

PREFACE TO THE PRESIDENT'S REVIEW

On behalf of the Board of Governors I am pleased to present the ***President's Review for the Board of Governors of the University of King's College on Existing Initiatives, Challenge Areas and Areas Requiring Closer Examination in Equity, Diversity and Inclusion*** for the information and review of the community.

The University of King's College is Canada's oldest English-speaking university. Similar to many other institutions of higher education it has had a complex and imperfect history. A history which, for the most part, has neither reflected or promoted diversity in its student body, faculty, or staff. This is not to say, particularly in more recent years, that there hasn't been many important efforts or initiatives introduced to promote and increase awareness of the need for greater diversity. But, for the most part, such efforts have generally been absent coherent planning that would promote campus wide implementation and monitoring. It was within this context that the Board of Governors in 2019, as part of its revised Mandate Letter for the President, included a specific section addressing issues of equity, diversity, inclusion. The Mandate Letter also instructed the President to conduct a review:

So as to better understand and evaluate what is presently in place you are asked to conduct a review of existing initiatives and identify which aspects are working well, which are challenge areas, and which areas need to be examined in more detail.

The President was also required to "provide an outline of what additional efforts are pending and their expected outcomes."

The President tabled his Review with the Board of Governors at its September 24, 2020 meeting. On November 9, 2020, the Board convened a special session devoted exclusively to considering the Review. The Board can not overstate the significance of this document. It's a frank and thorough assessment of what has been done in the past, where we are at present and proposes specific goals and actions that may assist King's in creating a more inclusive environment. The Review makes it evident that as a university we must do more, much more, to recruit and retain a diverse student body, faculty, and staff. The President confirms, as noted above, that we are absent an overarching framework for equity, diversity and inclusion. The Board is in full agreement with his assessment

and agrees that, while recognizing their continuing importance, we must move beyond individual efforts and incremental measures.

The Board directed the President to carry out this review. The President has presented his report to the Board and it now falls upon this governing body to act upon the review. It is the obligation of the Board to ensure that the President's Review is not viewed as the culmination of the university's efforts to date but rather as a reaffirmation of the University's commitment to establish a culturally diverse and inclusive learning environment.

Good intentions and platitudes are not enough, and individual efforts and incremental actions will not result in a cultural shift or sustainable measures. The responsibility rests with the Board to ensure the university develops and implements the comprehensive plan of action called for in the President's Review. Working together we must also support, connect and expand upon existing equity, diversity, and inclusion efforts by establishing, as proposed by the President, a single high-level framework. The objective will be to establish an action plan guided by Universities Canada's Inclusive Excellence Principles and its Principles on Indigenous Education.

Respectfully,

Douglas G. Ruck
Chair
Board of Governors

**President's Review for the Board of Governors of the
University of King's College on Existing Initiatives,
Challenge Areas and Areas Requiring Closer
Examination in Equity, Diversity and Inclusion**

William Lahey

President and Vice-Chancellor

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1 Introduction

As a candidate in the presidential search process that was conducted in 2015-2016, I was asked about diversity as much or more than I was asked about any other topic. The very strong impression I received from being a candidate was that the University of King's College community understood that King's had a diversity problem, a diversity deficit, that they wanted to address. It was on this basis that I accepted the Board of Governor's offer to become President of King's.

I did so uncertain of whether the diversity deficit at King's could be addressed. My doubts started with myself: I was and am very conscious of my limitations in understanding what diversity means and requires from the perspective of those who have been excluded or marginalized within the institution due to the absence of diversity. It was also not lost on me that I was being asked about diversity and my plans for making it happen in rooms largely filled with white people and in some cases, largely by white men of my generation. One of these rooms was a boardroom that celebrated the College's colonial past without acknowledging what that colonialism might mean to the people the College wanted to attract to become more diverse. The tension between the anchoring of the College's academic mission in the Western tradition and the desire for diversity was another source of my uncertainty about how much could be accomplished. As President, I have come to appreciate that a different but similar tension exists between how the practice of journalism is understood and taught in the School of Journalism and how it is understood and practiced by many in the Black, Indigenous and racialized communities.

This review will be considered in the context of the calls for action on anti-Black racism that have been made to King's and many other universities in the wake of the killing of George Floyd during his arrest by Minneapolis police and the ensuing protests calling for an end to anti-Black violence and systemic racism more generally. Specific demands have been put to the senior administration of the University by the King's Student Union (KSU) and specific calls to action have been addressed to King's and the School of Journalism by journalism students and graduates. The written responses that have been provided to the KSU and to the journalism students and graduates will be referred to in the part of this review called Conclusions and Recommendations on "Areas to be Examined in More Detail."

The overriding conclusion of this review is that the level and volume of effort underway to advance the priority which the Board has placed on equity, diversity and inclusion is substantial, especially considering the resources King's has to work with and the number of other major challenges that have faced the University over the same four-year period. Yet there remains more to be done than has yet been done to make King's into a university that is defined by its diversity and inclusiveness, particularly in the eyes of those who are underrepresented at the College. To convert impressive effort into achievement, tools, resources, policies and an

overriding strategy or plan are needed to ensure our continuing efforts lead to a King's that is not only more diverse but a better university because of its diversity. For that to happen, King's has to think less of equity, diversity and inclusion as areas for improvement as it continues to pursue its academic missions and to instead think of its mission as diversity and inclusion.

In addition to this brief introduction, this Review is in five parts, as follows: the President's mandate on equity, diversity and inclusion (EDI); dimensions and magnitude of the diversity deficit at King's; an overview of existing EDI initiatives since July 1, 2016; evaluation of the progress that has been made and of the further progress that is needed; and conclusions and recommendations of "areas to be examined in more detail." Throughout, as determined by the Board of Governors, I use the Universities Canada (2017) document entitled "[Inclusive Excellence Principles to Advance Equity, Diversity and Inclusion](#)" to guide this review.

2 The Board's Mandate to the President

In June of 2019, the Board of Governor's revised my mandate letter by dividing it into two parts. Part 1 covers the entirety of my mandate under the following headings: Advancing and Enhancing the College's Educational Mission; Shorter Term Priorities; Enrolment; and Longer-Term Priorities. Under "Advancing and Enhancing the College's Educational Mission," the outcomes that I am expected to work towards include a number relating directly to equity, diversity and inclusion:

- Increased academic support to students in areas such as writing, study methods and research.
- Improved access to services, including mental health services, for students.
- Effective implementation of the Sexual Violence Awareness, Prevention and Response Policy.
- Improvements in the accessibility of the King's campus to people living with disabilities.
- Ongoing monitoring of the improvements, to date, in food services.
- Improvements in the condition of residences and their conduciveness to the College's educational mission.
- Improved support for day students and the implementation of strategies to promote stronger connections between day students and campus life.
- Improved sustainability of King's athletics programs.
- In conjunction with the Alumni Association the implementation of initiatives to strengthen connections between students and alumni.
- Ensuring student fees match the value of the education and experience received at King's.

- Improvements in other aspects of the King’s educational experience across the spectrum of activities, programs, societies and organizations that define and are encompassed within that experience.

Other expected outcomes under “Advancing and Enhancing the College’s Educational Mission” of a more general nature are also very important to equity, diversity and inclusion, including: improved and ongoing support for excellent teaching; the hiring and retention of excellent teachers; faculty renewal; and optimal utilization of the College’s teaching resources.

Under the heading “Shorter Term Priorities” and the sub-heading “Enrolment,” the mandate states I am to ensure, “that increasing diversity is a priority within the enrolment strategy and plans, recognizing that significant increases in diversity cannot be achieved solely by enrolment-specific activities.” Under the sub-heading “Fundraising,” I am expected to give priority to raising donations for scholarships and bursaries and:

Campus renovations in accordance with the Campus Master Plan and applicable legislation, including renovation and refurbishment of Chapel, Middle and Radical Bays, the construction of accessible residence accommodations in Alexandra Hall and consolidated and modernized space for the School of Journalism.

Part 1 of the revised mandate identifies a number of “Longer Term Priorities” that are either explicitly on equity, diversity and inclusion or are of obvious implicit importance to them. These priorities include: expanding services and supports for students available at King's and the access to King's students of services and supports available to them at Dalhousie; improving the accessibility of King's for students who face barriers to attending King's, including financial barriers; supporting faculty in their professional development and their work to be excellent teachers and productive scholars in ways that advance the College's educational mission; advancing and managing faculty renewal; professional training for staff; increasing the diversity of the College community; and achieving longer-term fundraising objectives in areas such as scholarships and bursaries, funded chairs and professorships, renovation of campus buildings and in other priority areas.

All of these priorities have been in my mandate since the Board approved the mandate letter that I proposed in 2017.

Part 2 of my mandate, added in 2019, is devoted entirely to equity, diversity and inclusiveness. It gives me the responsibility of conducting a review on these matters:

So as to better understand and evaluate what is presently in place you are asked to conduct a review of existing initiatives and identify which aspects are working well, which are challenge areas, and which areas need to be examined in more detail.

I am also required to “provide an outline of what additional efforts are pending and their expected outcomes.”

Part 2 of my mandate references the Inclusive Excellence Principles to Advance Equity, Diversity and Inclusion” (Universities Canada 2017), which King’s voted for as a member of Universities Canada in 2016. The document calls for an action plan that will:

1. Build institutional capacity to support an equitable, diverse and inclusive organizational culture.
2. Build institutional capacity and culture to recruit diverse students, staff, faculty and administrators, and support their success.
3. Build institutional capacity and culture to integrate equity, diversity and inclusion considerations in research, teaching and learning.

3 Dimensions and Magnitude of Our Diversity Deficit

To understand and evaluate “what is currently in place,” it is useful to first consider the problem that current—and additional—initiatives are intended to address.

Since I started at King’s, racialized students have told me they feel isolated and lonely on campus. They have told me they experience racism at King’s. They have told me they feel unsupported by the University, particularly in ways that are responsive to their experiences as racialized people.

Racialized people are a very small minority within the King’s community. In 2016, the percentage of students self-identifying as members of racialized communities was 3.1% (31 students). In recent years, this number has increased but it is still only 5.4% (48 students) as of December 2019.

Faculty and staff include even fewer racialized people. This is self-evident at both faculty and staff meetings at King’s. Appearances are supported by data. To support the recent decision of the Board to limit applicants for two new faculty positions to candidates who would increase racial diversity in our faculty in accordance with the Nova Scotia Human Rights Commission, we submitted information to the Commission on the current composition of our faculty by gender and race. It showed that a very high percentage of our faculty is white and a smaller but still high percentage is male. Meanwhile, the majority of our student body is not male.

A higher percentage of women work at King’s in staff positions. For example, four of six members of the Senior Administrative Team are women. The staff of the Bursar’s Office, the Registrar’s Office and the Advancement Office are mostly women. But few members of the staff of the College are racialized. The Black people who work at King’s mostly work for the cleaning company contracted by King’s. There seems to be a long history of the only or the majority of the Black people working at King’s being part of the cleaning staff.

King’s has a history of hiring from within and of doing so in the belief that this maintains the positive aspects of the University’s culture and of its distinctive pedagogy, particularly in the

Foundation Year Program (FYP). Because of the emphasis that our journalism school places on learning by doing journalism, our journalism professors come from the world of practising journalists, particularly from the CBC. These hiring patterns mean that King's has been hiring for years from within a largely white candidate pool.

For undergraduate students, King's recruits undergraduate students primarily from roughly 50 schools that have a long history of sending students to us. A high number of them are private schools. A high number of them are schools that have a history of teaching a predominantly white student population and that are themselves working to overcome a racial deficit. This creates a serious tension between the imperative of making King's a more diverse community and the pressure the University is under to reverse the recruitment declines it experienced in the last ten years and that still threaten its the financial stability.

Recruitment for post-graduate degrees, all of which are in the School of Journalism, has been left mostly to the School. Limited resources are committed to recruiting for these programs. These are programs that have had a high proportion of students from groups underrepresented at King's.

For arts and science degrees, King's tuition, which is tied to Dalhousie's, is roughly comparable to that of Canada's most expensive universities. At the provincial level, this means it charges arts and science students a tuition similar to rates at Acadia and St. Francis Xavier, as well as Dalhousie, but higher than other Nova Scotia universities. Tuition for King's journalism degrees is significantly higher than at other Canadian journalism schools. The cost of living in residence at King's is at the high end of the cost of living in residence at other Maritime universities, despite keeping residence charges flat for a number of years. In combination, these facts make King's less accessible financially than other universities. Due to the correlation between race and income in Nova Scotia and Canada, this inhibits Black, Indigenous and other racialized students from choosing King's.

The cultural practices of King's have not encouraged or supported diversity. King's may have been the last university in Nova Scotia to adopt the symbolic measures that other universities have universally embraced to recognize and celebrate diversity. Before 2016, land acknowledgements were not regularly given on behalf of the University at formal events. Indigenous elders did not participate in these events and the University did not have a relationship with Indigenous elders. King's did not fly the Pride flag, even though King's is a university with a thriving Pride community. Meanwhile, much of the ambiance of King's is colonialist, by virtue of how much attention is paid to décor and traditions that are derived from an incomplete history of the institution. Like many other universities, King's has celebrated or at least displayed its history without explicit acknowledgement of those excluded from the University's historical narrative. Until 2018, Christmas was prominently celebrated in ways that excluded those who did not want to associate with a Christmas-inspired celebration from using the dining hall.

King's lacks expertise in, and other resources applicable to, diversity, equity and inclusion. It does not have a human resources department but instead has one human resources person in the Bursar's Office to cover all areas of human resources policy, programs and services. Until recently, the responsibilities of being the Equity Officer were placed on the same member of staff who has all other human resources responsibilities. This has multiple adverse implications for diversity, equity and inclusion. It means that faculty and staff have had minimal access to assistance in the area. It means that racialized students have had little access to on-campus supports and resources, compared to that available to their counterparts on other campuses. It means that the University has had limited capacity to launch the kind of comprehensive approach to diversity, equity and inclusion that other universities have launched.

The logic of the association with Dalhousie is that King's is not intended to be a fully self-sufficient university, in academics or student services. Instead, King's pays Dalhousie the net cost for the courses King's students take at Dalhousie and for the services Dalhousie makes available to King's students, including in areas such as the Black Student Advisory Centre, the International Students Centre and the Dalhousie Indigenous Student Centre. In theory, these services are equally available to King's and Dalhousie students—King's students pay as much for them when they pay their tuition to King's as Dalhousie students pay for them when they pay their tuition to Dalhousie. In reality, they are not embraced by many King's students as their services. The fact that they are at Dalhousie and not King's is one issue. The fact that they are, with the exception of the Black Student Advisory Centre, largely or exclusively branded as Dalhousie centres and facilities or for Dalhousie students, is another issue. Moreover, they are not integrated into the life of King's the way they are—or can be—integrated into the life of Dalhousie. One effect of this is that these centres, and other services available at Dalhousie for both Dalhousie and King's students, are not part of equity, diversity and inclusion initiatives and programming at King's the way they are at Dalhousie.

King's does not have longstanding and robust relationships with the Mi'kmaq community or the African Nova Scotian community. My experience reaching out to the African Nova Scotian community indicates that King's is viewed negatively, as exclusionary or racist, by some in that community. My experience in reaching out to the Mi'kmaq suggests that King's is simply unknown to many there, including those who work in education within the community. Whether the University is viewed negatively or is simply unknown, this has important implications for attracting students from these communities and for the capacity of King's to make the understanding of, and appreciation for, these communities a part of what counts as a King's education. In both communities, and for those who belong to them, it is very clear that having a relationship with a university is a very important determinant of whether young people and their families will think of that university as being a possibility for them.

King's does not have much experience in approaching problems and opportunities with comprehensive strategies that embrace all aspects of its community life, including the governance and administration of the University, the design and delivery of its academic

programs and the non-academic aspects of student life. It went through a strategic planning process in 2012-2013 that produced an elegant high-level strategic plan and a number of associated strategies but these were not implemented. This no doubt had much to do with the financial crisis that the College was then in, but four years of experience at King's suggests that deeper structural constraints may also have been at play. One of these may be the extent to which the administration of the University and the administration of academic programs are separated into distinct spheres of management. The relevance of this is that other universities have at least recently approached diversity, equity and inclusion by adopting comprehensive plans that apply, or are meant to apply, in every aspect of the University's governance, administration and operations. Taking this path at King's would be not only a new approach to diversity, equity and inclusion but a new approach to university governance and administration as well.

To become more diverse, an organization has to understand that it will probably have to change in fundamental ways if its desire to be more diverse is going to be met by a desire on the part of those underrepresented to join the organization. This needs to be understood as axiomatic. In an educational setting, it means that diversity requires more than the better accommodation of the needs and desires of those who have been underrepresented in the past, important as that is. It means building the needs and desires of the underrepresented groups into how the institution does everything, including in what it teaches, how it teaches it and who it employs to do the teaching. I am not sure if this axiomatic aspect of becoming more diverse, equitable and inclusive is widely understood or accepted at King's. If I am right about this, this has to change if the College is to become the more diverse, equitable and inclusive place it aspires to be.

An example of this imperative for action is found in the response of King's to the calls of action on education that were issued by the Truth and Reconciliation Commission of Canada (TRC) in 2015. These are understood by many in higher education, and certainly by Indigenous communities, as requiring a thorough indigenization of education for everyone, rather than just measures to encourage and enable more Indigenous people to attend and stay in university, as necessary as those measures are. This includes teaching everyone about treaties and aboriginal rights and engagement with Indigenous ways of knowing and seeking to incorporate them into hiring processes, teaching and curriculum development. At least rhetorically, other universities have embraced this understanding of the TRC calls to action, but we have not taken that approach at King's. Instead, to the extent we focus on the calls to action at all, we focus on the ones specific to journalism. We are making progress on those specific calls to action, but our progress is limited. It seems likely that one of the reasons may be that we as a university have not embraced the more comprehensive call for indigenization throughout our educational mission. This may be true despite the fact that universities that have embraced indigenization as a broader goal have made less overall and comprehensive change than the TRC called for.

The same scale of change is being called for by Black students, and other students of colour, at King's and other universities. They want their experience and perspectives, and Black literature, scholarship and thinking, included in their curriculum and how it is taught. They want to be taught by a faculty that includes Black, Indigenous, and other racialized professors. This requires a paradigm shift in our thinking of what a King's education includes and looks like.

