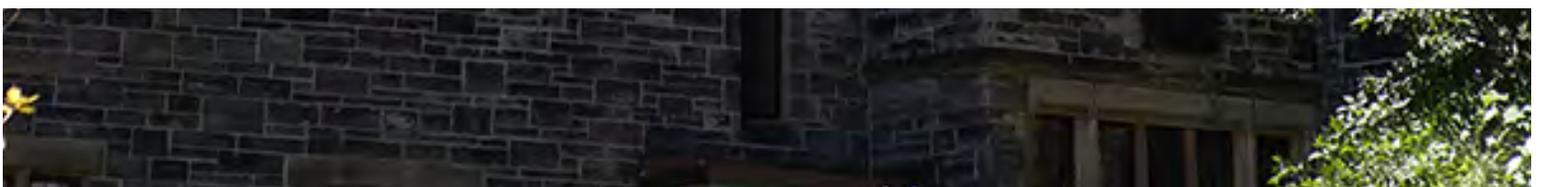


# TRINITY COLLEGE TASK FORCE ON ANTI-BLACK RACISM AND INCLUSION: FINAL REPORT

Presented to Provost Mayo Moran  
January 2021



# TABLE OF CONTENTS

MESSAGE FROM THE CO-CHAIRS	1
EXECUTIVE SUMMARY	3
SECTION 1: INTRODUCTION	4
SECTION 2: BACKGROUND	5
SECTION 3: TASK FORCE PROCESS	6
3.1: WHAT WE HEARD	8
3.2: STUDENT FOCUS GROUPS	13
SECTION 4: TASK FORCE RECOMMENDATIONS	15
SECTION 5: CONCLUSION	19
APPENDIX A: TASK FORCE MEMBERSHIP	20
APPENDIX B: TASK FORCE GUIDING PRINCIPLE	22
APPENDIX C: TASK FORCE TIMELINE	23

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*We acknowledge that the land on which Trinity College and the University of Toronto operate is part of the traditional territories of the Huron-Wendat, the Haudenosaunee Confederacy, and the Mississaugas of the Credit, an Anishnabe people, land covered by the Dish-with-One-Spoon wampum belt covenant. We acknowledge the stewardship of this land by First Nations, the continuing presence here of Indigenous people from across Turtle Island, and the harm caused by colonialism. We commit ourselves to seeking a new and honourable relationship with the First Peoples of this land.*

# MESSAGE FROM THE CO-CHAIRS

Dear Members of the Trinity College Community:

We would like to express our deep, sincere gratitude to the Task Force and other members of the Trinity and University of Toronto communities for their collective work to create a more inclusive Trinity.

Work to address systemic racism and exclusionary practices is by definition cross-sectional and requires reflection on current and past practices, with a forward-looking orientation. Early in the work of the Task Force members highlighted the importance of a focus on anti-Black racism and also drew attention to the many racialized and marginalized groups facing discrimination and barriers to full participation within the Trinity community. Addressing anti-Black racism alongside other forms of discrimination allowed us to approach this work with a wider focus, which better targets the deep systemic issues at Trinity College. This wholistic approach underpins our recommendations.

Those who generously shared their personal experiences in the Task Force and through the student Focus Groups are courageous and we are deeply indebted to them for helping to inform the change needed at Trinity College. We thank these individuals for their direct engagement in this discussion. We recognize that for many, sharing their experiences required revisiting the personal pain associated with living through instances of racism and discrimination – we applaud their authenticity, reflection, openness, and vulnerability. We do recognize that we heard from only a small sample of those impacted by systemic racism and exclusionary practices in the recent history of Trinity College; however, we are grateful for the wide array of voices, opinions, and constituents.

Task Force members demonstrated a high degree of engagement in, and commitment to, this work. Attendance was strong, and discussions were rich and enlightening. In some cases, the personal accounts and other details shared by Task Force members were shocking and difficult to hear. There is much work to do in terms of changes to thinking, practices, traditions, and even Trinity's physical spaces, and we are grateful to the members of the Task Force for their constructive, forward-oriented approach to this work. We are also grateful to many staff and colleagues who supported this work, from Trinity, the University of Toronto, and beyond. It has been a privilege to work with such an experienced, thoughtful group.

Through this work, we have endeavoured to give names, descriptions, and characterizations to troubling practices and behaviours that have operated or currently operate at Trinity. We believe it is important to clearly state that responsibility needs to be taken by all constituents – students, faculty, staff, governance bodies, and community members – to address anti-Black racism and all forms of discrimination. The recommendations are intended to articulate required changes varying from simple reforms to deep, systemic and entrenched practices. They require long-term, unwavering commitment from all constituents.

