

Annual Report on Black Inclusion

FEBRUARY 2022 – 2023

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Land Acknowledgement

We recognize that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the

Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

Message from the Vice-President Equity, People and Culture

I want to acknowledge the hard work that has taken place across the University community to collectively advance the Framework and Action Plan on Black Inclusion. Addressing anti-Black racism through action demonstrates our commitment towards removing systematic barriers that have negatively affected members of the Black community. I am heartened to see so many new initiatives being undertaken. The initiatives and the progress thus far would not be possible without the whole community taking up the work in earnest.

As we continue to listen, learn and allocate resources to these efforts, we know that the community is looking to see how these efforts translate into better outcomes and experiences for members of the Black community at York. These initiatives intentionally centre Black voices and create a path forward to advance Black inclusion and address anti-Black racism. We acknowledge the long-standing and deeply entrenched systemic inequities and barriers that have historically countered this goal. We all must continue to normalize discussions and actions on dismantling institutional anti-Black racism and confronting experiences of anti-Black racism and

discrimination. Everyone holds a vital role in enabling change.

At York University we must continue to ensure strategic steps are taken to realize true representation, safety, academic and scholarly achievements of students, staff, faculty, course instructors, and alumni. The success of these and other initiatives is built on the premise and principle that we be intentional about creating a path forward that includes everyone and that initiatives are incorporated into the fabric of the University. While our strategic effort is measured and reported within annual timeframes, our work and commitment cannot stop. It is critical that York University be a part of progressive change and historical reshaping to combat anti-Black racism and racial discrimination.

Sheila Cote-Meek

Vice-President Equity, People and Culture

March 2023



Overview

York University has a longstanding history of engaging in social justice work and is committed to righting the future. York affirms and commits to its role in addressing anti-Black racism, dismantling systemic barriers and decolonizing.

This report reflects progress made towards meeting the objectives outlined in *Addressing Anti-Black Racism: A Framework on Black Inclusion* in the second year since its release, and activities identified in the *Action Plan on Black Inclusion* and activities undertaken across York University to support the objectives and actions.

The *Framework on Black Inclusion* outlines a series of guiding values, understandings and nine (9) objectives to guide the university community in making impactful systemic change related to anti-Black racism. We recognize that this is a long-term endeavour and requires everyone to work towards transformative change.

YEAR 2: MAKING PROGRESS AND LOOKING FORWARD

During the second year after the release of the *Framework*, there were several deliverables met through effective leadership, active participation and thoughtful considerations across the University community. This progress has been accomplished through considerable reflection of where we were as an institution and where we needed to shift, as well as the many community consultations and collaborative actions that strengthened the support for change.

York University has renewed its membership with the [Scarborough Charter](#) and remains committed to promoting intersectional Black flourishing, fostering inclusive excellence, enabling mutuality and ensuring accountability. The Charter reinforces the idea that York's Framework on Black Inclusion and Action Plan should convey our "spirit of good faith in embracing and enabling meaningful, measurable and continuous improvement in the implementation of the following commitments to action." Stated unequivocally, York University has no intention to masquerade Black inclusion initiatives or be performative in our work and then gain from that effort. We stand with our fellow signatories and sector colleagues in addressing the harsh and debilitating impacts of anti-Black racism, fighting for transformative change.

York continues its commitment to commemorating and celebrating Black people and their contributions, including [Black History Month](#) (in February), and in 2023 will highlight the United Nations International Day for the Elimination of Racial Discrimination in March and Emancipation Day in August.

The York University *Decolonizing, Equity, Diversity and Inclusion (DEDI) Strategy* that is launching in spring 2023 will be another tool and valuable resource providing

guidance to the community on implementing strategic change. The DEDI strategy clearly indicates the interconnection to other strategies and frameworks, including the Framework on Black Inclusion. The York community will continue to ensure the Framework is considered and alignment is made as it builds strategies and frameworks into the future.

This second year brought awareness that challenges may arise in doing this work. Some such challenges were articulated by community members in some of the submissions received that reported on activities to inform this report and which can be seen below. It is not unimaginable that challenges occur when planning and implementing initiatives that centre Black lives and that aim to realize inclusive experiences. Challenges can stem from lack of sufficient support, buy-in and consensus, resource allocation, alignment of priorities and funding, time delays, transitions of key people involved, internal and external deadline differences etc. All these types of challenges, while valid and sometimes disconcerting, can be overcome if met with supportive, collaborative and creative solutioning, otherwise we risk losing momentum.

While it may be too early to measure significant change, it is hoped that the activities undertaken across the university, many of which are highlighted below, shifted the University closer to systemic and noticeable change that will be achieved by continuing to work together. As we move forward, we anticipate that the university Climate Survey will assist with understanding the overall climate on campus. The student version of the Climate Survey was launched in late Fall 2022 and an employee version is expected to run in 2023. This will run periodically (likely every three years) to measure progress and

change in the long-term and is expected to inform future programmatic efforts.

Next steps include deepening our understanding on the ways that policies and protocols have maintained a harmful status quo for Black community members at York and utilizing strategic efforts and tools to craft new,

insightful and progressive ways forward. Culture change involves uprooting, revisioning, planting and facilitating new ways of being, doing, and succeeding. Specifically, we are then tasked with fulfilling the initiatives captured in the Action Plan, controlling for any (un)foreseen issues and circling back to measure the impacts this work has on York University.

Highlighted Activities

This section highlights the actions taken by various units across the organization and represents the many submissions received from across the University community. This list is not comprehensive or exhaustive; it is a compilation of self-reported activity. Efforts were made to ensure that the call for submissions reached across all areas of the University, however some initiatives may not have been reported for a variety of reasons.



REPRESENTATION

Objectives

- Ensure that Black people, in their diversity, are represented in all areas of the university –Board of Governors, senior administration, managerial staff, tenured faculty, undergraduate and graduate students and alumni.
- Review recruitment/ admissions, hiring, retention and advancement practices of the university with an anti-Black racism, equity and inclusion lens to remove barriers to access and inclusion.

Activities that have been initiated, are progressing and/or completed.

Equity, People and Culture, Division of

- **Human Resources DEDI audit tool.** Throughout 2021-22, Human Resources (HR) completed an environmental scan regarding available equity audit tools with external partners and conducted independent research. Ideation of a first of its kind HR DEDI Audit Tool that guides, as appropriate, the review of and revisions to HR policies, programs and procedures is planned to be available for consultations in April 2023.
- **Review and revision of non-academic employment equity policy.** In the fall of 2022, a collaborative working group began to review and revise the Affirmative Action Plan for Non-Academic Hiring to Achieve Employment Equity Policy and conducted a review of the Affirmative Action (AA) program found in the YUFA Collective Agreement for its application

and relevance to the recruitment, retention and career advancement procedures of non-academic employee groups.