4 Overview of Existing Initiatives Since July 1, 2016

I am required to write a review, not to make a list of what has been done. Below, I emphasize that King's continues to rely on an incremental rather than a systemic approach to equity, diversity and inclusion. One of the consequences is that people may not fully appreciate all actions that have been taken or how they cumulatively fit together. In the absence of an overall systemic approach, people may not recognize actions that have a positive impact on equity, diversity and inclusion as even being relevant to equity, diversity and inclusion.

Also, one important part of moving forward is to do so in light of what has been done or tried—to build on past actions to extent they have proven worthwhile but also to identify the additional or different initiatives that may be required.

For these reasons, it is helpful to list actions that have been taken or are in progress in rough chronological order.

4.1 Actions and Initiatives Taken or Started in 2016

1. The Pride flag was flown at King's for the first time.
2. An Elder was for the first time invited to speak and give a blessing at Move-In Day ceremonies.
3. On Move-In Day speeches included a land acknowledgement on behalf of the University.
4. An Elder gave greetings and a prayer at my installation and I started my speech with a land acknowledgement.
5. At my installation, an honorary degree was given to Cree author and legal scholar Dr. Tracy Lindberg who left a lasting impression by saying in her speech she had only agreed to be a first for King's on condition she would not be the last.
6. The Board approved the recommendation not to reset King's tuition by \$1,000 as allowed by the MOU between universities and the Minister of Labour and Advanced Education.
7. Appointments to the Board were made from the Mi'kmaq and African Nova Scotian communities to begin to address the lack of racial diversity in the University's governance.

8. The FYP Nights program, funded by an alumnus, is initiated for FYP students and the wider community. Speakers have included Mi'kmaq artists and performances.
9. Humanities for Young People was launched with George Elliot Clarke as the guest speaker for the culminating symposium.
10. FYP hired a writing coach.

4.2 Actions and Initiatives Taken or Started in 2017

1. The Board approved my proposed mandate, which had been developed with assistance from a sub-committee of the Governance, Human Resources and Nominating Committee, and which included diversity as an overall priority and as the priority in specific aspects of my overall mandate.
2. The Equity Committee recommended the launch of the Scholarly Inquiry on King's and Slavery.
3. Humanities for Young People was dedicated to the theme of reconciliation and offered full scholarships for Indigenous students. Elder Geri Musqua-Leblanc and educational leader and advocate Charlene Bearhead played leading roles.
4. Mi'kmaq Grand Council flag raised for the first time at King's to mark the beginning of Humanities for Young People. It was raised to remain raised.
5. The series called Lunches in the Lodge was initiated. Guests have included racialized King's graduates.
6. Discussions with UP Basketball got underway about the role of King's, which already makes its gym available to the program, as partnering on academic tutoring to help participating players, many of whom are African Nova Scotian, prepare for university.
7. Lectures included: Dr. Sundari Sarukkai, speaking on "Science and the Rationality of the Social"; and Dr. Kwame Anthony Appiah, speaking on "Sharing with Strangers: Compassion through the Arts and Humanities in an Age of Globalization"; and, invited by students, Tanya Tagaq, speaking on "Climate, Culture and Collaboration."
8. Honorary degrees are conferred on Mary Lu Redden and Judge Jacqueline Matheson.

4.3 Actions and Initiatives Taken or Started in 2018

1. The Scholarly Inquiry on King's and Slavery was launched, including a review panel chaired by Dr. Dorota Glowacka, in January, after a discussion of the Inquiry with members of the African Nova Scotia community at Cornwallis (now New Horizons) Baptist Church. A well-attended information session on the Inquiry took place in the Lodge in October.
2. King's became one of the first two Canadian universities to join the consortium of universities called Universities Studying Slavery.

3. Doug Ruck Q.C., a King's grad and prominent member of the African Nova Scotian community, became Chair of the Board of Governors.
4. The Prince Scholarship for African Nova Scotians was permanently re-established through donor funding.
5. Improvements in the availability of mental health services for King's and Dalhousie students were implemented and donor funding secured a permanent peer support position.
6. Five long-term sessional positions, four held by women, were converted into tenure track positions through a sole candidate appointment process recommended by faculty and approved by the Board.
7. The Board approved a budget that included dedicated spending to address prevention and response to sexualized violence, in anticipation of the University's Sexualized Violence Prevention and Response Policy, then under development.
8. The Board authorized a three-year plan for spending reserve funds in a number of areas relevant to diversity, equity and inclusion, including scholarships and bursaries, and developing plans for residence renovations, including making Alex Hall an accessible residence.
9. An informal diversity discussion group among KSU, senior administrators, program directors, the Chair of the Equity Committee and other members of staff was formed. To my knowledge, this is where discussions started between the KSU and the University about space for the Racialized Students Collective. One outcome of the discussion group was the participation in anti-oppression training by me and most of the senior administrative team of the University, which was arranged by KSU and provided by Tanisi Pooran.
10. The St. George's YouthNet Tutoring Program was inaugurated. Kids participating, many of whom are African Nova Scotian, come to King's once a week for tutoring by King's students.
11. Duncan McCue was the keynote speaker in the Armbrae Dialogues at King's on "Truth as Perception: Memory, Memoir and Heart Knowledge."
12. Bishop Michael Hawkins (a King's grad) of the Diocese of Northern Saskatchewan, along with The Rev. Wilfred Sanderson and Lay Preacher Theresa Sanderson, from the Cree community of Forte a la Corne, visited King's to participate in a discussion on residential schools with FYP students, among other things. The visit has led to donor funded return visits of King's students to Saskatchewan in the summers of 2018 and 2019 to live and work in Cree communities.
13. Honorary degrees were conferred on King's grad Duncan McCue, who is Anishinaabe, as well as on scholars Dr. Evelyn Fox-Keller and Dr. Ford Doolittle.

4.4 Actions or Initiatives Taken or Started in 2019

1. Sexualized Violence Awareness, Prevention and Response Policy was finalized and approved by the Board.
2. Jordon Roberts was appointed as the Sexualized Violence Prevention and Response Officer.
3. Working with the Sexualized Violence Prevention and Response Policy Committee and many others, including the Student Liaison, Rylan Pembroke, Jordan Roberts provided a full year of programming, discussion and events relating to creating awareness about the policy and creating a culture of safety at King's. This included the first significant organized marking of the anniversary of the Montreal Massacre at King's in some years, which was organized by Rylan Pembroke.
4. In approving the budget for 2019-2020, the Board approved a plan to hire two new tenure track professors for 2020-2021 and two for 2021-2022, on condition the hired professors contribute to adding more diversity to the King's faculty. Subsequently, competitions for one professor in FYP and one in Journalism were launched, each giving priority to the hiring of Indigenous or Black candidates. These competitions were suspended by COVID-19 but will be continued when the pandemic restrictions are lifted.
5. The approved budget also included authorized spending for diversity initiatives, which the Equity Committee subsequently recommended should be used to hire a new part-time Equity Officer who would be exclusively dedicated to Equity Office responsibilities.
6. King's significantly increased the value of its "in house" renewable entrance scholarships.
7. The Boardroom was extensively redecorated and refurbished through a philanthropic gift to make it a more welcoming space for everyone. The pictures of eighteenth-century Anglican bishops hanging in the hallway between the foyer of the Arts and Administration Building and the Senior Common Room were put into storage.
8. Members of the senior leadership team met with staff of the Delmore Buddy Day Learning Institute at the offices of the Institute to discuss King's academic programs and how King's could become more responsive to the learning interests and needs of African Nova Scotian students.
9. The Senior Administrative Team held its annual retreat at the Delmore Buddy Day Learning Institute and the Executive Committee of the Board of Governors held its May meeting at the Institute, after a tour of the Institute given by CEO Sylvia Paris.
10. King's sponsored the annual golf tournament of the Black Educators Association.
11. A room in Alex Hall was provided to the Racialized Students Collective, with the understanding this is not a suitable location in the longer term and therefore only a temporary arrangement.

12. The tradition of Christmas-themed meals in Prince Hall was discontinued.
13. Papers on the research commissioned for the Scholarly Inquiry on King's and Slavery were posted on the University's website as they were completed, after being reviewed by the Review Panel and revised in light of its feedback to the author. Work on additional papers, which will greatly add to the scope and depth of the research completed for the Scholarly Inquiry, continues. In December, Doug Ruck and I started a series of meetings with leaders in the African NS community about the findings and the prospects and options for King's becoming a university of interest to African Nova Scotians. These were ongoing up to the transition to online work with COVID-19.
14. Dr. Thai Jones of Columbia University visited King's to participate in the Armbrae Dialogues at King's, and to also participate in the first meeting of a Dalhousie/King's Committee to discuss collaboration between the two universities on their response to their respective historical inquiries on Lord Dalhousie (in the case of Dalhousie) and King's and slavery (in the case of King's), and to lead a discussion on work on Columbia's own history on slavery, including when it was King's College.
15. Dalhousie and King's agreed to host a conference on the history of slavery in Canada and its legacies, with support from a range of African Nova Scotian organizations and the Office of African Nova Scotian Affairs and to explore doing so by hosting the annual fall conference of Universities Studying Slavery.
16. Dr. Harvey Amani Whitfield spoke at King's on "Slave Lives Matter: Biographies of Black Slaves in the Maritimes."
17. Author Lawrence Hill gave a public lecture as part of the Armbrae Dialogues at King's on "The Stories of African-Canadians: Navigating Between Fiction and History in Explaining Slavery, Freedom and Contemporary Issues."
18. At the 5th National Reconciliation Roundtable held at Algoma University, conversations started with Ann Sylliboy, who advises the Mi'kmaq Chiefs on higher education, about the greater role King's might play in providing education opportunities to Mi'kmaq students.
19. Honorary degrees were conferred on Lawrence Hill, Dale Godsoe and Bruce Gordon.

4.5 Actions or Initiatives Taken or Started in 2020

1. Tanisi Pooran was appointed as the University's Equity Officer (and also Accessibility Officer).
2. The School of Journalism hosted a two-day workshop on reporting in Indigenous communities, led by Duncan McCue.
3. In collaboration with APTN reporter (and King's grad and instructor) Trina Roach, and with Chief Leroy Denny of Eskasoni First Nation, the School of Journalism created a new

course called “Reporting in Mi’kma’ki,” to be offered at King’s and Eskasoni and to be taught by Roach and donor funded for the next seven years.

4. Universities Studying Slavery accepted the application of King’s and Dalhousie to host the network’s conference in the fall of 2021, between October 20 and 23, inclusive.
5. An information session on the findings of the Scholarly Inquiry was held and the findings were summarized on our website and in social media and covered in the media. An information session for the public, scheduled for March 30, had to be cancelled due to COVID-19.
6. A bulletin board for the Racialized Student’s Collective was installed in the foyer of the Arts and Administration Building.
7. The School of Journalism joined Global News and the Nova Scotia Community College, to teach journalism skills to sponsor J-School Noir, and initiative of the Canadian Association of Black Journalists that teaches journalism skills to young people in the African Nova Scotia community.
8. King’s faculty participated in unconscious bias training.
9. The majority of King’s faculty attended anti-oppression training, arranged by Isabelle Reynolds.
10. King’s hosted a showing of the film *Black Cop*, followed by a Q&A with director Cory Bowles, and a panel discussion on “Black Aesthetics and Representations of Anti-Black Violence,” with Professor Paul Taylor (Vanderbilt University), spoken word poet, professor and community activist El Jones, songwriter and performer MAJE, Dr. Michael Thomas (Susquehanna University) and Dr. Lissa Skitolsky, Riva and Spatz Chair of Jewish Studies at Dalhousie.
11. King’s Co-op Bookstore presented “Desmond Cole in Conversation with El Jones” on Cole’s book “The Skin We’re In” in Alumni Hall.
12. King’s hosted lectures by Dr. Kim Tallbear (who was a visitor over most of a week) on “Decolonizing ≠ Reconciliation” and, invited by students, Kent Monkman on “Mischief in the Museum.”
13. FYP hosted Rev. Mark MacDonald, National Indigenous Anglican Bishop, to give a talk called “With an Indigenous Future, What Does Canada Look Like?”
14. King’s appointed Debra Deane Little as its first female Chancellor.
15. Renowned journalist Sherri Borden Colley was announced as the recipient of an honorary degree.

4.6 Actions or Initiatives Taken or Started to Improve Physical Accessibility

King’s has also been making incremental improvements in the accessibility of its facilities. Here is a list of recent accessibility improvements:

- A&A Building accessibility—lever handles
- A&A Building accessibility—entry upgrade
- Accessible entrance library
- Accessible entrance NAB
- Accessible entrance Prince Hall breezeway
- Alexandra Hall entry accessibility upgrade
- Alumni Hall and Prince Hall AV upgrades
- Library flanking exterior stair handrails
- Library glass door accessibility upgrades
- NAB washroom accessibility upgrades
- Pit—accessible lift installation
- Prince Hall washroom accessibility upgrades
- Where possible, gender neutral washrooms throughout the University
- Signage—campus level path of travel
- Various exterior sidewalk repairs and upgrades to ensure a smooth path of travel

Like all members of the Council of Nova Scotia University Presidents, King’s recently became a signatory to a framework for implementation of the Accessibility Act which recently came into force in Nova Scotia. This legislation and the framework go well beyond physical accessibility. They include accessibility in teaching and learning and in every other aspect of university life and operations. They will require comprehensive action on eliminating the barriers and implementing the supports that currently restrict accessibility at King’s.

The major project currently underway on physical accessibility is the renovation of Alex Hall to make it into an accessible residence. This involves detailed work on architectural design, fundraising, government relations and exploration of multiple avenues of possible funding beyond traditional fundraising.

4.7 Initiatives in Academic Programs

The itemization above includes some of the initiatives that have been taken or are underway within the College’s academic programs. For example, it includes many lecture events and some visits by guests. But it is far from a complete listing of initiatives underway within academic programs, particularly if they are initiatives that have not unfolded as events for the College as a whole. In this section, the focus is on how each academic program has acted to contribute to diversity, equity and inclusion. The following overviews have been prepared by the director or, in the case of FYP, the acting director, of each of the programs. I am grateful for their assistance.

4.7.1 Initiatives in the Foundation Year Program

The curriculum of the Foundation Year Program (FYP) is evolving to give greater attention to the diversity of writers within the Western tradition and also greater attention to how that tradition has been influenced by and influences other traditions. Acting Director Dr. Susan Dodd has provided me with these further details:

1. Like journalism, we were interrupted in our diversity-oriented professorial hire process. We had a short list of an Indigenous man, a man of South Asian descent, and an Asian woman. This is a challenging process in part because candidates that we approach are often offered positions elsewhere.
2. We have been able to reappoint for a two-year term a senior fellow of South Asian descent.
3. The visible diversity of our lecturers includes Chike Jeffers, Asha Jeffers, El Jones, Sahar Ullah (an Islamic scholar from Columbia University), Johannah Bird... as well as our inhouse lecturers Simon Kow, Christopher Snook, Hamza Karam Ally, and Hilary Ilkay.
4. Curricular diversification takes the form of readings from "encounters" between the emerging European culture and neighbouring cultures. As well, in the earliest sections it is difficult to find women writers and their inclusion must also be counted. Some changes include lectures on Ancient Egypt and China, medieval Islam (three lectures, one opening the section on the Renaissance and Reformation), Jesuits in China, E. Pauline Johnson, and some implications of Lockean property "rights" for colonial expansion. The theme of slavery is a longstanding thread that runs through FYP, and this has become more explicit in recent years, especially with the inclusion of Ottobah Cugoana. W.E.B. Du Bois is one of our key texts in the 19th century. The final section on the contemporary world has always taken race to be one of its central themes, and this continues to be the case. One of our challenges is that there is a presupposition in some quarters that any inquiry into the roots of "Western" or "European" culture must also be a triumphalist account that presents an identifiable "white" culture as somehow superior to others. This is not, and has never been, FYP's narrative. The creators of FYP (at least some of them) were deeply critical of Western culture, even seeing the whole trajectory as a gradual decline into the racially motivated Holocaust of the 20th century. To study the emergence of colonial culture is not the same thing as endorsing it: the sources of racism, liberalism, and anti-racism are all bound up together, and as far as I understand it, one of our central responsibilities as humanities educators in Canada is to draw students through a transformative engagement with history. Part of our current challenge is that curriculum needs to be "representative" of the students who study it: we need to do a much better job of explaining that the very current imperatives of diversity, inclusion and equity have their roots in the ancient and medieval worlds. Another aspect of this is to problematize the modern race categories that have been applied retroactively to giants in the "Western" canon—especially Augustine who was

African by birth, and other writers from around the Mediterranean like Homer, Sappho, Perpetua, Plotinus, etc.

5. We continue our professional development and pedagogy workshops with particular emphasis on teaching race and gender in the FYP tutorial. This is an ongoing discussion among tutors and took the formal shape of workshops directed by Chike and Asha Jeffers and was supported by discussion with Jordan Roberts.
6. Night FYP offers students further engagement especially with Indigenous culture and last year we were disappointed to have to cancel a performance by Alan Sylliboy and the Thundermakers. Our final lecturer was to be Duncan McCue. He has agreed to come sometime this coming year.
7. On the very last day of in-person classes we had a wonderful session with Archbishop Mark McDonald, the national Anglican Indigenous Archbishop for Canada. Students gathered for a 3.5-hour discussion that was engaging in its own right, and one of the most stabilizing elements of that incredibly tumultuous time in FYP's collective life.
8. One anecdotal note is that each year Indigenous FYP students who come into King's without declaring their Indigenous identities begin to do so in the winter months of their FYP studies. I don't know what this means, exactly, but it seems to be a promising development.
9. Our planning for the coming year of online teaching includes consultation with the new Equity Officer as well as the SVPRO. We are aware of our need to attune ourselves to the best practices available for creating the healthiest spaces for classroom discussion. In my personal view, pedagogy workshops that speak to tutors in our aspirations to be the best teachers we can be are the most promising way for us to engage with the race and gender challenges of the moment.

4.7.2 Initiatives in the Upper Year Honours Programs

History of Science and Technology Program

I received this overview of recent activities in the History of Science and Technology Program (HOST) from the Program's Director, Dr. Gordon McOuat.

Since at least 2014 the HOST program has gone through a series of activities and projects aimed at expanding and diversifying the curriculum, our scholarship and student engagement. Alas, some of our endeavours have met with mixed response and support within the College, and will need special attention if we are to go forward with this endeavour. In reverse chronological order, these include:

Activities

1. Summer 2020: Upper year programs curriculum diversity review

In concert with the upper-year combined honours program, two summer student diversity interns, Megan Krempa and Cory McConnell, have been hired to assemble resources and databases for diversifying the curriculum in the King's upper year programs, including HOST, EMSP, CSP.

