



University of King's College

June 11, 2019

William Lahey
President and Vice-Chancellor
University of King's College

Dear President Lahey:

The Board has reviewed the Mandate Letter dated June 12, 2017 and your Self Evaluation. As Chair of the Board of Governors I am pleased to present you with an updated Mandate Letter comprised of two parts. Part One reiterates, with some modification, the short-and long-term priorities as originally set out in the June 12, 2017 letter. Part Two provides additional information and direction on the diversity priority as referenced at pages 3 and 5 of Part One.

We are exceedingly pleased with the progress you have made to date in fulfilling the terms of your mandate and, overall, we are of the view that you have exceeded the Board's expectations at this point in your term.

At the time of your appointment the university was facing a number of serious challenges that, bluntly stated, threatened the long-term financial viability of this institution. While these various factors have not been eliminated, and much remains to be done, your efforts have placed the university on a much sounder financial footing and we are optimistic that improvements will continue during the remainder of your term.

King's, for some time now, has been dealing with a structural deficit which, rather than decreasing, was accumulating and it appeared that, in all likelihood, this would be the situation for some time to come. It was your assessment, and the Board fully agreed, that this matter had to be addressed now and could not be deferred. Building upon the legacy of your predecessors you undertook measures to address the deficit. The original Expenditure Reduction Plan (now known as the Reduction, Control and Reallocation Plan) engaged the entire university community and along with multi-year budget planning and a review of our resource allocation processes provided the means to attain significant permanent expenditure reductions. You made it very clear that this was a situation we had to tackle together for the betterment of all. By addressing the inexorable upward pressures on costs and demonstrating the university's commitment to attaining long term financial stability you were in a position to successfully negotiate with the provincial government for an increase in the university's operating budget. An important aspect of the negotiations relied upon your ability to convince government of the very unique and important role of King's as part of the fabric of this province.

You have brought to your position a high standard of commitment and integrity and an impressive understanding of the role of a university as part of society. Your deft guidance combined with immense political and business acumen has enabled the university to make significant advances towards stabilizing its financial situation in a much shorter time frame than initially anticipated. As a direct consequence of the changes you have instituted, we are now able to turn our attention to such matters as funding a fulltime Sexual Violence Prevention and Response Officer, increased expenditure on Equity and Diversity Initiatives, funding new faculty positions and providing additional administrative support where required.

There is a general consensus, within the university community, that your efforts are motivated by a true concern for what happens to King's. Your genuine concern for the well-being of the university and in building relationships is also evident in your profound interest and respect for the students and your demonstrated ability to engage with them daily on a one on one basis.

Your efforts have strengthened the collegial ties among the office of the president, the faculty and the administration. Collegial Governance is critical to the functioning of this university. You have made significant strides in fostering a culture of trust and respect among our governing bodies and clarifying the respective spheres of authority and accountability. Your work and attitude have promoted and demonstrated the importance of collegial governance and oversight within the institution.

You have been a positive influence since coming to King's and your efforts are greatly appreciated. The Board thanks you for what you have done for the university and for what you have come to mean to King's.

Sincerely

A handwritten signature in black ink that reads "Douglas G. Ruck". The signature is written in a cursive, slightly slanted style.

Douglas Ruck, Q.C.
Chair
Board of Governors

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Part One

Short and Long Term Priorities

The following, in large measure, reflects the priorities previously identified in the mandate letter of June 12, 2017. Certain areas have been expanded upon or modified in recognition of the progress attained to date and/or certain areas which, for various reasons, have not been addressed.

As noted in the previous letter the multi-year mandate identifies priorities the Board expects you to be advancing on an ongoing basis, within the scope of your role as President, to achieve or ensure progress towards relevant outcomes. In addition to the overriding responsibility to the College's educational mission, the following priorities are identified as being for the short or the longer term. The Board continues to recognize that work on short term priorities will be ongoing during your term and that longer term priorities can only be addressed if work towards them is ongoing throughout the remainder of your term.

