

2020-2021

# TCSA ANTI- RACISM REVIEW

PREPARED BY

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# INTRODUCTION

Equity or Anti-Racism reviews often times are over looked by institutions as an unnecessary step in creating an equitable campus. However, continuously the results and findings of such audits or reviews, leads to a safer learning environment for racialized and Indigenous students.

The *Trent Central Student Association (TCSA)* set out to conduct a review of its policies, training, advocacy and community engagement practices to recognize where they can better support anti-racism initiatives and BIPOC Members.

The Association also indicated interested in lobbying Trent administration to conduct a review of its own community engagement practices to better deliver anti-racism initiatives and support for BIPOC students within the Trent University community.

"On the evening of Wednesday, August 12, 2020, an emergency meeting of the TCSA Board of Directors was held to pass a motion to strike the Executive Review Committee to review the conduct of VP Health & Wellness, Allan Fabrykant." Students received this email after disparaging comments were made by the VP Health and Wellness about the late Mike Brown and his murder at the hands of police.

While the emergency meeting was necessary, The TCSA found itself under fire from students for how it handled the situation. Racism and discrimination, unfortunately, is a constant on university campuses. However handling external acts of oppression and being prepared to investigate internal issues of racism are two very different things.

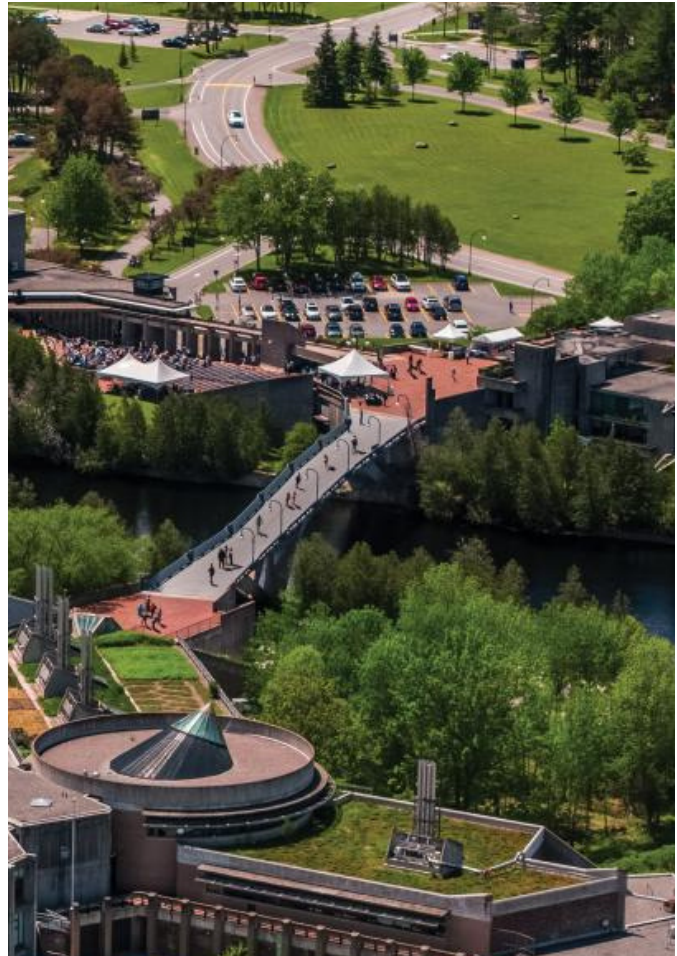
The TCSA chose to take the steps to find ways to shape a more equitable student association.

# BACKGROUND

## The why?

# GOALS OF REVIEW

- Training modules (powerpoints, documents, videos)
- Monthly Report to Association providing updates on the progress
- Delivery of Training during the year by Shanese and other potential partners
- Resource list (other trainings, reference materials)
- Package of policies reviewed and changes suggested
- Consultation of membership and other stakeholders
- Summary Report (length based on findings, include recommendations and long-term plan/actionable items)
- Anti-Racism Policy and Resolution document
- Review of the historical context of racism at Trent



Shanese Indoowaaboo Steele is an Afro-Indigenous, Fat Femme living and learning on the traditional territory of the Anishinaabeg people and the Dish With One Spoon Wampum.

With a Black father from Trinidad, with roots in Carriacou, Grenada and a Mixed mother of French and Native ancestry with ties to Nipissing First Nation and the Red Sky Independent Métis Nation, Shanese navigates the world as an Afro-Anishinaabe Kwe. Being Black, Native, Queer and Fat in a world that says all of these things should not exist. A published writer Shanese uses writing as an outlet to express her fears, joy and dreams. She has also spent the last 10 years as an activist facilitating workshops, creating curriculum, giving training's and guest speeches on Black and Indigenous Issues. Founder of the non-profit Aazhganan Project, Shanese works to educate Racialized and Indigenous peoples on their shared histories.

## REVIEWR

The who?





# AN OVERVIEW OF THE ONTARIO HUMAN RIGHTS CODE

Provided by CFS (Canadian Federation of Students)

In order to provide a framework for analyzing and understanding themes from this review, the Anti-Racism Task Force review of the rights afforded to individuals through the Human Rights Code was used.

## Definitions and Concepts:

### Racism/Racial Discrimination

The Code defines racism as the assumption that one racialised group is inherently superior to others. It can be openly manifested in racial slurs, jokes or hate crimes or in more subtle forms such as lack of understanding or accommodation for the beliefs and practices of racialised individuals or groups. Racism exists at a number of levels, in particular (1) individual (2) institutional or systemic, and (3) societal. Institutional/systemic and societal forms of racism manifest through the institutional policies and practices and decision-making processes that prevent the equal participation of all individuals and groups regardless of race, place of origin, and colour. For example, while many universities and colleges may have anti-discrimination policies on their campuses, a lack of enforcement of such policies can lead to systemic racist practices.

### Islamophobia

The Ontario Human Rights Commission recognises Islamophobia as an emerging form of racism. The Code defines Islamophobia as stereotypes, bias or acts of hostility towards individual Muslims or followers of Islam in general. In addition to individual acts of intolerance and racial profiling, Islamophobia leads to viewing Muslims as a greater security threat at an institutional, systemic and societal level.

### Racialisation

Racialisation is the expression of racist beliefs and practices. Individuals may have prejudices about physical features, accent or manner of speech, name, clothing, diet, beliefs and practices, leisure preferences, places of origin, and citizenship. Stereotyping is a form of racialisation which occurs when people use social categories such as race, colour, ethnic origin, place of origin, religion, etc. to describe, predict behaviour, beliefs and practices about others. It is often based on misconceptions, incomplete information and/or false generalizations. For example, describing a woman as submissive and oppressed because she wears hijab is a stereotype based on false generalizations about women's roles in society.

# AN OVERVIEW OF THE ONTARIO HUMAN RIGHTS CODE

## Racial Profiling

Racial profiling is any action undertaken for reasons of safety, security or public protection that relies on stereotypes about race, colour, ethnicity, ancestry, religion, or place of origin rather than on reasonable suspicion, to single out an individual for greater scrutiny or different treatment. Individuals perceived to be Muslims or of Middle-Eastern origin have increasingly become targeted as “terrorists” and labelled as public threats to national security and public safety. According to the Code, harassment is unwelcome offensive comments or behaviour such as: racial slurs or jokes; racial name calling or nicknames; racial cartoons or graffiti; comments ridiculing individuals because of race-related characteristics, religious dress, etc.; singling out an individual for teasing or jokes related to race, ancestry, place of origin or ethnic origin; or circulating racially offensive jokes, pictures or cartoons.

## Religious Discrimination and Harassment

Discrimination based on religion includes any distinction, exclusion, restriction or preference based on religion or belief. Harassment on the grounds of religion involves conduct or comments concerning religious beliefs or practices which are known or ought to be known to be offensive.

## Constructive Discrimination

Constructive discrimination occurs when a policy or practice negatively affects members of a group identified by a prohibited ground of discrimination under the Code. Constructive discrimination can be determined when an individual has been subject to an exclusion, restriction or preference that negatively affects members of a group protected by the Code. Unless an exception is provided by law, constructive discrimination cannot be tolerated unless the organization takes reasonable steps to accommodate the affected person. For example, policies that can negatively affect the right to religious practice can include dress codes, break policies, recruitment and job applications, flexible scheduling, and religious leave.

## Poisoned Environment

Harassment, even a single statement or incident, can create a poisoned environment in a workplace or organization. In a poisoned environment, racialized individuals or certain religious groups are consequently subjected different terms and conditions (such as in employment, tenancy, or services). Such instances give rise to a denial of equality under the Code.

A poisoned environment is based on the nature of the comments or conduct and the resulting impact on an individual or group rather than on frequency of the behaviour. A co-worker, supervisor, professor, or fellow student can all engage in conduct that poisons the environment of a racialized person. While the notion of a poisoned environment has predominantly arisen in the workplace, it also applies to other arenas where it results in unequal access to services.

