Understand. Dismantle. Act: A Snapshot of Anti-Racism and Anti-Hate Resources Within BC's Post-Secondary System

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Contents

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Acknowledgement

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ANTI-RACISM AND ANTI-HATE PROJECT REPORT

1. Executive Summary

Since the global pandemic began in 2020, we have witnessed: racial inequities being exacerbated; unmarked graves of **Indigenous** souls sacrificed to Canada's legacy of residential schools; global protests erupt against **anti-Black racism** and harrowing police brutality, and the alarming rise in **hate speech** and crimes. These are only a few of the global and local realities that impact post-secondary institutions (PSIs) in British Columbia (BC), that have existed in different forms and magnitudes prior to 2020, perpetuating a cycle of traumatization.

BCcampus initiated a critical project focused on understanding the post-secondary landscape in BC with respect to anti-racism (AR) and anti-hate (AH) in January 2022. This report presents the methodology, emergent framework and findings of an environmental scan of 25 PSIs and four organizations in BC. The findings were focused on the resources, tools and training that have been developed to address AR and AH. This report highlights the gaps and imperfections in reflecting the comprehensive undertaking of AR and AH at BC PSIs. Due to the compressed timing of this project, a debt of gratitude is owed to the members of the project working group in supporting the scan through multiple consultations where their voices, lived experiences and input supported the success of the project.

Insights gleaned from the environmental scan highlight gaps and opportunities that can drive meaningful and systemic change that underpin AR and AH at PSIs. Anyone reading this report is encouraged to reflect on the gaps in currently available resources to move AR and AH within their own institutions, organizations, departments or roles. It's in these open spaces where further inroads to creating a more equitable path for British Columbia's post-secondary context can be built. Finally, key recommendations are made to reflect areas for amplification and scalability as PSIs move commitments to advance AR and AH work with the aim of creating equitable, **diverse**, and inclusive learning environments that are safe and free of **hate**.

The consequences of status quo and inaction are significant: diminished connection and community as well as a marked lack of belonging and space for individual and collective celebration of age, beliefs, class, colour, culture, disability, ethnicity, gender, language, nationality, politics, **race**, religion, sexuality, and socioeconomic status, as well as humanity at large. Everyone has a role to play in an ongoing and sustained, action-oriented commitment to boldly take an *anti*-approach to historical violent forms of **oppression** and **colonization** that continue to remain in many present-day structures, practices and policies across PSIs.

2. Project Background

The Ministry of Advanced Education and Skills Training (AEST) has set out priorities for the post-secondary landscape in British Columbia (BC), which include putting people first, lasting and meaningful reconciliation, and **equity** and anti-racism.

In support of these priorities, BCcampus initiated a project focused on anti-racism (AR) and anti-hate (AH) from late January until March 2022. This project involved a multi-pronged approach to understanding the availability of resources dedicated to addressing AR and AH through an environmental scan. Additionally, the project brought collective voices, expertise, and lived and living experience through a collaborative working group. This project both informed and added to what is currently being created within the post-secondary education sector as part of BCcampus' mandate of offering open and online educational resources. The final project deliverable includes a webinar titled, *The Empty Chair: Bridging the Gap Between Equitable Intentions and Equitable Actions in British Columbia's Post-Secondary System (https://www.linkedin.com/posts/bccampus_register-today-to-hear-jennifer-anaquod-from-activity-6905307083005161472-QRH5/)*, aimed at inspiring and building mental bridges between participants in an effort to work towards an inclusive, accessible, and decolonized future for higher education in BC. Appendix 1 provides a visual of how the various components described above connect with each other.

The purpose of this report is to summarize the findings of the environmental scan as well as highlight insights and recommendations that can pave the way for AR and AH work to permeate systemically, meaningfully, and persistently across higher education in BC.

BC Context

Globally, the pandemic has exposed and further exacerbated inequities and injustices that were already present in the province. Incidents in the BC context include:

- An Indigenous grandfather and his 12-year-old granddaughter handcuffed without cause at a bank in downtown Vancouver (Sterritt, 2020),
- The racial profiling of a Black student at the University of British Columbia (Alden & Ha, 2020), and
- Troubling statistics such as a 717% increase in anti-Asian hate crimes (Zussman, 2021) or that 1 in 4 British Columbians have experienced or witnessed hate incidents since the start of the pandemic (BC Office of the Human Rights Commissioner, 2022).

The above examples showcase that BC is not free of **racism** or **hate**; firm measures to advance AR and AH are required across all sectors and industries.

Post-secondary institutions have a role to play in addressing **racism** and **hate** and amplifying AR and AH responses. Higher educational institutions continue to perpetuate institutional and structural racism (Henry et al., 2017; McMahon, 2007; Yee & Wagner, 2013). Post-secondary institutions create opportunities where **academic freedom** leads to innovation, intellectual dialogue, and critique that "pursue the truth and advance the knowledge for the good of society" (Dea, 2019) at the same time when the presence of **hate speech** is increasing (BC Office of the Human Rights Commissioner, 2022). Commitments to balancing teaching, research, and training, as well as talent acquisition that better reflects demographics and experiences continue to evolve with time; these have become the educational fabric that underlies public, private or career training universities, institutes, and colleges that make-up the BC post-

secondary landscape. As a result, the environmental scan is aimed at understanding how such institutions have approached engaging in AR and AH work and learning.

3. Environmental Scan

The purpose of the environmental scan was to identify resources, tools, and training already in place at 25 BC PSIs and four BC-based organizations[1] (see Appendix (#list) for the full list) that could offer robust engagement opportunities in AR and AH.

The ideal target audience of such resources are individuals beginning their journey of learning AR and AH practices. A secondary goal was to add the findings of the environment scan as a repository of resources to BCcampus' open educational resources database. As a result, the following questions framed the environment scan:

1. What tools, training or resources on AR and AH have been developed and made publicly available by BC PSIs and identified organizations?
2. What framework emerges as a learning pathway for individuals working in the post-secondary sector to approach AH and AR work?

Situating this environmental scan with clear definitions is an important undertaking. AR has been clearly defined and for this reason, the definition chosen to frame the scan is as follows:

> **Anti-racism**: "The active process of identifying, challenging, and confronting racism. This active process requires confronting systems, organizational structures, policies, practices, behaviors, and attitudes. This active process should seek to redistribute power in an effort to foster equitable outcomes." (NADOHE, 2021, p. 8)

However, researching for a definition for AH revealed there is no clear uniformity, despite the term being utilized in critical narratives focused on creating an inclusive and safe environment. As a result, the definition selected for AH recognizes a similar active state required to engage in AR work and bridges it with what the BC's Office of Human Rights Commissioner (2022) has available on their website with regard to hate and hate speech. The AH definition used to frame the scan is:

> **Anti-hate**: The active process of addressing and combating the fear of losing power and the ignorance that underlies much of hate, a rise in white supremacy and deep roots in a legacy of colonialism, racism and misogyny. From hate speech to hate violence, this active process should seek to reduce hate, dismantle white supremacy and uphold legislation that supports human rights and constitutional rights that are free of hate and violence.
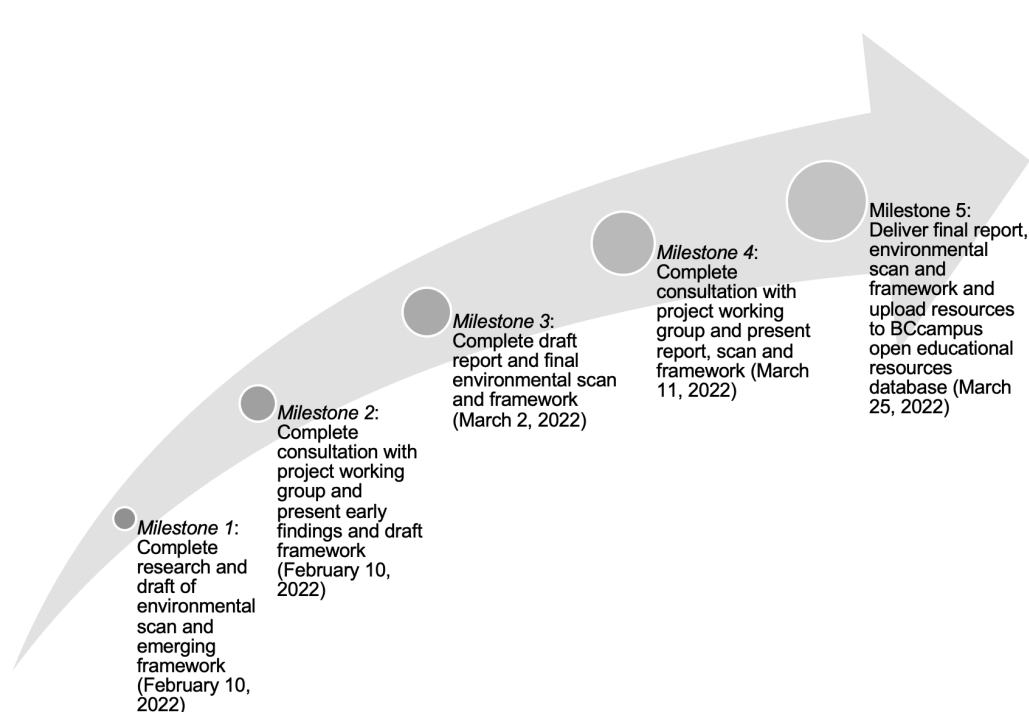
Recognizing the intersection of AR and AH, a glossary has been provided in the latter part of this report to clarify other key concepts that framed the scan and subsequent sections outlining the methodology and findings.

