

## An Open Letter to the University of Calgary

June 9, 2020

Dear Dr. Edward McCauley, Mr. Bart Becker, Dr. William Ghali, Ms. Linda Dalgetty, Ms. Karen Jackson, Dr. Dru Marshall, and Ms. Nuvyn Peters  
(cc: Dr. Malinda Smith)

On June 1, 2020, the University of Calgary released the following statement:

“The University of Calgary denounces anti-black racism and racism in all forms. We are committed to creating an environment where all are valued and included – on campus and in society as a whole. If you need support, please reach out. We stand with you in these difficult times.”

<https://twitter.com/ucalgary/status/1267505365370966018?s=21>

We thank the University for this show of support, and for condemning anti-Black racism and racism in all forms. Your message is important, and commits the university to “creating an environment where all are valued and included.” We are writing to help uphold and deliver on this commitment. We now urge you, in your capacity as executive leaders, to put into action this commitment by taking a public stand against racism via a comprehensive statement, clearly outlined actionable steps, and metrics by which to measure the progress of these steps. A comprehensive statement and commitment to action would reflect and expand the steps the university has already taken towards diversity, equity, and inclusion through **ii'taa'poh'to'p, our Indigenous strategy**, the campus **mental health strategy**, appointment of a **vice-provost for equity, diversity and inclusion**, and additional strategic initiatives (<https://www.ucalgary.ca/provost/strategic-initiatives/strategies>). The creation of these strategies and leadership positions within UCalgary indicate a commitment to take up and allocate resources to the following actions.

We believe that a comprehensive statement outlining the school's condemnation of anti-Black racism, racism in all forms, and commitment to positive change is of the utmost importance, and demonstrates the school's dedication to training future leaders. This will ensure that graduates are both cognizant of matters of social justice and equipped to advocate for a more inclusive and just society that supports the mental, physical, and social health of all its members.

Any statement from the school would not be complete without addressing police brutality against Black and Indigenous people and people of colour (BIPOC). Police brutality disproportionately impacts Black and Indigenous communities, and it creates and exacerbates physical and mental health inequities. The recent deaths of Regis Korchinski-Paquet, D'Andre Campbell and Chantel Moore make it clear that Canada is not immune to acts of police violence against Black and Indigenous peoples. There is an urgent need to recognize and act against systemic racism towards Black (<https://www.calgaryjournal.ca/index.php/living/3547-black-lives-matter-in-calgary-too-2>) and Indigenous (<https://edmonton.citynews.ca/2020/06/03/nothing-else-is-working->

[indigenous-rights-lawyer-says-action-need-to-fight-racism-in-canada/](#)) people, which has a long history in the province. “For example, Alberta in the early 20th century had official documents meant to prevent Black people from settling in the province” (<https://calgaryherald.com/news/local-news/calgary-anti-racism-protests-a-defining-moment-for-city-organizers-and-experts-say>). The need extends to the University of Calgary, which has been home to racist signage and sentiment (<https://thegauntlet.ca/2017/11/09/its-okay-to-be-white-messages-appear-on-u-of-c-campus/>).

Importantly, a reaffirmation of the University’s commitment to **ii' taa'poh'to'p** is warranted in light of recent events, and is aligned with the strategy’s statement of commitments ([https://live-ucalgary.ucalgary.ca/sites/default/files/teams/136/Indigenous%20Strategy\\_Publication\\_digital\\_Sep2019.pdf](https://live-ucalgary.ucalgary.ca/sites/default/files/teams/136/Indigenous%20Strategy_Publication_digital_Sep2019.pdf)), and its goal to “strive towards systemic and systematic transformation.”

