

Appendix C: External scan

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Standing Strong Task Force Research Team

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Executive summary

The SSTF Research Team has undertaken an extensive external scan of how comparable institutions have addressed calls to action regarding commemoration and reconciliation. This report aims to serve as a tool for Task Force members to access further resources regarding best practices that may inform decision-making.

Scope of scan

This report presents a non-exhaustive list of post-secondary institutions grappling to understand and address their uncomfortable and complex histories. The research team reviewed over 50 institutions and has provided a distilled list, analysis, and summary of some of the most relevant comparators. We have followed a consistent structure to report each institution. However, where information was not available or where we felt additional information should be provided, we have supplemented their contributions.

In addition to university processes, comparable municipal and institutional processes were reviewed. The most relevant have been included in this scan. For example, the “Halifax Regional Municipality and the Assembly of Nova Scotia Mi’kmaq Chiefs,” offers important insight into the decision-making process, and contextualizes the impact of the work.

Approach

The methodological process was a multi-jurisdictional and institutional approach whereby we explored how our comparators on the national and international scale dealt with questions of historical commemoration of colonial figures, and how their approaches were received by the community in each geo-political region. This report focuses mainly on how comparator universities established and carried out research, report recommendations, decision making, and implementation. Drawing upon the available resources and literature relevant for our research, we found that there was no one way in which each institution approached issues surrounding institutional relationships with colonization, racial discrimination, commemoration, and renaming.

Overarching characteristics

The institutions listed in this report stood out with respect to their commitment to learning about the processes involved with historical commemoration and renaming, typically exhibiting the following characteristics:

Commitment to equality, diversity, and inclusion

Each institution outlined within this report has demonstrated its commitment to promoting EDI within its campus and beyond, in order to build a more inclusive and welcoming environment for students, faculty and staff.

Immediate response to issues within campus or geopolitical borders

As the growing hostility towards colonial figures and public discussion and debate has fuelled numerous calls for change on the international scale, university institutions have carried out initiatives to directly respond to or address their relationship with colonialism. In efforts to learn from one another, institutions around the world have looked to precedent-setting reports at comparator institutions. Many of the processes go beyond historical institutional introspection of the university and their connections to colonialism and broaden the scope of their research. Some have undergone a critical review of the institution's donors including where and how their wealth was acquired. This is of particular relevance because donorship and commemoration are often intimately tied to together, and in certain cases, commemorated donors accumulated their wealth through the active roles they played in colonial endeavours.

Commitment to scholarly research on racialized histories and perspectives

The response to calls to action from campus communities elicited the need to perform research and resurface histories that have been erased from the institution's historical narrative.

Recognition and transparency of institutional relationship with colonialism

Institutional initiatives that have shown commendable efforts in the reconciliation process have demonstrated recognition of their relationship with colonialism with transparent and accessible reports and research materials. This transparency is carried out through media, websites, and digital archives.

Student/community involvement and engagement

Stand-out universities have conducted community-based research and created opportunities for students and local communities to learn and participate in the research projects.

Canadian context

In Canada, there are two overarching topics of unrest that universities are grappling with. The first involves institutional relationships with histories of slavery, and the second is the ongoing commemoration of colonial historical figures. For the purposes of this external scan, they are equally important and are not mutually exclusive as they both inform one another and have similar impacts on university campuses and on racialized individuals and communities. It has also been recognized that the experience of racism in general on Canadian university campuses is insidious, circumstantial, and far from homogenous. However, it was found that each university institution is responding to a particular issue that exists explicitly within their campus community.

For example, at Queen's University, the research process started when the Principal and Vice-Chancellor Patrick Deane called on the Faculty of Law to set up the Building Name Consultation Advisory Committee, in response to an online petition calling for the "John A. Macdonald" name to be removed from the law building. The approach of the committee included a commitment to the final report of the Truth and Reconciliation Commission (2015), as Queen's has accepted its findings and was committed to honouring its calls to action. The TRC identifies special responsibilities for law schools in Canada, and Queen's has exemplified its commitment to the calls to action. In addition, the recommendation from the

Building Name Consultation Advisory Committee to remove the name from the building was not primarily or even secondarily based on an assessment of Macdonald's character. Their recommendation was based on the terrible harm Sir John A. Macdonald's actions, from a position of the highest possible leadership, had on generations of people, and thus on the continued harm we do to those people who associate his name with their suffering by seeming to celebrate it with a name on a building in an institution of higher learning.

American context

In the United States, institutions have almost exclusively dealt with issues relating to discrimination, commemoration, and historical memory in the context of slavery, the transatlantic slave trade, Jim Crow discrimination, and manifestations of anti-Black racism. Because of this, there has been no mention of the sale and respective seizure of Indigenous lands and the creation of the modern American university. Each institution has reckoned with their history differently but they also have been informed by other universities that initiated similar initiatives. Brown University was the first American institution to convene a committee to explore the institution's historical relationship to slavery and the transatlantic in 2003. Following Brown University's initiative, a number of other institutions have followed a similar route by exploring the ways in which they participated in and benefitted from slavery and the transatlantic slave trade. A variety of American post-secondary institutions surveyed in this report have engaged in multi-year projects with extensive and informed research that addresses both their historic relationship with slavery in the past as well as worked to strengthen their commitment to justice, reconciliation, and atonement in the present. Some universities had simply responded to the wave of social unrest in the summer of 2020 following the police killing of George Floyd by removing names from campus buildings without conducting extensive reports or projects into the individual namesakes and their relationship with the institution's values.

It is imperative to understand that the institution of American slavery was a highly systemized economic and social system, where documentation of descendants was available for universities to directly engage with. For example, Georgetown University's Working Group on Slavery, Memory, and Reconciliation recommended the university engage the descendants of the enslaved whose forced labour benefitted the university, and they were able to do so through genealogy records. This engagement led to the establishment of reparations towards the descendants of the enslaved labourers. Georgetown University displayed a commitment to long-term engagement with the community and explored the ways in which they could materially support the communities affected the most by their involvement in slavery. Despite the focus on slavery alone, the reports, recommendations, and initiatives in the American comparator institutions can provide critical insight into the issues surrounding justice, commemoration, and historical memory that should be useful to the Standing Strong Task Force.

International context

International institutions vary greatly in their cultural context, and their historical experiences of colonialism have by no means been homogeneous. Accordingly, institutional responses, reflections, and inquiries into their roles and contributions to colonial and neocolonial relationships manifest in different ways across the world. However, there are many institutions, particularly those historically connected with the British Empire, that have undergone initiatives to explore their contributions to colonialism, and their responsibility towards decolonizing curriculum. In the United Kingdom, this largely focuses on inquiry into

the institutional commemoration of those who participated or profited from colonial endeavours and the Atlantic Slave Trade. Many of those commemorated by the institutions were also donors to the universities, thus the universities also indirectly profited from the colonial actions of the British Empire. Many institutional inquiries in this context seek to understand and reconcile this, prompting explorations into their own practices of commemoration. In South Africa, Australia, and New Zealand, the institutions also focus on understanding their contributions to the colonial empire, and how they commemorate colonial actors.

Furthermore, these initiatives throughout the world tend to attempt to understand how their institutional history contributes to existing inequities on campus. For example, in the United Kingdom, many universities addressed unique inequities faced by the BAME (Black, Asian, and Minority Ethnic) groups on campus, while Australia and New Zealand's initiatives focused on supporting Aboriginal people and Torres Strait Islanders. Thus, many of the reports and recommendations provided by these initiatives focus on propagating and cultivating cultures of inclusivity and reconciliation throughout their community and beyond. For example, some unique recommendations and implementation of reconciliatory practices at the Edith Cowan University in Australia include the development of Aboriginal Cultural Reflective Spaces on campus for Aboriginal staff and students and the piloting of the 'Embedding Indigenous Perspectives in the Curriculum' program. At the University of Cape Town in South Africa, the university removed statues and commemorations of colonial figures and profiteers, renaming spaces to reflect heroes and figures from the local Khoi community. Notably, the University of Otago in New Zealand developed an entire Centre for Research on Colonial Culture in 2012 to understand the history of colonialism in the Pacific context and disseminate knowledge about the impacts of the British Empire, while reflecting critically on their own local context.