We believe this is a significant inflection point in the history of the College. This is a call to action

in a time of necessary change: it is critical to address anti-Black and additional forms of systemic racism and exclusion. Trinity College must take action to make the change necessary to ensure it truly is a welcoming, diverse institution which fosters success for all students.

On behalf of the Trinity College Task Force on Anti-Black Racism and Inclusion, we submit this report and recommendations to Provost Mayo Moran.

Ramata Tarawally  
Associate Director, Community Wellness, Trinity College

Jonathan Steels  
Assistant Provost, Trinity College

# EXECUTIVE SUMMARY

There is a human problem at the heart of this work – widespread exclusion on the basis of racial identity, as well as additional identities including but not limited to gender and sexuality, faith, ethnicity, financial means, social class, and ability. Racist and exclusionary practices are a profound problem across society and institutions. The Task Force heard in clear and unambiguous terms that these practices cause a great deal of damage to individuals and groups at Trinity College. Racism and discrimination also negatively impact participation and engagement with the Trinity community.

The mission of Trinity College is described as follows: **“A small, distinctive college at the heart of a great university, Trinity College offers an exceptional academic experience and fosters community, responsibility and leadership.”** In order to truly fulfill this mission, Trinity College must tackle the structural components of racism. This includes modifying or replacing those traditions and practices which propagate exclusion, ensuring appropriate education and support for the leadership and extended Trinity community, as well as understanding and actively seeking, promoting, and celebrating diversity.

Trinity College should develop a Statement of Values or Mission that expresses the importance of equity and diversity across institutional practice. Current equity, diversity and inclusion (EDI) education and training to staff and faculty should be extended to students as well as key decision makers such as members of governance bodies. All affiliated groups should be accountable to the College, and members should be required to participate in ongoing EDI education and training.

The College must work to enhance diversity across all constituent groups, including within the governance and leadership structures of the College and student leadership, as well as the volunteer and social groups associated with the College. Trinity College must also proactively diversify and train its own senior leadership and governance bodies.

Student leadership is an important feature of college life with a very high degree of autonomy. The model of student leadership should be examined in light of best practices in order to ensure the representativeness, transparency and democracy that are important components of leadership structures for all students, but especially for marginalized groups such as Black, Indigenous and Persons of Colour (BIPOC). Episkopon has continued to have influence and power despite its dissociation from the College. Although Episkopon announced that it formally disbanded in summer 2020, the situation should continue to be actively monitored and if necessary relevant policies should be revisited and modernized.

Now is the time for Trinity College to respond to the systemic racism that affects its Black and BIPOC community members. We urge all members of the College community to take an active part in ensuring that Trinity College becomes a place where all are fully included.

# SECTION 1: INTRODUCTION

Founded in 1851, Trinity College in Toronto is the smallest college on the St. George Campus at the University of Toronto. The College has over 1,800 undergraduate students who are enrolled in the University's Faculty of Arts & Science and about 140 students in Trinity's Faculty of Divinity. Trinity College strives to offer an exceptional academic experience and prides itself on being an innovator in interdisciplinary study in areas such as ethics, society & law, immunology, international relations, and theology. Trinity values inclusion and community, striving to foster an outstanding educational experience for all students, focusing not just on academics but the whole student.

Trinity College enjoys a mutually beneficial relationship with the University of Toronto based on the Oxbridge college model, though it operates with autonomy from the University with respect to most major institutional decision areas owing to possession of its own Royal Charter and governance structure. All Trinity undergraduate students and the majority of graduate students are admitted to both the University of Toronto and Trinity College – the administration of services and supports are shared between both institutions.

Trinity College employs approximately 58 administrative staff, 24 facilities staff, and 170-200 student-staff. There are also 42 faculty and instructors, and 175 Fellows and Associates either employed by, or associated with, the College, and a vast body of alumni.

## SECTION 2: BACKGROUND

Following the murder of George Floyd, there were widespread protests against anti-Black racism not only in policing but also across a variety of institutions, including many universities. Racism, and anti-Black racism specifically, is understood to be enshrined in many of the policies, practices, and systems that are in place within Canada and world-wide. Engagement and advocacy about anti-Black racism and additional forms of discrimination are not new – there have been countless local and global movements that have called for communities, institutions, and systems to address the root causes of anti-Black racism to negate further harm to Black and BIPOC people and communities.

