

BUILDING ANTI-RACIST & INCLUSIVE COMMUNITIES AT UFV

**Report following the 2010 UFV Professional Development Day
on 'Race, Racism & Anti-Racism at the University'**

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TABLE OF CONTENTS

Authors & Contributors.....	1
Table of contents.....	2
Executive Summary.....	4
Why is Anti-Racism important to UFV and to you?.....	7
Background to the Report.....	8
Canadian Context.....	10
Racism at UFV.....	14
Existing Initiatives at UFV.....	18
Race and Antiracism Network (RAN).....	18
Institutional Policies.....	18
Human Rights & Conflict Resolution Office.....	19
Aboriginal Access Services.....	20
Centre for Indo Canadian Studies (CICS).....	20
UFV International.....	21
Teaching and Learning Centre.....	22
Student Activities.....	22
Student Services for the Residence.....	26
Diversity Awards.....	26
Indigenizing work at UFV.....	26
A Strategic Plan for a Racism-Free and Inclusive University.....	29
Recommendations.....	33
Indigenization.....	33
International Students.....	36
Supporting anti-racism initiatives for students.....	38
Collecting data.....	40
Hiring, rank, tenure and promotion.....	41
Raising awareness.....	42
Institutionalizing anti-racism.....	44
References.....	47
Supporting documents/appendices.....	49
Appendix 1: Key definitions	
Appendix 2: UFV Policy on Harassment	
Appendix 3: UFV Policy on Student Conduct	
Appendix 4: UFV Statement of Institutional Ethics	
Appendix 5: Collective Agreement between UFV, FSA & UFV Board of Governors	
Appendix 6: UFV Teaching & Learning handout	
Appendix 7: UFV International Education	

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Appendix 8: UFV Student Services material

Appendix 9: Abbotsford Community Protocol Resource Guide

Appendix 10: List of known UFV courses that have substantial content on topics of race and anti-racism

Appendix 11: UFV Indigenizing our Academy: Strategic Planning Indigenous Post-Secondary Education

Appendix 12: RAN Activities Report 2010/11

EXECUTIVE SUMMARY

Introduction

In 1982, Fraser Valley College (FVC) produced a report entitled: *Report of the Task Force on Racism in the Fraser Valley* (Ridgewell 1982). The report identified issues of racism in the Fraser Valley, and called upon FVC to play a role in solving the problem of racism. The Task Force recommended that FVC establish an organizational structure for the purpose of coordinating College efforts to combat racism; provide opportunities for employees and general public to learn about prejudice and racism; and promote greater understanding and acceptance of differences within the college community and community at large. Twenty-nine years later, UFV still has a role to play, both in the community of the Fraser Valley and in the university community.

The University of the Fraser Valley (UFV) articulates pride in “*providing a learning environment that is friendly and supportive, professional and respectful*” (Policy 110.01, 1999; 2001). At the same time, while the intention of members of a university and university policies may be to address discrimination, the impact of racism and other related forms of discrimination (including sexism, homophobia, trans-phobia, to name some) remains an ongoing issue. UFV’s faculty, staff, and administration have become increasingly aware of the damage that racism can mean to teaching and learning and the resulting effects on the UFV community.

The evidence of racism at UFV is revealed in part by racist graffiti on campus, as well as racist comments made by some faculty to students and comments made between some students. Racism is especially directed towards international students, Aboriginal students, and towards “non-white” faculty or faculty of colour. The scope of the problem is yet to be fully documented, and not always recognized. However, from a human rights and human dignity point of view, any presence of racism is a significant problem to UFV.

The current mission statement (UFV, 2010), within the Strategic Plan, includes language referring to Aboriginal students whereby UFV will: “*partner with the Aboriginal leadership in the Fraser Valley to address the unique educational needs of Aboriginal students and their communities*”. Aboriginal students comprise roughly 4% of the student population at UFV (N= 496, Office of Institutional Research, 2009/10) which is an increase from previous data (Holmes, 2006). Aboriginal students represent a group that has consistently experienced racism, marginalization and oppression through the education system. For UFV to address issues of racism, student learning, retention of Aboriginal students, the university will need to become more pro-active in addressing inclusion.

International students comprise roughly 6% of the UFV student population (N= 749, Office of Institutional Research, 2009/10). Studies show that international students are another “identifiable” student group that experiences racism in universities (Lee 2007; Crosby 2010; Hanassab 2006; Lee and Rice 2007); this group is multi-racial and diverse. Racism is also directed at ‘visible minority’ students who are Canadians or legal residents (Henry and Tator 2009; Dei and Calliste 2000). At UFV, there is no specific data

collected on visible minority students/ students of colour, and no demographic data is collected on faculty and staff. An anonymous equity survey was conducted of faculty and staff in 2009, but the data was inconclusive.

A PD Day on Race, Racism and Anti-racism was held in May 2010. The planning for the PD Day was the result of many years of divergent activities to address issues related to race, culture, diversity, and inclusion. The planning committee was comprised of members of the Race and Anti-racism Network (RAN), and representative members of the Teaching and Learning Advisory Council (TLAC). This report is a result of the PD Day on Race, Racism and Anti-racism, and developed with contributions from members of RAN and feedback from Employee Services, Student Services, the Vice-President - Students, and the Provost & Vice-President-Academic. Since the PD day is for UFV employees, students did not attend events. However, we note that student consultation and participation is essential to developing anti-racist and inclusive communities at UFV.

Goals and objectives of the PD Day

The objectives of the PD Day were articulated as follows:

1. Define racism: what is it? How do we recognize it? How is it evidenced? How does racism intersect with other “isms”?
2. Acknowledge that discrimination and exclusion take place in many forms.
3. Identify the practical realities of dealing with racism in the classroom and on campus.
4. Identify actions: how do we respond? What strategies are there to address racism?

One hundred and thirteen people attended the PD Day. This number was viewed as a significant endorsement of the need to discuss and expose some of the challenges we face at UFV. In addition to the objectives, the planning committee identified a need for resources and follow-up from the PD Day. A strategy session was held at the end of the day where discussion groups could make recommendations, and identify further issues, and strategies, as well as potential resources and supports that would be needed for the future.

Key components to this report

The report situates the relevance of a UFV-based anti-racism strategy in the Canadian context. Further, while UFV’s governance structures do not include a specifically mandated committee to undertake anti-racism work, we outline existing relevant initiatives and services at UFV including: Race and Antiracism Network (RAN), Institutional Policies, Human Rights & Conflict Resolution Office, Aboriginal Access Services, the Centre for Indo Canadian Studies (CICS), UFV International, Teaching and Learning Centre, Student Life, Student Services for the Residence, Diversity Awards, and Indigenizing work at UFV. Policies that are aligned with programs and services at UFV are included. A number of these policies were included in the PD Day information package.

The report also provides a working strategic framework for creating an anti-racist and inclusive framework at UFV. This includes the following principles:

- Consistency with existing UFV commitments and policies
- Mainstreaming anti-racism and equity
- Centering marginalized perspectives and knowledge
- Freedom from discrimination as a building block of academic freedom
- Accountability and openness

Recommendations

Recommendations were made as a result of the PD Day and our consultations with various services and supports at UFV. The recommendations are in line with the UFV Strategic Plan, which “embraces diversity, supports cross-cultural exchange, and promotes the respectful debates of ideas and views.” The focus of the recommendations is on seven key areas:

1. Indigenization
2. International Students
3. Supporting anti-racism initiatives for students
4. Collecting data on race-related matters
5. Hiring, rank, tenure and promotion practices
6. Raising awareness
7. Institutionalizing anti-racism.

In the section on ‘Recommendations’, specific items and priority recommendations are identified. Clear mechanisms and articulated benchmarks are necessary to assess institutional performance and to ensure accountability for decisions that are made about anti-racism and equity work. As such, we hope that the recommendations in this document generate an open university-wide dialogue on issues of racism and inequity, and serve as a way to assess the outcomes of implementing a plan for anti-racism and inclusion.

In order to move forward, it is would be useful for the University to formalize an institutionally-supported committee composed of faculty, staff, students and administrators to coordinate the implementation of an anti-racism plan, based on the recommendations. This committee could assist in developing specific goals and mechanisms for measurement with central administration and individual units across campus; assess funding needs; and coordinate yearly reports from Faculties and other units.

WHY IS ANTI-RACISM IMPORTANT TO UFV AND TO YOU?

Why should we, as members of UFV, care about issues of racism and other related forms of exclusion and discrimination?

- Anti-racism and inclusion is essential to the success of the university's mandate and its strategic goals.
- The demographics of the university encompass members from different racialized groups.
- Racism and discrimination are a retention issue – for our students, faculty, staff and administration.
- The workplace is negatively affected when issues of racism and other forms of exclusion are buried underground and not openly addressed.
- The classroom is at the epicentre of change, but not always free of animosity because of discrimination based on language, origin, and race, for both students and faculty members. The experience of students in the classroom can be greatly diminished because of racism, which takes on many forms.
- The tools available from anti-racist frameworks can greatly enhance teaching and learning classroom practices.
- Anti-racism fosters a commitment to academic freedom.
- Issues of racism and discrimination are prevalent in society, and addressing these issues at the university helps make us all better citizens of our communities.
- Harnessing anti-racism and inclusion is a competitive advantage for the university. A concentrated effort to build a culture of anti-racism, anti-oppression, and tolerance at UFV will position this institution as a model for other institutions to follow.

BACKGROUND TO THE REPORT

Too often it is assumed that universities are race-less and racism-free. While the intention of members of a university and university policies may be to address discrimination, the impact of racism and other related forms of discrimination (including sexism, homophobia, transphobia, to name some) unfortunately remains an ongoing issue. To address racism, the Discussions on Racism Group, now named Race and Antiracism Network (RAN) was formed in 2007 following an event commemorating the International Day for the Elimination of Racial Discrimination. It included the participation of Stephen Schroeder, Molly Ungar, Jacqueline Nolte, Satwinder Bains, and Adrienne Chan. Participation in the group has always been open, and included students and community members. The group was informal and gathered for discussions, some guest speakers, and sharing of resources.

In 2009, the group became more involved in discussions regarding institutional support and initiatives to address racism. This led to a discussion of having an anti-racism event on campus for faculty and working with the Teaching and Learning Centre. The idea of organizing a professional development (PD) Day for May 2010 evolved out of these discussions. The Teaching and Learning Centre is mandated by UFV to provide professional development for faculty, including workshops. The Teaching and Learning Centre and the Teaching and Learning Advisory Council joined the Discussions on Racism Group to plan the PD Day. The support for the day was given by President Mark Evered, and Acting (then) Provost and Vice-President Academic, Dr. Eric Davis.

Why is a PD Day on Race, Racism and Anti-Racism important? The university campus and the Fraser Valley is part of a global transformational time and space. This space has become more multi-racial, multi-lingual, and diverse. Ongoing professional development is important for the currency and relevance of instructors, the services provided by staff, and supervision provided by management. Professional development is developmental and connected to working with students and understanding issues of access, barriers, race and racism.

A PD day on issues of race is also important to UFV because of the demographic composition of students, faculty and staff. The population of Abbotsford is 19% South Asian (Canada 2006). There is no racial demographic information collected on the student population at UFV except for Aboriginal students. For example, 5.7% of students in Adult Education are Aboriginal, and 6.7% of students in Social Work are Aboriginal (data collected 2008-2009).

The Discussion on Racism Group membership has varied since its inception in 2007. In 2009/10 the group included: Satwinder Bains, Adrienne Chan, Andy Crosby, Eric Davis, Danica Denomme, Rita Dhamoon, Rosetta Khalideen, Shirley Hardman, and Summer Pervez. The Discussions on Racism group were joined by Wendy Burton, Director of Teaching and Learning, and Randy Kelley and Marilyn MacDonald from the Teaching and Learning Advisory Council as part of the PD Day Planning group. The PD Day was also supported by Alison Kalnicki from the office of the Dean of Professional Studies. While the PD Day was focused on faculty, staff and administrators because of the

specific goals and terms of reference of professional development days, the group itself is open to all members of UFV interested in working towards addressing racism on campus and society, including students. One of the goals of the group, which was re-named the Race & Anti-racism Network (RAN) in October 2010, is to continue with earlier work and expand its scope with the active involvement of students. Student involvement has been a key feature of past events including the Commemoration of the 2010 International Day on the Elimination of Racism.

This report emerged from the PD day, and also includes submissions from different units across the UFV campus. The PD day included two keynote speakers (“Race, Racisms and Racialization: A primer” by Dr. Jo-Anne Lee, and “Uppity Tips” by Michelle LaFlamme), eight workshops (on intersecting issues of discrimination, Indigenous issues in the classroom and beyond, responding to racism in the workplace and hallways, responding to racism in the classroom, and teaching International Students) and a closing brainstorming session on the next steps. For more information about the PD day, please go to www.raceantiracismnetwork.ca.

CANADIAN CONTEXT

When examining racism and anti-racism in the national, regional, and local contexts, it is impossible to ignore the historical and present-day relations between Canada and Indigenous nations, the latter having lived on this land for thousands of years. It is a shameful history of dispossession, displacement, broken promises, land theft, small pox blankets, stolen children, residential schools, genocide, and war. The archaic and overtly racist Indian Act (1876) is a policy that still fully functions today, ensuring government control over indigenous lands while leaving a bloody legacy embodied by the residential school and reservation systems, despite the resistance of Indigenous peoples. From East to West, over a period of 400 years, Indigenous peoples were dispossessed and displaced from their lands, had their cultures suppressed, and entered into treaty processes that were formulated to serve the colonial purpose of continuously eroding indigenous lands and cultures piece by piece, while denying sovereignty and self-government.

British Columbia is unique in that the land only became heavily settled by Europeans in the mid-to-late 19th Century. (For the most part, treaties were not formulated and much of the land remains unceded, leading some to argue that neither BC nor Canada has legal jurisdiction to govern). However, the new colonizers carried with them similar racist attitudes and disdain that were common throughout the land. BC's first lieutenant-governor Joseph Trutch shared his vision of contact and relations with the natives:

“Colonization necessarily involves the contact, and practically the collision, of two races of men – one is superior, and the other is inferior, the latter being in possession of the soil, the former gradually supplanting it.... Everywhere, in obedience to what appears to be a natural law, the uncivilized native has receded before the civilizer.” (Ridgewell 1982, 20)

Trutch invokes the notion of race which would play a fundamental role in how policies were formulated vis-à-vis Indigenous populations. However, it also serves to set the tone and trajectory of Euro-Canadian social and immigration policies that would inevitably contribute to marginalizing and excluding the racialized “other”. We have seen this exemplified in the dual compact of Canadian confederation, the Chinese Head Tax¹, Japanese internment², African slavery and segregation³, and the refusal of refugees and

¹ The head tax on Chinese Immigrants was introduced by the Dominion (federal) government in the Chinese Immigration Act of 1885. Initially, an amount of \$10 was proposed, but due to anti-Chinese agitation, this was amended to \$50 before the bill's final passage. The Chinese Immigration Act of 1900 (which went into effect on January 1, 1902) increased the tax to \$100, and finally, in the Chinese Immigration Act of 1903, it was raised to \$500. Only those Chinese who were deemed to be merchants, diplomats, clergymen, tourists, students, and men of science were exempt. The tax was meant to discourage Chinese from entering Canada after the completion of the Canadian Pacific Railway. On June 22 2006 the Prime Minister of Canada offered an apology and compensation to surviving head tax payers and spouses, but not their children.

² During World War Two, over 20,000 men, women and children of Japanese-origin (three-quarters of whom were Canadian citizens) were sent into detention in British Columbia, and other project areas including sugar beet farms in Alberta, Manitoba and Ontario (Ujimoto 1985: 127). These “enemy aliens” lacking citizenship (and defined by their Japanese nationality) were a stepping stone to targeting all those (irrespective of citizenship) who were officially categorized as “persons of Japanese race,” by the federal government. Between 1943 and 1946, all property owned by Japanese Canadians was sold, with any costs

migrants as was the case during the Komagata Maru incident⁴, and so on - policies and practices that have had lasting ramifications while shedding light on contemporary issues. Take for example the recent arrival of Tamil refugees on the MV Sun Sea which has been met with scorn from political elites and mainstream media, resulting in a call for revisions to existing legislation to prevent future occurrences.

Furthermore, the education system has not been exempt and remains an integral feature of the racial colonial project. Aside from the horror of assimilation inherent in the residential schools, Euro-Canadian education has served an historical and contemporary purpose of propagating the myths of benign civilization while ensuring that generations of educators, administrators, and officials would be well trained to maintain the status quo of white power and privilege.

In recent years, Canadian scholars have documented how this racial history has been replicated (Alfred 2005; Dhamoon, 2009; Fleras and Elliot, 2003; Razack 2008). They have further analyzed the manifestation of racialized discrimination in the education system and the impact on nonwhite students and faculty, for the university is a microcosm of society (Chan 2007; ; Henry and Tator 2009; Kuokkanen 2007; Mihesuah and Wilson 2004;). While the Canadian university remains a site where various forms of implicit and explicit racism are practiced, anti-racism scholars and activists continue to challenge what has been deemed as a “culture of whiteness”, mutating and subtler versions of racism, and the widespread “discourse of denial” in post-secondary education (Henry and Tator 2009, 8-14). While changes have been made, and many positive steps taken to combat and curb discrimination, scholars argue that structural barriers remain, thus preventing meaningful and effective transformation.

One example of the continuing structural and everyday racism relates to international students in post-secondary institutions. Although international centres in universities offer many services for international students, the problems of racial and linguistic discrimination continue to plague the experiences of students. Neoliberal market forces

associated with the owner's living in confinement deducted (Sunahara 2000). The federal government did not systematically redress Japanese-Canadians until 1988. The 1988 redress included an apology from the Prime Minister and some limited financial compensation for surviving individuals who experienced internment, deportation, relocation or property losses between 1941 and 1949.

