NATIONAL DIALOGUES AND ACTION
FOR INCLUSIVE HIGHER EDUCATION AND COMMUNITIES

2020 REPORT
ANTI-BLACK RACISM
AND BLACK INCLUSION

"THE BURDEN OF THE STATUS QUO IS EXCEEDINGLY HEAVY ON OUR BLACK COLLEAGUES AND COMMUNITIES, BUT IT IS NOT THEIRS ALONE TO BEAR OR TO LIFT. ALL OF US HAVE TO BE PARTNERS IN THIS EFFORT, GENUINELY AND TIRELESSLY DOING OUR COLLECTIVE AND INDIVIDUAL PARTS TO DELIVER ON THE PROMISE OF A FAIR, CONSCIENTIOUS, AND JUST SOCIETY AND A HIGHER EDUCATION SECTOR WHERE NO ONE IS UNWELCOME BECAUSE OF THEIR RACE OR MADE TO FEEL LIKE A PARIAH, AN AFTERTHOUGHT, OR DEVALUED; OR CONSTANTLY COMPELLED TO STRUGGLE IN ORDER TO BE INCLUDED, TO BE REFLECTED, TO SIMPLY BELONG."

Wisdom Tettey, Co-convenor, Vice-President of the University of Toronto and Principal of the University of Toronto Scarborough

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> **AS PUBLIC HIGHER EDUCATION INSTITUTIONS, UNIVERSITIES AND COLLEGES HAVE A SPECIAL RESPONSIBILITY TO CONNECT WITH UNDERSERVED COMMUNITIES AND REMOVE BARRIERS TO ACCESS FOR INDIVIDUALS WHO MAY NEVER HAVE EVEN CONSIDERED HIGHER EDUCATION AS A POSSIBILITY.**

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still home to many Indigenous People from across Turtle Island, and we are grateful to have the opportunity to work on this land.

As the convener and host, the University of Toronto acknowledges that many of the institutions involved in the National Dialogues and Action for Inclusive Higher Education and Communities similarly make such statements. This acknowledgment acts as an expression of their gratitude and appreciation to the Indigenous People and communities whose territory they work and live on, and as a way of honouring the Indigenous People and communities who have been living and working on the land from time immemorial.

The first dialogue in the series of the National Dialogues and Action for Inclusive Higher Education and Communities was a vital conversation in light of the events of recent months that have profoundly shaken Canadians and global citizens. The events have imposed an enormous burden of pain, fear and anger on Black and racialized communities that have already been living with these experiences and feelings for many years. It is vital to recognize the deeper social and historical systemic injustice context to which Black people and communities in Canada and around the world continue to be subjected. This virtual dialogue served as the first in a series focusing on inclusive higher education and communities. It builds on a national partnership with over 2,000 participants and more than 65 institutional partners in attendance from coast to coast. On October 1 and 2, 2020, participants had the opportunity to choose from a set of interactive online dialogues with panelists from academia and beyond. The concurrent discussions explored the relevant issues, and the emerging themes in this report are based on those conversations.

The overarching goal of the National Dialogues and Action is to facilitate a national conversation that moves beyond

talk to promote feasible and effective actions to address systemic anti-Black racism and foster Black inclusion within our Canadian higher education institutions as a sector and the communities that we serve. While the conversations have acknowledged and emphasized painful experiences and injustice, the hope is that we share best practices and strategies for supporting systemic change and exchange ideas on existing initiatives we are already working on. As public higher education institutions, universities and colleges have a special responsibility to connect with underserved communities and remove barriers to access for individuals who may never have even considered higher education as a possibility.

Anti-Black racism is pernicious; it is morally abhorrent on every level and cannot, and indeed must not, be tolerated. Acts of racism also subvert the very mission of our institutions. It diminishes us all in both education and society. Our success relies on our ability to draw upon a multiplicity of ideas, perspectives, attitudes and beliefs in an effort to achieve excellence in the higher education sector.

Opening Remarks by *National Dialogues* Co-Convenor Wisdom Tettey, Vice-President, University of Toronto and Principal, University of Toronto Scarborough

It is a great honour to join the over 3,000 colleagues and partners registered for these historic dialogues on anti-Black racism and Black inclusion, which is the first in the *National Dialogues and Action for Inclusive Higher Education and Communities* series. I want to add my voice to President Gertler's in offering a warm welcome to everyone.

Before I go any further, I would like to extend my gratitude to all of you whose participation has made today a reality. Thank you to our partner institutions from coast to coast to coast. Close to 60 institutions have answered the call and many more are represented by individual colleagues. Thank you to our inter-institutional advisory committee, our panelists, our U of T planning committee, and the very dedicated and tenacious group of colleagues here at the University of Toronto Scarborough who have steered us very diligently to this moment.

We have come together to facilitate a national conversation and to develop concrete actions for change in higher education and in our communities. We will focus on sharing experiences and ideas, and exploring and learning best practices that lead to verifiable change that resolutely rejects anti-Black racism and drives meaningful Black inclusion within individual universities and colleges, the higher education sector and our communities.

That journey starts with the humility to acknowledge the reality of systemic racism, the inadequacy of what we have done so far, and a willingness to aspire to a better version of ourselves as institutions and as a sector. This process of acknowledgment may indeed be uncomfortable, but that discomfort pales in comparison to the routinization of exclusion, marginalization, devaluation and denigration that is the wont of some to promote and the reality for Black, racialized and Indigenous communities to live.

Changing the status quo requires us to critically engage with and to challenge the structural normativity of certain forms of privilege and marginalization and to embrace how discomfort can be empowering when it is channeled towards the promotion of justice and removal of the venom of anti-Black racism.

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To get the work done, we have to demonstrate the courage of our convictions regarding equity, diversity and inclusion; move beyond platitudes to attitudes and actions anchored in a conscience of equity; commit to following through; and build a culture that secures the principles and commitments that we know, or ought to know, to be right.

A good way to approach the task before us is to see one another as "equity deserving," and to move away from the language of "equity seeking." As I have noted elsewhere, that language may have had a well-intentioned provenance, but it inadvertently perpetuates a perception of underrepresented and marginalized groups as interlopers asking for special favours or concessions. Those on the margins of our community deserve equity as a right. They should not be given the burden of seeking it and they should not be made to feel that they get it as a privilege through the generosity of those who have the power to give it, and hence the power to take it back.

A rights-based, "equity-deserving" framework comes with the expectation of obligatory reckoning on everyone's part, particularly the powerful and the privileged, to ensure that access to rights is not differentially calibrated based on race. This is not an option or a choice to be exercised; it is an obligation that we must deliver on.

" CHANGING THE STATUS QUO REQUIRES US TO CRITICALLY ENGAGE WITH AND TO CHALLENGE THE STRUCTURAL NORMATIVITY OF CERTAIN FORMS OF PRIVILEGE AND MARGINALIZATION AND TO EMBRACE HOW DISCOMFORT CAN BE EMPOWERING WHEN IT IS CHANNELED TOWARDS THE PROMOTION OF JUSTICE AND REMOVAL OF THE VENOM OF ANTI-BLACK RACISM. "

As critically minded, knowledge-creating institutions and learning organizations, we should lead the way by retiring that language of "equity seeking" and adopting the more empowering, inclusive language represented by the term "equity deserving." This enables our compatriots to take their rightful place as bona fide members of the academy in substance and in fact, not as transactional props or symbols that are only captured as institutional collateral.

Black inclusion does not diminish us; it does not take away from any of us. It enriches us. We have gathered here because we believe that we can transcend what we are today by working together with integrity and honesty, with an eye on concrete actions to forge a better "we"; and we can only be a better "we" through the oneness of purpose and of humanity — not through divisiveness, denigration, inequity and the devaluation of some; not through exclusion in our daily routines, structures and standard operating procedures; not by waiting for the next major manifestation of these inequities to elicit another iteration of outrage – whether genuine, contrived or disingenuous.

If we cede to preconceived narrow-minded measures of excellence that devalue Black experiences, perspectives and knowledges, we constrain our ability to avail ourselves of the benefits and impact of their contributions. These dialogues present us with an opportunity to inch closer to our aspirations to be that mature democracy where the humanity of each and all determines our place as bona fide equity-deserving people, not the colour of our skin.

We are made better by an openness to learning; by a capacity to be empathetic and understanding; by the power of acknowledging injustices and working towards addressing them; by the fulfilment that comes with lifting one another up; and by recognizing that unlearning those things that diminish our common humanity can be the best catalyst for personal growth and the enrichment of communities. It is important that we listen to those who live the reality of everyday manifestations of individual and structural inequality, inequity and racism. That is why we are anchoring the deliberations in intersecting Black voices and centring these voices as the take-off point in all the concurrent dialogues. Expressions of the subaltern voice articulating inequities and discrimination should not be muffled through such coded phrases as "cancel culture" or "identity politics," which are terms deliberately infused with negative connotations aimed at disempowering and eroding credibility.

The conversations will be difficult, but we can chart a path together towards what is just and fair, and enriching for all. This work is going to be hard; it will demand a lot from and of us. It will test us; it will stretch our resolve, but we are among the most prepared and the best positioned to surmount the challenges, to lead, and to address the debilitating portents of exclusion, anti-Black racism and discrimination.

We have a unique opportunity, as supporters and beneficiaries of higher education in Canada, to deliver on one of the most important manifestations of a truly mature and innovative democracy – an inclusive community that treats all its members as equity deserving. The burden of the status quo is exceedingly heavy on our Black colleagues and communities, but it is not theirs alone to bear or to lift. All of us have to be partners in this effort, genuinely and tirelessly doing our collective and individual parts to deliver on the promise of a fair, conscientious and just society, and on the promise of a higher education sector where no one is unwelcome because of their race; or is devalued, or made to feel like a pariah or

an afterthought; or is constantly compelled to struggle in order to be included, to be reflected, to simply belong. That is how we harness the rich benefits of inclusive excellence.

That journey has to start now, in earnest, with a sense of urgency. Incremental, piecemeal, half-hearted, reactive and episodic nudges of the conscience are a luxury we cannot afford. There is justifiable cynicism among those who support this initiative, as well as those who don't. The former's cynicism stems from historical antecedents where talk has not translated into sustained and rooted action, where ephemerally tantalizing tokenism has held sway. The second group's cynicism is goaded on by the belief that the status quo, which exclusively or largely benefits them, is inviolable because society does not have the temerity to do what is right by all.

