



## MCURES 2025 Report Anti-Racism/Anti-Hate Policy Framework

### Introduction

The purpose of this framework is to ensure a coordinated and strategic approach to anti-racism and anti-hate policy development, implementation and management across the University. The 2025 report provides an overview of the institution's commitment to anti-hate and anti-racism. Complaint breakdowns, reporting details, outcomes, conclusions and recommendations are outlined below. The raw data that informs the report is contained in Appendix A.

### Complaint Volumes and Types

Policy	Complainant:			
	Student	Faculty	Staff / Admin	Other / Anonymous
Code of Conduct-Respectful Workplace Policy, Freedom of Expression Policy	1	0	0	0
Workplace Violence & Harassment Policy	1	0	1	1
Workplace Violence & Harassment Policy, Code of Conduct - Respectful Workplace Policy	0	1	2	0
Workplace Violence & Harassment Policy, Code of Conduct - Respectful Workplace Policy, Healthy Workplace Policy	0	0	1	0
Code of Conduct - Respectful Workplace Policy	0	1	3	0
Workplace Violence and Harassment Policy, Ontario Human Rights Code	2	0	0	0
Code of Student Conduct (Non-Academic)	4	0	0	0
Sexual Violence Policy	1	0	0	0
Workplace Violence & Harassment Policy, Code of Conduct-Respectful Workplace Policy, Healthy Workplace Policy, OHRC	0	0	1	0
<b>TOTAL</b>	<b>9</b>	<b>2</b>	<b>8</b>	<b>1</b>





## Complaint Withdrawal and Informal Resolution

Policy	Total Cases	Withdrawn	Resolved Informally
Code of Conduct-Respectful Workplace Policy, Freedom of Expression Policy	1	0	1
Workplace Violence & Harassment Policy, Code of Conduct - Respectful Workplace Policy, Healthy Workplace Policy	1	1	0
Code of Conduct - Respectful Workplace Policy	2	1	1
Code of Student Conduct (Non-Academic)	3	1	2
Workplace Violence & Harassment Policy	1	0	1
<b>TOTAL</b>	<b>8</b>	<b>3</b>	<b>5</b>

## Findings and Disciplinary Outcomes

### Investigation Findings and Determinations

During the current reporting period, there were 20 cases filed, 14 of which are closed and 6 that remain outstanding. (Appendix A)

- Substantiated Complaints: A total of 3 cases (15%) were substantiated or partially substantiated following a formal investigation, confirming that a violation had occurred (2 resulting in discipline).
- Unsubstantiated Complaints: 2 cases (11%) were found to be unsubstantiated. While the concerns were documented, the investigations did not yield sufficient evidence to confirm a finding of a policy breach.
- Informal Resolutions: 6 cases (30%) were resolved through informal resolution methods with the agreement of both parties
- Withdrawals: 3 cases (15%) were withdrawn
- Undisclosed: 1 case (5%) referred to the Algoma University Student Union
- Open Cases: 6 (30%) of investigations are continuing.

The University applies a proportional disciplinary measure that aligns with the severity of the incident and prior history and in accordance with relevant Collective Agreements.

### Involvement of Law Enforcement

There were no complaints that resulted in the need for police intervention or criminal charges.





## Resolution Timelines and Outcomes

The range of days open for formal complaints range from 3 to 173 calendar days during the 2025 calendar year, with 6 of the 20 complaints remaining open into 2026. (Appendix A)

Complex cases may involve the use of third party external investigators and may involve longer time periods for resolution depending on the complexity of the matter, availability and number of witnesses.

## Satisfaction Scores

The University will be discussing satisfaction levels with the processes from the Union's perspective and will undertake to design a satisfaction survey for complainants and respondents specifically related to the end to end process to address complaints, following case closure. It is worth noting that satisfaction levels may be directly related to outcomes of investigations, which may or may not always reflect satisfaction or the fairness of the process.

