Welcome to the Principal’s Committee on Racism, Diversity, and Inclusion

Community Forum
Monday, 20th March 2017
5:00-6:30 pm
Principal’s Committee on Racism, Diversity, and Inclusion:

• **Dev Aransevia** (Artsci’17), fourth-year Global Development Studies student (co-Chair)

• **Yolande Chan**, faculty member in the Smith School of Business (co-Chair)

• **Hana Chaudhury**, fourth-year student in Commerce and Prospective Double Degree in Life Sciences

• **Laeeque Daneshmend**, faculty member in the Robert M. Buchan Department of Mining Engineering, cross-appointed to the Department of Mechanical and Materials Engineering

• **Nilani Loganathan**, staff member in the Business Career Centre in Smith School of Business

• **Tim Tang**, staff member in the Office of Advancement
The committee’s mandate:

To review recommendations in the 2009 Diversity, Anti-Racism, and Equity (DARE) Report and the Diversity and Equity Task Force (DET) Action Plan 2010-11 (and previous related reports where applicable), as well as to identify barriers to implementation of the recommendations contained therein, identify the steps needed to remove those barriers, including the identification of financial and human resource constraints, and submit to the Principal, no later than March 31, 2017, a final list of actions to be implemented that identifies priorities, suggested timelines, and measures to evaluate the success of implementation.

website:http://queensu.ca/implementationrdi/
University-wide Recommendations
PICRDI Recommendation:
Alignment of Strategic Plans, Policies & Processes

Flows From:

• DARE Short-Term Recommendation (a): time to act on these recommendations, with an eye towards crafting a strategic plan with a timeline and assignation of responsibility to all members of the senior officers and their reports for carrying through each part
  • Meaningful progress on Racism, Diversity, and Inclusion cannot be made, or sustained, unless the University guiding Strategic documents and planning Processes incorporate the appropriate values and goals.

• Recognition by PICRDI members that these values must be made intrinsic to the University’s Strategic thinking
  • Otherwise investment in initiatives will be sporadic, successful efforts will not be recognized or rewarded, and progress will not be sustained.
PICRDI Recommendation: Alignment of Strategic Plans, Policies & Processes

The University’s Strategic documents, policies and processes, including, but not limited to:

- The University’s Strategic Framework
- The University’s Strategic Mandate Agreement with the Province
- The University’s Academic Plan
- The University’s Strategic Research Plan

should have clear language indicating that anti-racism, diversity and inclusion are intrinsic and vital parts of the vision and mission of the institution, and, where appropriate, include metrics for assessing and tracking progress.

In addition, the Student Code of Conduct should explicitly include and address racism currently only talks of “Discrimination”

The University’s Official Statement on Equity should be displayed on the homepage of each and every Department / School / Faculty / Unit / Portfolio
PICRDI Recommendation:
Accountability, Reporting, & Reward Structures

Flows from:

DARE Long-Term Recommendation (d): Queen’s must create report and reward structures at all levels of the administration, from department heads to the Vice-Principalss that require progress on issues of diversity and inclusion. All members of the senior administration, and the deans should be required to show that they have endeavoured to pursue the goals of inclusion and diversity as part of their annual reports.
PICRDI Recommendation:
Accountability, Reporting, & Reward Structures

The strategic commitments in the previous recommendation must be complemented by appropriate modification of the metrics and indicators related to anti-racism, diversity and inclusion within the goal-setting and performance management tools.

Such as the “X-matrix” currently used to track alignment and progress against the Strategic Framework for senior administrators, applied to the Provost, other Vice-Principal, and the Deans – as well as their direct reports (department heads, Vice-Provosts, etc.)

The annual performance management of the Principal by the Board of Trustees must also explicitly address performance with respect to issues of anti-racism, diversity and inclusion.
PICRDI Recommendation:  
Creation of the University Council on Racism (UCR) – modelled after the Aboriginal Council

- Flows from both:
  
  DET Recommendation # 1: Create an Equity Response Team: Establishing a consistent, coordinated, and comprehensive response to incidents of hate speech or racial, ethnic, or religious bigotry manifesting in violence, vandalism, or threatening intimidation has proven to be a challenge in the past.

