

# Considerations For Completing Section 4.3 of the QUQAP Self- Study

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## Systemic Barriers in Academia

Systemic barriers are defined as policies or practices that result in some individuals from underrepresented groups receiving unequal access to or being excluded from participation in employment, services, and/or programs. These barriers are systemic in nature, meaning they result from institutional-level practices, policies, traditions and/or values that may be “unintended” or “unseen” to those who do not experience them, but that have serious and long-lasting impacts on the lives of those affected (e.g., on their career trajectories and/or mental, spiritual and physical health).



To address these persistent barriers to education, our institution must play a sustained role in identifying and mitigating them. All individuals must recognize that systemic barriers exist, develop a strong understanding of what the barriers and their consequences are, and understand how individuals at all levels of academic programming can play a role in addressing them.

## Commitment to Equity, Diversity, Inclusion, and Indigenization

Achieving a more equitable, diverse, and inclusive Canadian teaching and learning environment is essential to creating the excellent, innovative, and impactful education necessary to advance knowledge and understanding, and to respond to local, national and global challenges.

With these goals in mind, our university is committed to:

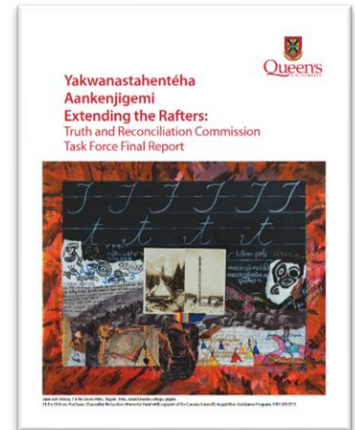
- Promoting the integration of I-EDIAA in teaching and learning design and practices.
- Increasing equitable and inclusive participation in academic programs; and
- Collecting the data and conducting the analyses needed to include I-EDIAA considerations in decision-making.

## Commitment to Indigenization-Equity, Diversity, Inclusion, Accessibility, Anti-Racism

Queen’s University uses the acronym **I-EDIAA** (Indigenization-Equity, Diversity, Inclusion, Accessibility, Anti-Racism) in response to the expressed needs of our equity deserving communities. The first “I”, for “Indigenization”, is separated from EDIAA to foreground our responsibility to honour obligations to Indigenous communities which are separate and distinct from equity and inclusion efforts. Further, the placement of Indigenization in this formulation encourages more careful reflection and accountability around exactly how the unit/equity initiative is, in fact, addressing Indigenization before a decision to adopt the full acronym is made.

The two “A’s” stand for “Accessibility and Anti-Racism.” The first addresses ongoing and longstanding concerns about the persistent invisibility of disabled people and voices within equity, diversity, and inclusion work. Anti-racism is included in acknowledgement of our institution’s history of white supremacy and racism, and in recognition of the ongoing contributions campus anti-racism movements have made in positively transforming our institutional culture for the benefit of all.

In this document, we outline specific recommendations from the [Truth and Reconciliation Commission Task Force's "Yakwanastahentéha | Aankenjigemi | Extending the Rafters"](#) report (identified as TRC below); the [Scarborough Charter](#) (identified as SC below) on Anti-Black Racism and Black Inclusion in Canadian Higher Education; the [Declaration of Commitment to Address Systemic Racism](#) (identified as DCASR below); the [Accessibility for Ontarians with Disabilities Act](#) (AODA) and the [Queen’s Senate Academic Accommodations for Students with Disabilities Policy](#) (identified as SASDP).



## How to use this tool:

This resource should be used to examine the variety of ways that academic programs are advancing equity in educational settings. These recommendations are not exhaustive, nor should they be used as a checklist; rather they provide a focused and intentional starting point for discussion about I-EDIAA advancement in your programs. Since this is a whole program perspective, you might also want to consider how these efforts can be scaffolded. For each aspect of I-EDIAA, consider the following:

- Where in your program are you introducing activities, experiences and information related to Indigenization (or Diversity, or Inclusion etc.)?
- Where in your program do you build upon these introduced activities? How does that happen (e.g. via an activity, an assessment, an ungraded project, an event etc.)?
- Do you have clear I-EDIAA-related program learning outcomes of what a student should be able to demonstrate upon graduating?