Timeline, Assumptions and Limitations

Given that the environmental scan was one component of the overall project initiated by BCcampus, the timeline

1. Organizations were selected by BCcampus in consultation with the project working group based on criteria of being BC based and involved in anti-racism, anti-oppression and social justice education and training

described below outlines the milestones that were expected based on a project start date of January 28, 2022, and end date of March 31, 2022. ()

Figure 1 [Image Description] (#figure1_desc)

Milestone 1: Complete research and draft of environmental scan and emerging framework (February 10, 2022)

Milestone 2: Complete consultation with project working group and present early findings and draft framework (February 10, 2022)

Milestone 3: Complete draft report and final environmental scan and framework (March 2, 2022)

Milestone 4: Complete consultation with project working group and present report, scan and framework (March 11, 2022)

Milestone 5: Deliver final report, environmental scan and framework and upload resources to BCcampus open educational resources database (March 25, 2022)

At the onset of the project, deliverables and milestones needed to be framed into what was possible, given the ambitious expectations of the project. As a result, an understanding of *naming the compromise* underpinned this overall project and environmental scan that led both to a recognition of what is achievable in a compressed timeline and the limitations that existed.

The following assumptions helped to frame the scope:

- The scan will not produce a comprehensive understanding of resources, tools or training available across BC PSIs.
- The scan will not be able to demonstrate the evaluation and impact of resources, tools or training available across BC PSIs.
- The scan will focus on resources, tools or training for individuals working at PSIs and are beginning their journey of learning AR and AH practices.
- The scan will exclude policies related to academic accommodations for students with disabilities, policies on sexualized violence, **discrimination**, harassment, student conduct, respectful environment as well as policies related to reporting violations of human rights, racism, **discrimination** etc. as each institution adopts and enacts these differently. While these can be viewed as resources for community members, their accessibility is not often widespread across students, staff and faculty until an incident or experience occurs. However, it is critical to highlight the presence of such policies in creating cultural safety for those impacted by harmful experiences, narratives and trauma that often intersects with racism, oppression, violence and **hate**.

Methodology and Process

As described in earlier sections, two overarching research questions framed the methodology:

(1) What tools, training or resources on AR and AH practices have been developed and made publicly available by BC institutions and identified organizations?

(2) What framework emerges as a learning pathway for individuals working in the post-secondary sector to approach AH and AR work?

Due to the short timeframe of this project, the process to support the scope of the scan involved an electronic search of each PSI's website (including any pages/websites of offices tasked with anti-racism, **equity**, human rights or human resources) using search terms relevant to AR and AH:

- For AR, the search terms included anti-racism, **racism**, **equity**, **inclusion** and **decolonization**; and
- For AH, these included **hate**, **bias**, **prejudice** and anti-hate.

Three intersecting elements were key to conducting the environmental scan:

1. A recognition that **hate** and **racism** are rooted in inequitable and unjust beliefs of **white supremacy** and **colonization** that have visibly and invisibly permeated institutions, structures, and systems for many years. As a result, specific populations have experienced different impacts of these deeply entrenched manifestations of historic and current systems of oppression that still exist in PSIs (and across many other sectors too). For this reason, the environmental scan highlighted resources, tools and training that brought to light AR and AH with respect to these populations, given both historical and current commitments, movements and approaches to AR and AH. These included **anti-Indigenous racism**, **anti-Black racism**, **anti-Asian racism**, **anti-Semitism**, **Islamophobia**, Missing and Murdered **Indigenous** Women and Girls, and **2SLGBTQIA+**.
2. An emphasis on the interconnectedness between AR and AH as well as the importance of **intersectionality** and the multi-complex and interdependence of different social categorizations of individuals who are both engaged in this work and individuals for whom this work is intended to impact.
3. A viewpoint that the scan was a snapshot in digital time for which lived and living experiences provide richness and depth – the project working group played an integral role in addressing gaps established in the methodology, process and both early and final findings. The consultations with the working group were meaningful in recognizing that this environmental scan could only scratch the surface of what has been developed across the BC post-secondary landscape and what could be developed to move this work forward needed to happen at individual and systemic levels. The insights and recommendations sections elucidate some of the critical reflections provided by the working group.

4. Emergent Framework

Anti-racism education needs to be grounded in theoretical frameworks of transformational learning and adult education theory (Basham, Donner, & Everett, 2001; Deepak & Biggs, 2011; Lavoie, 2001) that allow for what Kendi (2019) describes as "the only way to eliminate racism is to identify and describe it and then dismantle it." Connected to AR, racial literacy or the knowledge of theories, ideas, and actions to recognize, respond to, and counter forms of racism (Twine, 2004; Grayson, 2019) becomes fundamental to creating diverse, inclusive, safe, and caring community spaces that have become priorities mandated for the BC post-secondary sector.

Therefore, engagement in AR and AH work raises a level of consciousness required to move an individual from thought to action, and from fear to growth, as depicted in the Figure 2 (#figure2). ()

The circular diagram titled "Becoming Anti-Racist" with three zones:

Fear Zone
- I deny racism is a problem.
- I avoid hard questions.
- I strive to be comfortable.
- I talk to others who look & think like me.

Learning Zone
- I recognize racism is a present & current problem.
- I seek out questions that make me uncomfortable.
- I understand my own privilege in ignoring racism.
- I educate myself about race & structural racism.
- I am vulnerable about my own biases & knowledge gaps.
- I listen to others who think & look differently than me.

Growth Zone
- I identify how I may unknowingly benefit from Racism.
- I promote & advocate for policies & leaders that are Anti-Racist.
- I sit with my discomfort.
- I speak out when I see Racism in action.
- I educate my peers how Racism harms our profession.
- I don't let mistakes deter me from being better.
- I yield positions of power to those otherwise marginalized.
- I surround myself with others who think & look differently than me.

www.SurgeryRedesign.com

Figure 2: "Becoming anti-racist" by Dr. A. Ibrahim, 2020. [Image Description] (#figure2_desc)

As visualized in Figure 3 (#figure3), the emergent framework from the environmental scan reflects an iterative process of continuous learning and unlearning that moves individuals from awareness and reflection to intentional and inspired action when engaging with the resources, tools and training connected to AR and AH work.

Such a framework provides a glimpse into the inspiring potential that exists within higher education in BC in creating awareness, approaches and innovation that no longer support historical and ever-present roots of **racism**, **hate**, **colonization** and **white supremacy**. Instead, opportunities abound for **equity**, **diversity** and **inclusion** at both individual and systemic levels at conscious and subconscious levels. ()

Figure 3: The Emergent Framework [Image Description] (#figure3_desc)

5. Results and Findings: Connecting the Framework to the Environmental Scan

As part of a continuous learning approach for individuals working in the post-secondary sector to AR and AH practices, the emergent framework depicted in Figure 2 is described in detail below in reference to findings from the environmental scan. The underlying recognition of what emerged through the scan and framework is that AR and AH work are both required at a level of each individual as well as at a collective whole of all individuals working in and across PSIs. However, much of the focus of the resources, tools, and training found have an underlying assumption that the reader would make their own judgements in how much to read, what to filter, and eventually how to act.

This focus means that the framework is dependent on choice – the choice to engage, disengage or sustain a current position towards AR and AH practices. As a result, a key part of the process was to identify what themes emerged from the scan and how the resources, training and tools could be framed from the perspective of an individual who is beginning their journey of learning AR and AH work.

Awareness and Reflection

As a starting point in the framework, the findings from the environmental scan showcased   resources, tools and training that mirrored a theme of acknowledgement as well as questions of curiosity such as:

- What do I bring?
- What am I taking away?
- Where are the opportunities for renewal and growth?

