

Faculty of Health Studies Anti-Racism Action Plan

Goals:

- 1) Faculty of Health Studies will acknowledge that anti-black, anti-indigenous racism and whiteness exist.
- 2) Faculty of Health Studies will recognize the importance of an inclusive and equitable environment for all students involved in the Faculty of Health Studies at Brandon University.
- 3) Faculty of Health Studies will develop and sustain an infrastructure (policies, procedures etc.) to support equity, diversity and inclusion.
- 4) Faculty of Health Studies will commit to providing the necessary resources (Human and Financial) to ensure equitable and diverse knowledge is integrated into environment, curriculum and policy.
- 5) Faculty of Health Studies will provide a safe and welcome environment for BIPOC students and staff by continuing the efforts of the working group by committing to support the FHS Equity, Diversity and Inclusion Committee.

Faculty of Health Studies Anti-Racism Action Plan Inaugural Working Group

Student Leads:

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Faculty Support:

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We would like to acknowledge the participation and engagement of the Faculty of Health Studies student population who took the time to share their stories, ideas, and knowledge that contributed to the development of this plan.

Creation Process of the Faculty of Health Studies Anti-Racism Action Plan (FHS ARAP)

- 1) The creation of the FHS ARAP was student initiated and student led.
- 2) The student executive planned and led two zoom meetings with the student body.
- 3) These zoom meetings included break out rooms where the students were able to freely discuss issues in regards to racism, anti-racism and the needs of the FHS.
- 4) The break-out room notes were coded and themed by the research assistant, and then the FHS ARAP was built using these themes, current academic literature and pre-existing anti-racism action plans from other institutions.
- 5) The FHS ARAP was reviewed by the student executive.
- 6) Additionally, a Moodle site was set up so the entire FHS student body could access and provide feedback on the FHS ARAP.
- 7) Comments from students/and the Faculty support team were integrated into the FHS ARAP
- 8) The Working Group considers this document to be a working document. Priority items have been identified with associated timelines. The working group suggests that after the FHS Equity, Diversity and Inclusion Committee is formalized, that ongoing adjustments, timelines and action items are added to the document as they arise.

Priority Items:

- 1.1 Creation of FHS Equity, Diversity and Inclusion Committee Terms of Reference
- 1.3 Establish FHS Equity, Diversity and Inclusion Committee

- 3.1 Complete a curriculum scan on BScN/BN/MPN programs
- 3.2 Complete a resource scan on BScN/BN/MPN programs
- 3.5 Research anti-racism curricula currently in use in other institutions

- 4.1 Research the integration of different forms of admission assessment rather than solely GPA
- 4.3 Develop policy for students who have experienced/ witnessed racism in classroom, lab, clinical spaces
- 4.4 Research policies from other institutions to guide development

Faculty of Health Studies Anti-Racism Action Plan: All Action Items

Theme	Item	Context	Responsible Parties	Expected Date
1.0 FHS Equity, Diversity and Inclusion Committee	1.1 Create FHS Equity, Diversity and Inclusion Committee Terms of Reference	In order to address the other action items outlined, a FHS EDIC must be established to help implement	<ul style="list-style-type: none"> FHS Anti-Racism Action Plan Working Group 	ASAP Oct., 2021
	1.2 Research <i>Service Learning Application</i> to ensure that the TOR of the committee enables student's to get recognition for their work on the FHS Equity, Diversity and Inclusion Committee Terms of Reference		<ul style="list-style-type: none"> FHS Anti Racism Action Plan Working Group 	ASAP
	1.3 Establish FHS Equity, Diversity and Inclusion Committee		<ul style="list-style-type: none"> FHS Anti-Racism Action Plan Working Group 	September 2021
2.0 Faculty/workforce	2.1 Develop plan for hiring diverse Faculty (Tenure track, continuing, sessional)	Current faculty/teaching staff is not representative of student body or general population in Manitoba	<ul style="list-style-type: none"> Human Resources Dean's Office Chairs Committee FHS Equity, Diversity and Inclusion Committee 	Ongoing
	2.2 Integrate diverse guest speakers into classroom settings	Need for improved learning opportunities for students through diverse cultural and lived experiences	<ul style="list-style-type: none"> Faculty DPN Curriculum Committee DN Curriculum Committee 	Ongoing