³ African slaves were forcibly brought as chattel by Europeans to what is now Canada as late as the 1830s. There is a sizable community of Black Canadians in Nova Scotia and Southern Ontario who trace their ancestry to African American slaves who used the Underground Railroad to flee from the United States, seeking refuge and freedom in Canada. In the late nineteenth century, there was an unofficial policy of restricting Blacks from immigration and a formal policy introduced in 1911 which prohibited any immigrants belonging to the “Negro race”.

⁴ In 1908 there were nearly 5,000 South Asian immigrants in B.C. In November of that year, the Canadian government introduced legislation to prohibit further South Asian arrivals through the Continuous Journey Act. This act aimed to prevent prospective immigrants from coming to Canada unless they traveled on a continuous journey, which was impossible at that time for people from the Indian subcontinent. In 1914, Gurdit Singh chartered the Komagata Maru and a group of 376 South Asians passengers sailed to Canada to challenge the Continuous Journey legislation. When they arrived at the shores of B.C. they were not allowed to get off the ship and were forced to anchor for two months, despite protests from South Asians already in Canada. Although they were ultimately forced to return to India, they dealt a serious blow to the racist ‘Keep Canada White’ policies of the white settler society.

have pushed universities to focus on international student recruitment, student mobility, and international partnerships between institutions, without always paying adequate attention to the conditions that lead to the marginalization of international students (Crosby 2010). Narratives and studies of international students reveal some startling concerns about the high cost of tuition and poverty, discriminatory working conditions for those with temporary status, restrictive funding practices (Kimari 2010), and health risks. International students have particular needs for support services. This is essential both inside and outside of the classroom. While students in general may not find it easy to raise and disclose issues of racism, for international students this may be especially difficult if they are unfamiliar with the Canadian system of education. International students should have the awareness and knowledge of existing resources, so that they can, if necessary, disclose personal information, engage in intercultural spaces with other students from different backgrounds, and raise issues of racism without fear of repercussion.

In the Fraser Valley, local educators and administrators recognized that racism was a problem in the community as early as 30 years ago. In 1982, the University of the Fraser Valley (then Fraser Valley College) organized a committee who issued a report, *Report of the Task Force on Racism in the Fraser Valley* (Ridgewell 1982), based on consultations with the local community.⁵ While admitting that the scope of the research project did not allow for the desired quantitative and qualitative measurements, the committee found that “prejudice is a widespread phenomenon in the Valley, giving rise to a constant low level of racial tension, which occasionally breaks through to become more dramatic action” (Ridgewell 1982, 39).

The report first examined the historical record of racism in B.C. It looked at the violent suppression of native cultures (residential schools and the banning of the potlatch and spirit dancing), anti-Chinese, Japanese, and Indian sentiment inherent in immigration regulations, employment, and interactions with White settlers, as well as links between race and farm labour in the Valley, an issue still prevalent today.

The report examined the education system in the Fraser Valley in terms of “racism by omission”. This referred to a Euro-centric curriculum that failed to include non-White history, knowledge, and worldviews. It acknowledged the need to diversify curricula to include materials that would include Indian and Indigenous student learners. The report concluded that evidence suggested that prejudice in the community was based on ignorance and confusion rather than on a clear or informed understanding of reality. It also found a lack of knowledge concerning the concept of “race” and attributed it to “a lack of meaningful social interaction between the majority group and visible minority groups.” Furthermore, it found that students seemed to lack a good understanding and knowledge of the history and contemporary situation of native peoples in the Fraser Valley.

⁵ The group conducting the report was led by Colin Ridgewell and included Cheryl Dahl, Kevin Busswood, David Wyatt, Doug Hudson, Rae McCombs and Don Tunstall. As it was an eight week study, there was no quantitative research conducted. Most of the research was done through observation, interviews, news stories, impressions and anecdotal information.

The Task Force ultimately recommended that Fraser Valley College should establish an organizational structure for the purpose of coordinating College efforts to combat racism; provide opportunities for employees and the general public to learn about prejudice and racism; and promote greater understanding and acceptance of differences within the college community and community at large. In particular, recommended action items included: a Principal's Committee on Racism; a community liaison person to combat racism; identifying and developing cultural, classroom and community resources; organizing educational activities; setting up language classes; coordinating multi-cultural events; monitoring racism in the Fraser Valley; and developing community awareness.

Although the report is somewhat dated and racial/cultural dynamics have shifted with time and migration patterns, the recommendations still hold important meaning today. Within the historical context, this report on racism and anti-racism cannot right the wrongs of the past, but it can work towards addressing the long-standing issue of racist ideology and recognize that the colonial past implicates the present and future. At the same time, staff, faculty, and administrators at UFV can work towards dispelling myths, disseminating knowledge and cultural awareness, and educating the university and local communities about discrimination and other forms of oppression. We must work together to develop ways in which to actively and effectively combat racism.

RACISM AT UFV

In preparation for the PD day, an anonymous survey was used to identify themes and issues for discussion. The survey was developed by members of the Discussions on Racism group and then distributed through the Marketing and Communications office, which also collated the data.

In total, 54 people responded to the survey including 31 faculty, 19 staff members, and 4 administrators. While this is a small sample size and an analysis of student experiences is a next step, the findings are significant. Of the total respondents, 34 (or 63%) said that racism is an issue on the UFV campus, 9 said that racism was not an issue, 7 said racism was somewhat of an issue, and 7 did not respond to this question. The following is the list of questions asked, and a summary of the survey findings.

1. Have you experienced or witnessed racism at UFV where you were not sure racism was a factor? If yes, please describe one of these incidences

Summary:

- Racism among students in the classroom
- Racism beyond individual – systemic
- Discriminatory practices re: faculty scale and sessionals
- Linguistic racism – experienced by students and faculty (less so from international students)
- Hesitancy to speak as only nonwhite faculty member in department
- Racist and sexist comments from faculty to student
- Students make derogatory racialized comments about their own racial group (Indo-Canadian students)
- Racism against First Nations students
- Racism directed towards international students (language, accent, staying in group, excluding them from conversations, racism from other students and also from faculty)

2. Can you briefly describe an incidence of racism, either in the classroom or elsewhere on campus?

Summary:

- Linguistic racism by faculty and students (repeatedly an issue)
- Racist graffiti on campus
- Ethnocentrism among nonwhites
- Christianity privileged and Christianity mocked
- Curriculum silences
- Targets: Aboriginal and international students (repeated issues)
- Exclusions and inclusions of ‘Canadianness’
- Stereotypes and lack of knowledge (e.g. Muslim women, and use of the ‘N’ word)
- Internalized racism (students mocking ‘own’ group)
- Racism & homophobia
- Keeping racism private makes it difficult to speak up
- Student racism against faculty

3. Identify any questions, concerns or issues that you have about racism in the classroom, in the workplace, and on campus outside of the classroom.

Summary:

- Faculty want more information about forms of racism, recognizing racism, and how to challenge racism
- PD events are good
- Good existing intercultural interfaith community exists
- UFV is taking good steps towards supporting Aboriginal and international students
- More cultural diversity bridging needed
- How to further accommodate students of diverse backgrounds, especially ESL immigrants; take into account diversity of knowledge and experiences in classroom
- Racial grouping/'segregation' in classroom
- Equality office on campus needed
- Nonwhite students feel disadvantaged by nonwhite faculty
- Indirect and implicit/everyday racism
- Spaces for nonwhites needed
- Race may be a factor in student evaluations
- Hiring practice concerns especially hiring a member of group to teach about 'their community' – excludes others
- Balancing racism concerns with need for integration into mainstream
- Need formal way to investigate racism and take action
- Racism against international students built into English Language requirements
- Fear of speaking about racism, especially among students

4. Can you briefly describe a time when you challenged racism at UFV?

- Department
 - talk to department head (although with no success/action)
- Classroom
 - discussed ideas about standard English
 - ask students why their ideas are inappropriate
 - teach media critique
 - strive for a more inclusive curriculum
 - recognize multiple ways of student participation
 - advising students and faculty
 - challenge racist behaviour/stereotypes
 - explain respect rules (although students can file complaints), remind students of multicultural and pluralistic commitments of UFV and Canada
 - should aim not to alienate or embarrass anyone – avoid confrontation
 - challenge racist theories
 - research ways to challenge racism
 - challenge linguistic racism
 - introduce topics of cultural and artistic expression to open students' minds to other cultural and linguistic frameworks.

- Faculty-faculty
 - talk directly to faculty
 - supporting colleagues
 - confronting faculty
- Institutional level
 - talk about accountability
 - strive for a more inclusive curriculum
 - encourage alliances across social identities that are traditionally divided,
 - challenge linguistic/professional/white/many other types of privilege
 - Indigenizing the academy
 - Participating in March 21 events
 - Challenge stereotypes about international students that 'blame the victim' (although not heard)
 - challenging the English Language Policy imposed on domestic and international students
 - Internationalization
- Around campus
 - make eye contact with people avoiding me because of race

5. What are some of the challenges pertaining to racism that you would like to have addressed at the PD Day?

- Addressing white privilege
- How to handle racism in the classroom actively (from students or instructors)
- How to handle students that use the 'racism' card in response to grades
- Identify bias of faculty in classroom
- How to talk about different backgrounds without prejudice
- Getting administration to support principles and policy and action plan (failure re: Baker House)
- Bringing in different communication styles in classroom
- Centering different cultures
- How to enhance racial and international harmony, and create welcoming environment for minority faculty and staff
- Acknowledging racist behaviour – both done by self, by others, and in big meetings = Challenging denial
- Hiring practices
- Addressing indirect racism and how to recognize racism and name it
- Going beyond one-off events
- Creating student integration/mentoring
- Making ESL a central issue
- Breaking socially learned behavior
- Linguistic prejudice among teachers and students.
- Lack of support if I do encounter racism and choose to speak up
- Going beyond symbolic gestures of recognizing Indigeneity and buzzwords of internationalization.

- Ways forward could include:
 1. Explore the “customer satisfaction” of international students through surveys and focus groups.
 2. Objectively assess the results of various policies applied to international students.
 3. Investigate and propose more effective programs of study for international students.
 4. Assess international English language proficiency tests for their accuracy as predictors of success at UFV and establish appropriate levels for each of them
 5. Investigate barriers to international student success, including discriminatory attitudes on the part of faculty and students and cultural variations in learning styles.
 6. Develop workshops for faculty to prepare them to teach effectively in a multi-cultural and multi-linguistic setting.
 7. Through PD workshops and the Teaching and Learning Advisory Council, we should promote cultural awareness and sensitivity in all areas of UFV.
 8. We should support internationalization of the curriculum by directing academic departments to incorporate an international element into courses and curriculum, just as we have in the past incorporated a Canadian focus, gender awareness, environmental awareness, etc.
 9. We should establish a hiring policy at the institutional level (in all areas, not just academic positions) to give preference to candidates with international interest and expertise (which might include, for example, cross-cultural communication skills, second language skills, etc.).
 10. Hiring policy should give equal job opportunities to people of colour or distinctive accent, and to create a truly multicultural environment where everybody feels safe, welcome and valued.
 11. Faculty, staff and students' awareness, training and instruction on racism and prejudice.

EXISTING INITIATIVES AT UFV

A number of existing initiatives at UFV relate to issues of race, anti-racism and equity, although notably, at present, only the Race and Anti-racism Network (RAN), and the Human Rights & Conflicts Resolution Office has an explicit mandate to deal with these issues.

Race and Antiracism Network (RAN)

As noted earlier, an ad-hoc group exists on campus to explicitly address issues of racism on campus and beyond. This group has been supported by the administration, especially the Vice-President Academic & Provost, Dr. Eric Davis, and various Deans especially Dr. Jacqueline Nolte and Dr. Rosetta Khalideen. As well, the President of UFV, Dr. Mark Evered, has attended events organized by RAN.

Through its history RAN has been involved in the following initiatives:

- Since 2006, RAN has annually marked March 21, the International Day for the Elimination of Racial Discrimination through public events on campus;
- In partnership with the Teaching & Learning Centre, RAN organized UFV's 2010 full-day Professional Development workshop on Race and Anti-Racism;
- In partnership with the Teaching & Learning Centre, RAN has co-organized three workshops in winter 2011 on: Racism in the Classroom (facilitated by Eric Wong); Teaching International Students (facilitated by Roger Tro); and Examining Privilege & Power (facilitated by Adrienne Chan, Wendy Burton, and Rita Kaur Dhamoon);
- Advised and served on the organizing committee for the 2011 Student Life Leadership Conference on "Building Anti-Racist Communities".
- Employed and trained a work-study student.

More information about these events can be found at the RAN website: raceantiracismnetwork.ca, including the '2010-11 Report of RAN Activities' (appendix 13). To date RAN's work has been funded on an ad-hoc basis, and a grant from Abbotsford Community Services. While the meetings and events are supported by UFV through the provision of space, RAN does not currently have core funding. To sustain the work of RAN, both funding and organizational support is necessary. It is anticipated that RAN will explore ways to become formalized in the existing structure of the university.

Institutional Policies

UFV's *Harassment Prevention* policy (appendix 2) does not specify issues of racism but it does make clear that "The basis of interaction among all members of the University is mutual respect, co-operation and understanding. Harassment of any kind violates fundamental rights, personal worth and human dignity".

Similarly, while UFV's *Student Conduct* policy (appendix 3) does not reference issues of racism or other forms of equity directly, it is relevant to anti-racism in as much as it relates to disruptive behavior in and out of the classroom which may be race-related.

The UFV *Statement of Institutional Ethics* (appendix 4) does make reference to differences in race (as well as age, gender, ethnicity, religion, sexual orientation, political persuasion and personal values) among members of the university. This policy also states that “We strive to maintain an institution that is free of harmful effects of racism, sexism, and other forms of bigotry”, and cites the importance of fairness, respect, access and university citizenship. This policy explicitly addresses issues related to racism, although a clear plan of action is needed across the university to implement an environment that is free of harmful effects of racism, sexism, and other forms of bigotry.

The *Collective Agreement* (appendix 4) between UFV and the Faculty-Staff Association (April 1 2007 – March 21 2010) and UFV’s policy on Academic Freedom also makes clear that while academic freedom should be protected, this does “not entitle a faculty member to promote hatred or contempt for any social, political, national or ethnic group; display incompetence in teaching or scholarship; or violate the human rights of students or other persons.” As well, the Collective Agreement includes a statement on harassment – personal, sexual, and other forms of harassment – that is linked to UFV policy.

UFV’s policy on *Academic Freedom* also states: “... academic freedom does not entitle anyone from the university community to promote hatred or contempt for any social, national, or ethnic group; display incompetence in teaching or scholarship; or violate the human rights of others.”

It would strengthen UFV’s commitment to these policies and to the Strategic Plan goal of creating an inclusive environment by instituting clear criteria for assessing the operation of these policies. Transparent reporting would foster awareness and a culture of inclusion.

Human Rights & Conflict Resolution Office

In recent years the Human Rights & Conflicts Resolution has not been active in organizing around anti-racism events. However, the work of this office has changed since September 2010. In line with UFV’s harassment policy, this Office provides confidential services to students, faculty, staff, and administrators at the University of the Fraser Valley, who seek advice, assessment, and assistance in the resolution of interpersonal conflicts between members of the University community. The Office is responsible for ensuring that the University's *Harassment Prevention Policy* is enforced and that members of the University community comply with British Columbia's *Human Rights Code*, which addresses discrimination on the protected grounds of race, colour, ancestry, place of origin, and religion, as well as marital status, family status, physical or mental disability, sex, sexual orientation or age of that person or class of persons.

The Human Rights and Conflict Resolution Office will assist complainants to determine whether their request falls within the jurisdiction of the Office and, if not, where they might be referred in order to address their concern. If the issue does fall within the jurisdiction of the Office, the Officer will offer services to assist the individual to seek redress for his or her concerns. The Office offers a variety of services, including:

- Confidential individual consultations and referrals

- Confidential individual conflict coaching
- Facilitated conversations between two or more parties
- Voluntary mediation sessions between two or more parties
- Labour, management, and Student Union consultations
- Informal complaints of discrimination
- Informal complaints of harassment
- Formal complaints of discrimination
- Formal complaints of harassment
- Education sessions for individuals and groups

Aboriginal Access Services

The Aboriginal Access Services provides support for Aboriginal students who identify themselves as Métis, Inuit, status First Nations, and non-status First Nations. Aboriginal students may enquire about the services at S'olh Shxwlèlì, the Aboriginal Resource Centre. It is currently located on the Chilliwack campus in the G Building (the old daycare) and on the Abbotsford campus in Room A219a and in the student lounge in Room A221.

S'olh Shxwlèlì Services include:

- Making referrals within UFV and to community agencies and other institutions.
- Acting as liaison with Sto:lo organizations, post-secondary education authorities, Métis organizations, and First Nations organizations.
- Consulting on First Nations curriculum development initiatives.
- Coordinating workshops on various topics including cultural awareness, empowerment, goal setting, financial management, personal growth, and family and community relations. Advocating for students with UFV departments.

Centre for Indo Canadian Studies (CICS)

The Centre for Indo Canadian Studies is the University of the Fraser Valley's nexus point where scholars from UFV programs, members of the community, organizations and agencies, international visitors, students and staff come together to explore the Indo Canadian diaspora and the Indian sub-continent. The Centre supports the development, maintenance and strengthening of linkages that lead to diverse experiences for students, faculty and community with a focus on inclusion, multiculturalism, anti-racism, diversity, inter and intra-cultural discourse, community building and education.

The CICS at UFV utilizes varied and multi-pronged approaches to combat racism within the University while including the larger community. The CICS has numerous partnerships and collaborations with academic and community agencies that support the work of the Centre. Some of the approaches utilized include forums, colloquiums, seminars, talks, presentations, dialogues, commemorations, memorials, vigils, events and activities. Some examples of recent events include: hosting and sponsoring talks and discussions to mark March 21 The International Day to Eliminate Racial Discrimination; the Udaari photograph exhibit chronicling Sikh pioneers in B.C. an public panel on interfaith dialogue; support of the South Asian Peer Network Association (SAPNA), a

UFV student led organization which shows films and organizes events on cultural, religious and racial issues; and educational events to raise awareness of Canadian histories of racism, such as the Komagata Maru incident.

