mentorship and support in areas of research, teaching and learning	
Providing adequate financial assistance (e.g. bursaries)	
Providing leadership for Indigenous students and development opportunities	
Other:	

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Other:

None of the above

None of the above

5. When it comes to the success of racialized students, Faculty of Education effectively engages in or needs to improve in... (drag and drop all that apply)

Items

Creating an inclusive and welcoming environment that recognizes racialized identity and/or knowledges

Making the programs and services accessible and relevant

Providing adequate mentorship and support in areas of research, teaching and learning

Providing adequate financial assistance (e.g. bursaries)

Providing leadership for Indigenous students and development opportunities

Other:

None of the above

Effectively engages

Needs to improve

6. The Faculty of Education aims to provide adequate opportunities and resources to help Indigenous and racialized students succeed and advance in their programs. Please share examples or suggestions specific to this aim.

7. From your viewpoint, how can the Faculty of Education improve the recruitment and retention of racialized and Indigenous students?

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FACULTY/STAFF SURVEY - THEME 3

In this section of the survey, you will be asked 8 questions that engage the topics of curriculum, teaching, pedagogy and research. Your responses will inform the Faculty's efforts to identify, understand, and address structural racism in its curricular offerings at the undergraduate and graduate levels.

1. In my view, the curriculum, teaching, and pedagogy in the Faculty of Education reflect Indigenous perspectives, views, and experiences.

	I do not see the importance of this	I don't know	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
N/A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. In my view, the curriculum, teaching, and pedagogy in the Faculty of Education reflect anti-racist* perspectives, views, and experiences.

(*Anti-racism refers to opposing individual, cultural, institutional, and systemic forms of racism experienced by marginalized groups in society, such as anti-Black racism, anti-Asian racism, anti-Semitism, and Islamophobia)

	I do not see the importance of this	I don't know	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
N/A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. In my view, research methods course work in the Faculty of Education reflects Indigenous perspectives, views, and experiences.

	I do not see the importance of this	I don't know	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
N/A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. In my view, research methods course work in the Faculty of Education reflects anti-racist perspectives, views, and experiences.

	I do not see the importance of this	I don't know	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
N/A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



5. I feel comfortable having conversations in my courses about issues related to anti-racism and Indigeneity.

I do not see the importance of this

N/A I don't know Strongly Disagree Disagree Neutral Agree Strongly Agree

6. When it comes to incorporating anti-racism into the curriculum and pedagogy, the Faculty of Education effectively engages in or needs to improve in... (drag and drop all that apply)

Items

Ensuring curriculum content is focused on racial equity (e.g., history, accomplishments, etc.)

Ensuring there is equitable racial representation among the faculty

Ensuring instructors are well-prepared to deliver content on racial equity to a diverse student population

Ensuring instructors are well-trained in anti-racism to address a diverse student population (e.g., eliminating microaggressions in the classrooms, etc.)

Ensuring the curriculum content reflects the experiences and realities of all students

Other:

Other:

None of the above

None of the above

Effectively engages

Needs to improve

7. When it comes to incorporating Indigenous and anti-racism research, the Faculty of Education effectively engages in or needs to improve in... (drag and drop all that apply)

Items

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Supports equitable access to funding opportunities for Indigenous/racialized faculty

Promotes the integration of Indigeneity in research methodology courses

Provides training to faculty and staff on anti-racist practices and research excellence

Actively challenges the notion of rewarding or overvaluing familiar traditional, westernized approaches to research

Assesses and values research productivity and forms of knowledge mobilization by impact or quality, and not solely on number of publications or type of journals

Other:

Other:

None of the above

None of the above

Effectively engages

Needs to improve

8. How can the Faculty of Education better incorporate anti-racism and Indigenous knowledges/perspectives in its curriculum, teaching, pedagogy, and research?

STUDENT/ALUMNI SURVEY - THEME 4

The next 7 questions will engage the topics of culture, climate, change processes and well-being in the Faculty of Education. Your responses will inform our efforts to identify, understand, and address structural racism in the culture, policies and practices of the Faculty of Education.

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1. The Faculty of Education has a culture/climate that is accessible, welcoming, and supportive of racialized and Indigenous people.

I do not see the importance of this

N/A I don't know Strongly Disagree Disagree Neutral Agree Strongly Agree

2. I am (/was) aware of policies and practices within the Faculty of Education that support open dialogue and feedback on matters related to anti-racism*, decolonization and/or sovereignty.

(*anti-racism refers to opposing individual, cultural, institutional and systemic forms of racism experienced by marginalized groups in society, such as anti-Black racism, anti-Asian racism, anti-Semitism, and Islamophobia.)

