

President's Anti-Racism Task Force (PART)

RECOMMENDATIONS

June 30, 2021

Contents

PART Introduction and Mandate

Short-Term Recommendations – Starting Point

Medium-Term Recommendations – Changing the Narrative

Long-Term Recommendations – Charting a New Acadia

Appendix Overview and Resources

- Appendix One – Athletics and Youth Working Group
- Appendix Two – Community Engagement and Relations Working Group
- Appendix Three – Curricula and Course Creation Working Group
- Appendix Four – Hiring and Training Working Group
- Appendix Five – Policy and Administration Working Group
- Appendix Six – Student Services and Student Experience Working Group
- Appendix Seven – Acadia University Overview and Recommendations regarding the Observance of Black History Month
- Appendix Eight – Proposal for Summer Observances re: Anti-Racism Strategy
- Appendix Nine – Acadia University's Organizational Chart
- Appendix Ten – Working Towards an Environmental Scan

Introduction and Mandate

The creation of the President's Anti-Racism Task Force (PART) was officially announced on Emancipation Day – August 1st, 2020. The PART builds on the work of the [President's Advisory Council](#) (PAC) on Decolonization and other initiatives at Acadia University to counter racism. The PART is led by External Co-Chair Patricia McCulloch, Internal Co-Chair Marjorie Lewis, and Vice-Chair Zabrina Whitman. The PART has been meeting regularly since November 2020, both in its entirety and in Working Groups, and has generated a series of recommendations for specific aspects of Acadia's work.

The Mandate of the PART is as follows:

1. Define the nature of systemic racism at Acadia (focus on anti-Black & anti-Indigenous racism).
2. Identify the causes and the barriers that prevent us from eliminating systemic racism at Acadia.
3. Identify ways to promote removing the causes and dismantling the barriers.
4. Address how Acadia's educational and research mission can contribute more effectively to the broader societal advancement of anti-racism, inclusion, and diversity.

The PART members were led in reflecting on the nature and causes of systemic racism at Acadia, through presentations by [Dr. Claudine Bonner](#) (Lecturer in Sociology), Ms. Zabrina Whitman (Indigenous Affairs Co-ordinator and [Ms. Polly Leonard](#) (Equity, Diversity, and Inclusion Officer). The presentations acknowledged the existence of institutional racism, as well as the negative effects on Black and Indigenous students, staff, and faculty. Mechanisms and responses that help to sustain racism such as white privilege and white fragility were also explored. Ms. Leonard's presentation provided a list of resources to help PART members explore the concepts

at greater depth. Dr. Bonner and Ms. Whitman explained what anti-Black and anti-Indigenous racism look like in the academy. The examples included under-representation, normalizing of everyday racism, a discourse of denial, primary site of racialization and exclusion as well as tokenism. Black and Indigenous students in turn shared their experiences of racism. The presentations were rich in content and frank in the expressions of frustration and grief occasioned by [experiences of racism](#).

The recommendations below focus on ways that Acadia can strive to be an anti-racist community. The formatting of the recommendations was informed by work previously done at Acadia for the President's Advisory Council and which was outlined by [Zabrina Whitman](#). The critical areas of focus in the Report include curricula and course creation, student services and student experience, hiring and training, community relations and engagement, policy and administration, and athletics and youth activities. The recommendations are also distinguished in terms of duration (short-term, medium-term, and long-term) to ensure a clear and definite path forward. Suggestions are made in brackets regarding the group to lead on implementation of the respective recommendations. Appendices to this document consist of text of presentations on key concepts and experiences by some PART members, the March/April Review documents by the respective Working Groups, a review of Black History Month celebrations, and a proposal for summer observances with anti-racism focus.

Core values that underpin and inform anti-racism at Acadia:

- Acadia University Motto – *In pulvere vinces* "Through hard work you will conquer".
- Principles of decolonization – "equal rights and self-determination of peoples" as stipulated in [Article 1 \(2\)](#) of

the [Charter of the United Nations](#), as well as from three specific chapters in the Charter which are devoted to the interests of dependent peoples ([United Nations and Decolonization: a brief historical overview](#), accessed June 28, 2021).

- Principles of the [Truth and Reconciliation Commission Calls to Action](#) – to redress the legacy of residential schools and advance the process of Canadian reconciliation.
- Principles in the UN Report on Canada for the [International Decade for People of African Descent](#) – intended to assist Canada in its efforts to combat all forms of racism, racial discrimination, xenophobia, Afrophobia and related intolerance.
- Accountability – systems and timeframes to report on progress of anti-racism work and actions to close identified gaps in a timely fashion.
- Mainstream intersectional, feminist, decolonial, anti-oppressive lenses.
- Principles enshrined in the UN Declaration of Human Rights, which sets out fundamental human rights to be universally protected.

Short-Term Recommendations – Starting Point

Senate

- Appoint a **Black faculty member** to the Senate until the 2025 conclusion of the Strategic Plan.
- Design a template for a departmental/unit environmental scan and facilitate a third-party review where necessary.

President

- Provide funds for key observances: Black History Month, Asian Heritage Month, Indigenous Peoples Month, Emancipation Day, Mi'kmaq History Month activities. Create a cross-campus planning committee, appoint a Chair (to serve at least a 2-year term) and allocate a budget which should be done in partnership with the Acadia Students' Union, the Black Students' Association, The Indigenous Students' Society of Acadia, as well as the Town of Wolfville.
- Mainstream an anti-racism lens in the current strategic planning process.
- Review financial policies and all other policies for discrimination and equity.
- Mainstream considerations of diversity and inclusion in all university communication.

President's Executive Council (PEC)

- Develop cross-departmental collaboration and an early intervention process to identify and assess financial challenges for all students. A trauma-informed, risk/impact assessment process with emphasis on Black, Indigenous and international student needs to be prioritized, including a review of tuition fee policies and the procedures used when addressing overdue accounts.