	2.3 Ensure compensation through <i>Funding Compensation for Peoples providing enhanced student learning experiences Policy.</i>		<ul style="list-style-type: none"> • Faculty • Dean’s Office 	Ongoing
	2.4 Develop learning plan for Faculty with numerous options for professional development	Ensuring appropriate/sufficient anti-racism approach for faculty professional development opportunities	<ul style="list-style-type: none"> • FHS Equity, Diversity and Inclusion Committee 	
	2.5 Integrate anti-racism content into orientation for sessional hires	Need to address racism experienced by students in clinical/lab and theory courses in totality	<ul style="list-style-type: none"> • FHS Equity, Diversity and Inclusion Committee 	
	2.6 Review student evaluation to add questions directly related to the integration of Equity, Diversity and Inclusion within course materials	Allows for a system of continuous student feedback to ensure accountability to/of ARAP, FHS EDC, and direct further changes as necessary	<ul style="list-style-type: none"> • DPN • DN • MPN 	
	2.7 Create system of response to student concerns and/or complaints identified in student evaluations		<ul style="list-style-type: none"> • DPN • DN • MPN 	
	2.8 Explore options for Alumni Scholarships to support BIPOC BN/ BScPN Brandon University graduates to study at a Masters Level to increase future faculty	Offering scholarship opportunities to BIPOC BN and BScPN Students provides opportunity to “grow our own” workforce	<ul style="list-style-type: none"> • FHS Equity, Diversity and Inclusion Committee • Alumni Services • BUHSSA 	
	2.9 Develop a system that can identify Faculty that can offer a “safe space” for students that are BIPOC, gender non-conforming and LGBTQ2+	Developing a system shows students who is safe to talk to from Faculty and promotes interaction	<ul style="list-style-type: none"> • FHS Equity, Diversity and Inclusion Committee 	

		between Faculty and students		
3.0 Curriculum	3.1 Complete a curriculum scan on BScN/BN/MPN programs	Inventory current anti-racism facing instruction and resources; identify gaps, opportunities for improvement, and areas that require review (current material is insufficient and resources are whitewashed/don't represent diverse or BIPOC experiences)	<ul style="list-style-type: none"> • FHS Equity, Diversity and Inclusion Committee • 	August 2021
	3.2 Implement and evaluate curriculum changes addressed from the scan on BScN/BN/MPN Programs	Implementation of the curriculum changes will be an ongoing process	<ul style="list-style-type: none"> • FHS Equity, Diversity and Inclusion Committee • DPN/DN Curriculum Committee 	Ongoing
	3.3 Complete a resource scan on BScN/BN/MPN programs	Inventory current anti-racism facing instruction and resources; identify gaps, opportunities for improvement, and areas that require review (current material is insufficient and resources are whitewashed/don't represent diverse or BIPOC experiences)	<ul style="list-style-type: none"> • FHS Equity, Diversity and Inclusion Committee • Simulation Committee • Joint Library Committee 	August 2021

	3.4 Create a resource data base with diverse representation easily accessible for Faculty	Support faculty in creating anti-racist classroom environments, for better learning experiences for the students – will create ease of delivery and better adherence to anti-racism plan recommendations	<ul style="list-style-type: none"> • FHS Equity, Diversity and Inclusion Committee 	Ongoing
	3.5 Research anti-racism curricula currently in use in other institutions	Find items that can be incorporated into FHS ARAP; identify action items that have not worked in the past in other examples to avoid	<ul style="list-style-type: none"> • FHS Equity, Diversity and Inclusion Committee 	June, 2021
	3.6 Develop opportunities for feedback from students for curriculum and resources.	Students will be able to identify if resources that are used in theory, lab or clinical settings are not representative. Students should feel empowered to make suggestions or recommendations.	<ul style="list-style-type: none"> • FHS Equity, Diversity and Inclusion Committee • DPN and DN Curriculum Committees • Joint Library Committee • Simulation Committee 	
4.0 Policy and procedures	4.1 Research the integration of different forms of admission assessment rather than solely GPA	Need for increasing diversity in the student body, including removing program barriers to entry to BIPOC students and creating a more welcoming	<ul style="list-style-type: none"> • Admission Committee • FHS Equity, Diversity and Inclusion Committee • DPN 	August 2021

