

THE BCCAMPUS

ANTI-RACISM

ANTI-HATE

WORKING GROUP



"We mustn't think of anti-racism work as a burden or an obligation but rather as a gift of kindnesses we give one another." - Moussa Magassa

THE BCCAMPUS ANTI-RACISM ANTI-HATE WORKING GROUP

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A Call to Action

The **BCcampus Anti-Racism Anti-Hate Working Group** is a community of racialized and Indigenous students, faculty and leaders from across the province who came together with the shared purpose of informing and shaping Anti-Racism Anti-Hate work from a place of lived experience and collective wisdom and to provide a transformative series of calls to action.

The **BCcampus Anti-Racism Anti-Hate Working Group** provided consultation on the development of the AR/AH tools that make up **The Gift We Give One Another: A Collection of Anti-Racism Anti-Hate resources**.

This publicly available and openly licensed collection of resources includes a comprehensive environmental scan of AR/AH resources from BC's post-secondary institutions, a webinar series focussing on equity, an offering of the transformational Equity Sequence training as well as this powerful Calls To Action tool developed by the Working Group.

This interactive C2A tool aims to amplify the work of the environmental scan by highlighting ways that you can take action on its findings right now and to suggest the core values you will need to embody in order to be successful.



We encourage you to reach across identities, disciplines and institutions to do this work from a place of shared humanity. To consider this work as a "... gift of kindness we give one another". The journey toward shaping an Anti-Racist future for all may be long but you are traveling that road with many others. On that journey remember that you are accountable to people not to power.

The centre looks only inwards toward power and privilege and it builds the world in its own image. The view from the margins is much wider and it strives to build a world in the image of all it sees from there. So come to the edges with us and build a different world.

We suggest that you revisit this work often and when you do: bring others with you.

Please visit <https://bccampus.ca/projects/anti-racism-and-anti-hate/> to explore **The Gift We Give One Another: A Collection of Anti-Racism Anti-Hate resources**.

WORKING GROUP OVERVIEW



Who We Are

- We are a community of racialized & Indigenous students, faculty and leaders from across the province and throughout B.C.'s post-secondary sector.
- Each member of this group was valued equally regardless of age, experience or their status within the post secondary system.
- We come from diverse backgrounds, all age groups, represent many identities & embrace the inevitable challenges & unforeseeable gifts that arise when people gather, work, and build community & consensus together.
- We are descendants of racialized & Indigenous peoples committed to seeing anti-racism as generational work despite the lack of progress toward systematic change.
- We seek publicly accountable and measurable change on these calls to action.
- We are people who know the vital importance & value of racialized spaces and decision making groups in post-secondary spaces.
- We are people who have been asked to do the work of decolonization & dismantling of white supremacy while living through the daily realities of structural racism.
- We are people who seek the safety that non-racialized non-Indigenous persons have in all post-secondary environments.
- We live the urgency of this work every day as it directly impacts ourselves, our families and our friends.



Who You Are

This work is for everyone. Yet, while we recognize that powerful ideas and actions for change can come from anyone, we believe that it is critical that non-racialized non-Indigenous people in positions of power take on this work urgently and risk their power and privilege to fight for systemic change and for a future free of racism and hate for everyone in B.C.'s post-secondary sector.



How This Works

- Read: **Understand. Dismantle. Act.** *A snapshot of Anti-Racism and Anti-Hate resources within BC's Post-Secondary System at <https://bccampus.ca/projects/anti-racism-and-anti-hate/>*
- Explore and act on the **BCcampus Anti-Racism Anti-Hate Working Group** calls to action in this infographic.
- Explore the **BCcampus Anti-Racism Anti-Hate Working Group** A.D.V.O.C.A.T.E. values.