Vice-President Administration and Finance, and CFO

- Conduct an institutional survey on racism on campus.
- Provide dedicated spaces for international, Mi'kmaq (and other Indigenous students), African Nova Scotian (and other students of African descent).
- Designated hires at the faculty and staff level – representation is vital.
- Make recommendations to the Unions and employers to recognize Equity, Diversity and Inclusion (EDI) as a priority, which should be addressed at the bargaining table this year.
- Resource sharing, ongoing training, and workshops around EDI and to increase cultural competency on campus. This educational campaign should be led by the Equity Officer and the Human Resources team.
- Increase communication and access on the HR website regarding EDI.
- Selection Committee review – recommend an EDI representative on each committee and include EDI questions in interviews.
- Review job ads to eliminate unconscious bias and include EDI language.
- Review HR policies and procedures with an intersectional and anti-oppressive lens.
- Use and integrate sport into mental health, holistic development, and wellness programs.
- Develop an integrated campus experience with regards to youth sport programming that includes sport training as well as residence and other campus opportunities, in order to showcase the post-secondary experience.
- Display and celebrate Indigenous and African themed art around campus, particularly during celebrations and events.

Provost and Vice-President Academic

- Obtain the commitment to designate one scholarship per department for Black students and one for Indigenous students.
- Provide a clause regarding the unacceptability of racial and other forms of discrimination and a list of resources for students to consult – to be included on every syllabus. Include the harassment and discrimination policy and contact information of Acadia's Equity Officer.
- Hire a University Curricular Consultant who can assist faculty with diverse teaching practices, syllabi, and evaluation methods in addition to how to create more active and interactive classroom spaces.
- Ask units to determine their own decolonizing and anti-racism strategies.
- Encourage access to scholarships at the departmental level for all Black, Indigenous and students of colour.
- Review and award any funds available to assist African Nova Scotians, international Black students and Indigenous students who are currently struggling to finance their tuition.
- Support Black, Indigenous and international student groups, and facilitate intercultural experiences with all students.

- Hire designated recruiting staff from Black communities, Indigenous communities, and communities of colour.
- Set up a Zoom call with Grade 12 students (Black, Indigenous and students of colour) to get their input on why they are, or are not, choosing Acadia for their post-secondary education.
- Review recruitment specifications and hiring practices of RAs (Resident Assistant) and SRAs (Senior Resident Assistant) to eliminate barriers to hiring with regards to socio-economic class, race and international student status.
- Ensure the planning, development, and delivery of orientation and transition programming for students new to Acadia. Residence communities should be cultivated using an anti-racism lens.

Vice-President Advancement

- Provide more scholarships for Black, Indigenous, and students of colour.

Acadia Students' Union (ASU)

- o Extend invitations to representative student groups to be a part of the Governance table in an ex-officio capacity immediately until the appropriate processes for governance change can be implemented.

Medium-Term Recommendations – Changing the Narrative

Board of Governors

- At least 15% of future comprehensive campaigns designated for Persons of African Descent.
- At least 15% of Capital campaigns designated for Indigenous students.
- Designate a percentage of the undesignated gifts for *Campaign for Acadia* to advance the anti-racism work of Acadia.
- At least 5% of future comprehensive campaign designated towards implementation and hiring of Black term academics and other staff as a commitment to the educational change process.
- At least 5% of future comprehensive campaign designated towards implementation and hiring of Indigenous term academics and other staff as a commitment to the educational change process.
- Hire a Vice-President for Human Rights, Equity, Diversity, and Inclusion.
- Include Indigenous people on the Board.

Senate

- Carry out workshops for faculty on decolonizing the curriculum, what an anti-racism lens is, and an introduction to an Indigenous lens.
- Develop a template and process for anti-racism curriculum reform.
- Create mandatory courses once Acadia has determined its needs as an institution.
- Develop and offer courses on Black and Indigenous history and culture.
- Consider creating courses from an historical and developmental perspective, including introducing financial and social determinants.

President

- Work on hiring more Black, Indigenous and individuals of colour at all levels and make them feel welcome. Consideration could be given to identifying opportunities through the MOU between the University and Town of Wolfville.
- Consider the cost of tuition: many students that the University is trying to recruit are athletes, although this has been shifting to academics over the past 5–6 years.
- Hire a full-time senior staff person designated as a Black Student Advisor.

Vice-President Administration and Finance, and CFO

- Provide affordable childcare, including after school care.
- Budget in an annual sum for an Acadia-wide celebration of Mi'kmaq History Month and Black History Month.
- Implement mandatory racism awareness training for all the Acadia community, inclusive of the Senate and front-line staff.
- Conduct an audit of HR training, recruitment, and retention strategies to mainstream an anti-racist perspective.
- Ensure that there are diverse selection committees.
- Draft a report from the data collected and consulted by the PART.
 - o Data from the PART should be used to inform the implementation of retention strategies and the utilization of more diverse advertising strategies.
- Implement retention strategies.
- Utilize more diverse advertising avenues.
- Create an overarching EDI Plan for the University.
- Develop policies on EDI throughout the University, including *Employment Equity Policy*, *Human Rights*

Statement, and a *Statement of Commitment Regarding Persons with Disabilities*.

- Strengthen links with Glooscap First Nation and North American Indigenous Games.
- Create an Advisory Committee for Athletics and Destination Acadia that includes under-represented groups.
- Review and enhance diversity, inclusion, and equity practices at the Athletics Complex, including:
 - o Staff training and education.
 - o Review of policies and procedures.
 - o Inclusive gym times (this includes the creation of a dedicated time and space for members of the Acadia community who identify as women, trans and non-binary to access the Fitness Centre)
 - o Youth programming development.
 - o Continued advocacy with Personal Selection Officers (PSOs) and National Sports Organizations (NSOs) to support initiatives for under-represented groups in sport, be it through coaching/athlete supports, mentorship, resources, etc.
 - o Review athletics scholarship opportunities.
 - o Mi'kmaq and Students of African Descent Sports Hall of Fame (i.e., events/promotions tied to an annual display at the Athletics Complex).
 - o Consideration should be given to international cultures in this context and develop a range of parallel benefits to this approach.
- Develop key partnerships with people and groups throughout the campus and wider community, such as Glooscap First Nation, the International Society, VANSDA, etc.
- Establish strategies for Destination Acadia (i.e., Event Services) to provide space and opportunities for external events that will further promote sport and achievement for under-represented people and groups.

- Student/student-athlete, coach/administrative development, and recruitment strategies and processes should use an intersectional approach and an anti-oppressive lens.
- Youth programming development: develop an integrated campus experience with regards to youth sports programming, which includes sports training as well as residence and other campus opportunities to showcase the post-secondary experience.
- Increase Indigenous and African themed art around campus particularly during celebrations and events.

