### AGENDA

**University Council on Anti-Racism and Equity (UCARE)**  
**Meeting:** University Council on Anti-Racism and Equity (UCARE)  
**Date & Time:** Monday, October 15, 2018  
5:00 pm – 6:30 pm  
**Location:** Room 202, Robert Sutherland Hall  
**Co-Chairs:** Liying Cheng and Aba Mortley

<table>
<thead>
<tr>
<th>Discussion Item</th>
<th>Time</th>
<th>Directive</th>
<th>Attachments</th>
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<tr>
<td>1. Approval of the Agenda</td>
<td>1 Minute</td>
<td>Approval</td>
<td>✓</td>
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<tr>
<td>2. Approval of the Minutes of the May 31, 2018</td>
<td>1 Minute</td>
<td>Approval</td>
<td>✓</td>
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<td>3. Co-Chairs’ Remarks</td>
<td>5 Minutes</td>
<td>Information</td>
<td>✓</td>
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<tr>
<td>4. Revisions to Queen’s Learning Outcomes Framework - Presentation by Jill Scott, Vice-Provost (Teaching and Learning)</td>
<td>20 Minutes</td>
<td>Discussion</td>
<td>✓</td>
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<td>5. Report of the Governance and Nominating Sub-Council</td>
<td>10 Minutes</td>
<td>Action</td>
<td>✓</td>
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<td>6. Updates from:</td>
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<td>• Centre for Racial Equity and Social Justice (Teri Shearer)</td>
<td>25 Minutes</td>
<td>Discussion</td>
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<td>• Division of Student Affairs (Ann Tierney)</td>
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<td>7. Questions and Answer Period (Open to the Audience)</td>
<td>20 Minutes</td>
<td>Discussion</td>
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<td>8. Other Business</td>
<td>5 Minutes</td>
<td>Discussion</td>
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**Next Public Meeting:** Monday, January 21, 2019, Room 202 Robert Sutherland Hall, 5:00 – 6:30 p.m.
Before the meeting was called to order, Mona Rahman acknowledged Queen’s University’s presence on the traditional lands of the Haudenosaunee and Anishnaabe.

### Discussion Item

1. **Approval of the Agenda**
   
   It was moved by Michael Blennerhassett, seconded by Liying Cheng, and agreed to adopt the Agenda as circulated.

2. **Approval of the Minutes of April 23, 2018**
   
   It was moved by Alana Butler, seconded by Yasmine Djerbal, and agreed to approve the Minutes of April 23, 2018 as circulated.
3. **Co-Chair’s Remarks**
Mona Rahman reported on a meeting of the UCARE working group charged with drafting a vision statement for the Council. Besides herself, members of the working group included Aba Mortley, Michael Blennerhassett, Yasmine Djerbal, Teri Shearer and Stephanie Simpson. All members of the working group had actively been looking at and thinking about UCARE’s vision. After careful consideration, the working group came to the realization that drafting a vision statement was a very significant task that should not be rushed. Therefore, the working group proposes that UCARE take a two-prong approach to moving forward. First, urgent issues need to be identified and addressed. Second, more time should be dedicated to the discussion about the long-term vision/goals of the Council. It was noted that a substantial amount of time on today’s agenda has been set aside for further discussion on this issue.

Mona Rahman reported that the theme of the upcoming edition of the *Queen’s Alumni Review* is Diversity & Inclusivity. In putting this issue together, the editor, Andrea Gunn, is considering a piece along the lines of a “Talking Heads” story and has asked if UCARE members could suggest questions and people to answer these questions. The editor is also looking for volunteers for a photoshoot (for the cover). If interested, UCARE members were encouraged to e-mail ucare@queensu.ca.