THE BCCAMPUS ANTI-RACISM ANTI-HATE WORKING GROUP

WORKBOOK

Read



Understand. Dismantle. Act. *A snapshot of Anti-Racism and Anti-Hate resources within BC's Post-Secondary System at <https://bccampus.ca/projects/anti-racism-and-anti-hate/>*

Explore



WORKING GROUP CALLS TO ACTION

A.D.V.O.C.A.T.E. VALUES

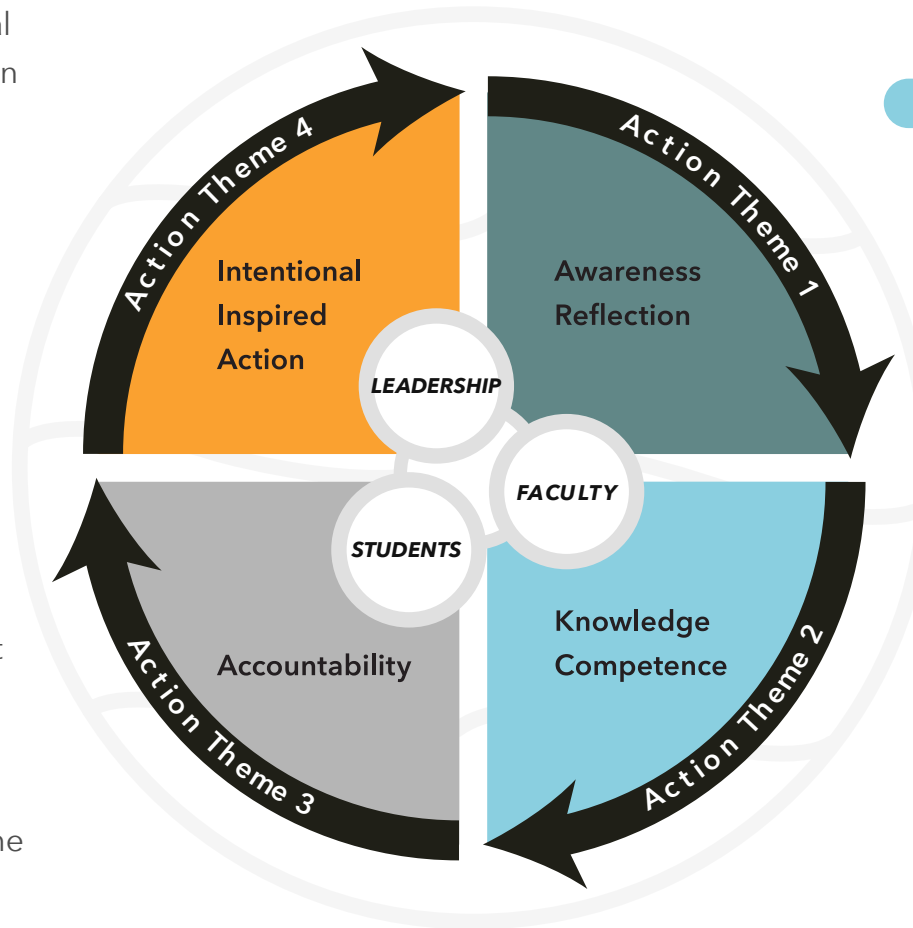
Action One

Explore the Working Group Guidance suggested for each of the action themes identified in the environmental scan as it relates to your position within the post secondary system.

These ideas come directly from racialized students, faculty and leadership and they are personal. They have not been edited and are taken directly from the real and raw conversations that took place in the WG meetings.

Anti-racism work is an iterative and ongoing process. The journey toward true ally-ship and solidarity is long but you are traveling that road with many others so always remember that you are accountable to people and not to power. You may have taken some of the actions suggested by your colleagues in the Working Group already or you may have taken none. That's okay.

Choose some and make a start: whether they are ones you can do yourself, with other allies or ones you will need to advocate for.



Action Two

Print out the blank Working Group Guidance form to co-create a unique set of action theme guidances with your group. This can be a powerful purpose building activity and will allow space for folks to share how racism has affected them and to share their best ideas for how to build a truly anti-racist post-secondary experience for all. Consider using the **Community Agreement** available on our website to ensure you create a safe space to do this challenging work.