A poisoned environment can specifically arise in educational institutions. Educational institutions have a duty to maintain a positive and non-discriminatory learning environment.

Students are entitled to be free from a poisoned educational environment created either by inappropriate behaviour of an instructor or by other students. Educational providers have a responsibility to take immediate steps to intervene in situations where racial slurs, intimidation or harassment occur.

# AN OVERVIEW OF THE ONTARIO HUMAN RIGHTS CODE

## Issues in Education

The Ontario Human Rights Commission has identified educational institutions as an area of concern for perpetuating various forms of racial discrimination. Concerns that have been identified include streaming, bias in testing and evaluation, monocultural and exclusionary curriculum, unfair and unusual discipline, low expectations, failing to deal with racial incidents and bullying, lack of role models, negative attitudes and stereotypes and a lack of programmes that support the needs and concerns of racialised students.

## Addressing Racism

### Institutional Policies, Practices and Decision-Making Processes

According to the Supreme Court of Canada, institutions and laws must be designed to be inclusive of all persons. Institutions have a duty to ensure its practices create inclusiveness, and not merely to make exceptions to allow individuals to fit into an existing system. Additionally, they are responsible to be aware of whether their policies, practices, and decision-making processes have an adverse impact resulting in systemic discrimination of individuals or groups. The Ontario Human Rights Commission outlines that, where barriers already exist within institutions, they should be actively identified and removed.

An institution violates the Code where it directly or indirectly, intentionally or unintentionally infringes the Code or authorizes, condones or adopts behaviour that contradicts the Code. Institutions have a human rights duty not to condone or further a discriminatory act that has already occurred. Therefore, when an allegation of discrimination or harassment is brought forth to an institution, it is not acceptable to overlook the complaint.

## The Duty to Accommodate

Not only does the Code require that institutions ensure that their policies and practices protect the right to be free from discrimination, they also have the duty to protect the right: the “duty to accommodate.” The duty arises when a person’s religious beliefs conflict with a requirement, qualification or practice. Accommodation may modify a rule or make an exception to all or part of it for the person requesting accommodation.

The Code requires organizations to accommodate a person’s religious beliefs through work practices (dress codes, work schedules, shift work), break policies (so that members may observe periods of prayer at times during the day), and flexible scheduling (substitution or rescheduling of days when an employee’s religious beliefs do not permit her to work certain hours). Flexible scheduling may include: alternative arrival and departure times on the days when the person cannot work for the entire period, or use of lunch times in exchange for early departure or staggered work hours.



# SUMMARY OF RECOMMENDATIONS

- Ongoing board and staff education on anti-discrimination and intersectionality
- Create campaigns and initiatives that challenge racism
- Continue to implement yearly surveys to assess race relations on campus
- Create forums and other spaces where people can talk openly about issues concerning discrimination and prejudice
- Create spaces for students wishing to learn about about race and diversity
- Partner more with racialized student groups to create effective spaces, events and policies for the students they represent.
- Create strategies to encourage Trent University to take responsibility in providing racialized and Indigenous students with a safe learning and living environment.
- Lobby Trent University to fill large gap in terms of where Trent should be with faculty of colour by implementing equitable hiring practices.
- Create staff positions that can only be applied to by racialized and international students.
- Competency and sensitization trainings for all staff to better meet the needs and issues of racialized students
- More effective and accountable complaints procedures for students of colour and board members within the TCSA.





# SUMMARY OF RECOMMENDATIONS

- Lobby for a policy for Campus Security to record incidences of racial discrimination and process for Trent faculty and students to report such incidences in a confidential manner.
- Lobby for Campus Security to also implement an equitable hiring framework to address its lack of diversity in security staff
- Anti-oppression workshops should be available for all staff and should be mandatory upon hiring and once a year there after.
- College representatives on the board should be encouraged to make social justice legislations as part of their constitutions.
- First year students should be made aware of resources and options that are available to them during orientation week, in case they face racist remarks or have concerns over course/curriculum material.
- VPCE should meet twice a year with racialized student groups to ensure that the executive is aware of any concerns they may have.
- The Elections Committee should take a more inclusive approach to outreach.
- Anti-Racism, Anti-Black Racism, Indigenous Cultural Competency, Equitable Hiring Practices, Active By-Stander, Anti-Oppression and Queer and Trans Support training should all be conducted for TCSA Exec, Board and Staff throughout their terms.

# REVIEW THEMES AND FINDINGS

Upon the conclusion of 5 months, 3 surveys and a review of the policies and procedures I was able to identify four major themes: **Racism on campus; Lack of faith in the TCSA; Lack of knowledge and Lack of diversity.**

## Racism on Campus

Through the three surveys conducted for staff, board members and students, I was able to discern that there is a culture of "*racism by denial*" on the Trent Campus. Coined by Brazilian intellectual Lélia Gonzalez, "*racism by denial*," is form of discrimination enacted through its denial of the existence of racism. Many students felt that racism was a live and well on the campus, however many refuse to recognize it. An anonymous response from a student read, "Race relations at Trent are usually ignored until something major happens, then it's a reactive approach to make the campus seem like a safe place."

## Lack of faith in the TCSA

Students and Board members lacked faith in the TCSA's ability to handle issues of race or whether or not they adequately represented racialized and Indigenous students voices. The handling of the VPHW during the summer of 2020 shifted people's perception on the abilities of the association and if there were policies or procedures in place to handle such issues. 55%(pg. 27, Q9) of students felt the TCSA did not know how to handle issues of race.

## Lack of Knowledge

Students, staff and board members alike, all acknowledged that many of them felt they lacked the knowledge themselves to properly have a conversation concerning race. Many were also unaware of whether or not the TCSA had the workshops, policies or resources available for them to be able to learn how to discuss racism and discrimination. A staff anonymously wrote, "I feel as though I would personally benefit from a POC workplace workshop so I can educate myself on how to best support my coworkers." A student also stated, "I do not know much about what the TCSA is doing with concern to race issues, so maybe it would be helpful to spread awareness for the things that you do provide!"

## Lack of Diversity

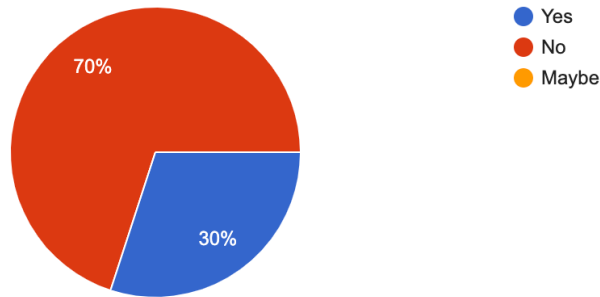
Through a review of the TCSA board over the last 10 years, it was evident that the TCSA has a diversity issue. Out of 257 elected officials of the TCSA Board over the last 10 years, 66 have been POC. That means over a decade only 25% of TCSA board members have been racialized. 2017/18 had the highest number of racialized elected officials, 9 total of the 32 positions or 28%. Unfortunately College Cabinets TCSA board representatives have fared worse than both the TCSA elected positions and the board. Of the 128 elected officials on the board over the last 10 years only 25 of them have been POC. Leaving college Cabinets at only 19%. While that has been an improvement from 2011/12 where not one elected member was a POC, the average is still low. And lastly when it comes to TCSA elected board members the percentage is slightly higher at 31%, with 39 of the last 123 elected board members being POC. 2011/12 being the best year with 8 of the 15 members being racialized. Of the 42 elected executives 12 have been POC, 28%.

# SURVEY RESULTS:

## Board survey

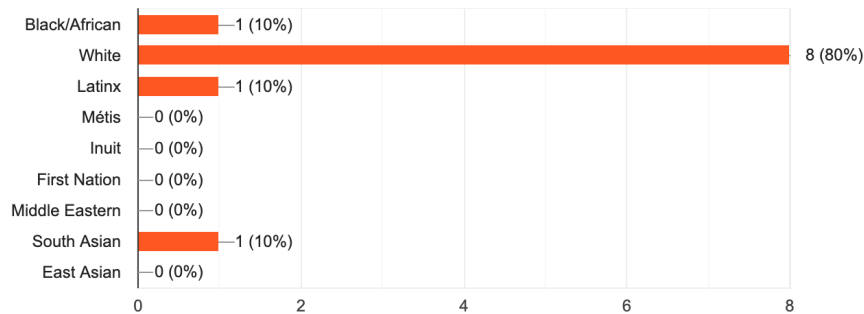
Do you identify as a person of colour? (POC)

10 responses



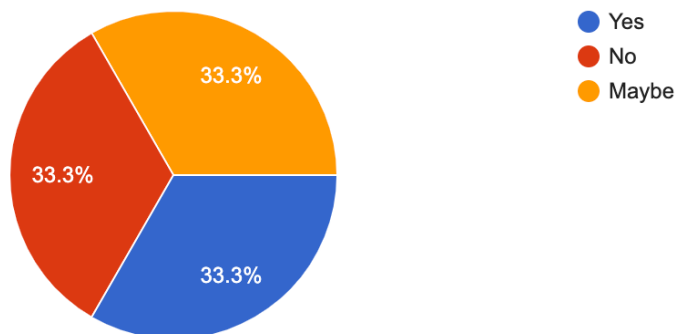
What race do you identify as?