We need to earn the confidence of the first group through our actions and, by so doing, make it abundantly clear that we are unwilling to continue on a path that makes us poorer because we are holding on to myopic, anachronistic and moribund appeals to the lowest versions of ourselves, where we think we can only thrive when others are denigrated and/or denied opportunity, or that the worth of someone is defined by their structurally constrained circumstances.

As educators, we should not squander this opportunity for concrete action; otherwise, we would irreparably erode the goodwill that members of our community have demonstrated by their participation in these dialogues. We would be letting ourselves and future generations down.

As we work together to co-create the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education, we need to keep in mind the fact that a charter is only as good as our ability to deliver on its principles, actions and accountabilities. So let's proceed with executing them as vigorously and as genuinely as we can, within the specific contexts of our institutions and across the sector. It will be a guide to set us on the path to success. With each action undertaken in the spirit of the charter, we firmly anchor our gains while nourishing the next set of necessary steps, thereby ensuring that outcomes are sustained and enduring.

We have to be informed by what is feasible, but what we define as feasible should not be constrained by what is convenient and easy. We have to do what is necessary to get us closer to the promise of our ideals and values. Let it be an exemplar of what is right and what we can accomplish together when we commit to inclusive excellence that is built in substantive terms on the fundamental principle that all members of our community are equity deserving.

Many of us are beneficiaries of past struggles, advocacy and sacrifices by Black people for equity, equality and justice, which have resulted in many rights and liberties that seem commonplace today. Our work over the next two days stands to take its place as another of these efforts that start with Black people's struggle for equity but redound to the benefit of all.

I wish all of us productive, collegial and respectful deliberations. Thank you all for answering the call and for committing to an outcome that we can all be proud of as individuals and institutions, and as a sector.
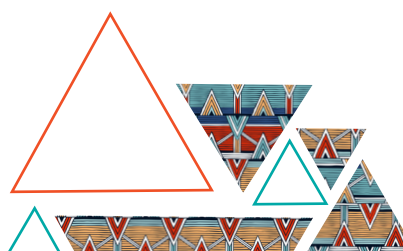
Expectations and Outcomes by *National Dialogues* Co-Convenor Karima Hashmani, Executive Director, Equity, Diversity & Inclusion, University of Toronto

> **"I'M HERE TO DO THE WORK, AS MANY OF YOU ARE, TO ENGAGE IN THE POSSIBILITIES OF THE DISRUPTION OF OUR SYSTEMS, IN THE RE-ENVISIONING OF OUR PRACTICES TO BE INCLUSIVE AND ACCESSIBLE, AND IN REVIEWING THESE STRUCTURES THAT CONTINUE TO LET DOWN THE WHOLE COMMUNITY."**

We are at a pivotal time in history where we have witnessed the senseless deaths of George Floyd, Breonna Taylor, Regis Korchinski-Paquet, Ahmaud Arbery and so many other Black men and women. The recent verdict in the Breonna Taylor case has been heavy and impacted all of us. During COVID-19, we have witnessed disproportionate impacts on the Black community. These injustices highlight our systems that are rooted in discrimination.

As a racialized woman and a settler, not being from the Black community myself, I have privileges within our systems that others do not and I also have a responsibility. Today, not only am I here to listen and learn from the phenomenal Black leaders from various sectors, but I'm here to do the work, as many of you are, to engage in the possibilities of the disruption of our systems, in the re-envisioning of our practices to be inclusive and accessible, and in reviewing these structures that continue to let down the whole community.

It's a collective effort, as Wisdom has mentioned, to change these systems such as our structures, recruitment practices, mentoring and advancement, and curriculum to figure out solutions together. We have to understand that we all have rights, but not all of us have access to these rights or can access them in the same way. We all need to engage in the understanding of the barriers that exist. Today is a perfect opportunity where we can develop actions on how to eliminate barriers and create intentional opportunities and meaningful and sustainable change.

Today, we want to seize the opportunity in a time where we can host a national dialogue from coast to coast to coast with so many dedicated committee members and over 3,000 participants, to generate concrete recommendations for change for the inclusion of Black students, staff, faculty and community members within our institutions. Not from a deficit model, but one that is based on empowerment and led by the Black community itself.

We have developed a framework that I would like to share to help guide us all through this dialogue, where our goal is to co-create a national charter equipped with principles, actions and accountabilities to address anti-Black racism and Black inclusion.

Today, in our nine concurrent sessions, we are going to focus on challenges, opportunities and barriers. We hope that during our conversations you can think about the principles involved, for example, in ensuring that everyone will have the opportunity to access an education; and on how to use this rights-based approach to guide the Scarborough Charter. This will be followed up with actions, and these actions are rooted in these principles and are key to change. Lastly, we plan to focus on accountability. As we all know too well, we can create commitments, but sometimes they just stop at commitments, so we need to have accountability measures in place.

Day two will follow up on the deliberations of today, and will also focus on the implementation of goals and actions and the development of the charter. We need to think about institutional and sectoral actions, but let's not forget the personal actions that are also required. On all three of these levels, we have to connect our barriers and opportunities with our actions in order to create change. For example, we have to think about our institutional structures – our governing bodies, our senate and our board of directors – if we are making policy changes. We have to think about our human resource practices when we are focusing on recruitment.

Let's actually think about our timeline. If we don't have a timeline and if we say it takes too long to promote and advance these efforts, then that is an excuse for inaction. We want to make sure we're building our timeline into our actions. We want to ensure that accountability mechanisms and the measuring of our progress and change are included – as these are important. We need to continue to build trust and transparency through our processes.

I hope this gives you some insight into the *National Dialogues* and how we are collectively approaching the forum. The next two days will indeed be ground breaking, as we are leading change within our sector and illustrating our values and putting them into action. The discussions, reflections and deliberations will inform a national charter that we can then hold ourselves accountable to. It will be a driver to change — in order to build a culture of inclusion at every level of higher education.

Thank you for joining us today. I look forward to hearing the deliberations, the insight and the wisdom, and I am very excited to embark, with you, on this co-creation of the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education.

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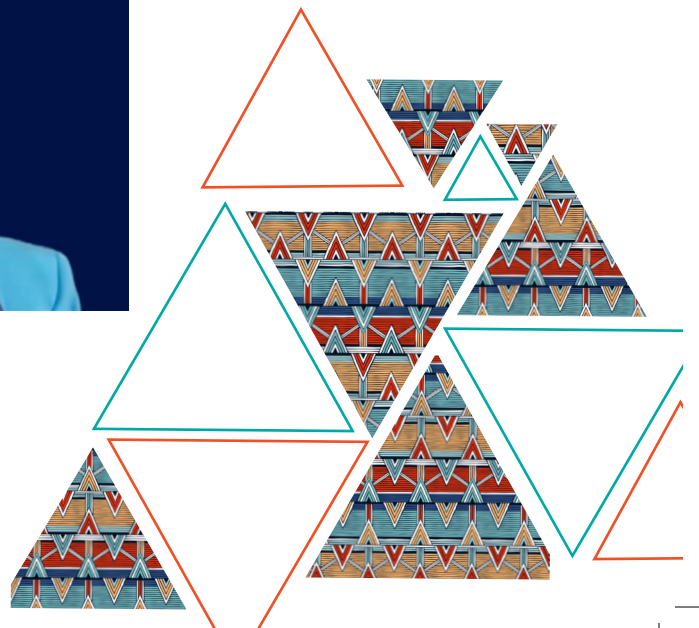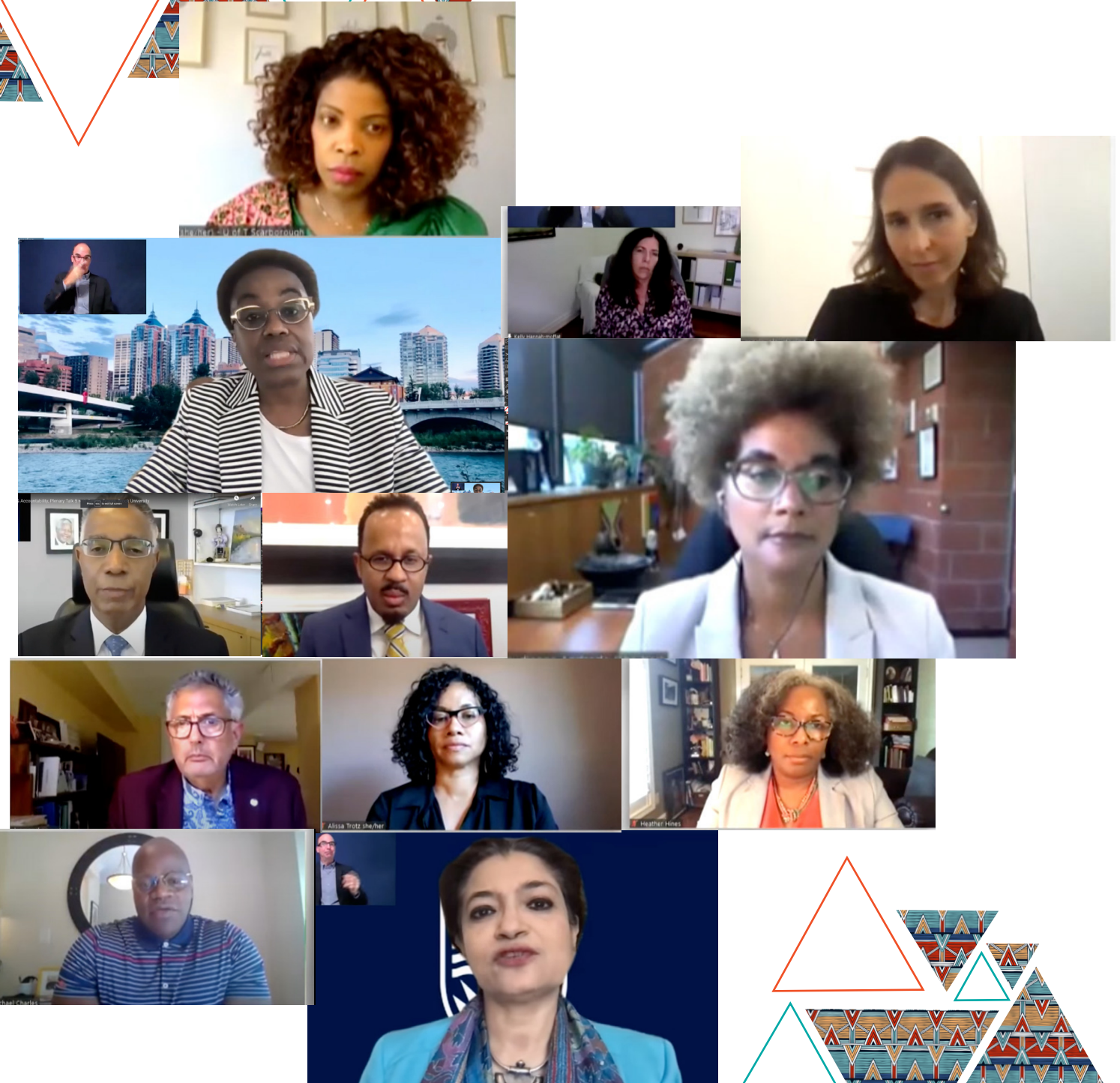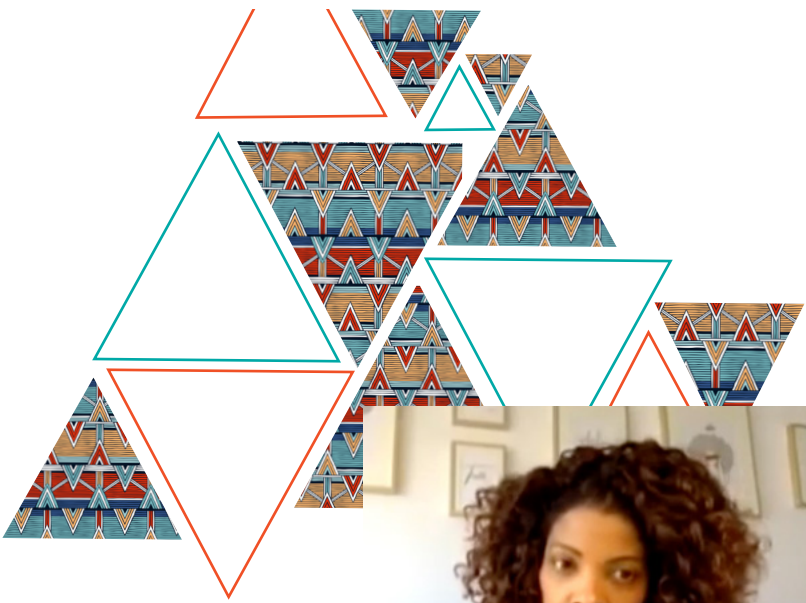
1. Access, Experience and Success

