

**PROJECT TITLE:** SP0262 Anti-Racism in the Academy

Please answer the following questions and return the completed form to the [SPF Staff](#) via e-mail.

Final Report prepared by N. R. Chenier  
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Actual Project Start Date 2021-01-14 Actual Project End Date 2021-02-22

**Questions**

1. Please summarize the project and its key accomplishments to date. In your answer, consider the impact your project has had so far on McGill's campus(es).  
*Unlimited characters, suggested minimum ½ page or ~250 words.*

My aim with this project was to kickstart a conversation about colonial and racial violence in the academy and settler state. In Beth Berila's workshop 20 members of our Department (10 students, 10 faculty members) had a difficult and necessary conversation about where we stand as a Department and university now, and what actions we need to take to dismantle white supremacy and de-centre whiteness in our syllabi, teaching practices, and Department more broadly. Kim TallBear's talk underlined that it's about more than "rainbowing up" your Department / institution; you need to make structural changes to dismantle colonialism and systemic forms of oppression altogether. We have a lot of work to do.

2. Please describe the key successes and challenges of your project. Include a minimum of two examples for each.  
*Unlimited characters, suggested minimum ½ page or ~250 words.*

Successes: The key successes involved the turnout. Roughly 20 members of our Department attended the first two events, but the last two events, talks by Kim TallBear and Bettina Love, attracted much larger audiences, thanks to Thomasina Phillips and Shanice Yarde generously offering to help me with promotion. Roughly 215 folks attended TallBear's talk, and ~115 people attended Love's (from across Turtle Island). More specifically to the Department of English, we have resolved to take several actions in order to improve our Department, going forward.

Challenges: I received an email from a disgruntled white male faculty member concerning our second event, a talk by Elder Vicky Boldo and two of her colleagues, about how he felt it was unprofessional, disorganized, and not relevant to our Department - none of which is true. He wanted me to convey this to the speakers. I think the event hit on his white rage / fragility, and seeing that was definitely alarming and showed me how necessary events like this one are.

3. What key points of advice or lessons learned would you give to other SPF teams either regarding your experience managing your project or the project itself?  
*Unlimited characters, suggested minimum ½ page or ~250 words.*

I am paraphrasing Bettina Love: Don't engage in anti-racist work to end racism; do it out of honour and respect for BIPOC. That's how you stay energized in the work.

4. How has your project helped to grow a culture of sustainability at McGill? You may consider social, economic, and/or environmental sustainability in your answer.  
*Unlimited characters, suggested minimum ½ page or ~250 words.*

This speaker series has made faculty members aware of the issues that our Department faces with regards to racism and colonialism in the academy and has underlined the commitment of the graduate student body to addressing the situation. It has also spurred several faculty members to articulate their own commitment to anti-racist and decolonial work in their teaching and research. The series of talks and events has both provided more detailed knowledge about this aspect of equity, diversity, and inclusion and has underscored the complexity and persistence of the problem. Faculty members have thus been made aware of the need to make a sustained commitment to anti-racist and decolonial research and pedagogy and have been provided with some tools to begin to achieve this. As a

first step, the Director of Graduate Studies will convene a series of three meetings between graduate students and faculty members in spring and summer of 2021. The first two will focus on sharing ideas and strategies for incorporating anti-racist and decolonial approaches in our teaching and research. The third will consider ways in which EDI can be foregrounded in the orientation for new graduate students and in the mandatory courses in the graduate programme. The goal is to take concrete steps to create a more welcoming and inclusive environment for BIPOC graduate students. We anticipate that measures will be in place by the time we welcome the Fall 2021 cohort of MA and PhD students to McGill.

5. What recommendations do you have for the future of this project and are there any opportunities for complementary projects? Who will take responsibility for the project's future and how can interested persons be in touch? The SPF team may be in touch for updates on the project's progress in coming years, if ongoing.  
*Unlimited characters, suggested minimum 1 paragraph.*

I will pass this project on to subsequent iterations of the EGSA E&D committee. The Department of English recently voted to create its own Equity Committee which will take up the issues raised by this project when it comes into being in June of 2021 and bring them to the Department in a sustained and ongoing way. The current Director of Graduate Studies has articulated a commitment to incorporating anti-racist and decolonial approaches within the structures of the Department's teaching and mentoring of graduate students and will continue to liaise with EGSA on these matters. When her term ends in June 2022, the next DGS will be fully briefed on the progress made with the action plan and the next steps to be taken.

6. Would you or your project team member(s) be willing to serve as a mentor to SPF project teams? Please choose one. If yes, SPF Staff will contact you with more information.  Yes  No

7. In your application, you listed the following additional sources of funding:

**ISCEI - \$2,500.00**

Please confirm if you received this funding in the space below and list the actual amount (in dollars) that you received.

I received this funding in the amount of \$1,200 from PGSS.

8. How did you document your project, and did you include the SPF logo on any project materials (e.g. posters, promotional materials, social media posts, webpages, decals, etc.)? Please briefly describe in the field below.