4. **Preview – Inclusive Queen’s Website**
Mona Rahman welcomed Robin Moon (Group Manager, Electronic Communications), Lori Stewart (Director, Office of the Provost and Vice-Principal Academic) and Jessica VanDusen (Web Coordinator, Web and Social Media Services) to the meeting. It was reported that over the last several months, Queen’s University Marketing has been building a website to highlight the university’s commitment to inclusivity. It was noted that the creation of the *Inclusive Queen’s* website is in response to a recommendation in the PICRDI report. Its purpose is to demonstrate the university’s commitment to making Queen’s a more inclusive institution. Currently, the plan is to move the UCARE website from the Provost’s page to the new *Inclusive Queen’s* website.

Teri Shearer introduced the website and noted that the purpose of tonight’s preview is to garner feedback from UCARE before further development of the website is done. During the discussion about the website detailed notes were taken by Lori Stewart. The following broad themes were recorded:
- In order to make a strong statement about inclusivity, placement of the tab to access the website should be prominent;
- Links to existing resource pages are essential. Avoid too much text - there is no need to duplicate information;
- It is important to include a link to information about how to report incidents of harassment or discrimination;
- More consideration should be given to the sequencing of items to avoid inadvertently prioritizing content;
- As a resource for students and faculty, link to curriculum/courses that address diversity, racism and inclusivity;
- Currently, the website is too “formal”. More consideration needs to be given to the desired audience and how to make the website more personal. Stories of people (both successes and challenges) and videos are two ways in which websites can be used to connect with people;
- It is important to pair the website with a social media presence;
- Under the “Connect” tab, viewers should be encouraged to participate in an UCARE meeting.

Members were asked to take a second look at the website and send any further suggestions to ucare@queensu.ca by Friday, June 15th. It was noted that because the website is under development it is not yet ready for sharing beyond the UCARE members at this time.

### 5. Update – Deputy Provost (Academic Operations and Inclusion)
Teri Shearer, Deputy Provost (Academic Operations and Inclusion) provided an update on two anti-racism, equity, diversity and inclusivity initiatives:

- The senior administration have just completed new equity training entitled “Showing Up for Equity and Inclusion”. Teri Shearer congratulated Stephanie Simpson and her team for the successful launch of these new sessions;
- The structural evaluation of 152 Albert Street, identified as the future home for the Centre for Racial Equity and Social Justice, has been completed. Positive outcomes from the feasibility study include: the ability to make all three floors accessible; and, the ability to construct a main entrance that can be used by all visitors eliminating the need for an accessibility ramp. Negative outcomes include the discovery that all of the floor joists need to be replaced. This necessary renovation will increase the restoration costs to over $1.0M and delay the timeline for completion by up to a year. Alternative temporary space for the 2018-19 academic year is being explored.

### 6. Moving Forward
The meeting continued with a discussion about short-term and long-term goals. In order to not lose momentum over the summer and to address urgent needs, the establishment of the following working groups were agreed upon:

- Centre for Racial Equity and Social Justice (to be chaired by Teri Shearer)
- Community Consultation and Outreach (to be chaired by Yasmine Djerbal)
- Orientation Week (to be chaired by Myriam-Morenike Djossou)

UCARE members were encouraged to volunteer to serve on one of the working groups. Non-UCARE members will also be allowed to join a working group.

To address UCARE’s long-term goal of articulating a vision statement and goals, it was agreed that the Office of the Provost and Vice-Principal (Academic) will explore the feasibility of holding a facilitated planning session in the Queen’s Executive Decision Centre in September.

### 7. Other Business
There being no Other Business, the meeting adjourned at 6:00 p.m.
REVISED: Queen's Learning Outcomes Framework

The Queen’s Learning Outcomes Framework is both foundational and aspirational. It encompasses Queen’s core values and presents ambitious challenges. It is a blueprint for students, staff and faculty to plan, document and collate the richness of the student learning experience at Queen’s.

Queen’s prides itself in being a balanced academy, offering a transformative student learning experience in a research-intensive environment. At Queen’s, learning takes place in courses and programs, in classrooms, libraries, labs, field studies, internships, and more. Valuable learning also takes place through engagement in volunteerism, student government, co-curricular student programming, international experiences, athletics, clubs and residences.