- **Efforts to increase & enrich recruitment of Black faculty members.** Effective strategies have been implemented to support faculty recruitment processes including:
 - Development of a resource sheet to be shared with self-identified Black applicants (and/or circulated with an ad),
 - Special information session with senior advisor of equity and representation and recruitment committee representatives to discuss recruitment of Black faculty,
 - Creation of wiki list (on teams) for search committees to post and refer to when exploring avenues for circulating ads to reach Black prospective applicants,
 - Expanding ad content for Black Inclusion & advancement efforts.
- **Supporting representation initiatives across the institution.** The Centre for Human Rights, Equity and Inclusion (CHREI) supported the development and launch of several activities and initiatives at the Faculty, Divisional and University levels to ensure that Black people, in their diversity, are represented in all areas of the university. A few examples not referenced elsewhere include:

- Supporting and guiding committees pursuing designated Black faculty and staff hires in Arts, Media, Performance and Design (AMPD),
- Supporting the development of several initiatives in Environmental and Urban Change (EUC) such as a pilot Alumni-Student Black Mentorship Program launching in 2023, the revision of the EUC's Field Manual for Community Partners for student placements to include an Equity Statement, Equity Profile and human rights procedures for students, the development of a monthly workshop for high school students in the Jane-Finch community, promoting access opportunities for post-secondary considerations,
- Providing support to areas on the implementation of the Action Plan on Black Inclusion and supports for Black students,
- Supporting the reconstituting of the Race, Inclusion and Supportive Environments (RISE) Committee in Fall 2022.
- **Black faculty information session.** This session was the second annual information session held mainly for new incoming Black faculty members; however, an invitation was extended to all Black faculty members at York. At the session, several senior executive members at York (including the VP EPC, Associate VP Faculty Affairs, the Senior Advisor on Equity and Representation) made presentations on the institution's commitment to equity, supports available to faculty, and Black inclusion work at York. There were also presentations by members of the Department of Community Safety and YUFA's Race Equity Caucus. A portion of the session was facilitated by two senior Black faculty at York: Carl James and Andrea Davis, both of whom sought to answer any questions new Black faculty might have and to help address concerns and provide further information on getting involved in the life of the collegium.
- **Agreement on Black scholar hiring.** In collective bargaining with York University Faculty Association (YUFA), the parties agreed to dedicated hiring for least nine additional candidates who self-identify as Black people of African descent (e.g. Africans and African heritage people from the Caribbean, Americas, or Europe) to tenure stream positions, commencing on or before July 1, 2024.

Provost and Academic, Division of

- **School of Arts, Media, Performance and Design (AMPD) Pilot Project for effective hiring strategies.** To address the need for greater equity in hiring and diverse representation among faculty, three AMPD searches are participating in a hiring pilot project designed to integrate best practices within the search

process. This will provide new data in comparison to other ongoing searches in the School and inform future hiring practices.

- **AMPD Black faculty recruitment.** AMPD applied for and received one of the CUPE (Canadian Union of Public Employees) conversions of a faculty member who was appointed a full-time YUFA member in the Summer of 2022. The Department of Visual Arts and Art History made a hire for Summer of 2022, as well; Currently the Department of Music is undertaking a search for a professor of vocal performance, and this is a targeted hire.
- **Faculty of Environmental and Urban Change (EUC) Black faculty recruitment.** EUC welcomed two designated Black faculty members in the Summer 2022, as part of efforts to diversify the full-time faculty complement. These new faculty members span a range of disciplinary realms, including physical science, urban planning, and environmental/geographical studies.
- **Faculty of Graduate Studies (FGS) self-identification pilot project for graduate program admissions application.** A space for applicants from equity-deserving groups to self-identify for the purpose of scholarship/award nomination and adjudication was enabled for the first time on the graduate school application via the supplementary information form. FGS is working with the University Admissions department and others to create a coordinated, York-standard self-identification form for all degree program applications in the future.
- **FGS incorporated lessons learned for the Provost's Postdoctoral Fellowship for Black and Indigenous Scholars program.** The program was redeveloped and administered with learning from the first iteration. The program is now separated from the Fellowship for Indigenous Scholars program to tailor advertising, reach relevant audiences, establish appropriately representative and knowledgeable adjudication committees and enable more effective and holistic adjudication.
- **Glendon celebrated Black excellence in Shifter magazine.** In a partnership agreement with Shifter magazine, a Canadian online Black and urban culture magazine celebrating the best in Black culture and lifestyle, five articles were produced and published to promote and celebrate Black excellence at Glendon.
- **Indigenous, Black, and racialized guest speaker fund established at Glendon.** The Principal's Priority Fund allocated \$5000 to provide honoraria for Indigenous, Black, and racialized guest speakers at Glendon, to be divided over the 3 academic semesters in 2022-2023. This fund is intended to offer further

opportunities for Indigenous students and students from equity-deserving communities to recognize themselves in their courses and in educators.

- **Faculty of Liberal Arts and Professional Studies (LAPS) staffing audit.** A consultant was hired to conduct an evaluation of staff hiring and promotion processes and practices, particularly for Black staff members. The evaluator assessed the level of representation of Black staff, their experiences and barriers to succession and advancement in their careers. Comparative analysis was also done assessing all racialized and non-racialized counterparts and privilege was examined as a tool in its various forms such as race, guidance, job-shadowing, training opportunities (both formal and informal), employment opportunities, mentorship and networking.
- **Lassonde School of Engineering (LSE) Black faculty recruitment.** Lassonde's Electrical Engineering & Computer Science (EECS) department conducted a targeted computer science search and welcomed a second Black faculty member in 2022 (first hire was in 2021).
- **Osgoode Hall (OH) Law School initiatives.** Initiatives related to representation included:
 - The Osgoode Black Law Students' Association (BLSA) hosted the Lincoln Alexander Award Ceremony on February 28, 2022, which was the capstone event for Black History Month with the theme of Black Joy. BLSA Osgoode has published their BHM ZINE that features a collection of poetry, essays, editorial shoots and mixed media work that showcases Black Joy,
 - New material to an eClass site called Resources on Indigenous Legal Issues & Addressing Anti-Black Racism,
 - Black Law Students Association is the largest student association in Canada, with membership of upwards of 60-70 students. 10% identifying as 'Black' which was a near 3% increase over the average of the last 5 years.