2. Ongoing curriculum development: science, gender, diversity and decolonized knowledge

The core CSP/HOST Class, CTMP3000/HSTC3030 includes two significant modules devoted to feminism and science, and also “decolonized” and Indigenous knowledge. For each of these modules we have been invited racialized and feminist guest lecturers to talk of their research and their relations to science and technology.

In cooperation with Dr. Kathryn Morris (EMSP) the HOST program has been offering a cross listed class on science and feminism.

In cooperation with Dr. Simon Kow (EMSP), the HOST program has cross listed Dr. Kow's class on “Asia and the West” EMSP2390/CTMP2102/HSTC2811/CHIN2082.03).

Our broad survey introductory class, HSTC1200, now includes sections on Indigenous knowledge, and also diverse encounters with natural philosophy and nature (i.e., not merely focused on the so-called “West”).

In response to our curriculum review (see #7 below), and collaborations across all of the faculty in all of the upper year programs, all of our HOST classes now include a significant diversity component and perspective. For example, the new core class in “Medical Humanities,” HSTC2102, explores the diverse ways and contributions making up what we might now call modern medical knowledge (Eastern, Islamic, women, etc.).

3. June 2020: “Advancing Impact Assessment for Canada's Socio-Ecological Systems.” Ongoing SSHRC Partnership Development Project on Co-production of Knowledge.

Co-directed by Dr. Ian Stewart, this project, following on the SSHRC Strategic Knowledge Cluster, “Situating Science” (2008-2016, also housed at King's), is a major collaboration between leading scholars, institutions and stakeholders in Canada and will be exploring the “co-production” of knowledge and practice in the establishing of “environmental impact assessments.”. Special emphasis will be placed on the role and meaning of “Indigenous knowledge” and other marginalised groups.

4. February/March 2020: Examining decolonised knowledge in action—student experiential knowledge

In the winter term of this year, CTMP3000/HOST3030 students participated in several month-long participant/observer ethnomethodological experiential knowledge placement sessions in the Indigenous biology laboratory of Dr. Jonathan Ferrier, Dalhousie Biology Dept. in order to study “decolonized” scientific knowledge in action. Dr. Ferrier has been a strong supporter of the program and the endeavours at King's to include Indigenous knowledge practices in the study of modern science and technology. This project was completed just before the COVID-19 shutdown.

5. February 28, 2020: “Women in Space,” Amy Teitel visiting speaker

In collaboration with HOST, the HOST student society (HOSTSoc) hosted the HOST alumnus and noted space historian, Amy Teitel, for a public talk called “When Women Fought for Space.” She discussed her new book *Fighting for Space*, which follows the life of two extraordinary women fighting to have a role in the space race. The talk was the keynote lecture at the History of Science and Technology Student Conference on “alternative histories of science.”

While Amy Teitel was here for her talk, the HOSTSoc organized a special symposium on “en-Gendering HOST,” discussing the ways in which HOST and the field of science and technology studies can diversify.

6. January 2020: Dr. Kim Tallbear, McLennan Visiting Scholar

This year HOST hosted the 3rd MacLennan Visiting Scholar, Dr. Kim Tallbear, Canada Research Chair in Aboriginal Technoscience, University of Alberta. Dr. Tallbear spent a week giving multiple lectures, seminars and colloquia, and met with King’s and Dalhousie students and academic units, culminating in the overflow public lecture “[Decolonizing \(≠ Reconciling\): Science, Technology, and Indigenous Relations](#).” (January 30, Alumni Hall; attendance = 600+).

7. Summer 2019: HOST Curriculum Diversity Review

In the summer of 2019 HOST conducted a thorough review of curriculum and individual syllabi with the help of student research assistant, Megan Krempa, with the aim of diversifying and augmenting our course offerings and content. In response we have significantly restructured our curriculum and syllabi (see above).

8. March 20, 2019: HOST/HOSTSoc student conference on “[Alternative Histories of Science](#)” focusing on non-western, racialized and marginalised stories of science.

9. March 19, 2019: Dr. Jonathan Ferrier on “Native Science”

Dr. Jonathan Ferrier (Dalhousie Biology) gave a public talk on “[Native Science and a Brief History of Colonialism on Turtle Island](#)”—the opening keynote of the HOSTSoc symposium, “Alternative Narratives of Science” (see above).

10. May, 2018: HOST organizes Indigenous Knowledge Symposium, Congress of Humanities, Regina, Saskatchewan

The present HOST Director, G. McOuat, with the help of Dr. Ian Stewart, co-organized a special panel at the national Congress of Humanities in Regina, “Science and Indigenous Ways of Knowing: Synergies or Solitudes,” First Nations University, Regina, May 2018.

Speakers included: Dr. Kim TallBear, Canada Research Chair in Indigenous Peoples, Technoscience & Environment, University of Alberta; Andrew Reynolds, Department of Philosophy and Religion, Cape Breton University; Gordon McOuat, HOST & CSP, University of King’s College; and Theodore Binnema, University of Northern British Columbia.

The panel was one of the feature sessions at Congress (the Congress theme for 2018 was “Gathering Diversities”). A full description of the panel and the topic can be found at www.congress2018.ca/calendar/1351.

11. May 2018: Honorary Degree Recipient, Dr. Evelyn Fox Keller

The noted feminist philosopher of science, Dr. Evelyn Fox Keller (MIT), along with noted geneticist, Dr. Ford Doolittle, was granted an honorary degree from King's College. Dr. Keller, author of *Reflections on Gender and Science* and numerous other works on feminist theory and decolonization gave a special symposium on "[Feminism, Physics and Biology](#)" to the Dalhousie/King's community.

12. January 2018: McLennan Visiting Scholar, Jackie Duffin, on colonial science

HOST hosted our 2nd annual McLennan Visiting Scholar, Dr. Jackie Duffin (Hannah Chair in the History of Medicine, Queen's University), culminating in her public talk on [Canadian colonial science in Easter Island](#).

13. 2017-2020: Decolonizing Knowledge SSHRC Insight Project

HOST is hosting the SSHRC Insight Project, "JBS Haldane and the Circulation of Knowledge" (commenced funding in 2017, Dr. McOuat principle investigator), which is a long-term research project exploring non-Western contributions to the development of modern science and modernity. The first paper arising from this project, exploring the key role in local and Indigenous knowledge in reconfiguring Western knowledge, was published this year: McOuat, G. "J. B. S. Haldane's Passage to India: Reconfiguring Science," *Journal of Genetics* 96, no.5 (2017): 845-852. The project is now employing HOST student Arden Rogalsky to do a significant scientometric study of decolonized knowledge in postindependence India.

14. 2016-2017: Joint class(es) with India

In 2016-17 we ran some of the lectures and seminars in the CSP3000/HOST3030 class live via Skype with a group of students in India who are working on the topic of "decolonization and diversification of knowledge." (Alas, we can't say that it was entirely successful—the Indian students, coming from Hindu and Buddhist traditions, were rather dismayed when they learned that some of our classes and students were still using the (strikingly Eurocentric) terms like "idolatry" and "fetishization" in a wholly *pejorative* sense, which caused some (unintended) offence. We learned a lot from this encounter, but in light of this, we did not repeat the exercise in the following year, but will do so in the coming 2020-21 term. We'd like to run more classes like this, perhaps with communities across Canada, following up on the Congress symposium (above #10).

15. Decolonization and "Provincializing Europe" presentations (2017-2018)

One of our faculty, Dr. McOuat, gave a number of talks on postcolonialism and knowledge, including the "Stokes Seminar" in the Department of History, March 3, 2017 on the topic "How Postcolonial Knowledge Went the Other Way." (On the theme of provincializing Europe in the study of modernity.)

16. Fall 2017: Inaugural McLennan Visiting Scholar Dr. Sundar Sarukkai

In the fall of 2017, HOST hosted the esteemed Indian scholar Dr. Sundar Sarukkai from the National Institute for Advanced Studies, Bangalore, India, as the inaugural

"McLennan Visiting Scholar" at King's. Dr. Sarukkai, whose work includes major studies of non-Western forms of knowledge, on the phenomenology of the subaltern and untouchability, and key studies of non-Western logic, was resident at King's/Dalhousie for two weeks as a visiting scholar and gave seminars and public lectures on non-Western knowledge (including mathematics), on the "decolonization of knowledge," and on "tribal" knowledge. Dr. Sarukkai spoke to CSP classes, EMSP and HOST classes, International Development Studies classes, gave the Department of Philosophy (Dalhousie) colloquium, and he presented the inaugural "McLennan Public Lecture" on the topic of debates about scientization and non-Western knowledge. We also organized a very fascinating discussion in the SCR between Sundar and King's students on the issue of "[Indigenization of knowledge](#)."

17. November 2016: Bela Arun (National University of Singapore), HOST's Visiting Scholar on "provincializing Europe"

The "Cosmopolitanism and the Local" SSHRC project, in collaboration with EMSP and HOST invited Dr. Bala Arun (formerly of the Asian Studies Institute at the National University of Singapore, and author of, amongst other things, *The Dialogue of Civilizations in the Birth of Modern Science*) to speak on "[The Scientific Revolution: Rethinking its Origins](#)," which aimed to rescue the key role of non-European knowledge in making of modernity.

18. 2015-2018: "Cosmopolitan and the Local in Nature and Science, East and West," SSHRC Partnership Development Project housed at King's

The three-year International SSHRC Partnership Development project, "Cosmopolitanism and the Local in Nature and Science, East and West," *has been housed here at King's*. "Cosmolocal" has been in the forefront in attempts to bring together international scholars and institutions in the hope of "provincializing Europe" in our accounts of the histories and philosophies of nature. Cosmolocal has sponsored a number of international and local workshops, seminars, public talks and curriculum redevelopments ([see website](#)).

19. 2015-2017: Post-doctoral fellow, Dr. Jobin Kanjirakkat

Dr. Kanjirakkat (PhD Manipal, India), hired as the coordinator of the "Cosmopolitanism and the Local" project, coordinated exchange and collaboration between us and scholars, students, and non-governmental organizations in South East Asia. Dr. Kanjirakkat offered to teach a course on Indian literature and culture for CSP but was turned down. He taught HOST's class on "Totalitarianism and Science."

Concerns and Setbacks

1. Losing HSTC1800/1810

Alas, with the discontinuing of HSTC1800 by the Dalhousie Provost and the FASS Anschluss of HSTC1801, King's and HOST has lost a *significant site* of diversity on the campus. Moreover, the way in which this was handled by the Dalhousie administration has stirred significant doubts as to whether Dalhousie and King's have truly recognized the enormous effort put into this class by HOST's sole core female faculty member, Dr.

Melanie Frappier. Dr. Frappier had been working very hard to diversify the curriculum in her engineering class(es), and the classes themselves brought a truly wonderful, diverse body of students into the King's fold. The loss is a significant setback for King's, for Dalhousie, for HOST, and for diversity.

2. Hannah Chair in the History of Medicine

Although HOST is very pleased with the establishment of the "Medical Humanities" (certificate) program, and especially the hard work of Associate FASS Dean, Dr. Roberta Barker, in shepherding this program into existence, by delaying an application for a "Hannah Chair in the History of Medicine and Medical Humanities," we may have lost an opportunity for a collaborative diversity hire within the program and the College.

Diversity Within the HOST Program

It is to be noted that the program is in dire need of attention with respect to the diversity of its teaching staff. HOST issued a report to Planning and Planning with a plan for redressing this balance, including a plan for strategic hiring(s). The discussion has been put on hold during the COVID-19 crisis.

Early Modern Studies Program

I received this overview of recent activities in the Early Modern Studies Program for the Program's Director, Dr. Simon Kow.

Although the curricular mandate of the Early Modern Studies Program (EMSP) is focused on the genesis and development of modern thought and culture in sixteenth to early nineteenth century Europe, the faculty and students of the EMSP have made deliberate and concerted efforts to fulfill this mandate with an eye to equity, diversity and inclusion in past and ongoing initiatives, as follows:

1. The number of permanent, full-time instructors whose home program is the EMSP is small (5); nevertheless, the majority are women, and the program's permanent teaching staff includes the only tenured/tenure-track professor of colour currently at King's. In 2020, EMSP hired a tenure-track professor in the area of early modern art history and visual culture to replace a sessional position; all of the shortlisted candidates were women.
2. Research, scholarship, and publications by EMSP faculty include the natural philosophy of seventeenth-century thinker Margaret Cavendish, Enlightenment conceptions of China, and cross-cultural encounters in European and Ottoman art.
3. All recent and current courses offered by EMSP faculty focus on early modern thought and culture in some relation to gender, race, and/or empire and colonialism. Relevant authors and themes include: women philosophers, literary authors, natural scientists, political thinkers, and visual artists in the early modern period; the treatment of gender in early modern philosophy, science, social and political thought, and aesthetics; early modern debates over slavery and the trans-Atlantic slave trade; sexuality and gender in ideas of the vampire; the phenomenon of witchcraft in the social history of women; early

modern perceptions of the body in terms of gender, race, and sexual difference; ancient and modern Chinese, Indian, and Japanese thought; early modern European views of Asia; feminism, race, and imperialism in modern Asian thought; female and/or non-European piracy; piracy and imperialism; and global encounters in early modern art and visual culture.

4. EMSP students in their final year of study may opt to write a substantial honours thesis of 50 to 70 pages in length. Many of the thesis topics reflect the program's focus on issues of equity, diversity and inclusion, including the following from recent years: depictions of black servants in Dutch still life paintings; nationalism and race theory in the philosophy of Johann Gottfried Herder; the implementation of settler colonialism in Ireland; marriage and inequality in the novels of Jane Austen; freedom and determinism in the philosophy of Margaret Cavendish; Renaissance artistic depictions of sexualised violence; power dynamics in the lives of Renaissance Venetian women; and early modern lesbianism.
5. The program's biweekly blog "Early Modern Times" has often focused on topics of equity, diversity and inclusion. Recent posts have discussed the troubled legacy of Christopher Columbus; seventeenth-century slave owner Edward Colston, quinine as a tool of tropical colonialism, and early modern women authors.
6. Recent EMSP-sponsored or co-sponsored guest lectures include Lauren Beck on early modern place names and collective identity through a gendered lens; Marie-France Guénette on Aphra Behn's *Oroonoko* in French dress; Douglas Berger on Schopenhauer, Nietzsche, and Buddhist thought; Franklin Perkins on universality, cultural difference, and the construction of philosophy as "Western"; and Carolyn Harris discussing her book *Queenship and Revolution in Early Modern Europe*.
7. The Early Modern Studies Students' Society hosts an annual conference, and edits and publishes an annual journal. Recent conference keynote speakers include Jannette Vusich on women artists in the Renaissance, Marguerite Deslauriers on patriarchy as tyranny in seventeenth-century Venice, Lauren Beck on Indigenous representations of Europeans in the sixteenth-century Spanish Atlantic, and Sarah Toye on depictions of female pirates. Student conference papers and journal articles from 2019-2020 alone deal with topics including the enclosure of women in early modern Italian convents; pain and the mind-body connection in the philosophy of Anne Conway and Rabbi Isaac Luria; race, slavery, and colonialism in Immanuel Kant's philosophy; and rebellion and radical community in female, Chinese, and Jewish piracy.
8. In collaboration with the other Combined Honours Programs, the EMSP is working with two dedicated interns to generate research to continue to enhance diversity in its curriculum.

Contemporary Studies Program

I received this overview of recent initiatives in the Contemporary Studies Program from its Director, Dr. Dorota Glowacka.

Curriculum review

In 2018, CSP conducted a curriculum review, with the intention of addressing the gaps in our class offerings and class content. We developed a chart of class offerings that allowed us to discern the lacunae in the Program and address the lack of diversity in a more systematic way. The Program committed to offering a certain number of classes in the area of critical race theory, postcolonial theory and gender, making sure that a cross-section of these classes would be available to students every year (“The Idea of Race in Philosophy, Literature and Art,” “Culture Politics and the Postcolonial Condition,” “Genocide: Comparative Perspectives,” “Asia and the West” (cross-listed with EMSP and HOST), “Re-writing Gender,” and “Feminism: Three Waves”). In collaboration with HOST and EMSP, we are now working on a Lecture Series class on decolonization, to take place in 2021/2022.

We also boosted our offerings by instituting the system of “selectives” – classes at Dalhousie that can now be taken by CSP students and counted toward the CSP part of their degree. The majority of the CSP selectives (6 out of 10) are in the area of Indigenous Studies, postcolonial theory and critical race theory (ENGL 2070.03 African American Literature; ENGL 3086.03 Post-Colonial Literatures; HIST 3380.03 Slavery and Freedom in the Americas; INDG 3400.03 Contemporary Indigenous Art; INDG 3401.03 Indigenous Representation in Film, and SOSA 3215.03 Migration and Identity)

Class content

Individual instructors have been encouraged to revise their syllabi to include texts by non-Western thinkers and thinkers and writers from marginalized groups, and postcolonial and Indigenous critiques of the canon. The three core classes (CTMP 2000, 3000, and 4000) in particular have undergone significant revisions, and the three instructors have been actively striving to address the gaps and make sure that the texts we assign and our approaches to these texts fall within the EDI mandate. The instructor for CTMP 2000, for instance, has revamped the syllabus to include writers for whom race is a central issue (such as Saidaya Hartmann and Sylvia Hamilton and assigned reading that problematized the concept of freedom from an intersectional (race/gender/class) perspective. The instructor for CTMP 3000 has apportioned a significant part of the course to non-Western theories and philosophies of science. The instructor for CTMP 4000 has redesigned the course entirely, to focus on re-reading of deconstructive philosophies in light of texts by African American, Indigenous and postcolonial thinkers.

Some of the other classes in the Program also have been reconceived from the ground up, based on the principle of inclusivity and intersectionality, with attention to marginalized voices. For instance, a new iteration of the Bio-Politics course includes case studies in the history of the politics of bodies in terms of sexuality, gender, race, and disability; segments on the genocide of the Roma and of the people deemed disabled

are prominently included in “Representations of the Holocaust”; and “Home and Homelessness” has a substantial segment on Indigenous land claims and Indigenous writing on “home”; “David Bowie” class focuses on transgender identities; the course on Wittgenstein now included queer and feminist readings of the Austrian philosopher’s texts, etc.).