Provost and Vice-President Academic

- Use more methodologies to foster intercultural understanding, i.e., group work and study abroad courses.
- Equity programming should be built into the curriculum. This discussion should be led by the Provost and VP Academic, working in partnership with the Senate, and possibly the Acadia University Faculty Association (AUFA).
- Develop a plan to celebrate and display Mi'kmaq and BIPOC art in campus facilities, including residences, student services and offices.
- Develop an Educational Equity policy.
- Develop a plan to ensure there is a Career Services focus on BIPOC and international students.
- Conduct exit interviews with students, particularly with those who leave mid-year.

Vice-President Advancement

- Create a strong relationship with alumni, as they can campaign for Acadia. Consider developing a BIPOC alumni engagement / profile plan that includes an element of fundraising.

Acadia Students' Union (ASU)

- Implement designated seats on the ASU Governance team for Black, Indigenous, and racialized minority representation.

Long-Term Recommendations – Charting a New Acadia

Senate

- Curriculum inclusion of BIPOC perspectives across all departments.
- Establish a new academic major on EDI.
- Develop a plan to create a study abroad experience to facilitate intercultural understanding. This plan should consider financial support needs in its development.

Vice-President Administration and Finance, and CFO

- Develop representation strategies, which include creating opportunities for showcasing sport and achievement.
- Develop an internal strategy between key departments across campus to celebrate milestone events / markers to make recognition and representation strategies part of campus-wide initiatives.
- Review and develop recruitment strategies with coaches and administrative staff.
- Strengthen and develop key partnerships.
- Develop strategies to institutionalize employment equity policies and practices.
- Expand Indigenous and African themed art around campus, particularly during celebrations and events.

Provost and Vice-President Academic

- Work towards Black and Indigenous community representation across all aspects of the university experience.
- Imbed annual scholarship targets.

Vice-President Advancement

- Sustain funds for the work of the cross-campus committee tasked with organizing key observances: Black History Month, Asian Heritage Month, Indigenous Peoples Month, Emancipation Day, Mi'kmaq History Month activities.
- Re-engage with BIPOC alumni, staff, and stakeholders to ensure that they are represented in all future conversations regarding strategic planning.

Appendix Overview

Appendix One:

Athletics and Youth Working Group Review Document

Appendix Two:

Community Engagement and Relations Working Group Review Document

Appendix Three:

Curricula and Course Creation Working Group Review Document

Appendix Four:

Hiring and Training Working Group Review Document

Appendix Five:

Policy and Administration Working Group Review Document

Appendix Six:

Student Services and Student Experience Working Group Review Document

Appendix Seven:

Acadia University Overview and Recommendations regarding the Observance of Black History Month

Appendix Eight:

Proposal for Summer Observances re: Anti-Racism Strategy

Appendix Nine:

Acadia University's Organizational Chart

Additional Resources

[Truth and Reconciliation Commission of Canada: Calls to Action](#)

[United Nations: International Decade for People of African Descent 2015-2024](#)

[Acadia University: President's Advisory Council Indigenous Initiative](#)

[Acadia University: Working with Indigenous Peoples – Handbook and Protocols](#)

Recent Resources from across Nova Scotia

[Hockey Nova Scotia: Diversity and Inclusion Report and Recommendations](#) (April 2021)

[Your Mind Matters: An African Nova Scotian Youth Education Project](#) (June 2021)

[Informing NSHA's African Nova Scotian Health Care Strategy](#) (June 2021)

Appendix One

Athletics and Youth Working Group Review Document

Part A

Strengths

PART

- Broad membership of faculty, staff, and students
- Development of draft recommendations in record time (February 2021)
- NB the hiring of Part-time Black Counsellor and the establishment of the Borden Scholarships in February 2021

Athletics & Youth Working Group

- Efficient round-robin approach led to good participation in developing Working Group Report in January 2021

Weaknesses

PART

- Low participation of PART members in discussions during meetings
- Absence of budget for recommended activities
- Communication re the PART and developments on campus, e.g. the hiring of a Black Counsellor in February 2021, could be improved
- Arrangements not in place for Kamp Kujichagulia in Summer 2021

Athletics and Youth Working Group

- Not many opportunities for discussion and debate within the Working Group

Opportunities

PART

- Recruiting Black and Indigenous students with athletic ability – both local and international
- Promoting recreational sports in Black and Indigenous

students, as this has been recognized as an effective way to cope with trauma & mental health issues (e.g. London Marathon & mental health charities)

Athletics and Youth Working Group

- Identify what approaches have been successful at Acadia and wider within Canada (See below, “Towards Case Studies to Inform Work...”)
- Development of Specific recommendations for Athletics (see attached PowerPoint presentation)
- Celebrate & publicize gains

Threats

PART

- Failure to work in a timely & strategic manner to get action on recommendations implemented
- Will members of the PART continue to participate until the end of June when the Report is due?

GAPS IN RECOMMENDATIONS OF FEBRUARY 2021 DRAFT

- Scholarships for Black and Indigenous young people who have aged out of the Care system
- Updating of the decolonization website to include, e.g. current information about the PART, information on the Decade for People of African Descent, the recognition of Emancipation Day in Nova Scotia, current concerns in the wider community re Indigenous and Black communities
- Consistently ensure that there are delineated actions/ resources that meet the respective needs of Black and Indigenous peoples
- Provide two Co-op Positions for Black students to work along with Black Advisor, beginning 2021/2022 academic year

- Increase the number of scholarships for Black and Indigenous students, respectively, with special attention to means testing
- Include Indigenous person on the Acadia Board
- Create a new position of vice-provost for Equity and Inclusion

Values informing Anti-racism work at Acadia

- Acadia University Motto
- Principles of decolonization
- Principles in the TRC Calls to Action
- Principles in the UN Report on Canada for the International Decade for People of African Descent
- Accountability – systems and timeframes to report on progress of anti-racism work & actions to close identified gaps in a timely fashion

TOWARDS CASE STUDIES TO INFORM WORK AND PROVIDE MATERIAL FOR CONVERSATION/EDUCATION/PUBLICATION

- **Historical material:** Baptists set up Acadia to provide access to higher education for (religious/ideological) equity seeking groups. See, for example, the following material sent by Archivist Pat Townsend in 2020 via email, for research Chaplain was conducting on the religious heritage of Acadia with special reference to Black students.