At the University of Toronto, there was widespread engagement by community members in the wake of George Floyd's death and the ensuing political action movement. At Trinity College, a number of Black students raised concerns including submitting an Op-Ed in *The Varsity* student newspaper – concerns that were echoed by many other students and alumni including people of colour, women, and lesbian, gay, bisexual, transgender and queer or questioning (LGBTQ) students. The College received an Open Letter authored by four Trinity students and signed by many Trinity students and alumni. In response, Trinity College publicly affirmed its commitment to addressing anti-Black racism and additional forms of discrimination. As part of this effort, the Provost invited input from community members and welcomed suggestions about how Trinity College could do better.

The Task Force on Anti-Black Racism and Inclusion was born out of this consultation and wider discussion, and it serves to provide recommendations for the College's response to anti-Black racism and exclusion. Trinity College, like all other universities and institutions, must make significant changes to any and all of its policies, procedures, and practices that intentionally or unintentionally harm Black and BIPOC students, staff, faculty, and community members. There is already considerable work underway at the College to address the roots of anti-Black racism and all forms of discrimination. We applaud this work and encourage it to continue moving forward. Our hope is that this call to action forms the basis of the actions necessary to ensure that real and significant change are achieved.

# SECTION 3: TASK FORCE PROCESS

## MANDATE FROM THE PROVOST

Addressing systemic racism and discrimination requires making change at an institutional level. The Trinity College Task Force on Anti-Black Racism and Inclusion (see Appendix A for Membership) was struck to create the institutional change necessary to address racism and create a culture of inclusion at the College. The mandate of the Task Force is to make recommendations to the Provost aimed at identifying, addressing and eliminating anti-Black racism and all forms of discrimination and enhancing the inclusiveness of the College. In our deliberations and recommendations, the Task Force considered how to further this mandate with particular emphasis on the following matters that were identified as priority issues in the Open Letter and during the consultations with the Provost which preceded the formation of this Task Force:

- **Admission to College, readmission to residence; financial support and awards; student programs and support;**
- **Student culture, clubs, and organizations; student governance and leadership;**
- **Recruitment, appointment, training, and support for employees and governance bodies;**
- **Culture and environment of the College including events, programs and organizations, communications, and physical environment.**

## TIMELINE AND REPORTING

The Task Force conducted our work through weekly virtual meetings over the course of the fall of 2020, consulting and researching as necessary (see Appendix B for Guiding Principles and Appendix C for Timeline). Members of the Task Force were divided into four specialized Working Groups (consistent with the above four focus areas in the mandate), which met in the weeks between full Task Force meetings. Throughout the fall of 2020, the Task Force provided updates and interim recommendations to the Provost who reported on its progress to the Senate, the Board of Trustees, and Corporation. The Task Force was mandated with presenting recommendations to the Provost by December 2020. The Provost will share the recommendations with the Senate, the Board of Trustees, and Corporation. Once the recommendations of the Task Force have been received by the governance bodies of the College, they will be shared with the Trinity community. Progress on the implementation of the recommendations will be regularly reported to the Senate, the Board of Trustees, Corporation, and to the Trinity community.

## GOAL

Trinity College must be a place that is welcoming and reflective of the global community. There is no place for anti-Black racism or any type of racism and exclusion at the College. The recommendations below are intended to address deep, systemic racism and exclusion and to help guide meaningful change. This is Trinity College's – the institution and its constituents – opportunity to take responsibility for change and to dismantle the structures, policies, systems, and traditions that perpetuate exclusion.

## SECTION 3.1: WHAT WE HEARD

**This section summarizes the findings of the Task Force and a full list of the recommendations follows in Section 4.**

The work of this Task Force identifies and gives name to a long history of anti-Black racism and all forms of racism and exclusion at Trinity College – a complex, multi-faceted web of deeply entrenched exclusionary practices manifesting as barriers to access and success. Some instances of exclusion occur or have occurred person-to-person or group-to-person/group while others are enshrined in College and student governance policies, procedures, and practices. We aim to capture and address all of these issues.

Trinity College has always had a strong tradition of autonomy within its various groups and bodies, from the Senior Common Room (SCR) to student leadership and clubs. Many of these groups operate with almost complete independence from College governance and administrative leadership. To make the changes necessary in several of the core areas of concern, it is essential that governance and administrative leadership at Trinity College be united in their understanding of the seriousness of anti-Black racism and all racism and exclusion at the College and work together to address these problems. We believe that it is important to explicitly state how crucial it will be for College leadership – governance and administration – to be united in ensuring that all areas of college life reflect the core values of equity, diversity, and inclusion.