As well, the CICS works closely with local governments and Valley Fraser communities to address race-related issues. The Director of the CICS is a member of the Abbotsford Social Development Advisory Committee, which works to promote diversity; the CICS has sponsored and contributed to community artifacts and archives to the Community Visions exhibition at the Reach Gallery, which features 19 local artists who explored Abbotsford's history and cultural diversity and investigated issues including immigration, multiculturalism, industry, the environment and the Stó:lo First Nations; the Centre has provided diversity and anti-racism training for all Fraser Valley Child Development Centre Staff of Abbotsford, Chilliwack, and Mission, on how to work with children of Indo-Canadian families who have development challenges; the Centre has collaborated with the Mission Community Services on a number of endeavors including Youth Teaching Youth-Multiculturalism Matters (funded by the BC Anti-Racism and Multiculturalism Program) which explored how youth were motivated to demonstrate values of multiculturalism through the celebration of Indian Spring Festival; and the CICS works with the City of Abbotsford to address the overarching divide between cultural and faith communities and the ongoing incidents of racism and cultural exclusion among the citizens of Abbotsford.

Overall, the CICS has coordinated numerous events that expand the notion of “living in a multicultural country” by exploring issues of race, gender, culture and class. It further supports University wide initiatives that support elimination of racism through professional development, curriculum design and institutional commitment to change.

UFV International

The composition of international students has changed over the years, both in terms of demographics and increasing enrolment numbers. These trends have represented an ever-evolving challenge, and require diligence to ensure that policies and practices are adequate to respond to the differing sets of needs required by our culturally diverse international student body.

UFV International supports international students and is dedicated to their success (see appendix 7). In winter 2011, it was reported that there were 724 international students enrolled at UFV, the highest ever semester enrolment. The top five source countries of UFV international students are: China, India, Saudi Arabia, Korea and Japan. The department has worked to establish a visible, friendly, and supportive environment with a high staff-to-student ratio. UFV International is comprised of a multicultural and multilingual staff that organizes activities and events for international students while providing essential support services such as academic advising.

UFV International recognizes the importance of “intercultural competency” as a fundamental component of a student’s overall success. The department is also committed to expanding international involvement on campus and through its programs. It supports

professional development opportunities at home and abroad and administers the Internationalization Fund available to faculty and staff to infuse an international/intercultural dimension into programming and the curriculum.

While facilitating and supporting UFV programs, UFV International also develops international exchange opportunities, linkages with international institutions, and works to create volunteer and work opportunities for international students. UFV International remains committed to creating an inclusive environment on campus as well as continuing to promote cross-cultural awareness and understanding.

Teaching and Learning Centre (see appendix 6)

The Teaching and Learning Centre has offered a range of workshops and seminars since the 1980s. At Fraser Valley College, there was an Anti-Racism working group. The current incarnation of Teaching and Learning has offered several workshops on accommodating difference and anti-racism since January 2009, many of which focused on encountering racism in the classroom. "Diversity by Design", a three day course in re/design, was delivered once in 2009 and in 2010. In 2009, the Teaching and Learning Centre was an active partner in organizing the full day PD day event on anti-racism. As well, in winter 2011, this Centre organized, in partnership with RAN, three workshops for faculty, staff, and administrators on: Racism in the Classroom, Teaching International Students, and Examining Power & Privilege. The Adult Education program also offers courses to engage in the subject of racism and anti-racism; for example: Honouring Diversity in Adult Education Settings, and Adult Education and Social Change.

Student Activities

Students have been involved in anti-racism work within a number of individual student organizations. Many student organizations have language within their charters to combat racism and homophobia. A review of current and past work on anti-racism by student organizations would provide useful information on the different policy statements, practices, and initiatives among student groups, specifically so as to identify gaps and strengths. While the type and level of activity needs more study, some student organizations engaged in anti-racist work include, but are not exclusive to: Cascade, Student Union, Pride Network, CIVL Radio, Student Life (see appendix 8), Muslim Student Association, Association of History Students, and other ad hoc groups of students involved in community anti-racism activities.

The Pride Network is active on Abbotsford campus. There is no specific location where you can make a connection with someone from the Network. Posters were created by a graphic design student who connected with the Network. These posters were one idea to provide information on how to make contact with the Network. It is typically difficult for a gay or lesbian student to find the Pride Network; there is currently a somewhat active Facebook group.

The University Christian Ministries include various branches of Christians who want to involve students in their work. In order to hold events on campus these Ministries need to

be student led groups. There is currently a Pancake Breakfast that has drawn some interest from students on campus. The Ministries link their work to diversity.

There is a Muslim Student Association which holds events. In 2009, a Ramadaan dinner was held. An educational presentation on the history and practices of Islam was delivered at this event, which was attended by Muslim and non-Muslim students.

A celebration of Black History Month has been taking place in Abbotsford since 2008. This event highlights the achievements of Black Canadians. The first event was organized by a student who is also from Abbotsford Community Services; she was helped by the Association of History students, and was supported by the Social, Cultural, and Media Studies department, and the Vice President, Administration.

CIVL Radio is one media outlet that has potential for working on issues of anti-racism. CIVL Radio embraces anti-racism, and programming decisions come from the student body.

There may be other student groups involved in anti-racism, but they are not currently known. More dialogue is needed between faculty, staff and students on issues of race and equity.

With institutional support, active linkages between some of the above groups and RAN will foster an anti-racism agenda at UFV. Already such connections have led to RAN's support of a student-led conference organized by Student Life on anti-racism, held in winter 2011.

Student activities are dependent on student leadership and continuity of support from the student body and the institution. Maintaining an active agenda in anti-racism is challenged by habitual changes in student leadership; this is normal in a university setting where leadership changes almost every semester and at least every year.

The lack of infrastructure is a challenge. There are no regular meeting and student spaces and there is little institutional support for the groups; they are not well known and therefore may not be able to draw on students who are interested in connecting. While Student Life expects to have some regular space in the new Student Union Building, the capacity of this space is unknown at the present time. University House is a space that has been well used; students were coming to see this as a place to connect, and get connected. However a significant challenge is that while specific student groups do a good job at addressing anti-racism, the general student population does not know of a safe place to go to report racism or get support.

There is a lack of resources for students at Baker House, especially (although not exclusively) international students who are housed on campus. An example of this is the summer situation with food services. During the summer, Sodexo closes at 2 p.m. This leaves the residence students with no place on campus to eat. During the summer (2010), a group started getting together at University House and cooking ethnic meals, taking

turns, cooking together and teaching each other about their ethnic foods. Many commuter students also joined them. This will change when Student Life moves out of University House.

Student Services for the Residence

The Residence Services mission statement states that “Residence Services fosters a positive living-learning environment for residents by providing staff, resources, programs, services and facilities that support and promote educational achievement, personal development and engagement with the global community.”

From a Residence Services perspective, the single most important environmental influence on student development is the peer group, and research has found that peer group interaction/involvement in the university experience is a key factor for retention and completion of studies. Students living in residence are more likely to participate in more activities and have greater contact with other students, and a more satisfactory social life. A rich and satisfying residence community allows learning to take place informally, in casual contacts with faculty, staff, and peers. Through real life opportunities, residence living provides opportunities to form and maintain supportive relationships, improve life skills, create lifelong learners, develop self esteem, emotional maturity, and self responsibility.

Baker House is explicit and clear in making sure that the residents are well aware of rules surrounding inclusive and exclusive language, and informs residents that words or acts of racism, homophobia, and sexism will not be tolerated. To that effect, Baker House has celebrated Holi and Chinese New year, and also hosts English Corner, which is a conversation group comprised of Canadian and international students who have held discussions on racism and global issues, among others. Furthermore, the Baker House Residence Association has sponsored diversity luncheons and held a Multicultural Day last year. Despite this, in 2007 non-residents marked Baker House, student residence, with racist remarks about Middle Eastern residents. As reported, “Tim Seggar held a healing circle that invited the residence community hear from the students who had done this terrible thing. It was an emotional experience for the residents and the individuals responsible. It was good to hear the impact the incident had on all residents and for the apology to be heard”. Since then, Residence has experienced known issues related to racism between two international groups of students. They are currently working with International Education to resolve some of these issues. Also, staff will hear comments from students wishing not to be placed with other students due to their race or culture.

Following the 2007 incident at Baker House, the Residence has recognized the importance of initiatives to support the well-being of the student residents as well as to the climate on campus and taken important steps in a positive direction. Student staff and resident assistants work to promote an inclusive and hate-free environment. Accordingly, a number of initiatives relevant to anti-racism have been adopted:

- In 2009/10, Baker House created an international floor with its own special focus and programs, including having meeting posters in ten different languages.

- Safe Space posters: every office and Resident Assistant door has a safe space poster that says: “This space respects all aspects of people, including race, ethnicity, gender expression, sexual orientation
- Resident Assistants receive training from UFC counsellors and International Education regarding common inter-racial/cultural issues (dating, oppression, racism, etc.) and how to assist international students.
- Student hiring: following UFV’s hiring policies, the staff seek to who represent the diversity in the student body.
- UFV Resident Assistants attended a student Residence Life Professional Association conference and presented on “The Epic Power of Diversity” in fall 2010.
- Room assignments are performed to encourage cross-cultural interactions and learning with sensitive requests in mind (same sex, religions, etc.).
- A Work Study position called Programming Assistant-Multicultural has been instituted.

As well, there are a number of several relevant policies:

Harassment

No student shall:

- Exhibit aggressive or threatening behaviour that is inappropriate and unwanted and which would be considered by a reasonable person to create a negative environment for work, study and other university related activities. Harassment policy available at: http://www.ufv.ca/visualarts/Policies_and_Safety.htm.

Hazing

No student shall:

- Engage in any act which endangers, or could reasonably be seen to endanger the mental or physical health or safety of a student, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization.

Human Rights

Activity (verbal, written, graphic, and physical) that is threatening, racist, sexist, homophobic, or any form of discrimination, harassment, sexual harassment or unwanted sexual attention, is prohibited. This can include, but is not limited to, posting or distributing material and/or behaving in a manner that is offensive and may contribute to an intimidating, hostile or uncomfortable environment; putting offensive posters/pictures in areas available to public view, including windows or common areas; using e-mail, or other electronic messaging, voice mail, message boards, mail, computer networks or other mediums to convey nuisance, obscene, or otherwise objectionable messages or materials; writing graffiti in residence buildings or encouraging or engaging in offensive acts or behavior; repeatedly following or attempting to make unwanted contact with another person.

Diversity Awards

Several UFV departments and student groups have been nominated for the Fraser Valley Cultural Diversity Awards, an event that has been happening annually since 2003 to celebrate the accomplishments of organizations and individuals in the area of diversity, including age, abilities, ethnicity, gender, race, religion, sexual-orientation and socio-economic background. The UFV groups that have been nominated are as follows:

- 2003 – Aboriginal Resource Centre, Chilliwack. Category: Inclusive Environment
- 2005 – The Aboriginal Resource Centre was again nominated for the same category.
- 2007 – College and Career Preparation Department, Abbotsford. Category: Inclusive Environment
- 2009 – UFV Valley Pride Network (Student Society) – Abbotsford.
- 2009 – Abbotsford Social Justice Rally – Abbotsford.
- 2009 – Centre for Indo-Canadian Studies – Fraser Valley.

Indigenizing work at UFV

As stated in the 'Indigenizing our Academy: Strategic Planning Indigenous Post-Secondary Education at UCFV' (2007) working document, UFV has a lengthy history of affiliation with local Indigenous communities. The partnerships have varied in longevity and capacity. UFV has delivered curriculum in Indigenous communities; Elders and Stó:lo Nation staff have worked with UFV faculty to develop curriculum; and, through the recommendations of the Aboriginal Community Council UCFV opened S'olh Shxwleli (Our Places) on the Chilliwack and Abbotsford campuses. However, post-secondary education has remained somewhat elusive for Indigenous peoples living in traditional Stó:lo territory. UFV is the neighborhood post secondary school to nearly 7% of Indigenous peoples in BC, yet only 2.5% of the UFV population self-identify as Aboriginal (Holmes, 2006, p. 62) and anecdotally, it is projected that fewer still complete degrees, diplomas and certificates. Yet, Indigenous leaders, parents, learners and potential learners insist that education is both what is wanted and needed to build capacity within Indigenous communities.

The institution's history of partnering and delivering programs and services in Indigenous communities can be captured by highlighting a few of these initiatives:

- in 1992 the Coqualeetza Centre and the University College of the Fraser Valley signed an affiliation agreement to promote post-secondary educational opportunities for First Nations' people within Stó:lo territories and beyond;
- the Carrier Sekani partnered with UCFV in 1999 to address that community's endeavor to stop the cycle of substance abuse; the Substance Abuse Counseling program was again delivered in 2004, this time to the Stó:lo community of Chehalis;
- Aboriginal Access Services and the Institute of Modern Languages again partnered with Stó:lo Shxweli, and the Lalems Ye Selyolewx to develop eight Halq'emeylem courses (25 credits) leading to a Language Proficiency Certificate, Culture and Language diploma, a Bachelor degree, or the Developmental Standard Term Certificate; the institution also sought to acknowledge, in a meaningful way, the Halq'emeylem language work that has been on-going in the

community through the Stó:lo Shxweli and Coqualeetza Cultural Centre. Halq'emeylem language graduates from these programs are eligible to enter a process to receive university transfer credit from the institution for their Halq'emeylem knowledge.

- The Seabird Island Band (SIB) with their strong commitment to education and their own resources partnered with what was UCFV to deliver Early Childhood Education Certificates, ECE specialty certificates and Family Childcare certificates.
- Shxwha:y Village approached Aboriginal Access Services at UCFV in the fall of 2004 to express their concerns about the lack of transportation amongst potential students. Further dialogue resulted in an Affiliation agreement between the Shxwha:y Village and UCFV to “provide education and training opportunities designed to meet the 7 needs of Aboriginal learners” to mutually benefit Shxwha:y and neighboring communities and UCFV while ultimately assisting Shxwha:y and other Aboriginal learners to achieve their individual training and education goals.

In summary, these partnerships demonstrate the commitment by Indigenous peoples to promote education. Equally evident is the institution's willingness to accept the challenges inherent in Indigenous post-secondary education. What has hindered the communities and the institution has been the allocation of human resources and at times monetary resources necessary to accomplish these tasks. Efforts to meet the post-secondary education needs of Indigenous communities has largely depended on the success of acquiring sparse Indigenous funding through proposals or more often it has been accomplished by ardent staff and individuals working independently for the betterment of our people.

As well as community-based initiatives, Indigenous students who identify themselves as Métis, Inuit, status First Nations, and non-status First Nations can access support either at S'olh Shxwlelí, the Aboriginal Resource Centre in Chilliwack, or the office at the Abbotsford campus. S'olh Shxwlelí Services include making referrals within UFV and to community agencies and other institutions; acting as liaison with Stó:lo organizations, post-secondary education authorities, Métis organizations, and First Nations organizations; consulting on First Nations curriculum development initiatives; providing information on programs and courses of particular interest to Aboriginal students; co-ordinating workshops on various topics including cultural awareness, empowerment, goal setting, financial management, personal growth, and family and community relations; and advocating for students with UFV departments.

Currently, UFV offers an Indigenous Arts Certificate: Maps, Films, Rights & Land Claims; an Aboriginal Culture and Language Support diploma; a Stó:lo Studies Certificate; the Native Indian Teacher Education Program (NITEP); and Certificates in Extended Studies in Social Services, which include a First Nations option, the Halq'emeylem program, a Social Services Diploma with a First Nations option, and transition year programs.

As well, in 2009, UFV hired a Senior Advisor on Indigenous Affairs, who reports to the Vice-President Academic and Provost. The Senior Advisor works closely with the Aboriginal Community Council to provide vision and leadership in developing Indigenous Studies programs and services at the university. The Senior Advisor also leads specific initiatives and projects. This includes an international project which started in 2010, entitled “Lens of Empowerment”. This project involves five academic institutions in the UK, South Africa, Palestine, Canada, and Taiwan. It is a practical and theoretical research project broadly concentrating on the themes of gender, citizenship, and art, and more specifically on women’s empowerment and how it might be connected to lens-based studio practices. UFV’s contribution to this project is based on Indigenous women,

One of the primary tasks of the Advisor is to foster further efforts at UFV towards ‘Indigenizing the academy’, a concerted effort to change the assimilative processes that have influenced and shaped the lives and beliefs of Indigenous and non-Indigenous peoples living in countries like Canada. This includes the development of strategies for the recruitment and retention of Indigenous faculty, staff, and students. As well, in 2010, the Aboriginal Community Council developed goals and identified action items as part of the UFV strategic planning process on Indigenous post-secondary education, referred to as ‘UFV IOA Goals with Actions’ (see appendix 12). The goals are:

1. By increasing capacity among current Faculty/Staff/Administrators, UFV will increase Indigenous content in programs and develop programs, services, and research initiatives that are directly responsive to Indigenizing our Academy, and work in harmony with one another.
2. By creating a culturally safe educational environment, we will foster a sense of belonging that will provide transition/access and ongoing support, resources and opportunities, to increase Indigenous community capacity.
3. Ensuring indigenous voice and vision guides the work and through the implementation of an inclusive shared governance, wherein UFV recognizes Indigenous views are an integral part of UFV’s governance, UFV in partnership with indigenous community leadership will be responsive to and develop education programs and services that meet the needs of Indigenous communities, their initiatives, and their goals for sustainability, self-determination and well-being.

The result should be a transformation of the university into a place where Indigenous students see reflections of themselves, feel comfortable, and are able to learn without negating their history and identity. As well, Indigenizing of the academy will transform the university more broadly, including non-Indigenous teaching, scholarly, administrative and student experiences and institutional practices.

While there are institutional commitments and practices in place to Indigenize the academy, an understanding and implementation of Indigenization across UFV seems to vary. Regular, systemic reviews of existing policies, practices and resources related to Indigenization would provide transparent measurement of UFV’s Indigenizing goals.