I included an SPF logo on all promotional materials for SPF-funded projects, and I also thanked the SPF in my introductions.

9. Did you purchase equipment or make an installation on campus?  Yes  No  
If yes, please briefly describe how these items will be maintained and used in the future.

10. The following Key Success Indicators were indicated in your project application and selected for tracking. Please indicate the actual results that you have achieved in the "Actual" column.

| Selected Key Success Indicators                     | Target | Actual |
|---|--------|--------|
| Number of people attending one of the four sessions | 50     | ~350   |
| Report written for knowledge sharing                | 1      | 1      |
| Action Plan published by the Department of English  | 1      | 1      |

If there is a significant difference in the target numbers and the actual numbers achieved, please explain. If you have any additional information to share about these success indicators, please also include it below.

The high number of attendees is thanks to Thomasina Phillips and Shanice Yarde promoting the final two events within their networks.

11. Please report on your progress with the Standard SPF Key Success Indicators in the “Actual” column.

| Standard SPF Key Success Indicators   | Actual |
|---|--------|
| # of people hired using SPF funding for the project   |        |
| # of volunteers directly or indirectly engaged in the project   |        |
| # of people (student, staff, or other) trained in the context of the project  | 0      |
| \$ raised for project activities subsequent to SPF funding  | 3700   |
| # of tons of GHG emissions reduced by your project  | 0      |
| # of partnerships or collaborations developed between the project team and other McGill administrative units, student groups, community groups, other universities, and/or other groups/organizations | 3      |

Please list the groups and/or organizations that you counted in the last Key Success Indicator. *Point form acceptable.*

ISCEI, First Peoples' House, Equity Team

If you have any additional information to share about the Standard SPF Key Success Indicators, please include it below.

I grew a lot as a person and organizer due to this series. I will carry this knowledge forward in all that I do.

12. Please indicate the McGill stakeholder groups that were involved with your project as a team member or collaborator/partner. Select all that apply.

Undergraduate
  Postgraduate
  Administrative Staff
  Academic Staff
  Alumni

13. Please rate your project team’s overall satisfaction with the support provided by the **SPF Staff**.

Very Dissatisfied
  Dissatisfied
  Neither Satisfied Nor Dissatisfied
  Satisfied
  Very Satisfied

Please provide any feedback or recommendations regarding your team’s experience with the SPF Staff.

Steph was amazing. Above and beyond.

14. Please rate your project team’s overall satisfaction of your experience with the **SPF**.

Very Dissatisfied
  Dissatisfied
  Neither Satisfied Nor Dissatisfied
  Satisfied
  Very Satisfied

Please provide any feedback or recommendations regarding your team’s experience with the SPF.

15. If there is additional information you would like to share about your project, please use the field below.  
*Unlimited characters.*

16. Has your involvement in this SPF project positively impacted your team in the area of **professional growth**?

Yes
  No
  Prefer Not to Share

If you would like to elaborate, please use the field below.

17. Has your involvement in this SPF project positively impacted your team in the area of **personal growth**?

Yes  No  Prefer Not to Share

If you would like to elaborate, please use the field below.

18. Which of the following skills or attributes has your team improved through involvement in your SPF project?  
Select all that apply.

- |   |  |   |
|---|--|---|
| <input checked="" type="checkbox"/> Budgeting           | <input checked="" type="checkbox"/> Networking             | <input type="checkbox"/> Systems Thinking                                   |
| <input checked="" type="checkbox"/> Communications      | <input checked="" type="checkbox"/> Planning               | <input checked="" type="checkbox"/> Teamwork                                |
| <input checked="" type="checkbox"/> Conflict Resolution | <input checked="" type="checkbox"/> Problem Solving        | <input checked="" type="checkbox"/> Technology                              |
| <input checked="" type="checkbox"/> Leadership          | <input type="checkbox"/> Project Management                | <input checked="" type="checkbox"/> Time Management                         |
| <input checked="" type="checkbox"/> Listening           | <input checked="" type="checkbox"/> Public Speaking        | <input checked="" type="checkbox"/> Writing                                 |
| <input type="checkbox"/> Mentoring                      | <input checked="" type="checkbox"/> Stakeholder Engagement | <input type="checkbox"/> Other ( <i>Please specify in the field below</i> ) |
| <input checked="" type="checkbox"/> Negotiating         | <input type="checkbox"/> Stakeholder Identification        |   |

Other:

19. Since starting your SPF project, has your team improved its **knowledge of sustainability**?

Yes  No  Prefer Not to Share

If you would like to elaborate, please use the field below.

20. (Optional) If applicable, please list the total number of team members voluntarily self-identifying as members of marginalized communities. Total number: 0

(Optional) Please identify the represented communities below.

### THANK YOU FOR COMPLETING YOUR FINAL REPORT!

Please e-mail your report to the [SPF Staff](#) attaching any additional information that you would like to share (e.g. other reports, research, documents, photos, etc.). Please note that this Final Report will be shared publicly on your SPF Project Webpage.