		and safe environment for BIPOC students	<ul style="list-style-type: none"> • DN 	
	4.2 Implement admission policy changes based on research (CASPer or equivalent; Interviews; Designated Seats for BIPOC Students)	Admission policies need to be representative of the diverse student body. If interviews are occurring consideration needs to be had as to who is sitting in those spaces doing those interviews. Any standardized testing needs to be reflective of diverse ethnicities	<ul style="list-style-type: none"> • Admission committee • DPN • DN 	Ongoing
	<p>4.3 Develop policy for students who have experienced/ witnessed racism in classroom, lab, clinical spaces</p> <p>Ensure that identification of this policy is available on all standardized syllabi along with a statement...</p> <p>Faculty of Health Studies strives to ensure equal inclusion of all students in every class. We also seek an inclusive environment that reflects mutual respect and caring. We encourage any student who feels the environment is not providing that to approach faculty, BUHSSA, the student advisor or a member of the FHS Equity, Diversity and Inclusion Committee.</p>	<p>Current lack of clear policy for students to report racism, including outcomes</p> <p>Policy needs to be student centered.</p> <p>Current lack of clear protocols and procedures for Faculty to follow</p>	<ul style="list-style-type: none"> • FHS Equity, Diversity and Inclusion Committee • Policy Committee 	October 2021

	<p>4.4 Research policies from other institutions to guide development</p>	<p>Incorporate established guidelines for reporting, other anti-racism policies into FHS ARAP if it makes sense to do so in the BU context</p>	<ul style="list-style-type: none"> • FHS Equity, Diversity and Inclusion Committee 	<p>Ongoing</p>
	<p>4.5 Maximize safety for students reporting instances of racism within FHS.</p>	<p>Students don't feel safe reporting or like they will see outcomes if they do report; needs to be addressed and prevented from occurring in future to ensure cultural change</p> <p>Establish a student representative on the FHS Equity, Diversity and Inclusion Committee – this student will act as the ombudsman to advocate for the students and to bring concerns to broader FHS Equity, Diversity and Inclusion Committee – Figure out best practice from other institutions</p>	<ul style="list-style-type: none"> • FHS Equity, Diversity and Inclusion Committee 	
	<p>4.6 Create a feedback loop to ensure that when complaints are received through the policy education occurs within the Faculty/Sessionals to address the concerns voiced.</p>	<p>Students have to see change taking place. The process needs to be as transparent as possible.</p>	<ul style="list-style-type: none"> • FHS Equity, Diversity and Inclusion Committee 	

	<p>4.7 Reinforce student leadership. Encourage matching students based on demographics within the already established mentorship program, so racially diverse students are matched with racially diverse mentors.</p>	<p>Students are best equipped to know the types of changes that are necessary to improve culture of anti-racism in the FHS</p> <p>Determine which committees require student involvement and prioritize these committees to ensure that the important committees have student representation</p>	<ul style="list-style-type: none"> • FHS Equity, Diversity and Inclusion Committee • Mentorship Programs 	
	<p>4.7 Develop mechanism to collect demographic data from Faculty, Sessionals and Students</p>	<p>FHS cannot meaningfully improve on demographic diversity without establishing baseline, which currently doesn't exist</p> <p>We need to know who is entering into the first year, being accepted in to second year and then graduating from the program. Is this race based? Are patterns existing?</p>	<ul style="list-style-type: none"> • FHS Equity, Diversity and Inclusion Committee • Human Resources 	
5.0 Other	<p>5.1 Review and enhance supports for international students arriving to Brandon (orientation, ongoing mentorship program)</p>	<p>International students may not have appropriate/sufficient support upon arrival</p>	<ul style="list-style-type: none"> • FHS Equity, Diversity and Inclusion Committee 	