10 responses



If you identify as a POC do you feel your voice is represented by the TCSA?

3 responses

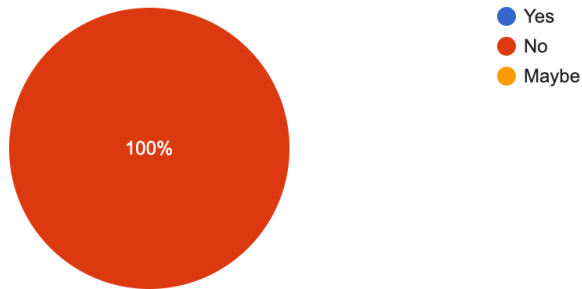


## Board survey

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If you identify as a POC have you ever felt discriminated against by another TCSA board member?

3 responses



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If you answered yes to the above question please tell us about it.

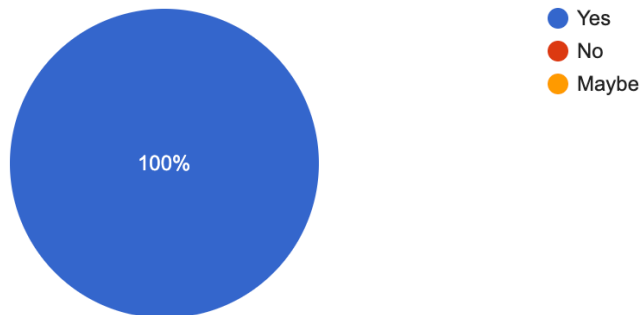
0 responses

No responses yet for this question.

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If you identify as a POC do you feel your voice is respected by the TCSA board?

3 responses



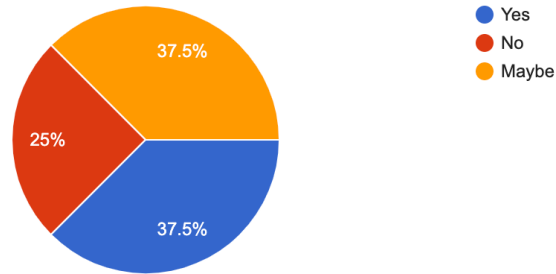


## Board survey

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If you don't identify as a POC do you feel the TCSA has provided you with the skills and tools to advocate on behalf of POC students

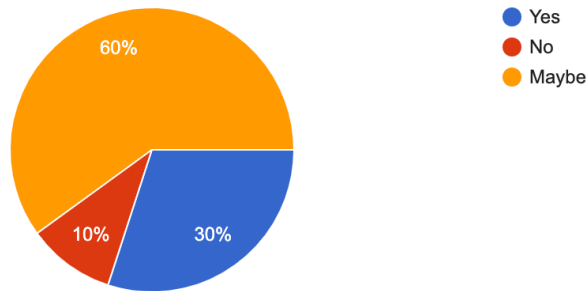
8 responses



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Do you feel the TCSA board has the policies in place to protect POC board members?

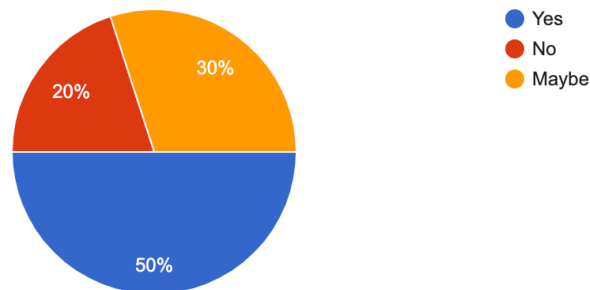
10 responses



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Do you feel the TCSA board knows how to adequately handle issues concerning race?

10 responses

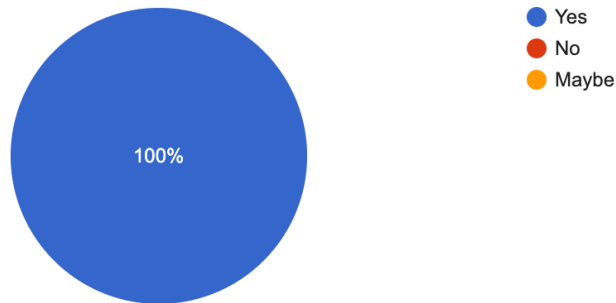


## Board survey

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Do you feel equity commissioners related to racial identities (Indigenous Students Commissioner/Racialized Student Commissioner) should get a vote?

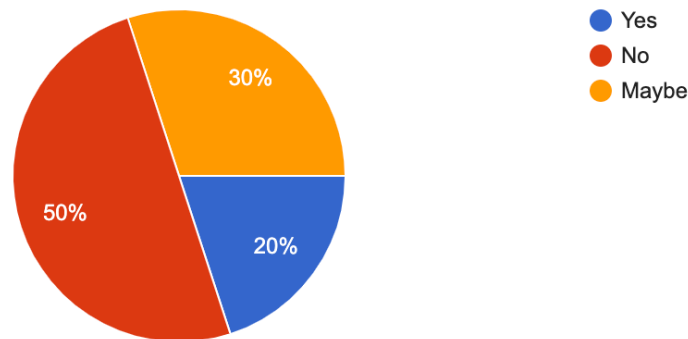
10 responses



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Do you feel the TCSA board adequately represents POC students voices?

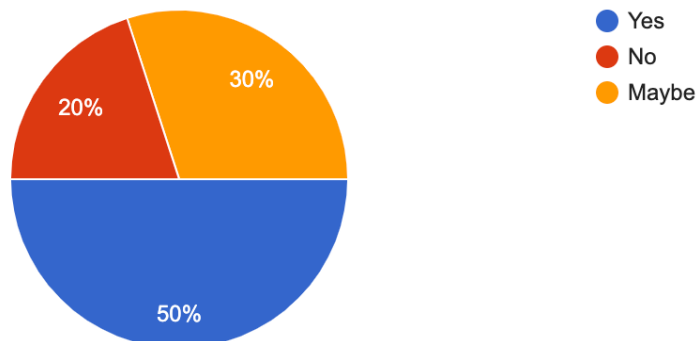
10 responses



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Do you feel the TCSA board could be doing more for POC students?

10 responses

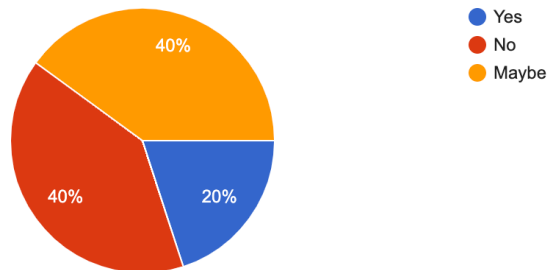


## Board survey

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Do you feel the TCSA board does enough outreach and work with racialized student groups on campus?

10 responses



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### Board Written Responses:

"Make sure that we are reaching out to other groups such as TUNA, TACSU and TISA to name some of them, to get involved in the TCSA so that we can help support them where we can and so that we can make sure that their opinions are heard."

"Actively represent POC students and provide a safe space for everyone. I think that the TCSA board rules and regulations follow colonial and limited guidelines that do not promote inclusivity, individuality, community or connection. An example of this is at our Board Meetings, I do not feel supported enough to discuss important matters and I never hear from the other Board Members."