To supplement class content, instructors have been inviting guest lecturers who represent marginalized groups (not only to talk about the issues pertaining to these groups but also to increase the visibility of the individuals from these groups), the practice that can now be augmented in the circumstances of online teaching.

We have committed to the participation of students in the class “The Idea of Race,” in the inquiry into King’s connections with slavery (in March 2020, two students were selected to attend Dr. Thai Jones seminar at Columbia University; postponed due to Covid-19).

In terms of the transition to online learning, we have placed strong emphasis on equity and inclusion (spending a significant amount of time reviewing student feedback from the online learning survey sent out to all students registered in King’s courses).

Honours theses and student projects

Students in CSP are often social-justice minded and actively involved in current events. These interests and commitments are reflected in the topics they choose for their term papers, and especially for their honours theses. The theses supervisors and theses committees have increasingly encouraged such topics, away from a traditional theory-oriented papers.

For example, some of the topics our students wrote on last year were: “Black Vernacular as a Site of Resistance: Zora Neale Hurston’s Disruption of Language and Canon,” “The Tricks of Miss Chief Eagle Testickle: A Close Look at Kent Monkman’s Alter Ego,” or “The Right to Responsibilities: The Colonial Continuities in the Era of Reconciliation,” as well as several others that performed analyses of literary and artistic texts from an LGBTQ perspective.

Personnel

CSP has achieved gender balance among the home-program instructors (five female and five male-identified instructors, though none of these instructors are persons of color or individuals who identify as gender-non-binary, differently abled or otherwise representing marginalized groups). While in the long run this imbalance can only be redressed by a new full or part-time tenure-track hire (as we have argued in a recent application submitted to the APT), we have actively tried to hire instructors from diverse backgrounds to teach classes on a part-time or per-course basis. We have noted, however, that abiding by the standard King’s hiring procedures occasionally hinders these efforts; thus, it would be worthwhile to examine potential biases (which favor

white, gender-normative and able-bodied candidates) that invisibly inhere in these procedures. In 2020-2021, three out of 15 instructors in CSP are visible minority individuals; none identify as gender-non-binary or differently abled). To repeat, only a diversity hire can ensure that we follow up on the University's mandate of increasing diversity and on our commitment to creating a safe and welcoming learning environment for Racialized students.

Student population

No statistics are available on the percentage of students in the Program who identify as Racialized students, students of color, or Indigenous students; gender-diverse students or differently-abled students. There is no doubt that we need to develop strategies to diversify the CSP student population, but it is difficult in light of the lack of tangible data and consistent recruitment and retention policies.

Website self-presentation:

CSP has just launched a dedicated website, CSP+, and equity, diversity, and inclusion have been on our minds as we've worked, this summer, on the content for promotional material, including selecting images by a variety of artists (such as Norman Lewis, Daphne Odjig, Judy Chicago, Kent Monkman, and Frida Kahlo) whose work is directly relevant to CSP classes or student research or which have a meaningful connection to college in some way.

The student-run blog featured on CSP+, *Crickets*, offers current CSP students a place to publish their critical or creative work. Here, students have the opportunity to share writing on topics that venture outside the usual CSP curriculum and in formats outside traditional academic papers (so far *Crickets* has published an essay on Coates and the philosophy of hip hop, an analysis of hook's and Sontag's understandings of empathy, and a class-analysis personal essay on taking care of wealthy homeowners' gardens, and others, such as a piece on Kent Monkman's painting "Seeing Red", are forthcoming).

We are conscientious in representing the diversity of courses within the program, highlighting a variety of electives offered in CSP in each of the emails to students, in program descriptions and in the course-promotion videos. The challenge is, however, that the more diverse electives in CSP generally have a healthy enrolment, whereas some of the courses that are more Western and white-male-centric tend to be under-enrolled.

Lectures and other events

Some of the events organized or co-sponsored by CSP in the last three years include:

- In collaboration with HOST, we co-sponsored and actively participated in Kim Tallbear's visit at King's (January 2020; see HOST report)
- In collaboration with the Spatz Chair in Jewish Studies (Dalhousie philosophy department), we co-sponsored, co-organized and actively participated in the *Black*

- Aesthetics* panel with philosopher Paul T. Taylor and the screening of *Black Cop* and Q&A with dir. Cory Bowles (February 2020)
- in collaboration with the King's Bookstore, we co-sponsored and co-organized the Atlantic Canada launch of Desmond Cole *The Skin We're In* (with El Jones and Lynn Jones; January 2020)
 - we co-sponsored, co-organized and actively participated in the lecture by Professor Amani Whitfield, on the subject of slavery in Nova Scotia (January 2018)
 - CSP instructors (Clift, Glowacka) have been actively involved with the King's inquiry into the connections with slavery, and they are members of the steering committee for the USS conference at King's/Dalhousie
 - one of the CSP faculty members, Dr. Glowacka, annually co-organizes events for the Holocaust Education Week (with the Atlantic Jewish Council) some of which take place on the King's campus; in the last three years, two such events were directly sponsored and organized by CSP: a luncheon talk by Dr. Warren Rosenblum's talk "Utopian dreams, dystopian lives: The 'feeble-minded' in Modern Europe, ca. 1850-1940" (November, 2018) and a luncheon talk by Theodore Fontaine, member of the Sagkeeng First Nation in Manitoba, on his experience at the Fort Alexander Indian Residential School.

Faculty research:

Dr. Edwards is currently finishing an essay on the "Indigene in Theory" on Indigenizing Medieval Studies for the journal *Exemplaria* (in collaboration with a Métis scholar). She has also conducted research on the psychoanalysis of race in preparation for a graduate seminar to be taught in the English Dept. at Dalhousie.

Dr. Bennet's recent research has been focused on new narratives in the history of Western philosophy, especially from queer and feminist points of view. He is the co-editor of a collection of essays *Deleuze and Evolutionary Theory*, in 2019, which contains chapters on feminist readings of sexual selection and precolonial Maya cultural practices.

Dr. McOuat, whose primary appointment is in CSP, is the principal investigator and coordinator of the Decolonising Knowledge SSHRC Insight Project (see HOST report), and he has spearheaded and overseen a number of initiatives that expose the limitations of Western knowledge systems and create spaces in the academia for other voices and epistemic paradigms (see: HOST report).

Dr. Glowacka's research has been focused (for twenty years now) on the Holocaust, and thus on anti-semitism and racially motivated hatred. In recent years, she has expanded her scholarly interests to include issues in comparative genocide studies and theories of gender. She has been pursuing two research topics: gender and genocide, and intersections of the memories of the Holocaust and the settler colonial genocide in Canada (she investigated both subjects during her fellowship at the USHMM in Washington in 2017). In the last three years, she has submitted for publication and

published seven book chapters and journal articles on these subjects, all of which draw intersectionally on theories of gender and race. Three of these papers have been widely cited (“Sexual Violence Against Heterosexual Men During the Holocaust: A Genealogy of (Not-so-Silent) Silence,” *German History* (3), Oxford University Press, 2020; “‘Never Forget’: Indigenous Memory of the Genocide and the Holocaust,” in *Holocaust Memory and Racism in the Postwar World*, Wayne State University Press, 2019; and “Gender and the Shoah: Relational Imagination and the Cul-de-sacs of Remembrance,” *Lessons and Legacies* 13, Northwestern University Press, 2018). Over the last three years, Dr. Glowacka has given a number of guest lectures, conference presentations and workshop presentations on these subjects (in Canada, US, Germany and Poland).

In collaboration with the faculty at NSCAD, Dr. Clift and Dr. Glowacka are co-applicants on the successful SSHRC grant “Memory Activism and Collaborative Practices of Counter-Memorialization (awarded \$249,000). The grant is an interdisciplinary project that combines scholarly research in memory and genocide studies with critical approaches to art curatorial practices, with the main focus on artistic commemoration of the Holocaust and settler-colonial violence. In addition, Dr. Glowacka is a partner in an international public partnership development grant on “Thinking through the Museum: Difficult Knowledge in Public Partnership Development Grant,” which comprises forty nine scholars and museum curators from Canada, US, UK, Poland, and South Africa (with a colleague from Concordia University as the principal investigator).

Conclusion

While there is substantial evidence that the culture of CSP and our institutional and pedagogical practices have shifted significantly so as to incorporate and cultivate Equity, Diversity and Inclusion, much more work and commitment of financial resources are required. In terms of curricular development, we likely need faculty retreats and workshops led by specialists and educators in the areas of Indigenous, African-Nova Scotian, gender and sexuality and disability studies. Annual or bi-annual training in a variety of EDI issues aimed to recalibrate faculty classroom practices, sensibilities and attitudes would also be very helpful. Lastly, CSP fully recognizes the implications of insufficient diversity among its teaching staff as well as students (even though, in recent years, representation has improved in both groups), and we will actively strive to ameliorate that aspect of the Program.

4.7.3 Initiatives in the School of Journalism

I received this list of recent activities in the School of Journalism from the School’s Director, Professor Tim Currie:

1. We have a shortlist of candidates for a tenure-track position in the School. Two of the three candidates identify as Indigenous, the other as Black. We're still in a holding position

with that hire, due to COVID-19. But we aim to go forward with the interviews in the near future. The hope is the hire will further diversify our faculty makeup.

2. Almost all faculty attended the University's session on equity, diversity and inclusion on Feb 11. That session was conducted by Terreigh Ewart-Bauer from Dal's Centre for Learning and Teaching. A follow-up one was led by Kate Macdonald.
3. I asked local activist and journalist El Jones to teach four classes this year to students in the first year of our BJH and in our senior-level "News Workshop" (for students in the BJ and BJH). El spoke about reporting within Halifax's Black community and the issues journalists of colour face. Her contribution was in addition to guest lectures by other journalists of colour in individual courses—guests that this year included Black journalists Portia Clark and Sherri Borden-Colley.
4. The University, through the Journalism School, [partnered this spring](#) with the Canadian Association of Black Journalists to support J-School Noire, a journalism outreach effort to Black secondary school students in Halifax. That effort was in conjunction with a forthcoming scholarship at King's for Black students supported by Global News.
5. The School has hired Black CBC journalist Brian Daly to teach "Copyediting" in the winter term.
6. Elder Geri Musqua-Leblanc has led blanket exercises for our senior BJH & BJ students [in each](#) of the past [two years](#). These have been important, and in many cases emotional, sessions for our students.
7. CBC journalist and King's grad Duncan McCue was [on campus](#) in November leading a cultural competency workshop for the New Brunswick Aboriginal Peoples Council. He wasn't able to speak in our classes during this visit. But the J-School obtained access to the workshop for our students and faculty, and I was encouraged by the high number of those who attended. Attendance for this workshop was required for our MJ students.
8. With multi-year donor funding, the School offered a new course this year: Reporting in Mi'kma'ki. APTN journalist Trina Roache was supposed to co-teach it, but we had to cancel it due to COVID-19, unfortunately. Trina Roach is contracted to try to teach it again next year.
9. In March 2019, I [invited Karen Ho](#) to talk about freelancing. Karen also speaks frequently about issues of race in Canadian journalism—and she did at that session.
10. I have asked our faculty to address the recommendations of the Truth and Reconciliation Committee's call to action for journalism schools in their courses.
11. Faculty regularly address issues of diversity in reporting in their courses. They point our students to resources for [reporting on specific communities](#) in the School's [Handbook of Professional Practice](#).
12. Our faculty have been encouraging and supporting students to report more fully on issues and events involving Black and Indigenous people. Examples of that this year are a story

on [black women being underrepresented in the RCMP](#), initiatives for [Black youth](#) and [racialized artists](#), stories on an [Indigenous health strategy](#) and an [app made by Inuit developers](#), and, more generally, on diversity in [newsroom makeup](#). In longer-form work, one MJ student used data skills last year to [examine](#) the legacy of the Supreme Court's Marshall decision. Another looked at quality of life in First Nations and Inuit communities using the Community Well-Being Index (not yet published). These stories built on coverage in previous years including a number of stories last year on the [removal of the Cornwallis statue](#) and an earlier student collaboration with Maureen Googoo to [profile](#) missing and murdered Indigenous women in the Atlantic region.

In addition, in response to six calls to action from journalism students and graduates, the School of Journalism has made the written commitments to action to address the absence of diversity in the School's faculty and student body and its programming that can be found in the Appendix to this report.

4.7.4 Initiatives in the Master of Fine Arts in Creative Nonfiction

The following is the summary I was provided by Ms. Kim Pittaway, the Executive Director of the MFA in Creative Nonfiction:

Lecture Content and References

1. *Diverse examples of narrative nonfiction used in lectures and writing workshops:* All mentors and faculty choose their teaching examples with diversity in mind. As a partial sample, the works referenced in our most recent residency included the following (among many others):
 - *Heavy* by Kiese Laymon
 - *In the Dream House* by Carmen Maria Machado
 - *Hunger* by Roxane Gay
 - *A Moonless, Starless Sky* by Alexis Okeowo
 - *Pass with Care* by Cooper Lee Bombardier
 - "Letter to My Son" by Ta-Nehesi Coates
 - "A Body Like a Home" by Gwen Benaway
2. *Diverse sources in referenced craft works:* In addition to referencing works of narrative nonfiction from a range of voices, we are making efforts to include diverse perspectives on issues related to writing craft. These include works such as:
 - *Shapes of Native Nonfiction*, edited by Washuta and Warburton
 - *Indigenous Style Guide* by Greg Younging
 - *Writing the Other: A Practical Approach* by Nisi Shawl and Cynthia Ward
3. *Mandatory specific lectures on issues related to diversity:* Winter residency 2019 lecture by Wanda Taylor on "Cross-Cultural Reporting and Writing"; Winter residency 2020 lecture by Cooper Lee Bombardier on "Writing the Other"; Summer residency 2020 panel of mentors on "Writing across Cultures" featuring Charlotte Gill, Ayelet Tsabari, Wanda

Taylor and Cooper Lee Bombardier (lecture also included a guide to further resources on writing across cultures, attached). Following the Summer 2020 panel, all mentor groups discussed these issues in their groups (four to seven students plus mentor, times 11 groups). Issues were also discussed in a full-group (50 plus students) live online Q&A session.

4. *Resources*: Development of tip sheets and resource materials for students and mentors, including “Giving and Receiving Feedback” and “Writing across Cultures” (both attached). In development are two additional resources: a reference sheet for mentors on best practices in fostering productive workshop feedback and a tip sheet for students on writing about others.
5. *Indigenous content*: In the past three years, we have included as required reading Thomas King’s *The Truth about Stories*, Alicia Elliott’s *A Mind Spread Out on the Ground* and Jessica McDiarmid’s *Highway of Tears*.
6. *Diversity in guest speakers and lecturers*: The MFA residencies feature guest writers, editors, agents and publishers. While the publishing industry in Canada is still overwhelmingly white, we have made efforts to bring in guests from a broader range of backgrounds, including Penguin Random House Canada editor Bhavna Chauhan and authors Alicia Elliott and Annahid Dashtgard. We have had more success in bringing in diverse speakers to our New York residency because the pool of publishing professionals in New York is more diverse.

Staffing and Recruitment

1. *Creation of mentor apprentice program to foster development of mentors from marginalized communities*: This two-year program was donor funded (\$25,000 in total funding). In 2018-2019 and 2019-2020 we hired a mentor apprentice each year to shadow mentors with the goal of developing their teaching and mentoring skills. In both cases, we were able to subsequently hire the apprentices in full mentor positions (Wanda Taylor and Cooper Lee Bombardier).
2. *Hiring of mentors from diverse backgrounds*: Our last four mentor hires have all been from diverse communities (Ayelet Tsabari, Charlotte Gill, Wanda Taylor and Cooper Lee Bombardier). (We have 11 mentors in the program.)
3. *Recruitment of students from diverse backgrounds*: Our student body has become more diverse largely because prospective students have become aware of our increased diversity in the mentor pool, and those mentors have referred students to our program through their own contacts and communities. There is work still to be done here in targeted recruitment, as well as in developing and promoting targeted bursary support. (We were recently supported by the University in a proposal to target specific bursaries to Indigenous applicants and African Nova Scotian candidates, and we expected to do so in 2021.)

5 Evaluation of Progress Made and Needed

In this section, I offer a qualitative assessment of the progress we have made over the past four years. I do so acknowledging that progress will be very much in the eye of the beholder and that I will be understandably viewed as biased in favour of seeing our progress in a favourable light, given that I have had the written mandate for three years to increase diversity at King's and the informal mandate to do so since 2016.

In the technical language of evaluation science, we do not yet have outcomes to evaluate. The diversity deficit patently still exists at King's. Some improvement has been achieved in the proportion of students self-identifying but it is impossible to know if this is an outcome of initiatives taken or underway. For some, this lack of outcomes that can be linked to existing initiatives will show that the measures taken are ineffective. Another interpretation is that is that significant outcomes do not occur quickly in bringing diversity to an organization that has lacked it for as long as King's has. This is why sustained effort over years is the necessary precondition for bringing diversity to where it is missing.

There is, however, one kind of outcome on which progress is being made. It is that there is a growing number of people recognizing that King's is giving serious and sincere priority to becoming more diverse and inclusive. Conversations with leaders in the African Nova Scotian community indicate there is recognition that King's is trying to change and build a stronger relationship with the community, with sincerity and commitment. It is harder to make this judgment in relation to the Mi'kmaq community due to the fact there has been less interaction with representatives of that community at the institutional level. However, progress is being made with the relationships being built with Ann Syliboy, post-secondary consultant for Mi'kmaw Kina'matneway, Sheila Isaac, Director of Mi'kmaq and Indigenous Post-Secondary Education at the Department of Labour and Advanced Education, and Eskasoni First Nation, our partner in our new J-School course "Reporting in Mi'kma'ki".

I also believe that there is also growing recognition among alumni that diversity is being given greater priority than it was in previous decades. I believe this is also true for many faculty and staff. I see growing evidence there is wide support among alumni, faculty and staff for this development.

On June 12, 2020, the KSU Executive presented a list of demands to the administration "regarding anti-Black racism at the college." On June 15, 2020, a large group of current journalism students and graduates presented six calls to action to the School of Journalism and the University within a larger call "for more inclusive, diverse representation and programming" from King's and other schools of journalism. Both cited the statement I released on behalf of the University on June 1, 2020, expressing the solidarity of King's with our "Black students, alumni, faculty, staff and board members," in the wake of the killing of George Floyd in Minneapolis, and called on the University to put the words of that statement into action. The statement of solidarity, the KSU demands and the journalism calls to action can all be found in

the Appendix to this report, along with the written responses that were provided to the KSU on their demands to the journalism students and graduates on their calls to action.