Concluding remarks

This external scan has provided a framework for moving forward into the next phase of the research process. As we continue to work through the intricacies of comparator institutions, we remain conscious that the discussion surrounding commemoration and renaming is ongoing. In addition, this external scan has provided the research team with the tools to undertake the historical research project. The information provided here demonstrates the importance of thinking critically about the controversy surrounding the commemoration of Canadian historical figures such as: Hector Lagevin, Egerton Ryerson, Joseph Trutch, Nicholas Flood Davin, Matthew Baillie Begbie, Edward Cornwallis, and Sir. John A. Macdonald. Thus, the historical research project seeks to utilize Yale University's Witt Committee's "Principles of Renaming," and Peter Seixas' [historical thinking framework](#).

Rather than thinking of this report as a finalized document, it serves to be an important resource for informing decision-making and is subject to change and improvement.

Canadian Post Secondary Institutions and Comparators

Carleton University

Initiative	On February 3, 2021, Carleton University President and Vice-Chancellor Benoit-Antoine Bacon, announced the " New Names for New Times Initiative ." The initiative is part of the university's commitment to responding to the final report of the Truth and Reconciliation Commission.
Research mandate	This initiative is in response to community calls to action and Carleton's commitment to truth and reconciliation. This project builds on pre-existing research projects at the university including the "Strategic Integrated Plan," the "Kinàmàgawin (Learning Together) Indigenous Strategy Report," and "Equity, Diversity and Inclusion Action Plan."
Initiative leadership and scope	The initiative at Carleton University was led by Indigenous Initiatives assistant vice-president Kahente Horn-Miller, Equity Inclusive Communities assistant vice-president Michael Charles, Centre for Indigenous Initiatives director Benny Michaud and university provost Jerry Tomberlin, the renaming project aims to show the school's commitment to inclusion and diversity.
Report and recommendations	<p>Kinàmàgawin (Learning Together) Indigenous Strategy Report</p> <p>The 41 calls to action are Carleton-specific recommendations that were informed by the Carleton University Strategic Indigenous Initiatives Committee heard through a broad and consultative process. The recommendations fall under the following categories:</p> <ul style="list-style-type: none"> ● community engagement ● Indigenous student supports ● student experience ● ways of teaching and learning ● culture, systems, and structure ● research and innovation ● Metrics <p>Equity, Diversity and Inclusion Action Plan</p> <p>The EDI Action, created by the EDI Advisory Group Initiative at Carleton plan builds upon the Carleton Strategic Integrated Plan. This action plan outlines ways to reimagine curricular and pedagogical practices, and makes</p>

	<p>recommendations about how to further enhance student supports, research infrastructure, leadership development for academic and non-academic staff, organizational culture and more.</p> <p>Strategic Integrated Plan</p> <p>The campus-wide strategy and plans developed within this report, support and operationalize aspirations described in the Kinàmàgawin and EDI Reports. However, the Strategic Integrated Plan describes Carleton's commitment to implement recommendations.</p>
Significant and relevant decisions	<p>Carleton University announced that they would rename three campus buildings to better reflect the racial diversity of the university. The buildings to be renamed are: University Centre, Residence Commons, and Robertson Hall announced in February 2020.</p>
Notable community response	<p>Following the announcement to rename the three buildings, students, faculty and staff have pushed for the additional renaming of Russell House.</p>

Dalhousie University

Initiative	<p>Scholarly Panel to Examine Lord Dalhousie's History on Slavery and Race was formed following meetings between the Dalhousie Black Faculty and Staff Caucus and Dalhousie's 11th President, Dr. Richard Florizone.</p> <p>The Scholarly Panel was established in 2016 to inquire into Lord Dalhousie's relationship to slavery, race, and anti-Black racism and released their report in 2019.</p>
Research mandate	<p>The Lord Dalhousie Scholarly Panel on Slavery and Race was established to examine the university's history with regard to slavery and race and recommend actions Dalhousie could take in response. During Dalhousie's bicentennial year, the panel asked: what did it mean to celebrate 200 years of existence in the context of racism, anti-Blackness, and knowledge about the founder's view and actions toward people of African descent? Dalhousie University is part of the International Universities Studying Slavery Initiative (USS), formed by the University of Virginia in 2013.</p>
Initiative leadership and scope	<p>The panel was tasked by Dalhousie President, Dr. Richard Florizone and Chair of Senate, Dr. Kevin Hewitt "to gather the historical facts regarding Lord Dalhousie's statements and actions related to slavery and race... then</p>

	interpret those facts in light of their past and present contexts, and recommend actions Dalhousie could take to respond to them."
Report and recommendations	<p><u>Report on Lord Dalhousie's History on Slavery and Race</u></p> <p>The panel's recommendations were meant to start the process of changing the anti-Black sentiments and dismantling the anti-Black practices that are legacies of slavery and the slave trade and to bring about an equitable distribution of resources for the Black community. The report took inspiration from the United Nations Human Rights Council Report on People of African Descent on its mission to Canada. The UN report acknowledges slavery and anti-Black discrimination in Canada and called on the federal government to provide reparations to African Canadians and to mainstream Black history textbooks and curricula.</p>
Significant and relevant decisions	<p><u>University Response to the Scholarly Panel to Examine Lord Dalhousie's History on Slavery and Race</u></p> <p>Dr. Terri Balser (Interim President), Dr. Kevin Hewitt (Chair, Dalhousie University Senate), Candace Thomas (Chair, Dalhousie University Board of Governors), affirmed that Dalhousie should be a place where everyone feels valued and respected. They committed to equity, diversity, and inclusion, challenging racism, and to building a better community for individuals of African descent, and their community at large. "This is what we want the name 'Dalhousie' to be known for in our third century and beyond. This is the legacy we will build together."</p>

Halifax Regional Municipality and the Assembly of Nova Scotia Mi'kmaq Chiefs

<p>Initiative</p>	<p>The Task Force on the Commemoration of Edward Cornwallis was not a university institution project. However, it is fundamental for understanding the impact of task force work, and how recommendations are a mere step towards more meaningful change.</p> <p>In 1749 Edward Cornwallis had issued a proclamation offering a bounty for every Mi'kmaw scalp or prisoner. The Nova Scotia Mi'kmaw community had become increasingly critical of the statue. The message seemed to be that the city and the province celebrated the actions of Cornwallis, including the efforts to kill Mi'kmaw people. The Halifax Regional Municipality (HRM) removed the statue and created a Task Force that would hold public hearings and make recommendations on how to move forward. The HRM made the Assembly of Nova Scotia Mi'kmaq Chiefs an equal partner in determining the committee's composition.</p>
<p>Research mandate</p>	<p>The motion to begin the research process began in April 2017, requesting a staff report with terms of reference and a recommended composition for an expert panel to review and advise Council regarding any changes to the commemoration of Edward Cornwallis on municipal assets, including Cornwallis Park and Cornwallis Street, and recommendations to recognize and commemorate the Indigenous history in the lands now known as Halifax Regional Municipality.</p> <p>In October 2017, a motion of Council to establish a "Special Advisory Committee" that would report to Council on the commemoration of Edward Cornwallis and the recognition and commemoration of Indigenous history. In January 2018, there was a motion that the statue of Edward Cornwallis situated in the south end of Halifax should be removed to temporary storage pending an eventual decision of the Council on its future.</p> <p>An October 2018 motion asks that Halifax Regional Council authorize the establishment of a joint committee that will reflect an equal partnership between Halifax Regional Council and the Assembly of Nova Scotia Mi'kmaq Chiefs and further the joint committee, constituted with the existing members of the Commemoration Committee, will be responsible for its own determination of the process and procedures by which it will fulfill the existing mandate, and the funding will be a joint and equal responsibility of HRM and the Assembly of Chiefs.</p> <p>The final report was presented to Mayor Savage and Members of the Halifax Regional Council on July 21, 2020.</p>