A STRATEGIC PLAN FOR A RACISM-FREE & INCLUSIVE UNIVERSITY

A comprehensive plan is needed at UFV to accomplish the goal of creating a racism-free and inclusive environment. In the next section are specific recommendations to achieve this goal. Below are some key over-arching principles that are central to achieving this goal.

Consistency with existing UFV commitments and policies

A strategy towards building racism-free and inclusive communities at UFV should be consistent with, complement, and expand existing institutional commitments, policies, and practices.

The *2010 UFV Strategic Plan* states that in order to provide “the best undergraduate education in Canada” the University will “provide an environment that is inclusive, welcoming, and engaging with all” and that it “embraces diversity, supports cross-cultural exchange, and promotes the respectful debates of ideas and views.”

The *2009-11 Education Plan* states the importance of targeting specific groups, who are often racialized as minorities: immigrants and the Aboriginal population. This plan notes that post-secondary institutions will need to pay particular attention to: English-language training of immigrants; Indigenization of the institution and cooperation with school districts to move Aboriginal students through grade twelve and into university (see page 4); the need to attract Aboriginal students: reflecting the diverse identities of Fraser Valley citizens’, including the growing South Asian communities (page 6). As one of its strategic priorities, the Education Plan identifies Indigenization, specifically “recognition that we exist on traditional Stó:lo territory...[and that] our courses and curriculum, our hiring decisions, our facilities and campus planning, our community and educational partnerships, our convocation ceremonies and all public events” all should contribute to making UFV a safe and welcoming place for all Indigenous students. Two other strategic priorities are: Internationalization, which is noted as important to address not only for economic reasons but also because of educational reasons; and Indo-Canadian and South Asian Studies, which fosters international and local linkages.

The *Strategic Research Plan 2010-2015* identifies five priority areas, including one on Citizenship, Culture, Governance and Human Rights, which encompasses issues of difference. As stated in the plan, “UFV recognizes and values the diversity of the peoples of the Fraser Valley.” In particular, it is noted that research in this priority area will be conducted in:

- a. Culture, social values, race, economic conditions, gender, religion, and ethnicity in defining citizenship, community, and social identity. This will build on existing research conducted by faculty who study areas such as Canadian identity, education and the rights of the child, and social justice.
- b. Indigenous issues, history, education, language and traditions, including collaborative research with the Stó:lō Nation, on whose traditional territory UFV is located, as well as other indigenous peoples and organizations. Some of the research will be conducted by the Tier 1 Canada Research Chair in Aboriginal Studies. Faculty from various disciplines will continue to be involved, including

faculty from Geography, History, Social Work and Human Services, and Social, Cultural and Media Studies.

Mainstreaming anti-racism and equity

The language and work of anti-racism and equity should be mainstreamed in all institutional structures, policies, and discussions. While the language of diversity has value, and is often used to reference issues of race, gender, sexual orientation, religion, ethnicity, national origin, ‘diversity’ does not always signal a fundamental shift in policies and practices and does not centre the unequal relations of power that are constitutive of discrimination, marginalization, and exclusion (Ahmed 2007). As such, we caution against over-reliance on the language and framework of ‘diversity’. This is especially because often the demographic fact of diverse groups is assumed to mean that institutions are performing well in how they address power differences, and that struggles for social justice that challenge institutional policies and practices are welcomed by institutions when this is not always the case. There is a difference between aspiring to diversity and achieving it.

Centering marginalized perspectives and knowledge

Anti-racism and other anti-oppression frameworks are intersecting, and have a long-history of growing out of the experiences of the people most affected. This is because the lived experiences and knowledge of the most affected is informative of a) identifying the problems of exclusion b) locating sites of oppression c) directing change. While the participation of all members of the university is important to moving forward on issues of racism and other related forms of exclusion, the role of marginalized peoples – whether students, faculty, staff or administrators – is central to building and sustaining a climate that is inclusive and welcoming to everyone. At the same time, anti-racist and equitable communities can only emerge in partnership with those who carry privilege, and the recommendations in this document are very much based on such partnerships.

Freedom from discrimination as a building block of academic freedom

Academic freedom is an essential cornerstone of universities. Anti-racism and freedom from discrimination are important building blocks of academic freedom. Issues of academic freedom are sometimes contested because there is a fine line between free speech and inciting hatred. Consistent with UFV’s policy on Academic Freedom, there is an institutional responsibility to provide a safe, anti-discriminatory environment in which academic freedom can be exercised.

Accountability and openness

It is important that the mere existence of documents and commitments on diversity, inclusion, equity and anti-racism are not just symbolic. That includes this report. Clear mechanisms and benchmarks are necessary to assess institutional performance and to ensure accountability for decisions that are made about anti-racism and equity work. As such, we hope that the recommendations in this document generate an open university-dialogue on issues of racism and inequity, and serve as a way to assess the outcomes of implementing a plan for anti-racism and inclusion. In short, we must look beyond this document and towards action. Within the bounds of privacy and confidentiality,

accountability for UFV anti-racist initiatives requires more consultation with affected communities as well as relevant data collection, both to inform progress on goals and to provide early warning signs for possible problems.

Towards a Strategic Framework of Anti-Racism & Inclusion

Throughout this document a number of suggestions and recommendations for positive change have been identified, many of which have been situated in their respective contexts. In the next section is a formalized list of recommendations drawn from:

- a) An anonymous faculty and staff e-survey, which was conducted in Fall 2009 and Winter 2010 (the summary is found above);
- b) the summaries of sessions and workshops conducted during the Professional Development day;
- c) the final “Where do we go from here?” session from the PD Day;
- d) the evaluation forms submitted by participants of the PD Day;
- e) recommendations from directors of units or other members of UFV who contributed to this document;
- f) and recommendations from the ad-hoc Discussions on Racism Group, now named RAN.

NOTE: As noted earlier, while there are recommendations regarding students, this document does not include direct student input, and thus we anticipate that other recommendations will be proposed at another stage where student perspectives will be the focus.

The recommendations are in no particular order, and are organized in clusters. These are:

- 1. Indigenization
- 2. International Students
- 3. Supporting anti-racism initiatives for students
- 4. Collecting data
- 5. Hiring, rank, tenure and promotion
- 6. Raising awareness
- 7. Institutionalizing anti-racism

Specific units are identified with each recommendation, so as to present a framework for discussion and a plan of action. We have attempted to note existing commitments/practices where relevant, and apologize for any unintended omissions. It is anticipated that units will engage in ongoing dialogue about these recommendations, and identify a time-frame and budgetary needs for implementing the recommendation according to their respective plans. While specific units are identified and participants at the PD Day event emphasized that the administration needs to commit to continuing anti-racism work, it is important to note that we are all responsible for moving the university forward to becoming an inclusive environment.

Resource Implications & Priorities

The recommendations below have implications for UFV resources in terms of time, funds, resources, and institutional structures. Several particular units have been identified as having a central role in leading the way to addressing racism and equity issues at UFV. These include: the Indigenous Affairs Office, the Teaching & Learning Centre, Student Services, Employee Services, and RAN which is an ad-hoc group. Other units are equally important in the process of creating an inclusive environment but these have been identified as potential leaders in the implementation of the recommendations because of their existing terms of reference and mandates. To support the discussions and implementation of the recommendations, we have identified priority recommendations, and anticipate that additional resources will need to be allocated to the identified units.

RECOMMENDATIONS

1. INDIGENIZATION

1.1 Recommendation: Develop strategic plan on hiring Stó:lō and other Indigenous faculty As also noted in the UFV IOA Goals with Actions document, more Indigenous faculty, especially from local nations would be of benefit to all students at UFV, and would serve to produce better representation of Indigenous peoples in the academy as well as foster UFV work on Indigenizing the academy. **PRIORITY**

Lead units: Office of the Provost & Vice-President Academic; Deans; Faculty Councils

1.2 Recommendation: Indigenizing curricula As part of curriculum development, provide more cultural advice on teaching Indigenous stories and making other related curriculum changes. This includes more Indigenous material in all courses. As also noted in the UFV IOA Goals with Actions document, this recommendation is dependent on hiring additional Indigenous as well as non-Indigenous faculty and staff with the relevant knowledge. **PRIORITY**

Lead units: Indigenous Affairs Office in conjunction with faculty, curriculum committees

1.3 Recommendation: Set up an Indigenizing the Academy committee at the level of Faculty Councils These committees would expand the scope of discussions to include a broader set of Faculty, and could lead to practical and concrete benefits, such as the development of resources for use in classrooms. **PRIORITY**

Lead units: Indigenous Affairs Office & Faculty Councils.

1.4 Recommendation: Provide a foundation course on the history and impact of colonization in Canada A foundation course on the history, impact and on-going forms of colonization would ideally be implemented across all disciplines as a required course for all students to take. Such a course would have as one of its learning outcomes the goal to educate UFV students on Indigenous history and the impacts of colonization. This recommendation would entail several stages of discussion, and would include many levels of the institution especially departments as well as Senate. Until such time that a foundational course on colonialism in Canada is offered, this kind of course could be offered as an optional course. More discussion would be required as to the content and institutional function of such a course in consultation with relevant existing committees. As well, a UFV inventory of courses and disciplines which already provide study of the history and impact of colonization in Canada would be informative to a university-wide discussion. Appendix 10 provides an initial list. **PRIORITY**

Lead units: Faculty Councils (and relevant sub-committees); Deans; Senate.

1.5 Recommendation: Regular and on-going Indigenous-led Learning Circles Using a talking piece and circle formation, Indigenous-led learning circles provide an opportunity to learn about other people's experiences and learn to listen according to Indigenous protocols. At the PD Day Learning Circles, participants commented on the importance of sharing experiences of racism in a safe place, sharing personal histories, providing a space to absorb each other's tears and learn from the pain, and the value of having a space to share mistakes with no judgments. Many said that these circles were supportive, a good place to debrief after an incident and share strategies, non-judgmental, non-punitive, and constructive ways to get feedback.

Lead units: Indigenous Affairs Office

1.6 Recommendation: Awareness and training workshops on Indigenous knowledge and worldviews, colonialism and race

Ongoing workshops would not only raise the profile of issues of race and colonialism, and raise awareness of related university policies (e.g. institutional ethics), but these would also foster a culture of open dialogue on sometimes difficult topics and provide a forum for faculty, staff and students to gain practical resources and skills relevant to their daily work practices. More opportunities for faculty and staff to become familiar with Indigenous ways of knowing – such as the Cultural Awareness Days – would centre Indigenous epistemologies and worldviews and foster UFV's Indigenization work. Such opportunities could include: regular general workshops for all UFV members; specific workshops for particular groups on campus e.g. departments, faculty, front-line staff, students etc; organized trips to meet local Indigenous communities; and Indigenous-led Learning Circles. Previous workshops could be repeated and expanded, such as the workshop based on the video "What I learned in class today", which could include role-play exercises. As well, these ideas could be incorporated into the work of the Cultural and Events Assistant in the Aboriginal Access Services office.

Lead units: Employee Services; Teaching & Learning Centre; Student Services; Indigenous Affairs Office; Aboriginal Access Services

1.7 Recommendation: Raise profile of Aboriginal Access Office & Indigenous Affairs Office as resources for students and faculty

Lead units: Indigenous Affairs Office; Aboriginal Access Services

1.8 Recommendation: Develop and make accessible more resources and readings by and on Indigenous peoples This could include a list of readings as a resource for faculty to use in the classroom, and a list of readings for staff to discuss at meetings.

Lead units: Indigenous Affairs Office in conjunction with faculty and Aboriginal Access Services.

1.9 Recommendation: Provide information on Indigenous protocols for faculty and staff More information was requested on how to introduce territory, invite elders,

organize learning circles with or without Indigenous ‘facilitators’. This is an existing action item in the UFV IOA Goals with Actions document.

Lead units: Indigenous Affairs Office

1.10 Recommendation: Acknowledgement of Indigenous land at every major UFV event This is current practice at some events, such as the Graduation Ceremonies, but should be further standardized.

Lead units: Office of the Provost & Vice-President Academic to take to President and Board of Governors

2. INTERNATIONAL STUDENTS

2.1 Recommendation: Objectively assess the results of various policies applied to international students An assessment of university policies as they apply to international students would provide a way to identify successful current practices so that these could be extended across the university. As well, such an assessment would foster greater understanding of barriers to international student success, including discriminatory attitudes on the part of faculty and students and cultural variations in learning styles. To survey international student experiences during their time at UFV and collect knowledge of issues facing international students, focus groups as well as quantitative and qualitative surveys would be useful. UFV International may be involved in some of this work already. **PRIORITY**

Lead units: International Education; Faculty researchers with assistance of work-study students; Student Services

2.2 Recommendation: Assess international English language proficiency tests An assessment of these tests would provide a review of their accuracy as predictors of success at UFV. **PRIORITY**

Lead units: To be determined

2.3 Recommendation: Provide international students with resources and information regarding university policies, including information about how to proceed with complaints and grievances Such information is currently available, but more awareness would foster a climate of openness about issues facing international students. Such information could be included in the UFV International student orientation and through Residence Life if it is not already included. **PRIORITY**

Lead units: International Education; Teaching & Learning Centre; Student Services

2.4 Recommendation: Provide further language support for international students Further to existing initiatives on language support, suggestions included facilitating a peer-mentor support system; partnering international students with Canadian/Anglophone students so as to assist with language support; and providing more staff at The Writing Centre to support international students.

Lead units: International Education; Writing Centre

2.5 Recommendation: Provide staff and faculty training on different cultural backgrounds, diversity, anti-racism, linguistic discrimination, and sensitivity as it relates to international students Training, workshops, professional development days, and educational tools and resources are needed for staff and faculty beyond UFV International that are directed towards supporting international students and sharing existing strategies.

Lead units: International Education, Teaching & Learning Centre

2.6 Recommendation: Create resources in the Library specifically for international students This recommendation is aimed at generating additional accessible information for international students.

Lead units: International Education; Library

3. SUPPORTING ANTI-RACISM INITIATIVES FOR STUDENTS

As noted earlier, further consultation with students, as well the office of the Vice-President Students, is required so as to include student-centred knowledge.

3.1 Recommendation: Create a Student-Faculty Anti-Racism/Equity Liaison Officer

A Student-Faculty Liaison Officer dedicated to race-related, anti-racism and equity issues affecting students should be funded and available. If an Equity Office was created, officers could be trained and supported through it. **PRIORITY**

Lead units: Student Life, Human Rights Office, VP Students Office

3.2 Recommendation: Create an institutional practice of exit surveys for students

who leave UFV before program completion A policy and program is needed to gather more information about why students leave UFV before completing their programs of study. This would be useful in alerting the institution to particular problems related to race and racism, as well as relevant information regarding student retention, a key institutional commitment. **PRIORITY**

Lead units: VP Students, Institutional Research

3.3 Recommendation: Create and support a Peer Mentorship Program for students of colour and Indigenous students

While many kinds of mentorship programs are worthwhile, a peer mentoring program for students of colour and Indigenous students would provide a way to students to informally talk about issues of race and racism from across different disciplines. This could potentially lead to build civic skills and to student-led research projects. A mentoring program for nonwhite students would build on existing peer tutoring and student leadership programs at UFV. **PRIORITY**

Lead units: Partnerships between Student Life & Student Services, VP Students, Aboriginal Access, Centre for Indo-Canadian Studies, International Education, Race and Antiracism Network

3.4 Recommendation: Support student anti-racism events

Some support for student-led anti-racism does exist (e.g. Student Life supported a conference on anti-racism in winter 2011). Support for student-led anti-racism events includes financial, faculty and institutional support. Mechanisms for such support should be further explored in consultation with students through university-wide dialogues, as well as unit-specific consultations e.g. through International Students Office, Centre for Indo-Canadian Studies, Aboriginal Access, departments and schools. **PRIORITY**

Lead units: Student Life to lead in partnership with VP Students Office, student societies and associations, Student Union Society, International Education, Centre for Indo-Canadian Studies, Aboriginal Access Services, and Race and Antiracism Network

3.5 Recommendation: Integrate student testimonials into anti-racism initiatives on campus

Student testimonials would be informative of enriching student experiences, and aid the development of policies regarding student retention. These could be collected

through research projects, and include videoing student narratives which would be useful as a teaching and learning tool.

Lead units: Student Life; Teaching & Learning Centre specifically Instructional Media Services, Race and Antiracism Network

3.6 Recommendation: Consult students about creating and resourcing a student anti-racism and equity society Student consultation on the idea of creating a student anti-racism and equity society would seek to expand student participation in campus life, raise awareness of anti-racism among students, and provide a forum for students already actively engaged with anti-racism to come together. Such a society could potentially involve existing student societies so as to maximize current resources, and be ideally linked to the existing Race and Antiracism Network. Any such group/organization should be student-generated, organized, and driven, and be institutionally supported.

Lead units: VP Students, Student Life; Student Union Society, Race and Antiracism Network

3.7 Recommendation: Create an assigned meeting space for students An assigned meeting space is required for students to have a place to connect, and for the various groups and associations working specifically on equity and anti-discrimination to be located. In this way, students will know where to go when they have a question or a concern, or simply want to 'get connected'. Further discussion is needed to identify whether existing spaces could be used (e.g. such as University House with designated times), or potential new spaces as the university develops its building plans.

Lead units: Student Life, Student Union Society

3.8 Recommendation: Support anti-racism events undertaken by students at Orientation events The Student Welcome Back Barbeque and Orientation events would be excellent forums to highlight anti-racism work by students and other student initiatives.