From journal articles, literature reviews, links, reports, videos, to opportunities for reflection, the scan revealed a broad approach to raising awareness. Increased awareness supports an understanding of the importance of talking about **race** or **hate** interwoven with topics such as **racism**, anti-racism, etc. This review also creates space for individuals to understand the role of different organizations such as the BC's Office of the Human Rights Commissioner and the Canadian Race Relations Foundation (although the latter is not in BC). Awareness, as a starting point, also serves as a means to help individuals understand a few areas, such as:

- Comprehending widely used terminology such as **prejudice**, **bias** and **discrimination**,
- How improper use of phrases/language can impact and uphold systems of power,
- The importance of land acknowledgements,
- Allow individuals to situate themselves in their positionality as well as comfort/discomfort with this work, and

How one's ability to self-reflect on a commitment to growth and learning can be helpful.

Knowledge and Competence

Building from awareness, the scan found that PSIs and organizations appeared to rely heavily on the importance of learning and unlearning through knowledge acquisition and capacity building in the findings through questions like:

- How do I begin to understand important definitions, concepts, etc.?
- What skills or competence can I build in these areas?
- How can I begin to take a stand?

In this area of the framework, the scan found that several PSIs had developed resource pages with multi-modal formats of building understanding and competence related to AR and AH practices. These examples also included resources that were made available for the organizations focused on social justice, **equity**, **diversity**, and **inclusion** (EDI), and anti-racism. Examples included toolkits that expanded an understanding of language and concepts, a comprehensive foundational guide dedicated to the Indigenization of PSIs, to charters like the *Scarborough Charter* that has framed critical principles that address **anti-Black racism**. To date, six[1] of the 25 BC PSIs have signed the Scarborough Charter. The scan also found guides, transcripts and videos of past events or forums that took place at institutions that further support the learning process, albeit post-event. It is worth highlighting that formalized training was only found through an electronic search at one institution.

Underpinning the learning in the scan was an ever-present call to action. However, several PSIs amplified a key message of accountability.

Accountability

Accountability holds an array of different definitions in higher education (Wooldridge, 2019). Localizing this part of the framework to personal accountability as elucidated through the scan builds on what has been expressed in previous areas of the framework – that individuals bring their own assumptions, biases, lived experiences, intersecting identities and a level of readiness and willingness to engage in AR and AH work.

AR and AH work is deeply personal and emotionally provoking as individuals confront truth and lived realities as well as face stark realizations that actions and inactions at the hands of historical and current times have consequences. From whose voices are not heard, whose bodies are not represented, to whose burden has AR and AH work fallen to, to name a few examples.

Thus, the lens through which accountability emerged were through these questions:

- How can I be ready to take a stand?
- How do I situate my whole self in this work?

A thematic pause shone through the scan in a variety of ways. For example, when it comes to AH, disrupting **prejudice** and stereotypes is at the heart of the work that needs to be done; however, understanding the unconsciousness of

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1. Signatories of the Scarborough Charter can be found here: https://www.utsc.utoronto.ca/ principal/signatories-scarborough-charter

both is important to first acknowledge. The scan illuminated a significant role that education plays in the Truth and Reconciliation Commissioner of Canada's calls to action; as part of **anti-Indigenous racism**, meaningful steps must be made and the unfamiliarity or questioning of the impact of residential schools is unacceptable in narratives, systems or policies at institutions. At the same time, sitting on the sidelines as a result of a reliance on good intentions permeated the findings in the scan – from directories of consultants with expertise in AR and AH as a means of reflecting on both capacity and competence to lead and do this work, to guides on distinguishing well-intentioned versus intended outcomes. In addition, resources specific to People of Colour (POC) were found as a means of highlighting self-care as POC often carry an unbalanced burden of creating space for discussions around AR and AH that is not always tied to the responsibilities outlined in their institutional role (Bouajram, 2021).

The overarching bridge between accountability and the last component of the framework, intentional and inspired action, is the potential of doing more harm if safety, comfort, capacity and competence are not established

Intentional and Inspired Action

The undeniable "*aha moments*" in learning about the impact of **oppression**, colonialism, **white supremacy**, and **racism** creates mixed emotions and reactions that fall on a continuum from helplessness to an ever-ready response to do something immediately, with both having significant consequences.

As a result, intentionality becomes critical – creating an AR and inclusive environment requires everyday actions, small and big (Kendi, 2019). The underlying question is:

- What meaningful steps can I take to make an impact where I am?

The findings in the scan demonstrate a diverse array of resources in this area; examples include:

- Learning a new dialect/language,
- Creating **inclusion** related to pronouns, gendered language and respectful environments;
- Deepening allyship;
- Disrupting unconscious bias;
- Contributing lived experiences to current case studies that bring to life both examples and approaches to microaggressions;
- Applying strategies through toolkits that increase capacity for brave conversations, equitable decision-making, conflict engagement, active bystander and **decolonization**, and
- Funding opportunities as potential sources of support for AR and AH work given that funding can sometimes be a barrier to move an idea into a systemic difference.

The emergent framework and environmental scan reveal the range of educational resources and tools that BC PSIs and selected organizations have made available. The continuous approach to learning and unlearning provides a fruitful hope that meaningful change is possible with AR and AH work.

6. Insights and Recommendations

The environmental scan offers an electronic snapshot in time on what is available across the BC post-secondary landscape with respect to AR and AH capacity building. Several insights were gleaned through the process as well as recommendations on how to close the gaps in the availability of resources that support AR and AH work.

Meaningful Change

PSIs have been mandated by the Ministry of Advanced Education and Skills Training to follow five principles of which lasting and meaningful reconciliation as well as **equity** and anti-racism have been highlighted as important areas for institutions to engage in. However, not all PSIs are at an equitable level of building capacity across their institution and community.

From the environmental scan, there is a range of readiness for AR and AH work: some institutions have established offices dedicated to anti-racism, **equity**, **diversity** and **inclusion**; others have mandated specific roles or created taskforces within the institution to build and implement an overarching strategy, while many institutions do not have the online presence of such. In juxtaposition, some institutions offered events, workshops and one-off conferences related to anti-racism, while other institutions showed no presence of these or any resources on their public-facing sites. Additionally, institutions pointed to external avenues for education, such as videos through LinkedIn Learning, training through the Canadian Centre for Diversity and Inclusion (CCDI)[1], open educational resources, as well as password-protected access to an internal repository of resources that are only accessible to individuals affiliated with the institution.

Overall, institutions included in the environmental scan had public statements issued by senior leadership regarding commitments to ending systemic **racism**, violence and **discrimination** and a call to action and solidarity. Given the reliance of public-facing resources as part of the methodology in this scan, this begs the question: *How are institutions creating a clear roadmap towards anti-racism and anti-hate?*

The following recommendations address the above question:

Recommendation 1: Further Research

Developing an in-depth understanding of how AR and AH work is being approached across BC PSIs would provide a clearer picture. Further exploration with BC PSIs is needed to arrive at more comprehensive conclusions. This exploration should include consultations, surveys and the collection of qualitative and quantitative data from institutions, including roles or offices directly tasked with advancing AR, AH and EDI efforts as well as an exploration of steps taken to date to educate, train and provide ongoing support to faculty, staff, and students. Consultation could include units such as offices focused on EDI, human resources offices, as well as taskforces that have been struck by PSIs.

1. Canadian Centre for Diversity and Inclusion: https://ccdi.ca/

Recommendation 2: Evaluation of Impact

Resources, training, and tools for AR and AH have increased in the past few years. As individuals continue to engage in both leading this work and learning, an assessment of what is working, what is inhibiting change, and what is driving impact is needed; this sentiment was echoed by the project working group when reflecting on the principle that everyone plays a role in AR and AH work. Tied to the need for evaluation is the possibility to look beyond data and quantitative results and include decolonized assessments that incorporates duality and storytelling as well as progress that focuses on both successes and the lessons learned throughout each process. Additionally, as PSIs expand their practices related to the collection of race-based data to better serve populations from intersectional and **equity** lenses, how such practices are evaluated as well as the purpose of collecting the data are important to understand.

Recommendation 3: Establish a Clear Roadmap

The emergent framework revealed choices of engagement, disengagement or sustainment. In addition, the resource pages created by institutions were overwhelming as information was often categorized by topic (e.g. anti-racism, **decolonization**, etc.) or the format/type (e.g. books, videos, documentaries, etc.). An individual starting to understand AR and AH would likely be left puzzled with where to begin and potentially fall prey to moving quickly into action, when the possibility for harm exists.

AR and AH work takes time and continuous learning. A clear roadmap that takes on theoretical frameworks of transformational learning and a learner-centered approach needs to be established. If left to institutions to create this on their own, continued inequity in what is available in the form of training and capacity-building may continue to exist. This is important as members of the working group highlight how access to resources differs depending on the institutional size, geographical location with regard to the size and makeup of the population as well as proximity to urban or rural centers and of course, the historical and present level of willingness to move the dial on AR and AH at each institution. An established AR and AH training program specific to the post-secondary sector with appropriate levels of scaffolding can address this gap as each individual brings their own level of readiness and willingness to engage.