The summary of our findings is presented by Working Group area. Some themes transcended Working Groups and have been organized into overarching recommendations. Our recommendations are forward-oriented. We see this as a moment of opportunity – Trinity's actions will significantly impact the lived experience of Trinity's Black and BIPOC constituents. Positive change will also significantly impact every other constituents as well as the Trinity community as a whole. An inclusive community is a warm community, an inviting community, and a flourishing community. Diversity of voice, opinion, background, sexuality, and ability will serve to enrich the College and draw high-quality students, faculty, and staff to the institution.

### SECTION 3.1.1: WORKING GROUP 1

#### **Admission to College, readmission to residence; financial support and awards; student programs and support**

There is a common perception that everyone at Trinity College is white, wealthy, and privileged. However, the College does not have accurate demographic breakdown of the Trinity student body. Trinity College needs to collect and purposefully use race-based data. Given the complexities related to privacy, transparency, and accountability with the collection and use of race-based data, the Task Force recommends that Trinity College be strategic and methodical, and incorporate best-practices, in its implementation of this recommendation.

Systemic barriers that disadvantage Black and BIPOC students in the admissions process and in readmission to residence must be eliminated. By reviewing and modernizing associated policies, creating recruitment programs, and increasing programming and support, we believe that Trinity College will attract and retain a diverse group of students. We also encourage investment in programming and supports that directly target Black and BIPOC students, such as a mentorship program, residence Community Advisors, and increased financial supports.

## **SECTION 3.1.2: WORKING GROUP 2**

### **Student culture, clubs, and organizations; student governance and leadership**

Supplementing our own discussions and in contrast with the longstanding code of silence surrounding many elements of student life, the Task Force heard from a broad range of constituents on the complexities related to student governance, leadership, clubs, and culture. Student culture at Trinity College has many distinctive qualities, largely due to the strong influence of tradition. Episkopon and “Social Trin” were identified as deeply problematic elements of student culture, which propagate anti-Black racism, discrimination, and exclusion. The term “Social Trin” is used broadly by Trinity students to refer to a relatively small group of students – a distinct social network associated with power, influence, student leadership, and Episkopon.

Episkopon and “Social Trin” were described as having disproportionate power and influence over many student social and leadership structures, including but not limited to student government and elections, the student dining experience, aspects of new student orientation, Student Head positions and representation to College administration and governance, and student clubs and financial decision-making. Many of the customs and traditions associated with access to student community and social belonging were described as having roots in hazing and exclusion, such as those associated with orientation of new students, which also overlap significantly with the introduction to Episkopon. Task Force members and Focus Group participants recalled examples of the active fostering of exclusion and humiliation of Black and BIPOC students. Such incidents seem often to occur in operational areas of student leadership with a high degree of independence, and are often dismissed by those with influence as “tradition” or “satire”. It is of great concern that student leadership structures are observed to abuse vulnerable students’ desire for belonging and community, perhaps best described as hazing and bullying – particularly directed towards Black and BIPOC students.

The Task Force identified that anti-Black racism and forms of discrimination have thrived under the existing systems of student governance. Trinity College should aspire to a form of student government that meaningfully represents all students. There was widespread agreement that modernization with a focus on representation would fundamentally change the student experience of Trinity’s Black and BIPOC students as well as improve the student experience more broadly.

Historically operating with a high degree of autonomy, Trinity student governance is not

incorporated as a separate institution, and as such is not a separate legal body from the College. This is an important point to emphasize as it extends beyond student leadership. Legally there is only one Trinity College and all groups, including student leadership structures and groups that operate in association with Trinity College, must be accountable to the leadership of Trinity College for upholding expected institutional values and practices.

Concurrent with modernization, establishment of clear accountability between the College and student government is vital, and this should be informed by best practices and consultation. The College must be empowered to provide greater oversight and support to student clubs and governance structures to ensure the promotion of equity, diversity, and inclusion.

Trinity College currently has a number of students who actively participate in various College committees and decision-making bodies, influencing decisions such as residence readmissions and decisions of the Senate, Board of Trustees, Don Selection Committee, Awards Committee, staff hiring processes, and others. The College should strive for greater diversity in the student representatives chosen to sit on committees, centering on Black and BIPOC student voices at all decision-making bodies.