While the University has not specifically issued a survey to participants in the process, Algoma University conducted an Employee Engagement Survey and specifically asked questions related to inclusion, which would be related to their employee experience at the University. While the University would ideally have 100% positive feedback on the subject of inclusion, the data points a need to refine our existing awareness and education practices. A further pulse survey will be conducted in 2026 to measure any changes in these categories.

## Employee Engagement Survey Questions & Results of Survey Respondents

Inclusion    Algoma University supports an inclusive environment where individual differences are valued. (73% Agree)

I am comfortable being myself at Algoma University. (64% Agree)

I am emotionally safe at work. (74% Agree)

I am not discriminated against at Algoma University (i.e. based on age, gender, sexual orientation, religion, race, ethnicity, or disability). (82% Agree)

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## Feedback from Stakeholders

The University is scheduling consultations with multiple stakeholders and users of the Framework and will be using this data to inform program evaluation in the first quarter of 2026.





## Trend Reduction

This is the first year of the framework implementation. Trends will continue to be analyzed to determine if there are specific areas that require further attention and updates, focused intervention, including further education and awareness for staff, faculty and students.

## Awareness Measures

Algoma University's comprehensive approach to combating racism, hate, and discrimination on our campuses is embedded in our [EDI mandate](#). The [2023-2026 Strategic Plan, priority 4.3](#), focuses on implementing the [EDI Strategy and Action Plan](#). This Strategy provides a 5-year roadmap with specific commitments and timelines on our shared commitments to equity, diversity and Inclusion (EDI). The strategy establishes anti-racism and inclusion as institutional priorities and not optional add-ons. Senior leadership accountability sets the foundation for this work. The EDI Office compiles an annual [report](#) on the ongoing progress of institutional efforts in EDI. Senior administrative accountability is a crucial prerequisite in all this. However, the responsibility for fostering a safer, welcoming, inclusive, and equitable university community belongs to everyone across all levels and departments at Algoma University.

Clear policies establish shared definitions of hate, discrimination, and racism, set consistent standards of conduct, and foster accountability. Over the past year, key policies, including the student Code of Conduct and mental health frameworks, have been developed and reviewed through an [IEDI Resource for Policy Development](#), with a focus on embedding equity into governance, wellbeing, and service delivery. New requirements for consultation with Indigenous and equity-deserving communities further ensure that our actions at Algoma University are inclusive and culturally responsive.

Here are some ongoing institutional initiatives being led by Vice President Nyaagaaniid's office to educate students, staff and faculty on combating hate, discrimination and racism on our campuses:

The EDI foundation course directly addresses the roots of discrimination, hate and racism by examining Canada's often hidden history, including colonialism's impact on Indigenous peoples of Canada, and exploring how identity, privilege, and socialization perpetuate systemic inequities. Through dedicated modules on bias and its effects, staff and faculty learn to recognize unconscious prejudices that contribute to discriminatory behaviours and hate on campus. The course was piloted with Algoma University leadership in the summer of 2025 and will be officially launched and available to all employees in 2026. Approximately 80 leaders from Algoma University completed the course. The course equips participants with practical skills to respond to microaggressions and foster cultural humility, offering actionable tools to interrupt and challenge racism in everyday interactions. By being open to all employees and offering opportunities for reflection, the course fosters a shared understanding and collective commitment to creating a campus free of hate, discrimination, and racism.





The Cultural Safety Learning Program, a comprehensive, five-module, 10-week online facilitated EDI course, is offered each fall and winter term. Modules directly address how to combat racism, hate, and discrimination, and include a facilitated session that focuses on unconscious bias, microaggressions, allyship, and being an accomplice. This course is open to students and employees: thirty employees and thirty-one students registered for the Fall 2025 program.

[Gabegendaadowin Cross-Cultural Training Program](#): Gabegendaadowin, which translates to Mutual Respect, Thoughtfulness, Care, Consideration and Awareness for others, is a two-day experiential learning program that bridges understanding between Indigenous and non-Indigenous communities. This evidence-based, interactive program addresses systemic racism affecting Indigenous peoples and is available to both Algoma University employees and the broader community. It is well attended by both for-profit corporations and not-for-profit corporations and Indigenous organizations, and helps to fulfil our Special Mission.