Two Sides of Similar Coins

AR language, tools and resources have increased, particularly in the last few years. However, AH has not experienced a similar trend. The findings in the environmental scan related to AH are limited in comparison to AR. In fact, when searching for anti-hate, this was often the response across many institutions' webpages:

| anti-hate | | 🔍 |

0 results for **anti-hate**

Did you mean *anne-have*?

Include:

☑ Documents

☑ Webpages

UPDATE RESULTS

Sorry, we couldn't find any results

Here are some alternative options to try:

○ Try a **different search term**

○ Make sure that all words are **spelled correctly**

○ Try **fewer keywords**

○ Try **different filters**

As a result, the following recommendations would address this gap:

Recommendation 4: Increase Training and Tools for Anti-Hate

As mentioned earlier, policies related to **hate**, **discrimination**, conduct, harassment, etc. were excluded in this scan. The intentionality for this exclusion was to shed light on how accessible these policies translated into actual resources and tools that were available for individuals to apply in their work at the institution. Findings from the scan found limited resources, tools and training for AH. As a result, policies related to **hate**, **discrimination**, conduct, harassment, etc. appear to be stand-alone entities that are seen to drive an inclusive and hate-free learning environment at PSIs. However, these policies are often lengthy, filled with legal jargon and not as widely accessed as they can be. Reliance on the policies rather than tangible resources and tools creates an opportunity to reduce this gap by increasing resources and tools that help individuals move from awareness of **prejudice**, **bias**, **hate** and violence to tangible action steps that create the inclusive and safe environments that PSIs champion.

Recommendation 5: Stronger Position on Anti-Hate

While sharing similar characteristics of the insidious nature and depth of **oppression**, AH and AR have their own nuanced and distinct differences. **Academic freedom** holds tremendous value in higher education; however, with the rise in **hate speech** and **hate** provoked incidents, more needs to be done to ensure that the policies hold firm and are not seen or experienced as watered-down approaches. This sentiment was echoed in consultations with the project working group, where important questions such as, "*How are we able to capture the intersection between hate & racism/ anti-hate & anti-racism considering the two are not mutually exclusive?*" were offered by members.

PSIs have always been sites of critical inquiry, important dialogue of contested ideas and freedom of expression. However, as these intersect with a balance of harm (intentional or not), unsafe versus uncomfortable and intent versus impact, an approach to AH including a clear definition needs to be established with a strong position on what is acceptable and not as well as the mechanisms or tools to address, prevent and combat systemic **hate**, **prejudice** and **bias**.

Recommendation 6: Further Awareness and Impactful Tools for Specific Groups

Across the emergent framework, not all highlighted groups (as the scan intended) were reflected in what was available. For example, the scan uncovered several resources explaining **anti-Semitism** or **Islamophobia**; but there were limited tools on how individuals can address and combat these specifically. There is an assumption in the resources available; for example, active bystander training or inclusive language found in the scan, that this type of training is relevant and utilized to the same degree and comfort level if someone were to witness a racist or hate-focused incident that impacted an individual of Jewish descent or an individual who identifies as Muslim. There are nuances to how different populations experience **hate** or violence and in response to this, resources and tools specific to populations that are often targets of **hate** and **racism** is helpful. Similarly, the collection of data; for example, on **hate crimes** or targeted groups/ specific populations can help inform the tools that can support a stronger position towards anti-hate.

Context, lived experiences and perspectives matter; thus, specific approaches for populations like the ones highlighted in this report who are disproportionately impacted by **racism** or **hate** need to be defined, created and available at BC PSIs

7. Conclusion

A bold commitment to ending **racism**, **hate** and violence has been echoed across BC PSIs in the statements made by senior leadership and widely supported across many sectors. Given the growing recognition that AR and AH approaches move from what was once perceived as isolated incidents that occurred at an individual level to a conscious understanding that racism and hate permeates across micro, macro and systemic levels, strengthening how they can be used as offerings to systemic solutions is necessary. This environmental scan underscores the need for public commitments to be supported with actionable and widely accessible resources to ensure learning environments are inclusive of all participants' ability to flourish with a sense of safety, connection and community.

ENVIRONMENTAL SCAN

The environmental scan outlined below includes a snapshot of resources, tools, and training available at 25 BC Post-Secondary Institutions and 4 BC-based organizations focused on social justice, equity, anti-racism and anti-hate work.

Individuals are welcome to use this scan to begin or expand their journey of learning anti-racism and anti-hate work recognizing that this is a continuous journey of learning and unlearning. Using the emergent framework outlined in previous sections, individuals can reflect on the questions posed as they learn and apply what is available in the environmental scan.

Awareness and Reflection

Individuals are welcome to use these questions to engage in awareness and reflection:

- What do I bring?
- What am I taking away?
- Where are the opportunities for renewal and growth?

Categorization	Title and source
Guide (Anti-Indigenous Racism)	Pulling Together: Foundations Guide (https://opentextbc.ca/indigenizationfoundations/)
Journal Article	Integral Review: A Transdisciplinary and Transcultural Journal for New Thought, Research, and Praxis: Vol. 17, No. 1, Dec. 2021 (https://... vol-17-no-1-december-2021/?fbclid=IwAR2dkrRs5_QZKycnRNADl1ffPOjM9GoraP_pj_Nb8csaUcEpHnBhU1NKE-w)

Literature Review	The University of Victoria Equity and Human Rights Office – Best Approaches for Anti-Racism Education: Literate Review (https
Reflection	Emily Carr University of Art + Design: To Become the Next Generation's Ancestors (https://www.ecuad.ca/news/2021/collabo
Reflection	Royal Roads University: Anti-Racism Resources (https://libguides.royalroads.ca/antiracism?_ga=2.106688260.606776636.1645727034-222228305.1645727034&_gac=1.123905656.1645727103.CjwKCAiA9tyQBhAIE
Reflection	University of Victoria: Anti-Racism and Anti-Oppression: Self-Reflection Tools (https://libguides.uvic.ca/c.php?g=717828&p=512
Report	Canadian Race Relations Foundation – Race relations in Canada 2019: A Survey of Canadian public opinion and experience (http race-relations-2019-survey/race-relations-in-canada-2019-survey---final-report-english.pdf?sfvrsn=ef8d61e3_2)
Report (Anti-Black Racism)	University of British Columbia: Towards a Healthy City: Addressing Anti-Black Racism in Vancouver (https://sustain.ubc.ca/site 2019-68_Towards%20a%20Healthy%20City%20-%20Addressing_Makinde.pdf)

Resource	Simon Fraser University Public Square – Towards Equity Resources (https://www.sfu.ca/publicsquare/news-resources/resour
Resource	Thompson Rivers University: Diversity and Equity Glossary (https://www.tru.ca/intercultural/resources/diversity-equity-glos
Resource (Anti-Indigenous Racism)	Native Land Digital (https://native-land.ca/)
Resource (Anti-Indigenous Racism)	The University of British Columbia – Indigenous Foundations Terminology (http://indigenousfoundations.arts.ubc.ca/terminolo
Video	The University of British Columbia Equity and Inclusion and Alumni Office – Examining Whiteness: What's at stake for Canada? examining-whiteness-whats-stake-canada)

Website	The Micropedia (https://www.themicropedia.org/)
Website	The University of British Columbia: Positionality and Intersectionality (https://indigenousinitiatives.ctlt.ubc.ca/classroom-clim

Anti-Hate

Categorization	Title and source	Description
Definitions	BC's Office of the Human Rights Commissioner (https://bchumanrights.ca/)	Individuals can become aware of the office and the important concepts that become pivotal areas to address in both anti-racism and anti-hate.
Definitions and Patterns	Resilience BC: Hate Crimes in BC (https://www.resiliencebc.ca/ report-support/hate-crimes-in-bc/)	Individuals can use the definitions and patterns to inform their awareness of the prevalence and rise of hate crimes in BC.
Glossary	The University of British Columbia: Equity and Inclusion Glossary of Terms (https://equity.ubc.ca/resources/ equity-inclusion-glossary-of-terms/)	Individuals can build awareness and reflect on their understanding of different terms utilized in this area as well as apply where and when to use these terms.
Report	Vancouver Community College: Report Hate Crime: Hate Has No Place in BC (https://libguides.vcc.ca/jedi)	Individuals can reflect on current trends in hate crimes (videos are provided in different languages) and compare it to what is available in response to hate crimes.
Website	The University of British Columbia: Positionality and Intersectionality (https://indigenousinitiatives.ctlt.ubc.ca/ classroom-climate/ positionality-and-intersectionality/)	Individuals can become aware and continuously reflect on their own positionality and intersectionality when engaging in Anti-Hate work.