1.1   Student Access, Experience and Success

1.1.1   Addressing issues in the recruitment process to post-secondary education
There were several issues raised regarding the current recruitment process and how key populations are engaged (e.g., elementary/secondary students, caregivers and counsellors). Some participants expressed the view that poor community-building and inadequate outreach are factors that continue to negatively impact the enrolment and rates of representation of Black students across post-secondary institutions. Another critical issue raised was the overexposure of Black students for the reputational gain of the institution (e.g., Black students being asked to participate in recruitment efforts without compensation). Several people commented that post-secondary institutions are not seen as being connected to local Black communities, which they have a responsibility to serve. Finally, it was felt that if institutions seek to build meaningful relationships with communities, they need to look at diversity in hiring; they should better reflect the importance of diverse excellence within higher education.

Proposed interventions in this area centred on developing and implementing practices and resources, through an anti-racist and anti-oppressive lens, to better inform prospective Black students and their support networks about standard practices and supports (academic expectations, financial aid opportunities, etc.), which affect or encourage scholarship within post-secondary institutions. It was noted that many Black students are the first in their families to attend a post-secondary institution. Providing additional supports to Black students and their support networks would ensure that students have access to the additional supports which will position them to navigate post-secondary processes successfully.

1.1.2   Enhancing transition supports and networks for Black students
Many points focused on the difficulties that Black students experience both in the transition from secondary school to post-secondary institutions and then within post-secondary institutions through to graduation. Microaggressions were raised as a major issue experienced by students. Some participants spoke of being called upon to represent, and respond on behalf of, all Black individuals and communities. Another issue raised was that Black students are often unaware of the various personal and academic supports created specifically for them. The factors mentioned above negatively impact Black students' abilities to develop a sense of belonging and inclusion.

The dialogues focused on the need for support services created for Black students. Wrap-around supports, which include formal mentorship opportunities and sustainable social networks that foster successful academic and social transitions, are necessary interventions to generate success for Black students. These supports will help students navigate barriers and gain notable skills that will support them in achieving personal and academic success.

1.1.3   Supporting mentorship for, and by, Black students

In an effort to ensure that post-secondary institutions are contributing to improving the lives of Black students outside of academic spaces, participants spoke about the importance of mentorship programs in post-secondary education. Providing culturally sensitive resources and supports is central to helping Black students succeed in their academic and personal journeys and adjust to their new learning and working environments. Recognizing that Black students have several challenges that impact their social and emotional well-being, there is a need for Black cultural interpreters/cultural negotiators to support them as they navigate their learning, home and community environments.

With so few or no Black faculty and staff in some areas, students cannot see themselves represented at the institutions they attend. If few racialized staff are in leadership positions, Black students will have more difficulty setting career goals as future leaders. The development of support networks and approaches to mentorship should be grounded in Black Canadian history and hold an understanding of the legacy of racism in academic institutions. There were calls to create opportunities for Black students to connect with multiple streams of mentorship, including support for existing graduate student mentorship networks, career coaching, and the leveraging of connections to relevant professional industries. Faculty associations were urged to proactively champion these efforts. It was also mentioned that institutions can enhance and support outreach activities developed by their Black students, such as mentorship programs the students might be offering in the community. These kinds of engagement can be rewarded through co-curricular credit or monetary compensation.

1.1.4   Supporting post-graduate study and career development

The lack of appropriate support for Black students beyond graduation (regarding opportunities to advance in the workplace or to pursue further academic studies) was raised as a factor with a negative impact. In response, one idea suggested was the hiring of career advisors for Black students, to prepare them to navigate the persistent challenges of career and employment advancement. Some participants called on post-secondary institutions to leverage their existing relationships within corporate and community sectors to create professional opportunities for Black students throughout their post-secondary years (e.g., summer and co-op programs for students) and also to create appropriate opportunities for new graduates.

1.1.5   Providing financial assistance and support

Financial responsibilities were detailed as a concern for many Black students seeking post-secondary education. Many Black students work part time in addition to attending school. Some commented that this presents several challenges for students in the areas of well-being and financial stability. The discussion focused on the lack of financial assistance and awards (e.g., scholarships, bursaries and student loans) explicitly dedicated to Black students.

Some called on post-secondary institutions to provide additional financial support, as well as institutional supports such as developing financial literacy education programs and streamlining existing databases to ensure that Black students are aware of the opportunities. Some noted that Black students find the scholarship application process both complex and inaccessible. It was mentioned that expanding education about and access to financial systems would contribute to the overall well-being of Black students. Some participants called on institutions to use their government networks to

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encourage the creation of new scholarship funds across the country focused on Black students. Finally, it was recommended that undistributed financial assistance, both at the university and government level, should be redirected to Black students in higher education.

1.1.6   Creating additional supports for Black-centred groups and spaces

Black-centred student groups experience difficulties maintaining their existing financial resources and do not have the appropriate support for academic achievement, mentorship and community-building initiatives. Creating a formal structure to allow for sustained financial support and ongoing administrative support would significantly increase the presence and capacity of these groups in institutional spaces.

Black students spoke to the need for on-campus spaces which foster a sense of belonging, build community, and physically reflect what can build community and what matters to them. These spaces should be funded by post-secondary institutions and co-created with students – not created on their behalf. Some participants said spaces that reflect Eurocentric perspectives create gaps for Black students, who do not identify with those perspectives. Dedicated spaces for Black communities within post-secondary institutions could support reliable services for Black students and grant them an environment that would foster their overall well-being.

1.1.7   Developing culturally responsive mental health and wellness solutions

Improving the rate of student success involves supporting their mental health and wellness. Students expressed the view that their school experience is negatively impacted as they balance academics, extracurricular/co-curricular activities, employment and financial commitments. Complicating this situation is the fact that many Black students experience microaggressions, racism, marginalization and further points of daily harm. Finding support to deal with the damage is difficult and vexatious. Students said they have limited access to mental health services specifically tailored to aspects of their intersectional identities (e.g., race, gender, disability and spirituality) and this lack of access constitutes an ongoing barrier to their well-being. Holistic and intersectional approaches to care were offered as solutions. Another concern is related to current approaches used by institutions to handle students in crisis. A suggestion was made to support students by adopting mental health models that do not involve police services. Anti-oppressive frameworks should inform these mental health models so that they are effective in supporting Black students who are dealing with mental health issues.

1.1.8   Delivering mandatory Anti-Black racism training for students

Participants identified negative attitudes and behaviours towards Black students (e.g., microaggressions and oppressive behaviours), which contribute to anti-Black racism in both the academic context and broader campus experience. Students recommended that institutions create mandatory courses on anti-Black racism for students (similar to mandatory Indigenous Studies courses at some Canadian institutions) to be delivered at the beginning of each academic year (e.g., workshops, teachings, lectures). Alternatively, institutions can offer students the option to take a related elective every year as a requirement for graduation.

1.2   Faculty Access, Experience and Success

1.2.1   Addressing issues in recruitment, tenure and promotion practices

The discussions highlighted the fact that Black faculty are underrepresented in higher education. Employment postings were described as deeply exclusionary, and therefore not supportive of prospective Black applicants' career trajectories and research interests. When speaking about job expectations and promotion requirements, it was mentioned that expectations are unclear. Black faculty members noted that they are sometimes made to feel that they were hired to fulfil diversity quotas and not based on their intellectual abilities and previous accomplishments.

Some participants said institutional values are often rooted in whiteness. These values inform inequitable faculty recruitment practices and promote biased promotion and tenure criteria. Black female faculty disclosed that they endure disproportionately heavy course and supervisory loads, which are overwhelming for reasons outlined below. They shared that their experiences and research are not appropriately acknowledged in promotion review processes. In addition, Black faculty have difficulty navigating the tenure and probationary review processes because of the narrow criteria used to determine what is "valid" research. Further complicating these issues is the reality that Black faculty often face anti-Black racism in the classroom and in teaching evaluations, which affect their assessments for promotion and tenure. Suggestions were made for institutions to leverage existing anti-racism initiatives, and to require training in the areas of diversity and inclusion that address anti-Black racism within institutions.