Research & Innovation, Division of

- **Harriet Tubman Institute (HTI) Black History Month events.** In past years, events were comprised of talks and webinars with different themes, such as Black Mental Health, Black Resistance (2022). In 2023, HTI honoured community members who have made significant contributions to the Black and African community.

Students, Division of

- **Athletics and Recreation (A&R) consultations on staff recruitment strategies.** The department had several meetings with the Division's Equity, Diversity and Inclusion (EDI) Special Advisor to discuss staff recruitment strategies, ways to leverage statistical data to drive decision-making and direction in this area, and the advisor provided critical feedback on hiring panel approaches, namely focused on interview questioning processes which are being considered.
- **Black Excellence Network.** Plans to launch the York University Black Excellence Network in early 2023 are ongoing, aiming to build a network of people, knowledge resources and activities that respond to the needs of Black students at York. Five key goals for the group include: (1) Enhance pathways that increase access to post-secondary education for Black students; (2) Raise awareness of the work being done across Departments, Colleges, Faculties and Student Organizations at York; (3) Enhance the extent to which Black-identifying students are aware of and engaged with this work; (4) Provide critical feedback and offer advice that will lead to continuous improvement of services and supports; (5) Generate a framework spanning the student life cycle in which Black Students can thrive at York and build the skills and relationships necessary to support the realization of their potential as scholars and alumni.
- **Career Conversations: Spotlighting Black Excellence.** Career Education & Development (CED) launched a career conversation event that connected Black students with Black alumni from a range of backgrounds and industries to inspire and support them along their own career journey. This event was offered in conjunction with Black Excellence (BE YU).
- **CED held an Employer Meet & Greet: Diversity and Inclusion Recruitment event.** CED's services for students considered the career development barriers faced by equity-deserving student populations, including Black students and graduates. As a result, CED employer engagement strategies include identifying and working with external partners to support more equitable recruitment opportunities. At the event, students from equity-deserving communities connected with hiring recruiters where they learned about upcoming career opportunities with inclusive and equitable employers.
- **Office of the University Registrar (OUR) strengthening student recruitment approaches.** Recruitment and Admissions are strengthening recruitment approaches, adding new admissions considerations for Indigenous and Black students, with greater involvement from local school boards that have

a highly racialized student population and facilitate early engagement through the BE YU program.

- **Residence Life affinity space for Black, Indigenous and other people of colour student leadership development.** Residence Life continues its support of Black students in leadership roles by offering an Affinity Space for Black, Indigenous, and other

People of Colour on their student staff teams. This is the second year offered and student leaders have responded appreciatively for the space to share specifically what it means to be a member of BIPOC (Black, Indigenous or People Of Colour) communities, as well as a student leader on campus.



SAFETY

Objectives

- Create an environment where Black people feel physically, psychologically and emotionally safer
- Establish new, culturally safe mechanisms for complaints about racial discrimination and harassment that are available in both English and French languages

Activities that have been initiated, are progressing and/or completed.

Equity, People and Culture, Division of

- **Meet-Ups for Black and Indigenous faculty.** Faculty Affairs held a zoom meet-up and a luncheon meet-up for Black and Indigenous colleagues hired in the past 2-3 years to build community and learn about what kinds of support have been effective or are still needed. A larger gathering may be planned for Spring 2023.

Finance and Administration, Division of

- **A Security Services Review has been underway since Fall 2021.** The review has taken a critical and holistic approach to enhancing safety and security at York to address real issues and concerns and establish an alternative security services model. The security services review is at the start of the action planning phase. A final report with recommendations will be released shortly to the York community. A task force will be struck to lead the action planning and implementation stages of the review.

Provost and Academic, Division of

- **EUC Space Equity Consultations.** Conducting space equity consultations is part of Space Planning initiatives, which have surfaced proposals for the new EUC footprint including establishing calm rooms, extending access to Jane Finch community members/students and interrogating whose spatial needs are foregrounded/backgrounded to ensure access for all.

- **EDI-focused resources for students and instructors embedded into LSE eClass courses.** In partnership with undergraduate program directors (UPDs) in Lassonde, the LSE Student Welcome and Support Centre (SWSC) developed a list of resources for instructors and students to provide easier access and promotion of available resources, services, and procedures at York related to EDI. The resources include details on how to address a complaint and examples of unacceptable behaviour to encourage reporting and a safer community.

Students, Division of

- **Active Bystander program expansion.** This program aims to educate community members on how to intervene when witnessing any form of sexual violence. The program also educates about and responds to the numerous barriers that exist that make it difficult for survivors to openly seek support or report their experiences with sexual violence, including the lived experiences of Indigenous, Black and racialized individuals and other communities with experiences of systemic violence and marginalization who may fear re-victimization by the system and for whom the police or other authorities may not be seen as a safe option for protection.
- **Second annual Black Student Community Welcome event held.** The Centre for Student Community and Leadership Development (SCLD) in partnership with the York United Black Student Alliance (YUBSA) and 12 other Black-identifying registered student organizations planned and delivered the 2nd Annual Black Student Community Welcome on September 29th, 2022. With the goal to illustrate the vibrancy of Black student life on campus and promote Black peer-to-peer engagement through student-led clubs, and their programs and services, over 500 York community members including staff, students, and faculty attended the three-hour program.
- **Creation of full-time continuing Academic Success and Inclusion Coordinator position in the Black**

Excellence unit. A full-time continuing position with a focus on leading development and implementation of BE YU programming, including new student transitional supports, BE YU Welcome Event, peer mentoring and peer mentor training, and Black Excellence Network among other initiatives was created and an incumbent hired.

- **Black Excellence Welcome event.** In September 2022, the Division launched its first Black Excellence welcome event, a social/networking gathering to welcome newly admitted Black students and provide information on academic skills, well-being and financial supports as well as an overview of other Black Excellence YU (BE YU) programming. The event included a moderated panel of Black students who spoke about their experiences, both positive and negative as Black students at York.
- **‘Talking B(L)ACK’ series.** In partnership with the Faculty of Education’s Jean Augustine Chair in Education, Community, and Diaspora, the inaugural “Talking B(L)ACK” series was launched as part of Black Excellence at York University (BE YU). The first session was held on October 3, 2022, in the Welcome Centre at the Bennett Centre for Student Services where African, Caribbean, and Black-identifying students were invited to gather over food and socialize. The objectives of the program were to (1) offer a space for Black students to voice their experiences, recognize

peer experiences, and identify strength in community, (2) recognize what supports exist, share where the gaps in support are, what supports they still need, and how the university could support them in accessing those resources, individually and collectively and (3) share what the university can do to better support the spectrum of and intersections with the African, Caribbean and Black community. Participation from Black leaders at York Federation of Students (YFS) and the York United Black Students Alliance (YUBSA) also signaled a need for such social spaces where students can connect informally.