Knowledge and Competence

Individuals are welcome to use these questions to build more knowledge and competence:

- How do I begin to understand important definitions, concepts, etc.?
- What skills or competence can I build in these areas?
- How can I begin to take a stand?

Anti-Racism

Categorization	Title and source
Book	How to be an Ant-Racist by Ibram X. Kendi (https://www.ibramxkendi.com/how-to-be-an-antiracist)
Charter (Anti-Black Racism)	Signatories of the Scarborough Charter (https://www.utsc.utoronto.ca/principal/signatories-scarborough-charter)

Charter (Anti-Black Racism)	The Scarborough Charter (https://www.utsc.utoronto.ca/principal/scarborough-charter)

Guide (Anti-Indigenous Racism)	Pulling Together: Foundations Guide (https://opentextbc.ca/indigenizationfoundations/)
Journal	McIntosh, P. White Privilege: Unpacking the invisble knapsack. The National Seed Project. 1989. (https://nationalseedproject.org/Key-SEED-Texts/white-privilege-unpacking-the-invisible-knapsack)

Organization	BC's Office of the Human Rights Commissioner (https://bchumanrights.ca/)
Report (Anti-Black Racism)	The University of British Columbia – Towards a Healthy City: Addressing Anti-Black Racism in Vancouver (https://sustain.ubc.ca/sites/default/files/2019-68_Towards%20a%20Healthy%20City%20-%20Addressing_Makinde.pdf)
Resources	Capilano University: What is Intersectionality? (https://libguides.capilanou.ca/social_justice/intersectionality)
Resources	Kwantlen Polytechnic University: Document on Anti-Racism Training (https://wordpress.kpu.ca/antiracism/resources/general-resources/)
Resources	Langara College – Resources on Anti-Racism, Anti-Indigenous, Anti-Asian Racism and Anti-Black Racism (https://langara.ca/about-langara/intercultural-initiatives/resources/anti-racism-resources.html)

Resources	One Love Consulting: Resources (https://www.oneloveconsulting.com/resources)
Resources	Royal Roads University: Anti-Racism Resources (https://libguides.royalroads.ca/antiracism/articles)
Resources	Thompson Rivers University: Anti-Racism Resources (https://www.tru.ca/intercultural/resources/anti-racism-resources.html
Resources	Vancouver Community College: Anti-Racism Resources (https://libguides.vcc.ca/jedi)
Resources	Vancouver Island University: Anti-Racism Resources (https://news.viu.ca/anti-racism-education-list)
Resources (Anti-Asian Racism)	The University of British Columbia: National Forum on Anti-Asian Racism Events, Resources and Report (https://events.ubc.ca/national-forum-on-anti-asian-racism/)

Resources (Anti-Black Racism)	Simon Fraser University: Resources and calls to action against anti-Black racism and violence (https://www.sfu.ca/edi/ updates/news/2020/resources-and-calls-to-action-against-anti-black-racism-and-viol.html)
Resources (Anti-Indigenous Racism)	University of Fraser Valley: Indigenous Peoples and Reconciliation (https://www.ufv.ca/indigenous/truth-and-reconciliation/)
Training	The University of British Columbia Extended Learning – Award of Achievement Program in Anti-Racism (https://extendedlearning.ubc.ca/programs/anti-racism-award-achievement)
Training	The University of Victoria Equity and Human Rights: Anti-Racism Education Program (https://www.uvic.ca/equity/education/ anti-racism/ index.php#:~:text=UVic's%20Anti%2Dracism%20Education%20Program,systemic%20barriers%20through%20their%20lifetime
Toolkit	Bakau Consulting: Resources Toolkit (https://www.bakauconsulting.com/resources-intro)

Video	TED: The Urgency of Intersectionality by Kimberlé Crenshaw (https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality)

Anti-Hate

Categorization	Title and source	Description
Organization	BC's Office of the Human Rights Commissioner (https://bchumanrights.ca/)	Individuals can learn about the BC's Office of the Human Rights Commissioner to situate the gravity of racism and hate and deepen their awareness of why the office exists to promote equitable, fair and the safety of all, including the most vulnerable and historically, persistently, or systemically marginalized.
Organization	The Canadian Anti-Hate Network (https://www.antihate.ca/about)	Individuals can learn about events that occurring in Canada that fall under hate promotion, including but not limited to an exposure of groups, activities, etc.
Resources	Capilano University: What is Neurodiversity? (https://libguides.capilanou.ca/social_justice/neurodiversity)	Individuals can increase their understanding or neurodiversity and recognize the importance of providing support systems individuals who are neurodiverse.
Resources (2SLGBTQ+)	Capilano University: Queer Issues (LGBTQ2+) (https://libguides.capilanou.ca/queer)	Individuals can increase their understanding of LGBTQ2s+ terminology.
Resources (Anti-Islamophobia)	University of Victoria: Anti-Racism and Anti-Oppression: Anti-Islamophobia (https://libguides.uvic.ca/c.php?g=717828&p=5126638)	Individuals can use this resource to understand the rise in Islamophobia and the necessity to combat it
Resources (Anti-Semitism)	University of Victoria: Anti-Racism and Anti-Oppression: Antisemitism (https://libguides.uvic.ca/c.php?g=717828&p=5126640)	Individuals can use this resource to understand the rise in Antisemitism and the necessity to combat it

Accountability

Individuals are welcome to use these questions to unpack accountability:

- How can I be ready to take a stand?
- How do I situate my whole self in this work?

Anti-Racism

Categorization	Title and source	Description
Book	So You Want to Talk About Race by Ijeoma Oluo (https://www.sealpress.com/titles/ijeoma-oluo/so-you-want-to-talk-about-race/9781580056779/)	Individuals can use this book to reflect on their understanding of race and capacity to engage in a dialogue that is both productive and healthy.
Community List	Emily Carr University of Art + Design: Anti-Racism Resources, Supports and Organizations (https://www.ecuad.ca/news/2020/anti-racism-resources)	Individuals can use this list as a potential starting point if they want to engage in community in this work.
Consulting List	Bakau Consulting: Alternative Consulting Resources (https://docs.google.com/document/d/1Gq2mZ3eRcwJ8ZxGhFPnIefrGhqdbf-hNCYyGbGNwVCI/edit)	Individuals can use this as a directory to consider faciliation or other work necessary in which anti-racism and EDI work is needed.
Consulting List	Decolonize Together (https://decolonizetogether.com/)	Individuals can use this as potential organization to engage anti-racism and decolonization work.
Consulting List	Resilience BC: Anti-Racism Network – Find an Expert (https://www.resiliencebc.ca/learn-more-about-racism/find-an-expert/)	Individuals can use this as a directory to consider facilitation or other work necessary in which anti-racism and EDI work is needed.
Guide	The University of British Columbia – Equity, Diversity, and Inclusion Committees: Getting Started Guide (https://equity3.sites.olt.ubc.ca/files/2020/06/EDI-Committees-Getting-Started-Guide-2020.pdf)	Individuals can use this guide to consider what factors to address and put in place if one of the intentional steps towards anti-racism is to create a committee tasked with supporting equity, diversity and inclusion efforts.
Journal	Sensoy, Ö. , DiAngelo, R. (2014). Respect Differences? Challenging the Common Guidelines in Social Justice Education. Democracy and Education, 22 (2), Article 1. (https://democracyeducationjournal.org/home/vol22/iss2/1/)	Individuals can use this journal article to reflect on an important distinction between well-intentioned and intended outcomes; a necessary pause before acting. Although focused on classroom discussions, this article provides alternate strategies for responding to power dynamics, truth-telling, etc. in dialogue settings.
Resource (Anti-Indigenous Racism)	Selkirk College: "Viewpoints" on Reconciliation: Indigenous Perspectives for Post-Secondary Education in the Southern Interior of BC (https://selkirk.ca/sites/default/files/Indigenous%20Services/Selkirk-College-Viewpoints-Reconcilition.pdf)	Although localized to interior BC, this research project synopsis can provide individuals with an understanding of what respectful engagement looks like with Indigenous communities when looking to enact meaningful reconciliation.
Resource (Anti-Indigenous Racism)	Truth and Reconciliation Commission of Canada: Calls to Action (https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf)	Individuals can understand the importance of how systemic racism has impacted Indigenous people across different sectors and in doing so, recognize the important role of accountability that education must play in actions 6 – 17 and 62 – 65 in truth and reconciliation.

Self-Care Listing	Bakau Consulting: Healing in Colour – Directory of BIPOC therapists (https://www.bakauconsulting.com/healing-in-colour)	Individuals who identify as BIPOC can use this listing to find a therapist that can support them as the work of anti-racism and anti-hate can often take an emotional toll.