1. *Clause #8 from An Act for Incorporating the Trustees of the Queen's College at Horton Passed the 27th day of March, 1840.*

"And be it further enacted, That no Religious Tests or subscriptions shall be required of the Professors, Fellows, Scholars, Graduates, Students or Officers of the said College; but that all privileges and advantages there-of shall be open and free to all and every Person or Persons whomsoever, without regard to Religious persuasion; and that it shall and may be lawful for the Trustees and Governors of the said College to select as Professors, and other Teachers or Officers, competent persons of any Religious persuasion whatever, provided such Person or Persons shall be of moral and religious character."

2. Edwin Borden's degrees with Acadia were a BA and an MA. See attached.

This week, we have featured two significant African Nova Scotian graduates of Acadia University who earned theological degrees. They are posted on Facebook. We believe Dr. Oliver is the first Black person to earn a theological degree from Acadia, and Rev. Grosse is likely the first Black woman to earn a theological degree from Acadia. However, a thorough research has not been conducted.

William Pearly Oliver (1912-1989), an inspirational and influential leader in church and community, received three degrees from Acadia University: Bachelor of Arts in 1934, Bachelor of Divinity in 1936, and the honorary DCL in 1977. Wolfville High School captain of the hockey and football teams. Ordained to Christian ministry at Windsor Plains United Baptist Church in 1936. Pastor of Nova Scotia Baptist churches including New Horizons (1937-1962), the "mother church" of the African United Baptist Association of Nova Scotia, and President of Canadian Baptists of Atlantic Canada in 1960. African Canadian Army Chaplain during the Second World War. Active in the advancement of Black civil rights in Canada, founding the Nova Scotia Association for the Advancement of Coloured People. Awarded the Order of Canada in 1984 for his deep involvement in adult education as a means to both individual and community improvement. Married Pearleen Borden in 1936, who was his partner in his many accomplishments. Dr. Oliver served the same church that Dr. Britton is serving today.

Tracey Rebecca Grosse (1964-2020), a gifted teacher and preacher, received two degrees from Acadia University: Master of Divinity in 1992, Master of Education in Counselling in 2016. Ordained to Christian ministry at Gibson Woods United Baptist Church in 1996. Held the distinction of being the first ordained woman minister in the African United Baptist Association of Nova Scotia (AUBA), the first Black ordained woman in the Canadian Baptists of Atlantic Canada, and the first ordained woman Moderator of the AUBA (August 2006 and August 2008). Served Nova Scotia churches including Cobequid Road United Baptist Church (1999-2019) and mentored many women who were ministry candidates. Worked in adult literacy, coaching and life planning for women, employment counselling, and

small group facilitation. Inducted into the Rev. Dr. W.P. Oliver Wall of Honour at the Black Cultural Centre for Nova Scotia.

Rev. Grosse's obituary can be found [here](#). Dr. Britton spoke at Rev. Grosse's funeral. She begins at about 33:36 of [this video recording](#).

- **Jamaica:** A Case for Targeted Recruiting (based on conversations with select Jamaican Sports Administrators, Black Canadian Hockey Administrators & athletes): The anecdotal evidence suggests that 20 or so years ago the Black International students were predominantly Bahamian and Kenyan, but these numbers have declined. It seems that there are very few Jamaicans currently at Acadia. Jamaica could be considered a country for targeted recruiting for athletes, both Varsity and Recreational for the following reasons:
 1. The country has 'punched above its weight' in athletics, at one time having both the fastest man and the fastest woman on earth. A significant number of athletes (especially sprinters) from Britain, the USA and Canada have Jamaican heritage.
 2. Nova Scotia is also the place where the first Jamaicans (the Maroons) landed in Canada, and trading of goods between Jamaica and the Maritimes goes back to the British Empire and the transatlantic trade in enslaved Africans.
 3. Jamaicans helped to build the Citadel and other infrastructure in Nova Scotia and continue to be a significant presence in Nova Scotia.
 4. The Jamaican Ice Hockey Team has strong ties to Canada, has played in Nova Scotia and is involved in community-based efforts in Canada to get more Black young people involved in Ice Hockey and to work with young people in under-served Canadian communities.
 5. The strong tradition of track and field in Jamaica provide transferable skills, for example in bobsledding. Jamaicans have participated in bobsledding and other winter sports.
 6. Note must be taken of developments in track and field where Jamaica now attracts international Black athletes, because of coaches with a track record of Olympic success and a context without anti-Black racism. There is also competition for Jamaican

athletes from other countries like Australia, which has recruited netballers, and the USA, which has recruited netballers for the transferable skills to play basketball. Pull factors for Jamaican athletes include provision of scholarships for athletes – both athletic scholarships and general scholarships for Black international professional and recreational sports persons; and a demonstrable ethos with zero tolerance for anti-Black racism; advertising Acadia – many Jamaicans are adventurous and open to exploring new countries.

- **Acadia Divinity College:** Anecdotal evidence suggests that ADC is the preferred destination for Black Nova Scotians who want to train for leadership in the Church. The ADC has a robust online delivery model pre-dating the COVID-19 pandemic, providing flexibility for working students. ADC also is a member of NAIITS and in 2016 introduced a Master of Arts in Indigenous Community Development Studies. ADC appointed Rev. Dr. Lennett Anderson as Lecturer in Leadership and Racial Justice, effective July 1, 2021.

Part B

Athletics and Youth Activities: Current Landscape

Barriers in Sport for Indigenous People and Racialized Persons/Persons of Colour:

- Funding is inadequate at youth & development stages.
- Sport (often) caters to those who can afford to play/majority groups.
- Scholarships are unavailable for, or are institutionally/culturally biased against, lower socio-economic & minority groups (including race, religion, class, gender, sexual identity or orientation).
- Culture is not necessarily incorporated into sport, and programming ends do not often promote athletes to “step out” and join various sport opportunities.
- Racism is not consistently addressed or dealt with.
- Representation: There is a lack of stories and knowledge of the history of minorities people and groups in sports to promote and celebrate allies and role models.
- Institutionally, Acadia athletes who are Indigenous and/or Racialized Persons/Persons of Colour comprise <10% of varsity program.

NEXT STEPS

Acadia Athletics Strategic Plan 2022-2026

- Currently in development with launch in January 2022.
- PART: Athletics and Youth Subgroup recommendations will be incorporated into Department's strategic objectives with regards to Diversity, Equity, and Inclusion.
- Establish short-term/long-term targets, along with the creation of key performance indicators and other metrics for assessment.