Lead units: Student Life

4. COLLECT ANTI-RACISM INFORMATION

4.1 Recommendation: Formally document issues of racism on campus Transparent documentation – that is consistent with confidentiality requirements – about racism on campus would provide a way to assess the number of issues and the character of racism (e.g. who racism is directed towards, which unit of the university most appropriately can address the problems, etc.). All racist incidents should ideally be documented and reported to a central unit with the capacity to address the incidents. A report of racist and other discrimination incidents should be made public (such a report should be based on aggregate and anonymous data). **PRIORITY**

Lead units: Human Rights Office, Employee Services, Faculty & Staff Association

4.2 Recommendation: Investigate the idea of an anonymous drop box An assessment should be made about the benefits and limits of a permanent or event-specific anonymous drop box, which would serve as a way for students, staff, administrators, and faculty to report incidents of racism. **PRIORITY**

Lead units: Human Rights Office

5. HIRING, TENURE & PROMOTION

5.1 Recommendation: Diversify hiring Hiring policy should give equal job opportunities to ‘visible minorities’ and ‘Aboriginal peoples’ (as well as the other two federally-identified employment equity groups, namely women and people with disabilities) and those with non-dominant language and accents in order to foster a truly multicultural environment where everyone feels safe, welcome and valued. This could be achieved by implementing confidential self-identification forms for applicants, as well as explicit university instituted criteria and discussions among hiring committee members about the meaning of the UFV statement that the university is “committed to the principle of equity in employment”. **PRIORITY**

Lead units: Employee Services, Faculty Councils, Selection Advisory Committees

5.2 Recommendation: Identify ways of integrating anti-racist and Indigenization approaches into criteria for tenure and promotion As issues of rank and promotion are discussed across the university, it is important to identify specific institutional practices that prevent discrimination, and that formally recognize Indigenization and anti-racism work. This is important as a faculty retention issue. **PRIORITY**

Lead units: Senate, in partnership with Faculty Council, Departments, and the Indigenous Affairs Office

5.4 Recommendation: Integrate a diversity component into the New Faculty Orientation A diversity component would not only provide information to new faculty about UFV policies, but it would also breed a culture of pluralism and signal UFV’s commitment to creating an inclusive work environment. This recommendation echoes one of the action items in the IOA Goals with Actions document, namely to include a “Welcome to Stó:lo territory” handout in the new faculty orientation handbook.

Lead unit: Employee Services

6. RAISING AWARENESS

6.1 Recommendation: Engage in a university-wide consultation and dialogue about issues of race and racism This document is a resource for such consultation and dialogue. **PRIORITY**

Lead units: Provost & VP Academic Office, in conjunction with RAN - through different units including departments, faculty councils, Senate, student organizations, and FSA.

6.2 Recommendation: Produce a resource guide on ‘handling difficult equity moments’, informal and formal complaint procedures, and guidelines on human rights frameworks Such a resource guide would not only reference the processes in place for filing complaints related to equity, but also examples of ‘difficult moments’ and how to respond, so that awareness among faculty, staff and students is generated. Since the PD Day event, the Human Rights Office has produced a handbook on harassment and discrimination procedures. This should be widely disseminated. Other sources of information could be the recommended Faculty Equity Advisors, or existing resources such as Aboriginal Access Services. **PRIORITY**

Lead units: Teaching & Learning Centre, Human Rights Office, Employee Services

6.3 Recommendation: Create institutional practice for systematic discussions about race and racism at department meetings Systematically having discussions about race and racism at department meetings on a regular basis would raise awareness of race issues. **PRIORITY**

Lead units: Department Heads in partnership with RAN and Indigenous Affairs Office.

6.4 Recommendation: Provide core funding for anti-racism events In-line with UVF’s Strategic Plan statement to provide an “inclusive, welcoming and engaging” place for all, and an environment that “embraces diversity, supports cross-cultural exchange, and promotes the respectful debate of ideas and views”, it is recommended that core funding be provided for regular anti-racism events, such as a the annual event to mark the International Day on the Elimination of Racial Discrimination (March 21), and RAN which works to implement the Strategic Plan goals. **PRIORITY**

Lead units: Employee Services, Office of the Provost & Vice-President Academic, Office of the Vice-President Students

6.5 Recommendation: Organize and support regular anti-racism speakers and workshops Building on work already done by RAN, TLC, and Student Residence, support for regular anti-racism speakers and workshops would ideally occur at all levels of the institution (e.g. department, faculty, student, staff, senior management etc.). Small voluntary workshops or another PD Day on race, anti-racism, white privilege, and anti-oppression with participant exercises could provide more time required to move from theory to practice, and to have more in-depth discussions. Some members of UVF noted that workshops on issues of race and anti-racism should be mandatory, although others identified that this would likely meet with resistance. Workshop topics could draw on

anti-racism videos and modules, and provide role plays that help to develop conflict resolution skills. As well, a UFV Speaker Series on Race & Equity would foster a climate of inclusiveness.

Lead units: Employee Services, RAN, Teaching & Learning Centre, Student Life, and the Indigenous Affairs Office

6.6 Recommendation: Provide training for staff and administrators Some voluntary training workshops have been offered at UFV. However, regular and on-going training is recommended for all units, departments, and faculty councils on issues race, racism, and other related equity issues. Specific training should include: how to recognize, handle, and formally respond to racist incidents and other forms of discrimination. This is important for student counselors as well.

Lead unit: Employee Services, in partnership with RAN and the Teaching & Learning Centre.

6.7 Recommendation: Order relevant videos and advertize their availability widely. Video resources could be used for training and teaching purposes.

Lead units: Library, departments/department heads.

6.8 Recommendation: Strongly encourage faculty to include a statement on equity in the classroom in their course syllabi In the interests of fostering respect, community-based decision making, conversations in the classroom, , and a ‘safe’ environment that is consistent with UFV’s policy on academic freedom, it is useful to have a classroom agreement on a human rights or non-discriminatory framework. This could be in the form of an equity statement and guidelines for dealing with unwanted racist, sexist, homophobic etc. comments that are included in a course syllabus. Such a statement and guidelines could be developed centrally, such as through the TLC, or at departmental and Faculty Council level, but would be ideally discussed by all faculty.

Lead units: Departments, Faculty Councils

7. INSTITUTIONALIZING ANTI-RACISM

In addition to the above recommendations, it is recommended that UFV:

7.1 Recommendation: A Vice-President initiated Anti-Racism Strategy It is recommended that the Office of a Vice President coordinate the development and implementation of a UFV wide anti-racism strategy.

Lead unit: Vice-Presidents, Senate

7.2 Recommendation: Develop a University Mission Statement on Inclusion, Race and Equity This mission statement should make reference to Indigenization, anti-racism and other equity issues, and should be widely circulated across UFV. Ideally, this would emerge from testimonials and stories collected from students, faculty, staff, and administrators. **PRIORITY**

Lead unit: Relevant Senate sub-committee, Employee Services, Human Rights Office.

7.3 Recommendation: Develop a clear UFV policy on linguistic discrimination against students, staff and faculty, and widely disseminate **PRIORITY**

Lead unit: Relevant Senate sub-committee, Employee Services, Human Rights Office.

7.4 Recommendation: Integrate anti-racism into the university Governance Committee and other key university committees To integrate anti-racism into key governing decision-making committees, discussions would need to take place among various constituencies (e.g. Faculty Councils, Senate) to identify how the terms of reference of these committees currently institute anti-racism and related equity principles, and how they can more consistently reflect UFV's strategic plan goal of creating an inclusive environment by integrating anti-discriminatory practices and discourses. **PRIORITY**

Lead units: Relevant Senate sub-committee

7.5 Recommendation: Develop a case for a new Equity Office A comprehensive study is needed of other Canadian university structures and practices to identify what equity-related units and practices exist, and explore the creation of an Equity Office that would work with but go beyond the mandate of the existing Human Rights Office. Such an Equity Office could be mandated to address all equity-related issues, including racism, sexism, homophobia, transphobia, ableism, classism and other oppressions beyond the scope of human rights legislation, which could include for example, overseeing recommendations made in this document. **PRIORITY**

Lead unit: RAN, Human Rights Office

7.6. Recommendation: Institute Faculty Equity Officers Each Faculty Council should have a Faculty Equity Officer who a) provides information to their respective faculty on

relevant university policies and procedures regarding equity b) meets with other Faculty Equity Offices c) liaise between faculty, respective Deans, and Faculty Councils.

PRIORITY

Lead units: Faculty at Faculty Councils

7.7 Recommendation: Fund curriculum review and development This recommendation – which is consistent with IOA Goals with Action strategic plan – includes a review of programs, units, and courses for Eurocentric bias; developing a set of questions/protocols for faculty to examine how curricula and courses are raced; providing faculty with resources (readings, videos, potential list of guest speakers etc.) that centre the knowledge and experiences people of colour and Indigenous peoples; identifying ways to link past colonization with ongoing colonization; identifying ways to raise awareness of equity issues (e.g. assign 10 minutes at the beginning of class/meeting to discuss equity issues); supporting internationalization of the curriculum by directing academic departments to incorporate an international element into courses and curricula; providing support on how to Indigenize the academy. Such a review may potentially lead to the development of new courses related to, but not limited to, race. **PRIORITY**

Lead units: Program Review Committees, Deans

7.8 Recommendation: Provide core-funding for the Race and Anti-racism Network (RAN) on campus As noted earlier, while the university is committed to creating an inclusive environment and various UFV units address issues related to racism, RAN is the only organization on campus specifically dedicated to confronting racism. At the present time, funding is ad-hoc. While ad-hoc funding has allowed RAN to organize some events, the budgetary status of RAN is not reflective of institutional commitments or goals, which state the importance of creating an inclusive environment. Moreover, RAN's past, current, and planned activities provide a unique service to UFV, specifically in terms of raising awareness, organizing events, and building communities around anti-racism. Informally, members have expressed that the Network fosters retention, offers unique learning activities, builds relations with external organizations (e.g. Abbotsford Community Services – see Appendix 9 for their Protocol Guide), and provides a venue for marginalized members of UFV to address issues of equity that are otherwise inaccessible. To sustain the work of RAN over the long-term and further implement UFV's commitments, funding for events (e.g. annual workshops, panels), student training, and infrastructure (e.g. website) is necessary. **PRIORITY**

Lead unit: Office of the Vice-President and Provost

7.9 Recommendation: Create & support an Anti-racism Research Network

Lead units: RAN, Research Office, and Research Advisory Council

7.10 Recommendation: Develop a concept paper on the creation of an Institute for Critical Race Studies This centre would coordinate and support faculty and student research on race, racism, racialization, colonialism, anti-racism, anti-colonialism,

decolonization, and Indigenization, which as noted are interwoven with such issues as sexism, homophobia, transphobia, and class discrimination. As well, such an institute would ideally work in conjunction with other units on campus, including student groups, as well as local community groups such as Abbotsford Community Services to address issues of racism in its many manifestations, including in relation to forms of sexism, homophobia, transphobia, ableism, and other intersecting forms of oppression.

Lead units: RAN

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APPENDIX 1: KEY DEFINITIONS

RACISM is based on power. Racism is a set of ideas that are socially constructed to establish and maintain the superiority of one social group – usually white Europeans – over another because of perceived physical, intellectual, emotional and cultural differences, together with the historical and institutional power to put these beliefs into practice in exclusionary ways. Racism is:

- a process that leads to the privilege of some social groups and the exclusion of others based on racialized distinctions and institutional power;
- a process that occurs between majority and marginalized groups, whereby assumptions of superiority among nonwhite peoples are discriminatory, ethnocentric, and prejudicial but not racist;
- operationalized at different levels, including at the
 - a) individual level in which peoples attitudes and behaviours are related to prejudice and stereotypes;
 - b) the group and community level in which specific social categories are excluded or exploited because of who they are or what they do;
 - c) and the institutional level in which resources and power are distributed so that racialized ‘others’ are marginalized or excluded while the privilege of some is protected;
- historically grounded in assumptions about whiteness, and linked to Eurocentric, Anglo-Saxon majority dominant groups;
- manifested in different ways, and interwoven with other forms of oppression, such as colonialism, sexism, classism, homophobia, transphobia, and ableism;
- sometimes intentional and other times unintentional. The impact of racism can be damaging, even if someone does not mean to be racist.

INDIVIDUAL RACISM: Attitudes and behaviors related to pre-judgment, prejudice about racial groups.

INSTITUTIONAL RACISM: Routines and practices that are selective about resources and power (who gets what and who has what). This form of racism relies on public power and authority for legitimacy, and often pathologizes excluded groups and individuals for their lack of success and blames them for their lack of success.

CULTURAL RACISM: Based on values, beliefs and ideas that endorse the superiority of white culture. These reinforce institutional and individual racism, and are linked to the dominance of a Eurocentric, Anglo Saxon ‘majority’ group.

RACIALIZATION: This is a process whereby “social significance is attached to certain biological (usually phenotypical) human features, on the basis of which those people possessing those characteristics are designated as a distinct collectivity”(Miles 1989: 74).

COLONIALISM: Where one society expands by incorporating territory and settling its people on newly conquered territory. This is a form of domination and conquest that has

historically benefited Europe economically and strategically, and continues to be in the benefit of 'western' nations and peoples.

Colonialism is:

- "A process by which a foreign power dominates and exploits an indigenous group by appropriating its land and extracting the wealth from it while using the group as cheap labour" (Henry and Tator 2006, 348).
- "A specific era of European expansion into overseas territories between the sixteenth and twentieth century's during which European states planned settlements in distant territories and achieved economic, military, political, and cultural hegemony in much of Asia, Africa, and the Americas" (Henry and Tator 2006, 348).
- Manifested in many ways, and has differential impacts depending on geographic location, gender differences, and practices of resistance.
- On-going in places like Canada. Canada is an evolving colonial entity created by imperial and colonial interests for the express purpose of extending and consolidating those interests at the expense of the indigenous peoples and their contemporary descendants. This includes interests in claiming land and resources as Crown property. Colonialism in Canada is "perpetuated by a mythologized history and by judicial and political institutions that proclaim and defend this mythology-cloaked, un-hyphenated colonialism. The example of the perpetual federal policy of extinguishment of Aboriginal and treaty rights demonstrates the continuing operation of the processes alleged above, in the legitimization of land theft and indigenous oppression" (Green 1995).

ANTI-COLONIALISM: Anti-colonialism is a form of resistance to continued efforts at colonization, specifically in terms of refusing colonial forms of organizing and signifying national identity, culture, power, and history. Anti-colonial groups view colonialism as the root cause of racism and inequality in society and actively oppose neo-colonial efforts on the part of the state.

DECOLONIZATION: Decolonization describes and explains the struggle for, and attainment of, freedom from colonial rule.

- It is a political process whereby resistance movements living under colonial occupation have fought to liberate their lands from imperial powers.
- In the latter half of the 21st Century, many wars of independence were fought against European powers who had laid claim to much of the globe.
- In the Canadian context, although inaccurate claims have been put forth that the country has never been a colonizing power, the lived realities of indigenous peoples living under neo-colonial occupation has sparked resistance and cultural resurgence.
- Decolonization also entails decolonizing the mindset – on the part of indigenous peoples, settlers, and immigrants – which is a process of healing and unlearning the myths inherent in and disseminated by the national project.

WHITE PRIVILEGE: White privilege is based on the idea that dominant groups marked as white will exercise their power both explicitly through overt and active oppressive practices and also in implicit ways whereby whiteness and white people are viewed as the social, cultural, and economic norm. White privilege produces an advantaged position that must be maintained at the expense of others. The general claim of theories of white privilege is that racial inequity cannot be resolved only by looking at the life conditions of disadvantaged racialized groups. Instead, problems of racial inequality can only be addressed by explicitly confronting the implicit advantages that whites as a group hold in society. As scholars of Critical Whiteness Studies note, “white” as a racial category is not monolithic or stable; at this time in Anglo-American contexts, this category now accepts people broadly of European heritage who may have once belonged to formerly discriminated ethnic/religious groups.

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UNIVERSITY COLLEGE OF THE FRASER VALLEY

POLICY MANUAL

POLICY TITLE: Harassment Prevention

POLICY NUMBER: 110.25

DATE APPROVED: 1996 02 07
1997 05 07
2007 05 24

RESOLUTION NUMBER: 011/96
229/97
061/07

POLICY: The University College of the Fraser Valley is committed to providing an environment supportive of working, teaching, scholarship and research, and the fair treatment of all members of the University College community. The basis for interaction among all members of the University College is mutual respect, co-operation and understanding.

Harassment of any kind violates fundamental rights, personal worth and human dignity. Members of the University College community are entitled to an atmosphere free of harassment while pursuing University College-related activities. Accordingly, the University College provides a policy that prohibits all kinds of harassment. The University College considers harassment to be a serious offence that is subject to a range of disciplinary measures up to and including dismissal or expulsion.