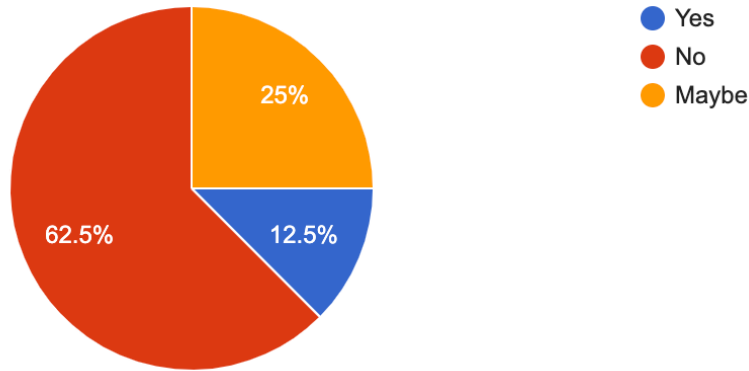
"As a student who does not identify as a person of colour I am very lacking in information about POC supports within the TCSA"

# SURVEY RESULTS:

## Staff survey

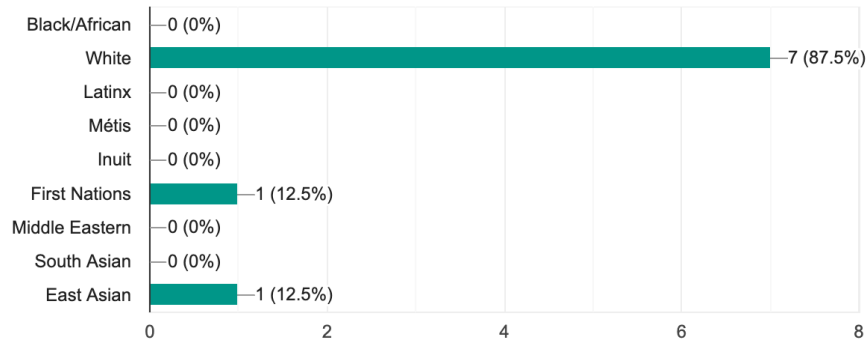
Do you identify as a person of colour? (POC)

8 responses



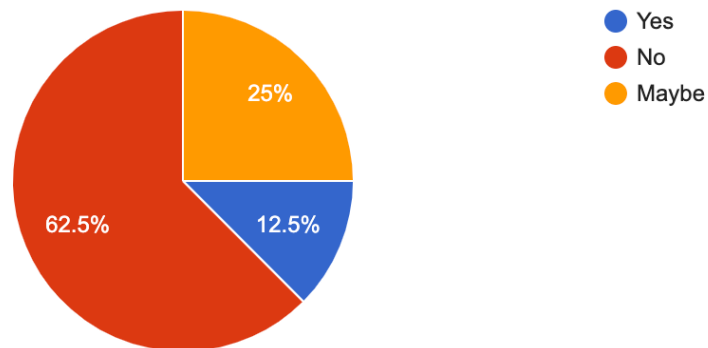
What race do you identify as?

8 responses



Do you identify as a person of colour? (POC)

8 responses



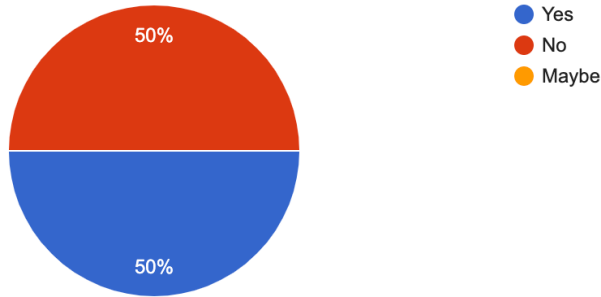


## Staff survey

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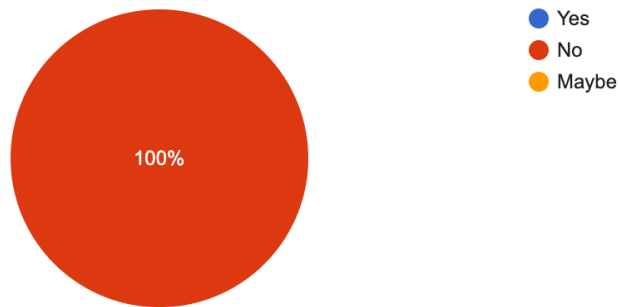
If you identify as a POC do you feel your identity is respected within the workplace?

2 responses



If you identify as a POC have you ever felt discriminated against in the workplace?

2 responses



If you answered yes to the above question please tell us about it.

0 responses

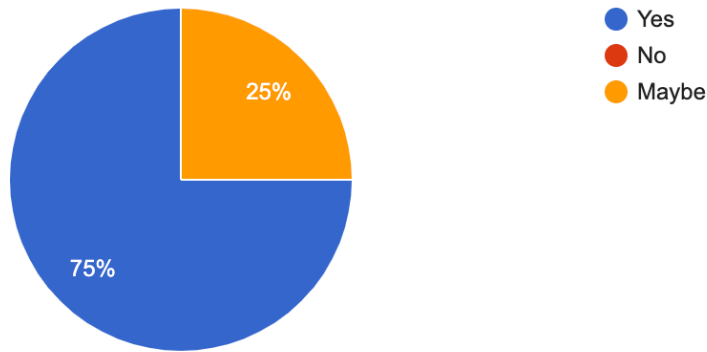
No responses yet for this question.

## Staff survey

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Do you have more than one co-worker that identifies as a POC?

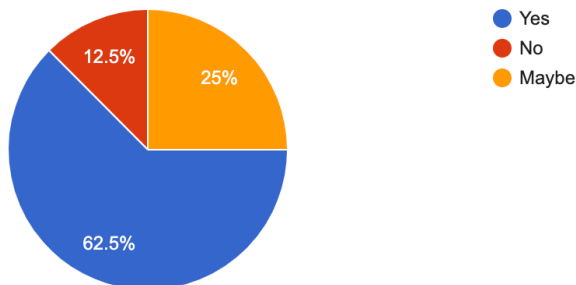
8 responses



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If you don't identify as a POC do you feel you have the skills or tools to be respectful or understanding of others race or ethnicity?

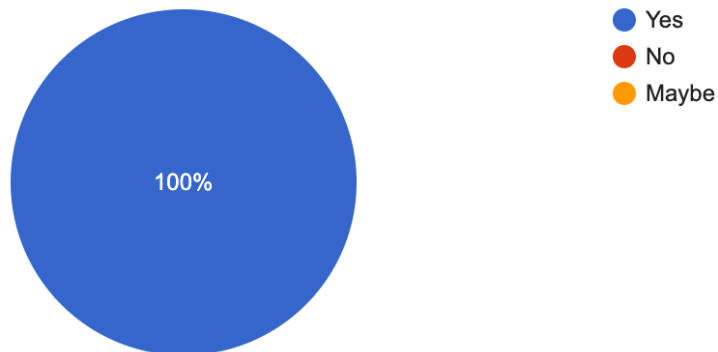
8 responses



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Do you feel the TCSA has equitable hiring practices?

8 responses

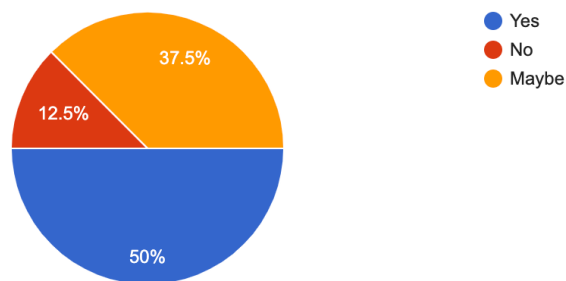


## Staff survey

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Do you feel the TCSA has the proper protocols to deal with racist or discriminatory attacks on staff?

8 responses



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### Staff Written Responses:

"It'd be nice if we had a specific BIPOC student position for front desk staff"

"Although I answered yes to many questions I am always interested in improving our existing practices so that our workplace is inclusive and welcoming. I value our staff and want to be certain that opportunities to work for the Association are equitable. Any perspective that can be provided regarding this is valued."

"It would be nice to see some type of BIPOC space on campus! Particularly within the student centre as I know some of my friends don't feel comfortable going in the building. Also if they could run some workshops about inclusion, anti racism etc that are open to more than just TCSA staff."

## Staff Written Responses:

"I feel like the TCSA is a comfortable workplace and have not seen any issues in my personal experiences working at the Association. I feel as though the full time staff, and executive members are educated, courteous and considerate in their hiring and operational processes, along with their support."

"I feel as though I would personally benefit from a POC workplace workshop so I can educate myself on how to best support my coworkers."

"As a side note, I marked my answer down as 'maybe' for that I have more than one coworker who identifies as POC, as in the virtual setting, and reduced staff in office at a time due to the pandemic (and with my wavering internet connectivity issues with our virtual get-togethers/meetings when I am remote) I have not been fully acquainted with the entire staff team this year."

"Maybe mandatory Anti-O training for new executives so everyone is on the page. As execs are voted in we all come from different backgrounds/ experiences so it would be good to set a standard/ expectations for those that may have limited knowledge."