Cultivate an awareness of your own complicity in structural racism to understand your own stake in AR/AH change

Be willing, even as an academic to say: I am not an expert

Actively investigate and question the origin of all information that you are sharing with students and colleagues. Think about who said, wrote, or designed what you are sharing

FACULTY

LEADERSHIP

As leaders, use your privileges to effect system-level change. When you challenge systems in which you have power, you may have to give something up. But you will have much to gain

Take every opportunity to increase meaningful consultation with racialized and Indigenous people when developing policies

Understand that AR/AH work broadens your view, so listen to the margins and not just the centre. Isolated power centres are less capable of learning and evolving

Always be conscious that "Awareness" alone is not enough. AR/AH training must be part of a cohesive and ongoing organizational wide AR/AH strategic plan

Reflect on the IMPACT rather than the intentions of decisions. Be diligent and follow through

It's important for students to know where they come from, what communities they represent, what has allowed them to be here? Be conscious of what power and privilege you may have, but don't let that stop you from working alongside racialized and Indigenous students for change

Stay informed about all of the AR/AH policies your institution has, along with student critiques of them

STUDENTS

EVERYONE

Starting points in AR/AH will differ for everyone based on their place in the system. Empathy, equity, and understanding are the foundations

Awareness will only come with acknowledging your privilege and power. Ongoing and honest self-reflection throughout this process is critical

Be meticulous in your examination of the term 'racism' and how that racism manifests in PSIs

Genuinely listen to marginalized voices and hear firsthand what their challenges are

See yourself as having a stake in the work; understand that this is relevant and urgent for everyone, including you

Ask yourself where are YOU in the problem? What is your role in structural racism?

Foster an open heart and an open mind. Be willing to challenge beliefs and unlearn values

The AR/AH issues are structural so you must support structural change alongside personal growth. You cannot rely on good intentions alone

Awareness
Reflection

Action Theme 1

Knowledge Competence

Action Theme 2

EVERYONE

Always begin with an honest assessment of your own knowledge and understanding of AH/AR.

Explore your unique role in the institutional system and what power you have to affect change. What power do you not have?

Implement and advocate for mandatory anti-racism anti-hate training for all staff, instructors and leadership, with EDI as an evaluation criteria for performance evaluation, annual reports, funding

Acknowledge the complexity of racism and avoid seeking simple, superficial answers

Examine the historical contexts of structural racism. Recognize that this is not just a modern problem

Explore different forms of knowledge in order to better understand history of colonialism and it's current forms

Research how racism is tied to colonialism and white supremacy, how it features in contemporary systems, structures, and day-to-day experiences

Know the origin story of your institution and how this impacts your ongoing relationship with Racialized and Indigenous stakeholders

Assess the damage that racism is doing to your institution and what, if no change occurs, the long term implications for students, faculty, and leadership are

Recognize that intersectionality means that different forms of discrimination are interlocking and that all oppression is connected. Do not ask students/faculty to choose one identity.

LEADERSHIP

STUDENTS

Learn about the real history of structural racism in Canada and the history of the school you attend

Read widely outside the curriculum and embrace non-colonial ways of knowing and being.

As faculty, assess your personal knowledge and understanding of AH/AR using critical self-reflection, compassion, and empathy.

Anti-racism is less about academic knowledge and more about understanding the impact of your actions and assumptions

Participate in racism and diversity training so you can understand what racial sensitivities training your students might hold; practice communicating & integrating that training into your work

Create mentorship programs for racialized students to help access, navigate, and change systems

Investigate why your area of study was created, who it benefited, and who was left out

FACULTY

LEADERSHIP

As leaders, be the first to personalize the discourse and be accountable for the development of AR/AH education plans for your institution

Transparency comes from constant, annual or bi-annual reviews of the effectiveness of new policies and procedures. Use participatory and consultative reporting systems during the decision making process

Schedule feedback sessions with Racialized and Indigenous stakeholders and actually integrate their feedback

Facilitate training in open communication to help get employees and students on-board with institutional AR/AH programs

Publicly acknowledge the ways in which you are complicit in current and ongoing structural racism and provide an action plan you will follow through on

As leadership, when you acknowledge your missteps, others will feel comfortable doing the same. Vulnerability has to start from the top to inspire it throughout the system

As students: work to hold leadership and faculty accountable to all the goals outlined in their AR/AH policies

Be accountable to change. Ask questions. Be patient with yourself. Remember that no one is an expert on oppression as the systems of power and the words we use for them are always changing.