Anti-Hate

Categorization	Title and source	Description
Organization	BC's Office of the Human Rights Commissioner (https://hateinquiry.bchumanrights.ca/)	The inquiry has scheduled events in 2022 that will allow individuals to reflect on critical anti-hate work is given the alarming number of increased incidents by attending witnessing sessions, hearing from Indigenous communities, government and institutions as well as refer to the report that will be available in late 2022.
Toolkit	Langara College: Surviving and Resisting Hate: A Toolkit for People of Colour (https://langara.ca/about-langara/intercultural-initiatives/resources/anti-racism-resources.html)	Individuals who identify as a Person of Colour can use this as a resource and pause before engaging in or further with anti-hate work.

Intentional and Inspired Action

Individuals are welcome to use this question to consider intentional and inspired action:

• What meaningful steps can I take to make an impact where I am?

Anti-Racism

Categorization	Title and source	Description
Funding	The National Anti-Racism Fund (https://www.crrf-fcrr.ca/en/news-a-events/articles/item/27459-introducing-the-national-anti-racism-fund)	Individuals can apply to the National Anti-Racism Fund for monetary support to fund projects, events or youth-focused initiatives. Given that finances can be a barrier, utilizing grants such as these allow for initiatives focused on addressing racism and discrimination to come into fruition.
Guide	BCIT: Creating a respectful, diverse and inclusive community (https://www.bcit.ca/files/respect/rdi_booklet.pdf)	From understanding the importance of pronouns, gendered language, respectful etiquette, an inclusive event checklist to tools and resources related to anti-racism and microaggressions, individuals can utilize this booklet for a multitude of reasons.
Guide	BCIT: Inclusivity, Equity, & Accessibility: Bringing an Inclusion Lens to Your Classroom (https://www.bcit.ca/files/respect/inclusion_lens_for_the_learning_environment.pdf)	Individuals can apply the tools and strategies in this guide to their classroom settings or different formats that support student learning by taking into consideration accessibility, universal design and inclusive practices set out in this document.
Guide	Capilano University Library: Guidelines for Being Strong White Allies (https://libguides.capilanou.ca/social_justice/anti-racism)	Individuals who identify as white can use this guideline to act and deepen their commitment to allyship.
Guide	Simon Fraser University: Beyond Inclusion: Equity in Public Engagement (https://www.sfu.ca/dialogue/resources/public-participation-and-government-decision-making/beyond-inclusion.html)	Individuals can use this guide to frame and act on strategies that create inclusive and ethical engagement to include diversity, lived experience and voice in engagement process, from listening/brave sessions to consultations that lead to meaningful change.
Guide	The University of British Columbia: Accessible and Inclusive Event Planning (https://equity.ubc.ca/resources/accessible-and-inclusive-event-planning/)	Individuals can use this guide as a checklist to increase inclusivity in spaces that bring people together.

Guide	The University of British Columbia – Activating Solidarity: A Guide to Anti-Racism Work (https://equity.ubc.ca/news-and-stories/activating-solidarity-a-guide-to-anti-racism-work/)	Individuals can use this guide as a starting point for considering action as well as see the reference provided on this list of ways in which they can be involved from a local to national level. Whilst this guide is focused on UBC, there is content that is relevant to a non-UBC audience.
Guide (Anti-Indigenous Racism)	The University of British Columbia: Indigenous Peoples: Language Guidelines (http://assets.brand.ubc.ca/downloads/ubc_indigenous_peoples_language_guide.pdf)	Individuals can apply the understanding of terminology and meanings in how they interact and speak with honour of Indigenous Peoples of Canada, from land acknowledgements to written forms of recognition.
Open Case Study	The University of British Columbia: Microagressions in the Online Classroom (https://cases.open.ubc.ca/microagressions-in-the-online-classroom/)	Individuals can use this case study to understand real-life examples of microaggressions in the classroom and how to move from flight, freeze or fawn to approaches that can address, intervene or correct experiences of microaggressions.
Open Education Resources	Capilano University: Open Educational Resources: Disabled and Here, The Gender Spectrum Collection: Stock Photos Beyond the Binary, Nappy, etc. (https://www.capilanou.ca/student-life/academic-support/open-education/open-education-for-faculty/)	Individuals can utilize the open educational resources to use images that reflect a diverse student body in their communication (webpages, newsletters, etc.).
Resource	Resilience BC: Resources for Victims of Racism and Hate (https://www.resiliencebc.ca/report-support/resources-for-victims-of-racism-and-hate/)	Individuals can use this directory of resources either for themselves or to support someone who has been a victim of racism or hate.
Resources	Simon Fraser University: Equity, Diversity and Inclusion Resource Guide (https://www.lib.sfu.ca/help/academic-integrity/edi)	Individuals can use these resource to create inclusive and anti-racist writing, utilize principles of diversity in public engagement processes as well as view community guidelines that can inform creating safety in dialogue and learning around anti-racism.
Resources	Simon Fraser University: Inclusive and Antiracist Writing (https://www.lib.sfu.ca/about/branches-depts/slc/writing/inclusive-antiracist-writing)	Individuals can use this resource to disrupt biases and unconscious exclusion that can be happen when using language or writing.
Resources	Simon Fraser University: You can Build More Inclusive Spaces (https://www.sfu.ca/edi/actions/inclusion-benefits-us-all/take-action/you-can-build-more-inclusive-spaces.html)	Individuals can use the questions and strategies included in this resource to build inclusive spaces.

Resources	The University of Victoria Equity and Human Rights: Commit to Action (https://www.uvic.ca/equity/education/anti-racism/index.php)	Individuals can use the resource to act – from creating brave spaces, having courageous conversations, being an ally to acknowledging one's role through critical literature, the steps to act become more tangible.
Resources (Anti-Asian Racism)	The University of British Columbia: National Forum on Anti-Asian Racism Resources (https://events.ubc.ca/national-forum-on-anti-asian-racism/)	Individuals can use the resources to act – from considering how to get involved in organizations focused on addressing anti-Asian racism to considering how to respond to hate.
Resource (Anti-Indigenous Racism)	Capilano University: Whose Land Is it Anyway? A Manual for Decolonization (https://libguides.capilanou.ca/social_justice/anti-racism)	Individuals can use this manual as a handbook in understanding the history of colonization and the opportunity to expand world views and approaches that decolonization provides.
Training	The University of British Columbia Extended Learning – Certificate in Equity, Diversity, and Inclusion (EDI) (https://extendedlearning.ubc.ca/programs/equity-diversity-inclusion-certificate)	Individuals can take this microcredential as a full certificate or relevant courses of interest to increase their capacity and toolkit with strategies and skills to collaborate across racial differences, dismantle systemic barriers, and co-create equitable, inclusive and safe workplaces.
Training	Vancouver Community College: Justice, Equity, Diversity and Inclusion : Training Opportunities (https://libguides.vcc.ca/c.php?g=723307&p=5176356)	Individuals can take training that is of interest to them; note some training is free and others have a cost attached to it.
Toolkit	Bakau Consulting: Resources Toolkit (https://www.bakauconsulting.com/resources-intro)	Individuals can use the action section of this resource to consider steps to address racism and use inclusive language.
Toolkit	Resilience BC: Anti-Racism Network – Anti-Racism Tools (https://www.resiliencebc.ca/learn-more-about-racism/anti-racism-tools/)	Individuals can use the various tools both as continued competence building as well as actionable resources.
Toolkit	Simon Fraser University: Ten Strategies for Inclusivity in Remote or Online Learning Environments (https://www.sfu.ca/healthycampuscommunity/learningenvironments/resource-library/resources/ten-inclusivity-strategies.html)	Individuals can use this toolkit to embed equity, diversity and inclusion into their curriculum and classrooms.

Toolkit	The University of British Columbia – Fostering an Anti-Racist Campus Community: Identifying and Eliminating Racism (https://equity.ubc.ca/files/2010/06/equity_anti_racist.pdf)	From understanding how racism manifest itself into real-world examples to understanding actionable steps to increase awareness, action and allyship, individuals can use this toolkit to frame and proceed with intentional actions.
Toolkit	The University of British Columbia – Intentional Equity, Diversity and Inclusion Decision-Making Toolkit (https://equity3.sites.olt.ubc.ca/files/2020/10/Intentional-EDI-Decision-Making_Sep2020.pdf)	Individuals can use this toolkit to embed equity, diversity and inclusion into their decision-making processes.