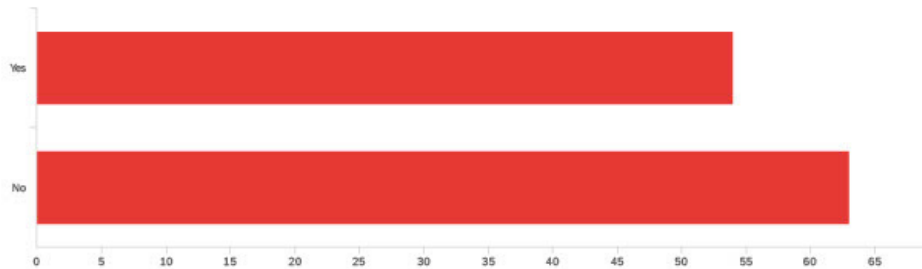
# SURVEY RESULTS:

## Student survey

### Default Report

*Racial Diversity at Trent - Survey*  
March 5, 2021 10:57 AM MST

Q2 - Do you identify as a person of colour? (POC)



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you identify as a person of colour? (POC)	1.00	2.00	1.54	0.50	0.25	117

#	Field	Choice	Count
1	Yes	46.15%	54
2	No	53.85%	63

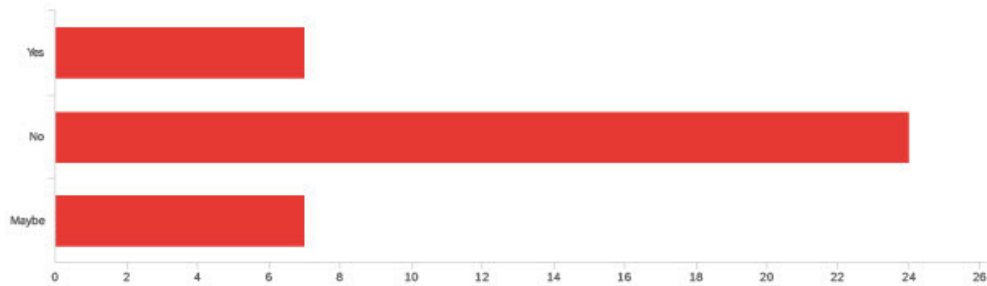
117

Showing rows 1 - 3 of 3

# SURVEY RESULTS:

## Student survey

Q3 - Do you feel represented on campus?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you feel represented on campus?	1.00	3.00	2.00	0.61	0.37	38

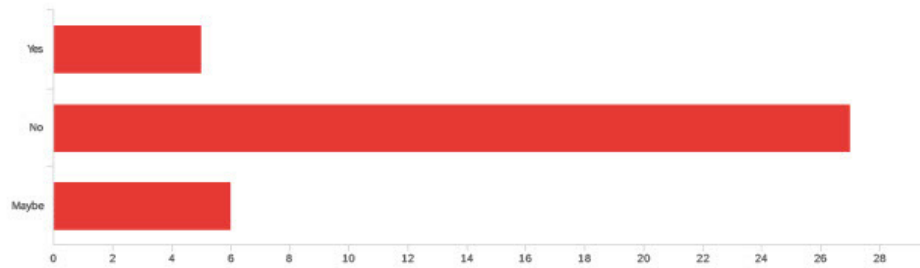
#	Field	Choice Count
1	Yes	18.42% 7
2	No	63.16% 24
3	Maybe	18.42% 7
		38

Showing rows 1 - 4 of 4

# SURVEY RESULTS:

## Student survey

Q4 - Do you feel represented by the TCSA?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you feel represented by the TCSA?	1.00	3.00	2.03	0.54	0.29	38

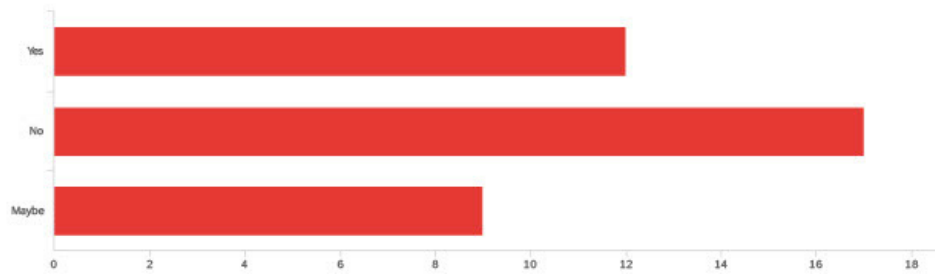
#	Field	Choice Count
1	Yes	13.16% 5
2	No	71.05% 27
3	Maybe	15.79% 6
		38

Showing rows 1 - 4 of 4

# SURVEY RESULTS:

## Student survey

Q5 - Do you feel confident in applying for a position within the TCSA Office?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you feel confident in applying for a position within the TCSA Office?	1.00	3.00	1.92	0.74	0.55	38

#	Field	Choice Count
1	Yes	31.58% 12
2	No	44.74% 17
3	Maybe	23.68% 9
		38

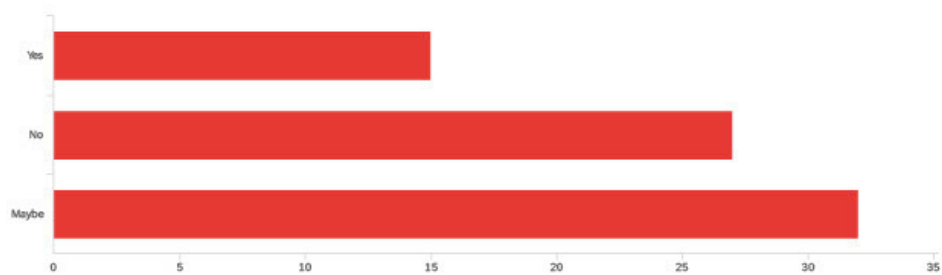
Showing rows 1 - 4 of 4



# SURVEY RESULTS:

## Student survey

Q6 - Do you feel the TCSA provides resources and supports around race related education?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you feel the TCSA provides resources and supports around race related education?	1.00	3.00	2.23	0.76	0.58	74

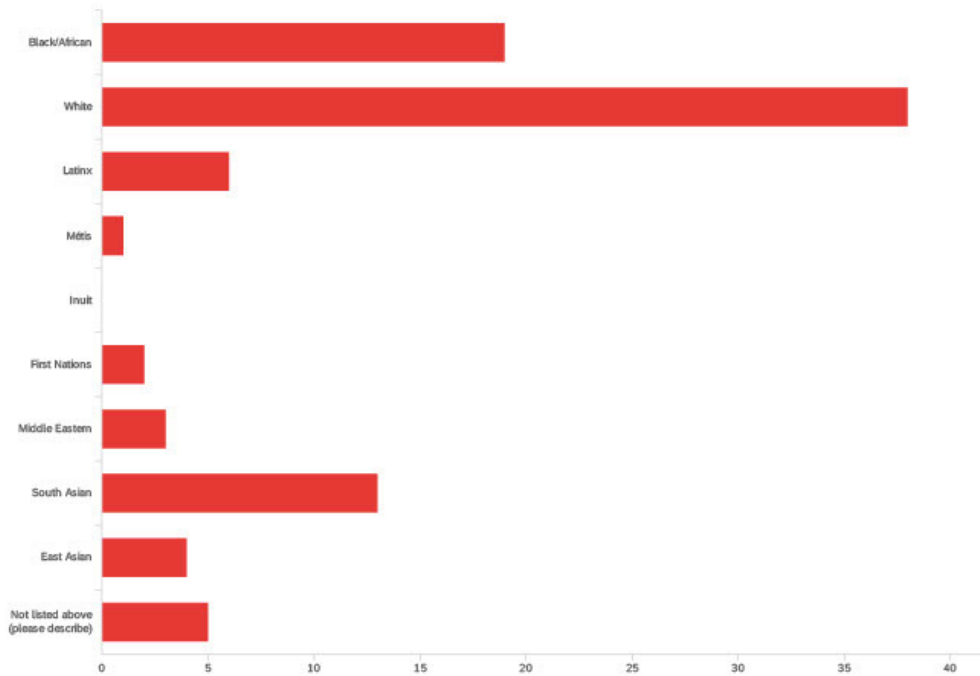
#	Field	Choice Count
1	Yes	20.27% 15
2	No	36.49% 27
3	Maybe	43.24% 32
		74

Showing rows 1 - 4 of 4

# SURVEY RESULTS:

## Student survey

Q7 - What race do you identify as? (please indicate if more than one applies)

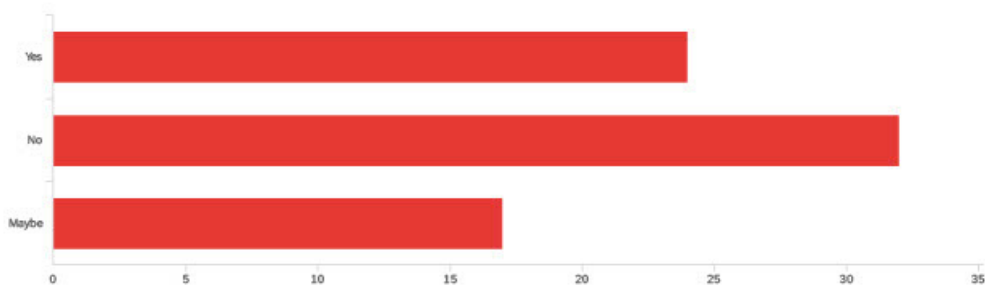


#	Field	Choice Count
1	Black/African	20.88% 19
2	White	41.76% 38
3	Latinx	6.59% 6
4	Métis	1.10% 1
5	Inuit	0.00% 0
6	First Nations	2.20% 2
7	Middle Eastern	3.30% 3
8	South Asian	14.29% 13
9	East Asian	4.40% 4
10	Not listed above (please describe)	5.49% 5