			<ul style="list-style-type: none"> • International Student Association • International Student Office • Brandon University Student Services • Brandon University Health Studies Student Association 	
	5.2 Create space for student use for discussions on anti-racism, debriefing, sharing experiences, etc.	<p>Students require a safe space where they can discuss/debrief without fear of repercussion, additional trauma, or backlash</p> <p>Conduct ongoing Zoom Sessions or Book Club opportunities for Students to engage in difficult conversation around difficult issues</p>	<ul style="list-style-type: none"> • FHS Equity, Diversity and Inclusion Committee 	
	5.3 Develop strategies to decrease the power differential between Faculty and Undergraduate Students.	Building relationships between Faculty and Undergraduate students will increase the safety of students to come forward	<ul style="list-style-type: none"> • FHS Equity, Diversity and Inclusion Committee • BUHSSA 	

		and discuss difficult issues with Faculty		
	5.4 Observe other holidays within the FHS other than just the Christian dominated holidays	Diversity in the celebrations and the building will increase belonging.	<ul style="list-style-type: none"> • FHS Equity, Diversity and Inclusion Committee • BUHSSA • FHS Social Committee 	

Resources – By Topic

Other institutional Anti-Racism Action Plans/Policies

McGill Faculty of Medicine and Health Sciences (2020, October). Framework to address systemic anti-black racism in the faculty of medicine and health sciences. *McGill University*. <https://www.mcgill.ca/med-saceoffice/files/med-saceoffice/2020-10-07-framework-to-address-anti-black-racism-en.pdf>

Queen’s University (n.d.). Inclusive Queen’s: Equity, diversity, and anti-racism. *Queen’s University*. <https://www.queensu.ca/inclusive/content/equity-diversity-and-anti-racism>

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Royal Roads University (2020, December 8). Focusing on anti-racism at RRU. *Royal Roads University*. <https://www.royalroads.ca/news-releases/focusing-anti-racism-rru>

University of California Davis (n.d.). Diversity, equity & inclusion | Anti-racism action planning. *UC Davis*. <https://diversity.ucdavis.edu/anti-racism-actions>

University of Guelph (2021, January 14). University’s anti-racism action plan. *University of Guelph*. <https://www.uoguelph.ca/president/action-plan>

University of Waterloo (n.d.). Anti-racism: About the president’s anti-racism taskforce (PART). *University of Waterloo*. <https://uwaterloo.ca/anti-racism/>

York University (2021, February 24). Addressing anti-black racism: a framework on black inclusion. *York University*. <https://www.yorku.ca/abr/framework/>

York University (2021, February). Draft action plan on black inclusion: for further consultation. *York University*. <https://www.yorku.ca/abr/wp-content/uploads/sites/295/2021/02/Draft-Action-Plan-on-Black-Inclusion-02-23-2021.pdf>

Guidance Documents

Canadian Federation of Students (n.d.). *Campus tool-kit for combatting racism*. <https://cfs-fcee.ca/wp-content/uploads/2019/07/Anti-Racism-Toolkit-Final-1.pdf>

Government of Canada (2019, June 27). What we heard – informing Canada’s anti-racism strategy. *Government of Canada | Canada’s Anti-Racism Strategy*. <https://www.canada.ca/en/canadian-heritage/campaigns/anti-racism-engagement/what-we-heard.html>

Queen’s University Equity Services (n.d.). Diversity and Equity Assessment and Planning (DEAP) Tool. *Queen’s University*. <https://www.queensu.ca/equity/educational-equity/deap>

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- Anna, T. (2020). Letter from the Editor-Teaching & Learning in Medicine's Anti-Racism Strategy. *Teaching and Learning in Medicine*, 32(5), 457-458.
- Coleman, T. (2020). Anti-racism in nursing education: Recommendations for racial justice praxis. *Journal of Nursing Education*, 59(11), 642-645.
- Gray II, D. M., Joseph, J. J., Glover, A. R., & Olayiwola, J. N. (2020). How academia should respond to racism. *Nature Reviews Gastroenterology & Hepatology*, 17(10), 589-590. DOI: 10.1038/s41575-020-0349-x
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- Kidd, J., Came, H., Herbert, S., & McCreanor, T. (2020). Māori and Tauīwi nurses' perspectives of anti-racism praxis: findings from a qualitative pilot study. *AlterNative: An International Journal of Indigenous Peoples*, 16(4), 387-394.
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Self-Directed Learning Reference