Anti-Hate

Categorization	Title and source	Description
Framework	The University of British Columbia: Differences that Matter: UBC's Conflict Engagement Initiative (https://equity3.sites.olt.ubc.ca/files/2020/08/conflict-engagement-initiative-final.pdf)	Individuals can use this framework to understand and build an approach to conflict engagement in their work that can support healthy conflict not that of harm and destruction.
Funding	The Anti-Racism Action Program (https://www.canada.ca/en/canadian-heritage/services/funding/anti-racism-action-program.html)	Open to the education sector, individuals can apply to the Anti-Racism Action Program (when opened) for monetary support that reduces barriers and promotes participation amongst Indigenous Peoples, racialized communities and religious minorities.
Guide	Vancouver Community College: Where to Start Your DEI Journey: A Guide to Employee Diversity, Equity and Inclusion (https://libguides.vcc.ca/ld.php?content_id=35817503)	Individuals can use this guide to action the inclusion of EDI/DEI focused questions in surveys.
Reporting	Resilience BC: Report a Hate Crime (https://www.resiliencebc.ca/report-support/report-a-hate-crime/)	Individuals can use this to inform their understanding of a hate crime and how to report it.
Resource	Langara College: Interrupting Bias: Calling Out vs. Calling In (https://langara.ca/about-langara/intercultural-initiatives/resources/anti-racism-resources.html)	Individuals as either a witness to or a recipient of bias are often left with the choice to do something or not. This resource provides both the understanding of bias and language that can be used to be seen and heard.
Resource	Resilience BC: Resources for Victims of Racism and Hate (https://www.resiliencebc.ca/report-support/resources-for-victims-of-racism-and-hate/)	Individuals can use this directory of resources either for themselves or to support someone who has been a victim of racism or hate.
Resource	The University of British Columbia – Resources for Respectful Debate (https://equity.ubc.ca/resources/resources-for-respectful-debate/)	Individuals can use these resource to create an environment that allows for dialogue that is free of harassment, bullying and disrespect.
Resource (2SLGBTQ+)	Kwantlen Polytechnic University: Beyond the Queer Alphabet: Conversations on Gender, Sexuality & Intersectionality (https://www.kpu.ca/pdec/resources)	Individuals can use this resource to consider steps to take in addressing experiences associated with hatred and bias towards members of the 2SLGBTQ+ community and how education can play a role.

Resource (2SLGBTQ+)	The University of British Columbia – Positive Space Language (https://equity.ubc.ca/resources/positive-space/positive-space-language/)	Recognizing that words have power, individuals can use this resource to increase their vocabulary with inclusive language of LGBT2SQIA+ terms.
Toolkit	Bakau Consulting: Resources Toolkit (https://www.bakauconsulting.com/resources-intro)	Individuals can use the action section of this toolkit to begin using inclusive language and disrupt unconscious bias.
Toolkit	University of Fraser Valley: Prejudice, Bias and Discrimination How to Stop the Cycle (https://www.ufv.ca/media/assets/race-antiracism-network-ran/Toolkit-3-Prejudice-Bias-and-Discrimination-How-to-Stop-the-Cycle.pdf)	Individuals can use this toolkit to create approaches to dialogues, programming as well classrooms.
Video	College of the Rockies: Module on being an Active Bystander (https://cotr.bc.ca/student-services/student-support/sexualized-violence/education-initiatives/sexualized-violence-prevention-and-education/bystander/)	Individuals can watch this video to learn different types of harmful behaviours and apply ways to being an active bystander.

Glossary Information

The terms on the next page have been adapted based on the following resources:

1. Adapted from BC's Office of the Human Rights Commissioner Glossary Page (https://bchumanrights.ca/glossary/)
2. Adapted from UBC's Equity and Inclusion Glossary of Terms (https://equity.ubc.ca/resources/equity-inclusion-glossary-of-terms/)
3. Adapted from The Government of BC's Anti-Racism Racism FAQs (https://www2.gov.bc.ca/gov/content/governments/multiculturalism-anti-racism/anti-racism/antiracismfaq)
4. Adapted from University Affairs Statement on Academic Freedom (https://www.univcan.ca/media-room/media-releases/statement-on-academic-freedom/)
5. Adapted from Canadian Race Relations Foundation Glossary of Terms (https://www.crrf-fcrr.ca/en/resources/glossary-a-terms-en-gb-1)
6. Adapted from Toronto District School Board Equity Glossary of Terms (https://www.tdsb.on.ca/About-Us/Equity/Glossary-of-Terms)
7. Adapted from BC's Office of the Human Rights Commissioner Glossary Page (https://bchumanrights.ca/glossary/)
8. Adapted from The Government of Canada's Anti-Racism Strategy Glossary (https://www.canada.ca/en/canadian-heritage/campaigns/anti-racism-engagement/what-we-heard.html#a1)

Adapted from Racial Equity Tools Glossary (https://www.racialequitytools.org/glossary)

2SLGBTQIA+

Two Spirit, Lesbian, Gay, Bisexual, Trans, Queer (or Questioning), Intersex, Asexual. The '+' recognizes the growth in awareness of sexual orientations and gender diversity and the intentional placement of Two Spirit (2S) is to distinguish that Indigenous Peoples are the first peoples of the land and their understanding of gender and sexuality precedes colonization. (2)

Academic Freedom

The freedom to teach and conduct research as part of the academic mandate of institutions to pursue truth, educate, and disseminate knowledge and understanding. (4)

Anti-Asian Racism

Beliefs, attitudes, prejudice, stereotyping and/or discrimination that is directed at people of Asian descent based on others' assumptions about their ethnicity and nationality. The overt and covert racism exist at individual and systemic levels and requires ongoing and active processes of dismantling such forms of racism, unequal treatment and forms of hate. (5)

Anti-Black Racism

Beliefs, attitudes, prejudice, stereotyping and/or discrimination that is directed at people of Black-African descent and is rooted in a history and experience of enslavement and colonization. The overt and covert racism that is both structural and systemic across policies, practices, institutions, ideologies and sectors towards people of Black-African descent requires an ongoing and active process of dismantling such reinforced and perpetuated systems of oppression. (5) (8)

Anti-Indigenous Racism

The ongoing race-based discrimination, negative stereotyping and injustice experienced by Indigenous Peoples and is rooted in a history of genocide, colonization and violence through evident discrimination in Canadian federal policies such as the Indian Act and the residential school system. The overt and covert racism perpetuates power imbalance, systemic racism, inequity and hostility and violence directed at Indigenous Peoples that requires ongoing and active re-addressment and dismantling in light of decolonization, truth and reconciliation. (5) (6)

Anti-Semitism

A perception of Jews which is expressed as overt hostility, hatred or blame that is directed at Jewish people and results in incidents of discrimination and hate because of their religion, ethnicity and culture. (5) (6)

Bias

An unconscious way of thinking that can be explicitly or implicitly based on a stereotype or perspectives of a group of people. (1)

Colonization

The invasion, dispossession and suppression of a group of individuals by another group that results in an unequal distribution of power and privilege. (2)

Decolonization

The ongoing process of identifying and removing forms of colonization at the structural, systemic and individual level. (1)

Discrimination

The unfair treatment of an individual or group that results in placing a burden on them, denying them of a privilege, benefit or opportunity that is enjoyed by others, because of race, citizenship, family status, disability, sex, etc. (1)

Diversity

Differences in lived experiences, perspectives or understanding of people that is related to race, ethnicity, colour, culture, ancestry, geographical locations of origin, political beliefs, religion, class, etc. (2)

Equity

Refers to an intentional process that considers power, access, opportunities, treatment, impact and outcomes of a group that has been historically, systemically and persistently marginalized. (2)

Hate

Refers to behaviours, actions or words that can be offensive and hurtful and leave the targeted group/person feeling traumatized, excluded, unsafe, uncomfortable and sad. (1)

Hate Crime

A criminal offense against a person, group or property that is based on hate or prejudice towards an identifiable group outlined in the Criminal Code of Canada in which that hate/prejudice is based on the group's race, colour, ethnicity, language, religion, age, mental or physical disability, sex or sexual orientation. (1)

Hate Speech

Occurring in many forms, hate speech includes different types of hatred rooted in racism, misogyny, homophobia, transphobia, anti-Semitism, Islamophobia and white supremacy. The Criminal Code of Canada and BC Human Rights Code describe three main components: the expression of speech occurs in a public sphere, it targets a person or group of people with a protected characteristic such as race, religion or sexual orientation, and the language is extreme. (1)

Inclusion

The unfair treatment of an individual or group that results in placing a burden on them, denying them of a privilege, benefit or opportunity that is enjoyed by others, because of race, citizenship, family status, disability, sex, etc. (1)

Indigenous

This term derived from the U.N. Declaration on the Rights of Indigenous Peoples encompasses First Nations, Métis and Inuit people, individually or collectively. (2)