# SURVEY RESULTS:

## Student survey

Q8 - Do you think the TCSA creates space for discussions around issues concerning race?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you think the TCSA creates space for discussions around issues concerning race?	1.00	3.00	1.90	0.74	0.55	73

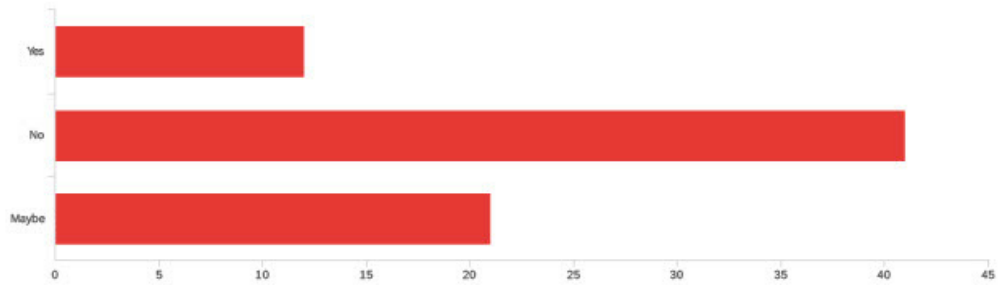
#	Field	Choice Count
1	Yes	32.88% 24
2	No	43.84% 32
3	Maybe	23.29% 17
		73

Showing rows 1 - 4 of 4

# SURVEY RESULTS:

## Student survey

Q9 - Do you think the TCSA knows how to properly handle issues concerning race?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you think the TCSA knows how to properly handle issues concerning race?	1.00	3.00	2.12	0.66	0.43	74

#	Field	Choice Count
1	Yes	16.22% 12
2	No	55.41% 41
3	Maybe	28.38% 21
		74

Showing rows 1 - 4 of 4

# SURVEY RESULTS:

## Student survey

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### Student Written Responses:

#### Q10: Where do you think race relations at Trent University Stands?

"The minimum threshold of effort required to satisfy everyone is where the university stands."

"I think much of the discussion and events are done for show, as the POC culture at trent is quite toxic."

"more work need to be done."

"Pretty decent but can use more cultural events that everyone can participate in once covid is over."

"I work with lower year students, and some of them have expressed that they feel Trent's student population lacks diversity."

"Trent likes to pretend that race doesn't exist."

"i'm not quite sure and don't think i'm educated enough on the topic to say. i see that the university has clubs and posts content for poc but as someone who is white i don't know if those resources are truly meaningful to poc and what would be better."

"They just don't care about my people."

"Race relations at Trent are usually ignored until something major happens, then it's a reactive approach to make the campus seem like a safe place."

"I have no clue."

"I've emailed countless people just to hear some performative stuff about how they're working on anti-racism."

# SURVEY RESULTS:

## Student survey

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### Student Written Responses:

#### Q10: Where do you think race relations at Trent University Stands?

"I don't feel represented and that effects wanting to be on campus to prove my point I was not even an option In question asking what race I am."

"Trent University tries but it hasn't reached its goal because there still seems to be some fear or shame in regards to addressing racism and racial issues. There is also a lack of representation as well as an equity in that representation on various platforms across the campus."

"Little action or attention."

"Pro race relations and representation."

"I think Trent (as well as most institutions) are faced with the challenge of providing international POC, North American-born POC, and mixed race POC. Not everyone is able to mingle with their own race. The intersection of race with sexuality, gender, spoken language, religion, politics, etc complicate race relations."

"Performative."

"it's just there."

"I know there are clubs/groups that highlight the importance of different races and diversity and have a welcoming and open feel, however, I know there is still racist behaviour and action happening at Trent including how professors treat students."

"Trent is a very diverse and multicultural student body, there aren't racial tensions but definitely a theme of cultural ignorance amongst."

"I know that Trent has different clubs and groups to help students celebrate their culture with people who share it. I don't see Trent as having a race problem or that there is an obvious hierarchy, but that could be due to my position as a white man."



# SURVEY RESULTS:

## Student survey

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### Student Written Responses:

#### Q10: Where do you think race relations at Trent University Stands?

"I am not the one to say. I am an indigenous student who is white passing and am not involved enough to say anything about trent's race relations."

"idk."

"In the middle. I think it's difficult especially in a White school and town for POC to be treated completely equal."

"I think there is an effort to represent minorities and give them the same opportunities as other students. It is difficult to tell since I am not on campus and have not been able to see the university or its associations in action."

"Fair."

"While there has been progress, a lot more efforts have to be done in order to make Trent more racially inclusive."

"I think Trent University fosters an anti-white community."

"I believe that Trent truly does care about race relations and in making the community better for all, regardless of race or ethnicity. However, I recognize my privilege and understand that there are poor race relations hidden amongst our community."

"Very standoff-ish and sometimes accusatory. Harsh reactions towards accidental off-colour comments, acts, and behaviours, not intended to be deliberately racist."

"Not very well. I've had several students in my first year that were very racist to me in person and also indirectly in gcs that I found out about later, I've been not been invited to events bc of my race. Second year living in residence has also been challenging for me. It makes me feel like I don't belong and I feel helpless. I just want to be evaluated on my character not colour of my skin."

# SURVEY RESULTS:

## Student survey

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### Student Written Responses:

#### Q10: Where do you think race relations at Trent University Stands?

"I am very appreciative of the efforts made to integrate racial communities in order to share culture and experiences (what comes to mind immediately is Gzowski College's Food of the World video series), but I am concerned that there is not enough of an emphasis on this issue. I fear that too much of Trent's efforts toward race relations are unilaterally directed towards one group (that group varying by event/initiative), which I worry is divisive and serves as an impediment to progress."

"Need improvement."

"I am honestly unsure. Sometimes I feel like Trent is doing really well but other times it just seems like empty promises. An example of this is how both the TCSA and Trent University did not make a statement in solidarity with Indigenous groups across Canada during Wet'suwet'en and Mi'kma'ki. I know both TCSA and Trent did statements for BLM but that was followed up by very little action or tangible changes, they didn't even address the students commenting on the post with concern for their empty statement (Trent)."

"Good - but could be better"

"Evaluating based off composition of staff, I have had only one professor who was not white so far and I have taken 22 courses at Trent with multiple teachers in each. The one non-white professor I had was because the course had majority of their department teach one week at a time... Also, unfortunately the university is affected by its surrounding area and Peterborough is not exactly up there in inclusivity."

"It's a non-issue. Stop wasting time and resources on something only a small minority of people care about."

# SURVEY RESULTS:

## Student survey

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### Student Written Responses:

#### Q11: Is there anything you would like to see from the TCSA concerning race issues?

"Mandatory black candidates at all positions."

"To be open to discussions rather than settle them on common ground basis."

"A president who attends the entire meeting when sitting on a racial equity subcommittee."

"Each ,minority group represented."

"Cultural events, workshops."

"More awareness about the issues surrounding my community."

"More campaigns and seminars around race and race relations. Continual supporting of BIPOC students on campus Vetting candidates before they are approved to run for the TCSA."

"Maybe make focus groups for people suffering from current racial problems- especially during covid and all the riots in the US."

"Talk about racial injustices more, create more representation, work on providing classes to educate students and community members regarding language and history"

"Yes, queer black and brown bodies. The trent queer collective is filled with folks doing a lot of work but the tcsa needs to be a hub of the resource. As a queer person of colour i absolutely do not feel comfortable running for any positions because no one i've ever seen at the tcsa has reached back to me when ive asked for help. Kind of harsh but i feel like all positions are surface level to present that some work is happening."

# SURVEY RESULTS:

## Student survey

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### Student Written Responses:

#### Q11: Is there anything you would like to see from the TCSA concerning race issues?

"intersectionality with other identities like queerness and gender."

"See more people like me in communication Provide community with inclusivity in all races and that we are all humans not race."

"In terms of TCSA have more events that are regarding race maybe awareness events for example next month we have black history month maybe have one event that celebrates black history. Have events that celebrate the history of people of colour at least one in a month. Encourage involvement of people of colour through creating positions on the association where they can be represented."

"Diversity seminars."