Key Focus Areas

- Varsity Athletics – Recruitment Strategies
- Youth Programming
- Representation

Short-Term (2022)

2021-22 Academic Year

- Review and enhance diversity, inclusion, and equity practices at the Athletics Complex including:
 - o Staff Training and Education
 - o Review of Policies and Procedures
 - o Inclusive Gym Times
 - o Youth Programming Development
- Develop an integrated campus experience with regards to youth sport programming, which includes sport training as well as residence and other campus opportunities to showcase the post-secondary experience. Camp currently in development with Indigenous Affairs Office exploring sport camp with emphasis on STEM.

Long Term (2023–2026)

Develop Representation Strategies, which include creating opportunities for showcasing sport and achievement:

- Develop an internal strategy between key Departments across campus for celebration of milestone events/markers to make recognition and representation strategies (Athletics and beyond) part of campus-wide initiatives. Examples include:
 - o African History Month (ex. Annual African Heritage Night, Acadia Athletics/VANSDA Event, enhanced and incorporated into campus-wide celebration and key events)
 - o Mi'kmaq History Month (ex. tie-ins of community and campus events to Athletic events that month)
 - o Mi'kmaq Sport Hall of Fame (ex. events/promotion tied to annual display at AAC)
- Establish strategies for Destination Acadia (i.e., Event Services) to provide space and opportunities for external events that will further promote sport and achievement for under-represented people and groups.
 - o Example: 2023 North American Indigenous Games Host Site

Review and develop recruitment strategies with coaches and administrative staff focusing on:

- Education, training
- Reviewing scholarship opportunities
- Continued advocacy with PSOs and NSOs to support initiatives for under-represented groups in sport, through coaching/athlete supports, mentorship, resources, etc.

Develop key partnerships with people and groups in our campus and community, such as Glooscap First Nation, the International Society, VANSDA, etc.

Appendix Two

Community Engagement and Relations

Working Group Review Document

Strengths

There is a cohort of the Wolfville community that is actively engaged with the University in addressing community matters of mutual interest and concern. There is also a robust Town and Gown committee which meets regularly. Community engagement seems to be a strength in Wolfville as it pertains to the University.

PART draft recommendations were developed quickly, listening to the students that are affected by racism at the University.

Quick response to short-term recommendations.

Opportunities

Tapping into the existing community networks within the Town of Wolfville would save time and energy in building new networks. The Good Neighbors group, a group of Wolfville residents, are actively engaged with the university as is the aforementioned Town and Gown committee.

Recruitment of Black and Indigenous faculty and / or in the Administrative Office.

Need work

From my experience observations and interactions, there is a very noticeable lack of black and indigenous representation within the community groups, town council and university administration. More work needs to be done to make these environments more inviting to black and indigenous leaders. I know that I'm just stating the obvious and I really have no idea how to change this particular culture but it's something that needs to be recognized and addressed.

Needs to work on hiring more BIPOC people in all levels of the university and making them feel more welcome. In my personal opinion there is a lot of lip service but not action.

Gaps

I'm not sure that these issues are being discussed at the levels that they need to be. With the exception of this task force I can't think of anything tangible within the past several years that addresses anti-black racism. My fear is that we are responding to the sensational media coverage of high profile incidents of racism and that if and when the spotlight is off, the momentum will waver.

Racism issues have been at the University for a long time; just now after all the media coverage of BLM it seems that is when the University decided to step up.

Other universities are way ahead of Acadia regarding racism and race related issues.

Need more culturally sensitive staff, from administration to security.

ANS students choose to attend other universities over Acadia, which is in their community, due to racial issues in the public school, which is followed when attending the University.

ANS students want to feel welcomed, which they don't feel in the public school and the University.

Appendix Three

Curriculum & Courses Working Group

Review Document

Task

SWOT Analysis of the PART in general and the working group in particular

The Curriculum and Courses Committee met to discuss the Draft PART Recommendations as well as to review the task force process to date.

Our main concern was a feeling of confusion – the group expressed a feeling that there is a lack of clarity around what we are to be doing now.

We feel we need more time, not enough done, not enough time to do much more – what is our role, we feel we have not DONE anything.

Review of the process thus far

The make-up of the task force and the committees is a definite strength of the process. We are concerned that these strengths are underutilized.

The various workshops/presentations are another strength. Feels like we have spent perhaps too much time doing these, however.

The student presentations have perhaps been the most enlightening. They should be the starting point, however, not the end. Several issues raised during e.g. Indigenous student presentation that require immediate response e.g. harassment in residence and in broader community; choppy funding government to band to university; general training clearly needed for staff (and faculty) on campus. Also raises questions around things like RA training.

In addition to the curriculum and course items on the current list of recommendations we think it is important to ask units to determine their own decolonizing and anti-racism strategy. Discussion of the processes currently underway in the Schools of Education and Music, as well as the Sociology Department.

Committee members also agreed that there is a definite need to ensure there is equity programming built into the curriculum.

Appendix Four

Hiring & Training Working Group Review Document

1. SWOT Analysis

The Committee recommended completing the SWOT Analysis in the following order TOWS:

Threats

- Acadia is in an under-represented area of the country, not a diverse culture
- Competition for the attention of various under-represented groups
- Competitive market – other universities are moving along in this area
- Due to remote, unique location of Acadia, difficult to retain 2 professionals (i.e., spouses)

Opportunities

- Increased awareness of anti-racism in media
- Easier to work remotely, transportable in professions
- Increase in immigration, seeing more individuals graduating with appropriate qualifications and able to increase numbers to attract to institutions
- Strong Acadia alumni; they move away and come back
- Geography – live/work in an amazing area, close to an urban centre, affordable housing

Weaknesses

- Lack of human resources, fewer people, same or additional duties and responsibilities
- Little turnover in Academic Depts, therefore may only hire every 10 years, not a lot of opportunity to make change
- Rapid turnover in administration, no continuity, hard to retain people
- Lack of diversity

- Collective agreement is restrictive
- Too many Committees, not enough action
- Acadia's reputation of not being diverse
- Lack of financial resources

Strengths

- There is a desire to change – (shown from # of EDI Committees and attendance in training with Robert Ffrench)
- Internal expertise
- Partnerships with First Nations and VANSDA
- Coordination with Maple League, increased resources
- Acadia is ranked high for undergraduate institutions in Canada; brand recognition
- Strong Alumni – *Campaign for Acadia*

2. Identify Gaps in draft recommendations

The Committee identified the following gaps worth noting. The draft recommendations did not include:

- Ensuring diverse selection committees
- Reviewing job ads to eliminate unconscious bias and include EDI language
- Implementing retention strategies
- Utilizing more diverse advertising venues
- Creating an overarching EDI Plan for the University
- Since processes are restricted by the faculty collective agreement, PART should be making recommendations that the union and employer recognize EDI as a priority and should be addressed at the bargaining table this year.