<p>Initiative leadership and scope</p>	<p>The committee’s principal task was to recommend what should be done with the statue of Edward Cornwallis, Governor of Nova Scotia from 1749 to 1752.</p> <p>Though the focus was on Cornwallis, the report recommendations did more than that. The committee was aware that the Cornwallis issue reflected broader problems regarding how the Mi’kmaq community’s history has been ignored, not just in public commemorative sites but also through education.</p>
<p>Report and recommendations</p>	<p><u>Report of the Task Force on the Commemoration of Edward Cornwallis</u></p> <p>As a measure to preserve the engagement between the HRM and the ANSMC on the matter, the HRC voted on 30 January 2018, that the statue of Edward Cornwallis situated in the South End of Halifax should be removed to temporary storage pending an eventual decision of Council on its future. The motion was passed by a majority of 12 votes to 4. The statue remains in storage.</p>
<p>Significant and relevant decisions</p>	<p>While some individuals argued that the statue should be restored and presented ideas for recognition of Cornwallis’ actions while also commemorating Mi’kmaq history, the committee rejected those options. The committee recommended that the Cornwallis statue should be retained in HRM collection storage pending the establishment of a civic museum, where it can be accessioned into the museum collection in order to be available for research purposes, with the potential to be exhibited as part of an educational display.</p>
<p>Notable community response</p>	<p>Historian William Wicken asserts that only one side was heard in this process and that the language of the report itself implied that the committee had made a decision prior to the research process. Wicken’s response elucidates the ways in which reconciliation means to include, rather than a framework of exclusion. An expert in Mi’kmaq history, Wicken and John Reid testified on behalf of Donald Marshall Jr., which contributed to the 1999 Supreme Court Decision that parlayed into a greater attempt to reconcile the historic interests of the Mi’kmaq and the existing interests that others have. Wicken played a small part in a broader process about providing a perspective to history that too often, had ignored the Mi’kmaq and the ways in which colonization devastated their communities. Wicken’s experience with the legal system and ability to remain actively involved in Indigenous history, with the commitment to learning and educating based</p>

on both sides of the narrative, can be seen as a metaphor for the work we aim to do on Egerton Ryerson.

“Bringing the past into the present is difficult, more so when the past thought to have existed is more complicated than was thought. But, as much as possible, we have to move forward together. I am not sure that this report allows for that. It provides a very helpful perspective regarding a contentious issue. I just wish it had done more.” (William Wicken, *Canadian Historical Review*, 2020).

As the statue remains in storage, pending the creation of a civic museum, it is useful to think about the importance of Task Force reports in hearing a wide range of perspectives on historical controversies.

McGill University

Initiative	The groundwork for future calls to action
Research mandate	<p>McGill University produced a foundational policy aimed at increasing the representation of, and support for, Black students, faculty, and staff at their university. University administration has not been faced with an issue with respect to principles of commemoration and renaming on McGill Campus, so they did not respond to a direct call for change. These measures were informed by the findings set out in three precedent-setting reports:</p> <ol style="list-style-type: none"> 1. The Results Survey on Diversity and Discrimination (2016) 2. The Report of the Working Group on Systemic Discrimination (2016) 3. The Report of the Working Group on Principles of Commemoration and Renaming (2018).
Initiative leadership and scope	<p>McGill University has not undergone a research initiative in response to learning about their institutional relationship to histories of colonialism. However, they have produced a precedent-setting report on how to approach issues if they do arise. McGill University is part of the International Universities Studying Slavery Initiative (USS), formed by the University of Virginia in 2013.</p>
Report and recommendations	<p>The Report of the Working Group on Principles of Commemoration and Renaming (2018) recommends that:</p> <p style="padding-left: 40px;">The process of commemoration and renaming needs to be credible, and credibility requires independence, integrity, and scholarly rigour in reviewing calls for change.</p> <p>Reviewing calls for change and making decisions needs to be made separate. Calls for change should be based upon fact-finding, consultations and moral deliberation on the question of whether an established practice or name offends contemporary ethical-political standards, identification of possible outcomes, risk assessment of possible outcomes, and formulation of a recommendation.</p>
Notable highlights	<p>Many students, faculty and staff, are becoming increasingly aware of James McGill's relationship to slavery, and the fact that "James McGill <u>enslaved Black and Indigenous</u> People and the wealth he accrued from their exploitation was left in his will to fund a university, namely, McGill University." James</p>

	<p>McGill's relationship with slavery is also detailed within the Lord Dalhousie's History on Slavery and Race Report.</p>
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Queen's University

<p>Initiative</p>	<p>Building Name Consultation Advisory Committee began working in July of 2020</p>
<p>Research mandate</p>	<p>Drawing from Queen's University Naming Policy, the Principal's Implementation Committee Report on Diversity and Inclusion (PICRDI), and Yakwanastahentéha Aankenjigemi -- Extending the Rafters: Truth and Reconciliation Commission Task Force Final Report, the committee developed a robust consultation process and schedule to address calls from the to remove John A. Macdonald's name from the law building.</p>
<p>Initiative leadership and scope</p>	<p>While the process was completed in a short amount of time, there was extensive consultation with Queen's stakeholders. The process ensured participation from Indigenous, racialized, and marginalized groups who expressed that the current name of the law school building creates feelings ranging from exclusion to trauma.</p>
<p>Report and recommendations</p>	<p>Final Report of the Building Name Consultation Advisory Committee</p> <p>Just four months after the committee began working, Queen's University decided to remove John A. Macdonald's name from the law building in October 2020. This decision was approved by the Board of Trustees.</p> <p>After extensive consultations with Queen's stakeholders, the majority of the 10 members of the Committee supported removing Sir John A. Macdonald's name from the law school building to Queen's a safer and more inclusive climate for diverse students.</p>
<p>Significant and relevant decisions</p>	<p>The recommendation to remove the name is not primarily or even secondarily based on an assessment of Macdonald's character. Their recommendation was based on the terrible harm Sir John A. Macdonald's actions, from a position of the highest possible leadership, had on generations of people, and the continued harm we do to those people by celebrating him.</p> <p>The Committee recognized the voices of those opposed to removing the name in their report and the concerns with respect to Sir John A. Macdonald's blameworthiness. The Committee also considered Sir John A. Macdonald's connection to Queen's and the reasons for commemoration. The Committee acknowledged these views and feelings but are unable to accept that</p>

	such feelings of pride or concern were sufficient to justify the continuing harm to Indigenous, racialized, and marginalized groups.
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University of King’s College

Initiative	In February 2018, Professor William Lahey, President of the University of King’s College, <u>announced the establishment of a scholarly inquiry</u> to examine the possible connections, direct and indirect, of the university with slavery in the late 18th and early 19th centuries. The comprehensive project comprises original, independent research by leading Canadian and U.S. scholars. University of Kings College is part of the International <u>Universities Studying Slavery Initiative</u> (USS), formed by the University of Virginia in 2013.
Research mandate	As the University of King’s College is the oldest university in Nova Scotia and the oldest chartered university in Canada, its inquiry into the history of King’s relative to slavery suggests a commitment to investigate its institutional relationship to slavery.
Initiative leadership and scope	Although King’s has made an important effort and scholarly inquiry into commissioning researchers that specialize in the continuity between King’s College and King’s in New York City, the indirect connections between slavery and King’s, and the direct connections between slavery and King’s, it is unclear if the research is ongoing with respect to commemoration and renaming. The inquiry began in 2017, and the final draft of the report was completed on January 30th, 2019.
Report and recommendations	<u>University of King’s College and Slavery: A Scholarly Inquiry</u> “Inquiry into the history of King’s relative to slavery has another important rationale. It is that King’s cannot hope to be viewed as a welcoming community to people of African descent unless it openly and forthrightly addresses the questions that can legitimately be asked about its history in relation to people of African descent, including its history relative to the history of slavery in Nova Scotia. Prompted most immediately by the public release of the research completed at Columbia—and inquiries from Dalhousie University about whether King’s would like to have questions raised by that research referred to Dalhousie’s Lord Dalhousie Panel — the University of King’s College Equity Committee was asked to provide its advice on whether King’s should

undertake its own analysis of its history with respect to slavery. The motion unanimously passed by the Committee reads as follows:

“The Equity Committee recommends that the President commission a qualified individual to research the colonial history of King’s (relative to slavery including the connection of King’s to Columbia and the ownership of slaves by some of King’s founding fathers) and that the Chair of the Committee work with the President on developing the timeline and the process whereby the findings of the research are presented to the King’s community. The Committee suggests that the research be completed by the end of November, to be submitted to the Board of Governors in January, followed by a presentation to the Faculty.”