As students, you need to support one another in each other's struggles toward an ant-racist future on campus

STUDENTS

FACULTY

Anti-racism, decolonization, cultural safety and cultural humility should be institutional and tied to key performance indicators

Develop procedures to ensure transparency of information and open discussions on policy issues

Lead informed discussions about anti-racism in your classroom regularly. Call out racism in all its forms. Be accountable when you are asked to do things differently.

Create a safe and supportive environment where people can be open and honest without fear of losing their livelihoods or being publicly shamed

EVERYONE

Collectively create a rubric that states the purpose of AR/AH education, describes expectations clearly, and defines what constitutes success

Collectively develop an accountability plan that decolonizes the framework of your institution. Set a time frame to finalize the plan, and then publish it publicly

Define what accountability without impunity looks like. Take a transformative/ Abolitionist approach

The process of breaking down public accountability starts with small/incremental actions, and leads to larger/radical change

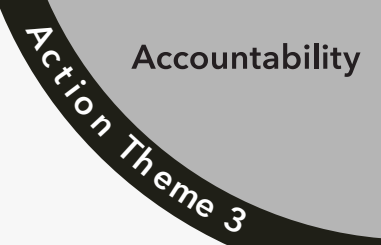
When issues arise lean into restorative practice whenever possible, and avoid ineffective and alienating processes like external investigations

Create and hold space for different areas of the AR/AH learning journey. Be willing to have the difficult conversation with coworkers, management, colleagues

Commit to never decentering the victim in your work and conversations. Be vigilant

Understand that anti-racism work is also the work of settlers/white people

Non-racialized folks need to hold the powerful accountable and not expect gratitude for doing so



ACTION ONE ACTION THEME 4: INTENTIONAL & INSPIRED ACTION

Intentionally recruit more racialized and Indigenous people to positions of leadership

Redesign rigid 5-year/ 10-year plans to create long-term strategies that are flexible and allow for adjustments in budget allocation when AR/AH issues and problems are identified and brought to the forefront

All teacher prep programs must move beyond rhetoric to confront and change the values that uphold systemic racism. Mandate early curriculum reviews guided by racialized and Indigenous people

Know that you will make mistakes as you move forward. Let go of perfectionism; it is used as a white supremacist tactic to shut down change and limit meaningful engagement. Put an end to all “we can’t do anything right, so we won’t do anything at all” rhetoric

Examine how other institutions have responded to community activism and emergent issues. For example, institutions that revised their AR/AH policies as a result of the global BLM movement or others that signed the Scarborough Charter to bring accountability to leadership, staff, and faculty

LEADERSHIP

FACULTY

Amplify voices of racialized and Indigenous students and faculty at every opportunity. Advocate for students facing racism when leadership does not

Center and actively listen to marginalized voices. Make informed and appropriate changes when you are informed of your complicity in current and ongoing structural racism

Integrate racialized and Indigenous centric perspectives in curriculum. De-center white knowledge explore examples like the professor who completely changed their curriculum to decenter European knowledge

Push to have your racialized & Indigenous colleagues published at every opportunity

Faculty should work together to curate the knowledges from marginalized groups that are often left out curriculum

Rephrase “office hours” as “student hours” and allow more flexibility for how, where, and when you meet students, understanding that racialized and Indigenous students may have to work longer hours and travel further

EVERYONE

Abandon the authority of neutrality and take a stand. Ask yourself how you stand in solidarity with marginalized demographics, especially when racialized and Indigenous people are not there?