- **A&R initiatives.** Activities and initiatives in this area included:
 - participation in the Resisting Oppression, Advancing Rights (ROAR) training sessions facilitated by CHREI by the Ontario University Athletics (OUA) competitive Sport Club student-athletes and volunteer coaches,
 - inclusion moments, a time of reflection and dialogue on various issues related to DEDI, were scheduled during full time staff meetings,
 - development of long-term DEDI training plans, including at onboarding
 - proactive provision of academic supports for part time staff and Sport Club Student-Athlete access, including formal staff midpoint meetings (minimum) to check in



on academics and wellbeing, and support to decrease work time as needed and monitoring of work hours to

identify those with higher work hours to ensure they are not negatively impacting their academics.



KNOWLEDGE CREATION

Objectives

- Recognize York University's role in producing research and ideas that have reinforced anti-Black racism.
- Ensure that Black scholarship is represented in the curriculum, research, information sources and collections in all disciplines.
- Ensure that Black excellence in research is recognized in awards and in selection of research chairs.
- Support specific initiatives, including those that build Black studies research that addresses anti-Black racism and strengthens Black studies research in Faculties and organized research units.
- Increase funding for scholarships, bursaries and other forms of financial aid in support of Black students.

Activities that have been initiated, are progressing and/or completed.

Equity, People and Culture, Division of

- **Supporting the University in knowledge creation.** The CHREI undertook several activities and initiatives in this area at many levels in the University, including working to ensure that Black scholarship and excellence is represented in the curriculum, research, information sources and collections in all disciplines in a variety of ways. Some examples of this work not identified elsewhere include:
 - supported the development of the Black Inclusion in the Classroom & Curriculum: A Toolkit for Course Instructors in EUC,
 - worked with Glendon to establish a \$5000 Black, Indigenous, and racialized Guest Speaker Fund, to invite speakers into classrooms for 2022-3, which has been renewed for 2023-2024,
 - production of a podcast focusing on a variety of DEDI subjects, including an episode on Caribana and an upcoming episode on local community engagement,
 - Inclusion Week, organized by CHREI, featured women of color as the lead discussants in a panel called "Who Gets to Rest." The panel tackled the subject of the unequal burden of care work in the context of dwindling supports for households during

the pandemic and delved into strategies for BIPOC women's self-care.

- **Employee learning opportunities.** The Organizational Learning and People Excellence team in Human Resources lead and co-facilitate several learning opportunities with community partners that feature topics of anti-Black racism and/or Black Inclusion, including Authentic & Inclusive Leadership; Contributing to a Healthy Workplace; Leading for a Healthy Workplace; Challenging Unconscious Bias for Managers; Advanced EDI for Managers.

Provost and Academic, Division of

- **Provost's Postdoctoral Fellowships for Black and Indigenous Scholars.** This fellowship is in its third cycle and was created to address under-representation of Black and Indigenous scholars in many disciplines and fields of research and associated careers. It provides collegial resources, supervision, mentorship, and funded time to successful applicants to seek their chosen careers.
- **AMPD advancing Black scholarship at York.** Based on recommendations from the KOJO consultant report, AMPD created a new research fund for Black scholars; regular meetings will also be held for Black faculty as an ongoing initiative for new supports and resources to be integrated within AMPD and the University.
- **LAPS' inaugural Alchemy Lecture, Borders, Human Itineraries, and All Our Relations.** The Lecture was held on November 10, 2022, and brought together four speakers from across various disciplines and geographies to think together about some of the most important issues of our times. It is a multi-vocal public model of intellectual engagement, which brings questions of anti-Black racism into conversation with other key issues of social and political justice, including the climate catastrophe and Indigenous self-governance. The lecture and the books that will result from them encourage dialogical thinking and research-in-public to undo colonial disciplining models.
- **Black Studies major/program development in LAPS.** A committee has been formed to develop a Black Studies Major/Program which when completed will be the first of its kind in Canada. The program is designed around several objectives, including: (1)

identifying key thinkers, concepts, and theories in Black Studies across multiple trans- and interdisciplinary fields and apply the methodology(ies) of this work to the analysis of different historical and contemporary experiences and (2) assessing and communicating the humanity and value and legacies of Blackness and Black knowledge, and more.

- **The York University Libraries (YUL) hosted a Black History Wikipedia and Wikidata Edit-a-Thon.** This month-long, collaborative event was hosted at York University in February 2022 and is a highlight for YUL. It aims to improve the coverage and quality of Black content on Wikipedia and Wikidata. The event features weekly synchronous online editing sessions, led by student facilitators, and an in-person Edit-a-thon session. It teaches critical information and data literacy skills while diversifying online content, fosters open scholarship, intentionally provides programming to engage with Black and racialized students, and is built upon partnerships across multiple institutions to provide experiential education for students on current technologies.
- **YUL staff training session.** YUL hosted a training workshop called “Description and Access for Anti-Black Archival Materials” on Jan 19, 2023. This two-hour workshop addressed anti-Black racism in archival records by providing methods on how to create inclusive descriptions and how to provide access to these materials while minimizing harm. The workshop asked participants to think critically about the impact of descriptive and access practices for racist archival records, and offered practical applications to create subject headings, contextualizing racism, mitigate racist folder titles, produce content warnings, and create helpful research guides.
- **“A Critical View of University Life: Narrative Reflections of Black Students in a Canadian University” research project.** Lassonde’s Kindergarten to Industry (K2I) and SWSC initiatives support the research project being undertaken by Dr. Carl James. The project seeks to understand the everyday experiences of Black university students. Hearing about these experiences from students themselves will begin to inform a greater understanding of pathways that facilitate career success. Lassonde will be supporting the project via student participation, focus group participation, and implementing learning from the project.
- **Expanding purchasing protocols for Education collections.** The Special Advisor in the Faculty of Education and a graduate assistant worked with the resource librarian to expand purchasing protocols to include more Black authors, and publishers of colour.

- **EUC online EDI resources.** EUC has established a webpage offering EDI resources and information, that will be a ‘living site’ with regular updates and additions as conversations continue.
- **Glendon established the Indigenous and Racialized scholar research grant.** Glendon (GL) has established a research grant for Indigenous and racialized researchers, in the amount of \$3500, yearly. It supports innovative research projects from qualified eligible applicants and is intended to support an original research project from emerging and established Indigenous and racialized scholars at Glendon. Projects may be stand-alone or part of a broader research program.
- **Glendon integrating EDI into awards nominations.** Process was put in place by the research office at GL to ensure that EDI is integrated for nominations and awards. For example: calls are open to all eligible groups in both French and English; candidates were encouraged to voluntarily self-identify if they were a member of the Federally Designated Group (FDG); members of the selection committee are required to participate in the online equity training for adjudication committees offered through Polaris; the research office confirms the diversity of the members of the selection committee; the research office encourages diversity of the applicants, etc.