  DARE Short-Term Recommendation (a): time to act on these recommendations, with an eye towards crafting a strategic plan with a timeline and assignation of responsibility holding the University accountable, through an open and transparent forum for engagement – as well as ensuring that initiatives are sustained
PICRDI Recommendation:
University Council on Racism - UCR

Draft Terms of Reference:
• Building upon the committees report, the UCR will be responsible for coordinating, reviewing, and reporting on the progress of, sustained University-wide initiatives to address issues of Racism, Diversity, and Inclusion. The committee will, in the context of the PICRDI report’s recommendations:

• Advise on the tracking and refinement of appropriate metrics for assessing progress.
• Assess progress of specific implementation initiatives.
• Coordinate and facilitate synergies amongst complementary initiatives within the University, and identify opportunities for collaboration external to the University.
• Identify and make recommendations regarding persistent obstacles to progress, including those related to resources, organizational structures, policies, protocols, and processes.
• A subset of the UCR will function as an Equity Response Team, advising the University on the response to incidents of racism, both acute as well as chronic.

• The UCR will prepare a report annually, to be submitted, for information, to Senate, to the Board of Trustees, and to the wider Queen's community
• Structure & Composition to be modelled on the Aboriginal Council
PICRDI
Principal's Implementation Committee on Racism, Diversity and Inclusion

UCR
University Council on Racism

Implementati on Initiatives

Sustainment Accountability

Acute Chronic Coordination

Incident Response

Assessment Coordination
Metrics
Resources
Community Engagement
PICRDI Recommendation:  
Creation of the post of Associate Vice-Principal Equity

Flows from:
DARE Recommendation: Senior officers of the university and deans need to take more responsibility for ensuring that racialized faculty feel welcomed...

Recognition by PICRDI members that a senior academic leader, who is protected by academic tenure, will be able to take a proactive role with respect to a broad range of issues raised by both the DET and DARE reports, from recruitment and retention of racialized faculty members and staff members, through to academic and educational equity.
**PICRDI Recommendation:**
**Creation of the post of Associate Vice-Principal Equity**

This person will be a tenured academic in order to have the gravitas and credibility needed when dealing with faculty members and issues of academic curriculum, and in order to ensure the person will not fear repercussions. The Human Rights and Equity Office will work closely with the AVP- Equity, who will report directly to the Provost and Senate.

The mandate of the Associate Vice-Principal Equity will include:

- Working in support of the newly created University Council on Racism (UCR).
- Developing and supporting the University’s Racism, Diversity, and Inclusion Plan, including the development and tracking of metrics and reporting on performance, including the identification of obstacles and barriers.
- Championing resources for academic equity initiatives, including educational equity, as well as academic hiring.
- Units on campus that have programs and services that support equity-seeking students would have a dual-reporting structure with AVP/Equity and VP/Student Affairs.
Recommendations related to Faculty Members & Curriculum
PICRDI Recommendation:

Expansion of HRO Training Capacity and Development of Training Modules

Flows from:
DARE Short-Term Recommendation (I): University leadership must work in partnership with QUFA to raise awareness about the importance of sensitivity to issues of diversity and inclusion and fairness in the classroom
Expansion of HRO Training Capacity and Development of Training Modules

The Human Rights Office (HRO) should be expanded to include a training unit

The HRO should develop a series of training modules, for both on-line and in-person delivery, in conjunction with the Centre for Teaching & Learning, and with the approval of QUFA, to build capacity amongst faculty members with respect to Intercultural Competence, Diversity, and Inclusion. This training should be made mandatory

Other mandatory training modules should be developed for administrators, staff, and students. Where students are concerned, this training should be developed in conjunction with Student Affairs, student groups, AMS, SGPS etc.
PICRDI Recommendation:

Recruitment of Black Faculty and Faculty from Other Underrepresented Groups

Flows from:
DARE Long-Term Recommendation (a): The university must actively recruit and retain racialized and other faculty from underrepresented groups as well as faculty with an expertise in mounting courses and producing scholarship in anti-racist and anti-oppression work
Recruitment of Black Faculty and Faculty from Other Underrepresented Groups

• In consultation with QUFA, the University should develop a special program to recruit black faculty and faculty from other underrepresented groups. This should be a clear, time-limited program in accordance with the Ontario Human Rights Code.

• Specifically, act on Section 14(1) of the Ontario Human Rights Code which states that equality rights are “not infringed by the implementation of a special program designed to relieve hardship or economic disadvantage or to assist disadvantaged persons or groups to achieve or attempt to achieve equal opportunity or that is likely to contribute to the elimination of the infringement of (those) rights”
Recruitment of Black Faculty and Faculty from Other Underrepresented Groups continued

- Until the Faculty Contractors’ Program targets are met for racialized faculty, applicants from under-represented groups are to be actively sought in faculty searches. If there are no racialized applicants, application deadlines should be extended and targeted recruitment, as well as additional advertising, occur. With few exceptions, there should be at least one representative of an underrepresented group on each shortlist.

