

## **1. Question Submitted by Senator Notash**

What is the University doing to help faculties and units to implement the new Senate Educational Equity Policy approved by Senate Nov. 26, 2009?

The guiding principles, implementation procedure and accountability of the Educational Equity Policy are available from the following URL

<http://www.queensu.ca/secretariat/senate/policies/EDEQ2009.html>:

### ***“Guiding Principles***

- *Educational equity does not evolve in a vacuum. The external environment from which students, staff and faculty are drawn, the community that they will eventually serve, and the internal environment of the institution should all form part of the critical analysis used in developing a climate of educational equity.*
- *Administrative and academic procedures affect educational equity. The means of access, admission and retention of a wide diversity of students, methods of recruitment, evaluation, retention and promotion of diverse faculty and staff as well as other procedures should be addressed as part of educational equity.*
- *A university encourages educational equity when its members consider what, how, by whom and for whom teaching and learning occurs and in what environment.*

### ***Implementation***

*All units and members of the campus community are expected to contribute to the pursuit of educational equity within Queen’s. However specific administrative bodies and individual leaders within the University have unique responsibilities and are accountable for specific aspects of educational equity.*

*Under the direction of the Senate:*

- 1. It is the responsibility of the Principal, with the support of the Deans and the Vice-Principals, to articulate and support educational equity principles and values as well as to build educational equity expectations into the criteria considered in formal internal academic review processes, in program assessments and annual reports of administrative units, or other regular system reviews as determined by specific units.*
- 2. It is the responsibility of heads of academic and administrative departments to recognize unit-specific challenges, to identify unit-specific educational equity goals in consultation with their members and, where relevant, students, and to assess their progress comprehensively across all relevant domains. These may include the following five areas, identified in the Henry Report (2004)<sup>ii</sup>:*
  - i. Leadership and Institutional Culture*
  - ii. Access and Recruitment*
  - iii. Retention*
  - iv. Research and Curriculum*
  - v. Broader Learning and Working Environment (Climate)*
- 3. It is the responsibility of individual departments and offices (both academic and administrative) to develop and implement policies and practices to achieve educational equity within their units based on this policy statement and guidance by the Senate Educational Equity Committee, which provides a yearly report to the Senate. Furthermore, heads are responsible for reporting regularly on these measures and assessing progress to their respective supervisors as well as to their unit members and, where relevant, students.....”*

***Oral response to be provided by Senator Deane, Vice-Principal (Academic)***