Although Episkopon was formally disassociated from the College in 1992 and has announced that it has been disbanded as of summer 2020, the Task Force highlights this aspect of student culture as an area for further assessment and intervention by the College. The Task Force also noted that although student leaders are afforded a large amount of power, they have little formal accountability to the student body or the College. Given the intersection between elections, power, social capital, and representation, it is critical to work with students to meaningfully change student governance and leadership structures. This will also significantly impact student culture. We recommend meaningful change to the student governance processes, ensuring representation for all students and guaranteeing that the distribution of student fees is equitable between all student groups. Such change will result in increased engagement, ownership, and involvement of Black and BIPOC students.

Since student culture, leadership, and government are led by students, work to address culture changes will necessitate meaningful engagement from the student body. Although student leadership and culture has traditionally operated with a great deal of autonomy, the Task Force notes that College leadership must provide the guidance and oversight necessary to ensure that structural barriers for Black and BIPOC students are addressed.

### **SECTION 3.1.3: WORKING GROUP 3**

#### **Recruitment, appointment, training and support for employees and governance bodies**

The Task Force focused on the connection between seeing oneself represented in one's environment, and the feeling of belonging and thriving within a community.

The Task Force noted the lack of racial diversity in staff, faculty, governance, and leadership groups, which negatively impacts the sense of belonging experienced by Black and BIPOC constituents of the College. The current process for advertising and populating governance bodies is opaque and confusing – but it is also an opportunity for change. Likewise, there is opportunity for targeted efforts with staff and faculty recruitment. Modernizing recruitment practices will have the impact of realizing significant change. Efforts should be made to incorporate fresh perspectives into governance bodies in particular. The College would benefit from governance structures with a demographic make-up that reflects the diversity of the larger Trinity community, and that in particular meaningfully engages with Black and BIPOC perspectives.

The College has begun a program of equity, diversity, and inclusion (EDI) education and training. It is important that this training be approached with a high degree of engagement as well as an appreciation of its value. Individuals within College leadership must have both the understanding and the motivation to champion EDI efforts. Ongoing EDI education and training for all staff, and advanced training for staff in leadership roles and governance body members will ensure awareness of anti-Black racism and racism more generally, and lay a foundation for the championing of effective inclusion efforts.

Trinity College must champion EDI across its operations. Internally, EDI must also be authentically addressed through targeted changes to the College's leadership bodies in order to elevate the voices of those who are currently marginalized and to truly reflect its diverse community.

## **SECTION 3.1.4: WORKING GROUP 4**

### **Culture and environment of the College including events, programs and organizations, communications, and physical environment**

Trinity College was repeatedly characterized by Task Force members and those consulted as being perceived as unwelcoming. It is often viewed as having a culture of elitism and exclusion, disproportionately impacting Black and BIPOC constituents. Task Force members felt an overarching statement on equity and diversity would affirm very clear institutional values and place them at the forefront of the College's Mission, facilitating culture change across the College through the many groups, activities, and events of the College.

In terms of the broader College culture, terms such as "hierarchical" were often used to describe the stratified nature of much of the Trinity community, with the Senior Common Room (SCR) at the top of the hierarchy. In order to create a truly democratic and inclusive culture across all aspects of the College, the Task Force urges the College to examine its social life and structures to eliminate hierarchies that often serve as a basis for exclusion.

As outlined in Section 3.1.2, student leadership structures and "Social Trin," and the considerable entwinement of both with Episkopon, were described as exclusionary and responsible for

propagating systemic barriers to student leadership roles.

The Task Force also had extensive discussion about built form at the College and changes that could be made to make Trinity College more physically welcoming. Examples include examining the choices of art on display, modernizing the language on current displayed artifacts, and ensuring clear, comprehensive signage and wayfinding is in place across campus. Through targeted and representative event planning and communication, Trinity College also has an opportunity to communicate more inclusively and foster authentic new relationships.

Finally, it was observed that in the case of many exclusionary traditions and social practices, a reorientation towards welcoming and inclusive practices is necessary, coupled with a willingness to discontinue or modify those practices which are not supportive of these goals. In all of this discussion, a need for intervention coupled with broad EDI education and collective accountability were highlighted.

## SECTION 3.2: STUDENT FOCUS GROUPS

As part of the work of the Task Force, Focus Groups were conducted in November 2020 for the purposes of helping define and explore areas of the student experience at Trinity College and engaging in a thorough conversation about some of the emerging themes of the Task Force discussions. The Focus Groups were facilitated by Naeem Ordóñez, the Dean of Students at University College, with assistance from the Task Force support staff.