- There shall be annual reporting to Faculty Boards, Senate, and Board of Trustees of progress against equity hiring goals in each department, School, and Faculty, as well as the University as a whole.
**PICRDI Recommendation:**

Review and Refocusing of the QNS Program

Flows from:

DARE Long-Term Recommendation (a): The QNS program should be reinstated and one of its core mandates – cultivating a diverse professoriate—should be restored

and

D.E.T. Engagement with Academic Planning: Curriculum and Research recommendation #4: Review and Propose a Refocusing of the Queen’s National Scholar Program on its Equity Component and Coordinate it with appropriate Interdisciplinary Academic Priorities
Refocusing the QNS Program on its Equity Mandate

• The Queen’s National Scholar (QNS) Program should be reviewed. It should be refocused to have a clear equity mandate.

• The wording of the objectives and selection criteria for each stage of the QNS selection process should be closely reviewed and stronger language added to ensure that priority is given to members of underrepresented groups.

• Consideration should also be given to refocusing the program, for a time-limited period, on black scholarship.

• There shall be annual reporting to Senate of QNS hiring decisions, highlighting progress made against equity hiring goals.
PICRDI Recommendations: Diversification of Curriculum

Flows From:

- **DARE Recommendation:** The university needs to actively support the diversification of the curriculum. Queen’s needs more programs such as the Aboriginal Teachers Education Program (ATEP) as well as other academic programs that enrich the curriculum with non-Western perspectives and knowledge. The university could offer incentives and rewards in the form of development grants for instructors and/or programs/departments to design new curriculum (courses, concentrations, degree requirements, etc.) as well as re-design current core and introductory courses as well as for the implementation of extracurricular academic activities like lecture series/research workshops/sponsored reading groups/seminars on relevant themes.
PICRDI Recommendation: Diversification of Curriculum
University and Faculty Board Commitment to Curriculum Diversification

By December 2017 the Senate will approve a revised *Queen's University Learning Outcomes Framework*

- The current Framework (approved by Senate in April 2016) has some content related to intercultural competence, and a passing mention of diversity.
- It must be revised to explicitly address issues of racism, anti-racism, anti-oppression, and inclusion.
- The revisions to the framework must be formulated through broad consultation, particularly with
  - Faculty members and other experts in in the fields of anti-racism, anti-oppression and decolonisation
  - Racialized students and student groups

By April 2018, each and every Faculty Board of the University (including GSEC) will have approved a *Curriculum Diversity Plan* for the academic programs within its purview, which:

- Is developed with broad input from faculty members, students, and student groups
- Clearly defines course development goals, timelines, and required resources, including faculty hiring
- Ensures that tangible curriculum change is implemented starting in the 2018/2019 academic year
- Aligns with the revised *Queen's University Learning Outcomes Framework*
PICRDI Recommendation: Diversification of Curriculum

More Specific Initiatives

University Wide initiatives

• The University should fund a program for Faculty Fellows in the Human Rights and Equity Office, potentially cross-appointed with the Centre for Teaching and Learning
• Non-Western perspectives must be included in co-curricular programming (e.g. Student Affairs programs, academic certificates)
• The Principal’s Dream Courses should be focused in the near-term on developing and enhancing race-related courses

Initiatives specific to the Faculty of Arts & Science

• A program of black studies at Queen’s should be launched. Fundraising for a chair in this program should be a high priority
• All faculty currently teaching race-related courses should be eligible for grants to enhance, and receive assistance in delivering, these courses
Student-related recommendations
DARE Recommendation: The university should immediately implement an inclusive space program such as the one developed by the Human Rights Office in collaboration with QCRED.

Implementation Recommendation:
Establish the Alfie Pierce Centre for Racial Equity & Social Justice, a dedicated space to honour the history and experiences of students of colour. The mandate of the centre would be to:

- Implement equity initiatives and programming to support and advocate for students of colour
- Collaborate with student groups and other units focusing on equity and anti-oppression work
- Provide a welcoming space for students of colour, with access to a kitchen, open lounge space, workshop space, and rooms/offices for staff.
- Maintain a permanent office space for an outreach counsellor to support students of colour
- Have a dual reporting structure to the Office of Vice-Provost/Dean of Student Affairs and the newly-created AVP Equity
DARE Recommendation: The university should immediately support a peer mentoring program for marginalized students as well as increased counselling support.