To address the underrepresentation of Black faculty, the discussions spoke to the implementation of equitable practices to improve the representation of Black faculty throughout post-secondary institutions. Methods included reviewing tenure processes to ensure that there is a focus on addressing anti-Black racism; creating accountability mechanisms for equity statements to be included on job postings, with additional reporting on the effectiveness of such statements; facilitating Black-centred orientation sessions for new hires, to create a sense of community; engaging individuals in robust discussions about how jobs are advertised; confronting the structural racism that hinders the career trajectory for Black faculty; and developing cluster hiring programs that would take steps to ensure that new hires are not isolated and tokenized.

1.2.2   Transforming workplace culture

When speaking about workplace culture, participants identified actions and behaviours that alienate them in their work and support anti-Black racism (e.g., microaggressions directed at Black employees during work meetings or informal exchanges). Responding to this point, some called for institutions to create inclusive environments where Black faculty and those from diverse backgrounds would feel valued, respected, materially supported and inspired to do their best work. Suggestions on how to achieve this included convening discussions with external facilitators on anti-Black racism in academic departments and on how to create a trusted space; forming ongoing anti-racism action meetings; and funding anti-racism reading libraries. Such actions would transform workplace culture and put Black individuals at the centre, contributing to an increased sense of belonging.

1.2.3   Re-assessing Black faculty roles in EDI initiatives

Black faculty members said they are often recruited for committees and initiatives that aim to address equity, diversity and inclusion in post-secondary institutions. They spoke to the challenges that come with representing post-secondary institutions as individuals. They also mentioned that new initiatives aiming to create a sense of inclusion do not necessarily address anti-Black racism or Black exclusion. Faculty said they felt tokenized when working on initiatives where the equity work was focused on gender equity, which historically benefits white women and does not invoke change for Black faculty. Also, concerns were raised that Black faculty often serve on institutional committees, but this work is not considered when they seek promotion and tenure.

Some noted that equity initiatives appear to be created to improve institutional reputation and not to create steps that will generate meaningful change. Recommendations included the implementation of new initiatives that would aim to improve conditions and outcomes for Black faculty members. Finally, it was proposed that institutions work together, and not in isolation, to share knowledge and best practices for sector-wide impact.

1.2.4   Recognizing the impact of informal mentoring responsibilities

There is significant pressure on Black faculty to undertake vast amounts of informal mentoring (of Black students, staff and other faculty) in the absence of meaningful support systems for Black excellence in the academy. These faculty members may be the first Black teachers that some of the Black students have encountered. This imposes a significant responsibility and additional labour that Black faculty must engage in when supporting Black students. Black faculty serve as an informal safety net within the academic community, but this service is rarely institutionally recognized through tenure and promotion.

Participants expressed the need for institutions to create robust mentorship opportunities across the academy for Black faculty, to support their career trajectory from pre-tenure to senior academic administration positions.

1.3   Staff Access, Experience and Success

1.3.1   Closing gaps in career development and advancement practices

Participants spoke about a lack of career advancement opportunities for Black staff, resulting in little to no representation in senior leadership roles. Due to systemic discrimination (the lack of advancement as well as unequal pay and hostile work environments), Black staff members are disengaged in their current roles.

Proposed interventions included the establishment of Black employee resource and affinity groups, to provide mentorship and professional development programs specifically for Black staff. These groups, which are essential in creating networking opportunities, require institutional support and adequate funding.

1.3.2   Going beyond minimum compliance to support Black staff

Some Black staff reported experiencing racism, often from colleagues and within various levels of the institution. Black employees are often asked to educate co-workers on their experiences of microaggressions in the workplace. This puts pressure on them to be a representative of all Black employees, when there is no singular experience of anti-Black racism.

To address these workplace issues for Black staff, it was proposed that institutions build sustainable community spaces and support services. For example, employee and family assistance programs and insurance providers should have Black-specific support services. These efforts would contribute to moving beyond minimum compliance in addressing anti-Black racism, and would focus on rooting out racist structures that create hostile working conditions. In addition, creating transparent and equitable policies on career advancement and staff engagement and retention would positively impact staff members' experiences in meeting their career goals.

1.3.3   Improving the complaints process for reports about anti-Black racism

There was discussion about the complex nature of complaint and resolution processes when experiences of anti-Black racism are reported by Black staff. Participants spoke of a lack of transparency in how these complaints are dealt with, and said that the tools currently available to address them are inadequate. They highlighted a lack of trust in complaint resolution processes and expressed fear of reprisal and unwanted visibility when bringing forward their concerns. There was also concern that many investigators and adjudicators who are part of complaint resolution processes lack the appropriate knowledge of the issues currently affecting Black communities.

Some participants stated that a zero-tolerance approach should be taken when dealing with anti-Black racism. A suggestion was made that those who engage in racist behaviour should be disciplined and made to undergo recurring education and training. Additionally, there should be new accountability processes, with resources devoted to enforcing them. Finally, there must be evidence that mechanisms put in place are impactful in addressing anti-Black racism.

Other suggested interventions included a comprehensive review of institutional policies that address microaggressions in the workplace, in order to identify systemic forms of discrimination and inequities. Moreover, it was recommended that human resource departments include equity specialists with a particular focus on anti-racism and intersections (e.g., gender, class, disability). These specialists can support hiring, onboarding and professional development processes for new and existing staff members.

1.3.4   Creating support networks and mentorship opportunities for Black staff

Participants spoke of mentorship as a valuable mechanism for addressing anti-Black racism and structural violence against Black staff. Staff identified opportunities to connect with, and be supported by, Black and non-Black colleagues in senior-level positions as beneficial in enabling them to take advantage of supports that their white colleagues commonly have access to.

Recognizing and supporting intersectional identities when it comes to support networks, participants recommended creating programs and departments dedicated to Black mentorship (e.g., conducting research, building capacity, organizing relevant workshops and events), in addition to building a

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physical space on campuses. It was also noted that oversight of these programs should not be solely rooted in human resource departments, which can sometimes be sites of discrimination. As a means of increasing mutual learning, support and accountability, it was suggested that Canadian institutions should partner with one another to create appropriate mentorship and support network models.

2. Partnership Within Institutions

2.1 Responsibilities of non-Black Peers and Supervisors

2.1.1 Educating for effective non-Black partnership and support

Participants recognized that efforts in support of meaningful change in the post-secondary sector should not be the sole responsibility of Black colleagues. Non-Black peers share the responsibility to address the continued presence of anti-Black racism and systemic oppression within the institution. The discussion focused on the duties and obligations of non-Black peers and leaders to facilitate supportive environments; to promote equitable practices; and to actively, intentionally and appropriately foster inclusion for Black students, staff and faculty. The work of addressing anti-Black racism is political, collective, individual, challenging and continual. Non-Black peers should acknowledge the socio-political and historical contexts that contribute to Black exclusion and recognize that removing those barriers is imperative for positive change.

Many participants shared experiences and best practices about moving from "intention" to "action," developing the skills necessary to challenge anti-Black racism wherever it appears, and being an effective partner for Black inclusion. Perspectives centred on non-Black peers and supervisors educating themselves, to reduce their dependence on the knowledge and experience of their Black colleagues. The development of widespread education about how to dismantle systems that contribute to anti-Black racism and exclusion (e.g., institutional racism, white supremacy, unconscious bias) is essential in shifting the post-secondary environment for students, staff and faculty.

2.1.2 Keeping "allyship" accountable

Participants noted that allies are not always authentic supporters of Black voices. They pointed out that allies must continue to make space for Black voices in decision-making processes that directly impact Black communities. The creation of a national working group to routinely revisit the proposed actions from the National Dialogues and Action for Inclusive Higher Education and Communities would create an added measure of accountability and allyship.

3.   Community Engagement and Partnership

3.1   Engagement and Partnership With Black Communities

### 3.1.1   Connecting meaningfully and building capacity

The discussion explored ways to build and strengthen lasting relationships with Black alumni and external Black community partners, to apply knowledge and practices towards addressing the challenges that face communities. Institutional groups and organizations in higher education were seen as exclusionary, often neglecting to connect meaningfully with members of the Black community. The lack of Black leaders included in essential discussions contributes to the status quo and minimizes representation in these spaces.

Addressing this requires a reimagining of how community engagement and partnerships function within institutions. Participants recommended practices to ensure that engagement with Black communities is not based on a deficit model, but recognizes and values community assets. It must operate based on fairness, reciprocity and mutually supportive community development. This requires expanding representation and building the capacity of Black community stakeholders to exercise agency in addressing issues around anti-Black racism and Black exclusion.

3.1.2   Improving the standards of community engagement

Looking beyond the institution was seen as a must in the process of addressing anti-Black racism within the institution. Discussion centred on improving the processes, outreach and approaches to working with local Black community organizations, to help institutions address concerns amongst Black faculty, students and staff that they are not recognized, acknowledged or appropriately compensated for their labour or for the extra burdens they take on. Post-secondary institutions do not have all the answers and need to listen to the communities they serve. They should work with Black leaders to develop and implement procedures and practices that are culturally inclusive, according to the community's definitions; and in the use of existing local community-based research to enhance the effectiveness of institutional services.

Many participants urged institutions to commit to sharing with Black communities the privilege of power, access and leadership that they hold. Improving the standards of institutional engagement with the local community could ensure that the institution's resources are used to support and benefit the community. There should be a willingness to openly engage with Black communities through consultation efforts, strategic initiatives and research plans that incorporate community expertise from the beginning, rather than trying to add this in the middle of the process.