Research & Innovation, Division of

- **Black research seed grants.** The Office of the VP Research and Innovation (VPRI) has completed a pilot phase for these seed grants and has secured funding of \$250,000/year for 3 years.
- **Black incentive grants.** Funding up to \$7,000 to develop a large research funding application were established.
- **Tubman Talks.** The Harriet Tubman Institute (HTI) offers an intellectual space that fosters debate among all York scholars whose research interest focuses on the history and contemporary experience of Africans and people of African descent in Canada and globally. It gives individual researchers as well as research teams a platform for exchange. Therefore, the Institute is an intellectual space that offers an opportunity for individual scholars to critically strengthen their own research by presenting it to others in the spirit of engaging in debate.
- **HTI research clusters.** These research clusters reflect the research interests of the Institute’s members from a wide variety of disciplines and perspectives: Labour, Movement and Mobility; Expressive Culture and Belief Systems; Politics, Economics and Social Justice; Theories and

Methodologies, including oral sources and Digital Humanities; Genders and Sexualities; Health and Disability; Science, Technology, Engineering and Mathematics.

Students, Division of

- **Black Excellence student feedback session.** This event was held twice (in person and virtually) in November 2022 to consult on and collect information helpful for creating programs, events, services, and resources to benefit Black students in their academic journey at York University and beyond.
- **Centre for Sexual Violence Response, Support & Education (The Centre) panel discussions.** The Centre has held several panel discussions that focus on Black women's experiences with

gender-based violence, including: (1) Connection Across Communities. Panelists shared their unique journeys of overcoming gender-based violence, the intersections and impact of race, and reflected on what they have encountered and how their resilience has put them on a path toward healing. (2) Issues and Impacts of Misogynoir. Panelists explored the intersection of oppression based on sex and race (3) Misogynoir and the Impacts in the Workplace. Panelists provided examples, and ways in which participants can engage in creating safer spaces for black women and meaningfully contributing to changing attitudes, beliefs and policies. (4) Femicide and Intersectionality. Panelists examined the role of media and other systemic and structural barriers to shine a light on killings and calls to action.



MENTAL HEALTH SUPPORTS

Objectives

- Provide culturally relevant and bilingual resources to address the catastrophe of anti-Black racism

Activities that have been initiated, are progressing and/or completed.

Provost and Academic, Division of

- **AMPD's Office for Advising and Integrated Student Services (OAISS) created a new resource toolkit** for students with specific supports for Indigenous, Black, and racialized students. The online resource is available at: <https://oaiss.ampd.yorku.ca/support-for-indigenous-black-racialized-students/>

Students, Division of

- **Student Counselling, Health and Well-being (SCHW)** undertook several initiatives, including:
 - several staff members and managers from Student Counselling, Health and Well-being (SCHW) contributed to the drafting and review of the Centre for Innovation in Campus Mental Health's *Anti-Oppressive Practice: A Guide to Moving from Theory to Action*, available for all post-secondary institutions,
 - the Service Delivery Framework for counselling has embedded anti-oppressive practices,
 - BIPOC Wellness Series: Racial Trauma, Resilience, & Healing. The Racialized Students Support Group is a group facilitated by racialized counsellors at SCHW. The monthly drop-in group provides a safe space for students who identify as Black,

Indigenous or a Person of Colour (BIPOC) to reflect on their identities, experiences, and challenges and to build community. In 2022, group participants completed a survey to gauge topics of interest, and the first Black, Indigenous, People of Colour (BIPOC) Wellness Series was hosted on October 4 and 5, 2022, focusing on bursaries and scholarships for BIPOC students, imposter syndrome and self-doubt, addressing microaggressions and racism on campus and taking care of your mental health in the face of microaggressions,

- **SCHW Implementation of the Sanctuary Model.** The Sanctuary® Model is a blueprint for clinical and organizational change which, at its core, promotes safety and recovery from adversity through the active creation of a trauma-responsive community. A recognition that trauma is pervasive in the experience of human beings forms the basis for the Sanctuary Model's focus not only on the people who seek services, but equally on the people and systems who provide those services,
- a microaggression training session was developed by clinical staff in December 2022, to educate practicum students on the topic of microaggressions. The modules will be included in our practicum orientation for new interns in September 2023, and available for other interested units.



COMMUNITY ENGAGEMENT

Objectives

- Develop additional opportunities for the York community to engage Black communities outside the University, recognizing the diversity within these communities.
- Support Black-owned businesses by ensuring local Black-owned vendors and suppliers are aware of contract opportunities.

Activities that have been initiated, are progressing and/or completed.

Advancement, Division of

- **York University Black Alumni Network (YUBAN).** This network re-launched in 2019, and over the past year has added 4 new leaders to their 3-person leadership team. YUBAN engaged the broader Black alumni community in their planning process and have been supported. After conducting a survey to identify the primary needs and concerns of the Black alumni community, YUBAN held a successful alumni and student mixer/networking evening in November 2022 that included presentations by leading Black York scholars and staff. YUBAN will carry this momentum into 2023 by supporting and planning a range of events.
- **Black Alumni Mentoring program.** An inaugural Black Alumni Mentoring program ran from Oct – Dec 2022. Leveraging the brand-new Connecting YU platform, 14 recent graduates were matched with experienced alumni for eight weeks of 1:1 mentorship. The program was informed by YUBAN feedback that the initial years after graduating from York were the toughest to navigate as a new professional.
- **Career Conversations: Spotlighting Black Excellence.** On March 22, 2022, a panel of accomplished Black alumni, including three from YUBAN, spoke about their successes and challenges pursuing careers in a range of different industries. Panelists shared their career journeys, offered insights and tips for job searching and provided information on recruitment in their field for current students and new graduates.
- **Alumni profiles to highlight Black Excellence at York.** Many Black York alumni have been featured via alumni profiles. Browse alumni profiles specifically featured during Black History Month at: <https://www.yorku.ca/alumniandfriends/category/black-history-month/>

- **Scholars Hub and LAPS Moving Forward Black History Month 2022 lectures.** The Scholar's Hub and the LAPS Moving Forward Series are lectures or panels that are open to all York U community members and during February 2022, featured topics centering on the Black communities, including: Dancin' Feet: Harlem and basketball in the 1920-30s with Dr. Danielle Howard (AMPD), What our alumni are doing in Black communities? with Craig Wellington (BA '88, Black Opportunity Fund), Kamika McLean (BA '02, KSS HoldCo Inc.) and Kevin Yarde (BA '90, Government of Ontario), hosted by Michele Johnson, (LAPS).