University of New Brunswick

Initiative	Universities Studying Slavery (USS) at UNB
Research mandate	<p>As part of the broader international initiative, University of New Brunswick has come to terms with its institutional involvement in slavery and racism as part of its commitment to truth-telling, education, and diversity. UNB has a rich, long-standing history in Canada, established in 1785 on the unceded traditional Wolastoqey land. The UNB Faculty of law has been brought to public attention because it is named after George Duncan Ludlow, a loyalist who became the province's first chief of justice in 1784. He made many rulings in favour of slavery and was also an early proponent of residential schools in New Brunswick.</p>
Initiative leadership and scope	<p>In the UNB's commitment to EDI and "Piluwitahasuwawsuwakon" a Wolastoqey term meaning "allowing your thinking to change so that action will follow in a good way toward truth," Dr. Paul J. Mazerolle, president and vice-chancellor of UNB, established the Working Group on the Principles of Naming and Renaming University Places in 2019.</p>
Report and recommendations	<p>Working Group's Phase One Report</p> <ul style="list-style-type: none"> ● UNB should immediately remove the Ludlow name from the Faculty of Law building; ● UNB should install a permanent display within the Faculty of Law building that explores Ludlow's history with slavery and Indigenous schooling in early New Brunswick, and outlines why his name was removed from the building; 3 ● UNB should hold an educational event or events that share what the University has learned through the exploration of these historical issues, identifying further paths to Truth and Reconciliation, as well as encouraging further scholarship on the African-Canadian and Indigenous history of New Brunswick.
Significant and relevant decisions	<p>The Working Group's Phase One Report was approved by the Board of Governors on May 26, 2020. The approved recommendations include:</p> <ul style="list-style-type: none"> ● Effective immediately, the Ludlow name will be removed from the Faculty of Law building. ● A permanent display that explores Ludlow's history with slavery and Indigenous schooling in early New Brunswick will be installed within

	<p>the Faculty of Law building. This exhibit will also explain why George Duncan Ludlow's name was removed from the building.</p> <ul style="list-style-type: none">• When it becomes possible, UNB will hold an educational event to share what the university has learned through the exploration of these historical issues, furthering UNB's path to Truth and Reconciliation by encouraging scholarship on the African-Canadian and Indigenous history of New Brunswick.
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University of Victoria

Initiative	Renaming of Trutch Residence
Research mandate	At the University of Victoria, the Landsdowne complex's six buildings were named after three women and three men, which were initially honoured as part of the historical trio who negotiated BC's terms of union with the Government of Canada. Since then, it has become apparent that as chief commissioner of lands and works and subsequently as BC's first lieutenant-governor, Joseph W. Trutch's (1826-1904) actions regarding Indian Land Policy, and his attitude toward Indigenous Peoples was particularly negative.
Initiative leadership and scope	The issue was brought to the attention of the Board of Governors by students and faculty alike for review and consideration. It should also be noted that the issue has been brought to the attention of university officials in the past, but they did not respond until 2017.
Report and recommendations	The decision to remove the Trutch name was based upon a recommendation from President Jamie Cassels based on advice from the President's Advisory Committee on Naming of Facilities and Physical Assets .
Significant and relevant decisions	In addition to Trutch's stand on Indigenous affairs being contrary to UVic's values, the naming committee also considered the following in making its recommendation to the President: Students currently living in the Trutch residence or assigned to it in the future may feel uncomfortable or conflicted to be residing in or associated with the building as named. <ul style="list-style-type: none"> • Other than his place in the history of BC, there is no direct connection between Trutch and the establishment and development of UVic. Renaming is not an attempt to erase history or diminish the accomplishments of historical figures, including Trutch's role in bringing BC into Confederation. Rather, the intent is to ensure that the UVic campus environment is aligned with our values. The University of Victoria Board of Governors made the decision to remove the Trutch name on May 30, 2017.

Victoria University at University of Toronto

Initiative	Victoria University Research Panel on the Legacy of Egerton Ryerson
Research mandate	The Executive Committee of the Board asked the President of Victoria University, William Robins, to provide a report on Egerton Ryerson which would consider historical and current contexts for understanding Ryerson's involvement with and impact upon Indigenous communities.
Initiative leadership and scope	The president's report is based on the findings of a comprehensive research report (March 2021) he commissioned from a panel of two Indigenous and two non-Indigenous historians.
Report and recommendations	The President's report found that: 'Ryerson's name evokes a complicated and troubling legacy. Ryerson enabled a discriminatory model of education that caused real harm to Indigenous students and their communities, through the development of residential schools and their destructive and traumatic impact.'
Significant and relevant decisions	In June 2021, Victoria University's most senior governing body approved a motion that will end the use of Egerton Ryerson's name for honorific purposes at the University. The residence called Ryerson House will be returned to its original name, First House, effective immediately .

American Post Secondary Institutions and Comparators

Brown University

Initiative	<p>In 2003, Brown University President Ruth Simmons appointed the Steering Committee on Slavery and Justice to investigate and prepare a report on the University's historical role in slavery and the transatlantic slave trade. In 2006, the Committee presented its final report. Brown was the first American university to conduct an extensive research report investigating the University's history with regard to slavery and propose initiatives that would help reflect on the meaning of slavery in the present-day context.</p> <p>The report was foundational in initiating discussion, inquiry, and research into the role of the American post-secondary institutions and their historical relationship to slavery. Following its release, comparator institutions engaged in their own similar processes.</p>
Research mandate	<p>The research team was tasked with examining the University's historical relationship with slavery and the slave trade and to report their findings as well as organize academic events and activities that might help the nation and the Brown community think deeply, seriously, and rigorously about the questions raised during the committee's activities.</p>
Initiative leadership and scope	<p>The Steering Committee on Slavery and Justice was chaired by James Campbell, Associate Professor of American Civilization, Africana Studies, and History. The Committee consisted of Brown University administrators, faculty, staff, students, and alumni.</p>
Report and recommendations	<p>The Report of the Brown University Steering Committee on Slavery and Justice released the Report of Commission on Memorials, providing a variety of recommendations:</p> <ul style="list-style-type: none"> ● <i>Acknowledgment of founders and benefactors involvement in transatlantic slave trade and truth-telling</i> ● <i>Create a center for continuing research on slavery and justice and memorialization</i> ● <i>Maintain high ethical standards in regard to investments and gifts</i> ● <i>Expand opportunities at Brown for those disadvantaged by the legacies of slavery and the slave trade</i>

	<ul style="list-style-type: none"> • <i>Use the resources of the University to help ensure a quality education for the children of Rhode Island</i>
Significant and relevant decisions	<p>The institution endorsed these significant and relevant initiatives in the Response of Brown University to the Report of the Steering Committee on Slavery and Justice in February 2007:</p> <ol style="list-style-type: none"> 1. A Commission to Commemorate the History of Slavery in Rhode Island was created in the summer of 2007. The Commission recommended the creation of a memorial to the enslaved sold by Brown University. This commissioned The Martin Puryear Slavery Memorial which was finished in 2014. 2. In April 2008, a faculty advisory committee submitted a proposal to establish an Institute of Slavery and Justice at Brown. The Center for the Study of Slavery and Justice was opened in 2012. 3. Brown committed to raising \$10 million for the Fund for the Education of the Children of Providence. The University also appointed a Corporation committee to oversee the fund and establish criteria for the awards. The Committee engaged with Providence Public School officials and educators to assess needs and opportunities.