Advancing and Enhancing the College's Educational Mission

The Board reiterates that the College's academic mission and the overall quality of a King's education must continue to be the primary focus of all your activities as President. We are confident that at this point in your term you are knowledgeable of the College's academic programmes, and that you have striven to support their quality and responsible development by, as previously directed, working with the Vice-President on academic matters. We are also satisfied that you have, as noted in your self evaluation, contributed directly to the King's experience by supporting and taking an active interest in in the events, activities, societies, organizations and programs that are important to students, faculty, staff and alumni. You are encouraged to continue to do so and to continue in your efforts to know and to be known by students, faculty and staff and to be directly interested in their personal, educational and professional progress and wellbeing. Additionally, you are encouraged to continue in your efforts to be known by the wider community beyond the walls of the university.

You will be expected to continue to carry out your responsibilities with the benefit of broad and inclusive dialogue with members of the College community, including through the committees of Faculty and the committees of the Board. You will continue to have regular meetings and discussions with the representatives of the KSU and work with the KSU to engage students more broadly in consultations on matters of concern to King's students and the College. In your personal interaction with students, faculty, staff and alumni on matters of university governance and administration, you are expected to promote and encourage an understanding of the need and value of university governance. As well, you are expected to foster dialogue and engagement and to be consultative, open, transparent and accountable.

You will also be expected to work with the Board to provide members of the university's governing body and those involved in governance with an enhanced understanding of their role and relationships in order to improve the performance of King's.

Your focus on the College's educational mission should result in:

- Improved and ongoing support for excellent teaching;
- The hiring and retention of excellent teachers and, more generally, in faculty renewal;
- Optimal utilization of the College's teaching resources;
- The effective governance of the College's academic programmes;
- Increased academic support to students in areas such as writing, study methods and research;
- Improved access to services, including mental health services, for students;
- Effective implementation of the Sexual Violence Awareness, Prevention and Response Policy
- Improvements in the accessibility of the King's campus to people living with disabilities;
- Ongoing monitoring of the improvements, to date, in food services;
- Improvements in the condition of residences and their conduciveness to the College's educational mission;
- Improved support for day students and the implementation of strategies to promote stronger connections between day students and campus life;
- Improved sustainability of King's athletics programs;
- In conjunction with the Alumni Association the implementation of initiatives to strengthen connections between students and alumni;
- Ensuring student fees match the value of the education and experience received at King's;
- Improvements in other aspects of the King's educational experience across the spectrum of activities, programs, societies and organizations that define and are encompassed within that experience.

Shorter Term Priorities

You will be expected to achieve or make substantial progress towards achieving the following priorities in the next 3 years.

- College finances – The Board recognizes that your efforts to date have resulted in significant progress towards securing and stabilizing the College's financial future while protecting and enhancing, to every extent possible, the college's educational mission. While much has been achieved your efforts must continue and include:
 - Leading a multi-year budget development process that allows the College to achieve and maintain a balanced budget over the duration of your mandate.

- Continue in your efforts to Improve awareness and understanding of the College's financial situation and the realistic options for improving it;
 - Increasing enrolment;
 - Undertaking evidence-based and measured expansion in academic programming, recognizing that this is generally dependent on approval by Dalhousie, as in programming that enhances and enriches existing academic programming and the student experience;
 - Taking other measures to increase revenues, including through increased occupancy of residences, conference services, summer programming and non-academic initiatives;
 - Continue to work with other Nova Scotia universities to advocate for ongoing defensible increases in provincial funding for universities;
 - Negotiating changes to the King's – Dalhousie Financial Transfer Agreement to ensure it fairly represents and allocates the revenues received and the costs incurred by each university in the education of the students of both universities; and
 - Continue measures to reduce, control or reallocate expenditures as needed to achieve a sustainably balanced budget.
- Enrolment - stabilizing and increasing enrolment and establishing the conditions for future enrolment levels that serve the college's academic mission and its financial stability, by;
 - Overseeing the development and implementation of a directional but flexible multi-year enrolment management strategy, encompassing recruitment and retention, that specifies realistic year- to-year recruitment and retention improvement targets;
 - Overseeing the development and implementation of rolling yearly enrolment management plans, including measures on recruitment and retention to achieve targets as specified in the enrolment strategy;
 - Ensuring that increasing diversity is a priority within the enrolment strategy and plans, recognizing that significant increases in diversity cannot be achieved solely by enrolment-specific activities;
 - Ensuring the potential alumni contribution to recruitment and retention is incorporated into the enrolment strategy and annual enrolment management plans; and
 - Ensuring that marketing components of recruitment plans are built on a vision of and for the College that is shared and supported internally (and with Dalhousie) and effective in recruiting students for whom King's is the right educational choice; and expanding and enhancing program offerings as referenced above under “college finances”.
- Human resources management - maintaining and improving the quality of King's as a workplace that is (a) collegial and supportive of professional development and fulfillment and (b) committed to the health, safety and wellness of faculty and staff and all members of the College community.
- Alumni engagement – working with the Alumni Association achieve measurable improvements in the level of alumni engagement with the University, particularly in the areas of recruitment,