Finance and Administration, Division of

- **Social Procurement vendor portal.** In response to the Social Procurement Policy (approved in 2019), Strategic Procurement Services (SPS) launched its social procurement vendor portal. This free and open-sourced platform identifies diverse suppliers (which includes several black-owned businesses) and social enterprises to register their interest in doing business with the University. SPS has also secured Memorandums of Understanding (MOUs) with the Black Canadian Contractors' Association and the Canadian Black Chamber of Commerce to provide an express application pathway to allow members to join the Portal. The University is currently tracking the number of vendors on the portal with hopes to expand our data collection in terms of contracts awarded and dollars spent. The University is also embedding social procurement deliverables across many of its contracts. The University is tracking social value spend across those projects as well as the number of equity-deserving apprentices employed on the project.

President's Division

- **Art on My Mind.** The Art Gallery of York University (AGYU) joined forces with the Black Creek Community Farm to offer Art on My Mind 2022, a multidisciplinary arts workshop series during July and August 2022. Geared towards youth aged 15 to 24 years old, Art on My Mind 2022 included live performance workshops facilitated by Hip Hop powerhouse Dynesti, Song writing and Vocal Production workshops with rising R&B and Soul singer Kibra and Mural Painting workshops with acclaimed visual artists Curtia Wright and Ray Vidal. This program offered an invaluable opportunity to get inspiration and guidance from a team of artists who are making waves in Toronto's vibrant art scene.

Provost and Academic, Division of

- **Anti-Racism resources for teachers.** The Special Advisor to the Dean on Black Inclusion and Anti-Black Racism (of the Faculty of Education) collaborated with a graduate assistant and librarian to create Subject Research Guides under the Education K-12 Anti-Racism Resources for Teachers.
- **Glendon sponsors Point Ancre Jeunesse Conference.** Glendon (GL) sponsored and participated in a conference with Point Ancre Jeunesse, a Black youth-focused organization, and hopes to increase participation in the years to come. As a partner, Glendon has committed \$2000 for the next conference.
- **LAPS Black student lounge creation.** With planning throughout 2022 and the support of the Dean's office and McLaughlin College, 055 Mac will serve as a community hub for LAPS Black students. The space opened in February 2023 and will be used to facilitate student community within and external to York via lectures, seminars, and various cultural events. Additional plans include an alumni mentor in residence, financial/grant workshops, student academic conferences and faculty/student networking events.
- **Canadian Black Scientist Network** named Lisa Cole, Director of Programming for the Lassonde School of Engineering k2i academy, an Ally of the Canadian Black Scientist Network (CBSN). Allies are leaders who affirm their commitment to actively supporting, promoting and enabling structural change to ensure the development, recruitment and success of Black Science Technology Engineering and Mathematics (STEM) researchers within their organizations.
- **Umoja 7712 Robotics Team sponsorship.** Lassonde's k2i academy partnered with the African Canadian Christian Network (ACCN) to sponsor their robotics team Umoja 7712. The team is made up of high school students from the local Jane-Finch community and Greater Toronto Area.
- **Colour Coded program partnership.** k2i academy partnered with Black E.S.T.E.E.M. to offer 'Colour Coded', an eight-week coding and robotics program for Black girls, ages 10-13.
- **Black Excellence networking event in Lassonde.** The LSE Student Welcome and Support Centre (SWSC), in partnership with Black Excellence York University, received funding from Lassonde's EDI Seed Fund to organize the Black Excellence Networking event to highlight Black excellence and success within the STEM industry and research.

- **Raise the Black Bar.** On November 30, 2022, the Osgoode chapter of the Black Law Students' Association (BLSA Osgoode) and the Toronto District School Board together launched the Raise the Black Bar program, which is designed to break down barriers for Black high school students, in grades 10 to 12, considering careers as lawyers. The program was initiated by members of BLSA Osgoode who wanted to bridge the gap to university and create more opportunities for Black students in the legal sector by providing opportunities for small group mentorship meetings with practicing Black legal professionals and Black law students, among other activities.
- **University Pathways Program (UPP) at Schulich School of Business (SSB).** This tri-school initiative with 3 Ontario business schools is designed to encourage and prepare high school students (grades 11 and 12) from the Black community in the GTA to apply to business school programs and create a pathway to post-secondary education. Along with a focus on learning about the undergraduate experience, the program has significant financial support options to lower the financial barrier to post-secondary education. The program restarts in January 2023 and runs throughout the year.
- **Schulich Black Excellence Academy (SBEA).** The SBEA is a summer business education and mentorship program supporting approximately 100 Grade 10 or 11 high school students across Ontario. The program targets all students from under-represented communities with a focus on Black and Indigenous communities. The program provides high school students in need with resources to become tomorrow's leaders.

Research & Innovation, Division of

- **Black scholarly outreach and engagement grants.** The division contributed \$1,500 towards a research/scholarship outreach event including a knowledge mobilization/community engagement activity.
- **Entrepreneurial community education and program.** The division partnered with Black Creek community organizations on \$3M funding to support Black entrepreneurship.

Students, Division of

- **Athletics and Recreation (A&R)** undertook and supported several initiatives through community engagement and outreach, including:
 - provided the YU Black Staff Network with workout fitness times so they have an opportunity to take care of their bodies and minds.

- provided free access to space for local community non-profit programs including Assante, Grassroots, Key Hoops and Union Basketballs teams
- during Black History Month (BHM), A&R provided Black leaders in the local community with free access to gym space for in-person BHM events and coordinated digital BHM celebrations for community members to attend virtually
- in August 2022, partnered with local Black leaders to create Emancipation Day events and other special events, including Start2Finish. The special events provided Black children's recreation and sports teams in the local community with free access to operate a concession stand to raise funding for their groups
- during BHM, the Black and Indigenous Varsity Student-Athlete Alliance (BIVSAA) worked with local Black activists and leaders to learn and talk about mental

health and increasing social issues impacting the Black community

- invited many local schools with Black teachers and administrators within the Jane-Finch catchment areas to bring their students to a School Day game where A&R provided tours, and post-game chats with varsity student-athletes.
- **Support for Black students accessing and transitioning to postsecondary studies.** Black Excellence YU (BE YU) is a campus partner in support of AYA, a research project led by the School of Social Work. The AYA Project seeks to build social capital and postsecondary transitional support for students, with a focus on serving Black students, who have been in the care of various social service agencies in Ontario. BE YU participates in AYA events and supported on campus visits and information sessions.