"I think TCSA does a good job engaging and providing people with the space to talk about race issues. I would suggest continually providing that space, and maybe it can be a platform for people to talk about or learn about local issues regarding race (racial issues faced in North America, Peterborough, or even Trent)."

"Mandatory classes/subjects on race."

"Make things more accessible to everyone and for all to feel welcome. Perhaps, create classes and resources for students to reach out to if they feel they are being discriminated against"

"It's important to encourage our fellow students to take an interest in the cultural diversity that is present at the university. And to facilitate the representation and sharing of those different cultures."

# SURVEY RESULTS:

## Student survey

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### Student Written Responses:

#### Q11: Is there anything you would like to see from the TCSA concerning race issues?

"I do not know much about what the TCSA is doing with concern to race issues, so maybe it would be helpful to spread awareness for the things that you do provide!"

"nothing I can think of, youre doing great"

"More talks on uncomfortable topics or more education on the cultural diversity at Trent."

"No, just treat everyone the same and stop focusing your attention on our differences. Instead, work to show our similarities."

"Continue to speak up and to educate others. Perhaps collaborate more with BIPOC groups on campus"

"A scaling back on presence, as prominent presence only appears to increase racial tensions where it may not have even existed otherwise."

"Try to inform people that racism at Trent or any university is not acceptable. Not really sure how you can do that."

"I would like to see less division on racial issues, instead of providing services/events for students of one race only, I would prefer an emphasis on unity and allyship. I would like to see more of an effort on cross-cultural sharing and appreciation rather than cultural segregation."

"more people of colour representing people of colour, especially and including non race related topics."

"More commitment to acknowledging and tackling racism and white supremacy"

# SURVEY RESULTS:

## Student survey

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### Student Written Responses:

#### Q11: Is there anything you would like to see from the TCSA concerning race issues?

"I would like to see more collaboration with BIPOC student groups on campus. If TCSA reached out to Black student groups, or Indigenous student groups on campus during the height of BLM protests or Mi'kma'ki fishing rights (as example), they could have easily made a statement, and then followed up with a planned action. Sometimes it feels like empty promises when they say we can definitely look into that or that is definitely something we can do but then they never do anything after that."

"More conversations Better representation Stronger bridge between international students and domestic students (more direct opportunities to form a connection)"

"Lobby for more coloured teachers especially in nursing."

"Stop talking about it"

# POLICY REVIEW

## Accessibility

The Association endeavors to make all of its events, public spaces, and meetings accessible to all members, and will strive to make any necessary accommodations to this end.

The Association defines accessibility as the ability of all members to access a space, event, or meeting in a dignified, equitable, and accountable matter. Further, the Association operates with broad definition of “accessibility”, including:

- Physical accessibility;
- Accessibility for students with limited sight and hearing;
- Accessibility for students from all age demographics;
- Accessibility for student from all religious backgrounds
- Accessibility for students from marginalized communities;
- Consideration of students with scent sensitivity; and
- Financial accessibility.

The Association shall:

- Strive to ensure that all events and meetings are held in a physically accessible space, including events held in partnership with downtown venues and businesses;
- Maintain an accessible workstation in the Association’s office;
- Provide large-text format versions of Semi-Annual General Meeting materials, Board of Directors Meeting materials, and TCSA Committee Meeting materials for members with visual accessibility needs upon request and demonstrated need;
- Ensure that the setup of digital meetings meets the needs of those in attendance as needed;
- Provide American Sign Language or speech to text interpretation for Semi-Annual General Meetings and Board of Directors meetings upon request and demonstrated need;
- Strive to create events that are accessible to members regardless of age, including:
  - a) Striving to ensure that members under the age of 19 can access all events,
  - b) Taking into consideration the unique needs of mature students;
- Strive to create accountable and anti-oppressive spaces that are accessible to students from marginalized communities;
- Reduce financial barriers to participating in TCSA events by ensuring that all events are either:

ADOPTED 02/2013

AMENDED 01/2016

AMENDED 11/2020



# POLICY REVIEW

- a) Free of charge, or
- b) Students in financial need can make a special request to have an event fee waived;
- Provide childcare for students that are parents during Semi-Annual General Meetings and Board of Directors meetings upon request;
- Maintain an accessibility budget line in the Association's Operating Budget;
- Lobby the University to uphold similar accessibility standards.

## RECOMMENDATIONS:

- How do you create accountable spaces that are accessible? What is the process?
- Typo in ASD - 1st paragraph, 2nd sentence

## Discrimination, Harassment and Oppression

In the conduct of its business and the development of its policies, the Association shall endeavor to create and maintain an environment of mutual respect which recognizes the dignity and worth of every person and permits the fullest possible participation of all students in the life of the university and their communities.

The Association prohibits and will work to counter discrimination on the grounds of race, ancestry, place of origin, color, ethnic origin, citizenship, language, creed, clerical or lay status, sex or gender, pregnancy or health status, sexual orientation, gender identity, age (except as required by statute), marital status, family status (parent/child relationship), number of dependents, disability, political or religious affiliation or belief, membership in legal associations, place of residence, or any other related grounds to ameliorate the status of a specific group and all harassment.

The Association actively encourages and will endeavor to assist all clubs, groups and levied organizations to develop anti-oppression policies and undergo anti-oppression training.

ADOPTED 12/1997

AMENDED 01/2001

AMENDED 02/2004

# POLICY REVIEW

AMENDED 03/2005  
AMENDED 03/2005  
RATIFIED 02/2014  
RE-ADOPTED  
10/2019

## RECOMMENDATIONS:

Please review the following policy and consider the following amendments:

Ryerson Student Union Equity Statement Page 63

York Students Union Equal Opportunities Policy 2.1

- Adding an Equity Statemnt that includes Discrimination, Harassment and Oppression OR
- Adding an Equity Statement to be used during all TCSA meetings and events and posted where all services occur.
- The addition of, but not limited to, gender-reassignment; national, regional origin; HIV status

## Occupational Health and Safety

The Association is vitally interested in the health and safety of its staff. As an employer, the Board of Directors is ultimately accountable for the health and safety policy observed by all staff of the Association. To meet the requirements of the Ontario Health & Safety (OH&S) Act and ensure that the Board of Directors is able to address health & safety in the workplace, the Association shall entrust the specifics of these matters to Operating Policy. To ensure that its obligations are met, the Board of Directors shall endorse effective mechanisms for dealing with all health and safety concerns of the Association. Each individual who performs work on behalf of the Association is obligated to participate in all training specified by this program and be aware of its other stipulations. It is expected that, at a minimum, the Health & Safety Program meet all requirements laid out in OH&S Act and promote a workplace that observes the well-being of its employees.

Key Aspects to be Observed:

- 1) A Staff Health & Safety Policy & Program shall be maintained under the Association's Operating Policy and reviewed each year;
- 2)The appointment of a Staff Health & Safety Officer;
- 3) Established lines of responsibility for dealing with health and safety concerns, including awareness, adherence & reporting;

# POLICY REVIEW

- 4) Working within Trent University's procedures regarding health & safety where it is considered possible and advantageous to do so;
- 5) The production of an annual health & safety report to be reviewed by the Board of Directors.

ADOPTED 01/2005

RATIFIED 02/2014

RE-ADOPTED

10

## RECOMMENDATIONS:

Please review the following policy and consider the following amendments:

Ryerson Student Union Workplace and Harassment Policy Page 112

York Student Union Health and Safety Policy

- The addition of Workplace and Harassment Policy
- A comprehensive Health and Safety policy

## Staff Management, Page 58

### 2) Hiring and Selections

The hiring of all employees shall adhere to the Association's Operating Resolution on hiring and selections. The Hiring Committee may choose to offer existing positions internally or to extend the contract or work term of a current employee. Positions, which the Hiring Committee wishes to offer internally, should follow an internal procedure which follows as closely as possible to the Association's Operating Policy on hiring and selections.

## RECOMMENDATIONS:

- If there are no current racialized or Indigenous staff, an effort must be made to hire a staff who identifies as such
- The TCSA should have a mandate no lower than 30% for staff diversity

# POLICY REVIEW

## By-Law 5: Board of Directors Page 8

### RECOMMENDATION:

- The TCSA board should have a diversity mandate no lower than 30%. In the event the boards diversity representation is lower than 30%, a campaign shall be implemented to support more racialized and Indigenous candidates during elections.

## XIII.2 Elections Committee Page 20

XIII.2.1 Membership; an Elections Committee shall be comprised of three (3) directors in accordance with operating policy. In addition, there shall be a Chief Electoral Officer who shall act as Chair of the Committee, and a Deputy Electoral Officer, both appointed for a term coinciding with that of the Board in accordance with operating policy, subject to revision as required.