Another outcome deserving mention is the amount of collective collaborative effort now being put into diversity, equity and inclusiveness across the University community. This is critically important if King's has any chance of making the systemic changes that are needed to address a systemic problem. It is particularly essential that diversity is a priority of active pursuit within both spheres of governance at King's, the administrative sphere and the academic sphere. There is always room for improvement in this vital collaboration but it is also important to recognize that there has been significant improvement in it in recent years.

In the absence of other more tangible outcomes, this evaluation will focus on the level and range of activity and on outputs—the measures that have resulted from the activity—in the hopes they will individually and cumulatively yield more substantive outcomes.

I believe the inventory of initiatives, activities and events listed above shows that the level of effort and the volume of effort underway to advance the priority that the Board has placed on diversity is substantial, especially considering the resources King's has to work with and the number of other major challenges that have faced the University over the past eight or more years. The list shows the amount of effort exerted by the KSU and students more generally, particularly racialized students, and by faculty and staff, by the administration of the University and by the Board and its committees. Tentatively, we can perhaps conclude from this that what is needed is not more effort but the tools, resources, policies and overriding strategy or plan that can help to ensure our continuing efforts lead to a King's that is not only more diverse but a better university because of its diversity.

Turning to outputs, I have been asked by the Board to evaluate the progress King's is making through the commitments King's and other universities in Universities Canada have made to build:

- institutional capacity to support an equitable, diverse and inclusive organizational culture;
- institutional capacity and culture to recruit diverse students, staff, faculty and administrators, and support their success; and
- institutional capacity and culture to integrate equity, diversity and inclusion considerations in research, teaching and learning.

“Capacity” and “capacity and culture” are about creation of the conditions that make diversity happen and ensure it is good for students, employees and the institution. They are crucial to the outcomes that are achieved by a university's efforts to make itself diverse, equitable and inclusive.

5.1 Capacity to Support an Equitable, Diverse and Inclusive Organizational Culture

Considering the progress that has been made under this heading, the more significant developments include:

1. The hiring of a Sexualized Violence Prevention and Response Officer (SVPRO) and of an Equity Officer who is dedicated to the work of that office.
2. The work of the SVPRO and of the Sexualized Violence Policy Committee, and of the Student Liaison, on increasing awareness and understanding of sexualized violence and to create and implement prevention measures and better support for survivors.
3. The support which King's and academic and other programs at King's have received from Geri Musqua Leblanc and the Dalhousie Elders' Program more generally.
4. The creation to two new tenure-track positions for hiring of professors who will increase the diversity of our faculty, within a plan to create an additional two positions for underrepresented groups in the near future.
5. The work going on within academic programs and in faculty more broadly to improve the cultural competency of everyone who teaches at King's.
6. The work going on within academic programs to broaden the inclusiveness of their curricula, their teaching complement and their sponsored lectures, conferences and other events and activities.
7. The number and range of decisions and activities across and throughout the College which are being made with a consciousness of the importance of equity, diversity and inclusion and a desire to make King's a more equitable, diverse and inclusive community.
8. The improvements which have happened in mental health and other supports for students.
9. The building of stronger relationships with the African Nova Scotian and Mi'kmaq communities.

It is important to emphasize that the contribution that the SVPRO, Equity Officer and faculty belonging to underrepresented groups will make to the University's capacity to support an equitable, diverse and inclusive culture depends on the support they receive from the University and everyone at the University.

It is also important to understand that the importance of the SVPRO and Equity Officer positions does not lie merely in their creation or in the act of hiring personnel to fill them. Instead, it lies in the work these individuals do, in collaboration with others, to change the culture through programming, training, collaboration and conversation with others about issues, questions and problems within their work and areas of responsibility. More specifically, it depends on how they influence or create conversations that influence how others do their

jobs or live in community in ways that incorporate equity, diversity and inclusion objectives and considerations. This is where and how capacity building really happens.

This is illustrated by an email I received from our Equity Officer, Ms. Tanisi Pooran, on positive indications of change towards a more equitable, diverse and inclusive organizational culture at King's. Among the examples Ms. Pooran includes is the work in the Advancement Office and the Office of the Registrar on gender inclusion and honest representation of King's students in promotional materials. This has been a recurring issue for years—it has been raised with me by many Black, Indigenous and People of Colour (BIPOC) students. What I appreciate most about Ms. Pooran's perspective is not that the issues and concerns have been addressed but rather that they are being worked on in a systematic attempt to replace approaches that have the effect of treating people differently based on their race or other personal characteristic with approaches that have inclusiveness built into them. Ms. Pooran summarizes the ongoing work being done with her assistance, as follows:

- Developing and implementing comprehensive protocols and practices for documenting and using legal names and preferred name on forms and correspondence. For example, when sending a card to a prospective student, the card will be addressed to their legal name (many prospective students live at home and their parents may not know about or be supportive of their chosen name) and the inside of the card is addressed to their preferred/chosen name. This allows for safety for the student while letting them know that King's takes their chosen name seriously and will use their name respectfully.
- Developing enhanced guidelines for photo use (cross-department project).
- Currently working on ways to communicate with students on how they have their preferred/chosen name used and why their legal name remains on some forms.
- Looking into ways to make gender demographic reporting more inclusive.
- Communications staff responds promptly to individuals who would like their photo removed from the photo bank or digital source. They also have a consent form and can easily communicate the terms of photo use to students or event attendees.

The point is that equity, diversity and inclusion need to systematically happen at this level in all aspects of university operations for students from underrepresented communities or backgrounds to accept that King's has an equitable, diverse and inclusive culture. These changes cannot be made by the Equity Officer. Instead, the contribution of the Equity Officer is to help those who have the responsibility for the work, in whatever part of the College they may operate in, to understand that change is needed and can be made in ways that maintain (or improve) functionality while contributing to the organizational culture we aspire to at King's.

5.2 Capacity/Culture to Recruit/Support Diverse Students, Staff, Faculty, Admin

Everything that contributes to strengthening the organizational culture on equity, diversity and inclusion also contributes to the capacity and culture to recruit diverse students, staff, faculty and administrators. A leading example of this is the wide and very positive attention King's received for being one of the first universities to create its own stand-alone Sexualized Violence Prevention and Response Officer.

On recruitment of students, the reactivation of the Prince Scholarship enhanced the capacity of the College to recruit African Nova Scotian students, not only because it gave specific students a reason to choose King's but also because of the message it sent to the African Nova Scotian community and educators. In a less direct way, the general improvement King's has made in the competitiveness of its scholarships and bursaries may also contribute to its capacity to recruit diverse students.

A core question is whether what we teach at King's is of interest to students who are underrepresented here. I believe openness to evolution that builds equity, diversity and inclusion into our curriculum is essential to growing our capacity to recruit—and retain—diverse students. If it can do this, King's may have a singular opportunity because of the distinctiveness of its academic program and its pedagogical philosophy: just as we offer something unique to those who now come to King's, we can offer something unique to a more diverse student population by encompassing equity, diversion and inclusion into our academic offerings.

It seems clear that we have a particular kind of opportunity with our School of Journalism. Our collaboration with Global TV and the NSCC to support the Canadian Association of Black Journalists J-School Noir project, as well as many conversations that have been instigated or invigorated by the Scholarly Inquiry on King's and Slavery, demonstrate there is a strong interest in the African Nova Scotia community in education in journalism. The same is demonstrated for Indigenous Canadians by the choice of the TRC to include journalism with law and the health professions as fields of education deserving their own targeted calls to action. This was because of the importance of these professions in contributing to systemic change through reconciliation.

King's has to expand its recruiting base if it wants to attract more diverse students. Bluntly, we have to be able to recruit students from a higher number of schools with significant numbers of Black and Indigenous students, as well as students from other underrepresented communities. We must also dedicate more effort to recruitment of students for the postgraduate journalism degrees, as well as the MFA degree, particularly in light of the interest in these programs among communities underrepresented at King's and the contribution students in, and graduates from, those programs can make to equity, diversity and inclusion beyond King's. These recruitment imperatives align with the need for a widening of our recruitment channels

to achieve enrolment goals that are crucial to the University's future, including the financial capacity that is needed to better fund equity, diversity and inclusion.

King's made an important decision in designating new faculty positions as exclusively for diversity candidates. This approach has to be repeated as hiring opportunities arise for the original decision to have its intended effect. Otherwise, there is too much risk that we will remain a university with a handful of racialized faculty, and with a significant gender imbalance. This would be contrary to our capacity to support the success of faculty from underrepresented groups and therefore our capacity to support the success of students from underrepresented groups.

A similar approach has to be taken to hiring of staff and administrators, who play a vital role in establishing the organizational culture of King's and the student experience more specifically. We need more racialized people working at King's and this can only be done if we make it into an intentional goal of our hiring and management of human resources more generally.

5.3 Capacity/ Culture to Integrate EDI into Research, Teaching & Learning

What is said above about the need for and the steps we are taking to have a more diverse faculty applies here—this integration is one of the reasons, perhaps the core reason, for taking deliberate measures to have a more diverse faculty. The same is true of the capacity we have created by hiring the Equity Officer and the SVPRO: they offer resources and support to faculty and academic programs just as they do for the rest of the University. Faculty and academic programs are already drawing on that support.

Without questioning that there is much to be done, I am encouraged by the level of effort our faculty in all programs is putting into integrating equity, diversity and inclusion considerations into all aspects of their work. It is important to stress that this is not simply a reactive response to calls for that to happen from our students, although I give full credit to the impact our students have in calling for a more inclusive educational experience.

Faculty efforts are also driven by their desire to be great teachers and mentors to their students and by their intellectual curiosity in seeing their teaching and scholarship from a wider and different perspective. This is a critical ingredient, not only to have equity, diversity and inclusion considerations truly integrated into teaching, research and learning but also to having it done in a way that produces excellent teaching and learning for everyone and meaningful research. Our Equity Officer, Tanisi Pooran, has commented:

This brings to mind the importance of EDI being woven into every aspect of the College. It is not an addition to faculty members work but part of their teaching [and of] classroom (online and in person) environment, etc. In my experience, this comes from faculty or staff feeling like they are co-creating these efforts rather than being told what to do. In the last few months I have seen positive movement on this.

King's and Dalhousie are jointly hosting the fall 2021 conference of Universities Studying Slavery. This event will not only profile what King's has done to research its own slavery history. It will also focus the attention of an international audience of Black scholars and other scholars interested in race and the study of the Black experience on the academic programs at King's and its current racial composition. It is important that co-sponsoring with Dalhousie—a proposal that came from King's—was intended to be part of a larger collaboration between King's and Dalhousie on making the two universities into a centre of scholarship and learning about of Black history and the Black experience in Canada, rooted in Nova Scotia's history as the home of Canada's Black community. This wide collaboration should be pursued with vigor.

As a university known for its journalism school, King's is behind in responding to the calls to action of the TRC specific to journalism. But it is now on the verge of doing something very interesting in partnership with Eskasoni in offering a journalism course about reporting in Mi'kma'ki. This course is a huge step forward in itself, but it is also a potential door opener to a wider and deeper relationship with the Mi'kmaq, especially if it can be combined with: (a) a wider response to the calls to action by the School (and by King's); (b) continuing evolution of the MFA as a program that supports story-telling in diverse communities; and (c) exploration of possibilities created by the FYP's reorientation into a program about encounters between the Western tradition and other traditions. I am reasonably confident there are leaders in the Mi'kmaq community who would be interested in exploring these opportunities.

The support provided to faculty by their academic programs and by the University are critical elements. The budget of the academic programs at King's was permanently reduced during the days of the University's structural deficit. King's faculty do not have access to the kind of professional development and teaching support available to faculty at Dalhousie or other universities. If King's wants faculty to integrate equity, diversity and inclusion into teaching and learning, it has to find a way to invest in it just as it has found a way to invest in a new Equity Officer, a new SVPRO and in other related areas.

6 Conclusions and Recommendations on “Areas to Be Examined in More Detail”

Having evaluated current initiatives, my mandate is to identify “areas to be examined in more detail.” I have interpreted this to mean I am expected to identify aspects of equity, diversity and inclusion not being addressed or adequately addressed by existing initiatives. I have further interpreted my mandate to mean that I am to identify further initiatives that should be considered to address these aspects of equity, diversity and inclusion and to ensure that aspects currently being addressed to some extent are more fully addressed.

6.1 Acknowledging Racism at King's

King's, like other universities, speaks of its goals as increasing equity, diversity and inclusion. BIPOC students and graduates are demanding action on racism at King's. They are saying it has caused them pain and had a debilitating impact on their education. They are demanding it be

addressed, for them and for those who may come after them. They want the University to be better than it is for them and other BIPOC students, but also for all students.

We cannot make progress unless we are willing to acknowledge the nature of the problem we are trying to fix. We are an almost entirely white university that has never had more than a very small percentage of BIPOC students and that has very little connection to the Black community that has been in Nova Scotia as long as King's has been here. BIPOC students are saying we operate in ways they experience as racism. I believe we need to stop arguing with them about this, to accept their view as true, and move forward with them, committed to doing everything we can to eliminate racism from King's.

This is crucial not only to the recruitment of BIPOC students to King's. It is also crucial to the ethics of our efforts to recruit Black students to King's.

6.2 Value of an Overall Equity, Diversity and Inclusion Plan or Strategy

We have launched many equity, diversity and inclusion (EDI) initiatives. Another way of viewing this is we have given priority to acting over planning. Many if not all of the initiatives listed above would fall within the scope of an EDI plan or strategy. It is quite possible that if work on the President's mandate had started with developing a plan, fewer initiatives would have been launched and less would have been accomplished on major initiatives that have been very labour intensive, such as the slavery inquiry or the hiring of new diversity faculty. It is also possible that disagreements about the need for or the value of a plan or its contents would have prevented development of a plan and that this would have discouraged the wide-ranging progress that has been made. It should be added that when I arrived at King's in 2016, scepticism about strategic planning was expressed to me by many. I believe more may now be open to it and that the need for it is being recognized by many.

A plan or strategy would now be timely. Development of a plan through wide consultations would give the community the opportunity to define priorities within the many priorities that fall within the broad scope of equity, diversity and inclusiveness. It will create the opportunity for the community to have input, make choices and have ownership of the University's goals and aspirations in EDI.

Once developed, a plan could bring cohesion, visibility and amplification to initiatives. It could give direction and guidance as to the areas and priorities to be addressed with new initiatives and how effort should be allocated between initiatives. This direction and guidance could be helpful in ensuring the disparate efforts in different departments, offices and programs contribute to overall shared goals. It would be responsive to the desire for a common plan and shared goals that is being expressed throughout the College, including in the recent demands of KSU on Anti-Black racism at King's and the calls to action from journalism students and graduates, both found in the Appendix to this report.

A good plan would define the goals of EDI efforts, allocate responsibilities with respect to those goals, establish expectations for progress and decide how progress will be measured and evaluated. In all of these respects, it would contribute to transparency and accountability.

Developing meaningful plans in a university setting can be challenging given the difficulty in achieving consensus on complex and potentially divisive issues and in which the authority to make things happen and the ability to delay or block things from happening is widely distributed. Often, these challenges are overcome by agreement to a plan that is so general as to be of little practical value. A plan which is too detailed and prescriptive can also be of little practical value if it ignores the lines between governance and administration and between the administration of the University and the internal governance of academic programs. In our context, the usefulness of a plan can also be limited if it does not pay attention to the decision-making affecting King's that happens at Dalhousie. Finally, a good plan strikes a balance point between aspiration and practicality: if it is so aspirational as to be unrealistic, a plan will be ignored because of its lack of realism; but if it is too practical, it will not stretch those it guides to accomplish more than they think can be accomplished.

Four further points are pertinent.

First, the Universities Canada "Inclusive Excellence Principles" calls for an action plan to guide the implementation of those principles. This is an additional argument for the timeliness of an action plan at King's. Specifically, principle # 2 reads as follows:

We commit our institutions to developing and/or maintaining an equity, diversity and inclusion action plan in consultation with students, faculty, staff and administrators, and particularly with individuals from under-represented groups.

Second, through the responses to KSU demands and to the calls of action from journalism students and graduates, both King's and the School of Journalism have committed to action plans, one for King's and one for the School. It will be important that these be mutually reinforcing.

Third, an action plan at King's might link to or draw from the parts of Dalhousie's strategic plan that relate to EDI. This could help to ensure the efforts of King's are of interest to Dalhousie and are therefore supported by Dalhousie.

Fourth, a plan should require transparent reporting and evaluation to ensure there is accountability for effective implementation and regular consideration of how the plan can be amended to become more effective and to be kept current. Ideally, like this report, this reporting would include reports from academic programs as well as the University, as well as from administrative departments.

6.3 Responding to the Truth and Reconciliation Commission’s Call to Action

Education is at the centre of the 2015 TRC report and calls to action. As Senator Murray has famously said many times, “Education got us into this mess and education will get us out.” Journalism is one of three fields of education given its own specific call to action, indicating the view of the TRC as to the vital importance of journalism to reconciliation. In the wake of the TRC, responding to this call to action should be a central part of any school of journalism.

The TRC’s calls to action on education are not only relevant to King’s because it has a school of journalism. More broadly, they elicit the demand for sweeping changes in higher education, specifically to educate all students in the histories of Indigenous peoples and on their treaties and rights.

King’s needs to embrace those responsibilities arising from the TRC, enjoining with universities across the country to advance reconciliation in partnership with Indigenous people and, in the case of King’s, particularly with the Mi’kmaq. It needs equally to embrace the opportunity to contribute to reconciliation because it includes the only school of journalism in Atlantic Canada and one of few in Canada. Moreover, it has the possibility of being a place of dialogue between the thinking and wisdom of the Western tradition—what King’s grad Duncan McCue calls “the philosophy of the oppressor”—and the thinking and wisdom of Indigenous peoples.

There are many good things happening at King’s that show the influence of the TRC Report, and, more generally, the desire of people and programs here to weave Indigenous knowledge, world views and culture into a King’s education. But this is not the same thing as King’s having an integrated and thought-out plan for responding to the TRC calls to action and for achieving indigenization of King’s more generally. The development of such a plan should be guided by Universities Canada’s [“Principles on Indigenous Education,”](#) as well as by its “Inclusive Excellence Principles.”