UCFV acknowledges its responsibility in providing all members of the University College community with access to information on harassment policy and procedures

DATE OF REVIEW: 2009

POLICY HOLDER: Board of Governors

APPROVAL AUTHORITY: Board of Governors, under the College and Institute Act, Section 23 (1)(j)

REPLACES POLICY #: Revisions to existing policy

APPLICABILITY: All members of the UCFV community

CATEGORY:

RELATED LEGISLATION, POLICIES, REFERENCE: B.C. Human Rights Code
College and Institute Act
Criminal Code of Canada
Collective Agreement, Article 10.7

DEFINITIONS:

1. Harassment is behaviour that is inappropriate or unwanted, and which the individual ought reasonably to know or have known would cause offence or harm. It comprises objectionable acts, comments or displays that demean, belittle, or cause personal humiliation; and acts of intimidation or threats which would be considered by a reasonable person to create an intimidating, hostile or offensive environment for work, study and other University College-related activities.
2. It includes behaviour which would be considered discriminatory under the B.C. *Human Rights Code*, including humiliating, offending or demeaning a person or group of persons on the basis of race, colour, ancestry, place of origin, political belief, religion, family status, marital status, physical or mental disability, age, sex, sexual orientation or conviction for a criminal offence unrelated to employment.
3. Sexual harassment, for the purposes of this policy, has some characteristics and definitions distinct from other forms of harassment. It is not mutual flirtation or a consensual relationship. It should be recognized, however, that in certain instances where a power imbalance exists (i.e. in the case of relationships between supervisors and subordinates, or faculty and students), a sexual relationship could be considered as sexual harassment.
4. Sexual harassment is defined as unwanted sexual attention, sexual solicitation, or sexually oriented remarks. It includes unwanted behaviour such as touching, suggestive or demeaning remarks, jokes or other types of verbal abuse of a sexual or sexist nature directed at an individual or group; and graphic or suggestive comments about an individual's appearance, sex or sexual orientation, made by a person who knows or ought reasonably to know that such attention, solicitation or behaviour is unwanted and, without limiting the generality of the foregoing, when:
 - a) submission to such conduct is made either implicitly or explicitly a term or condition of employment or of educational progress;
 - b) submission to or rejection of such conduct is used as the basis for employment or academic decisions affecting that employee or student; or
 - c) such conduct has the effect or purpose of unreasonably interfering with an employee's work performance or a student's academic performance or creating an intimidating, hostile or offensive work or educational environment.
5. Reprisal or threat of reprisal against any participant in a complaint of harassment under this policy is harassment.
6. Harassment may occur between people of the same and different status within the University College community, and both women and men may be the subject of harassment by members of either sex.
7. Harassment may occur as a single incident, or over a series of incidents that, in isolation, would not necessarily constitute harassment.
8. Harassment prohibited under this policy may occur on campus or off campus during University College-related activities.
9. Harassment does not include collegial disputes or disagreements regarding policy, practice, ideology or matters of academic freedom. Neither this policy generally nor its definitions are to be applied in such a way as to detract from the right of faculty, staff and students to engage in the frank discussion of potentially controversial matters, such as race, age, politics, religion, sex and sexual orientation, subject to the provisions of the *Human Rights Code* of B.C.

10. This policy is not to be interpreted, administered or applied in such a way as to detract from the right and obligation of those in supervisory roles to manage and discipline employees and students in accordance with collective agreements and applicable administrative policies.

PROCEDURES & GUIDELINES:

APPLICATION:

1. This policy applies to all members of the University College community. The University College community includes individuals who are either students or employees of the University College, or who have been students or employees of the University College within the previous six months prior to any complaint being made.
2. Service providers, contractors, independent societies and associations operating on campus, and their employees, agents and visitors, must conduct themselves in a manner consistent with this policy. Allegations of harassment by any of the above named groups or individuals will be dealt with by the University College as potential breaches of contract and, if proven, may result in suspension or termination of such contract, or suspension of University College privileges, including access to the campus.

RESPONSIBILITIES & EXPECTATIONS :

UCFV is responsible for:

1. receiving, reviewing, facilitating resolution and, where appropriate, formally investigating complaints of harassment;
2. imposing appropriate disciplinary measures when a complaint of harassment is found to have been substantiated, regardless of the status or seniority of the offender;
3. supporting and assisting any member of the UCFV community who complains of harassment at UCFV by a person who is not a member or employee of UCFV;
4. providing advice and support to persons who are subjected to harassment;
5. ensuring that professional assistance (e.g. counseling) is available, when appropriate;
6. maintaining records as required by this policy; and
7. making all members of the UCFV community aware of the problem of harassment and the existence of the procedures available under this policy.

CONFIDENTIALITY:

1. UCFV recognizes the difficulty of coming forward with a complaint of harassment and the desire of all parties to the complaint to keep the matter confidential.
2. All records of complaints, including contents of meetings, interviews, results of investigations and other relevant materials will be disclosed only to the extent necessary to carry out the investigation(s), disciplinary proceedings and, where applicable, appeals, grievances and arbitrations. Such records may also be released to external authorities where required by statute, court order or subpoena.
3. Information concerning a complaint may be provided to appropriate UCFV officials

on a need-to-know basis.

RESOLUTION PROCESSES:

Early Resolution Processes

1. Wherever appropriate and possible, a serious attempt at resolving harassment situations informally should be made by all parties without filing a written complaint. Such early resolutions, when possible, assist in creating and sustaining a respectful working and learning environment.
2. A complainant who believes that she/he has a complaint of harassment may want to consider discussing the complaint with the respondent and to ask the respondent to stop the offensive behaviour or to correct the action which resulted in discrimination or harassment before taking action under this policy.
3. Early resolution may also be possible with assistance. Persons wishing to explore the applicability of informal resolution mechanisms such as facilitation, coaching, and counseling to a particular situation should contact the Conflict Resolution Advisor (also known as the Advisor).

Written Complaint Process

Filing a Complaint

1. A person must bring a complaint of alleged harassment at UCFV by a member of the University College community to the Conflict Resolution Advisor within six months of the last alleged incident of harassment.
2. The Advisor will inform the complainant of the University College harassment policy and procedures, including the available resolution processes, and of the availability of counseling and other support services provided by UCFV.
3. The Advisor will inform the complainant of the right of the complainant to be accompanied at any stage of the process by a person of choice (who may be a union representative), who has agreed to do so and is not a party to the process.
4. The Advisor will interview the complainant and advise whether there appear to be grounds to proceed within the terms of the University College policy on harassment, or advise the complainant to consider other applicable University College policies and procedures.
5. The complainant will provide the Conflict Resolution Advisor with a written account of the alleged harassment, outlining the particulars of the complaint, including the date(s) of the incident(s), a description of the incident(s) and statements said and/or actions taken, the location of the incident(s), the name(s) of possible witness(es), and the remedy requested.
6. The Advisor will assist the complainant in drafting a written complaint, which must be signed and dated by the complainant in the presence of the Advisor.
7. Within ten (10) working days of receipt of the written complaint, the Conflict Resolution Advisor will
 - a) provide the respondent a copy of the written complaint, and discuss the nature of the complaint with her or him;
 - b) inform the respondent of the University College harassment policy and procedures, including the available resolution processes;
 - c) inform the respondent of the right to be accompanied at any stage of the process by a person of choice (who may be a union representative), who has

- agreed to do so and is not a party to the process; and
- d) inform the respondent of the availability of counseling and other support services provided by UCFV.
8. Within ten (10) working days of receiving a copy of the written complaint, the respondent shall provide the Conflict Resolution Advisor with a written response to the complaint, a copy of which shall be made available to the complainant.
- Note:** The time limits in this section are imposed to ensure expeditious handling of complaints, and may, at the discretion of the Conflict Resolution Advisor, be waived in individual instances.
9. Where appropriate, the Conflict Resolution Advisor may make arrangements through the appropriate senior administrator for
- a) the complainant and the respondent to be separated hierarchically, physically, or both for the duration of the complaint process;
 - b) the work and/or examinations, if any, of the complainant and/or respondent to be evaluated by a third party whose interests are not at stake.

Informal Complaint Resolution Process

1. The Advisor will discuss with both the complainant and the respondent the informal processes that are available, and will work with both parties with a view to obtaining resolution of the complaint through informal resolution processes when possible and, in the judgment of the Advisor, appropriate.
2. The strategies employed during an informal complaint resolution are varied and include discussion and facilitation. Strategies used will depend entirely upon the specific circumstances of the case, and the Advisor will discuss with the parties to the complaint particular approaches which could be used during an informal resolution process and their likely outcomes.
3. The complainant may, at any time during the process of informal mediation, choose to withdraw the complaint, in which case all formal record of the case shall be destroyed. The respondent shall be notified immediately of the withdrawal, and no further action shall be taken.
4. Where a satisfactory resolution is achieved through mediation, the Advisor will record the terms of settlement in writing and will have such record signed and dated by both the complainant and the respondent. Both the complaint and the terms of settlement will be retained by the Advisor.
5. Normally the matter will go no further. However, if the terms of settlement are subsequently breached by the respondent and/or if the respondent is named in any other harassment complaint within five years of the date of settlement by the same or another complainant, the original complaint and the terms of settlement may be introduced as evidence in any resulting investigation.

Formal Complaint Resolution Process

1. If the informal resolution process is inappropriate or is unsuccessful, the case will be advanced for formal resolution. The Advisor will provide a copy of the complaint, including the written statement of particulars and any formal response thus far filed by the respondent, to the Associate Vice President, Employee Services for further action.
2. The Conflict Resolution Advisor may also recommend to the Associate Vice President, Employee Services that formal proceedings be initiated, bypassing the informal resolution process, in the case of
 - a) a respondent who is alleged to have committed repeated infringements of the policy on sexual harassment; or

- b) a respondent who is alleged to have committed an offence that, in the judgment of the Conflict Resolution Advisor, is not amenable to informal resolution;
 - c) or where, notwithstanding the requirement for a complainant to provide a signed, written complaint to the Conflict Resolution Advisor, the Advisor believes that the complaint is serious and that there is sufficient independent evidence to launch a further investigation, but the complainant does not wish to make a written complaint or to be identified.
3. The Associate Vice President, Employee Services shall be responsible for
- a) deciding whether to appoint an Internal or External Investigator and for appointing that individual to investigate complaints referred by the Conflict Resolution Advisor for formal resolution;
 - b) deciding whether, when more than one complaint has been made about a respondent, the complaints will be investigated together.
 - c) Additionally, the Associate Vice President, Employee Services shall have the right to refuse to appoint an Investigator where the complainant is no longer associated with the UCFV community or is not prepared to cooperate in the investigation, or where the named respondent is no longer a member of the UCFV community.
4. The Investigator is responsible for interpreting any provisions of any policy or statute under consideration and, subject to compliance with the principles of natural justice and fairness, is free to develop his/her own procedures and practices to conduct the investigation and is not constrained by strict rules of procedure and evidence.
5. The Investigator is responsible for contacting both parties and, where written submissions have not yet been filed by one or both parties to the complaint, ordering the delivery of such submissions within fifteen (15) days of notification.
6. The Investigator may interview third parties who may have witnessed the incidents which form the substance of the complaint or who may have other evidence relevant to the events in question. Both the complainant and respondent will be made aware of the third parties. The burden of proof is on the complainant. The standard of proof shall be the civil burden of proof on a balance of probabilities.
7. Both parties have the right to be accompanied during the investigation by a representative or support person at their own expense. If a union or professional association representative is present, it shall be on a "without prejudice" basis to any subsequent grievance or action taken under the terms of the governing collective agreement or contract.
8. The Investigator shall state in writing his/her findings of fact and reasons for the decision and include any mitigating or aggravating circumstances to be considered. He/she shall deliver the report to the Associate Vice President, Employee Services.
9. If the complainant or respondent refuses to cooperate with the Investigator, the Investigator may either proceed with the investigation or make recommendations regarding further action. The Associate Vice President, Employee Services will make a decision concerning this recommendation and is not bound by the recommendation and may direct a different course of action.

DISCIPLINE AND REMEDIES WHERE THE COMPLAINT IS SUBSTANTIATED:

1. Where the Investigator finds that the complaint is substantiated, either the UCFV President or his or her designated representative shall be responsible for imposing appropriate disciplinary sanctions against the harasser.

Considerations affecting disciplinary action should include:

- a) the nature of the harassment;
 - b) whether the offence was an isolated incident or involved a repeated course of conduct;
 - c) the respondent's previous record; and
 - d) any mitigating or aggravating circumstances.
2. The UCFV President or his or her designated representative may also order any remedy for the complainant deemed appropriate in the circumstances.

POSSIBLE REMEDIAL ACTIONS WHERE THE COMPLAINT IS NOT SUBSTANTIATED:

1. Where the Investigator determines that the complaint is not proven, all records of the complaint shall clearly indicate that the complaint was not proven.
2. Where the Investigator determines that an individual has initiated a harassment complaint with malice or in bad faith, formal disciplinary action may be taken against that individual. Complaints filed which are based on mistakes, misunderstandings or misinterpretations do not constitute malicious conduct.

APPENDICES:

POLICY TITLE: STUDENT CONDUCT

AUTHORITY Board of Governors, on advice of Senate
PRIMARY CONTACT Vice President (Academic) and Provost
RELATED POLICIES

POLICY

UFV has a commitment to maintain and promote instructional excellence and learning, and among the cornerstones of this commitment are academic honesty, and a mutual respect for all members of the university community.

UFV students are expected to conduct themselves in a mature and responsible manner, and will be held responsible for their actions, whether acting alone or in a group.

DEFINITIONS

MISCONDUCT

1. Academic Misconduct

Academic dishonesty includes, but is not limited to the following:

a. Plagiarism

Plagiarism occurs when a student presents work or data as original when part, or whole, was written or composed by someone other than the student. Plagiarism occurs when paragraphs, phrases, sentences or ideas within the work are taken from another source without referencing or citing the author.

b. Cheating

Cheating includes, but is not limited to the following:

- a. Communicating or attempting to communicate with other examination candidates during an exam for the purpose of obtaining information without the permission of the instructor.
- b. Using or attempting to use other students' answers, providing answers to other students, or failing to take reasonable measures to prevent the use of one's answers by other students in assignments or examinations without the permission of the instructor.
- c. Using text books or other materials not sanctioned by the instructor during an examination.

- d. Consulting other students or materials during an exam outside the confines of an examination room, without permission to do so.
- e. Impersonating another student, or allowing oneself to be impersonated during an examination or test.
- f. Acquiring, possessing and/or distributing examination materials without the instructor's authorization.
- g. Submitting as original work an essay, presentation or assignment that was purchased or otherwise obtained from another source.
- h. Falsifying material or data which is subject to academic evaluation.
- i. Submitting the same essay, presentation, or assignment more than once, whether the earlier submission was at this or another institution, unless prior approval has been obtained from the instructor(s).

2. Personal Misconduct

Personal misconduct includes, but is not limited to the following:

- a. Acting in a way that disrupts exam writing, studying, research, and/or the teaching/learning process.
- b. Endangering the health or safety of other students, university employees, or other persons present on campus.
- c. Violating Policy 110.21 - Computing and Ethics.
- d. Falsifying any UFV document, or submitting false documentation or information to university.
- e. Stealing or destroying the work of another student.
- f. Removing, mutilating, or wilfully misplacing books, equipment, or other materials.

PROCEDURES/GUIDELINES

It is the intention of this policy that student conduct matters be dealt with in the manner specified. However, nothing in this policy or its procedures bars the parties from claiming their rights under law.

1. Academic Misconduct

Penalties imposed by the university for academic misconduct may include one or more of the following: a written or verbal warning or reprimand, reassessment of work, failure on a particular assignment, failure in a course, denial of admission or readmission to the university, forfeiture of university awards or financial assistance, suspension from the university.

Procedures

- a. When an instructor has evidence of plagiarism by a student (for example, can show the source used, but not acknowledged, by the student), or of cheating or falsifying data by a student, the instructor is entitled to assign a score of zero with the first incident. The instructor will file a written report in the Student Conduct Registry, with a copy to the student. The report will be removed two years after the incident.
- b. After the first incident, the instructor will provide the student with a written notice that a second incident will result in the requirement that the student withdraw from the course.
- c. When a student is required to withdraw from a course by an instructor, a report of the disciplinary action taken will be placed in the Student Conduct Registry, with a copy to the student. The report will be removed two years after the incident.
- d. Repeated incidents of plagiarism or cheating, and withdrawals will be reported to the President, and may result in suspension from UFV.

2. Personal Misconduct

Penalties imposed by the university for personal misconduct may include one or more of the following: a verbal or written reprimand, exclusion from specified areas of the university, restitution or other ameliorative measures, suspension from the university.

Procedures - Classroom Incidents

- a. For an incident of disruptive behaviour in the classroom, the instructor may dismiss the student from the class. If the student refuses to comply the class may be dismissed. The first incident will be documented. If the misconduct is sufficiently serious, the instructor may recommend to the Dean that the student be required to withdraw from the course.
- b. For a second incident of disruptive behaviour, the instructor will advise the appropriate Dean in writing who will meet with the student to discuss acceptable standards of behaviour, and decide on an appropriate penalty. If the misconduct is sufficiently serious, the Dean will require that the student withdraw from the course.
- c. Should there be a subsequent incident of disruptive behaviour, the instructor will immediately provide a written report to the Dean who will decide on an appropriate penalty, after meeting with a student.
- d. A report of any disciplinary action taken by the Dean will be placed in the Student Conduct Registry, with a copy to the student. The report will be removed two years after the incident.
- e. Should the Dean recommend to the President that the student be suspended from UFV, the student will be so advised and provided with a written reason(s) for the decision.

Procedures - Incidents Outside the Classroom

- a. For incidents of disruptive behaviour outside the classroom, students may be required to leave the area. If the misconduct is sufficiently serious, the incident will be reported to the Dean of Educational Support Services.
- b. The Dean will confer with the student in question and decide on an appropriate penalty. A copy of the disciplinary action taken will be placed in the Student Conduct Registry, with a copy to the student. The report will be removed two years after the incident.
- c. If the misconduct is sufficiently serious, the Dean may recommend to the President that the student be suspended from UFV. If suspension is recommended, the student will be so advised and provided with a written reason(s) for the decision.

Procedures - Falsification or Misrepresentation of Documents

- a. When there are reasonable grounds to believe that any document or computer record has been falsified or a misrepresentation made that may create an incorrect perception of a student's academic position or credentials, the Department Head will issue a written reprimand to the student. A report will be placed in the Student Conduct Registry, with a copy to the student. The report will be removed two years after the incident.
- b. If the misrepresentation is sufficiently serious, the Registrar will be informed, and will file a report with the Dean. Should the Dean recommend to the President that the student be suspended from UFV, the student will be so advised and provided with a written reason(s) for the decision.

In deciding on an appropriate sanction for acts of academic or personal misconduct, consideration may be given to the following:

- a. the extent of the misconduct
- b. the degree to which the misconduct is deliberate
- c. the importance of the work in question as a component of the course or program
- c. whether the act in question is an isolated incident or part of repeated acts of academic dishonesty
- d. any other mitigating or aggravating circumstances

APPEALS

Students have the right to appeal any disciplinary action to a Hearing Panel of the Standing Appeals Committee, using the Policy 310.01- Student Appeals. Student appeals must be initiated within ten (10) UFV work days after an incident is determined to have taken place. Copies of the Student Appeals Policy are available in Student Services Offices.

SUSPENSIONS

In case of suspension by the President, the student may appeal to the Board of Governors.