### RECOMMENDATIONS:

- The position of a Diversity and Inclusion Officer should be added to the Elections Committee
- A meeting should be held between the Chief Electoral Officer and the presidents of all of the racialized clubs and groups on campus to disseminate elections information.

## Appointments to University Committees Page 28

There are a number of University Committees which have seats allocated for Association members, appointed by the Association. This resolution governs the appointments to those seats[....]

### RECOMMENDATION:

- 50% of all University Committee appointments should be filled by racialized or Indigenous board members

# POLICY REVIEW

## Discrimination, Harassment, and Oppression Page 32

The Association shall require that its directors and staff receive training on issues of power and oppression, Trent University's policy on Harassment and Discrimination and related human rights issues, to be offered at the Association's expense. This training shall normally be offered in conjunction with Orientation for new Directors.

The Association shall endeavour to provide opportunities for the wider university community to participate in anti-oppression training at least once each academic year.

The Vice President of Campaigns & Equity shall meet at least once in each of the fall and winter sessions each year with the Trent University Human Rights Advisor to review the University's and the Association's practices and policies in regard to discrimination, harassment, and oppression and to develop strategies for their improvement. Such meeting shall be open for other Directors of the Association to attend.

ADOTPED 01/1998

AMENDED 01/2007

AMENDED 02/2004

AMENDED 03/2005

AMENDED 02/2008

RATIFIED 03/2014

AMENDED 02/2017

RENEWED 09/2019

## RECOMMENDATION:

- One racialized and one Indigenous board member must also be present during these meetings

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# POLICY SUGGESTIONS

## **Policing**

[Policing and Military Actions Page 17](#)

## **Freedom of Choice**

[Freedom of Choice Pg. 81](#)

## **Housing and Homelessness**

[Housing and Homelessness Pg. 84](#)

# ANTI-RACISM POLICY:

## Preamble

2.1 Racism is a phenomenon based on the social, political, economic and historical construction of race and power that affects the lived experiences of all people including students. Historically, racism has manifested itself through more explicit forms of verbal, psychological and physical discrimination. While racialized people today still experience explicit incidents of Racism, more common forms of racial discrimination are in the systemic and structural architecture of government, civil service, the criminal justice systems and many public and private institutions— even those of higher learning.

Racialized communities face numerous disadvantages in the social, political and economic spheres that are the direct result of both explicit and institutional forms of racism. Some examples of racism as it is manifested today include, but are not limited to:

- i. Racial profiling by police and security services;
- ii. Academic curricular that exclude the histories and contributions of racialized peoples, including First Nations and immigrant communities;
- iii. Economic deprivation of Racialized people, through discrimination in employment or relegation to part-time, precarious work with substandard pay and questionable labour and safety standards;
- iv. Restrictions on travel, or harassment when travelling based on race, ethnicity, country of origin and/or religious belief - whether real or perceived;
- v. Harassment and abuse-intentional or unintentional - on physical, verbal, emotional and psychological levels, from strangers, coworkers, superiors, colleagues, classmates or friends.

The Trent Central Student Association (TCSA) recognizes that oppression is rooted in historical, social, cultural, political and economical forms of systemic discrimination. This systemic discrimination is structural in nature and uniquely marginalizes racialized students and indigenous and/or Aboriginal students.

The TCSA affirms that racism is a system of advantage based on race; the ability to act on the belief that people of different races have different qualities and abilities, and that some races are inherently superior or inferior. Racism manifests in many ways, from dislike and avoidance of people based on their race to discrimination against them on an institutional level to acts of race-based violence.

Racism is related to power, who has power, and who is given power by society; it exists beyond one-on-one interactions, hence its systemic and structural nature. The TCSA acknowledges that racialized students disproportionately experience greater levels of poverty, lower incomes, and higher debt levels. In the student union's efforts to advocate for an affordable and accessible education, special attention will be placed on the unique socio-economic barriers that racialised students' experience.

## Policy

2.1 The Trent Central Student Association objects to any and all discrimination on the basis of race, ethnicity, place of origin, immigration status, linguistic ability, and religious or spiritual belief—both real and perceived. All students have the right to study, work and socialize in an affirming environment that is free from harassment, violence and discrimination.



## 2.1 The Trent Central Student Association:

- i. An anti-racism committee with funding from the annual operating budget. The committee will be open to all students and mandated to conduct research and education on issues of racial oppression. The committee will work to promote anti-racism awareness on campus through events, educational materials, general campaigns and outreach. The committee will strive to implement the recommendations made by the Task Force on Campus Racism, organized the Canadian Federation of Students- Ontario;
- ii. Access to an affordable education free from explicit and systemic forms of racism
- iii. The work of all students, clubs and organizations that seek to eliminate racism both on and off campus;
- iv. All equity based institutional initiatives that seek to correct the historical injustices of the past and create a level playing field for racialized students;
- v. The inclusion of multiple cultural perspectives, histories and narratives in academic curricula and course material;
- vi. Equal opportunity programs that promote equitable employment and academic opportunities for students from racialized communities, including aboriginal and immigrant students;
- vii. The designation of campus spaces as official sanctuaries for undocumented migrants or the children of undocumented migrants to safely pursue employment and education without the harassment of immigration, security or police authorities;

i. Policies and protocols that address the manifestation of racism on campuses and society, and their acknowledgement of the intersections on the basis of gender, class, sexual identity, religion, or ability;

ii. The full adoption of the province-wide Task Force on Campus Racism Task Force and the local Anti-Racism Task Force,

## 2.2 The Trent Central Student Association Opposes:

i. All explicit and systemic forms of racism in campus life and outside of the institution, including, but not limited to the criminal justice system, employment, healthcare, childcare, mental health services, financial assistance, and housing;

ii. The formation of student groups that deny the historical and present day existence of Racism against people of colour, and promote white supremacist ideology;

iii. Institutional racism in hiring and curricula; policy and governance, and the delivery of services;

iv. Discrimination and harassment from police or other security and government services both on and off campus;

i. Reductions or elimination of funding for critical area studies including but not limited to African Studies, South Asian Studies, East Asian Studies, Latin American Studies, Caribbean Studies, Aboriginal Studies and Middle Eastern Studies.



# CONCLUSION

This report is the completion of a 5 month in depth review of the TCSA's policies and the consultation of students, staff and board members concerning race issues. It was done to assess the Association's ability and preparedness to handle instances of racism, discrimination and prejudice within its membership, and the Trent community at large. While a particular instance of racism, and specifically anti-Black racism, sparked the push for such a review, racism has always been present on the Trent campus. Unfortunately racism is a systemic issue within the University itself, as well as the TCSA. Despite that, many are willing to put in the work and time to address institutional forms of inequity.

Three surveys outlined both the shortcomings of the association but the triumphs as well. While many students felt that racism was alive and well within the TCSA many also felt that the association had the tools to rectify it. Through the implementation of new policies, such as the anti-racism policy, and the creation of learning spaces, I am confident that the TCSA will be able to regain trust from the student population.

A higher representation of racialized and Indigenous students on the board and within their staff will help to create a more diverse working and learning environment. Racism will not be eradicated through the implementations recommended in this report. However, the step towards a more equitable TCSA and Trent community can be made through a commitment to an ongoing implementation of said recommendations.

# RESOURCES

## THE FINAL REPORT OF THE TASK FORCE ON CAMPUS RACISM -CFS

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a64dcb51-7d9a-4f3e-915b-29606dd1fba9>

## CAMPUS RACISM HEARING - TRENT UNIVERSITY 2009 - ORGANIZING COMMITTEE CAMPUS RACISM - TRENT

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:55584e49-f0a1-4b8f-a227-0e1f3ba7d130>

## COMMUNITY AND RACE RELATIONS COMMITTEE OF PETERBOROUGH - RECCOMENDATIONS FOR AN ANTI-RACIST CAMPUS

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:2ecf32be-0ab6-4dfa-9eb9-4169fddf1e39>

## POLICY MANUAL RYERSON STUDENTS' UNION LOCAL 24 CANADIAN FEDERATION OF STUDENTS

[http://www.rsuonline.ca/uploads/File/RSU\\_Policy\\_Manual\\_April\\_2017.pdf](http://www.rsuonline.ca/uploads/File/RSU_Policy_Manual_April_2017.pdf)

## U.T.G.S.U. POLICY HANDBOOK

[https://drive.google.com/file/d/17X3iUZ\\_NLYsqZb87toSH2GtI9zBC4gxK/view](https://drive.google.com/file/d/17X3iUZ_NLYsqZb87toSH2GtI9zBC4gxK/view)

# FACILITATORS

## PASCALE DIVERLUS

<https://www.pascalediverlus.com/bio>

## CONTANCT INFORMATION OF 19 INDIVIDUALS WHO CAN FACILITATE A VARIETY OF WORKSHOPS

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:163c87c7-b2f3-4576-98aa-cd9454cf2847>