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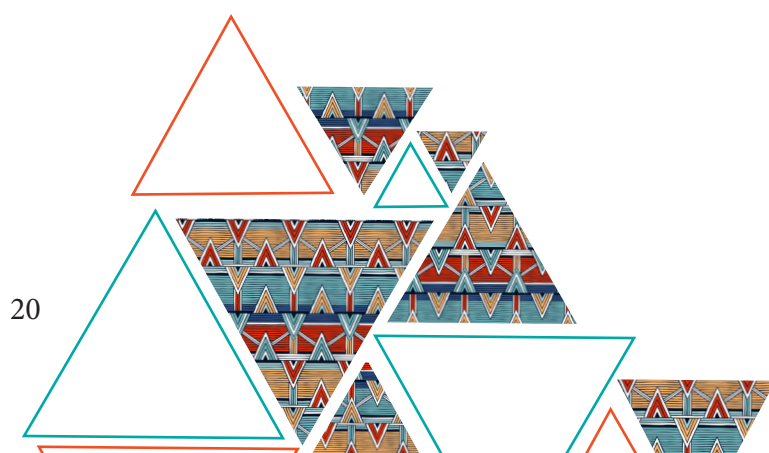
4.   Institutional Leadership, Decision-Making and Planning

4.1   Decision-Making Structures

4.1.1   Addressing the dearth of Black leadership

Participants noted the dearth of Black leaders in post-secondary institutions across the country and called for intentional efforts to increase their number, not just across units but also at various levels of leadership. They advocated for more accountability and open communication in the selection processes for key senior roles across the sector.

4.1.2   Changing institutional culture and educating senior leadership

Participants stated that institutions benefit from colonial legacies and have maintained structures that harm Black communities. They contended that post-secondary institutions tend to prioritize and privilege structures that normalize the supremacy of white culture within institutional spaces and hierarchies. There was shared concern that people in positions of senior leadership and influence (e.g., on governing council or senate) have a responsibility to act against anti-Black racism but are seldom well-educated on the related historical and current issues. Their lack of knowledge has a negative impact on how the issues are seen, championed and addressed.

To combat this, institutions must embrace inclusive structures and practices that reflect the communities they serve. It was also noted that white leaders should recognize the power, privilege and position that whiteness affords them. Participants recommended that senior leadership training be provided through an anti-racist lens, including perspectives that draw on critical race theory. Such training is helpful in informing the creation of measurable competencies, accountability and reporting structures, and rewards programs that facilitate the success of Black students, faculty and staff. This effort will require the hiring of trainers, workplace investigators, human resource professionals and others who have relevant expertise and lived experience.

4.1.3   Defining "excellence" within the institution

The word "excellence" was mentioned in several conversations. Many felt that the word needs to be deconstructed and redefined to ensure that excellence is inclusive and reflective of Black people's assets, experiences and contributions. Participants said it is necessary to challenge practices and policies that force Black individuals to assimilate into existing structures, which relate to Black students, faculty, staff and communities from a deficit model of Blackness. It was proposed that institutions draw from some existing initiatives and frameworks (e.g., Canada Research Chairs EDI Action Plan and recommendations of the Truth and Reconciliation Commission of Canada) to guide their approaches to facilitating inclusive excellence.

4.1.4   Creating accountability structures and public assessment tools

Participants expressed the need for post-secondary senates and boards to hold themselves and their administrations accountable by establishing requirements for delivering and reporting on actions, including firm timeliness requirements. This would include creating a public assessment tool, which would demonstrate how institutions are doing in meeting specified goals and targets. The outcomes of these goals and targets could be tied to a performance review measure for senior leadership, as an added accountability mechanism.

Participants felt that senior leaders should serve as champions for equity within decision-making bodies. Additionally, work that addresses anti-Black racism should be supported by institutional commitments to work towards a sense of shared accountability. Contributors to the discussion listed the benefits of recurring processes that review and examine best practices in equitable decision-making structures at comparable institutions. They recommended that principles of, and commitments to, equity, diversity and inclusion need to be embedded in institutional strategies. They stressed that future institutional policies, statements and codes of conduct should explicitly state commitments to social justice and human rights. Moreover, building effective complaint mechanisms will ensure a fair outcome and help institutions improve. It was also proposed that the Scarborough Charter should be regularly reviewed and adjusted to reflect and respond to new challenges as they emerge on campuses.

4.1.5   Striving for diversity within Black representation

It was noted that Black representation, in and of itself, is not enough. It does not absolve an institution from responsibility for addressing anti-Black practices as they relate to the complex diversity of Black members of the academy. Participants felt that institutions work on the assumption that Black communities are homogeneous. This inaccurate view must be recognized and addressed prior to making decisions for the benefit of Black individuals and communities. Diverse members of Black communities need to be included in decision-making structures to ensure appropriate opportunities, support and responsiveness to the needs of all members of these heterogeneous communities. Notwithstanding the importance of intersectionality, participants cautioned against excessive or disingenuous use of intersectionality in decision-making structures, to the point where it could stall or undermine progress in addressing fundamental issues of anti-Black racism and Black inclusion within institutions.

4.1.6   Involving and consulting with Black students

Participants noted that students' interests must be at the centre of decision-making structures for structural and systemic change, and that students should have a meaningful place in an institution's governance. A student-directed approach to outreach initiatives, for example, can help to counter perceptions of elitism, address the gap between institutions and the communities where they are located, and create pathways for student access and success. Genuine engagement would require creating specialized community conversations that allow Black students to provide valued input into decisions while they work along with university administration, faculty associations, employee unions and student groups. Finally, accountability mechanisms and measures of success towards goals need to be defined in collaboration with Black students, and supported by them.

4.1.7   Strengthening and resourcing equity, diversity and inclusion portfolios

There was a call for equity, diversity and inclusion portfolios to be appropriately resourced. These offices are often understaffed and under-resourced, without the power to make necessary changes. Institutional commitments to equity, diversity and inclusion should not be limited to the work of colleagues in these portfolios but should be woven into all aspects of the institution's mission and should be a core mandate of every portfolio.

To get to this outcome, it was proposed that equity, diversity and inclusion principles and expectations should be embedded into quality assurance processes, curricular and program reviews, and performance assessments for all employees, including senior administrators. Furthermore, the development of a sector-wide equity, diversity and inclusion index was suggested as a means of measuring inclusive excellence within institutions. The index would incorporate criteria for assessing how meaningfully an institution was addressing systemic racism/anti-Black racism, and assessing the impact of related initiatives.

4.2   Data Collection

4.2.1   Using appropriate longitudinal, race-based data collection and retention practices
The need for appropriate longitudinal, race-based data collection and retention practices to support decision-making and actions in higher education was highlighted in various dialogues. In post-secondary education, small-scale efforts to collect data on marginalized groups can bring about a sense of isolation and of being targeted. Also, it is crucial to uplift the voices of Black individuals who hold intersecting identities, to see how this impacts their experiences in the post-secondary environment.

It was made clear that, in using data to further institutional change, it is imperative that the experiences and stories of those who share information are valued and protected. Collecting and analyzing disaggregated data from institutions and relevant professional associations can be a means to create anti-Black racism initiatives that are engrained across institutions, as opposed to only within campus equity offices.

4.2.2   Establishing community accountability
Participants stressed the need for institutions to be accountable to the various communities that they serve. Some highlighted the importance of utilizing external community voices. It was emphasized that institutions would not know whether measures and proposed solutions to address anti-Black racism are working unless communities are granted opportunities to provide ongoing feedback, informing how programs are delivered and tailored.

4.2.3   Developing improved data communication and sharing practices
To keep communities engaged and institutions accountable, it is helpful to establish communication channels and online hubs to share regular updates on data and related initiatives. For example, integrating proposed data-informed actions into institutional strategic plans promotes shared responsibility, and tying campus-wide initiatives to key performance indicators promotes shared accountability. Furthermore, it was recommended that one outcome of the National Dialogues be a co-ordinated accountability system across the post-secondary sector, whereby institutions publicly share annual reports on race-based data, outlining targets for initiatives, timelines and progress towards addressing anti-Black racism.

4.2.4   Using provincial resources and networks
It was suggested that post-secondary institutions need to work with provincial governments to develop shared data standards. This will support data-informed decision-making regarding Black inclusion initiatives and anti-Black racism, and will address existing gaps. As a sector, instituting common values, principles and actions around data collection and utilization to inform policies and to support services is essential in the removal of barriers for Black community members.

4.2.5 Using quantitative and qualitative data to address inequities

Participants highlighted that the type of data that is collected should be determined based on a genuine and intentional commitment to addressing inequities for Black students, faculty and staff. Examples given included data on recruitment, salary differentials and career and academic support and progress. This will provide the basis for a more well-rounded picture of Black individuals' experiences at all levels, to better inform decision-making structures and initiatives.

5. Teaching, Learning and Research

5.1 Academic Landscape

5.1.1 Challenging and changing the language around Black inclusion

Participants spoke about the importance and impact of language in post-secondary environments. They shared that the words "equity," "diversity" and "inclusion" have been co-opted, appropriated and used with a white/Eurocentric lens to maintain the status quo rather than to dismantle the barriers of anti-Black racism. It was also noted that terms like "academic freedom," "leadership fragility" and "reverse racism" can be weaponized in ways that have significant and harmful impacts on Black students, faculty and staff.