6.4 Responding to the Findings of the Scholarly Inquiry on King’s and Slavery

The Scholarly Inquiry on King’s and Slavery was not launched as an end in itself or solely to learn more about the history of King’s. It was launched to bring light to an aspect of the history of the institution that King’s must own and come to terms with if it is to be viewed as credible in extending the hand of friendship and partnership to the African Nova Scotian community, and to people from other Black communities around the world.

The next step is to determine the actions and measures we will take to address the legacies of the history that the Scholarly Inquiry has revealed, confirmed and spotlighted, within King’s and beyond. We must do so understanding that in addressing these legacies, as best we can, we are making reparations to those harmed by our historical relationship with slavery and its aftermath. Among other things, this requires us to decide on our response to the findings of the Scholarly Inquiry in dialogue with the Black community and with a view to how we can build not only EDI capacity at and for King’s but also capacity in Black communities.

The collaboration with Dalhousie on the Universities Studying Slavery (USS) conference in 2021 represents an opportunity to partner with Dalhousie more broadly on the educational aspect of our response to the Scholarly Inquiry. Dalhousie's response to the report of the Lord Dalhousie Panel includes program and curricular development in the field of Black studies. Some at Dalhousie have expressed interest in having King's included in these developments – in fact, the decision to co-host the USS conference was made by a joint committee to discuss a broader collaboration of this kind. King's can arguably achieve more in this area by being part of a bigger initiative than it could by trying to go it alone.

6.5 Funding for BIPOC Students

King's already has a number of scholarships designated for Black students or, in the case of the Carrie Best Scholarship, for Black and Indigenous students. These initiatives indicate a desire to attract Black and Indigenous students to King's but also a recognition that financial barriers are among the obstacles that can discourage them from coming to, or succeeding at, the University.

King's should create more scholarships and designate bursary monies for Black and Indigenous students, including for African Nova Scotian and Mi'kmaq students. Moreover, it should fundraise for scholarships and bursaries for these students.

Increased funding for BIPOC students is among the range of actions needed to implement the third of University Canada's "Inclusive Excellence Principles," which requires identifying and addressing barriers to, and providing supports for, the recruitment and retention of students from underrepresented groups. It is also the commitment that have been made to the KSU and journalism students and graduates.

6.6 Representation of Black and Racialized Students in Marketing

This issue needs to be addressed. Black and racialized students pictured in promotional materials continue to feel they are being exploited. Efforts have been made to address these concerns and, more importantly, to ensure that exploitation is not happening. But students and graduates continue to express anger about their depiction in marketing materials and about how they are depicted. They continue to express frustration at having their pictures used beyond what they have agreed to or approved. This is despite the efforts that have been made to ensure this does not happen.

A related issue that continues to be raised is that Black students and other racialized students are depicted in marketing materials to give a false and misleading impression of how many BIPOC students attend King's. This is a serious issue.

In its recent statement of solidarity with Black students, graduates, faculty and staff, the University acknowledges that there are "not as many of you as there should be." One part of

the resolution of these marketing issues may be to incorporate this approach into how we represent the College in marketing materials.

One way or the other, this set of issues needs to be resolved. The current situation is causing Black and other racialized students to feel like they are being exploited. It is creating conflict, disagreement and division between BIPOC students and the College.

6.7 Building Relationships with Unrepresented Communities

Efforts to build stronger relationships with the Mi'kmaq and African Nova Scotian communities should become a stronger priority. This is crucial if King's is to become better known in these communities than it currently is and if the College is to have improved prospects of attracting and retaining students from these communities. In each of these communities, the community plays a significant role in influencing the choices young people make about their higher education. A relationship with the community is therefore necessary to attracting and retaining students from these communities.

Like all universities in Nova Scotia, King's has a particular obligation to open itself to the Mi'kmaq and to African Nova Scotians. As public institutions, the universities of the province are as much theirs as they are the universities of other Nova Scotians. But they have been denied equal benefit from this equal ownership. This applies to King's as much as it does to the rest of Nova Scotia's universities.

This is work that takes time, energy, resources and lasting commitment. It can only be successful if it is an end in itself and for the opportunities it may create for King's to contribute to both communities and to the priorities of those communities, particularly in relation to their own educational priorities, organizations and systems. It has to be about them and not us. Contributing to these communities by expanding opportunities for their young people has to be a primary objective in seeking a deeper relationship with them, whether or not it leads to some of these young people coming to King's. Our attitude has to be one of giving back some of what has been taken or denied, not one of making gifts. Concerning our relationship with the Mi'kmaq community, this point-of-view is core to acceptance we have an institutional responsibility to contribute to reconciliation – as we claim we do each time we acknowledge our presence on unceded land. In the case of our relationship with the African Nova Scotian community, it is expressed in the understanding that we have an obligation to make reparations for how we have benefited in an unacknowledged ways from slavery and its lasting legacies.

Building a stronger relationship with both communities will require King's to be open to being influenced by each of these communities—as it must be if it is to attract and retain students from these communities. Relationship building will be unsuccessful if it consists only in more recruiting efforts on the part of King's in which we make greater efforts than we have historically to explain who we are and what we offer within each of these communities. We will

be expected to answer questions about how the education we offer will be suitable for Black and Mi'kmaq students and about how we have or will change it to ensure that it is suitable for them. We will be expected to listen to the suggestions that will be made to us about how it should be changed to make it right for African Nova Scotian and Mi'kmaq students.

Relationship building will depend on all of the other things we do, and their success in turning King's into a place of learning that is better for Black and Indigenous students than it is now or has been in the past. It will also require us to understand and be respectful of the diversity that exists within each community and to avoid applying our assumptions of their homogeneity to our relationships with them. Doing *with* instead of doing *for* should be our governing concept.

"Community engagement" is one the areas to which University Canada's "Inclusive Excellence Principles" apply. Its "Principles of Indigenous Education" call for partnerships between universities and Indigenous communities, intercultural engagement, and for universities to create and enable a supportive environment for a successful and high-quality K-12 experience for Aboriginal youth.

6.8 An Inclusive Approach to Diversity

Our efforts to bring greater diversity to King's should be inclusive in their reach. There is much to be done to make King's into a better place for students needing accommodation of their disabilities. We have work to do in building respect for gender identity into our behaviors, processes and systems and in making King's into a community for LGBTQS+ students. We have to remember that implementation of our policy on sexualized violence prevention and response is crucial to equity, diversity and inclusion. We have to address the underrepresentation of women, BIPOC, LGBTQS+, people with disabilities, and other excluded people, in our faculty and staff and on our Board. We have to do more to be part of making university education more accessible to students from low income families.

6.9 Diversity Hiring of Faculty, Staff and Administration

I am confident that we cannot attract and retain a more diverse student population without a more diverse faculty. I am also confident that having a more diverse faculty will mean that many of the other changes in teaching, curriculum and programming that either must happen or that would be helpful in bringing diversity to King's would be more likely to happen as a result.

King's has a plan in place to create four new tenure-track positions in the next few years. The Board has said it will only approve recommended candidates whose appointment will add diversity to the faculty.

For King's to sustainably fund these four new positions and to create additional tenure-track positions for diversity hires, its revenues must be increased accordingly from some combination of: faculty retirements, overall enrolment increases through increased recruitment in existing

programs or the creation of new programs, donated dollars for the creation of professorships and/or chairs, and reduction of expenditures in other areas. To help faculty members who would like to retire to do so and who are eligible for retirement with an unreduced pension, the University recently created its second enhanced retirement program to enable them to retire gradually over a three-year period. This provides an opportunity for forward planning on the part of the University.

Given the limited number of new professors King's will be able to hire in the next ten years, it will be necessary to limit new tenure track appointments to "diversity hires" until underrepresented groups make up a significantly larger percentage of the faculty at King's. The need for a more diverse faculty goes beyond having a few faculty from underrepresented groups. Being one of a few faculty from these groups will impose an unacceptable burden on those who are appointed to be the University's diversity professors. This will make the retention of these new members less likely.

To be sure that new faculty hires contribute to the diversity of the faculty, it will be necessary to decide at the policy level that new tenure track positions (including those created through retirements) are restricted to candidates who meet diversity criteria.

A policy framework for faculty diversity hires needs to be developed and approved by the Board. This is necessary to give faculty and academic programs clarity of direction for the conduct of restricted hiring processes. It will limit the number of policy decisions that are left to be answered on an ad hoc basis in specific hiring processes. It will ensure consistency and thus fairness. It will in all these ways help to make hiring processes more efficient. Finally, a policy framework for diversity hiring will strengthen the endorsement and support which the Nova Scotia Human Rights Commission can give to diversity hiring at King's.

King's also needs a more diverse non-academic staff. Achieving this will likewise require designating staff and administrative positions as restricted to diversity candidates. It will require active recruitment outreach to find diversity candidates otherwise qualified for the staff or administrative positions for which King's is recruiting. It will require having enough diversity among King's staff and administration to bring King's as an employer to the attention of people in now underrepresented communities and to encourage them to apply to King's, and to stay at King's when hired.

Across all hiring, knowledge, expertise and experience in equity, diversity and inclusion work should be considered as a qualification for working at King's. This can be important to increasing the overall human resources EDI capacity at King's and could be especially important in positions that have the opportunity to serve as resources and help others with their EDI initiatives. It could help to embed EDI objectives and considerations into discussions, policies, procedures, decisions and systems.

Diversity hiring falls under principle three of University Canada's "Inclusive Excellence Principles," which calls for recruitment *and retention* of senior university leaders, faculty and

staff, as well as Board members, from underrepresented groups. This is closely connected to principle four, which requires action to ensure that candidates from all backgrounds are supported in their career progress and in leadership positions. Continued work on hiring and supporting BIPOC faculty members was also addressed in the responses provided to recent KSU demands and calls to action from journalism students and graduates.

6.10 Curriculum and Pedagogy

Curriculum and pedagogy are matters for our faculty, academic programs, and individual members of faculty, operating within the scope of their academic freedom. At King's, they are not prescribed or decided by the President or the Board of Directors, just as they are not determined by the president or board at other universities. They are decided within the governing bodies of each of our academic programs and, in the case of the upper year humanities programs, by the Faculty of Arts and Social Sciences and ultimately the Dalhousie Senate.

For these reasons, and also my lack of expertise in journalism and the humanities, my conclusions on “areas to be examined in more detail” under this heading are therefore of a more general nature than they are under some other headings.

Curriculum and pedagogy are at the core of what our racialized students say is the problem with King's. Therefore, if change does not occur in curriculum and pedagogy, changes in other areas are unlikely by themselves to significantly advance equity, diversity and inclusion. The racialized students who come to King's are likely to continue to find it unwelcoming and marginalizing. The underrepresentation of BIPOC students is likely to continue. Other students are going to continue to demand a more diverse educational experience.

Equity, diversity and inclusion therefore have to become central priorities in how curriculum is developed and pedagogy evolves. In broad strokes, our curriculum needs to continue to expand to have courses, and more content within courses (and programs), that address the experience of communities unrepresented at King's, including Black and Indigenous communities. More thinkers and writers from underrepresented communities need to be included in our curriculum. Our curriculum needs to give greater attention to the perspective of these thinkers and writers on the rest of our curriculum. Implementation of the TRC calls to action into our curriculum is imperative. Our pedagogy needs to embrace teaching approaches, methods and styles that work as well for BIPOC students as they do for white students. This requires discussions between our faculty and academic programs and those with expertise in learning by Black students and Indigenous students. It requires support, training and teaching tools to be put in place for our faculty.

In the School of Journalism, implementation of the TRC's calls to action on journalism needs to become an overarching priority—a foundation for the whole curriculum. Preparing students to

report accurately, truthfully and sensitively about race, racial issues, racialized communities and the experience of racialized people needs to be defined as a core responsibility of the School.

Currently, many changes are happening in academic programs, courses, cocurricular and extracurricular activities that are moving our curriculum in these directions. But like the wider efforts of the College to advance equity, diversity and inclusion, these changes are happening in an ad hoc way without the benefit of an overarching framework for equity, diversity and inclusion in the College's academic program. The development of such a framework by faculty, with input from students and others, could be helpful in moving things forward in a more cohesive way on an efficient timeframe. This could be done within the development of a new academic plan for the College, something that is overdue and needed for other reasons. It would also be helpful for each academic program to develop an academic plan within the larger one developed for the College as a whole.

Integrating inclusiveness into teaching and research, as well as governance, is the focus of the fourth principle in Universities Canada's "Inclusive Excellence Principles." This is also a theme of Universities Canada's "Principles on Indigenous Education," which emphasize the indigenization of curricula "through responsive academic programming, support programs, orientations, and pedagogies." Curriculum issues are also the subject of two of the six calls to action recently received from journalism students and graduates.

6.11 Training, Development and Support in EDI for Faculty, Staff and Administration

Training and development in teaching that makes teaching and teaching spaces equitable and inclusive needs to be an ongoing process. It needs to become a regular and important part of ongoing professional development for everyone who teach at King's. In an institution where this has not been the case, there is an unavoidable implication that this kind of training and development is remedial, which can in turn prompt an attitude of open or passive resistance. This can make it less effective than it would be if it is thought of as valuable to each teacher's ability to be the best teacher they can and want to be, for each of their students.

In contrast, framing improvement in our capacity to teach in equitable and inclusive ways as a continuous and ongoing process that is part of professional development more broadly, can help to ensure the training and development is embraced as useful to each teacher's love of, and dedication to, teaching and their students. It also opens up the possibility for more advanced learning and development than can be achieved with one or a handful of *ad hoc* experiences.

This suggests the need for a faculty organized program of training and development for faculty, with administrative and financial support from the University. Such a program should confront and not ignore the serious and difficult question of how academic freedom and cultural competency, including measures to guard against unconscious bias, can be combined in ways that respects the importance of all of them to the quality of education each student receives. It

must address on a continuing basis the uncertain and debatable line between teaching that offends and teaching that makes students uncomfortable because it challenges their thinking, ideas and assumptions, as great teaching always does.

A similar program for staff and administration should be developed, given the frequency and importance of their interactions with students, each other and faculty.

In addition to training and development, the creation of a library of resources for faculty and staff to which faculty and staff can have access when and as needed, would be very helpful. The work within the MFA on this approach can serve as an example of what can be done in other programs and across programs.

Both the KSU and journalism students and graduates raise the issue of how King's needs to respond to classroom events that BIPOC students experienced as racism. The importance of addressing this issue through education, development and support is accepted in the responses of the University and the School of Journalism.

6.12 The Board of Governors

Efforts to ensure that the Board of Governors has diverse membership should continue and be sustained. It should be kept in mind that the Board only has authority to appoint roughly one-third of its membership. This highlights the importance of having the four other organizations that appoint members to the Board also give serious weight to its diversity in making their appointments. In addition to its own appointments, the Board has the opportunity to recommend appointments to the Anglican Bishops of New Brunswick and Prince Edward Island, who together, have four appointments to the Board. This influence was recently used to address the importance of having the Jewish community represented on the Board.

Overall, the Board, like every board, needs a membership that includes people with the range of professional backgrounds that it needs to be effective. This is particularly important at King's given its reliance, more than larger universities, on members of the Board to be hands on administratively. This kind of membership diversity can only reliably be achieved through the appointments the Board itself controls or influences.

In addition, Board membership can play an important role in building the University's fundraising capacity. Again, appointments with this consideration in mind, if they are to happen, can only be expected to happen through the appointments that the Board itself controls or influences.

These considerations show the importance of an integrated approach to selecting new board members. Diversity that increases and maintains overall diversity is good—more diversity will make the Board a stronger board. Diversity that also ensures the Board has members with the knowledge and skills a strong board needs is better.

The role of the Board of Governors goes beyond its membership. The Board should continue to find ways in which it can contribute to the broader EDI efforts of the University, building on actions already taken such as the holding of the meeting of the Executive Committee in September of 2019 at the Delmore Buddy Daye Learning Institute. This, among other things, led to the Board Chair being invited to participate on a panel organized by the Institute on the importance of leadership, along with the Chair of Dalhousie's Board; unfortunately, the event had to be postponed due to COVID-19.

6.13 Building Necessary Human Resources Capacity

In other universities, important aspects of equity, diversity and inclusion work are led by or strongly supported by the University's department of human resources. There is, inherently, much work for human resources management on matters concerning equity, diversity and inclusion. Examples include:

- Planning, organizing and delivering training and development programs and activities.
- Handling or advising the employment aspects of equity diversity and inclusion, including diversity hiring processes, and addressing behavior that requires corrective action through discipline or otherwise.
- Developing policies or processes, or providing advice on their development, that are required for progress on equity, diversity and inclusion.
- Supporting managers and their development with a view to their capacity to recruit and retain employees from underrepresented communities.

King's does not have a human resources department. It has one member of the Bursar's Office dedicated to human resources. That position is largely dedicated to important human resources functions such as payroll, benefit plans and standard human resources processes. The position cannot accommodate the additional human resources work that will go with a significant amount of diversity hiring, staff and faculty training and responding to workplace equity issues any more than it could accommodate the responsibilities of the Equity Officer.

In the absence of more human resources capacity, the work of human resources beyond pay and benefits will continue to migrate to the Bursar, the Vice-President and the President, all of whom should be focused on other things. The College will also continue to rely on external lawyers for advice that in other universities is provided from internal human resources departments. This is expensive and often suboptimal given that lawyers are not human resources professional and are limited due to their episodic engagement in grasping the larger context of the questions they are asked.

There may be alternatives to increasing capacity by hiring additional human resources staff, although an additional staff member may be necessary. One may be to purchase services from Dalhousie's human resources department, particularly as related to diversity hiring, training

and development, and the addressing of human resources issues that have an equity, diversity and inclusion dimension. The other option is to explore purchasing human resources services from a human resources firm, assuming that option exists in suitable form in Halifax.

6.14 Fundraising

King's has greatly more need for donated dollars than it has capacity to fundraise. The difficulty in developing a coherent fundraising strategy is not the decision of determining which needs and wants to include, but deciding which to exclude, despite their merits.

But if the College wants equity, diversity and inclusion to be a priority of overriding importance, it should be a priority within its fundraising activities just as it must be within its other activities and functions. This could include fundraising for scholarships and bursaries, chairs or professorships, renovations to improve accessibility, new courses, visiting professors, collaborations with the African Nova Scotian or the Mi'kmaq communities, or funding for a new space for the School of Journalism, among other options.

Options for collaborating with Dalhousie on fundraising related to equity, diversity and inclusion should be explored, building on the collaboration between the two universities on hosting the conference of Universities Studying Slavery.