Invest intentionally in the constant process of inspired action. Actions are hard to measure when they are blurred by the performativity having “good intent”

Commit to continuous, meaningful engagement, reflection, evaluation, and improvement, with respect to AR/AH issues

Improve AR/AH education and action by committing to a minimum of one action and encouraging your colleagues, coworkers, and management to do the same. This cultivates a powerful sense of urgency and accountability

Advocate for the welfare of the racialized & Indigenous people around you. PSIs feel more pressure to take action when you stand up and challenge inequity

STUDENTS

Do racialized and Indigenous groups exist on your campus? If they do, join them: if they don’t, start your own! If you are a white student, find out ways you can support these groups and amplify their messages

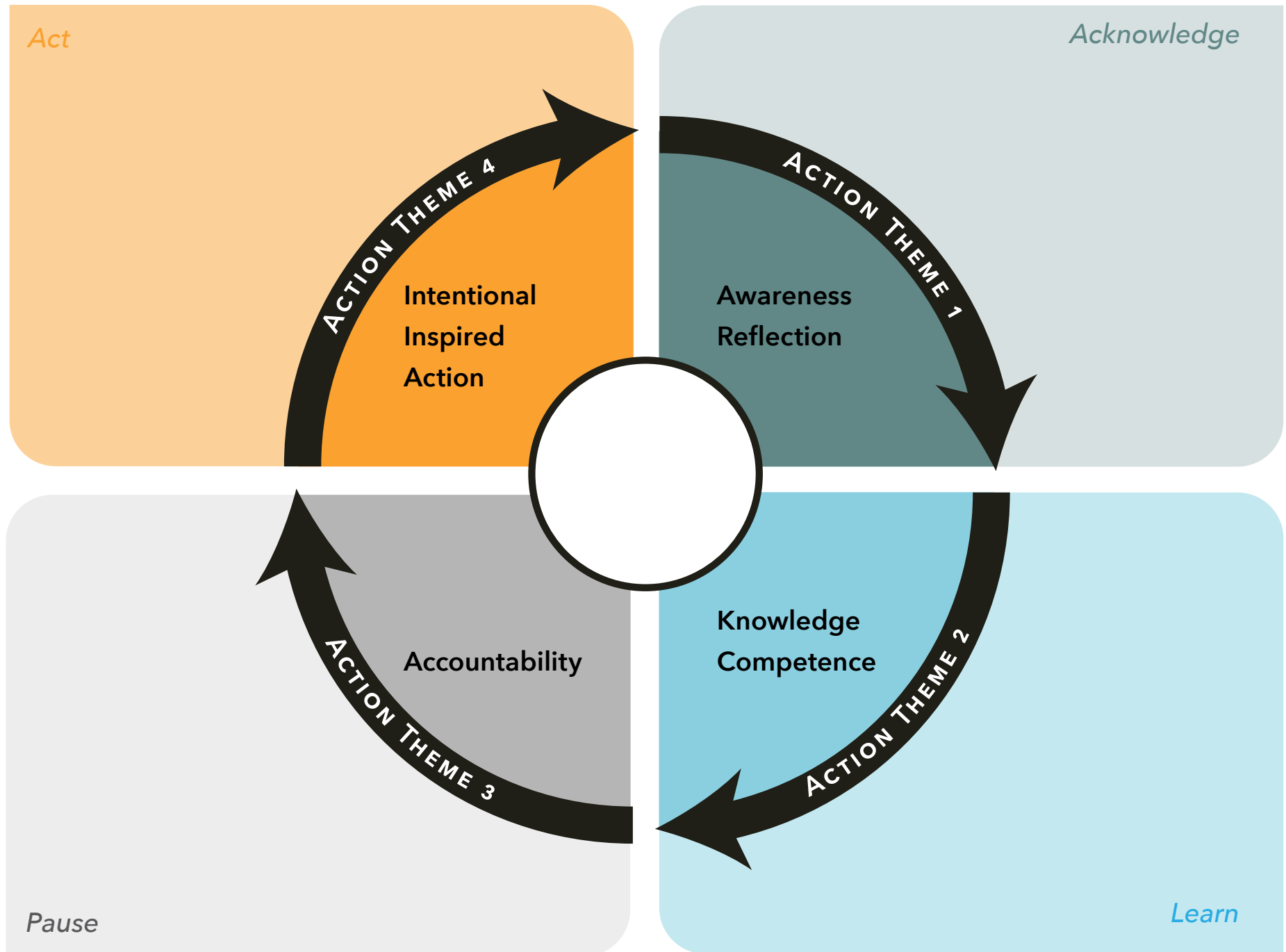
Connect with other racialized and Indigenous students to ensure that students bodies have a voice in institutional policy development