Four 1-hour Focus Groups were conducted on November 23, 2020 and November 24, 2020, with a total of 26 student participants (undergraduate Arts & Science and graduate Divinity students). Three of the four Focus Groups were for students that self-identified as part of the BIPOC community and one group was for any Trinity student.

All Focus Groups were asked a consistent set of questions. The questions sought to explore students' sense of belonging and inclusion at the College, experience of anti-Black racism and racism at the College, and vision for a more inclusive Trinity community. Additional questions focused on student culture, personal involvement, leadership/student government, and belonging were asked where time permitted.

### **Participants in the Focus Groups identified seven key themes:**

1. There is a divide in experience and engagement between students that live on campus and those that do not. Access to space, activities, involvement opportunities, and leadership roles within student governance and other organizations leans heavily towards students living on-campus. Feeling underrepresented and not valued as core members of the community are common themes for off-campus undergraduate students.
2. Participants mentioned instances of anti-Black racism and additional forms of discrimination they either observed directly, heard about, or were directly impacted by. In some cases, the source was an individual, and in others, it was student groups or structures at the College. Many of these stories were raw and powerful – we commend and thank the participants for sharing their experiences. Examples:
  - a. The behaviour of certain influential student groups, like the Trinity College Literary Institute (or The Lit), were noted to be problematic, with issues of subtle and overt racism being experienced by students. Participants shared experiences of students being humiliated during activities and events or deliberately excluded from participating in activities.
  - b. Students noted experiencing microaggressions and macroaggressions from other students during Orientation Week that made them feel unwelcome.
3. Episkopon and the concept of “Social Trin” featured prominently in discussions of the student community and culture at the College. Participants noted that student leadership roles and positions with influence over decision-making and financial disbursement are

disproportionally dominated by white students who are members of Episkopon and “Social Trin.”

4. Participants shared that they hope for more space and access (financial, etc.) to leadership opportunities and support for Black and BIPOC students. They also envision this support being extended to Black and BIPOC-focused student groups and clubs.
5. Aspects of belonging and connection are associated with spaces, programs, shared academic goals, and opportunities for involvement. Specific College programs such as the Wellness Room and Wellness programming were highlighted as accessible spaces/supports that facilitated students’ sense of belonging.
6. Participants pointed to providing student leaders, staff, faculty, and members of the Trinity community access to training and education on issues related to racism and specifically sensitivity to the needs of Black and BIPOC students.
7. Participants noted that a vision of an inclusive Trinity College is centred on three concepts in which the College prides itself: academic excellence, providing a sense of community, and tradition. Understanding and addressing systemic manifestations of anti-Black racism and additional forms of exclusion connected to these three core concepts came up as essential to ensure this vision of an inclusive community can become a reality.
  - a. Academic excellence is sometimes confused with classism and elitism.
  - b. A sense of community only works for some based on race, gender, sexual orientation, skin colour, etc.
  - c. Traditions, especially problematic traditions, can often be rooted in systemic barriers and in some cases need to be removed/replaced.

The themes that emerged from the Focus Groups were in line with the Task Force’s discussions and have been incorporated into the Task Force’s recommendations. We again want to thank all the participants for contributing to this process and providing the Task Force with direction and focus.

# SECTION 4: TASK FORCE RECOMMENDATIONS

The following are recommendations to the Provost for implementation in consultation with Trinity College governance bodies as set out in the Mandate for this work. Overarching recommendations important to all areas of the work that were raised by all Working Groups are presented first. Specific recommendations from each Working Group follow the overarching items, consistent with the Task Force Mandate.

As a Task Force, we support transparency and timeliness in the implementation of all the below listed recommendations. Some of the changes that have been recommended – cultural changes and broader system-level changes – cannot be implemented overnight. We call for strategic and purposeful implementation to ensure long-lasting change. Finally, although many of the recommendations are broad, we advocate for the centering of Black and BIPOC constituents in the implementation of the below listed recommendations.

## OVERARCHING RECOMMENDATIONS

1. Establish a Trinity College diversity and inclusion statement to serve as a component of Trinity's fundamental statement of Values and Mission.
2. Develop a transparent and timely implementation schedule for all recommendations.
3. Begin collecting and purposefully using race-based data.
4. Support reorientation of student government to a representative system consistent with best practices.
5. Increase diversity across constituencies including students, staff, faculty, and governance bodies.
6. Commit to modernize and regularly review all College policies, governing practices, programs, and processes to support equity, diversity, and inclusion.
7. Support equity, diversity, and inclusion training for all students, staff, faculty, governance bodies, and groups operating in association with Trinity College.
8. Engage in critical examination of the spaces, clubs, groups, and entities associated with the College to ensure practices are inclusive.
9. Conduct ongoing consultation with constituents to ensure effective implementation of the Task Force recommendations with a particular focus on under-represented groups.