Columbia University

Initiative	<p>In August 2020, Columbia University President Lee C. Bollinger announced that student residence Bard Hall would be renamed. Opened in 1931, the dormitory was named after Samuel Bard, a prominent physician in the 18th century, who served as George Washington’s doctor. He also owned slaves. The records of Bard owning eight slaves were cited in the Columbia University and Slavery Project. The renaming initiative was sparked by a petition created by Dr. Ryamond Givens, a cardiologist and assistant professor of medicine at Columbia, to remove the name.</p>
Research mandate	<p>Columbia University has two projects on the issues of slavery, memorialization, and reconciliation: the Columbia University and Slavery Project.</p>
Initiative leadership and scope	<p>The Columbia University and Slavery Project was convened by Bollinger to address the university’s historical relationship with both slavery and anti-slavery movements.</p> <p>Historian Eric Foner is head of the Columbia Slavery Project and worked with undergraduate and graduate students to uncover the relationship between Columbia University and slavery.</p>
Report and recommendations	<p><u>COLUMBIA AND SLAVERY: A PRELIMINARY REPORT</u></p> <p>This preliminary report summarizes Columbia’s connections with slavery and with antislavery movements from the founding of King’s College (now Columbia, post-American Revolution) to the end of the Civil War. The report does not list any recommendations for any steps for the university to take in relation to renaming, reconciliation, and memorialization.</p>
Significant and relevant decisions	<p>The current committee on campus names and symbols associated with race and racism forwarded the unanimous recommendation to rename Bard Hall. There are no current implementations of the renaming process. President Bollinger stated that more information would be shared as the committee decides on a name that represents the University’s values.</p> <p>Columbia has a future project initiated by President Bollinger with Interim Provost Ira Katznelson to convene a group to consider campus names and symbols associated with matters of race and racism. The group has not released any reports, recommendations, or information as of yet.</p>

Georgetown University

Initiative	Georgetown University engaged in a long-term and ongoing process to deeply understand and respond to the university's role in the injustices of slavery and the legacies of enslavement, segregation, and discrimination in America and the university. The investigations and reflections formed the basis of the Working Group on Slavery, Memory, and Reconciliation.
Research mandate	The report details the university's history in relation to slavery and the transatlantic slave trade. The report offers an overview of the Working Group's activities and recommendations to the President on how the university community should continue engagement with the legacy of slavery including but not limited to issues on renaming, student representation, and reparations.
Initiative leadership and scope	The Working Group on Slavery, Memory, and Reconciliation was chaired by David Collins, S.J., Ph.D and members of the group consist of faculty, students, and alumni.
Report and recommendations	<p>Report of the Working Group on Slavery, Memory, and Reconciliation to The President of Georgetown University</p> <p>In the report, the group offers recommendations to the President in the following areas: the renaming of buildings on campus grounds, memorialization, research, teaching, and public history, engaging the whole university, and general recommendations.</p>
Significant and relevant decisions	<p>Georgetown and the Society of Jesus offered a formal apology for the sale of 272 enslaved peoples in 1838 who were sold to benefit the university; the university removed the names from campus buildings of the two former Georgetown presidents who administered the 1838 sale.</p> <p>The university created a digital archive of the historical documents in an accessible online format in The Georgetown Slavery Archive.</p> <p>g also helped establish a new charitable foundation: The Descendants Truth and Reconciliation Foundation. The foundation will take a leading role in addressing the legacies of slavery in America and the impact it has on Black communities to this day.</p> <p>Georgetown committed to contributing \$400,000 a year–based on the amount proposed by a student referendum in 2019–for a reconciliation fund to support work to benefit the Descendant community of the 1838 sale.</p>

John Hopkins University

Initiative	Hopkins Retrospective (2013) and Hard Histories at Hopkins Project
Research mandate	<p>Universitywide initiative to explore the history of the university and the story of its founder, John Hopkins.</p> <p>The Hopkins Retrospective and John Hopkins University in conjunction with the USS consortium is in progress to pursue research into John Hopkins' life to arrive at a more complete and truthful picture and how the university should address the issue of commemoration and university values.</p> <p>In the fall of 2020 in collaboration with the Hopkins Retrospective and the Stavros Niarchos Foundation Institute, John Hopkins University launched the Hard Histories at Hopkins Project, which seeks to examine the role that racism, discrimination, and slavery have informed the history of John Hopkins University.</p>
Initiative leadership and scope	<p>While John Hopkins was thought to be a staunch abolitionist until recently, in 2020 it was discovered that Hopkins owned slaves. In a government census record, Hopkins listed in his ownership one slave in 1840 and four slaves in 1850.</p> <p>The Hopkins History Advisory Committee under the leadership of Professor Martha S. Jones will lead a group of senior colleagues to propose a set of initiatives that explore the historical connections to slavery of Johns Hopkins, his family, and key figures instrumental to the university's founding.</p>
Report and recommendations	<p>John Hopkins University is currently in the process of working towards addressing the relationship of John Hopkins and university commemoration. Both the Hopkins Retrospective and the Hard Histories at Hopkins Project will work to imagine solutions out of the new understandings and new research that emerges from the projects.</p> <p>No formal report has been released.</p>
Significant and relevant decisions	<p>The Hopkins Retrospective, John Hopkins University and Medicine will join the Universities Studying Slavery (USS) to further explore the namesake of John Hopkins and issues on commemoration and reconciliation.</p>

Princeton University

Initiative	Wilson Legacy Review Committee
Research mandate	Prompted in 2015 by numerous calls from Princeton students, including a call to change the name of the university's Woodrow Wilson School on the basis of Wilson's views on race and his support for racial segregation, as well as a series of sit-ins that were organized by the Black Justice League.
Initiative leadership and scope	The Board of Trustees appointed a ten-member committee. The committee worked closely with scholars and biographers of Wilson and Princeton students, alumni, and faculty, and members of the general public in drafting the report and recommendations.
Report and recommendations	<p>2016 April 2016 Report of the Trustee Committee on Woodrow Wilson's Legacy at Princeton includes the following recommendations:</p> <ul style="list-style-type: none"> ❖ The unwavering re-commitment to diversity and inclusion. ❖ To establish a subcommittee designated to monitor progress in these areas on a regular basis and bring issues to the full board for its consideration as needed. ❖ Establish a high-profile pipeline program to encourage more students from underrepresented groups to pursue doctoral degrees. ❖ Modify Princeton's informal motto, which was created by Wilson. ❖ Education and transparency initiatives about aspects of Princeton's history that have been forgotten, overlooked, subordinated, or suppressed. ❖ The establishment of campus iconography that speaks to Princeton's aspirations as an institution that is diverse and inclusive. ❖ Encourage the administration to develop a process to solicit ideas from the University community for naming buildings or other spaces
Significant and relevant decisions	In the spring of 2016, a committee of Trustees decided to retain the name, but also made commitments to tell the unvarnished story of Wilson's history and to diversify the names of campus buildings. In June 2020, Princeton removed Wilson's name from the School of Public Policy and International Affairs, voted unanimously to rename two buildings that were named after Wilson.