Organize with other students to fight for equitable outcomes for all students at every opportunity: whether for housing, tuition fees, access to course materials, acceptance of different ways of knowing or learning, or other creative ways of rebalancing an imbalanced system

Action Theme 4

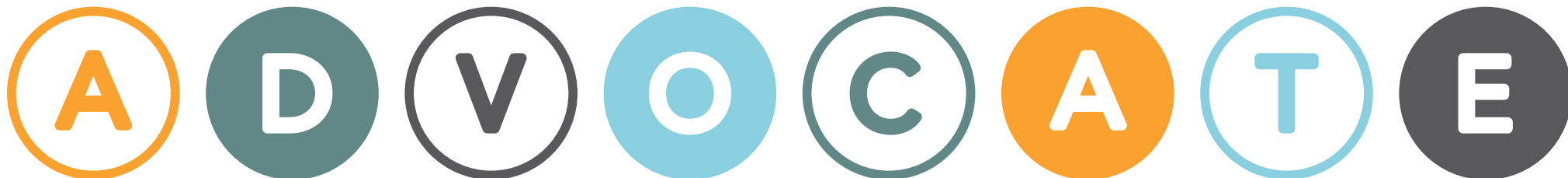
**Intentional
Inspired
Action**

Print out the blank Working Group Calls to Action form to co-create a unique set of action theme guidances with your group.



Action One

Explore the **A.D.V.O.C.A.T.E. Anti-Racism Anti-Hate Values**. Consider applying these values to everything you undertake in the post secondary sector. Before you start on a new project, whether revising curriculum, rewriting job descriptions or starting an anti-racism working group of your own; work through each of these values and ensure each is being embodied in the work you are embarking on. You may want to revisit them after a project's completion to see where the gaps may have been or to add new values discovered along the way.



Action Two

Print out the blank **A.D.V.O.C.A.T.E** form and co-create a unique set of anti-racism anti-hate values with your group. This can be a powerful purpose building activity and will allow space for folks to share how racism has affected them and to share their best ideas for how to build a truly anti-racist post-secondary experience for all. Consider using the **Community Agreement** available on our website to ensure you create a safe space to do this challenging work.

ACTION ONE

Explore the A.D.V.O.C.A.T.E. Anti-Racism Anti-Hate Values:

ACKNOWLEDGE

We acknowledge that racism exists and is dehumanizing. Individual and system-level change is essential.



DISCUSS

We have learned that inaction in the face of racism is as dangerous as overt racism. Through discussion, we will examine our own privileges as we continue our (un-)learning. Racism erases the individual.

VOLUNTEER

We will give of our voices and, through active and purposeful listening, devote our time and prioritize critical thinking. We will be vigilant in espousing courage and care while extending kindness.



OPERATIONALIZE

We will be open and transparent in our work to shift power and resources to those most affected by structural racism. We will interrogate our practices and prioritize equity. We will seek out resources from diverse perspectives and take meaningful actions to be anti-racist.

COMMIT

We are committed to uncovering unconscious bias, to taking action, and to speaking up until we see measurable and meaningful change on a policy level. We will do this by bringing people in, learning together, and supporting each other.



ASPIRE

We aspire to be anti-racist by making space and time for discussions, collaborating in anti-racist working groups, and using tools that promote authentic sharing through open collaboration.

TEACH

We will teach and be taught by one another. Through the completed deliverables, we will offer opportunities for education for others to inspire and build a more inclusive, accessible and decolonized future.