Researchers have shown that racism within schools is among the main reasons for the academic failure of Black students (Allen et al., 2014; Paradies et al., 2015; Schmitt et al., 2014). This racism can be on the part of students, teachers, and administrative staff. There is substantive research to show how microaggressions impact students’ mental health (Nadal et al., 2014; Blume et al., 2012; Kim et al., 2017; Lewis et al., 2013; Torres et al., 2010). Indigenous peoples also experience negative stereotyping and marginalization by non-Indigenous peoples (Morrison et al., 2008), including in academic settings. In addition, conflicts between Western institutional policies/practices and Indigenous worldviews often adversely impact Indigenous students (de Plevitz, 2007). These factors contribute to a gap in university degree attainment between Indigenous and non-Indigenous peoples in Canada (Statistics Canada, 2011). Furthermore, in Canadian universities, Black and Indigenous people are among the groups most underrepresented in professorial positions relative to their representation in the general population (Henry et al., 2017). Thus, there is a need to address longstanding, underlying, and systemic racism within our own university.

Research also shows that a sense of belongingness to one’s institution is one of the most frequently cited variables in explaining students’ academic success, and that perceptions of one’s academic institution as honouring diversity significantly impacts belongingness (Glass & Westmont, 2014). Feelings of belonging are not just cultivated in the classroom but in all aspects of campus life, including both academic and social. We have a responsibility to ensure that Black and Indigenous people and people of colour feel they belong and are valued members of the University of Calgary.

As a community leader and a Canadian institution, the University of Calgary has a responsibility to take a strong stance on racism and social inequity. We request that the university issue a statement that includes the following content:

1. A condemnation of anti-Black and anti-Indigenous racism and police brutality against Black and Indigenous people in Calgary, in Canada, and worldwide;
2. A statement that anti-Black and anti-Indigenous racism and police brutality are public health crises;
3. A clear acknowledgment of the roles that anti-Black and anti-Indigenous racism and police violence play in engendering poor academic, social and health outcomes for Black and Indigenous people;
4. A plan, or commitment to the immediate development of a plan, detailing how the university will address police brutality and anti-Black and anti-Indigenous racism in scholarly (e.g., **Eyes High strategy**) and outreach activities (e.g., **Global Engagement Plan**), as well as how the school will address these issues, and racism and social inequities more broadly. This includes how these issues will be addressed in the school's programming (i.e., courses, seminars, and workshops); hiring of faculty and staff; admission and retention; treatment of students; and day-to-day operations.

In requesting that the University devise and implement a long-term plan to address social inequities, we urge that the plan includes the following:

- 1a. Hiring and retaining more faculty and staff of colour, in recognition of the fact that the success of a diverse student body reflects a diverse faculty (Turner-Gonzalez & Wood, 2008), and that research exists to show student performance and interest in school is impacted by teacher diversity (<https://www.nytimes.com/2018/09/10/upshot/teacher-diversity-effect-students-learning.html#:~:text=Does%20it%20matter%3F,like%20them%2C%20especially%20nonwhite%20students.&text=And%20studies%20show%20that%20teacher,and%20their%20interest%20in%20school>). Towards this end, we recommend adopting a task force to review and communicate the university's hiring practices, as well as conduct regular surveys to collect diversity data about students, faculty, and staff, ensure transparency of these data, and use the data to develop programming and supports for BIPOC individuals at the University of Calgary, or to refine those currently in place.
  - 1b. The systemic barriers to the application process for students should be re-evaluated, and concerted efforts need to be in place to recruit a more diverse body of students. For example, across all individuals and groups on campus, how do we ensure that the opportunities for education are not inequitably disadvantaging those who have access to lower financial resources, given expenses required for application and entry into the university, required testing, travel for interviews, etc.
2. Taking necessary actions to ensure sufficient support, protection, and fair compensation to staff (including staff of colour) with limited institutional power. These

populations include administrative and support staff, custodial staff, research support, and essential workers. We recommend conducting an evaluation of the current supports and resources provided to staff, and taking actions to rectify any discrepancies identified between need for support and available resources. Resources should also reflect the needs of staff who experience marginalization, such as implementing a directory of support workers and resources derived from and for BIPOC staff.

3a. Creating and offering more courses, workshops, and resources that deeply delve into structural racism and its consequences. This involves revising current programming and curricula across university departments at both the undergraduate and graduate level to provide in-depth instruction on structural racism, oppression and marginalization, and decolonization, as well as including diverse perspectives across content areas. Further, these courses, workshops and resources should provide people with the tools to combat racism and other forms of discrimination. Course and workshop creation and revision should adopt identity-conscious (as opposed to colour-blind) policies and practices; for example, requiring the selection of reading lists to consciously include BIPOC voices. Mandatory revision of and participation in courses, workshops, and curation/dissemination of resources is required to permanently abolish the unsafe practices currently being used to educate future community leaders and researchers.