## ADMISSIONS, READMISSION, FINANCIAL AID, PROGRAMS & SUPPORTS

10. Work with the University of Toronto to conduct focused recruitment of Black and BIPOC students.
11. Conduct a review of the existing Trinity College admission profile and College admission process with the aim of fostering equity, diversity, and inclusion.
12. Ensure diversity in the pool of alumni, staff, faculty, and students selected to read and grade admissions profiles.
13. Implement training for all profile readers that includes content on equity, diversity, and inclusion.
14. Consult with students who transfer to other colleges to understand their decision-making process.
15. Conduct a review of the existing Residence Readmission Policy and readmission process with the aim to foster equity, diversity, and inclusion.
16. Expand the Community Advisor program to ensure all students in residence have access to a Community Advisor.
17. Implement residence programming and education specifically emphasizing equity, diversity, inclusion, and anti-hazing.
18. Expand opportunities for residence bursaries.
19. Initiate annual residence experience surveys.
20. Expand advertisements and communication about awards, bursaries, and scholarships, with particular focus on opportunities for Black and BIPOC students.
21. Conduct targeted fundraising and resource investment dedicated to expanding and increasing the number of awards, bursaries, and scholarships available to students with a particular focus on bursaries and needs-based awards.
22. Develop a Black and BIPOC-focused student mentorship and support program.
23. Increase support for the provision of equity, diversity, and inclusion programming, as well as one-on-one and group support for Black and BIPOC students.

## STUDENT CULTURE, CLUBS, LEADERSHIP & GOVERNANCE

24. Solicit expert guidance that will: a) compare Trinity's current student governance and leadership structures with best practices in the Canadian academic context; b) provide recommendations to the College to help ensure that student government at Trinity College

is rendered more accountable, effective, and meaningfully representative of, and responsive to, all student voices and perspectives, including – but not limited to – Black and BIPOC students; and c) advise the College on ways and means to enhance and/or alter the relationship between the College, student leadership, organizations, and clubs, and the broader student community so as to build and strengthen a College culture that is committed to confronting anti-Black racism and racism in all its forms.

- 25.** Ensure the participation of diverse, representative student voices on Trinity College governing bodies and all officially-sanctioned, College-wide standing or ad-hoc committees, including – but not limited to – the Corporation, the Board of Trustees, and the Senate.
- 26.** In accordance with Recommendation #6, ensure hazing is defined and addressed under existing policy, and monitor.
- 27.** Require all elected and appointed student leaders to successfully complete student leader-specific equity, diversity, and inclusion training in a timely fashion.
- 28.** Continue to approve and/or oversee all Orientation Week and related programming that is offered in the name of Trinity College, whether formally or informally.
- 29.** Review the existing Trinity College Episkopon Policy and alter or amend where required to ensure the elimination of all vestiges of Episkopon from both formal and informal College life.
- 30.** Ensure that any current or future institutions of student government and all student-run clubs and organizations either officially or tacitly associated with the College are at all times upholding and demonstrating the College's own commitment to creating and fostering a culture of equity, diversity, and inclusivity consistent with Recommendation #1.
- 31.** Work with students to review, re-imagine and re-create structures and practices of student government that enshrine and uphold the principles of democratic and financial accountability, equity, diversity, and inclusivity.
- 32.** Develop a structured financial accountability process for student government and clubs that is overseen by the College.
- 33.** Review the relevant University of Toronto policies pertaining to student groups, as applicable to Trinity student clubs, to identify areas of resonance and opportunities for the alignment of Trinity College's policies with those of the rest of the University.

## **RECRUITMENT, TRAINING, SUPPORT FOR STAFF & GOVERNANCE**

- 34.** Prioritize diversifying staff, in particular in senior leadership.
- 35.** Implement annual advertisement and recruitment process for College governance positions.

- 36.** Increase diversity of College governance bodies, including incorporating representation outside of Trinity College alumni pool to increase diversity and external perspective.
- 37.** Ensure regular equity, diversity and inclusion training for members of College governance and staff.