3. Next Steps

- Task force to lay out an agenda on how to wrap up the work of the Committee and advise when the report will be provided to the President
- Drafting the report – the task force has been collecting data and consulting, when are we going to draft the report to list action items?
- What is the window of time for input on the draft report? Will there be opportunity for community comments, or will that become an exercise in others pursuing their agenda items with the mission being lost?
- Create a clear synopsis of what we have learned/heard and develop a list of recommendations in descending order – i.e., a heat map. This needs to be as clear, concise and direct as possible.

Appendix Five

Policy and Administration Working Group Review Document

Part A

Strengths

- External participants – community advisors
- Student voices

Weaknesses

- Need more senior leadership
- More people need to speak
- Need for accountability – campus wide policy on accountability

Opportunities

- Make recommendations into action
- Honorariums for participation
- Continuation of PART forever – Steering committee – overall arching organizational structure
- Write an EDI statement, or an anti-racism statement to be put on website and adhered to in all syllabi and HR website
- Restorative justice approaches
- Human rights language – incorporated into EDI language

Threats

- What happens when EDI is not the trendy topic anymore?
- Lack of resources – overworked employees, and underpaid
- Anti-racism is broad – and doesn't look at specific identities and experiences. – therefore only two groups really identified. What about Muslim, Asian, and other communities of colour?

- Challenges and backlashes, threats from those who are racist and actively trying to suppress the anti-racism work
- Resistance from staff, faculty, students – sabotage
- Inaction – due to lack of resources and non-prioritization
- Identify gaps in draft recommendations
 - o Anti-Asian racism?
 - o Link with Acadia Strategic Plan?
 - o Others?
- Working Group Suggestions re Next Steps Towards Work Plan and PART completion date
 - o What values inform Acadia's anti-racism work? (Respect? Acadia University Motto? Small/family-like community? Others?)

Intersectional, feminist, decolonial, anti-oppressive

- o What are the sources of funding to support Acadia's Anti-Racism work?

PART – April 2021

- PART Work Plan April 2021 – Report to President Summer 2021
 - o Values guiding work
 - o SMART (Specific, Measurable, Achievable, Realistic, Timely) Objectives
 - o Implementation schedule
 - o Evaluation framework – Report to President Summer 2021

Part B

STARTING POINT: Immediate and necessary changes to further engagement and build trust

Short Term: 2021-01-29 Starting Point:

1. Provide funds for Black History Month 2021 Activities
2. Institutional survey on racism on campus
3. Departmental commitment to designate 1 scholarship per department for Black students and one for Indigenous students
4. Review and award any funds available to assist ANS, Black International and Indigenous students who are currently struggling to finance their tuition
5. Support Black, Indigenous and International student groups & facilitate intercultural experiences with all students
6. * Mainstream considerations of diversity and inclusion in all university communication
7. * Set up a Zoom call with Grade 12 students (visible minorities); get their input on why they are not choosing Acadia to attend as post-secondary education. Get their input on why they ARE choosing Acadia
8. Provide more scholarships for Black, Indigenous, and racialized minority students
9. Provide dedicated spaces for International, Mi'kmaq (and other Indigenous students), African Nova Scotian (and other students of African descent)
10. Use and integrate sports into mental health, holistic development, and wellness programs
11. Provide a clause regarding the unacceptability of racial and other forms of discrimination, and a list of resources for students to consult – to be included on every syllabus. Include the harassment and discrimination policy and Equity contact information
12. Review financial policies and all other policies for discrimination and equity
13. Review tuition fee policies and “blocking students accounts”
14. Increase communication and access on HR website regarding EDI

15. Targeted hires at the faculty and staff level – representation vital
16. Selection Committee review – recommend an EDI representative on each committee. Include EDI questions in interviews
17. Ongoing – Allocation of resources for ongoing training and workshops
18. Hire a university curricular consultant who can assist faculty with diverse teaching practices, syllabi and evaluation methods in addition to how to create more active and interactive classroom spaces
19. Design a template for a departmental/unit environmental scan; recommend 3rd party review where/if unit(s) find(s) this onerous
20. Mainstream anti-racism lens in the current Strategic Planning process
21. Review recruitment specifications of RAs to eliminate barriers to the hiring of working class and racialized minorities
22. Hire designated recruiting staff from Black, Indigenous, and racialized minority community

2021-09-06

CHANGING THE NARRATIVE: Necessary changes required to put ACADIA back as a destination

Medium Term: 2021-01-29 Changing the Narrative

1. 5% of Capital campaign designated for Persons of African Descent (scholarship awards \$250,000)
2. 5% of Capital campaign designated towards implementation and hiring of Black term academics and other staff as a commitment to the educational change process (\$250,000)
3. Implementation of designated seats on the ASU governance team for BIPOC representation
4. Resume an updated & integrated (academics & sports) Kamp Kujichagulia in summer 2021
5. * Consider cost. Most of the students they are trying to recruit are athletes, this has been shifting in the last 5-6 years to academics
6. * Provide affordable child-care
7. Budget annual sum for Acadia-wide celebration of Mi'kmaq History Month and Black History Month

8. Implement mandatory racism awareness training for all in the Acadia community, inclusive of the Senate and front-line staff
9. Workshops for faculty on decolonizing the curriculum, what is an anti-racist lens and introduction to an Indigenous lens
10. Conduct audit of HR training, recruitment and retention strategies to mainstream anti-racist perspective
11. Student/student-athlete, coach/administrative development & recruitment
12. Strengthen links with Glooscap First Nation and North American Indigenous Games
13. Create Advisory Committee for Athletics and Destination Acadia that includes under-represented groups
14. Develop template and process for anti-racism curriculum reform
15. Create mandatory courses once we have figured out our needs as an institution
16. Develop and offer courses on Black and Indigenous history and culture
17. Use more methodologies to foster intercultural understanding, e.g. group work and study abroad courses
18. Hire a full-time senior staff person designated as Black Student Advisor (can double with teaching role)

2022-09-06

CHARTING A NEW ACADIA: Prior efforts now able to be measurable across multiple areas of university life

Long Term -Within 3 years: 2022-09-06: Charting a New Acadia

1. Curriculum inclusion across all departments
2. Black community representation across all aspects of the university experience
3. Imbedding of annual scholarship targets
4. Re-engage with BIPOC Alumni/ staff & stakeholders to ensure they are represented in all future conversation on strategic planning

2023-09-06

MOVING FORWARD: Celebrate!