student mentorship, career guidance and development, fundraising and the University's profile and visibility.

- Fundraising - develop and implement a major gifts campaign that will fund:
 - Scholarships and bursaries;
 - Campus renovations in accordance with the Campus Master Plan and applicable legislation, including renovation and refurbishment of Chapel, Middle and Radical Bays, the construction of accessible residence accommodations in Alexandra Hall and consolidated and modernized space for the School of Journalism;
 - Funded or partly funded academic chairs or professorships;
 - Other fundraising priorities as identified in consultation with faculty, students, alumni, donors and through the Advancement Committee.

- College administration
 - Advancing the ongoing work to develop and implement policies and standardized procedures in core business functions and to strengthen and standardize administrative structures and procedures more generally;
 - Ensuring the maintenance, functionality, adequacy, affordability, sustainability and reliability of College infrastructure and systems, including information management systems, website, buildings, security systems, etc.; and
 - Generally, instituting business system improvements and efficiencies to ensure the College obtains optimal value from the resources it dedicates to administrative activities.

- Collegial governance - You will be expected to work with the Board to provide members of the university's governing body and those involved in governance with an enhanced understanding of their role and relationships in order to improve the performance of King's. Additionally, you are to work to improve and strengthen governance relationships among all elements of the College community, including between the Board of Governors, the faculty, the KSU, the administration of the College as well as the rest of the College community, in accordance with and fulfillment of the commitment to collegiality that is a core principle of governance and administration at King's.

Longer Term Priorities

In addition to the priorities listed above, you will be expected to continue working towards building the conditions for success on longer term objectives, as laid out below and as will continue to be adjusted in the annual review of your mandate and your performance. The priorities continue to include the following:

- Expanding services and supports for students available at King's and the access to King's students of services and supports available to them at Dalhousie;
- Improving the accessibility of King's for students who face barriers to attending King's, including financial barriers;
- Supporting faculty in their professional development and their work to be excellent teachers and productive scholars in ways that advance the College's educational mission;
- Advancing and managing faculty renewal;
- Professional training for staff;
- Securing the long-term sustainability of the College's finances;
- Maintaining optimal enrolment levels;
- Increasing the diversity of the College community; and
- Achieving longer-term fundraising objectives in areas such as scholarships and bursaries, funded Chairs and professorships, renovation of campus buildings and in other priority areas.

Part Two

Equity, Diversity and Inclusion

King's, as part of its strategic plan spoke of its vision for success as including increased diversity at all levels – students, staff, faculty, administration and the board. The Board continues to hold to that vision for success but, for the purposes of your mandate, feels it appropriate to acknowledge that the term diversity, even when used alone, must also be understood to include the shared concepts of equity and inclusion.

Society is diverse and it's incumbent upon our university to reflect this diversity. Homogeneity, within a university environment, may provide an artificial sense of comfort to some but limiting oneself to only like-minded people who have similar experiences, beliefs and aspirations will, overtime, result in a stagnated and unwelcoming learning environment.

The concept of diversity (as derived from multiple sources) may be described as encompassing acceptance and respect. It means understanding that each individual is unique, and recognizing individual differences. Often these differences have been viewed as exclusively concerning matters of race and ethnicity and while they must remain a significant focus of any diversity initiatives attention must also be given to gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs and other ideologies. Diversity is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual. Diversity means more than just acknowledging and/or tolerating difference.