## **CULTURE & ENVIRONMENT**

- 38.** Honour, celebrate, and recognize diversity in Trinity College communications.
- 39.** Purposefully engage populations currently absent from Trinity College following principled approaches to protect equity and celebrate diversity and inclusion.
- 40.** Realign visual and artistic representation throughout the College to reflect diversity and inclusion.
- 41.** Realign High Table dinners to be welcoming and non-hierarchical community events/celebrations.
- 42.** Realign the Strachan Hall dining experience to ensure an inclusive atmosphere for all.
- 43.** Implement comprehensive, consistent College-wide signage and wayfinding,
- 44.** Commit to ongoing infrastructure updates with the goal of removing physical barriers to access.

## SECTION 5: CONCLUSION

Fulfilling the Mandate provided by the Provost, the Task Force's 44 recommendations aim to identify, address, and eliminate anti-Black racism and all forms of discrimination and enhance the inclusiveness of the College.

At this significant inflection point in the history of the College, it is critical to address anti-Black racism and all forms of racism and exclusion. There is no place for anti-Black racism, or any form of racism and exclusion at the College. Trinity and its constituents must take responsibility for change and to dismantle the structures, policies, systems, and traditions that perpetuate exclusion.

We believe that implementation of these recommendations will significantly impact the experience of Trinity's Black and BIPOC constituents and all constituents at the College. An inclusive community, with diversity of voice, gender, opinion, background, sexuality, and ability will serve to enrich Trinity College and draw high quality students, faculty, and staff to the institution.

# APPENDIX A: TASK FORCE MEMBERSHIP

## CO-CHAIRS



**Jonathan Steels**



**Ramata Tarawally**

## MEMBERS: STUDENTS



**Yohan Dumpala**



**Mailey Jean Michel**



**R. Susan Smandych**



**Shantel Watson**

**Lydia Angarso**

**Sophia DiNicolo**

**Aysha Mohammed**

**Martha Taylor**

## MEMBERS: ALUMNI



**Mostafa Asadi**



**Jenny Hui**



**Louise James**



**John Monahan**



**Shazeen Suleman**



**Randy Williams**

## MEMBERS: FACULTY



**Nouman Ashraf**



**Chris Brittain**



**Hilary Cunningham**



**Joy Fitzgibbon**



**Cheryl Suzack**

## MEMBERS: STAFF



**Jerome Chang**



**Nazerit Hagos**

**Cera Maugey**

## PROJECT SUPPORT



**Naeem Ordóñez,  
Facilitator**



**David DeMarco,  
Rapporteur**



**Allison MacDonald,  
Rapporteur**



**Young Um,  
Communications**

## APPENDIX B: TASK FORCE GUIDING PRINCIPLES

1. The work of the Task Force and Working Groups is anticipated to at times generate a range of emotions and responses. Mutual respect is key – allowing others to speak, working towards consensus, confidentiality, elevating all voices and perspectives, allowing for diversity of opinions, participants should feel safe and heard, and we should have a productive environment.
2. Members will be privy to some sensitive information, including that of a personal nature. Out of respect for fellow members and the work of the Task Force, members should consider the conversations and documents shared within the Task Force and Working Groups to be of a confidential nature. A report will be generated and made public when the work is complete.
3. Productivity: there is a short timeframe for this work and meetings must focus on identifying core recommendations. It will at times be necessary to ensure necessary background and understanding through document review and expert input.
4. The Mandate of the Task Force and the Working Groups is to generate a set of core recommendations for implementation, it is not to do the implementation or operationalize and this distinction must be maintained to ensure productivity and completion of end-goals.
5. The work of the Task Force and Working Groups should take into special consideration the Trinity-specific context.
6. Records of meetings shall be taken and “action items” shall be separately identified. This information will be posted for all members on the portal.
7. A modified SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) has been identified (through peers’ work) as an efficient method to address each action item.
8. Working Groups will provide progress updates to the full Task Force at our regular meetings; all supporting documents and information to be shared on the secure Task Force portal.

# APPENDIX C: TASK FORCE TIMELINE

## 2020 MEETING SCHEDULE

- Wednesday, October 7: Full Task Force Meeting
- Wednesday, October 14: Working Groups Meetings
- Wednesday October 21: Working Groups Meetings
- Wednesday, October 28: Full Task Force Meeting
- Wednesday, November 4: Working Groups Meetings
- Wednesday, November 11: Working Groups Meetings
- Wednesday, November 18: Full Task Force Meeting
- Monday, November 23 and Tuesday, November 24: Student Focus Groups
- Wednesday, November 25: Working Groups Meetings
- Wednesday, December 2: Full Task Force Meeting
- Wednesday, December 9: Full Task Force Meeting
- Wednesday, December 16: Full Task Force Meeting



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