I do not see the importance of this

N/A I don't know Strongly Disagree Disagree Neutral Agree Strongly Agree

3. In my experience, I am (/was) comfortable raising issues of bias/racism that exist in different forms within the Faculty of Education.

I do not see the importance of this

N/A I don't know Strongly Disagree Disagree Neutral Agree Strongly Agree

4. I am (/was) familiar with the process of filing a complaint of racism/discrimination in my unit/Faculty.

I do not see the importance of this

N/A I don't know Strongly Disagree Disagree Neutral Agree Strongly Agree

5. I feel (/felt) that my instructors in the Faculty of Education are able to confidently speak on matters related to anti-racism and Indigeneity.

I do not see the importance of this

N/A I don't know Strongly Disagree Disagree Neutral Agree Strongly Agree

6. In the Faculty of Education, students respect others whose background, identities and experiences differ from their own.

N/A I do not see I don't know Strongly Disagree Neutral Agree Strongly Agree

the importance of this Disagree

7. Please make any suggestions that would help the Faculty of Education create a welcoming, equitable, inclusive and environment for all students, alumni, staff, faculty, and community members.

STUDENT/ALUMNI SURVEY - THEME 3

In this section of the survey, you will be asked 6 questions that engage the topics of curriculum, teaching, pedagogy and research. Your responses will inform the Faculty's efforts to identify, understand and address structural racism in its curricular offerings at the undergraduate and graduate levels.

1. In my course work, I found my curriculum/research to reflect Indigenous perspectives, views, and experiences.

N/A I do not see the importance of this I don't know Strongly Disagree Disagree Neutral Agree Strongly Agree

2. In my course work, I found the curriculum/research to reflect anti-racist* perspectives, views, and experiences.

(*Anti-racism refers to opposing individual, cultural, institutional, and systemic forms of racism experienced by marginalized groups in society, such as anti-Black racism, anti-Asian racism, anti-Semitism, and Islamophobia)

N/A I do not see the importance of this I don't know Strongly Disagree Disagree Neutral Agree Strongly Agree

3. In the courses I have taken in the Faculty of Education, I had the opportunity to be taught by Indigenous Instructors/professors.

N/A I do not see the importance of this I don't know Strongly Disagree Disagree Neutral Agree Strongly Agree

4. In the courses I have taken in the Faculty of Education, I had the opportunity to be taught by racialized Instructors/professors.

- N/A
- I do not see
the
importance of
this
- I don't know
- Strongly
Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

5. What are curriculum, teaching, and research resources and supports within the Faculty of Education (or your unit) that Indigenous/racialized students are (/were) finding helpful?

6. How can the Faculty of Education better incorporate anti-racism and Indigenous knowledges/perspectives in its curriculum, teaching, pedagogy, and research?

STUDENT/ALUMNI SURVEY - THEME 1

*In this section of the survey, you will be asked 7 questions that engage the topics of **student recruitment, retention, and success**. Your responses will inform the Faculty's efforts to actively recruit, hire, and retain students from Indigenous, Black, and other racialized groups.*

1. Racialized students have sufficient opportunities/resources to succeed, advance, and graduate in our Faculty.

- N/A
- I do not see
the
importance of
this
- I don't know
- Strongly
Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

2. Indigenous students have sufficient opportunities/resources to succeed, advance, and graduate in our Faculty.

- N/A
- I do not see
the
- I don't know
- Strongly
Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

importance of this

3. Student recruitment practices within our Faculty are designed to attract people from racialized and Indigenous backgrounds.

I do not see the importance of this N/A I don't know Strongly Disagree Disagree Neutral Agree Strongly Agree

4. When it comes to the success of Indigenous students, Faculty of Education effectively engages in or needs to improve in... (drag and drop all that apply)

Items

- Creating an inclusive and welcoming environment that recognizes Indigenous identity and/or knowledges
- Making the programs and services accessible and relevant
- Providing adequate mentorship and support in areas of research, teaching and learning
- Providing adequate financial assistance (e.g. bursaries)
- Providing leadership for Indigenous students and development opportunities

Other:

Other:

None of the above

None of the above

Effectively engages

Needs to improve

5. When it comes to the success of racialized students, Faculty of Education effectively engages in or needs to improve... (drag and drop all that apply)

Items

- Creating an inclusive and welcoming environment that

Effectively engages

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recognizes racialized identity
and/or knowledges

Making the programs and
services accessible and
relevant

Providing adequate
mentorship and support in
areas of research, teaching
and learning

Providing adequate financial
assistance (e.g. bursaries)

Providing leadership for
Indigenous students and
development opportunities

Other:

None of the above

Needs to improve

6. The Faculty of Education aims to provide adequate opportunities and resources to help Indigenous and racialized students succeed and advance in their programs. Please share examples or suggestions specific to this aim.