STUDENT CONDUCT REGISTRY

The Student Conduct Registry will be held in the office of the Dean of Educational Support Services. Records of incidents will be removed two years after the incident has taken place. Information and records relating to an action under the Student Conduct policy will be handled by the university in compliance with British Columbia's Freedom of Information and Protection of Privacy Act.

POLICY NUMBER	110.30
APPROVAL DATE	05-17-2000
LAST AMENDMENT	09-17-2004
REVIEW DATE	09-2009

POLICY TITLE: UFV STATEMENT OF INSTITUTIONAL ETHICS

AUTHORITY Board of Governors
PRIMARY CONTACT President
RELATED POLICIES

POLICY

The University of the Fraser Valley (UFV) takes pride in articulating a Statement on Institutional Ethics ("The Statement"). This document expresses the collective moral wisdom and aspirations of UFV. Its value, therefore, is entirely dependent on the moral understanding, judgment and sensitivity of members of UFV. It is intended to guide daily practice as well as institutional policy at UFV.

The Statement contains two main sections. The first section is a statement of the principal values that are adhered to by members of the UFV community. These values should guide the ethical deliberations of each of us at UFV. These values may sometimes conflict with each other, so there is a need to exercise responsible judgment in applying them to specific issues. The second section offers specific guidelines vis-à-vis various issues that arise at UFV.

PROCEDURES/GUIDELINES

VALUES

Members of UFV differ in age, gender, race, ethnicity, religion, sexual orientation, political persuasion and many personal values. However, they agree on the following values:

A respect for persons:

Respecting persons implies recognizing that we are distinctive individuals with our own goals, beliefs, feelings, values and relationships, and that these have a vital place in one's sense of dignity and autonomy. It does not imply carte blanche acceptance of any values, beliefs or goals, but does require that in our attempts to cause a person to change, we appeal to his or her capacity for independent judgment and ability to assess reasons.

Esteem for education:

As a contemporary institution of higher education, we recognize the fact that people come to UFV for a variety of reasons. But underlying all their purposes is a common one: an appreciation of the value of learning, of acquiring and increasing knowledge, of making the world a better place in which to live, of appreciating and creating works of beauty.

Collegiality and individual responsibility:

Members of UFV are individually accountable for their activities, but they also acknowledge a deep interdependence with others in achieving their goals. Consequently, we are co-operative, consultative and ultimately supportive of one another in our activities at UFV.

Concern for the personal development of each member of the UFV community:

Members of UFV are concerned for the personal development and general well being of other members of the community. We support the legitimate educational and professional development of each member of the UFV community. We attempt to be inclusive in our teaching methods and curricula, and we strive to enable opportunities for professional and personal growth.

Non-maleficence:

At UFV every effort is taken to avoid actions and policies that cause unnecessary harm to others. Violence, abusive language, and wilful damage to property are disapproved of in the strongest possible terms. We strive to maintain an institution that is free of the harmful effects of racism, sexism and other forms of bigotry. If undue suffering has occurred, wherever possible we attempt to redress the harm. Further, we look very unfavourably on exploitation in all its forms.

Fairness:

Members of UFV strive to be fair in their dealings with others, especially where rewards and punishments are assigned. This includes student grades and reference letters, faculty and staff evaluations, and scholarships and awards. Criteria for rewards and punishments are to be clearly articulated, and the processes for administering rewards and punishments should be as transparent as possible. Relevant reasons should be given for one's judgements. Furthermore, fairness requires that no one's work be exploited; where someone has made a clear contribution to one's work, one will acknowledge that contribution appropriately.

Honesty and Openness:

At UFV we can expect others to respect the value of truthfulness. This includes intellectual honesty as well as honesty in our relations with colleagues, subordinates and supervisors.

Freedom:

Members of UFV have academic and artistic freedom, which includes the freedom to investigate controversial views, to hold unpopular positions on controversial issues, and to present in class and in the wider community one's controversial views. Members of UFV have a positive duty to ensure that our institution encourages students, faculty, staff and administrators to use their own best judgement in choosing what to investigate and in the pursuit of truth within their investigations. Students, in particular, have a right to be free from indoctrination and other forms of miseducation that fail to respect the autonomy of the student.

ISSUES

Access:

UFV endeavors to provide equal access to educational opportunities for all students by knowing about and being sensitive to the various barriers that can limit an individual's opportunities for educational growth, by being informed regarding the resources and supports available to students, and through advocacy of the issue of equal opportunity for education.

Confidentiality:

Members of the UFV community respect the privacy of others. They will not unreasonably disclose information with which they have been entrusted in the performance of their duties. In general, personal information is to be disclosed only for authorized purposes consistent with the purpose or reason for which the information was obtained or with the consent of the relevant individual. However, if disclosure of information will prevent serious harm to an individual or malicious damage to property, then the information may be disclosed to appropriate authorities, subject to the limitations imposed by the member's professional code of ethics.

Conflict of Interest and Dual Relationships:

Members of UFV avoid entering into dual relationships that compromise their responsibilities to the institution and other UFV members. Members further recognize the responsibilities of being in a position of relatively greater power than another individual, and do not exploit such positions for personal gain.

Conflict Resolution:

Members of the UFV community recognize the inevitability of personal and professional conflicts with other members and the impact that these conflicts may have on seemingly uninvolved students and colleagues. In recognition of these dynamics, members of the UFV community embrace the responsibility to respond to these conflicts in positive and professional ways.

Conflict with the code of ethics of a member's professional association:

In the event that a member's professional life is governed by the code of ethics of a professional association, the member will attempt to satisfy the guidelines of both the profession's code and this Statement. If this is not possible, then the individual shall adhere to the code of ethics of the professional association.

Controversial Issues:

Controversial and sensitive issues are not to be avoided, but ought to be addressed rationally and in a manner that respects the beliefs and feelings of other people. Consequently, such discussions ought to encourage listening carefully to diverse views, the judicious consideration of evidence and argument, and the active search for good reasons for one's own and others' positions. As much as possible, the development of capacities for critical,

imaginative and constructive thought ought to be promoted.

University Citizenship:

The mission of the University of the Fraser Valley can only be met through the collaborative efforts of a wide range of people, including professional administrators, Board members, community volunteers, faculty, staff and students. Through its policies and practices, UFV encourages each member to be involved in the governance of the institution. Further, each member of UFV contributes to the administrative, intellectual, athletic, artistic and social organizations and committees constitutive of UFV according to her or his abilities, aptitudes, and talents.

DEFINITIONS

The term “member of the UFV community” is to be understood to designate administrators, staff, faculty, students, Board members and voluntary associates of the university, insofar as they are affiliated with UFV.

APPENDICES

Terms of Reference

The Institutional Ethics Committee of UFV reports jointly to the Senate and to the President of UFV. The committee has the following responsibilities:

1. To encourage the application of the UFV Statement on Institutional and Instructional Ethics throughout the UFV community.
2. To co-ordinate the efforts of departments and offices in developing ethical guidelines specific to its own responsibilities.
3. To provide venues (forums, a web site, presentations, etc.) for on-going discussion, interpretation and review of the UFV Statement on Institutional and Instructional Ethics.
4. To provide resources and venues for the discussion of ethical issues in institutions of higher education.
5. To suggest to the Senate revisions of the statement as appropriate.
6. To report regularly to the Senate and to the President.

Each appointment to the committee will be for two years, with 50% of the members to be appointed each year. Appointments to all positions will be made through an election held by the Senate secretary, with the following exceptions: the Senate representative, who is appointed by the Senate, the administrator, who is appointed by the President, one member at large, who is appointed at the discretion of the President. In the case where no student nominations are received, the SUS will appoint the student members.

Representation: The Committee will include:

1 faculty member from the Faculty of Arts

- 1 faculty member from the Faculty of Science
- 1 faculty member from the Faculty of Professional Studies
- 1 faculty member from the Faculty of Trades and Technology
- 2 students
- 1 administrator
- 1 member from Employee Services
- 1 non-teaching faculty member
- 1 member from Student Services
- 1 Senate representative
- 1 member at large

APPENDIX 5

**Collective Agreement between the University College of the Fraser Valley Faculty and Staff Association and the University College of the Fraser Valley Board
April 1, 2007 - March 31, 2010 (contract currently under negotiation).**

ARTICLE 10: EMPLOYEE RIGHTS

10.4 Academic Freedom

University College of the Fraser Valley is committed to the belief that the exchange of knowledge and ideas in an environment of intellectual freedom is the indispensable foundation of all education. "Academic Freedom" is one means to ensure that an environment of intellectual freedom is sustained.

Academic freedom includes the right of all members of the Association to inquire, teach, do research, discuss, study, publish, create and exhibit without hindrance or restriction by UCFV. Within the broad framework of academic freedom affirmed above, and without limiting the generality of the concept, academic freedom includes:

- (a) **Freedom to Teach.** A faculty member is entitled to freedom in the classroom in discussing the curriculum. He or she has the right to introduce any topic or viewpoint related to the curriculum or to the education of students in the subject. The faculty member has the individual right and responsibility to determine course content and textbooks subject to written departmental policy. The faculty member has the right and responsibility to present controversial subject matter in such a way as to encourage free discussion, inquiry and expression.
- (b) **Freedom to Learn.** A faculty member has the right to full freedom in the pursuit of research interests and in the publication of the results, subject only to the satisfactory performance of other academic duties.
- (c) **Freedom to Act as a Citizen.** All employees of UCFV are citizens, and are entitled to speak or write as citizens without institutional censorship or discipline. However, employees should make every reasonable effort to ensure that when they are expressing personal views, they are not seen as spokespersons or representatives of UCFV.
- (d) **Freedom to Read.** UCFV employees responsible for the development of written, visual and machine readable resources for the academic community have the right to select materials on the basis of their value as information and entertainment sources, being careful to present a diversity of opinion. No library materials shall be proscribed or removed because of partisan or doctrinal disapproval. In no case shall materials be excluded because of the race or nationality or the social, political or religious views of the author.

Notwithstanding the above, academic freedom does not entitle a faculty member to promote hatred or contempt for any social, political, national or ethnic group; display incompetence in teaching or scholarship; or violate the human rights of students or other persons.

Where academic freedom is invoked in defence of a particular practice, an evaluation of the practice shall be undertaken by a community of peers, in this case represented by a

six-member Board of Appeal appointed by the University College of the Fraser Valley Council. One appointee shall consist of the UCFV President, or his or her designate. The balance of the appointees shall consist of faculty. The procedure to be followed shall be determined by the UCC on recommendation of this committee of peers in each case. Any disciplinary action taken as a result of the above practice is the responsibility of the Employer and is subject to the grievance procedure.

10.7 Harassment

Definitions, procedures and rights of parties involved in disputes involving personal harassment are described in UCFV Harassment Policy 110.25.

(a) **Personal Harassment.** Employees shall not be subject to personal harassment. Violations shall be dealt with through UCFV policy number 110.25.

(b) **Sexual Harassment.** Employees shall not be subject to sexual harassment. Definitions, procedures, and rights of parties involved in disputes about sexual harassment are described in UCFV Harassment Policy 110.25. Violations shall be dealt with through UCFV Harassment Policy number 110.25.

(c) **Other forms of Harassment.** Employees shall not be subject to other forms of harassment. Definitions of other forms of harassment, procedures, and rights of parties involved in disputes are described in UCFV Harassment Policy 110.25. Violations shall be dealt with through UCFV Harassment Policy number 110.25.

(d) An employee named in a harassment case shall be entitled to an Association advocate, whose role will be to provide support for the member by listening to the member's concerns, providing information on rights, options, and procedures, and, where appropriate, attending meetings or hearings in an informal capacity as a support person and recorder.

10.8 Employment Equity

Employment equity shall be dealt with through UCFV policy 110.23.

10.9 Pay Equity

The parties to our Collective Agreement agree to enforce the principle of Equal Pay for Work of Equal Value. The parties to our Collective Agreement agree to end wage discrimination practices.



The Teaching and Learning Centre is in G113, Abbotsford Campus, and also by appointment in A101c in Chilliwack (Wendy Burton's travelling office). You are welcome to drop in to G113 during the day, or call local 4627 while on campus, or (604) 864- 4627 if off campus, or send an email to wendy.burton@ufv.ca.

The Teaching and Learning Centre in Abbotsford has a library of resources, a companion work station so we can work together on your course materials or online course development, an arm's length relationship with Tim Horton's for coffee-doughnut restoration, and most importantly an ear for your stories about teaching, helpful suggestions, and an indefatigable cheering section.

“Teaching Matters”

Course Re/Design Workshop

June 15-17, 2010 9:00 – 5:00 Abbotsford Campus, room C1425
Wendy Burton

This intensive three-day workshop provides educators with the opportunity to design or re-design a course. Participants will identify and refine learning outcomes of the course; choose relevant instructional methods to increase student engagement and learning; select learning resources; and design methods of assessing learning that are consistent with the intended outcomes.

Reflecting on Practice: Mind-mapping the critical incident

June 9, 2010, 1 – 3 pm, Abbotsford Campus, C1429
Wendy Burton

This workshop will be an opportunity to explore a useful method for reflecting on critical incidents in the practise of teaching and educational administration. You will have an opportunity to recall a critical incident in your professional life, be guided through a process of reflecting on the incident, and have the opportunity to become engaged with a colleague as an interlocutor.

Course Re/Design Workshop: Diversity by Design

August 31, September 1 and 2, 2010
8:30 am - 4:30 pm, Chilliwack tba

This three-day interactive workshop builds on the model of the Course Re/design Workshop. This re/design workshop provides opportunities for instructors to design content and activities that reflect the many diversities present in the classroom. You will also have opportunities to discuss ways in which diversity can affect the atmosphere of the classroom. This workshop is designed for new and experienced instructors, from a wide range of disciplines, faculties, and schools.

To Register: Please send a message to wendy.burton@ufv.ca . You can also find information about “Teaching Matters” on the Teaching and Learning Centre webpages: www.ufv.ca/tlc .

Teaching Matters

Teaching and Learning @ UFV

The Teaching and Learning Centre is in G113, Abbotsford Campus, and also by appointment in A101c in Chilliwack (Wendy Burton's travelling office).

You are welcome to drop in to G113 during the day, or call local 4627 while on campus, or (604) 864- 4627 if off campus, or send an email to wendy.burton@ufv.ca.

Race and Anti-Racism Workshops

These workshops are brought to you by the Race and Anti-Racism Network at UFV.

Racism in the Classroom

Facilitator – Eric Wong

Jan 26, 2011, 9:30 a.m. – 11:30 a.m. Abbotsford Campus, Room A225

Using a case study approach and a human rights, non-discrimination framework, this session will review steps to address racial incidents in the classroom. Participants will be asked to consider the ways in which behaviour is discriminatory/racist; what educational measures can be taken to provide 'remedy'; and how approaches can remain respectful.

Teaching International Students

Facilitator – Roger Tro

Feb 22, 2011, 12:30 p.m. – 2:30 p.m., Abbotsford Campus, Room A352

This workshop will employ a "Teaching-Learning Communications Model" to explore the skills required by faculty members who wish to teach international students effectively. Small group activities should elicit issues and solutions to specific concerns instructors may have

Examining Privilege & Power

Facilitators - Rita Dhamoon, Adrienne Chan, Wendy Burton

Mar 24, 2011, 1 p.m. – 3 p.m. Abbotsford Campus, A 225

Privilege is the other side of discrimination, which allows dominant groups to receive advantages in life that are seen as normal. It is also about recognizing the consequences of privileges, including disadvantage and 'under-privilege'. The goal of the workshop is to raise awareness of our own socially-located privileges, in particular white privilege, and identify strategies for moving forward.

These workshops are open to all faculty, staff and administrators. Space is limited to 25 people per workshop.

To Register: Please send a message to ruby.ord@ufv.ca .
You can also find information about "Teaching Matters" workshops
on the Teaching and Learning Centre web pages: www.ufv.ca/tlc .

UFV International

UFV International is an administrative unit that facilitates, coordinates, and supports internationalization at the University of the Fraser Valley. Serving students from around the world, UFV International strives to enable staff and faculty to grow as global citizens.

What We Do

Admissions & Registration

A multilingual staff:

- Answer enquiries
- Process applications
- Evaluate international credentials
- Register students in programs & courses
- Renew student visas
- Process medical insurance
- Manage registration & student accounts
- Database and systems analysis

Marketing & Recruitment

- Advertise UFV internationally
- Travel internationally and locally to recruit prospective international students
- Develop connections with institutions overseas
- Work with approximately 50 active recruitment agencies

Support Services & Programs

- Airport reception
- Accommodation support
- Orientation
- Student Leader program
- Volunteer to Work program
- Student activities and special events
- Academic advising
- Linguistic and cultural support
- Work with departments to develop curriculum
- Volunteer, work, and study abroad programs

Internationalization

- Oversee arrangements for foreign faculty and plan and manage international visitors
- Represent UFV in provincial, national, and international organizations (BCCIE, CBIE, etc.)
- Act as a resource for students & faculty on international opportunities, travel, study, work, and protocol
- Maintain a website on international opportunities and events
- Provide support for Internationalization Fund
- Develop international linkages to promote international student and faculty exchange
- Organize and/or deliver pre-departure orientations for students and faculty
- Organize, support, and develop special events and professional development opportunities

International Contract Training & Off Shore Projects

- Work with departments to develop offshore projects and help maintain and monitor them (To date, UFV International has over 80 active partnerships from Australia, Austria, China, France, India, Indonesia, Italy, Japan, Kazakhstan, Malaysia, Morocco, Netherlands, Russia, Sweden, Switzerland, United Arab Emirates, United Kingdom, and Vietnam)
- Work with academic departments to develop mobility programs and other special projects
- English Language Study Tours
- Korean Nursing Tour
- English Teacher Training
- TESOL Certificate (UAE)
- Fashion Design Diploma (UAE)
- Editing English Textbooks (China)

Meet The Staff

Karola Stinson – Director

Dea Freschi – Associate Director

Leah Carr – Department Assistant

Sandra Cavan – Office Assistant (Admissions)

Seung-Hee Shin – Office Assistant (Admissions)

Hong Qiao – Office Assistant (Admissions)

Sue Chapman – Office Assistant (Medical, Accounts)

Bassam Khaleel – Student Assistant

Susana Paulin – Office Assistant (Admissions)

Darlene Labbe – Receptionist

Nancy Merritt – International Admissions Coordinator

Kara Bertram – Student Programs Facilitator

Carol Mammel – Student Programs Facilitator (Acting)

Ravi Phillips – International Marketing Manager

Andrew Crosby – Communications Officer

Alicia Friesen – Clerical Assistant

John Potts – International Project Officer

Sarah Nermo – International Programs Assistant

Betty Wang – Canada-China Liaison

Michelle Rickaby – Academic Advisor

Simon Xi – Academic Advisor

Karen Davies – ESL Liaison

Domingo Guareñas – DBA & Systems Analyst

Nguyen Nguyen – Recruitment Assistant



Counselling

Department <http://www.software995.com/> ent

The Counsellors at UFV can help you with...