University of Alabama

Initiative	The University of Alabama is currently in the process of convening a project that adequately reckons and addresses the work of changing the names of campus buildings with racist namesakes.
Research mandate	In 2015, a campaign emerged called “We Are Done,” which consisted of faculty and students demanding that the University of Alabama address racism and discrimination on campus. The group demanded that Morgan Hall be renamed. Only in June 2020, when the demands were called again, did the University of Alabama take action in removing the names and plaques commemorating the historical figures.
Initiative leadership and scope	The Board of Trustees appointed a group of trustees to review and study the names of buildings in all of the University of Alabama System campuses and report to the board on any recommendations.
Report and recommendations	<p>While no report has been completed, the following decisions were made:</p> <ul style="list-style-type: none"> ❖ Renaming of Morgan Hall which honoured U.S. Senator John Tyler Morgan who was a Confederate general and ardent white supremacist. (September 2020) ❖ Renaming of Nott Hall which was named after Josiah Clark Nott, a physician and fervent defender of slavery who had a tenuous connection to the university. ❖ Removal of three plaques honouring Confederate soldiers donated by the United Daughters of the Confederacy. (June 2020)
Significant and relevant decisions	University of Alabama President Stuart Bell recommended that the plaques that were removed should be relocated to a more historical setting.

University of North Carolina at Chapel Hill

Initiative	Commission on History, Race, and a Way Forward (2019) & The Task Force on UNC-Chapel Hill History
Research mandate	Concerns around the names of prominence on campus which commemorate men who worked to disenfranchise Black men and formally established Jim Crow laws and the regime of racial discrimination in late 19th century and 20th century.
Initiative leadership and scope	The Commission on History, Race, and a Way Forward was initiated to address the history of race at UNC Chapel Hill and explore and engage the ways the University community must reckon with the past. The Commission focused on the areas of archives, history, curation, curriculum development and teaching, engagement, ethics, and reckoning.
Report and recommendations	<p>The Commission on History, Race, and a Way Forward produced the Resolution From the Commission on the Removal of Names report which recommended the renaming of the Aycock Residence Hall, the Josephus Daniels Building, Carr Building, and Ruffin Residence Hall.</p> <p>The Task Force on UNC-Chapel Hill History recommended a plan for developing signage, markers and online content to give people a better understanding of the Confederate Monument and Unsung Founders Memorial.</p>
Significant and relevant decisions	<p>Immediate implementation included the removal of the names of Aycock, Carr, Daniels, and Ruffins Sr. from campus buildings.</p> <p>The Task Force on UNC-Chapel Hill History will undertake a comprehensive approach to curating and disseminating an accurate history of the UNC-Chapel Hill.</p>

University of Virginia

Initiative	President Teresa A. Sullivan launched the President’s Commission on Slavery and the University in 2013.
Research mandate	The Commission focused on research, education, and community engagement to create dialogue informed by restorative justice processes. The report was a five-year project and was released in July 2018.
Initiative leadership and scope	The Commission convened to explore the history of slavery, commemoration, and its relationship with the university. The work was informed by the initiatives around the issue of slavery at UVa with groups such as the Memorial for Enslaved Labourers, the UVa IDEA Fund (Inclusion Diversity Equity Access), and University and Community Action for Racial Equity (UCARE).
Report and recommendations	<p>The President’s Commission on Slavery and the University provided the following recommendations for further study and repair:</p> <ul style="list-style-type: none"> ❖ The construction of the Memorial to Enslaved Laborers to memorializes the suffering of enslaved people who built and maintained the University of Virginia in its early years. ❖ The facilitation of the study of slavery through the creation of the Universities Studying Slavery (USS) consortium. ❖ The establishment of a program that provides rising high school students, with demonstrated need, with the opportunity to engage and explore the early history of the University. ❖ The creation and expansion of African American scholarship programs to increase representation; as well as further investigation into the establishment of a scholarship program for descendants of the enslaved community.
Significant and relevant decisions	<p>A number of changes (as outlined in the report’s recommendations above) were implemented:</p> <ul style="list-style-type: none"> ❖ The creation of the “Slavery and Its Legacies in America” course for first and second-year students. ❖ The implementation of the recommendation to create a memorial to the enslaved labourers that built the University of Virginia. The Memorial to Enslaved Laborers opened in April 2021 and can be viewed at the Memorial to the Enslaved Laborers website and Instagram page.

Washington and Lee University

Initiative	Washington and Lee University President Will Dudley formed the Commission on Institutional History and Community in the aftermath of the deadly white supremacist rallies that occurred in August 2017 in Charlottesville, Virginia.
Research mandate	<p>Washington and Lee University is in part named after Robert E. Lee. After the commander of the Confederate States Army surrendered, he was invited to be president of what was then called Washington College, a role he filled for five years. The university was renamed to honour him in 1870.</p> <p>In 2018, the university appointed a panel to study the university's history and symbols, including the university's name. Building on national discussions on the use of Confederate symbols and monuments, the Commission was tasked with examining "how we can best present our physical campus to take full advantage of its educational potential in a manner that is consistent with our core values."</p>
Initiative leadership and scope	The 12 member Commission consisted of faculty, staff, students and alumni, instructed to "create various opportunities to engage in conversation with all corners of the community," and to "meet with existing groups whose ongoing work relates to some of these issues."
Report and recommendations	The Commission recommended a number of changes, including how Lee is viewed, and that it was important for the university to acknowledge that Lee not only accepted slavery but accepted the idea that the college he led would educate only white men. The Commission urged the university to teach about Lee's history (and the university's) including links to slavery, segregation and racism. To put the emphasis on Lee's postwar career, the commission said the university should refer to him as "President Lee" not "General Lee."
Significant and relevant decisions	The report ultimately opted to recommend keeping the name , stating "Changing the name would not change the institution's history or perfect its culture, and runs the risk of denying history rather than learning from it," and further, "At this time, the commission believes that W&L can maintain its namesakes while being a relevant, ethical and vibrant 21st-century institution." Reasons the commission was urged to change the name include that both Washington and Lee became associated with the university <i>after</i> their military years. The commission said it feared moving to change the name would divert attention from more important issues, and that the name "has longevity, popularity and a unifying effect."

William and Mary College

Initiative	The Board of Visitors: The Lemon Project: A Journey of Reconciliation (2009)
Research mandate	The project was convened after demands from students and faculty to investigate W&M's past in relation to slavery and the Jim Crow era.
Initiative leadership and scope	The Lemon Project's team consisted of a steering and advisory committee, which consisted of faculty, staff, research fellows, and graduate students.
Report and recommendations	<p>The Lemon Project: A Journey of Reconciliation Report of the First Eight Years suggested plans, recommendations and endorsements based on community feedback and engagement, and recommended the following:</p> <ul style="list-style-type: none"> ❖ Establish a Research and Resource Center for the Study of Slavery and Its Legacies, and seek permanent base funding for a post-doc position in the study of slavery. ❖ Conduct a critical review of campus monuments and material culture, and establish a committee to determine best practices relating to nomenclature (renaming buildings, structures, spaces, events, etc.) ❖ Initiate a genealogy research effort to identify descendants of enslaved people owned by William & Mary to facilitate an avenue in which descendants can learn about their ancestors ❖ Transition of the Africana Studies Program to a full Department ❖ Provide economic development and uplift to underserved communities.
Significant and relevant decisions	<p>Establishment of The Lemon Project Genealogy Research Initiative to provide a host of family history research resources to ensure the lives and narratives of enslaved African Americans are known to descendants.</p> <p>In March 2015, in response to growing calls for the university to examine its own actions with regard to race, the university established the Task Force on Race and Race Relations Implementation Team, focused on implementing ways to better understand race relations on and off-campus (which is outside the sphere of this report).</p> <p>The Board of Visitors adopted a resolution in which the Board acknowledged that William & Mary enslaved people, exploited them and their labour, and participated in and perpetuated legacies of racial discrimination (2018).</p>