6.15 Procurement

King's is a significant purchaser of goods and services. As other organizations have done, it could amend its policies and practices to: (a) ensure it provides opportunities to Black owned businesses; and (b) ensure it is doing business with firms that are themselves contributing in tangible ways to equity, diversity and inclusion inside their organizations and in the wider community.

6.16 The Ambience and Cultural Life of King's

Many efforts are underway to make King's into a more culturally and racially inclusive community. These efforts are clearly called for: those who are underrepresented at King's are underrepresented not only as a percentage of the student body or of the faculty and staff but also in the music that is played, the pictures that are on the wall, the history that is remembered, the prayers that are said and the days, people and events that are recognized.

There are important discussions to be had about whether the solution is to take down, remove or discontinue, or to instead add more of what is missing and excluded, or some combination of the two approaches. Currently, this discussion only happens about particular pictures, spaces or events, such as arose when a set of pictures of eighteenth-century bishops was recently removed from a hallway, or when questions were raised about making dinner in Prince Hall into a Christmas banquet. A more organized and holistic conversation is called for. An occasion for this conversation is upon it given the renewed attention the Scholarly Inquiry on Slavery places

on the racism in the writings of Haliburton and in the direct and indirect connections to slavery of Charles Inglis.

In some ways, the identity of the University is at stake. On the one hand, making King's into a more inclusive space is imperative if it is to become the more diverse university it says it wants to be in the mandate given to its President. On the other hand, for many of those who love and have loved King's, the beauty of the University and the King's experience lies partly in its traditionalism, including ceremonies, music, ceremonial practices and a denominationally specific chapel that are part of the connecting tissue across generations of King's students. These traditions and features of King's are celebrated as part of what differentiates King's from other universities. They are also among the aspects of King's that can make it feel foreign to members of currently underrepresented communities.

On this crucial topic, my view is that the path forward is generally not to tear down and discard but to add, include and expand, to make King's into a place of richer cultural diversity, not of cultural neutrality. But my purpose here is less to argue for one approach over the other than it is to flag the importance of this issue and the importance of having it decided (or managed) through a broad inclusive communal conversation.

In the meantime, it is essential to equity, diversity and inclusion that equity, diversity and inclusion considerations continue to be front and centre in areas such as:

- Decision-making about honorary degrees and other University honours.
- The invitations that are extended to visiting scholars and to guest lecturers, including for the major lectures that constitute the King's annual lecture series.
- The chosen themes of conferences, cocurricular events and series, and noncredit educational programs.
- The recognition of events and days of importance to underrepresented communities.
- The hanging of pictures and the décor of King's.
- The organization of special events.
- The formation of partnerships and collaborations with community organizations.

It is also important that equity, diversity and inclusion become or remain a priority in all parts of the University. For example, the contribution of the Athletics Department, not always recognized in EDI discussions, must continue and be supported by the University. The Chapel must continue to build on its initiatives, such as the regular visits to King's of the Anglican Indigenous Bishop for Canada and the sponsoring of the summers that King's students have spent in Cree communities in Saskatchewan. Through the Chapel and in other ways, King's maintains a place for the spiritual dimension of learning that has now been removed from other secular universities. This can be relevant to the University's efforts to build deeper relationships

with underrepresented communities, including the African Nova Scotian and the Mi'kmaq communities, for whom the spiritual dimension is an important part of their communal life.

The face of King's in the Halifax community is, for many, its Chapel Music Program and specifically, the King's College Chapel Choir. Music is one of the ways through which people everywhere come together—in Nova Scotia, it is central to the culture of the province, as demonstrated by how Nova Scotians came together through music to support one another in the COVID-19 pandemic and in the wake of recent tragedies. The Chapel Music Program and the love of music that pervades everything at King's could become one of the pathways through which the University builds stronger relationships with communities currently underrepresented in the institution.

6.17 Leveraging the Relationship with Dalhousie

Dalhousie's institutional capacity for implementing EDI is considerable—probably it has more capacity in building certain aspects of EDI into its structures and processes than any other university in the region, just as it tends to have more institutional capacity in most areas of university operations than other universities in Atlantic Canada. Dalhousie's capacities and resources will certainly always be greater than those of King's, even allowing for the ways in which less capacity and fewer resources at King's can be used much more intensively given the smallness of King's.

The additional important point is that King's students and the University pay for King's students to have equal access to some of the capacity and resources that is available at Dalhousie. This includes the following centres and services, all of which are as much for King's students as they are for Dalhousie students: the Dalhousie/King's Black Student Advising Centre, the Dalhousie Indigenous Student Centre, the Dalhousie International Student Centre, and the Student Health and Wellness Centre (also called Dalhousie Health Services).

King's will never be able to replicate this range of centres, facilities and services. The whole rationale for the association between King's and Dalhousie is that King's is spared from having to build this kind of infrastructure on its own by instead contributing to the cost of having it at Dalhousie. For each course taken at Dalhousie, King's pays a charge that includes a prorated amount for the overall operating cost of Dalhousie, including the cost of these centres, facilities and services. In the case of the Black Student Advising Centre, King's currently pays an additional amount to Dalhousie for its operation.

There are a range of reasons why the theory of equal access for King's students to these centres, facilities and services does not work in practice, including their physical location, their branding, inadequate communication of their availability to King's students by King's, and inadequate outreach and welcome to King's students by Dalhousie. More progress needs to be made in addressing all of these barriers. In addition, one of the outcomes from having an Equity

Officer and a SVPRO, as well as a Dean of Students, at King's should be to better connect King's students to the centres and resources available at King's.

Dalhousie has other kinds of institutional capacity highly relevant to EDI that are beyond the realm of direct student services, such as in the Centre for Learning and Technology and in the specialized expertise found in human resources, legal services, student services and the new Office of the Vice-Provost of Equity and Inclusion. The Dalhousie Elder-in-Residence Program is another initiative at Dalhousie of great relevance to EDI.

King's also pays for access to each of these services, since the costs of each of them is part of Dalhousie's overhead operating cost that is added to the cost charged for each course taken at Dalhousie by a King's student. But all of this is understood to be capacity that is for Dalhousie and not for King's. Some of it is shared readily with King's. This is especially true of the Elders-in-Residence Program, and it is often also evident when staff in Dalhousie human resources or legal services provide advice or assistance with particular questions that arise at King's. But this is different from King's being entitled to access these resources and to benefit from this expertise. Options for changing this, whether or not it includes extra payments to Dalhousie, should be explored.

A particular priority should be to have the Dalhousie's Elders-in-Residence Program designated as the Elders-in-Residence for King's also. Failing that, King's should create its own program.

Concluding Comments

As stated in the Introduction, the overriding conclusion of this review is that the level and volume of effort underway to advance and support EDI is substantial, especially considering the resources King's has to work with and the number of other major challenges facing the University in recent years. Yet there remains more to be done than has yet been done to make King's into a university that is defined by its diversity and inclusiveness. To convert effort into achievement, what we need are the tools, resources, policies and overriding strategy or plan that would help to ensure our continuing efforts lead to a King's that is not only more diverse but a better university because of its diversity and inclusiveness.

For that to happen, King's has to think less of diversity and inclusion as areas for improvement as it continues to pursue its academic missions and to instead think of diversity and inclusion as essential dimensions of its educational mission and its very reason for being.

APPENDIX

University's Statement on Anti-Black Violence and Systemic Racism—June 1, 2020

The last week has brought to the forefront of mainstream news the violence against Black people across North America. The horror of the killing of George Floyd in Minneapolis, followed by Regis Korchinski-Paquet's death in Toronto, must forever change us. This has followed innumerable murders and deaths of Black individuals, which came to international attention following the killing of 17-year-old Trayvon Martin in 2012. As a society and as individuals we must do more. Alarming, these acts of violence and injustice against Black people are frequent. Systemic racism, in all its forms, must not be tolerated. It is incumbent upon us all to use our voices to support the urgent call for real change. For those of us who are white, this call for real change starts within us, no matter how progressive we believe we are. We join others as our internal call for change expands and extends to demand a reshaping of our society.

Many are sharing Desmond Tutu's words in the last week, "If you are neutral in situations of injustice, you have chosen the side of the oppressor." In our condemnation of anti-Black violence, we stand united with our Black students, alumni, faculty, staff and board volunteers. We must be honest. This is not as large a collective group as we want it to be. We have continued work to do as a university, including by offering you support.

King's new Equity Officer, Tanisi Pooran, has resources and supports available. She is also available to just listen—particularly to Black, Indigenous and racialized students and other people of colour who are members of the King's community and who feel impacted by events of the past week. Email: tanisi.pooran@ukings.ca

Jordon Roberts, King's Sexualized Violence Prevention and Response Officer, who is trained in active listening and anti-racist solidarity, is also available, particularly to white and non-Black people seeking resources around how to support those directly affected. Email: jordan.roberts@ukings.ca, tel (902) 229-6123

Additionally, the Racialized Students' Collective ([@ukingsRSC](https://www.instagram.com/ukingsRSC) on Instagram) is compiling a list of resources.

Together, we shall raise our voices and diligently work toward a future that is better than this.

Sincerely,

Bill

William Lahey

President and Vice Chancellor

KSU Demands on Anti-Black Racism at King's—June 12, 2020

Dear King's Senior Administrative Team,

In the King's statement addressing anti-Black racism, it is acknowledged that there are not many Black students, faculty, or board members at King's, however, there was no acknowledgement of the institutional barriers that prevent Black students and faculty from firstly being able to come to King's and secondly being supported during their time at King's. Therefore, please see our following demands regarding anti-Black racism at the college.

We demand that:

- The university publicly releases an action plan for making King's more accessible to Black folks as well as for supporting Black students, faculty and staff while they are at King's.
- This action plan includes plans to collect race-based data to identify areas where support or affirmative action is needed. NOTE: The call to collect race-based data was a direct call to action from the CFS Black Students' Caucus. The KSU is committed to engaging with the administration to provide them with information on the importance of race-based data and best practices for using it.
- The University makes a substantial donation to Black community organizations and creates a plan to continue giving forms of reparations as a sign of their constant action towards being an institution for the Black students of today and the future.
- The University set aside bursary money specifically for Black students on a continual basis. This would begin to address the insufficiency of the current system, which supports only up to 2 Black students through undergraduate scholarships.

***Content warning: mention of n-word use within a classroom*

We also would like to address the systemic racism perpetuated within King's classrooms. Last week, there were reports of a Journalism faculty member who received no consequences for using the n-word in the classroom, despite there being complaints made against them to the head of the department. The organization Everyseeker has called on the King's administration to publicly acknowledge these complaints from students. In echoing their call, we demand that:

- The University publicly address this matter, including identifying measures that the university will take for preventing the professor in question from continuing to perpetuate harm.
- The University publicly release an action plan for addressing and preventing anti-Black racism in the classroom and in the wider King's community.

In terms of timelines for the demands above, the King's Equity Officer and Equity Committee should be consulted. Timelines are important to hold the University accountable to taking these important actions, but a strict timeline could result in the University taking performative measures to address these issues and thereby causing more harm to Black students, staff, and faculty.

However, we demand a public response addressing these demands to be released within 2-3 weeks. This response should directly address each of our demands and whether or not the University plans to comply.

Additionally, we demand that the KSU Executive be given a 30-minute time slot to give a presentation on our demands at the Board of Governors meeting on June 18th, 2020. This time would be used to address these demands as well as our demands regarding the University's planning for the upcoming 2020-2021 academic year.

Sincerely,

The King's Students' Union Executive

Calls to Action of Journalism Students and Graduates—June 15, 2020

Monday, June 15, 2020.

As recent graduates and current students of the Bachelor of Journalism program at the University of King's College, we experienced a lack of diverse representation and programming from our University. We are calling on King's to reconcile this issue by putting its words of inclusion, as voiced by [President Bill Lahey in a statement](#), into action.

We are joining journalism students from [Ryerson](#) and [Carleton](#) to call for more inclusive, diverse representation and programming from journalism schools in Canada. The [Canadian Association of Black Journalists](#) has also called for these changes.

The roots of systemic racism at the University of King's College run deep. As the recent [scholarly inquiry](#) into the university's ties with slavery shows, the institution itself was partially funded from taxes on slave-produced goods, and many of its founders, including Bishop Charles Inglis, owned enslaved people.

Considering that King's royal charter was attained in part from profits of the transatlantic slave trade, each degree the university bestows upon a student is made possible because of this history.

King's also stands on unceded Mi'kmaq territory.

King's is not immune to the systemic racism that continues to form the basis of so many institutions in Canada. We believe that as a school laying the groundwork for young journalists in Canada, the University of King's College has an obligation to do better. As both alumni and current students, we consider ourselves a part of this community and feel we too share the weight of this obligation.

Unlike our peers from other journalism programs who are agitating for change, our 2019-2020 graduating journalism class was largely white. We were exclusively taught by white faculty members and white sessional instructors, and we had limited exposure to perspectives and knowledge from journalists who identify as Black, Indigenous and People of Colour (BIPOC).

In newsrooms across the country, there is a startling absence of BIPOC journalists. More and more Black journalists and activists are coming forward with stories about how Canadian journalism has failed them. As protests and critical conversations spurred by Black Lives Matters activists continue, we believe journalism schools have both an opportunity and a responsibility to engage wholeheartedly and challenge racism in the Canadian media landscape.

As graduates of the 2019-2020 journalism program, it is our experience that the University of King's College is seriously undermined by its lack of diversity. This issue has many repercussions

for students. White students can graduate from the program without adequate knowledge for reporting on BIPOC communities.

Furthermore, in recent years, there have been instances of professors perpetuating racism and microaggressions in the classroom.

With these points in mind, we are calling on the University of King's College to commit to the following six Calls to Action:

- 1. Meaningful recruitment, scholarships and funding for BIPOC journalism students** - The majority of Canadian newsrooms are dominated by white voices and therefore fail to adequately meet the needs and concerns of BIPOC communities.

Fair and just representation of racialized communities in Canadian media starts in journalism school. For King's [new partnership with the Canadian Association of Black Journalists](#) to be successful, more must be done to diversify the student base and faculty.

Echoing calls from the [King's Student Union](#), King's must commit to providing more scholarships and bursaries for Black and Indigenous students to help overcome potential socio-economic barriers.

- 2. Hiring BIPOC faculty members** - In order for students to graduate journalism programs feeling equipped to cover the multitude of topics affecting different communities, they need to be instructed by a faculty that accurately reflects the diversity in Canadian society.

It is unacceptable that, in our time at King's, we were taught by an overwhelmingly white faculty. White professors led all of the required courses in both the one-year and four-year programs. Students in both programs were exclusively graded by white instructors.

El Jones, a Black journalist, activist and instructor at King's, joined us twice as a guest speaker. Afterwards, in debriefs of these sessions, faculty members were clear to state that Jones' work should be thought of as "opinion writing" and not journalism. As avid consumers and producers of journalism, we know there is not just one type of journalism.

Without dedicated space to question these ideas, the resounding message students receive is that when a Black person writes about the issues in their community, it is viewed as biased and not objective.

We believe the University of King's College must prioritize the hiring of tenure-track BIPOC faculty members in its journalism department and making sure they are

supported and not tokenized. These types of positions are necessary so that BIPOC faculty members are a part of the King's community and are included in decision making processes about the journalism program and school.

- 3. Mandatory education about the history and current context of Black and Indigenous communities in Canada, with a focus on Nova Scotia** - In order for graduating students to have the tools to report on current affairs, they must first have a concrete understanding of the history and conditions that have shaped our society.

We have serious questions regarding the program's response to the [Truth and Reconciliation Commission's Call to Action](#) and the [National Inquiry into Missing and Murdered Indigenous Women and Girls Calls for Justice](#) for journalism schools. The call from the TRC is as follows:

"We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations."

In the one-year program, the vast majority of our education on Indigenous history and contemporary Indigenous issues occurred in the span of one afternoon through an optional Indigenous-led blanket exercise.

This was a meaningful and powerful session; however, it is not possible for students to learn about the history of injustice, make sense of how this history shapes current day journalism and integrate this knowledge into our own journalism in one afternoon. A more serious response to these commissions' calls to action is critical for both the one-year and four-year programs.

We recognize the work and relationships built to create the "Reporting in Mi'kma'ki" course that will be offered to students in the four-year journalism program. This course must be made a mandatory requirement for students in both the four-year and one-year journalism programs at King's.

- 4. Updated ethics class** - Objectivity and speaking truth to power are foundational tenets of journalism. It is **necessary** for journalists to critically engage with the many ways whiteness and ingrained racism have defined what is thought of as "truth" and "objectivity" in media and journalism.

Throughout both programs, some of us had the opportunity to engage with guest speakers on these topics. We acknowledge the BIPOC journalists who shared their time and knowledge with us in this capacity and the faculty members who worked to organize these talks.

Some students were fortunate to attend a one day lecture by Duncan McCue about reporting in Indigenous communities — although the invitation was not extended to students in all classes. While the session was highly informative, one day of instruction is not enough to equip young journalists with the information needed to ethically report on Indigenous communities.

King's must commit to making these learning opportunities available to all students, not just the ones who happen to be in a particular course.

We believe there is an opportunity to integrate these learnings into the ethics class in the one-year and four-year program. This would mean a more robust curriculum developed in collaboration with BIPOC journalists, focused on engaging with these critical issues.

- 5. Zero tolerance for racism in the classroom (with serious disciplinary action)** - The faculty at King's should make it clear to students that the university has an Equity Officer.

King's must establish a guideline for serious disciplinary action if an instructor or student is found to have engaged in discrimination of any kind.

When an instructor is accused of racism, the equity officer must intervene and investigate the issue. If the accusations against the instructor are true, they must face immediate disciplinary action.

If an instructor is accused of racism in the classroom, the equity officer or a third party should review the instructor's marking to make sure it is not discriminatory.

- 6. A concrete plan to achieve these calls to action and a commitment to meaningfully engage with students, faculty, alumni and the wider community about improvements** - King's School of Journalism must establish a committee consisting of students, members of the community, alumni and faculty to ensure these changes are implemented in a timely manner. This committee must meet regularly. Minutes of these meetings must be made public and journalists allowed to attend.

Every year, King's must release a report and hold a publicized open forum to discuss the progress made following this call to action.

We expect Bill Lahey, President and Vice-Chancellor, Tim Currie, Director of Journalism, and Pauline Dakin, Associate Director of Journalism, to release a formal response to this letter within 3 weeks. We would also like to schedule a meeting to speak further about these calls to action.