Appendix Six

Student Services & Student Experience

Working Group Review Document

Part A

Short Term: 2021-01-29 : Starting Point

1. Ensure the planning, development and delivery of orientation and transition programming for students new to the Acadia campus and residence communities is created using an anti-racism lens
2. In addition to recommendations 4 and 8, develop a multi-department collaborative early intervention process to identify and assess financial challenges for all students. A trauma-informed risk / impact assessment process with emphasis on Black, Indigenous and International students needs to be prioritized including review of procedures used with overdue accounts
3. Building on recommendations 2, 4 and 8, encourage access to scholarships at the departmental level for all racial minority groups

Medium Term: 2021-01-29: Changing the Narrative

1. Develop a plan to celebrate and display Mi'kmaq and BIPOC Art in campus facilities including residence
2. As work to develop recommendation #15 proceeds consider creating courses from an historical and developmental perspective including introducing financial and social determinants
3. As work to develop recommendation #16 proceeds, consideration should be given to consider other international cultures in this context and develop a range of parallel benefits to this approach
4. Develop a plan to ensure there is a Career Services focus on BIPOC and International students

Long Term: Within 3 years: 2022-09-06: Charting a New Acadia

1. Building on Medium Term recommendation #17 develop a plan to create a mandatory study abroad experience to facilitate intercultural understanding. This plan should consider financial support needs in its development

Part B

STARTING POINT: Immediate and necessary changes to further engagement and build trust

Short Term: 2021-01-29 : Starting Point

1. Provide funds for Black History Month 2021 Activities
2. Institutional survey on racism on campus
3. Departmental commitment to designate 1 scholarship per department for Black students
4. Review and award any funds available to assist ANS, Black International and Indigenous students who are currently struggling to finance their tuition
5. Support Black, Indigenous and International student groups & facilitate intercultural experiences with all students
6. * Mainstream considerations of diversity and inclusion in all university communication
7. * Set up a Zoom call with Grade 12 students (visible minorities); get their input on why they are not choosing Acadia to attend as post-secondary education.
8. Provide more scholarships for Black, Indigenous, and racialized minority students
9. Provide dedicated spaces for International, Mi'kmaq (and other Indigenous students), African Nova Scotian (and other students of African descent)
10. Use and integrate sports into mental health, holistic development, and wellness programs

11. Provide a clause regarding the unacceptability of racial and other forms of discrimination, and a list of resources for students to consult – to be included on every syllabus
12. Targeted hires at the faculty and staff level – representation vital
13. Ongoing – Allocation of resources for ongoing training and workshops
14. Hire a university curricular consultant who can assist faculty with diverse teaching practices, syllabi and evaluation methods in addition to how to create more active and interactive classroom spaces
15. Design a template for a departmental/unit environmental scan; recommend 3rd party review where/if unit(s) find(s) this onerous
16. Mainstream anti-racism lens in the current Strategic Planning process
17. Review recruitment specifications of RAs to eliminate barriers to the hiring of working class and racialized minorities
18. Hire designated recruiting staff from Black, Indigenous, and racialized minority community
26. Implement mandatory racism awareness training for all in the Acadia community, inclusive of the Senate and front-line staff
27. Workshops for faculty on decolonizing the curriculum, what is an anti-racist lens and introduction to an indigenous lens
28. Conduct audit of HR training, recruitment and retention strategies to mainstream anti-racist perspective
29. Student/student-athlete, coach/administrative development & recruitment
30. Strengthen links with Glooscap First Nation and North American Indigenous Games
31. Creation of Advisory Committee for Athletics and Destination Acadia that includes under-represented groups
32. Develop template and process for anti-racism curriculum reform
33. Creation of mandatory courses once we have figured out our needs as an institution
34. Develop and offer courses on Black and Indigenous history and culture

2021-09-06

CHANGING THE NARRATIVE: Necessary changes required to put ACADIA back as a destination

Medium Term: 2021-01-29: Changing the Narrative

19. 5% of Capital campaign designated for Persons of African Descent (scholarship awards \$250,000)
20. 5% of Capital campaign designated towards implementation and hiring of Black term academics and other staff as a commitment to the educational change process (\$250,000)
21. Implementation of designated seats on the ASU governance team for BIPOC representation
22. Resume an updated & integrated (academics & sports) Kamp Kujichagulia in summer 2021
23. * Consider cost, most of the students they are trying to recruit are athletes, this has been shifting in the last 5-6 years to academics.
24. * Provide affordable child-care
25. Budget annual sum for Acadia-wide celebration of Mi'kmaq History Month and Black History Month

35. Use more methodologies to foster inter-cultural understanding, e.g. group work and study abroad courses

36. Hiring of a full-time senior staff person designated as Black Student Advisor (can double with teaching role)

2022-09-06

CHARTING A NEW ACADIA: Prior efforts now able to be measurable across multiple areas of university life

Long Term – Within 3 years: 2022-09-06: Charting a New Acadia

5. Curriculum inclusion across all departments
6. Black community representation across all aspects of the university experience
7. Imbedding of annual scholarship targets
8. Re-engage with BIPOC Alumni/ staff & stakeholders to ensure they are represented in all future conversation on strategic planning

2023-09-06

MOVING FORWARD: Celebrate!

Appendix Seven

Acadia University Overview & Recommendations Regarding the Observance of Black History Month

In previous years we have held annual Black History Month events at Acadia:

Student-Centred Events

- Human Library
- Talent Shows
- Poetry Open-Mic Nights
- Celebration of Acadia's Black Athletes
- Lunchtime Talks
- In-class Programming around Black History

Community

- Movie & Discussion nights
- Guest Lectures
- Book Launches
- Worship Services
- Academic Panel Discussions

There has been no dedicated budget for BHM at Acadia. These events have been organized by individual faculty members, by students, the Chaplain, Alumni Affairs and by small committees and others.