Resource Type	Author/creator	Title	Platform	Access
Podcast	Breneé Brown and Ibram X. Kendi	Breneé with Ibram X. Kendi on how to be antiracist	Webpage; Apple podcasts, etc.	https://brenebrown.com/podcast/brene-with-ibram-x-kendi-on-how-to-be-an-antiracist/#close-popup
Article	Christine Emba	What is white privilege?	The Washington Post	https://www.washingtonpost.com/blogs/post-partisan/wp/2016/01/16/white-privilege-explained/
Article	Layla F. Saad	I need to talk to spiritual white women about white supremacy (Part One)	Personal website	https://laylafsaad.com/poetry-prose/white-women-white-supremacy-1
Essay	Peggy McIntosh	White Privilege: Unpacking the invisible knapsack	the Convention	https://convention.myacpa.org/houston2018/wp-content/uploads/2017/11/UnpackingTheKnapsack.pdf
Webpage	Ben & Jerry's	7 ways we know systemic racism is real	Ben & Jerry's	https://www.benjerry.com/home/whats-new/2016/systemic-racism-is-real
Video	Dr. Robin DiAngelo	White Fragility	Youtube	https://www.youtube.com/watch?v=45ey4jgoxeU
Video	Patrice C. Washington	Dear White Friend: You need to take a side	Instagram	https://www.instagram.com/tv/CAyL_5UpY4n/?igshid=1c9hcv59reps_h

Video	Desmos	We must talk about race to fix economic inequality	Youtube	https://www.youtube.com/watch?v=caarVAS40jQ&t=54s
Video	Lori Mayo	Let's get uncomfortable: It's time to talk about race	Tedx Talks	https://www.youtube.com/watch?v=3m728kmKRJE
Webpage	DRWorksBook	What is racism? Racism defined	DRWorksBook	https://www.dismantlingracism.org/racism-defined.html
Article	Alia E. Dastagir	Microaggressions don't just 'hurt your feelings'	USA Today	https://www.usatoday.com/story/news/2018/02/28/what-microaggressions-small-slights-serious-consequences/362754002/
Article	Jenée Desmond-Harris	What exactly is a microaggression	Vox	https://www.vox.com/2015/2/16/8031073/what-are-microaggressions
Video	Derald Wing Sue	Microaggressions in everyday life	Youtube	https://www.youtube.com/watch?v=BJL2P0JsAS4
Video	Tim Wise	An evening with Tim Wise: A white anti-racist advocate	Youtube	https://www.youtube.com/watch?v=N4fbr1LlxEk
Documentary	Ava DuVernay	13th	Netflix (available on Youtube)	https://www.youtube.com/watch?v=krfcq5pF8u8

Video	Emmanuel Acho	Uncomfortable conversations with a Black man (Episodes 1-11)	Youtube	https://www.youtube.com/playlist?list=PLXAptcMQLoM6jeadgiA4YZZbgW4BDovTB
Article	Monnica T. Williams	How white feminists oppress Black women: When white feminism functions as white supremacy	Chacruna.net	https://chacruna.net/how-white-feminists-oppress-black-women-when-feminism-functions-as-white-supremacy/

Books:

Author	Title
Layla F. Saad	Me and White Supremacy: Combat Racism, Change the World, and Become a Good Ancestor
Robin DiAngelo	White Fragility: Why It's So Hard For White People To Talk About Racism
Ijeoma Oluo	So You Want To Talk About Race
Ibram X. Kendi	Stamped From The Beginning: The Definitive History Of Racism Ideas In America
Michelle Alexander	The New Jim Crow: Mass Incarceration In The Age Of Colourblindness
Ta-Nehisi Coates	Between The World And Me
Ibram X. Kendi	How To Be An Antiracist
Roxanne Gay	Bad Feminist
Toni Morrison	The Source Of Self-Regard