DATA COLLECTION

Objectives

- Collect and analyze disaggregated race data from students, staff, faculty and alumni.
- Collect data on anti-Black racism incidents and complaints.
- Data collection will be utilized to identify gaps and trends that signal systemic racial disparities. so that appropriate actions can be taken.

Activities that have been initiated, are progressing and/or completed.

Students, Division of

- **Voluntary disclosure and self-identification for Student Accessibility Services.** Student Accessibility Services (SAS) provides an option for students seeking support or services to self-identify and share personal demographic information (including race). Collection of information supports service planning and tracking of students served and/or seeking support.





EDUCATION

Objectives

- Ensure all students, faculty and staff receive ongoing education in understanding and addressing anti-Black racism, starting with the leadership of the University.

Activities that have been initiated, are progressing and/or completed:

Equity, People and Culture, Division of

- **Anti-Black racism educational initiatives.** CHREI delivered several educational initiatives focusing on anti-Black racism in both university wide Rights, Equity, Diversity and Inclusion (REDI) trainings as well as custom built sessions for individual groups and faculties since March 2022. Almost 200 people participated in anti-racism related REDI sessions in that period and over 500 people participated in custom training that included specific anti-racism content. CHREI has worked directly with community safety to discuss racial profiling and provided 10 sessions across the university that dealt specifically with bias or microaggressions. CHREI worked closely with Athletics and Recreation to provide a two-part training program to staff and students that included key strategies about interrupting racism, with over 150 participants completing the course in full. A variety of sessions were offered specifically for BIPOC individuals, including one on student health and wellbeing. Placement students with lived experience have been directly involved in the design of education sessions and are in the process of being supported to deliver relevant training material in early 2023.
- **CHREI review of REDI and new education series.** CHREI undertook a comprehensive review and revision of its REDI Series (now called Rights, Equity, Decolonization, Diversity and Inclusion or REDDI) and created a thematic mini-series that provide both a deeper engagement of specific themes (Gender, Disability, Race, Creed) and drew analytical and substantive connections between these themes. Key tenets of anti-racism education run through the series, with a specific focus on intersectional analyses and approaches. In addition, the series incorporates “Do the Work” sessions under each miniseries. These sessions are praxis-oriented sessions that engage participants to work on skills through case scenarios.

President’s Division

- **Jane Finch Showcase at AGYU.** The AGYU and the Jane Finch Community Research Partnership presented the Jane Finch Showcase on Instagram

Live @a_g_y_u, on April 12, 2022. This performance showcase and series of conversations was organized to amplify the work and impact of the Jane Finch Community Research Partnership, an online resource establishing protocols for scholars, educators, and artists researching Jane Finch communities. The event featured stellar performances by a talented lineup of artists including Kibra, Nathan Baya, Terence Penny, Kareem Bennett, Tracey Kayy, S!sha, and Zenesoul.

- **A Day in the Life project at AGYU.** This project was an audio work by acclaimed spoken word poet and rapper Funmilola Lawson, presented and commissioned as part of Mayworks Festival of Working People, with the support of the Art Gallery of York University. This audio installation, along with photographs by Errol Young and Odify, was installed on York University’s campus, in the colonnade vitrines on the north side of the Accolade East Building from May 1st – July 10, 2022. Written from the perspective of three women from the Jane Finch community, Lawson reflects on the systemic inequality and barriers that so many racialized women face. Overwork, low wages, poor transportation, and over policing are just some of the challenges considered as the protagonists call for changes, ultimately turning to Jane Finch Action Against Poverty (JFAAP), a grassroots social justice organization that has been fighting poverty and advocating for workers’ rights since 2008. A tribute to JFAAP’s collective mobilization and activism, Lawson recognizes how instrumental this grassroots, resident-led organization has been in advancing the struggle for better living and working conditions for Jane Finch community members.

Provost and Academic, Division of

- **AMPD addressing racism and discrimination through training.** In 2022, AMPD provided various training and training resources, with a guide and videos for community members on how to address racism and discrimination, including a shared vocabulary for acknowledging, identifying and responding to incidents when they occur. As part of AMPD’s commitment to DEDI, the faculty held three training sessions with AMPD faculty, staff, and management led by the Kojo Institute. These sessions set the groundwork for staff and faculty to better understand what is meant by equity and inclusion, what systemic racism is and how it manifests itself in the world, and how the long history of racism in European and American cultures continues to impact Black people today. All the sessions were about trying to establish shared

vocabularies about anti-Black racism, and equity and inclusion.

- **AMPD support for search committees.** In 2022, faculty serving on search committees were offered the opportunity to work with Equity, People and Culture staff to undertake searches in a manner which would be inclusive and promote diverse candidates.

- **FGS “Why Black History (Month) Matters” event.** FGS Council created three public panel discussions/workshops for the York Community with Black faculty member and graduate student presenters and discussion leaders, in February 2022, highlighting new perspectives and research from and to the community. The panel and discussions are designed to inform on pan-university anti-racist legislation (as part of a comprehensive approach to DEDI) to be passed by Council by summer 2023. The panels were titled, “Nothing Less than Justice: A Roundtable on the Future of Graduate Studies at York.” One panel featured Black faculty members and their experiences. The other featured Black graduate students. The knowledge produced, including that generated in the Q&A, will inform motions to be brought forward by the FGS Academic Planning and Policy Committee to FGS Council as well as initiatives which can be spearheaded by FGS with Faculties other units across campus.

- **GL Inclusive Pedagogies Community of Practice.** Glendon is creating a community of practice on Inclusive Pedagogies in collaboration with the Teaching Commons. The first session took place in Fall 2022 with a second session planned for Winter 2023.

- **LAPS speaking engagements.** At the “Recruitment of New Governors and Senators: Benefits and Pitfalls of DEID,” Professor Andrea Davis was an invited speaker at the annual Council of Ontario University Secretaries (COUS) conference on Friday, November 18 at the Council of Ontario University (COU) offices. The session focused on supporting equity, diversity and inclusion in collegial governance. Within that theme, the session explored mechanisms for promoting diversity in the membership of university collegial governance bodies through a theoretical and practical lens. At the “Equity, Education & Sustainable Development,” United Nations (UN) Day Celebration, Reflection and Panel Discussion, Andrea Davis joined a panel of speakers for CIFAL York’s panel discussion for UN Day in October 2022. The panel highlighted the work that York faculty are currently doing which relates to the UN Sustainable Development Goals (SDGs), including gender equality, human rights, reducing inequality, and peace, justice, and strong institutions. Davis’ presentation focused on the relationship between racial and environmental justice, specifically

examining anti-Black racism as an interrelated social justice issue.