We have done this by asking for donations from various offices.

Compared to other regional and national institutions, we need to step up our game.

Recommendations/Needs

- Broader involvement on the part of the entire university.
- Strike a committee to manage/handle BHM planning; work in consultation with the BSA;
- Begin planning in the Fall; minimum 2-year term.
- Discussion across campus – what have people been doing for BHM; what do they want to do?
- Presence on the Acadia website
- Build relationships with broader ANS community – VANSDA; JACBA
- Dedicated budget – Dale and I have already started discussion about this plan for an amount to be budgeted annually to support activities around Black History month; seek outside funding (ANSA)/ sponsorship opportunities?

Prepared by Claudine Bonner.

Appendix Eight

Proposal for Summer Observances re: Anti-Racism Strategy

Asian Heritage Month (AHM) (May)

- At least have a theme each year. For instance, this year can be “Recognition, Resilience and Resolve” due to the rise in Anti-Asian racism since the beginning of the pandemic that has led people to speak out against racism and discrimination.
 - o Students and faculty can share their Asian heritage and how they will be celebrating the AHM.
 - o Hosting dialogues
 - o Host events on campus (can be done beforehand when students are still on campus)
 - o Cultural exchange and education (can be done through working with clubs such as Acadia International Society and the Wolfville Chinese Christian Fellowship)
 - o Social event
 - o Guest speakers
 - o Suggest a reading list that focuses on Asian Heritage (collaboration with the library will be effective as they have a system already in place “[Acadia Reads](#)”)

Aboriginal Month and Indigenous Peoples Day (June)

- Students and faculty can share different aspects of their culture (can be prerecorded before the actual month as some students and faculty may not be on campus)
 - o Food
 - o Music
 - o Dances
- Hosting dialogues
- Host events on campus (can be done beforehand when students are still on campus). Cultural exchange and education (can be done through working with Indigenous Students Society of Acadia and the Indigenous Students office) Social event Guest speakers from the community (for instance the [Indigenous Speaker Series](#) that took place this year)
- Suggest a reading list written by Indigenous peoples (collaboration with the library will be effective as they have a system already in place “[Acadia Reads](#)”)

Emancipation Day (August)

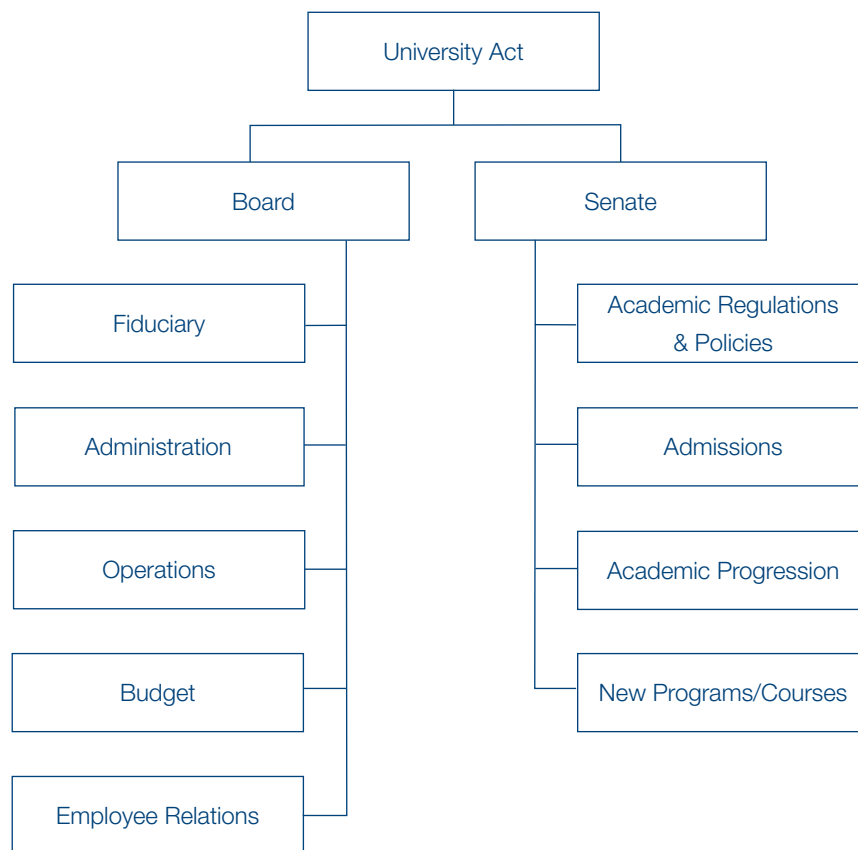
Exploring the roots of racism: which is in line with the Task Force (part of this was covered last year)

- Have videos or written statements of what emancipation means to different students and faculty members

Drafted by Yayo Vuni, Co-op Student & edited by PART.

Appendix Nine

Acadia University's Organizational Chart



Appendix Ten

Working Towards an Environmental Scan

In the course of our work, we found existing developments and initiatives to implement anti-racism measures. Some of these measures can be seen in the appendix, and the recommendation for a full environmental scan has been made.

Courses

- SOCI 2123A1 – Ethnic & Race Relations: Canadian – currently offered
- SOCI 4413A1 - Class, Gender, Indigeneity, Race – currently offered
- SOCI3133 - Ethnic and Race Relation: Comparative cases – offered in Winter 2021
- POLS1503 - Intro to Indigenous Politics – offered in Fall 2021
- POLS 3063 - Indigenous Law and Governance in Canada - offered in Winter 2022
- *School of Music*

Workshops

- The Equity, Diversity, and Inclusion Officer is currently developing two anti-racism capacity building workshops. Anti-Racism 101 and Anti-Racism 202.
 - o To be delivered to students, faculty, staff and administration, noting the different needs of the audiences.
 - o These trainings will include requisite readings, homework, evaluations, and knowledge assessments.
 - o Certificates and/or emblems will be awarded once learning is complete

Positions

- Hiring of a part-time BIPOC Counsellor – February 2021
- Increased hiring of BIPOC staff in student services
- *Hiring of a new Black Student Navigator?*

Scholarships

- Borden Scholarships – February 2021