Participants recommended that institutional equity policies and other formal documents be reviewed and updated with language that better reflects the values and promotes the outcomes that Black communities are aligned with. For example, it was noted that a shift to using the term "equity-deserving" instead of "equity-seeking" demonstrates a better understanding of underrepresented communities' perspectives and provides a strong basis for promoting inclusive excellence across the full spectrum of the academic mission.
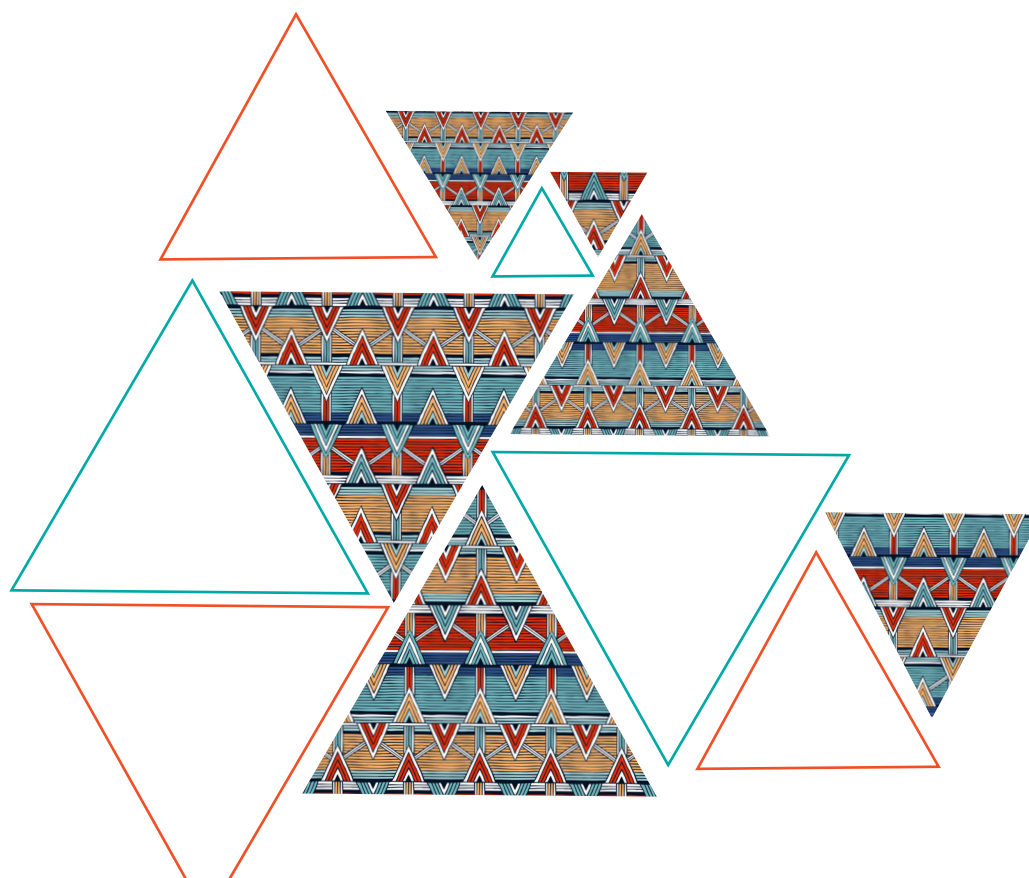
5.1.2   Enriching inclusive excellence with Black knowledges and contributions

Participants stated that it is important for curricula to incorporate Black knowledges and the works of Black scholars and scholar-activists. Academic programs need to be inclusive of broader experiences, world views and perspectives. Only then can they foster inclusive excellence that will enrich teaching, learning and scholarship with alternative contributions that challenge the incomplete or false narratives that perpetuate the status quo. Faculty are encouraged to continuously build on the work of Black scholars. Participants also identified the need for curricula review processes to promote racial literacy.

5.1.3   Decolonizing the classroom to create a conducive learning environment

Participants highlighted the challenges that Black students encounter in the classroom. Specifically, the feelings of tokenization and the microaggressions that they experience there are seldom seen as valid or acknowledged as having an impact on their learning experience.

To address this concern, participants called for revisions to classroom cultures and pedagogies, including methods that connect students to the content they are engaging with. The impact of class size, structure, learning outcomes and experiential learning opportunities should be reviewed and updated, with appropriate corrective measures put into practice. Merely presenting Black knowledges is not enough. To have an impact, it needs to be approached through a lens that supports a conducive learning environment and critical engagement with the learning material. People also recommended that faculty examine and implement decolonization practices in the classroom, including opportunities for students to take on a leadership role and co-lead discussions.

Many post-secondary institutions have made community engagement a core element of their academic mission. Creating ways to share various experiences and knowledges allows for learning opportunities that reflect the local and global community. Participants called on post-secondary institutions to allocate additional financial and administrative support to create opportunities and programs specific to Black students, to help increase retention of Black learners. Taking part in these programs will equip the students with relevant leadership skills, networks and experiences. This is necessary to support their personal and career development. It will position them well for success after graduation, in ways that contribute meaningfully to the building of stronger Black communities and a stronger society overall.

5.1.4   Adjusting academic evaluation and assessment measures

Participants commented on the current structures of academic evaluation and assessment and their Eurocentric foundation. These structures do not accurately assess a student's learning and connection but they significantly impact the institution's measuring of Black students' success. Participants say these practices should be adjusted to the medium and method that is most appropriate to the student. They pointed to the benefits of collecting qualitative and quantitative data to inform changes that will improve the measurements of success that impact Black students.

5.2   Curriculum Design

5.2.1   Launching curriculum reviews across Canadian institutions

Black students seek ways to connect their personal identities to their educational journey. This is central to their academic experience. Implementing more intentional ways to support the academic progression of Black students will help to dismantle barriers to their success. Teaching and learning need to reflect our broader society, and this expanded view needs be shared in the classroom. Participants voiced dissatisfaction with the level of inclusive representation of Black voices and experiences in, and decolonization of, the curriculum at Canadian institutions. Responsibility for improved curriculum design does not solely rest with racialized faculty members, but with all members of all academic departments. The current curriculum often reinforces stereotypes and biases and omits different histories and world views. The use of community knowledge, histories and art forms are not often seen as valuable material in learning environments. Eurocentric curricula stands in the way of culturally relevant and inclusive teaching environments for Black students to learn in, and connect to, in ways that intersect with aspects of their personal identity.

Participants proposed conducting campus-wide curriculum reviews across Canadian institutions to ensure that commitments to Black inclusion and indigeneity are reflected in academic programs and embedded in institutional pedagogical approaches and supports. Using Africentric (African-centred) philosophies, practices, frameworks and principles in the curriculum review approach will help in creating sustainable change.

5.2.2   Creating Black and African diaspora studies programs

The lack of widespread Black and African diaspora studies programs at Canadian institutions was a recurring topic of conversation through the dialogue sessions. Participants felt that exploring Black and African experiences through various historical, philosophical and social lenses would counteract the erasure of Black history in Canada. The breadth of Black experiences across Canada varies greatly, but this diversity is often overlooked in the curriculum. A focus on both historical and contemporary issues, and their specificity in different contexts, would provide a more well-rounded picture of Black Canadians' experiences and of the contributions Black communities have made to multiple disciplines. This would extend beyond existing Black and African diaspora studies programs and would cover migration, the arts, literature and linguistics.

5.3   Research Opportunities

5.3.1   Re-evaluating Black faculty research interests

Participants said that the deeply embedded Eurocentrism in academia results in the devaluation of Black faculty members' research interests when they are seen as deviating from this norm. Black scholars are perceived as engaging in work that is not academically robust, with implications for their access to teaching reductions, research opportunities and/or academic positions. Finding ways to continue to build on the work of previous Black scholars and the years they have spent on their research would be beneficial to all academic departments.

5.3.2   Increasing postdoctoral fellowships for Black scholars

Postdoctoral fellowships allow scholars to gain further experience while contributing to their areas of research. Participants called on institutions to increase the number of fellowships available to Black scholars, to support their career growth and enhance their prospects as they explore academic careers.

5.3.3   Overcoming challenges in academic research funding

Participants spoke of many challenges that Black faculty members face in securing both internal and external research funding, constraining their ability to find opportunities and get the supports they need to be successful. These challenges include limited personal networks, which are largely a product of the underrepresentation of Blacks in the academy. It was the view of participants that the influence and impact of exclusionary networks, which many Black faculty do not have access to, are particularly strong in the science, technology, engineering and mathematics (STEM) fields.

Proposed solutions included that Canadian research funding agencies take proactive steps such as issuing special calls for research focused on Black experiences in Canada and/or targeting Black scholars. This would send Black researchers a positive message that their scholarly interests and contributions are valued, rewarded, supported and seen as valid. Participants also challenged the Tri-Agency research funders to publish race-based disaggregated data on grants awarded. The transparency of these revelations will help guide necessary efforts to correct any inequities.
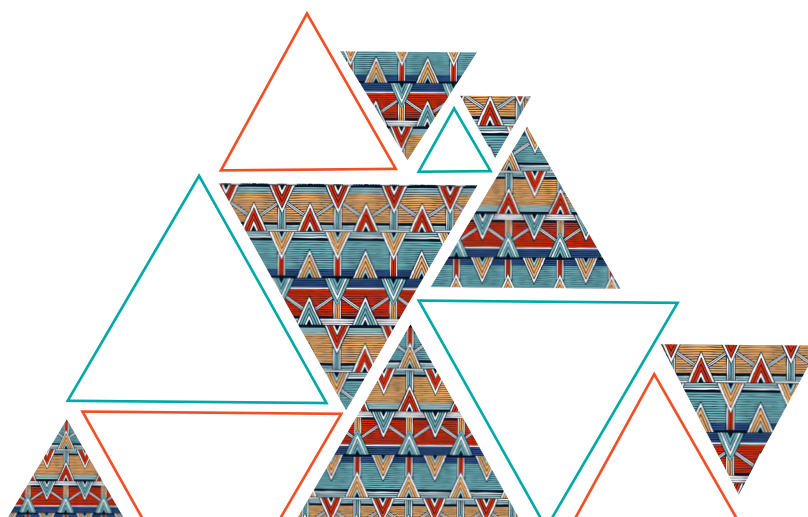
CONCLUDING REMARKS BY CO-CONVENORS WISDOM TETTEY AND KARIMA HASHMANI

Thank you, everyone, for your participation in these dialogues. It has been an amazing couple of days. On behalf of everyone on the organizing team, we are very privileged that the University of Toronto has had the pleasure of hosting all of you at this virtual event.

As we said to you at the beginning, those of us at U of T came to this event with a profound sense of humility, knowing that we are doing our part but that our part is not good enough. We wanted to come together with others who share our convictions about a just and inclusive academic community, to see how we could work together.

We can say that we have gained from the experience. The ability to convene such a committed group of people to engage with the issue of anti-Black racism and Black inclusion has enriched our understanding, our knowledge and our ideas about how we may proceed. So, on behalf of the University of Toronto, we want to thank all of you for that opportunity and for believing that we can, together, do something that is meaningful and impactful.

We hope that the last couple of days have been valuable for all of you as well, that they have been productive and enriching for you. It certainly has given you the opportunity to hear many truths, some of which are not palatable to us as institutions but, nevertheless, define the lives that many within our communities live every day. It behooves us to applaud everyone for the courage to share and the willingness to work together to address those challenges and those blots on our conscience as a society, as well as to remind us of what our mission is supposed to be.

These dialogues have afforded us the opportunity to acknowledge those truths and to engage in critical introspection and reflection that puts us on the track to making amends, to becoming better, to enhancing what it is that our mission is meant to be. The deliberations demonstrate the wealth of community and the value of inclusion. Everybody here has made a contribution to that shared understanding, that shared knowledge, but is also leaving these dialogues enriched by what they have gained by having different people around the table.