Yale University

Initiative	Committee to Establish Principles on Renaming
Research mandate	The committee convened as part of the institution's wider efforts to promote greater inclusion and diversity on campus, after protests over the name of Calhoun College, honouring John C. Calhoun—vice president of the U.S. and an ardent supporter of slavery. The Committee produced a foundational report, which produced guidelines for renaming at Yale University, and for other institutions to emulate.
Initiative leadership and scope	The Committee consisted of faculty, staff, and students and sought to address the issue of renaming at Yale University, without erasing or rewriting the history of institutions. The Committee made it clear that their mandate did not include recommending that any building name be changed. Their work was a deliberation on key principles of the renaming process.
Report and Recommendations	<p>The Committee provided guidelines that were instrumental in debates surrounding renaming and commemoration on campuses. The principles for consideration are rooted in the University's mission, as follows:</p> <ul style="list-style-type: none"> ❖ Is the principal legacy of the namesake fundamentally at odds with the mission of the University? ❖ Did the University, at the time of a naming, honour a namesake for reasons that are fundamentally at odds with the mission of the University? ❖ Does a building whose namesake has a principal legacy fundamentally at odds with the University's mission, play a substantial role in forming the University? <p>The Committee also suggested considerations to be explored:</p> <ul style="list-style-type: none"> ❖ When a name is altered, there are obligations on the University to ensure that the removal does not have the effect of erasing history. ❖ When retained, there may be obligations on the University to ensure that preservation does not have the effect of distorting history. ❖ The University ought to adopt a formal process for renaming, incorporating community input and scholarly expertise.
Significant and relevant decisions	Advisors convened to consider the principles (as outlined above) in the case of Calhoun College, recommending unanimously that the name be changed. Calhoun College was renamed to Hopper College after Grace Murray Hopper, a trailblazing computer scientist, mathematician and teacher, and dedicated public servant. The Hopper College name was in full use by the start of the 2017-2018 academic year.

International Post Secondary Institutions and Comparators

Churchill College; University of Cambridge (United Kingdom)

Initiative	Churchill, Empire, and Race Working Party
Research mandate	A year-long programme of events to engage with the facts surrounding Sir Winston Churchill's words, views and actions relating to empire and race. Created as a direct response to the killing of George Floyd.
Initiative leadership and scope	The initiative website states , "We accept this will involve some difficult discussions around important historical figures which we will actively seek to facilitate. Churchill, as a successful leader in a time of war, must not be mythologized as a man without significant flaws; on race he was backward even in his day."
Report and recommendations	Initially intended as a year-long programme.
Significant and relevant decisions	<p>Churchill College has halted a critical examination of its founder by abruptly ending the role of the working party, after a dispute between the college's leadership and the working party, whose members had been planning a mass resignation over what it called interference in a planned event.</p> <p>Prof Athene Donald, the master of Churchill College, said she had taken "at face value" comments by working party members that it should disband over a dispute about hosting a conference.</p>

City, University of London; Cass Business School (United Kingdom)

Initiative	Renaming of Cass Business School
Research mandate	In 2020 following the international reckoning about issues relating to anti-Black racism, The City, University of London explored new ways to address racism on campus. The institution looked at renaming Cass Business School, named after Sir John Cass, whose wealth was in part accumulated through the Atlantic Slave Trade. The university announced they would no longer use the Cass name in June 2020 as it was incompatible with the values of the university. The University pledged its continued commitment to improve representation and facilitated the success of both staff and students who identify with minority ethnic groups.
Initiative leadership and scope	This project was undertaken by the Race Equality Charter Self-Assessment Team (RECSAT) with representatives from across the University. In June, the university launched a review into all of the university's historic sources of funding. Work was also conducted with consultation and support from the BAME (Black, Asian, and Minority Ethnic) Staff Network.
Report and recommendations	The Committee recommended the renaming of the Cass Business School. They offered a two-phase strategy where students, staff and alumni could propose names, then a long list would be created and carefully considered and proposed to some stakeholder groups, students, staff, alumni, prospective students, and employers. Those deemed the strongest names were to be presented for consideration. In the interim, the program has been designated as simply "The Business School." The Committee also recommended the creation of more initiatives to increase diverse representation in faculty and to address and break down barriers and racial inequities on campus to improve student representation.
Significant and relevant decisions	Project updates are available through a university website . On July 3rd, 2020, the university's council unanimously passed the resolution to rename the business school.

Edith Cowan University (Australia)

Initiative	Reconciliation between Aboriginal and non-Aboriginal Australians
Research mandate	<p>Since 1998, ECU has supported Reconciliation between Aboriginal and non-Aboriginal Australians. The latest action plan from 2018 bases itself of the following seven themes:</p> <ul style="list-style-type: none"> ❖ Leadership and Governance ❖ Cultural Understanding ❖ Community Partnerships ❖ Aboriginal and/or Torres Strait Islander Students ❖ Aboriginal and/or Torres Strait Islander Staff ❖ Teaching and Learning ❖ Research
Initiative leadership and scope	This initiative has been led by the University's Indigenous Consultative Committee (IIC). Implementation and progress are monitored through quarterly meetings with representation of Aboriginal and/or Torres Strait Islanders staff, faculty, and students.
Report and recommendations	The current 2018-2021 action plan embeds and extends these commitments with actions aligned with the key framework of Relationships, Respect, and Opportunity. The action plan defines and organizes each of these proposed actions with deliverable targets and timelines. Read the full action plan here .
Significant and relevant decisions	In 2015, ECU opened and named the Ngoolark building and introduced reflective rooms for use by Aboriginal and Torres Strait Islander students.
Notable community response	<p>Concrete, high impact outcomes have resulted through this RAP initiative:</p> <ul style="list-style-type: none"> ❖ Revised and promulgated ECU Policy for recognizing Aboriginal and Torres Strait Islander Peoples and Country. ❖ Completed a highly successful pilot "Embedding Indigenous Perspectives in the Curriculum" project led by an Aboriginal consultant; Introduced and applied ECU's Aboriginal Research and Study Protocols. ❖ Increased focus on attracting and retaining Aboriginal and Torres Strait Islander staff, and Increased engagement with Elders, schools and Aboriginal communities. ❖ Exhibited Aboriginal and Torres Strait Islander artworks including new commissions, and purchases of work by Nyoongar artists.

University of Cape Town (South Africa)

Initiative	Response to 'Rhodes Must Fall'
Research mandate	In response to students mobilizing against the commemoration of Cecil Rhodes by way of statues and buildings, and what would become a global movement called ' Rhodes Must Fall ,' the University of Cape Town in South Africa undertook the renaming of Jameson Hall. This hall was named after Sir Leander Starr Jameson, a Cape Colony prime minister and colonial profiteer.
Initiative leadership and scope	After the official resolution was passed, the University of Cape Town invited staff, students, and alumni to suggest permanent names for the building that embodied this movement for transformation and inclusivity. In 2017, the Council renamed the building 'Memorial Hall' in the interim. During the consultation process, the university established a core working group led by the Centre for African Studies at the University of Cape Town.
Report and recommendations	Renaming Memorial Hall After removing the statue of Cecil Rhodes, the Council decided that they could show their dedication to transformation by removing commemorations of perpetrators of colonial crimes on campus, and passed a resolution to rename the Jameson Hall.
Significant and relevant decisions	After this consultation process, the official mandate for renaming was granted by the University Council and publicly announced in December 2018. The hall was officially renamed at a ceremony in early 2020. Furthermore, the university has begun a broader consultation process to understand how the entire physical space that the building inhabits at the heart of the campus can be transformed to recognize its history, location in Africa, and its historical context. This comes out of an initiative to increase the scope of transformation and commemoration beyond renaming.