Intersectionality

Recognizes the interconnected and overlapping nature of categorizations such as race, ethnicity, religion, class,

disability, sexual orientation, gender identity, gender expression, that apply to individuals or groups. The interdependence of each impact the power, privilege and systems of discrimination or disadvantage that is experienced by such individuals or groups. (8) (9)

Islamophobia

Includes racism, stereotypes, prejudice, fear or acts of hostility directed as Muslims or believers of Islam. From acts of intolerance, racial profiling to the treatment of being viewed as a security threat, such acts are institutional and systemic and require dismantling to ensure Muslims can live peacefully without such negative perspectives. (5) (6)

Oppression

Refers to the systemic subjugation one group over another that results in the attainment of power, dominance and privilege and prejudice towards the group being oppressed. (2)

Prejudice

A state of mind that is conscious or unconscious and strongly held attitudes about a person/group that is often absent of legitimate evidence. (5)

Race

Viewed as a social construct, individuals become divided based on factors such as geography, history, culture, economy, social, politics and physical traits even though none of these can be legitimately used to classify groups of individuals. (3)

Racism

Is a set of mistaken assumptions, opinions and actions that is based on a belief that one group of people characterized by a specific colour of skin or shared ancestry is inherently superior to another. Expressed as jokes, slurs, hate speech or actions, racism is deeply rooted in entrenched institutions, systems, policies, programs, practices and attitudes. (3) (8)

White Supremacy

The idea that white people and the ideas, thoughts, beliefs and actions of White people are superior to People of Colour and their ideas, thoughts, beliefs and actions. This privilege results in white People enjoying structural advantages and rights while People of Colour do not. White supremacy is deeply rooted in entrenched individual, collective and systemic levels. (9)

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Appendices

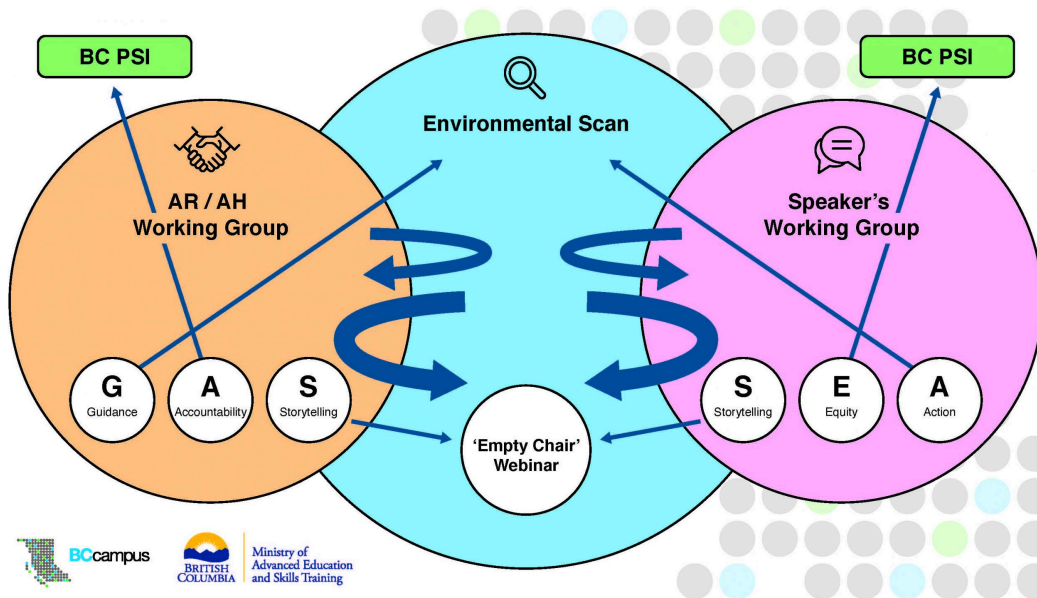## Appendix 1 – BCcampus Project Overview ()

Figure 4: This image shows how the Environmental Scan was also informed by the Anti-Racist/Anti-Hate Working Group and Speaker's Working Group and their relationship. [Image Description] (#figure4_desc)

Appendix 2 – List of BC Institutions and Organizations

()Post-Secondary Institutions

1. British Columbia Institute of Technology
2. Camosun College
3. Capilano University
4. Coast Mountain College (formerly Northwest Community College)
5. College of New Caledonia
6. College of the Rockies
7. Douglas College
8. Emily Carr University of Art + Design
9. Justice Institute of British Columbia
10. Kwantlen Polytechnic University
11. Langara College
12. North Island College
13. Northern Lights College
14. Nicola Valley Institute of Technology
15. Okanagan College

16. Royal Roads University
17. Selkirk College
18. Simon Fraser University
19. Thompson Rivers University
20. University of British Columbia
21. University of the Fraser Valley
22. University of Northern British Columbia
23. University of Victoria
24. Vancouver Community College
25. Vancouver Island University

Organizations

1. Bakau Consulting
2. Decolonize Together
3. One Love Consulting
4. Resilience BC Anti-Racism Network

Image Descriptions

()**Figure 1 image description:** Expected milestones of environmental scan project.

1. Milestone 1: Complete research and draft of environmental scan and emerging framework (February 10, 2022)
2. Milestone 2: Complete consultation with project working group and present early findings and draft framework (February 10, 2022)
3. Milestone 3: Complete draft report and final environmental scan and framework (March 2, 2022)
4. Milestone 4: Complete consultation with project working group and present report, scan and framework (March 11, 2011)
5. Milestone 5: Deliver final report, environmental scan and framework and upload resources to BCcampus open educational resources database (March 25, 2022) [Return to Figure 1] (#figure1)

()**Figure 2 image description:** Thoughts and actions that a person may experience while becoming anti-racist, moving from the Fear Zone, to the Learning Zone, to the Growth Zone.

1. Fear Zone

    ◦ I deny racism is a problem.
    ◦ I avoid hard questions.
    ◦ I strive to be comfortable.
    ◦ I talk to others who look & think like me.

2. Learning Zone

    ◦ I recognize racism is a present & current problem.
    ◦ I seek out questions that make me uncomfortable.
    ◦ I understand my own privilege in ignoring racism.
    ◦ I educate myself about race & structural racism.
    ◦ I am vulnerable about my own biases & knowledge gaps.
    ◦ I listen to others who think & look differently than me.

3. Growth Zone

    ◦ I identify how I may unknowingly benefit from racism.
    ◦ I promote & advocate for policies & leaders that are anti-racist.
    ◦ I sit with my discomfort.
    ◦ I speak out when I see racism in action.
    ◦ I educate my peers how racism harms our profession.
    ◦ I don't let mistakes deter me from being better.
    ◦ I yield positions of power to those otherwise marginalized.
    ◦ I surround myself with others who think & look differently than me. [Return to Figure 2] (#figure2)

()**Figure 3 image description:** This diagram illustrates the Emergent Framework, an iterative process of continuous learning and unlearning. There are four quadrants and each has an arrow leading to the next quadrant.

1. Acknowledge: Awareness and Reflection

2. Learn: Knowledge and Competence
3. Pause: Accountability
4. Act: Intentional and Inspired Action [Return to Figure 3] (#figure3)

()**Figure 4 image description:** This image shows the relationships between the Anti-Racist/Anti-Hate Working Group, Speaker's Working Group, and Environmental Scan and how the two groups influenced, and were influenced by, the scan.

1. Anti-Racist/Anti-Hate Working Group

   ◦ Provided guidance that informed the Environmental Scan
   ◦ Created calls to action in regards to Accountability that then influenced British Columbian Post Secondary Institutions (PSIs).
   ◦ Contributed storytelling that influenced the "Empty Chair" webinar.

2. Speaker's Working Group

   ◦ Provided action that informed the Environmental Scan
   ◦ Created calls to action in regards to Equity that then influenced British Columbian Post Secondary Institutions (PSIs).
   ◦ Contributed storytelling that influenced the "Empty Chair" webinar.

3. Environmental Scan

   ◦ The scan sits at the centre between the two groups, receiving their influence.
   ◦ The "Empty Chair" webinar receives influence from both the Anti-Racist/Anti-Hate Working Group and Speaker's Working Group. [Return to Figure 4] (#figure4)

Versioning History

This page provides a record of edits and changes made to this book since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here. If the change is minor, the version number increases by 0.01. If the edits involve substantial updates, the version number increases to the next full number.

The files posted by this book always reflect the most recent version. If you find an error in this book, please fill out the Report an Error (https://open.bccampus.ca/browse-our-collection/reporting-an-error/) form.

Version	Date	Change	Details
1.00	March 31st, 2022	Book published.	
1.01	July 6th, 2022	Corrected definition of Academic Freedom.	Corrected definition to: The freedom to teach and conduct research as part of the academic mandate of institutions to pursue truth, educate, and disseminate knowledge and understanding. (4)