If we are looking for palpable evidence of what inclusive excellence means, then the last couple of days have shown us what that could look like, and that we have an opportunity to amplify what we have gained as a result of a coming-together of different people in the same space, with a singular purpose of facilitating inclusive excellence.

People have made the point over the course of the last couple of days that inclusion and excellence are not opposites. They are, in fact, anything but, and can be made to work together in an integrated fashion that enhances who we are – as those who are on the frontiers of knowledge production, as those who cultivate future leaders, as those whom society looks to, to advance what it is that makes us a forward-thinking and self-sustaining community. So, there can be no better expression of inclusive excellence than what we have seen in the last couple of days.

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It is important, as we leave here today, to sustain the momentum, to network, to mobilize in support of the principles and the goals that we have heard articulated in these deliberations. It is that momentum which is going to sustain us. It is that momentum which is going to ensure that the principles and the actions that we pull together from the deliberations are, in fact, going to be supported by the accountability mechanisms that we have.

Accountability is not a reified term. It is enabled by the people who are behind it and push it. We are the people; we are the ones who belong to different associations; we are the ones who belong to disciplines; we are the ones who shape curriculum; we are the ones who drive decisions. As much as a majority of people here may be on the margins of that, by bringing together the full panoply of our community, we all are able to make a difference, depending on where we are and in our own small ways. Together, we can then enable change that is impactful.

Some people have asked why the charter is called the Scarborough Charter. Part of the rationale is simple. As you all know, much of the work, in terms of planning and logistics for the Dialogues, has been administered from the Scarborough campus of the University of Toronto. If we were meeting in person, you would all have come to Scarborough to be part of this process. At a more substantive and symbolic level, Scarborough – just by accident or coincidence of geography and the reality of the demographic group we are talking about – has a significant number of Black people. It is also one of the most diverse communities you can find anywhere in this country.

So in a substantive sense, Scarborough, by its location, represents the experiences of the people who matter in this conversation and what diversity looks like. It also symbolizes our commitment to recognizing and honouring people in communities like this. Scarborough, just like the Black community across Canada, is marginalized. The name of the charter represents a commitment to elevating this community, and says that the people here "deserve a place in this conversation and are reflective of the many Black communities across the country – from coast to coast to coast – who live the realities that we are talking about."

It is also important to include the fact that the work we are undertaking is national in scope. So, the Scarborough Charter is anchored in place and in experience, but it is amplified at the national level.

Together, we have worked to co-create this charter that will engage and lead our institutions with accountability through the values of EDI and inclusive excellence. So, let's build on this moment. Before we all sign off, I want to thank all the attendees for joining us today, nationally, and engaging in these conversations. Thank you to the panelists and the participants for your contributions, for innovating on the spot and sharing your insights from your experiences. To the planning committee, thank you for dedicating your time to the development of these two days; for facilitating these meaningful and rich conversations in each of the sessions; and for ensuring that our conversations were guided to address systemic change, including principles, actions and accountabilities.

The creation of the charter is going to be a participatory and transparent process, which we started yesterday. As Theresa Rajack-Talley asked us all, about how to define transformative institutions, we want a transformative sector that is bold, innovative, ready to commit to systemic change and accountable to our students and communities. In our plenary session, we all learned about the key components that will establish the Scarborough Charter, which our institutions can sign on to and be part of in terms of principals, actions and accountabilities.

Throughout this process, you have all been able to make your contributions to the development of the charter. We want to continue to hear from you. Next week, you are going to get a survey asking for feedback that we will incorporate into the deliberations to inform the charter.

What happens next is that the panel co-leads and the panelists will distill the deliberations. We will work together with our Inter-Institutional Advisory Committee and will reach out to you. Since a charter cannot be written by 3,000-plus people, this work will be done by a smaller group who represent the different conversations that have happened over the last couple of days. The draft will be made available to you when it is done, for feedback from all of you, who have a say in this matter, as well as our external partners.

Once that phase is complete, we will engage with our institutional partners who have committed to signing off on the goals of the charter, to make sure that at some point in the not-too-distant future we are able to bring to reality all the things that you have worked hard over the last couple of days to pull together.

We do not have to wait for the charter, however, to begin the work that we have talked about. These two days have allowed you to learn, to see best practices, to see what you can begin to do right now, even as we work together to formulate the charter. We can create things now, create equity within our practices and processes, based on human rights principles. The work can start now – working with students, faculty and staff to develop recommendations for the structural changes that are required, to ensure that we create accountabilities with timelines. Our hope is that you will all connect with this network to transform the sector, to be truly inclusive. So please go ahead and do what you need to do to get things moving because the work is necessary and the cause is right. The value of inclusive excellence is not in doubt.

We have an obligation to act, and that obligation is driven by the imperative to do what is right. It is absolutely critical that we embody and become vocal proponents of an ethos of inclusive excellence, which will give us the courage to do what is right, the conviction to stand for what is right and to stand by it, the humility to be learning organizations in the true sense. The willingness to change structures, processes, practices and cultures; as well as openness to enable spaces for other experiences, perspectives, forms of excellence and ways of knowing, beyond those which have been accorded pride of place – this is what will make us better institutions and a better sector, able to serve equity-deserving communities, and all communities, at large, in the best way possible.

We need to have the boldness to upset the apple cart for the common good so that inclusive excellence can be nurtured, sustained and promoted. Action will not drive itself. Action is yearning to be unleashed. So, we should go forth, individually and collectively, to do our part as agents of that change which is needed to enable substantive inclusive excellence, and not just the rhetoric of its "feel good" version.

This is not the end of the dialogues on anti-Black racism and Black inclusion. They will continue in different ways and in different forums. We at the University of Toronto are committed not only to doing our part to sustain these conversations but also to enabling the kinds of actions that are necessary for all of us to take.

–   Wisdom Tettey and Karima Hashmani

Acknowledgment & Gratitude

We would like to express sincere gratitude to the following individuals and partners who support the planning, execution and evaluation of this effort and our continued collective work.

– Wisdom Tettey and Karima Hashmani, Co-Convenors

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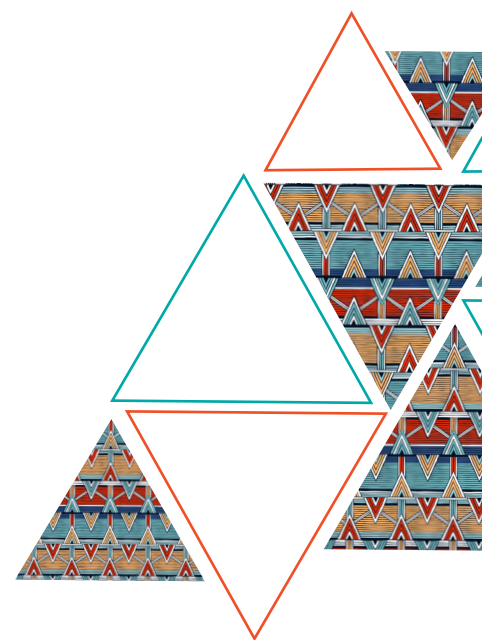
Program Schedule

- **Day 1 – Thursday, October 1, 2020**
- **12:00 – 12:20 p.m. | Welcome**
    - • Overview of Purpose, Expectations and Outcomes
- **12:20 – 1:30 p.m. | Challenges and Barriers to Change**
    - o **Plenary Talk 1**: Anti-Black Racism in the Academy: The Personal, the Systemic, and their Intersections (**Barrington Walker**, Associate Vice-President, Equity, Diversity and Inclusion, Wilfrid Laurier University)
    - o **Concurrent Dialogues 1 |** Concurrent Sessions
- **1:30 – 1:50 p.m. | Break**
- **1:50 – 3:00 p.m. | Identifying Opportunities for Change**
    - o **Plenary Talk 2**: Critique of Deficit Model and Critical Introspection for Black Inclusion (**Malinda Smith,** Vice-Provost, Equity, Diversity and Inclusion, University of Calgary)
    - o **Concurrent Dialogues 2 |** Concurrent Sessions
- **3:00 – 3:20 p.m. | Break**
- **3:20 – 4:00 p.m. | Overview of Dialogues and Setting the Stage for Action**
    - **Plenary Discussion 1:** Key insights from Concurrent Dialogues
        - o Moderator: Michael Charles, Assistant Vice-President and University Advisor Equity and Inclusive Communities, Carleton University
        - o Desmond Pouyat, Dean of Student Experience and Well-being – U of T Scarborough (Student Access and Success)
        - o Heather Hines, Director, Undergraduate Programs and Student Services, Department of Management – U of T Mississauga (Staff Access and Success)
        - o Alissa Trotz, Director, Women and Gender Studies – U of T, St. George Campus (Faculty Access and Success)
        - o Dexter Voisin, Dean, Factor-Inwentash Faculty of Social Work – U of T, St. George Campus (Inclusive Decision-Making Structures)
    - **Plenary Talk 3:** Wrap-up: Key Take-Aways for Action (**Mike DeGagné,** Former President and Vice-Chancellor, Yukon University, Incoming President and CEO, Indspire)