Actioning the [Scarborough Charter](#) represents Algoma University's commitment to sustained curriculum transformation, policy reform, and accountability measures that address anti-Black racism and intersecting forms of oppression institution-wide. The Charter demands structural changes that embed anti-racism into governance, hiring practices, retention, and decision-making processes. Front-facing reports on our [website](#) and those from the [Scarborough Charter office](#) provide tangible updates on Algoma University's commitment to anti-racism and anti-Black racism in particular.

The EDI office publishes a monthly EDI newsletter that reaches all students, faculty and staff. Each edition features research-informed content that serves as a sustained educational tool. This complements targeted programming that translates newsletter content into concrete institutional change. Each month, we highlight various national, international, cultural, religious, and spiritual dates and celebrations of significance, inviting the community to reflect, honour, and participate in activities on our campuses and in our communities. An example of the [September 2025 Newsletter article](#) is attached for your review.

Through our [Canadian Centre for Diversity and Inclusion](#) (CCDI) employer partnership and [LinkedIn Learning](#) platform, staff and faculty have access to timely resources, tools and webinars on various EDI topics. LinkedIn Learning offers on-demand courses that build competencies in anti-racism, bias recognition, allyship, and inclusive practices. These partnerships equip all faculty and staff with rigorous, accessible education.

Algoma University's Equity, Diversity, and Inclusion (EDI) Working Groups, including, but not limited to, the Indigenization and Decolonization Working Group (launched September 2025), Accessibility Working Group (launched September 2025), Anti-Semitism Working Group (anticipated), Anti-Black Racism Working Group, Anti-Islamophobia Working Group, 2SLGBTQQIPA+ (Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Pansexual, Asexual) Working Group, and Asian Awareness Working Group, collaborate with the EDI Office, other departments, and community partners to advance anti-racism education and foster an inclusive culture. Through year-round cultural and commemorative programming, including National Day for Truth and Reconciliation, Indigenous





History Month, Black History Month, Pride Month, and Asian Heritage Month etc., along with resources like the [Multifaith Calendar](#), the groups create opportunities for anti-racism and anti-hate awareness, dialogue, cross-cultural understanding, and celebration, thereby amplifying voices of equity-deserving groups and embedding accessibility, equity, diversity, and inclusion in the fabric of university life. This approach ensures that anti-hate and anti-racism education is continuous, accessible, and integrated into the everyday work of our university community.

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## Conclusion and Future Recommendations

### Summary of Findings

The data from this reporting period indicates a robust engagement with the institution's reporting systems. Of the 20 complaints received, 70% of complaints are closed, while 30% remain ongoing, primarily because the ongoing complaints were filed in late 2025.

50% of complaints were made under the Workplace Violence and Harassment policy, 20% were filed under the Code of Student Conduct and 25% were referenced under the Respectful Workplace Policy. It's important to note that complaints may be received with a reference to more than one policy, and are counted as a single complaint.

The robust engagement of 20 complaints suggests a high degree of trust in the system. It is not uncommon in many workplaces for incidents to be unreported due to fear of reprisal. A steady state of complaints, while seemingly negative, may indicate that the community believes that the existing systems and mechanisms work and the issue(s) will be addressed as a result of reporting. There is a high degree of formal investigations at 55% which would seem to indicate that the Institution is in a reactive stance in responding to these complaints. The University will continue to focus on efforts to take a proactive stance to dismantling systemic issues through a variety of measures including the analysis of the types of complaints, education and awareness.

### Recommendations

1. Streamline the Investigation Timeline: With nearly a third of cases ongoing, establish a "Fast-Track" protocol for incidents involving clear hate speech or identity-based harassment to minimize further harm to individuals.
2. Targeted Training for Managers and Employees: 50% of complaints are workplace-related, management requires specific competency training and a focus on early identification and resolution of micro-level exclusions before they escalate to formal investigation-level harassment. Employee training builds awareness and shared accountability.

### Appendix A - Data