University College London (United Kingdom)

Initiative	Commission of Inquiry on the History of Eugenics at UCL (2018)
Research mandate	The Commission was formed in efforts to decolonize the curriculum. This Inquiry critically assessed the university's connections and complicity in the global eugenics movement, and the impacts on marginalized communities.
Initiative leadership and scope	The renaming recommendations were made by UCL's Buildings Naming and Renaming Committee. The main decision-making group behind the inquiry included student unions, professional services, research fellows, and academic representatives. The final decision was made by President and Provost Professor Michael Arthur and was ratified. The Response Group developed to assess these recommendations of the inquiry, was composed of academic staff, equality experts, and members of the Students' Union.
Report and recommendations	<p>The final report made multiple recommendations, largely in dedication to educating all faculty and students on UCL's history with eugenics, and including critical history studies in the curriculum. They also recommended a dedication to diversifying faculty and student communities of all disciplines, issue an impactful apology, and rename spaces and buildings related to eugenicists. They also noted that the university must continue to acknowledge its history, decolonize the existing curriculum, and convene a symposium on the Race and Disability Gap Index to address historical accessibility issues.</p> <p>The mandate of the report and recommendations manifest in four goals set at the beginning of the report:</p> <ul style="list-style-type: none"> ● To strive to take strategic, targeted, practical and tangible action as a result of the research. ● To create context in order to address racism, classism, and ableism on campus, and thereby develop relationships and set precedence ● To cultivate a caring culture that will restore the 'worthiness' of those historically targeted and marginalized by eugenic research. ● To outline actions that reflect core values of the university, oriented around diversity, and commitment to change for the better.
Significant and relevant decisions	The institution renamed buildings whose namesake were involved in eugenics. The university accordingly announced that it would rename buildings or spaces named after Francis Galton, the man who named and founded Eugenics, and Karl Pearson, another prominent eugenicist.

University of Otago (New Zealand)

Initiative	Centre for Research on Colonial Culture (July 2012)
Research mandate	The Centre for Research on Colonial Culture was launched to find new ways of understanding the history of colonialism, the development of colonial cultures and their roles in shaping the modern world in the Pacific and New Zealand context. This initiative brings on the goal of facilitating public understanding of empire and colonialism in both history, and its reverberations in the present.
Initiative leadership and scope	<p>The Centre sets strategic objectives as follows:</p> <ul style="list-style-type: none"> • To facilitate new research about colonialism and its legacies through conferences, symposiums, workshops, hosting visiting scholars and published research. • To conduct innovative research that will produce critical histories of empire and colonialism and its legacies • To build relationships and collaborations with international research groups, key national cultural institutions, local heritage groups, and iwi/runaka • To actively disseminate research to iwi, policymakers, community groups and the cultural sector <p>You can peruse the current and completed research initiatives linked to the research centre here.</p>
Report and recommendations	No report or recommendations.
Significant and relevant decisions	Since 2012, the Centre for Research on Colonial Culture has become important in regional and global dissemination of knowledge about colonial histories and their many social, political, economic and cultural implications. The research that they circulate relates to History, Māori Studies, Education, English and Gender Studies and reflects critically on the legacies of Colonialism in New Zealand and the world.

University of Oxford (United Kingdom)

Initiative	Oxford and Colonialism Working Group (Spring 2016)
Research mandate	<p>In light of the 2015 global movement known as the “Rhodes Must Fall” campaign, Oxford faced criticism for being an institution that has historically been the benefactor of colonial figures and producing people that participated in the expansionism of the British Empire. Furthermore, they faced significant backlash for their commemoration of these figures. Accordingly, they developed a Working Group to contextualize, address, and confront their history and the commemoration thereof.</p>
Initiative leadership and scope	<p>To reflect upon Oxford's historic ties to The British Empire and colonial legacy, the working group sought to create a space that aggregated a number of different reflections on the legacies of colonialism on campus that were already occurring simultaneously, to connect these initiatives for university-wide solutions. This was intended to coordinate the many efforts to decolonize curriculum throughout the University, to avoid duplicating other efforts on campus. The Working Group grew to roughly 120 members by 2017, including students, staff, volunteers, and external members.</p>
Report and recommendations	<p>The Working Group provided an interim report in October 2017 wherein they recommended continuing dialogue, engaging with the Public Affairs Directorate, and creating a website and portfolio that addressed Oxford and its Colonial Legacy. The project is ongoing, but the interim report proposed:</p> <ul style="list-style-type: none"> ❖ Developing both temporary and permanent exhibits that would address the colonial legacy of the University. ❖ Creating a website ❖ Development of a named lecture or lecture series
Significant and relevant decisions	<p>The Working Group pursued the website initiative of a digital portal as the primary project of implementation. The website is updated and curated overtime and aggregates ongoing initiatives, debates, and discourses related to the issues of Oxford and its colonial history</p> <p>Oriole College at Oxford has recently come under fire (May 2021) as it announced it would not “begin the legal process” of moving the statue of Cecil Rhodes, despite a vote by the independent commission, The Oriole Rhodes Commission, supporting its removal in response to the “Rhodes Must Fall” campaign.</p>

University of Oxford; St. John's College (United Kingdom)

Initiative	St. John's and the Colonial Past Project
Research mandate	
Initiative leadership and scope	<p>This initiative will investigate the monuments, objects, pictures, and buildings that evoke the colonial past and the research will feed into a report and scholarly publications.</p> <p>Four categories of investigation: people, money, objects and buildings.</p> <p><i>People:</i> Individuals commemorated by the institution</p> <p><i>Money:</i> direct benefactions to the College, inheritance, legacies, or incomes that enabled individuals to study or benefit from the colleges in some way related to colonialism, imperialism or slavery.</p> <p><i>Objects:</i> objects held or owned by the college (and their connections to colonialism/imperialism/slavery).</p> <p><i>Buildings and land:</i> buildings, gardens, land owned by the college, architectural and decorative features.</p> <p>The Project will host workshops to discuss findings of the research and to plan responses and recommendations.</p>
Report and recommendations	No report has been released at this time
Significant and relevant decisions	<p>So far this initiative has created two different conversations intended to disseminate information on the colonial past of the college. One with Dr. Faridah Zaman, Associate Professor of the History of Britain and the World, and one with Paula Larsson and Olivia Durand, founders of Uncomfortable Oxford, a student and academic-led organization that seeks to raise awareness of problematic aspects of history and the impacts they carry today.</p>

Swinburne University of Technology (Australia)

Initiative	Reconciliation Action Plan (RAP)
Research mandate	This initiative implemented significant steps towards engagement with Aboriginal and Torres Strait Islander people. There have been three action plans thus far, which have garnered the University 'Elevate' status (first in Australia). The current RAP (2020-2023) has the goal of creating concrete action focused on reconciling colonial history.
Initiative leadership and scope	The Report projects have been led by staff, faculty, and community elders. This Initiative is handled by the Moondani Toombadool Centre , responsible for all Aboriginal and Torres Strait Islander matters at the university. The goal of this Centre is to create an institutional transformation upon which Aboriginal and Torres Strait Islander self-determination and knowledge are the foundation, working alongside elders to create a space of reconciliation.
Report and recommendations	<p>Swinburne Reconciliation Action Plan made the following recommendations:</p> <p><i>RAP 2014-2016:</i></p> <ul style="list-style-type: none"> ❖ Establish two annual public lectures in 2016 relating to reconciliation. ❖ Create the Doors 2 jobs program supporting Indigenous employment ❖ Create an Aboriginal and Torres Strait Islander Cultural Competency Learning Pathway in 2016 to educate staff about reconciliation and Indigenous issues. <p><i>RAP 2017-2019:</i></p> <ul style="list-style-type: none"> ❖ Establish timelines and leadership responsibility for additional changes and RAP development in governance and leadership. ❖ Broadening engagement with Indigenous communities, their issues, and reconciliation in a variety of ways. ❖ Increase teaching of Aboriginal and Torres Strait Islander studies. ❖ Support research and development of teaching expertise in the field. <p>This report also tracked the progress of the first RAP.</p> <p><i>2020-2023 RAP:</i></p> <ul style="list-style-type: none"> ❖ Focused on the same issues, outlining a number of case studies to examine, and using them to track progress and report on the success of the previous RAP.