3b. Including modules in the Continuing Education (CE) courses offered at the University that describe and emphasize the impacts of systemic racism, colonization and microaggressions in schools and workplaces, and how these issues can directly impact the health and well-being of Black people, Indigenous people, and people of colour. Reaffirmation of the actionable steps taken to ensure the stated benefits of CE, which include “extending access to education and to post-secondary credentials, to people who would otherwise not have such access” and “discuss[ing] key issues facing our communities and our world today.”

4. Commit to addressing structural racism in the University of Calgary’s research efforts by integrating anti-racist initiatives into the University’s research practices and compensatory structures (e.g., through the **Eyes High strategy**). Further initiatives are to protect the public from structural and researcher racism, bias and discrimination.

5. Examining and improving the institutional reward structures used to incentivize programs towards instruction and mentorship of underrepresented students, and addressing the constraints that limit instruction and mentorship practices (e.g., via the **2018-23 Academic Plan**). This could involve using targeted strategies, enhancing organizational accountability, providing funding and opportunities for instruction and mentorship, and promoting awareness of the positive impacts of mentorship that are essential to student success (Byars-Winston & Dahlberg, 2019; Morales et al., 2017).

6. In response to the UCalgary’s statement, clarifying the resources available to

students who are impacted by racism and are in need of support, i.e., providing a comprehensive index of resources where students may reach out to if they are struggling. This includes campus mental health resources, physical health resources, and academic/financial resources. Identifying discrepancies between the need for these supports and their availability, and addressing discrepancies through appropriate allocation of resources and prioritization of needed supports in UCalgary's campus initiatives (i.e., the campus **mental health strategy**).

According to Statistics Canada, one third of Calgary's population is a visible minority, and up to **40%** of Canada's population will be a **visible minority** by 2036 (<https://calgaryeconomicdevelopment.com/research-and-reports/demographics-1p/demographics/>). The Indigenous population is also rapidly growing at a rate that is more than four times that of the non-Indigenous population throughout Canada. This population is also relatively young compared to other groups (Statistics Canada, 2017). This indicates that a higher proportion of Indigenous peoples are within the typical age-range for post-secondary education. As such, the need for institutions to actively create inclusive and decolonized spaces is especially relevant and pressing.

Steps taken to address the aforementioned recommendations must include Black and Indigenous students and staff, and students and staff of colour – their perspectives are necessary for creating and enacting the above-listed recommendations, as well as further recommendations that can truly generate meaningful social change (<https://journals.sfu.ca/cjhe/index.php/cjhe/article/view/188529>). If academic institutions are to truly serve and lead their community, we encourage leaders to sincerely reflect on the matters presented in this letter and the value of the voices and community members that they reflect. We urge that immediate steps are taken to not only provide the school's statement on these issues but to provide accountable and actionable steps towards how the school can improve and unite.

With permission, this open letter is adopted from those written to the University of Ottawa School of Epidemiology and Public Health, and to the University of Ottawa School of Psychology. Thank you to Zahra Clayborne (Epidemiology PhD Candidate) and Erin Leigh Courtice (Psychology PhD Candidate) for their necessary and relevant ideas and calls to action.

[https://docs.google.com/forms/d/e/1FAIpQLSctT6VTMOU7\\_prAEvIPaaLFW4mQZN8Upf0iLmR6dqtFsnhi5Q/viewform](https://docs.google.com/forms/d/e/1FAIpQLSctT6VTMOU7_prAEvIPaaLFW4mQZN8Upf0iLmR6dqtFsnhi5Q/viewform)

<https://docs.google.com/forms/d/e/1FAIpQLScS70IDWICGUxDY69Pm2zkcMLGbGYeYTMFs1cOqf4yBVHs9uA/viewform>

Sincerely,

Past and present students, faculty, and staff of the University of Calgary and members of the community

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