7. From your viewpoint, how can the Faculty of Education improve the recruitment and retention of racialized and Indigenous students?

FINAL SURVEY QUESTION

Do you have any other comments or suggestions for the Task Force on Race, Indigeneity, and Social Justice in the Faculty of Education?

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**FACULTY/STAFF SURVEY - SELF-IDENTIFICATION QUESTIONS****Self-Identification Questions**

1. What is your current employment position in the Faculty of Education at UBC?

- Staff
- Faculty - Tenure stream, Educational Leadership
- Faculty - Tenure stream, Research
- Faculty - Lecturer
- Faculty - Sessional/Adjunct

2. What is/was your primary UBC campus?

- Okanagan
- Vancouver

3. Do you identify as an Indigenous person from North America?

For the purpose of this survey, North American Indigenous peoples include treaty, status/non-status, registered/non-registered North American Indians or First Nations people, and Métis and Inuit, according to the Canadian Employment Equity Act.

- Yes
- No

4. Do you identify as a member of a racialized group of visible minority, a Person of Colour, or an analogous term?

The term “racialized group” is used as a more current replacement of the term “visible minority” (defined by Canadian Employment Equity Act). For the purpose of this survey, members of racialized groups are persons who do not identify as North American Indigenous people and who do not identify as European and/or White in race, ethnicity, origin and/or colour, regardless of their birth place or citizenship.

- Yes

No

STUDENT/ALUMNI SURVEY - SELF-IDENTIFICATION QUESTIONS

Self-Identification Questions

1. What is your current status in the Faculty of Education at UBC?

- Undergraduate student - Bachelor of Education
- Undergraduate student - Bachelor of Kinesiology
- Graduate student - Master's level
- Graduate student - Doctoral level
- Graduate student - Diploma/Certificate
- I am not currently a student in the Faculty of Education at UBC

2. Are you an alumnus of any of the following degrees?

- Bachelor of Education
- Bachelor of Kinesiology
- Master's level
- Doctoral level
- Diploma/Certificate
- I am not an alumnus of the Faculty of Education at UBC

3. What is/was your primary UBC campus?

- Okanagan
- Vancouver

4. Do you identify as an Indigenous person from North America?

For the purpose of this survey, North American Indigenous peoples include treaty, status/non-status, registered/non-registered North American Indians or First Nations people, and Métis and Inuit, according to the Canadian Employment Equity Act.

- Yes
- No



Task Force on Race, Indigeneity and Social Justice Interview Guide

List of Potential Questions

1. Please tell me about some of your experiences and interactions with the Faculty of Education, or the university more broadly, as they pertain to race, Indigeneity, and social justice.
2. What are your views and suggestions on the Faculty of Education's efforts to (actively) recruit and retain racialized and Indigenous students, and support them to succeed? [Theme 1 – student recruitment, retention, success]

(e.g., financial support during the application process, providing mentorship and guidance, resources for academic success and advancement, opportunities/resources for full engagement, safe spaces, etc.)

3. What are your views and suggestions on the Faculty of Education's efforts to recruit and retain racialized and Indigenous staff/faculty, and support them to develop and advance? [Theme 2 – staff/faculty recruitment, retention, development, and advancement]

(e.g., support during the application process, providing mentorship and guidance, clear and transparent promotion pathway, eliminating tokenism, appreciating/incentivizing staff, etc.)

4. How can the Faculty of Education better incorporate anti-racism and Indigenous knowledges/perspectives in its curriculum, teaching, pedagogy and research? [Theme 3 – curriculum, teaching, pedagogy, and research]
5. How can the curriculum review processes contribute to accountability of a broader range of perspectives in new course developments/program developments? [Theme 3 – curriculum, teaching, pedagogy, and research]

→ Probes: How can those teaching be accountable to race and Indigeneity within their teaching?

6. [staff and employees] How can the Faculty of education embed anti-racism, decolonization and reconciliation as a part of the on-boarding and ongoing professional development for its staff and employees? What kinds of practices and policies can support this? What kinds of training can we provide? [Theme 4: culture, climate, change processes, well-being]
7. How can the Faculty of Education create better mechanisms that support open dialogue and feedback for students, faculty and staff? How can the Faculty create safety and comfort for all to raise issues of bias/racism that exist in different forms within the Faculty of Education? [Theme 4: culture, climate, change processes, well-being]
8. Do you have any other recommendations?

cover page artwork by Dr. Shannon Leddy



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