Signed,

Adam McNamara, BJ '20
Alec Martin, BJH '21
Alexander Johnson, BJH '21
Alix Bruch, BJ '20
Amy Brierley, BJ '20
Andrea McGuire, BJ '20
Becky Dingwell, BJH '15
Ben Elliott, BJ '20
Chelsea Cleroux, BJ '20
Danielle McCreadie, BJH '18
David J. Shuman, BJH '23
Dayne Patterson, MJ '21
Decklan Zion Rolle, BJH '23
Dominique Amit, BJH '20
Ethan Lycan-Lang, BJ '20
Ellen Riopelle, MJ '21
Feleshia Chandler, BJH '20
Faith Saar, BA'23
Hannah Daley, BJH '18
Jack Ronahan, BJH '23
Jacob Boon, BA '11
Jacob Webb, BJH '23
Jennifer Lee, BJH '17
John Last, BA '15
Julian Abraham, BJ '20
Julia-Simone Rutgers, BJH '19
Kaija Jussinoja, BJH '22
Kaila Jefferd-Moore, BJH '19
Kristina Pappas, BJ '20
Kristin Gardiner, BJH '20
Leslie Amminson, BJ '20
Lucia Helder, BJH '20
Lucy Harnish, BJ '20
Madeline Biso, BJH '20
Mason Carter, BJH '23
Matt Stickland, BJH '19
Marianne Lassonde, MJ '21
Michael Trombetta, BJ '20
Olivia Malley, BJH '20
Seyitan Moritiwon, MJ '21
Stephen Wentzell, BJH '21
Talia Meade, BJH '21

Response to KSU Demands—June 3, 2020

Dear King's Students' Union Executive

I write in response to the demands you made in your June 11 letter to the King's Senior Administrative Team regarding anti-Black racism at King's. We understand that these demands are meant to address institutional barriers that prevent Black students and faculty from coming to King's and from being supported at King's.

In the June 1 statement of solidarity with Black members of our community I issued on behalf of the university, I acknowledged, "This is not as large a collective group as we want it to be" and that "[w]e have continued work to do as a university, including by offering you support." I believe this work includes addressing all of the factors contributing to this situation, and that these factors include the racism that Black students can experience at King's.

One of these factors is recognition and acknowledgement by King's of the place of anti-Black racism in its origins. I am referring to the university's significant financial dependency in its early decades on wealth created by the labour of enslaved Black people, the ownership of Black people by many associated with King's across those decades, including its founder, and the pro-slavery views of many of those who played important roles at King's from its founding in 1789 into the 1830s and beyond. Uncovering and acknowledging this history and its legacies was the purpose of the Scholarly Inquiry on King's and Slavery, which I launched in 2018, on advice from our Equity Committee, on which KSU is represented.

On behalf of the university, I have stated that the inquiry is not an end in itself but rather a necessary step in building a stronger and more honest relationship with the African Nova Scotian community. I have also said that the inquiry "is part of the continuing and sustained conversation we need to have with Black people about how we make King's a university for them that makes valuable contributions to their communities."

With the Board Chair, Mr. Doug Ruck, I have started those conversations with individuals and leaders of organizations in the African Nova Scotia community. These conversations are at an early stage – they were disrupted by the COVID-19 pandemic. But even at an early stage they indicate that many in the African Nova Scotia community are interested in building a stronger relationship with King's – if its focus is appropriate educational opportunity for Black students, the creation of educational opportunities in the community more broadly and supporting the work of the community more generally.

Most of the conversations the Board Chair and I have had with members of African Nova Scotian community about the scholarly inquiry have quickly turned in these directions. So far, King's has taken one very concrete step in that direction, by joining the Nova Scotia Community College and Global News to support J-School Noire, a project of the Canadian Association of

Black Journalists. J-School Noire gives young people in the African Nova Scotia community opportunities to learn about journalism and develop journalism skills through workshops and mentorship. We must do more.

I have said at these meetings, faculty meetings and Board meetings, that I understand and accept that these discussions need to proceed under a reparations framework, particularly in light of the previously unacknowledged contribution that enslaved Black people were forced to make to King's and without which King's would not have survived.

A similar attitude and approach, under the concept and principles of reconciliation, must shape our efforts to build relationship with the Mi'kmaw community. This has been the approach of the School of Journalism in designing its new course, Reporting in Mi'kmaki, which will be offered partly in Eskasoni First Nation. An important part of the course will be the opportunity it provides young people in that community to learn journalism skills they can use to tell their own stories.

Financial barriers are among the barriers that Black students and other racialized students face in coming to King's. Like all students, Black students also appreciate receiving recognition for their academic accomplishments – and they are too often denied that recognition. That is why we reinstated the Prince Scholarship for African Nova Scotian students in 2018. This scholarship was originally created in the 1950s, at a time when only a handful of African Nova Scotians had the opportunity to attend university. The Prince Scholarship was allowed to lapse in the 1970s when the original source of funding ended. We have now re-established it on the basis of endowed funding to ensure it exists in perpetuity. Alongside other donors, I personally contributed \$30,000 to the university to help make this possible. The first two Prince Scholars of the modern area attended King's in 2019-2020, and two more Prince Scholars will be coming to King's in the coming year.

This spring at the J-School Noire launch and in partnership with Global News, we announced the creation of the Global News Journalism Award, which is specifically designated for a Black student. The Carrie Best Scholarship (for Black or Indigenous students), the ATV/CTV Scholarship, and the Reader's Digest Award are the other financial awards currently designated for Black students.

The need for Black and other racialized faculty is another recognized priority. It is one of the key supports that Black students, and other racialized students, need. That is why I recommended the creation of four new tenure-track positions over three fiscal years to the Board of Governors in 2019, on condition they be reserved for professors from communities that are underrepresented at King's. This recommendation was approved by the Board, with strong support from the Board's student members. Two of these positions were in the process of being filled when the COVID-19 pandemic struck. Work is now being done to figure out how to resume those hiring processes in the near future in our virtual world. The third and fourth diversity positions will be hired in the next two academic years.

In March of this year, King's appointed a new Equity Officer, Tanisi Pooran. Unlike her predecessor, who combined equity responsibilities with others, Ms. Pooran will be devoted to equity work. She was hired through a process restricted to racialized candidates. The hiring committee included a number of student members chosen by the KSU equal or nearly equal to the rest of the voting membership of the committee.

The mandate of the Equity Officer is a direct response to the importance of providing greater support to Black and other racialized members of the King's community. Her mandate is to be exactly that – a support to racialized members of the King's community, be they students, faculty, staff, board members or alumni. This is the mandate for the position that was recommended by the university's Equity Committee and by the KSU, both through its representation on the committee and independently of it.

The creation of a stand-alone Equity Officer is a good example of how things happen collegially and collaboratively at King's. I proposed earmarking \$50,000 for diversity initiatives during the development of the budget for 2019-2020, without specifying the initiatives for which the money would be used. This was incorporated into the budget that was proposed back to me by the Budget Advisory Committee, on which KSU is represented, along with faculty, staff and administration. With the Bursar, I proposed a budget that included the \$50,000 for diversity initiatives to the Board's Finance, Audit and Risk Committee, which in turn proposed that Budget to the Board. Along with faculty, the KSU is represented on the Finance, Audit and Risk Committee, as well as the Board. Once the budget was approved by the Board, the question of how the \$50,000 for diversity initiatives was to be utilized was referred to the Equity Committee, which recommended the creation of a stand-alone Equity Officer.

These initiatives and the others underway are not enough. But they are moving us in the right direction. They have not happened randomly or in isolation. They have happened in response to the dedicated work and advocacy of racialized and other students and the KSU for a more diverse university that accepts and addresses the barriers facing Black and other racialized students. They have also happened, with many other diversity-related initiatives over the past four years, under the mandate I was given by the Board of Governors, first verbally in 2016 and then in writing in 2017, to make increasing diversity at King's one of my overriding priorities. In giving me this mandate, which is on the university's website, the Board established diversity as a priority for the College. I am pleased that another important part of the job description recommended by the Equity Committee for the Equity Officer is to support me and our community in implementation of this part of my mandate.

Last June, the Board revised my mandate letter to amplify the importance the Board attaches to equity, diversity and inclusion. Under the revised mandate, I was tasked with completing a review of past and ongoing initiatives to assess their efficacy and adequacy, and also to make recommendations on what further initiatives or measures may be necessary to make our goals for a more diverse College reality.

A draft of this review is close to ready for input from others, including the Equity Officer and the Equity Committee, before it is finalized for tabling with the Board at its next meeting in September. It will call for an action plan on equity, diversity and inclusion, including plans to address accessibility for Black students – and other racialized students – and for continuing work to ensure that Black and other racialized students receive the support they need to succeed. I believe an explicit and overarching plan of action will give greater coherence, support, purpose, visibility, impact and urgency to the many discrete and encouraging efforts currently being made across the College to advance equity, diversity and inclusion, including for Black students. It will in that way help to assure the success of those efforts. A formal action plan will also ensure there is clear accountability for significant progress, building on what has been done so far, including the Scholarly Inquiry on King’s and Slavery.

The university’s response to the finding of the scholarly inquiry on slavery should be a major part of the action plan – or a separate action plan on its own. I will be stressing that this plan of action should call for, and resource, concerted action to make King’s into a university that Black students will want to attend and a university at which they can thrive. I am counting on having the support of the KSU in this work.

Like all university policy documents, our action plan will be a public document. It will not be developed as a top-down plan imposed on the university by administration, but a plan that is collaboratively developed through a participatory and inclusive process that includes all parts of the community, including the KSU. It will have to be responsive to the voice of racialized students at King’s and to what we learn from our relationships with the African Nova Scotian community and the Mi’kmaq community. This will ensure it truly has the power any *action* plan should have.

My review will also be proposing additional financial support, through bursaries and scholarships, or other kinds of awards, for Black students – and for BIPOC students more generally. Work on this is already under way. This will include taking advice from the university’s Scholarships Committee. My review will also say we need to reconsider how we represent King’s to racialized students and dedicate more resources and efforts to recruiting BIPOC students.

My review will not specifically address the question of whether an action plan should provide for the collection of race-based data to identify areas where support or affirmative action is needed. It will instead leave this to be determined in the process of developing a comprehensive action plan. There may be issues about collection and use of such information in a small community that have to be addressed. Another consideration may be that the size of King’s, and the obvious lack of diversity at King’s in absolute and relative terms, may make such data collection less useful here than it is in larger and more complex institutions. It may be that the College’s limited resources can be better utilized. The KSU will be part of the consideration of these questions when the time comes for them.

My review will also not address the question of whether the university should make a substantial donation to a Black organization. I believe the better path for the objective of addressing the barriers that prevent Black students from coming to King's and being supported at King's is continued and sustained attention to building stronger relationships with the African Nova Scotian community. This will require King's to contribute to building opportunity and capacity in the African Nova Scotia community through collaborative partnerships with Black organizations. It will also require willingness to enter into discussions about how King's can make reparations for its history relating to slavery and the legacies of that history.

King's will look for opportunities to sponsor the events and initiatives of Black organizations and to sponsor or co-sponsor events, programs and initiatives of interest to the Black community. King's has done some of this in the past but it needs to do more of it. A major opportunity in this regard will arise from the co-hosting by King's and Dalhousie in 2021 of the fall conference of the consortium called Universities Studying Slavery, of which King's and Dalhousie were the first two Canadian members. Although planning for this major international conference has been disrupted by the COVID-19 pandemic, it is the intention of King's and Dalhousie to host this conference in broad collaboration and partnership with the African Nova Scotian community and with significant involvement by students. Bringing international attention to Black history and the history of slavery in Canada, and its legacies, will be a focus of the conference.

My review will deal with teaching and the measures to be taken to ensure it is supportive of Black students. It will do so in ways that recognize that teaching is not within the direct jurisdiction of the administration of the university but instead a matter for our faculty, academic programs and faculty as a governing body.

In that context, my review will call for more hiring of diverse faculty in addition to the four positions that have already been designated for this purpose. It will argue that curriculum and teaching have to be responsive to calls for changes from Black students, scholars and communities about what is taught and how it is taught. It will also call for a continuing program of education and professional development for faculty – as well as staff – so that faculty are supported in teaching in ways that create a consistently positive learning environment for Black students, and for all racialized students. This will build on the facilitated learning King's faculty participated in during the past academic year. It will create a space for faculty to discuss how this kind of professional development can be incorporated into teaching that is competent in teaching racially mixed classes so that they are supportive of learning by all students without sacrificing what all great teaching does – challenge students to think and see differently. The College's new Equity Officer will be a tremendous additional onsite resource to this ongoing work.

Learning and support is the way to handle a situation where a professor who in good faith gets it wrong and acknowledges they did so, not denunciation or penalization. I think this describes the events on which you demand a public statement from the university and "measures that the university will take for preventing the professor in question from continuing to perpetuate

harm.” I understand the seriousness of what happened and the lasting seriousness of it to students. I am, however, reassured the professor in question also understands the seriousness of the matter, as indicated by willingness to accept responsibility and acknowledge this to the affected students. In such circumstances, I do not believe measures against the professor are justified or called for.

However, I believe these events do demonstrate the importance of greater cultural competency at King’s and the need for much greater clarity on how situations of this nature are to be addressed when we are unable to prevent them. This requires providing better information to students (and everyone) on the policies already in place and the processes they should follow to bring forward concerns to have them addressed in a timely, transparent and accountable way. This is something that we will be working on with the assistance of the Equity Officer.

I look forward to having the continuing active participation of KSU in all of the work and progress that will unfold in coming months and years in eliminating barriers and improving supports for Black students and faculty at King’s.

Your truly,
Bill

William Lahey
President and Vice-Chancellor

Response to Calls to Action from Journalism Students and Graduates—July 6, 2020

On June 15, students and alumni of the University of King's College issued a call for the School of Journalism to develop an action plan for more diversity and inclusion in the School's student population, curriculum, faculty makeup and support of students who identify as Black, Indigenous and People of Colour. As of July 2, an online petition supporting that call had received more than 400 signatures.

Faculty acknowledge your criticisms concerning racism in the School of Journalism. We thank you for bringing them forward to improve the School and the experience of BIPOC students. We understand we have work to do.

We acknowledge we need to do more to ensure the School is a welcoming environment for all students, with a curriculum that prepares students to report on all people in Nova Scotia. We also accept that the School, as a conduit to the workplace, plays a role in the systemic racism that characterizes the Canadian media landscape.

We will work with our colleagues to engage the School, the King's community and Equity Committee, the wider community, and you our students and alumni to further the work that has already begun at King's. We are working to formalize a plan to achieve these calls to action. Faculty are taking the following action in the 2020-21 academic year to set the foundation for further initiatives in subsequent years.

Concerning its curriculum, the School will:

- **Initiate significant changes to the first year of the BJH**, which introduces students to the role of journalists in society and their methods.
 - Immediate changes for 2020-21 will involve:
 - A deeper examination of journalism's role in scrutinizing institutional power — particularly as it pertains to race and inequality.
 - Broader consideration of the “big tent” of journalism — including different kinds of journalism and their intersections with opinion and advocacy.
 - For 2021-22 and beyond, a curriculum review of the now-split first-year BJH courses, JOUR 1002 and 1003, will examine their overall intent and approach toward exploring how issues such as race are covered by the news media.
- **Re-work ethics instruction in JOUR 3339 Ethics & Law for Journalists and JOUR 5701/6709 Journalism & Society with a more robust interrogation of objectivity and journalistic standards of fairness and accuracy**, especially as they relate to reporting on race, equity and inclusion.

- **Work with Black part-time faculty to offer a new BJH elective related to reporting in African Nova Scotian communities for 2021-22.** This course will complement the School's offering of Reporting in Mi'kma'ki.
- **Inaugurate a recurring Carrie Best Symposium, in honour of the Black radio broadcaster and newspaper founder from Pictou County.** The symposium will examine important issues pertaining to journalism, in concert with the School's Joseph Howe Symposium. The School will invite Dr. Carrie Best scholars to guide the planning and delivery. The first lecture will be in relation to the international Universities Studying Slavery conference, set for fall 2021, hosted by King's and Dalhousie.
- **Re-cast JOUR 2701 Intermediate Reporting in the BJH to focus on reporting within Nova Scotia's diverse communities.** Changes will include involving non-journalists as guests to help students understand the issues and sensitivities of reporting in Black and Indigenous communities, among others.
- **Offer learning modules on the history of Black and Indigenous communities in Nova Scotia.** These modules will explore the history of the Mi'kmaq, and African Nova Scotian communities. They will be delivered either online or face-to-face, and be a requirement for students in the BJH, BJ and MJ. We intend these changes, and the others, to meet more fully the Truth and Reconciliation Commission's call to action to journalism schools.
- **The Indigenous Blanket Exercise** offered in September will be a mandatory requirement for fourth-year BJH, BJ and MJ students.
- **Review the Canadian content courses listed as possible fulfillments for the two electives in the BJH.** The aim will be to highlight offerings related to Black and Indigenous studies.

Concerning Faculty, the School will:

- **Immediately resume the selection process for a new tenure-track hire in the School.** That process, begun in December, was suspended at the interview stage in March due to disruptions related to the pandemic. A major goal of that hire is to further diversify the School's faculty makeup.
- **Commit to hiring additional BIPOC journalists into tenure-track faculty positions in the future, in cooperation with the University.**
- **Immediately begin the process to fill the Rogers Communications Chair** with a BIPOC instructor.
- **Commit to increasing the roster of BIPOC part-time instructors** — especially those teaching core courses. (The School will have six BIPOC part-time instructors teaching eight courses in 2020-21.)
- **Initiate an annual program of anti-racism education for Journalism faculty.** These sessions will be oriented to inclusive teaching strategies and unconscious bias training to prevent and respond to racism in the classroom.
- **Provide information to better describe the resources at the University to students,** including the role of the Equity Officer, the Sexual Violence Prevention & Response Officer and related policies and procedures, including the code of conduct and grade

appeals. Additionally, the School will provide information for filing a complaint or accessing support through the Equity Officer and the Policy & Procedures for the Prevention of Discrimination & Harassment. The School's syllabi and handbooks will outline the pathways for students who have complaints about the learning environment, or concerns regarding racism and other forms of systemic oppression.

- **Involve journalism students of colour in regular discussions** with the Director about their experiences in the School.
- **Work with the University administration in their outreach efforts toward implementing a stronger recruitment strategy** for attracting BIPOC students to the study of journalism.
- **Involve part-time instructors, esp. BIPOC ones, more fully in the life of the School.**

The School pledges to review these initiatives and to report on them publicly each year.

Tim Currie, Director