Implementation Recommendations:

• Hire additional counsellors who explicitly deal with issues of racism and are available to all students.

• A peer mentoring program that focuses on the experiences of racialized students and attends to intersectional needs should be reinstated using a co-mentoring model that pairs racialized students with upper-year students. This program would be designed and delivered by the Cross-Cultural Counselor using an anti-oppression framework and with input from other Student Affairs staff who directly support racialized students.

• A separate peer educators program can be modelled on other universities i.e. Diversity Peer Educators. This can be a similar model to the Peer Health Educators program who conduct programming events throughout the year and within residences. This can be run out of the Alfie Pierce Centre for Racial Equity & Social Justice.
DET Recommendation: Work with Student Leadership to develop Equity Agendas.

Recommendation:
Codify this into the job description of the Social Issues Commissioner in the AMS by adding this as a specific responsibility in all future job descriptions to ensure that it is continued year over year.
Recommendation related to Orientation Week:

DARE Recommendation: The university must ensure that all student leaders have access to diversity training and that diverse perspectives are represented in all our important Orientation Week events. Orientation week also gives the university a singular opportunity to introduce students to issues of anti-racism, anti-oppression, and diversity. We encourage creative programs that will engage students rather than bore or alienate them (e.g. comedy or theatre). The Office of Student Affairs, the Human Rights Office, and the AMS Social Issues Commission can work to train student leaders in and out of residences. Substantial progress can be made in three years at which time expanded efforts could be funded by the university.
Recommendation related to Orientation Week:

• Introducing residence programming on issues of anti-racism, anti-oppression and diversity through residence workshops and within Residence Orientation

• Training Dons, Residence Facilitators and House Presidents on such issues and providing them with the resources to talk to these issues and providing students with the appropriate resources if they are facing discrimination, harassment, and racism

• Providing students with an avenue to report anonymously any incidents of racism during the week, as first year students in their first week are unlikely to be exposed to the NAM system and other relevant resources

• Using the opportunity in academic sessions during Orientation Week with speeches by the Deans/administration etc. to talk about the importance of diversity on our campus and making it a community for all.
Staff-related recommendations
Recommendations related to Recruitment, Hiring, and Retention of Diverse Staff:

Recruitment and Hiring
- Intentional hiring of staff from equity-seeking groups with particular attention given to achieving representation and using culturally-inclusive practices
- Increased representation of equity-seeking groups in senior administration
- Actively recruit new staff and identify existing staff who are deeply committed to and competent in equity and anti-oppression work, and support their advancement

Retention
- Pursuing initiatives that enhance retention (e.g., a network for staff, mentoring for newly hired racialized staff and faculty)
- Measures/metrics related to hiring, professional development, and retention of staff and faculty from equity-seeking groups should be included in performance management processes for managers and supervisors (accountability mechanism)
Recommendations related to Education and Training for New/Existing Staff:

- Mandatory session during New Staff Orientation on policies, resources, and support from the Human Rights and Equity Offices related to issues of discrimination

- Implementation of mandatory anti-oppression training modules to be completed by all new and existing staff within a year

- Building intercultural skills, and a deep knowledge of racism and anti-oppression (beyond the mandatory training modules) among senior leaders, hiring managers, staff who work directly to support students (e.g., advisors, counsellors, coaches), and any staff who supervise student employees
Recommendations related to Departmental Self-Assessment and Planning for Equity and Inclusion:

- Implementing a mechanism across all shared service units to add equity goals to their operation (e.g., DEAP Tool) and establishing measures/metrics for achieving these goals to be reported on regularly.

- In consultation with the Equity Office, ensure that programs and services delivered by staff use an anti-oppressive framework and include non-Western perspectives in the design (e.g., co-curricular certificates and programs).
PICRDI Recommendation:  
**Review of Harassment and Discrimination Policy**

Flows From:

- **DARE Long-Term Recommendation (h):** The Human Rights Office needs much more financial support as well as an expanded capacity to actively intervene in conflicts and sanction those found of wrongdoing. The Office should also be unmoored from the Department of Human Resources given the potential for conflicts of interest.

**PICRDI Recommendation:**
Immediate adjustments to this interim policy to address the needs of equity-seeking groups, followed shortly by a comprehensive review with extensive consultations with relevant parties (e.g., Human Rights Office, Equity Office, Human Resources, Environmental Health and Safety, and the Office of the Ombudsperson).
Questions?
Thank you for your participation.

Please email us (before Friday March 24th) if you have further questions, or input:

implementationrdi@queensu.ca

website:http://queensu.ca/implementationrdi/