Day 2 – Friday, October 2, 2020

- **12:00 – 1:15 p.m. | Institutional Actions and Accountability**
  - **Recap of Day 1 (Ananya Mukherjee Reed,** Provost and Vice-President Academic, University of British Columbia, Okanagan Campus)
  - **Plenary Talk 4**: Key Considerations for Action (**Theresa Rajack-Talley**, Vice-Provost, Equity and Inclusion, Dalhousie University)
  - **Concurrent Dialogues 3:** Concurrent sessions
- **1:10 – 1:35 p.m. | Break**
- **1:35 – 2:45 p.m. | Sector-wide Actions and Accountability**
  - **Plenary Talk 5:** What Matters Beyond Individual Institutions? (Gervan Fearon, President and-Vice-Chancellor, Brock University)
  - **Concurrent Dialogues 4:** Concurrent sessions
- **2:45 – 3:05 p.m. | Break**
- **3:05 – 4:00 p.m. | Co-Creating the Scarborough National Charter of Principles, Commitments and Actions**
  - **Plenary Discussion 2:** Deliberations on a National Charter with Legs and Teeth
    o Moderator: Kimberley Tull, Director, Community and Learning Partnerships and Access Pathways, U of T Scarborough
    o Maydianne Andrade, Vice-Dean, Faculty Affairs, Equity & Success, U of T Scarborough
    o Robert Summerby-Murray, President and Vice-Chancellor, Saint Mary's University
    o Marie-Claude Rigaud, Associate Secretary General, Université de Montréal
    o Kofi Campbell, Vice-President, Academic, and Dean, Renison University College
    o Kelly Hannah-Moffat, Vice-President, Human Resources & Equity, U of T, St. George Campus
  - **Plenary Talk 6: Wrap-Up & Next Steps for Action**
    o **Wisdom Tettey,** Vice-President, University of Toronto, and Principal, U of T Scarborough
    o Karima Hashmani, Executive Director, Equity, Diversity & Inclusion, U of T, St. George Campus
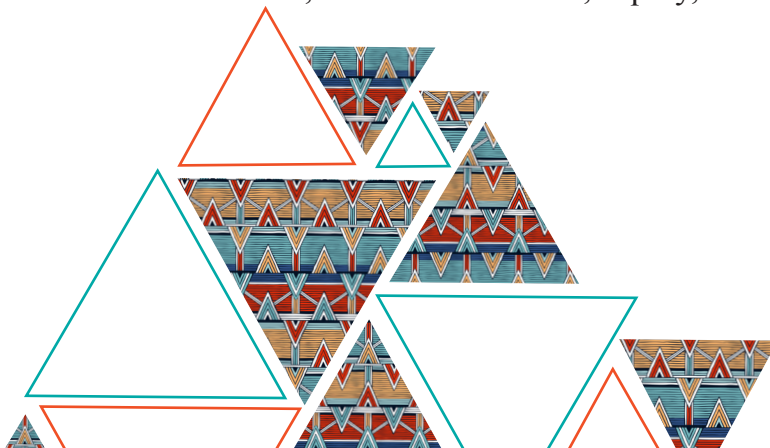
Session Descriptions

Dialogue 1: Student Access and Success

This dialogue identifies and addresses institutional barriers to access for Black students, their sense of belonging, their representation in institutional practices and structures, their academic success and their overall well-being in the classroom and beyond, from recruitment through to graduation. It also challenges the deficit narrative of Black excellence and explores how to ensure that student accomplishments, potential and connections to community before and after university are valued, recognized and rewarded within and beyond the academy.

Panelists
- Quenta Adams, Director, Student Academic Success, Student Affairs – *Dalhousie University*
- Kyanna Giles, Student Basketball Athlete – *University of Winnipeg*
- Tracey Lloyd, Director, Career Services and Co-operative Education – *Centennial College*
- Hadiya Roderique, Lawyer and Rotman PhD Student, Rotman School of Management – *University of Toronto, St. George Campus*

Dialogue 2: Faculty Access and Success

This dialogue examines structural barriers and cultural practices that constrain equitable representation of Black academics within institutions – from professional preparation, through recruitment, to recognition, to career progress and success, to leadership development and attainment. It explores effective ways to address these constraints in order to correct inequities; to attract and support Black academics; to value and meaningfully recognize their contributions; and to facilitate their career success and inclusion within relevant decision-making structures.

Panelists
- Nathan Andrews, Assistant Professor, Department of Global and International Studies – *University of Northern British Columbia*
- Andrew Campbell, Adjunct Faculty, Curriculum, Teaching and Learning, Ontario Institute for Studies in Education – *University of Toronto, St. George Campus*
- Juliet Daniel, Professor, Department of Biology – *McMaster University*
- Annette Henry, Professor, Department of Language and Literacy Education – *University of British Columbia*
- Kevin Hewitt, Professor, Department of Physics and Atmospheric Science – *Dalhousie University*
- Janelle Joseph, Assistant Professor, Critical Studies of Race and Indigeneity – *University of Toronto, St. George Campus*
- Dori Tunstall, Dean, Faculty of Design – *OCAD University*

Dialogue 3: Staff Access and Success

This dialogue examines structural barriers and cultural practices that constrain equitable representation of Black staff within institutions – from professional preparation, through recruitment, to recognition, to career progress and success, and to roles in leadership positions. It explores effective ways to address these constraints, in order to correct inequities; to attract, support and retain Black staff; to value and meaningfully recognize their contributions; and to facilitate their career success and inclusion within relevant decision-making structures.

Panelists
- Kyomi Hastings, Senior Recruitment Officer – University of Toronto Scarborough
- Jason Murray, President and Managing Partner – BIPOC Executive Search
- Stephanie Simpson, Associate Vice-Principal, Human Rights, Equity and Inclusion – Queen's University

Dialogue 4: Inclusive Decision-Making Structures

This dialogue will address deficits in Black representation in leadership, the benefits of addressing them, and how to effectively include the voices of Black students, staff, faculty, alumni and community members in governance and other decision-making structures, to advance institutional commitments to inclusion, and to contribute to a supportive and healthy environment in which to work, study and create.

Panelists
- Adelle Blackett, Professor, Faculty of Law – *McGill University*
- Mary Anne Chambers, Former Member of Provincial Parliament of Ontario
- Wanda Costen, Dean, School of Business – *MacEwan University*
- Tamari Kitossa, Associate Professor, Sociology – *Brock University*
- Denise O'Neil Green, Vice-President, Equity and Community Inclusion – *Ryerson University*

Dialogue 5: Inclusive Teaching, Learning and Curricula

This dialogue will address gaps in the inclusion and validation of Black perspectives, experiences, ways of knowing and learning, and contributions within existing curricula; approaches to teaching, learning and curriculum design; pedagogical approaches; and classroom cultures. This will include ways in which current structures do not support and sustain teaching and learning practices that are explicitly inclusive of the needs and perspectives of Black faculty and students, and the absence of curricula that incorporate decolonizing and intercultural perspectives and knowledge systems.

Panelists
- Barbara Hamilton-Hinch, Assistant Professor, Associate Research Scholar, Healthy Populations Institute – *Dalhousie University*
- Kisha McPherson, Lecturer, Master of Educational Technology Program – *University of British Columbia*
- Delores Mullings, Associate Professor, School of Social Work – *Memorial University of Newfoundland*
- Gina Thésée, Professor, Department of Didactics - *Université du Québec à Montréal*
- Handel Wright, Professor, Director of Centre for Culture, Identity and Education – *University of British Columbia*

Dialogue 6: Responsibilities and Obligations of Non-Black Peers and Supervisors as Partners
This dialogue recognizes that efforts in support of meaningful change within institutions and the post-secondary education sector should not be the sole responsibility of Black colleagues. Discussion will focus on the responsibilities and obligations of non-Black peers and leaders to facilitate supportive environments, promote equitable practices, and actively, intentionally and appropriately foster inclusion for Black students, staff and faculty. Participants will share experiences and best practices about how to move from "intention" to "action" and develop the competencies necessary to challenge anti-Black racism wherever it appears and to be an effective partner for Black inclusion. Focus will include the need to support and sustain "allyship"/partnership that is truly collaborative and ensures that authoritative voice appropriately resides with Black colleagues.

Panelists
- Arig al Shaibah, Associate Vice-President, Equity and Inclusion – *McMaster University*
- Tanya (Toni) De Mello, Assistant Dean for Student Programming, Development, and Equity – *Ryerson University*
- Bryan Gaensler, Director, Dunlap Institute for Astronomy and Astrophysics – *University of Toronto, St. George Campus*
- Minelle Mahtani, Associate Professor, Institute for Social Justice – *University of British Columbia*
- Dru Marshall, Provost and Vice-President, Academic – *University of Calgary*
- Joy Mighty, Professor and Senior Scholar for Innovation in Teaching and Learning – *Carleton University*
- Yasmin Razack, Director, Centre for Global Citizenship Education and Inclusion – *Centennial College*
- Deborah (Deb) Saucier, President and Vice-Chancellor – *Vancouver Island University*

Dialogue 7: Mentoring, Support Networks and Well-being

This dialogue will examine support-system gaps and deliberate on how institutions and the sector, in collaboration with community partners, can enhance enduring support systems and mentoring networks for Black students, faculty and staff, to support their overall well-being, sense of belonging, and retention within the academy as individuals and as a community, while facilitating their academic or career success.

Panelists
- Afua Cooper, Professor, Department of Sociology and Social Anthropology – *Dalhousie University*
- Wesley Crichlow, Associate Dean, Equity – *Ontario Tech University*
- Notisha Massaquoi, Provost Postdoctoral Research Fellow, Factor-Inwentash Faculty of Social Work – *University of Toronto, St. George Campus*
- Joseph Mensah, Professor, Department of Geography – *York University*

Dialogue 8: Race-Based Data Collection and Use

This dialogue explores the current status of race-based data collection in post-secondary institutions and identifies thoughtful approaches to data collection, analysis and interpretation. The session will address the effectiveness of race-based data collection in addressing and measurably reducing disparities for Black students, faculty and staff. This will include the appropriate use of data to address inequities across the key areas covered by the sessions in these dialogues.

Panelists
- Evelyn Asiedu, PhD Student – *University of Alberta*
- Shamara Baidoobonso, Provincial Epidemiologist – *Government of Prince Edward Island*
- OmiSoore Dryden, Associate Professor, Department of Community Health and Epidemiology, Faculty of Medicine – *Dalhousie University*
- Carl James, Professor, Faculty of Education – *York University*
- Camille Orridge, Senior Fellow – *Wellesley Institute*

Dialogue 9: Engaging Alumni and External Partners/Communities

This dialogue will focus on exploring ways to strengthen lasting relationships with Black alumni and external Black community partners. It will examine how our institutions and sector can engage as accountable partners in promoting and sustaining relationships with Black communities and with organizations that work to fight anti-Black racism and support Black inclusion. These discussions will highlight recommended practices to ensure that engagement with Black communities is not based on a deficit model, but recognizes and values community assets and operates on the basis of fairness, reciprocity and mutually supportive community development.

Panelists:
- Dahabo Ahmed Omer, Executive Director – *BlackNorth Initiative*
- Liben Gebremikael, Executive Director – *TAIBU Community Health Centre*
- Mitzie Hunter, Member of Provincial Parliament (Scarborough-Guildwood) – *Province of Ontario*
- Colin Lynch, Head of Global Real Estate Investments – *TD Asset Management; Co-Founder – Black Opportunity Fund*
- Neil Price, Dean, School of Justice and Community Development – *Fleming College*
- Nadine Spencer, CEO – *Black Business and Professional Association*