## Indigenization

- **(TRC #23, 24)** How does your academic program develop and strengthen relationships with Indigenous communities? How does your academic program continue to raise awareness among non-Indigenous students, staff, and faculty of the complex histories and modern realities faced by Indigenous Peoples? Has your academic unit developed Indigenous cultural awareness-related trainings tailored to your discipline for faculty, staff, senior administrators and student leaders?
- **(TRC #24)** In what ways has your academic program sustained public education and dialogue on reconciliation in support of and relation to the TRC's pronouncement?



## Equity

- **(DCASR #2)** How has your academic unit addressed systemic racism in curriculum, teaching practices, classroom environments, and research?
- **(TRC #14.1)** Has your academic unit used the Diversity and Equity Assessment and Planning Tool to respond comprehensively to the various reports related to equity, diversity, accessibility, and inclusivity at the level of curriculum, recruitment and hiring, retention, and student success?
- **(SC #1.4.2)** Considering the Scarborough Charter's pillar of Black Flourishing, in what ways has your academic unit worked to construct affirming, accessible spaces and cultivate naming practices that foster Black belonging, knowledge development and sharing;
- **(SC #1.3.2.1)** How has your department supported dedicated research, teaching, and community engagement in the United Nations' International Decade for Peoples of African Descent and the Permanent Forum of Peoples of African Descent?
- **(SC #1.3.2.2)** How has your department supported Black student leadership, insights, energies and actions through curricular and co-curricular development, or through other aspects of teaching, learning, and student development?

## Diversity

- **(DCASR #3)** In what ways have you closed the gaps in representation of women, people with disabilities, Indigenous Peoples, and Black and racialized people at all levels of your academic unit?
- **(TRC #2.2)** How have you taken proactive steps to increase Indigenous student, staff, and faculty representation on governance bodies in your academic unit? Have you expended recruitment and outreach initiatives to target Indigenous students?
- **(TRC #9)** How have you developed and implemented models or strategies to build capacity or support Indigenous programming across your program or department?
- **(TRC #15+ SC #8)** Has your academic unit started developing pathway programs for Indigenous and Black youth?
- **(TRC #16)** Considering the ways in which Indigenous faculty and staff experience increased workload demands stemming from their administrative service to the university and commitments to the developing Indigenous initiatives—for example serving as Indigenous representatives on committees, acting as resource for Indigenous knowledge, fostering collaboration and partnerships with Indigenous communities, supporting Indigenous students, etc.—in what way has your academic unit supported Indigenous faculty and staff so as not to be overburdened with unsustainable workloads?



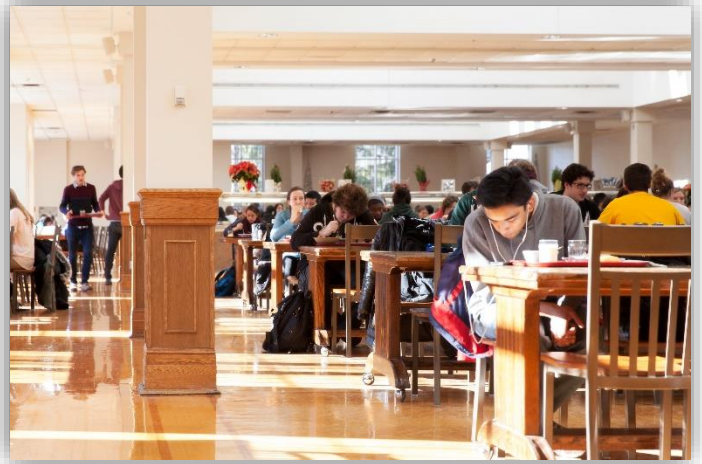
## Inclusion

- **(TRC #21.1)** In what ways has your academic unit integrated Indigenous knowledges into your curriculum? Has your program consulted with Indigenous knowledge-keepers, Elders, or Indigenous community partners to co-develop Indigenous-specific content and learning outcomes? Has your academic incorporated Indigenous experiential learning such as land-based learning, community-based research, and/or participation in traditional Indigenous practices?
- **(TRC #21.3, 17)** In what ways are Indigenous scholarship and traditional knowledges recognized and cited (eg. Scholarly achievement, hiring practices, etc.)? Does your academic unit financially support the invitation of Indigenous Elders, scholars, and knowledge keepers as consultants or guest lecturers?
- **(DCASR #4)** How has your unit analyzed and identified barriers to recruitment and admission of racialized students, particularly Black and Indigenous students? How has your unit enhanced efforts and initiatives to diversify the student population?
- **(DCASR #6)** How has your unit worked to eliminate gaps in support and resources for 2SLGBTQ+ students, staff, and faculty? Has your unit increased supports (including financial) for under-represented students?