The university has put in place various initiatives to promote and understand the need for diversity including a scholarly inquiry into the university's connection to slavery. The Board appreciates that King's may only properly address the absence of racial diversity if it has a better understanding as to the reasons for its absence. By acknowledging its past King's will be better positioned to enter upon its future; a future that encourages meaningful equity, diversity and inclusion.

There are many elements which go into developing meaningful diversity and two key elements are commitment and courage. Particularly the courage to closely examine the facts and not minimize them by trying to rationalize them away. King's, at the time of its founding, not dissimilar to many other institutions of higher education, had utilized processes, procedures and norms to put in place degrees and courses that had, for the most part, been created by one group to suit and meets its own immediate needs. Generally, that group tended to be male, white, very traditional and relatively older. It had been assumed that the various norms and resulting forms of study were a one size fits all. It takes courage to examine such facts closely and call out the fallacy as well as the damage generally wrought by such an approach.

It is also important to appreciate that initiatives designed to further equity, diversity and inclusiveness will face opposition. We continue to operate within a society in which there exists numerous ingrained biases and stereotypes and invariably when challenged they will resurface and, depending upon how expressed, may even generate a sense of validity.

King's, due to its size is in a unique position to bring about a more diversified school environment. But it is also its size, as well as financial constraints, which may hinder the very things the university hopes to achieve. In recent years, in both the Canada and the United States, a growing number of universities and colleges have established "senior administrative" positions to lead their diversity and inclusion initiatives and efforts. Universities across North America have come to recognize that diversity and inclusion are critical components of academic excellence and have devoted sufficient resources to the task.

For senior administrators in this position their source of power often lies outside their "core areas of expertise and experience" but rather stems from their location in the formal administrative hierarchy and also their ability to persuade, influence, and encourage behavior that promotes the diversity and inclusion goals of the institution. However, it is also apparent that regardless of academic and administrative background or experience the most successful 'diversity administrators' possess a number of key attributes including: political acumen; ability to cultivate a common vision; in-depth perspective on organizational change; sophisticated relational abilities; and an orientation towards results. Institutional diversity and inclusion are best achieved through the goals of active collaboration and partnership across the entire university community and requires the ability to infuse diversity into the most important academic issues of the institution.

It is unlikely that King's, at this time, is in a position to task one person with this exclusive responsibility. Consequently, there is little doubt that the heavy lifting will rest with the Office of the President. As mentioned above the source of power and influence in fulfilling a diversity initiative often stems from the position in the formal administrative hierarchy. The Office of the President is, therefore, well positioned to exert considerable influence on the outcomes. The obvious downside is that the President's responsibilities are multi-faceted and ever-changing. Time, therefore, may be one resource that is in short supply.

In October 2017 Universities Canada adopted seven Inclusive Excellence Principles to advance equity, diversity and inclusion along with an accompanying action plan. The members of Universities Canada, including King's, reaffirmed their commitment to both at the association's fall membership meeting in Ottawa in October 2018. The Action Plan promotes capacity building and culture change and outlines the following Supporting Actions:

1. Build institutional capacity to support an equitable, diverse and inclusive organizational culture.
2. Build institutional capacity and culture to recruit diverse students, staff, faculty and administrators, and support their success.

3. Build institutional capacity and culture to integrate equity, diversity and inclusion considerations in research, teaching and learning.

As President you have promoted and implemented significant initiatives and programs to foster and promote equity, diversity and inclusiveness consistent with the above Action Plan. Despite this, and recognizing that there remains much more to be accomplished, there is a sense of disconnect between the initiatives and expectations or, in some instances, even an absence of awareness of what has taken place to date. So, as to better understand and evaluate what is presently in place you are asked to conduct a review of existing initiatives and identify which aspects are working well, which are challenge areas, and which areas need to be examined in more detail. Also, please provide an outline of what additional efforts are pending and their expected outcomes.

Based upon your review it is anticipated that the university will then be able to determine how best to establish the basis of specific and practical equity, diversity and inclusion action plans and strategies.

Once you have had an opportunity to determine how the review is to be conducted please provide the Board with the estimated timeline for its approval.