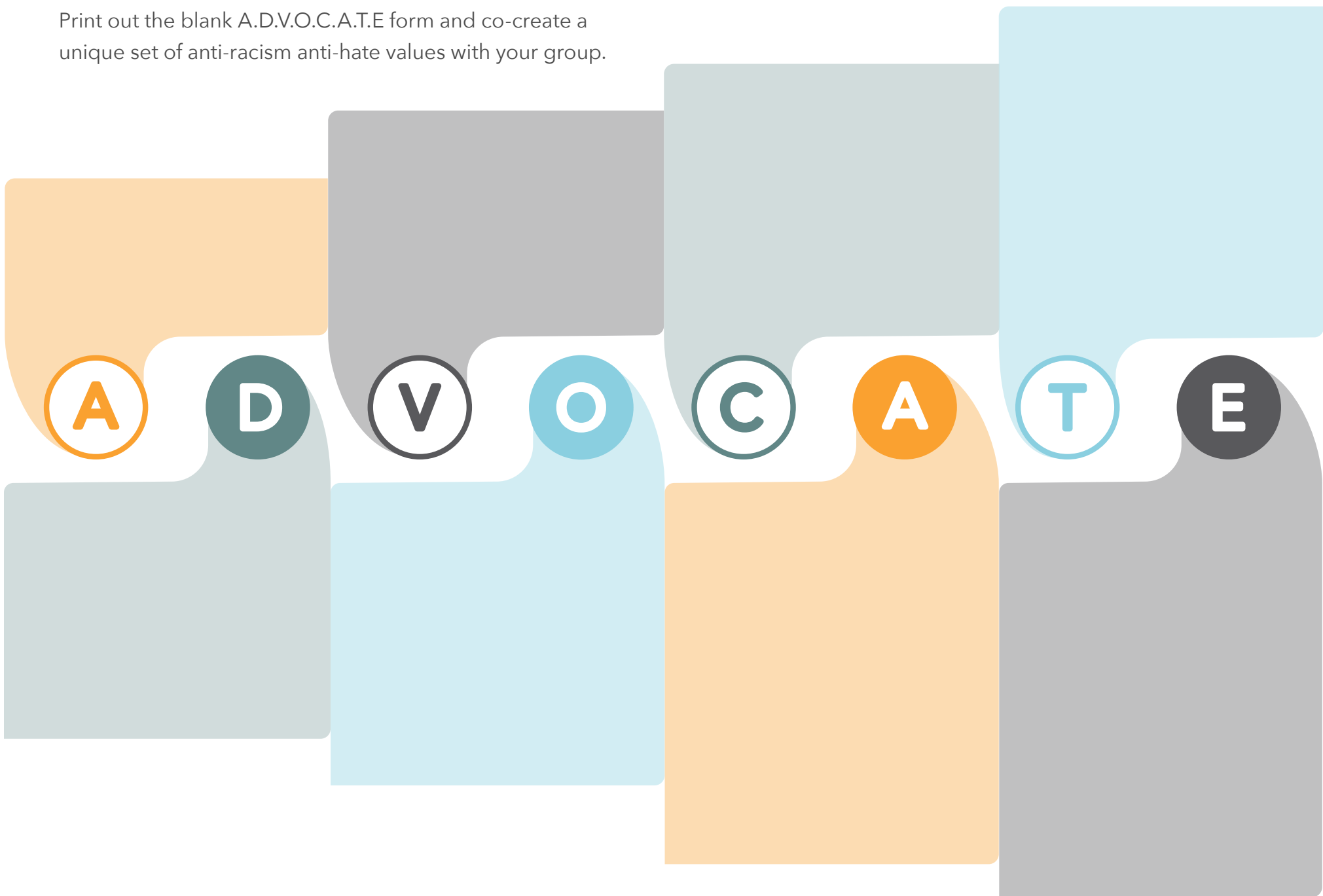


EMBODY

As committed members of this work, we will work to embody the findings and teaching we provide and discover in our personal and professional lives as we move through this work, and beyond.

ACTION TWO

Print out the blank A.D.V.O.C.A.T.E form and co-create a unique set of anti-racism anti-hate values with your group.



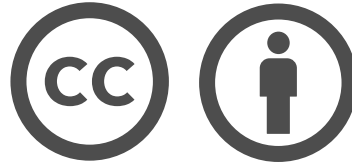
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L I C E N C E



The BCcampus Anti-Racism and Anti-Hate Working Group is part of the project The Gift We Give One Another: A Collection of Anti-Racism and Anti-Hate Resources, which you can find here:

<https://bccampus.ca/projects/anti-racism-and-anti-hate/>

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