Career Planning

Help! I'm undecided about my career.

Most students come to university as a step towards a satisfying career, yet many are not sure what that career might be. Counsellors offer career counselling to help you explore your skills and interests, help you research educational programs and occupational areas that suit you, and help you decide how to choose a career goal.

Success Skills

*I want to study more effectively,
not just harder!*

If you are having trouble with your courses, or if you are "doing OK" but want to do better, then effective motivation skills, personal management strategies and study skills can help. Do you want to improve your memory, your note taking, your reading or other skills? Counsellors can work with you individually and in workshops to improve your effectiveness in studying and achieving success.

Personal Counselling

*Ugh...! I do NOT need these problems
right now!*

Coming to university is sometimes a big change, and when you have changes in your life, personal problems may appear or reappear. If you are having difficulties of any kind, Counsellors are here to help at no charge. The UFV Counsellors are trained professionals who can help you explore your options without telling you what to do. All our counselling is confidential within the limits of law. Just contact Student Services - you don't need to tell the folks at the front desk any details when you book a personal counselling appointment.

Emergencies happen. If you have an emergency, the Counsellors at UFV will see you as quickly as possible.

The UFV Counsellors are in Student Services:

On the Abbotsford Campus: Room B-214, phone (604) 854-4528
On the Chilliwack Campus: Room E-105, phone (604) 795-2808

ABBOTSFORD COMMUNITY PROTOCOL RESOURCE GUIDE 2008

STEP-BY-STEP GUIDE

Respond to Critical Incidents of Discrimination and Hate Crimes

Violence:

Refer:

1. Acts involving violence call the police immediately at 911 and give full details of the incident.

Protect:

2. Assist who is injured and restore order. For example, if incident occurs at school have students return to their classes. Be careful not to disturb the scene or any evidence.

Support:

3. Listen to the victim and acknowledge what they are going through. Support the victim or targets of the violence. (This may include organizing a gathering to celebrate community unity and diversity).

Non- Violence Incidents of Discrimination:

Support:

1. Listen to the victim and acknowledge what they are going through.

Refer:

2. For non-violent forms of discrimination, refer to Diversity Education and Resources Services of Abbotsford Community Services (please see the contact information below)

Graffiti and Vandalism

1. In the case of major property crime contact the police at 911 immediately.
2. Document any high-profile property crime by taking photographs or videotape of the offence. Make note of details such as location and time of incident and have details ready for authorities.
3. The Graffiti Task Force is available to assist. Contact the Community Police Office at 604-864-4814 for details.
4. While waiting for authorities to arrive cover offence without disturbing it if possible.
5. Support the target or targets of the graffiti. (This may include organizing an event or gathering to celebrate community unity and diversity).
6. Refer to and access the network of safe sites listed on reverse side of this Guide for counseling and or support for victims.

The local police and Hate Crimes Team should be contacted if you come upon propaganda or materials that advocate genocide or communicate hatred of any identifiable group.

IMPORTANT CONTACT NUMBERS

Abbotsford Police Department	911 or non-emergency 604-859-5225
Abbotsford Police Victim Services	604-864-4757
Diversity Education and Resource Services	604-859-7681 Local 270

If you have experienced or witnessed a critical incident of discrimination or hate crime and do not know what your options are contact the Diversity Education and Resources Services Program (DEARS) for information, referrals and confidential support services. DEARS can also provide access to education and training on a range of human rights and diversity topics (604-859-7681 ext.270).

APPENDIX 10: LIST OF UFV COURSES WITH SUBSTANTIAL CONTENT ON TOPICS OF RACE AND ANTI-RACISM

Explicit known focus on issues of race, racism, and anti-racism

ANTH 270 Dynamics of Racism in Canada
ANTH 388 Minority Indigenous Peoples in the World
ANTH 470 Race and Racism: Selected Topics
ANTH 472 Latin America: Race, Ethnicity and Immigration
BUS 407 Gender and Diversity Issues
CRIM 311 Multiculturalism, Conflict and Social Justice
HIST 416 Gender, Race and Nation in European Imperialism
POSC 332 The Politics of Multiculturalism
SOC 215 Socialization
SOWK 320 Anti-Racist and Cross Cultural Social Work Knowledge and Practice

Courses about a particular ethnicity/background (e.g. Indigenous or Indo Canadian studies) with potential for dealing with Race and/or Anti-racism

ADED 365 Aboriginal Adult Education in Canada
ANTH 111 First Nations in B.C. - Traditional Cultures
ANTH 211 Aboriginal Peoples in BC: Contemporary Issues
ANTH 375 Indian Mediascapes
ANTH 387 Aboriginal Peoples in Canada
EDUC 275 Contemporary Issues and Policies in Aboriginal Education
EDUC 290 Introduction to Aboriginal Culture and Language Education
EDUC 447 Indigenous Youth & Schooling
ENGL 228 Topics in Aboriginal Literature
ENGL 245 Indian Literature in English
ENGL 380 Studies in South Asian Literature
ENGL 382 India in English
ENGL 384 Studies in South Asian Diaspora Literature
FILM 220 India on Film
GEOG 447 Aboriginal Geography
HIST 103 Sto:lo History
HIST 105 British Columbia: Pre-contact to the Present
HIST 226 History of Native-Newcomer Relations in Canada
HIST 261 Latin American History: The Colonial Experience
HIST 262 Latin American History: The National Experience
HIST 264 History of India: Akbar to Independence
HIST 265 India and the Indo-Pacific World
HIST 364 Indian Social History
HIST 381 Social History of Late Imperial China
HIST 385 Imperialism and Colonialism in Modern Asia
HIST 426 Aboriginal Peoples and Warfare in Canada: Pre-contact to the Present
HIST 458 History of Indigenous Peoples in Latin America

HIST 464 India, the Punjab and Diaspora: A study of Migration and Community
Formation in Canada
HIST 465 British India
INCS 392 Immigration and Social Integration: the Indo-Canadian Experience
INCS 396 Identity, Cultural Politics and Service Delivery
LAS 110 Pre-Columbian, Hispanic and African Heritage of Latin America
LAS 200 Social Issues in Latin America
LAS 312 Special Topics: Latin American Cultural Topics
SOWK 392 First Nations Social Work

Indigenizing Our Academy:
Strategic Planning Indigenous Post-Secondary Education at UFV
Aboriginal Community Council
3 Goals with Actions

Living Carefully & Enjoyment of Life & Patience

Goal # 1:

By increasing capacity among current Faculty/Staff/Administrators, UFV will increase Indigenous content in programs and develop programs, services, and research initiatives that are directly responsive to Indigenizing our Academy, and work in harmony with one another.

ACTION:

- Provide opportunities for professional development for faculty, staff, and administrators annually to increase awareness.
- Updates of the Indigenizing initiative once per semester for every Department at the department meeting.
- New staff orientation packages include a "Welcome to Sto:lo territory".
- Develop and modify curriculum/courses that reflect indigenous knowledge content and ways of knowing across the disciplines/programs.
- Develop a core program of courses for Indigenous students across the disciplines.
- Increase resources available to students and faculty. Realize marked growth in the resource libraries books, videos, archives taking an active role in providing access to Indigenous content resources.
- Establish a Programs and Services Department of Indigenous Studies .
- Create an Indigenous/First Nation Teacher Education program.
- Offer degree studies with a Minor / Major in Indigenous Studies.
- Develop and implement UFV research policies and protocol agreements for Indigenous research initiatives that are mindful and respectful of Indigenous teachings and that protect Indigenous knowledges.

Continuity of Life (Circle of Life): Each Person Carries a Gift; Taking Care of Others; Respect & Balance; & Personal and Cultural Identity

Goal # 2:

By creating a culturally safe educational environment, we will foster a sense of belonging that will provide transition/access and ongoing support, resources and opportunities, to increase Indigenous community capacity.

ACTION:

- Increase the presence of Indigenous staff, faculty, administrators and governors.
- Provide prominent venues for permanent and rotational Indigenous themed displays on all campuses.
- Build a Lalem (house) for Indigenous studies, students and community.
- Provide Elder-in-Residence services that support active participation of Elders in program and curricular development, decision making, and student support services.
- Create an atmosphere of inclusion that promotes the desire for Aboriginal learners to self identify.

- Indigenous equivalent core course requirements for all students in all diploma and degree programs across the disciplines.
- Develop a series of courses and/or services, targeting Grade 12 graduates and mature students requiring academic, community, and/or financial assistance to enhance their academic experiences at UFV.
- Develop professional recruitment materials that demonstrate the reflection and inclusion of Aboriginal ways of knowing and teaching at UFV.
- Increased number of Indigenous learners attending post-secondary institutions.
- Monitor, in meaningful ways, the achievement of self-identified aboriginal learners, quantifying the access, retention and completion rates of self-identified Aboriginal learners, complete with an indication of the areas of study and report these annually.
- To respond to the needs of the Indigenous communities as they are identified by the Indigenous communities.

Balance: Mind, Body, & Spirit, Respect & Taking Care of Others

Goal # 3:

Ensuring indigenous voice and vision guides the work and through the implementation of an inclusive shared governance, wherein UFV recognizes Indigenous views are an integral part of UFV's governance, UFV in partnership with indigenous community leadership will be responsive to and develop education programs and services that meet the needs of Indigenous communities, their initiatives, and their goals for sustainability, self-determination and well-being.

ACTION:

- Assist each community with the development of Education Plans, which involve UFV, in implementation of programs and services.
- Development of partnership agreements for with local aboriginal communities for joint resource procurement and program delivery.
- Process of governance and policy process that flows direct between the Board of Governors to the Aboriginal Community Council as per Terms of Reference.
- Professional development, advocacy training (capacity building) for Aboriginal Community Council members.
- Circulate newsletters through each Aboriginal Community Council meeting.
- Provide information bulletins at least four times a year (between ACC meetings).
- Update web page information weekly.
- UFV faculty and staff to attend Career Fairs and Aboriginal Community events.
- Provide learning experiences/course/programs in the Indigenous communities as requested.

Interconnectedness of All Things (Land, Family and Community)

Vision Statement

To have Indigenous communities view UFV as the first choice for their learners in post-secondary education.

Race and Antiracism Network (RAN)

Activities Report 2010/11

This document provides a summary of events and activities undertaken by RAN during 2010/11. If you would like more information please contact Adrienne Chan (Adrienne.Chan@ufv.ca), chair of RAN.

1. Organization and membership

As an ad-hoc network, the membership of the RAN continues to be in flux. Meetings are attended by faculty, staff, students, and local community members. There are currently twenty-five number of people on the RAN e-list, although attendance at meetings varies. One of the goals in 2011/12 is to increase involvement of UFV members in RAN.

Dr. Adrienne Chan is the chair of RAN. She both chairs meetings and provides and prepares the notes/minutes of the meetings. In future, we anticipate more administrative support.

While the RAN has no formal place in UFV's institutional structures, we report to Dr. Eric Davis as Provost & Vice-President Academic.

2. New Objectives

RAN formally adopted a set of objectives. These are:

- a) Raise awareness about racism and race-related (gender, sexuality, religious, class, dis/ability) issues at UFV, the Fraser Valley, and society at large;
- b) Organize events for members of UFV related to race and anti-racism;
- c) Bring together individuals and communities at UFV and beyond working on anti-racism, decolonization, and anti-colonial projects.
- d) Provide a space for people of colour, Indigenous peoples and allies to work on issues of related to race and colonial politics.
- e) Resources pending, respond to local, regional, national, and international events and issues relevant to RAN;
- f) Improving relationship between staff, faculty, administrators, and students – advocating and changing policy.

3. New Definitions

In 2010/11 RAN formally adopted a series of key definitions. For further information contact Adrienne Chan or Rita Dhamoon.

4. Anti-Racism Workshops

In conjunction with, and support from the Teaching & Learning Centre, RAN co-organized a series of anti-racism workshops in Spring 2011.

1) Racism in the Classroom

Facilitator – Eric Wong

Jan 26, 2011, 9:30 a.m. – 11:30 a.m. Abbotsford Campus, Room A225

2) Teaching International Students

Facilitator – Roger Tro

Feb 22, 2011, 12:30 p.m. – 2:30 p.m., Abbotsford Campus, Room A352

3) Examining Privilege & Power

Facilitators - Rita Dhamoon, Adrienne Chan, Wendy Burton

Mar 24, 2011, 1 p.m. – 3 p.m. Abbotsford Campus, A 225

These workshops were open to all faculty, staff and administrators.

Workshops were funded by remaining funding from 2009-2010, provided by Abbotsford Community Services for the PD Day (May 2010), as well as through the Teaching and Learning Centre.

5. Support for Student Leadership Conference on Anti-Racism

On March 18 and 19 2011, the Student Leadership Program provided a conference called 'Building Anti-Racist Communities'. A full report of the conference is available through Student Life c/o Susan Francis.

To support this conference, RAN co-sponsored the event and also provided the following:

- a) Consultation and advice by attending planning meetings
- b) Training for UFV student to facilitate and co-facilitate workshops.
- c) A space for students to talk about their ideas for the conference at RAN meetings, support for a Social Work Practicum student, who worked on the development of an information leaflet for the conference;
- d) An opening session led by Wendy Burton on the topic of "locating ourselves in anti-racism work".

This conference was an important student-led initiative, and RAN has offered to continue collaborations with Student Life.

6. March 21 2011, International Day for the Elimination of Racial Discrimination

To commemorate International Day for the Elimination of Racial Discrimination, March 21, RAN organized an on-campus event. This event was co-sponsored with Abbotsford Community Services, Aboriginal Access Centre, Centre for Indo-Canadian Studies, and UFV's Teaching and Learning Centre.

The 2011 event was dedicated to the memory of Dr. Patricia Monture. The RAN student research assistant prepared an excellent video in memory of Dr. Monture, which was screened at the event. It can be found at <http://stream.ufv.ca/OnDemand/TLC/PatriciaMontureTribute.wmv>

The main topic of the event was 'Indigenous women: Experiences, Voices & Communities of Action'. The guest speakers included Satwinder Bains, Wenona Victor, and Saylesh Wesley. Ernie Crey and Terry Prest were also invited.

The event was very well attended, with over 50 people in the audience.

7. Student Research Assistant

This year, with funding from the Research Office, RAN hired a student research assistant, Kate Nickelchok, supervised by Dr. Rita Kaur Dhamoon. Kate undertook the following work:

- a) Researched and compiled a list of courses on related to race at UFV
- b) Undertook research to create a bibliography of academic texts and academic reports on topics related to race and racism in universities.
- c) Collected and organized data and weblinks to use as resources on anti-racism.
- d) Created a video resource on the race-related work of Dr. Patricia Monture.
- e) Attended RAN meetings
- f) Liaised with the Student Leadership conference organizing group.

8. RAN Website

With the assistance of student work-study, Gizat Makhanov, RAN set-up a website. Due to UFV marketing rules, the website does not have UFV web address or logo. The website is still in progress, and is now updated with the support of Ruby Ord (Teaching & Learning Centre) and Suki Grewal (Dean of Arts office). The website is currently funded for two years.

The website contains details of RAN's objectives, key definitions, past and planned events, resources, and relevant links both internal and external to UFV. The weblink is: <http://raceantiracismnetwork.ca/>.

9. RAN bookmarks

With the generous funding and technical support of the Teaching & Learning Centre, RAN has produced free bookmarks. The bookmarks provide a brief definition of racism, and contact information both on and off campus for anyone experiencing or witnessing racism.

10. Race & Antiracism Report

With contributions from various members, Rita Dhamoon and Adrienne Chan have drafted a report following the May 2010 Professional Development (PD) Day on Race & Anti-Racism. This report provides a series of recommendations to implement anti-racism initiatives on campus; these recommendations arose from those who attended the PD day. It is expected that the report will be publicly available for discussion in Fall 2011.

11. Collaborations

It is one of the key principles of RAN to collaborate with other members of the UFV community to raise awareness and challenge racism and other inequities. To this end,

with the strong support of Wendy Burton RAN has collaborated extensively with the Teaching & Learning Centre, and also with the Centre of Indo-Canadian Studies, Aboriginal Access Office, and Abbotsford Community Services (especially Danica Denomme in previous years and John Kuipers this past year). A representative of Abbotsford Community Services (ACS) regularly attends RAN meetings, shares information on relevant events, acts as a liaison between RAN and ACS, and brings welcome resources and support. We are especially grateful for the funding provided by Abbotsford Community Services and the UFV Teaching & Learning Centre for RAN events. We have welcomed participation from the Human Rights and Conflict Resolution Office, Student Life, an ad-hoc UFV Women's and Pride group, and other groups and organizations.

12. Future events 2011/12

RAN is currently planning a series of events and activities at UFV for 2011/12, which includes: Race and September 11th: Ten Years Later – on September 12; Safe Harbour training on October 13 (delivered by Abbotsford Community Services); and an event to commemorate March 21st (International Day for the Elimination of Racial Discrimination). More events will be added at a planning session in the Fall (2011).