- **(SC #2, 2.3.1-2.3.2)** Describe how your academic unit promoted Inclusive Excellence in teaching and learning. Listed below are examples outlined in the Scarborough Charter:
  - Encouraging the emergence of Black and Black Canadian scholarship, and promoting curricular development to decentre epistemic Eurocentrism, hold open space for expansive, world-inspired learning that broadens disciplinary canons to include Black expertise and knowledges
  - Providing scholarships, bursaries, fellowships and related dedicated support, including increased research opportunities, mentorship and alumni engagement to support Black admission to universities and colleges, Black enrollment in graduate and post-doctoral studies, and Black thriving through to program completion.

## Accessibility

- Considering the Accessibility for Ontarians with Disabilities Act (AODA), how has your academic unit worked to remove barriers by developing, implementing and enforcing accessibility standards with respect to information and communications, built environments, employment, and accommodations?
- (AODA) How has your academic unit worked to ensure that policies, practices and procedures are consistent with the AODA's four principles of independence, dignity, integration, and equality of opportunity?
- (AODA) Has your academic unit established and made publicly available processes for receiving and responding to feedback about accessible customer service, while also specifying the actions taken if a complaint is received?
- **(DCASR #9)** How has your academic unit increased mental health supports for all students, staff, and faculty, and especially those affected by racism on campus?
- Considering the [Queen's Senate Academic Accommodations for Students with Disabilities Policy](#), how has your academic unit worked to:
  - Communicate with incoming and current students about services for students with disabilities and referrals as appropriate;
  - Communicate with educators about academic accommodations policy and procedure information annually;
  - Help coordinate the implementation of Faculty/School or program-specific accommodations, as required, including arrangements for field placements/practica;
  - Engage with students, QSAS, educators, graduate supervisors, SGS and others, as appropriate, to help coordinate the implementation of complex academic accommodations.



## Anti-Racism

- **(DCASR #1)** In what ways has your academic unit supported and recognized the anti-racism and anti-oppression work of student, staff, faculty and alumni, including committee membership, curriculum development, and mentorship.
- **(SC #4)** In what ways has your academic unit provided anti-Black racism education for all members of the unit, while developing performance expectations for faculty and staff that build capacity on anti-racism and Black inclusion? Has your academic unit built robust reporting mechanisms that assess and recognize teaching and learning contributions at the intersection of the Scarborough Charter's four pillars: Black flourishing, inclusive excellence, accountability, and mutuality?
- **(SC #3.3)** Considering the Scarborough Charter's pillar of Fostering Mutuality in teaching and learning, has your academic unit adopted policies, educational sessions and practices of inclusion that sustain harassment-free classrooms and other learning environments in which rigorous study can occur?
- **(SC #3.3.1)** How has your academic unit built pathway programs for Black students from grade school and college to university?



**TRC Faculty Specific Recommendations Support the implementation of TRC Calls to Action 16, 24, 28 and 62.**

- 22.1 In support of Call to Action 16, the university must work with Indigenous communities to create credentialed Indigenous language programs. Consideration should also be given to the development of degree offerings in Indigenous languages and the university should ensure that both languages of Indigenous traditional territory upon which Queen's sits are represented.
- 22.2 In support of Call to Action 24, the task force encourages the work underway in the Faculty of Health Sciences to significantly enhance training in cultural competencies and expand Indigenous-focused curricula for all students within the Schools of Medicine, Nursing, and Rehabilitation Therapy
- 22.3 In support of Call to Action 28, the task force encourages the work underway within the Faculty of Law to enhance the integration of Indigenous law, rights, and histories across the curriculum for all Law students as well as those pursuing the undergraduate Certificate in Law. This includes the recent development of an intensive course in First Nations Negotiations in the Juris Doctor program. The faculty has also recently created an undergraduate Aboriginal Law course which covers historical, social, and political contexts in the development of current laws and emerging developments such as the United Nations Declaration on the Rights of Indigenous Peoples, the Truth and Reconciliation Commission, and the national inquiry into missing and murdered Indigenous women and girls.
- 22.4 In support of Call to Action 62, the task force encourages the ongoing work of the Faculty of Education to ensure all teacher candidates are educated on Indigenous contemporary issues and histories, including the residential school system. This includes the recent implementation of a mandatory Indigenous education course for all teacher candidates.