- **Lassonde School of Engineering receives \$1M for summer STEM program (k2i).** LSE’s kindergarten to industry (k2i) academy at York University received \$1 million from Ontario’s Ministry of Education in support of a summer work-study program for high school students from racialized backgrounds.
- **Francis Tetteh Memorial Award.** This award was created in memory of Francis Beamish Tetteh, a PhD Mechanical Engineering student who passed away in April 2021. During his yearlong health struggle, he still managed to complete his qualifying exam, authored research papers and fulfilled his teaching assistantship duties. Francis was kind, humble and a friend to all. Eligibility is targeted towards an international student who graduated from a post-secondary institution in Africa and is a member of an underrepresented group in Engineering in Canada (i.e., self-identifying as Black, Indigenous, or a Woman as per York University practice/definition).
- **IBET (Indigenous and Black Engineering and Technology) Momentum Fellowship.** LSE introduced the IBET Momentum Fellowship for domestic PhD students in 2021. The first recipient was accepted for Fall 2021 intake; however, the recipient deferred their admission to Fall 2022.
- **Teaching Commons offerings.** The Teaching Commons’ programming encompasses discussions of inclusive, anti-oppressive, and anti-racist pedagogies. They provide individual consultations at the instructor and faculty level on anti-oppressive and anti-racist teaching as it pertains to managing microaggressions, managing bias and racism, Black-inclusion, and facilitating controversial discussions in the classroom, and are currently designing programming surrounding anti-oppressive and anti-racist teaching as it relates to trauma-informed pedagogies and pedagogies of care, and underscoring Black students’ learning experiences. An ongoing and upcoming collaboration with the Centre for Human Rights, Equity and Inclusion also helps to advance work in these areas.

Students, Division of

- **Black Excellence YU (BE YU) peer mentoring developing training materials.** BE YU peer mentors are developing peer mentor training materials on the topic of “Equity, Diversity, and Inclusion in Peer Mentoring.” These materials will be used to enhance BE YU program peer mentors’ readiness to address EDI issues in their work, but the training is also intended to be shared for use by other programs who wish to include EDI content in their peer mentor

training. Materials are currently in development for anticipated roll-out in Spring/Summer 2023.

- **Recruitment of EDI-focused Career Educator.** The recruitment process is underway to hire a Career Educator who will be focused on Black and equity-deserving students at York. This person will build out additional career resources and programming to meet the needs of these students and increase their career confidence and readiness.
- **Intersectional Futures' Lecture Series.** The Centre for Student Community and Leadership Development (SCLD) partnered with Hillel York to present its second instalment of the "Intersectional Futures" Lecture Series through a screening of the film, "Periphery" followed by a Q&A and Panel Discussion with the film's director on Wednesday, January 18, 2023. The film itself focuses on the intersections of Jewish life and other identities, particularly race, thus highlighting an often-overlooked aspect of both what it means to be Jewish and Black.
- **York International (YI) provides focused immigration supports for new African students.** The YI International Student Advisors and Immigration Specialists have anecdotally observed that some students from African countries face additional challenges with immigration applications. Statistics also show that Immigration Refugees and Citizenship

Canada's (IRCC's) rate of refusal for applicants from all African countries is higher than all other regions of the world. The team has also worked with several African students who have complex immigration applications or cases. Nigeria is also one of York's top source countries for international students. In partnership with International Recruitment, YI will run immigration webinars specifically for students from the African region and their parents/families, giving tips based on previous experiences supporting international students specifically from Africa with their immigration applications.

- **Recruitment BBQ in West Africa.** In 2022 a summer BBQ for high school students from West Africa and their parents was hosted by York University. The students were pursuing summer programs at York. York International will continue to work with Lassonde's faculty to support efforts to attract top student talent from West Africa.
- **Equity, Diversity and Inclusion Working Group in Student Accessibility Services (SAS).** SAS has an EDI working group to support implementation of anti-oppressive and trauma informed practices to better serve and respond to the needs of equity deserving student populations, including Black students with accessibility needs.



DECISION-MAKING

Objectives

- Consider the impact of decisions related to policies and programs on Black communities.
- Include Black members of the university community in decision-making processes

Activities that have been initiated, are progressing and/or completed.

Students, Division of

- **A&R Recreation Advisory Council restructuring.** The interim restructure of the Recreation Advisory

Council is underway to have representation from wider communities across campus.

- **A&R evaluating the Lions 4 Lions funding rubric.** The application of a Sport Club funding rubric assigns significant weight to campus and department involvement, inclusion, and engagement of broader campus and community.



ACCOUNTABILITY

Objectives

- Create an Anti-Black Racism Advisory Council.
- Engage in regular updates and evaluation of the implementation of this framework

Activities that have been initiated, are progressing and/or completed.

Equity, People and Culture, Division of

- **EDI Program Manager support to Advisory Council on Black Inclusion.** The EDI Program Manager began supporting the Council, comprised of York faculty, students, staff, alumni and community members, in February 2022. The Council's inaugural Chair was appointed in September 2022, along with its Steering Committee.

Provost and Academic, Division of

- **AMPD actioning KOJO Institute recommendations.** AMPD is actively working to action several recommendations from the KOJO Institute report, notably the following: (1) The Dean should explicitly acknowledge the findings in this report and denounce racism, colonialism, and inequities within AMPD. This was completed (2) Provide consistent and clear updates on equity issues, commitments, and responses to feedback and guidance received. Monthly reports from

the Dean were shared and posted on the website, which has a dashboard tracking progress (3) Create expectations outlining how all members of the AMPD community (including students, faculty, staff, and administration) are expected to address racism and discrimination when they witness it and reaffirm that there will be no repercussions for doing so. This is ongoing through collegial processes in departments and is supported through departmental action plans (4) Adopt and model a posture of practice, in which leaders (the Dean, management and Chairs) can appropriately acknowledge and repair harm caused and continue to learn and work towards becoming equity-informed leaders.

- **LSE SWSC implementation plan for the Action Plan on Black Inclusion.** In the fall of 2021, SWSC established an Equity, Diversity and Inclusion (EDI) Working Group focused on implementing the Action Plan on Black Inclusion and the Indigenous Framework. Upon review of the University's Action Plan on Black inclusion, the working group sought to inventory current SWSC initiatives and generate new ideas to implement within SWSC, ensuring action and intentionality in congruence with the central plan.
- **Faculty of Education Strategic Plan.** The Faculty has integrated Black Inclusion into its new Strategic Plan.