In an effort to strengthen the learning environment, the university is articulating learning from a student’s perspective, reflecting the knowledge, skills and habits of mind that are gained through successful completion of a program. Through the Council of Ontario Universities’ Quality Council, University Degree Level Expectations are mandated for undergraduate and graduate study, and all programs at Queen’s now have identified learning outcomes. It is important that prospective students and graduates be able to anticipate and articulate their learning experiences over the course of their degree, assimilating learning across academic programs, in experiential learning and through co-curricular activities.

While the Learning Outcomes Framework is meant to encompass the vast diversity of learning, it also attempts to differentiate and specify the comprehensive learning experience at Queen’s. The aim is to define the unique characteristics of a Queen’s degree by identifying the specific attributes and capacities of Queen’s graduates. Transformations in the educational landscape mean that Queen’s now has many degree-seeking students who learn in a fully online environment. It is vital that distance students see themselves reflected in the learning vision for Queen’s and have access to rich academic and co-curricular learning experiences and experiential learning opportunities.

The outcomes are divided into five themes, each with several subcategories of transferable skills ranging from critical thinking to sustainability and professional conduct. At the foundation of the Framework are core values like integrity and social responsibility that motivate our students to become collaborative leaders and engaged citizens serving public interests.

Among Queen’s highest aspirations is achieving an authentically inclusive learning experience for students, where historically underrepresented identities, experiences and perspectives are reflected in the curriculum, and where inclusive pedagogies and universal design enable access for all students across race, ethnicity, gender identity, gender expression, sexual orientation and ability. Queen’s has played an important role in creating, disseminating and preserving knowledge, and it is also incumbent upon the university to question assumptions about which knowledges are included in the curriculum and which ones are absent or underrepresented. We are committed to recognizing hidden bias in our pursuit of evidence, acknowledging our colonial history and respecting traditional Indigenous knowledge and ways of knowing. For these reasons, the Framework emphasizes the importance of including multiple forms and sources of knowledge and opportunities to enhance intercultural competence.
During the consultation process, the Learning Outcomes Working Group heard that the broader learning environment and the rich experiential and co-curricular opportunities available to students enables them to develop skills in self-management and interpersonal communication. The group also heard that the research-intensive learning environment facilitates deep and engaged learning, especially at the graduate level. With almost one third of Queen’s undergraduates pursuing further education, it is fitting to emphasize knowledge creation and discovery, hence the category: “Research-Focus | Practice-Oriented”.

Broad consultation, evidence gathering and analysis undertaken in the development of the learning outcomes framework confirmed these attributes as valued characteristics of Queen’s graduates. Graduate students at Queen’s have a unique perspective on learning, often immersed in research at a very deep level in collaborative and discipline-based learning communities. Graduate students value their role in knowledge creation and dissemination, and are also keen to develop professional skills to prepare them for a variety of career options. In order to ensure that the framework encompasses all levels of learning at Queen’s, it includes illustrative examples to articulate the achievement of learning outcomes for different credentials, including bachelor’s, professional master’s, research master’s and doctoral degrees.

The Learning Outcomes Framework is meant to guide the development of learning outcomes in courses and programs, in alignment with existing program-level outcomes and accreditation requirements. There are a great number of ways in which the framework can be used, including:

- to inform the development of program-level learning outcomes and curriculum renewal
- to support and enhance equity, diversity and inclusivity in the curriculum and in the learning environment
- to provide current students with learning goals
- to enable graduating students to articulate their learning to future employers
- to enable students to assimilate their learning across a full degree or credential
- to encompass learning outcomes that span both academic and experiential learning
- to inform strategic planning and programming
- to enhance the QUQAP Cyclical Program Review
INTEGRITY

- Initiative and persistence
- Nurturing self and others
- Academic and professional integrity
- Preserving social and public interests
- Promoting sustainability

Students take initiative to bring about positive change in academic, professional and personal contexts, guided by the principles of integrity, equity and sustainability.

KNOWLEDGE AND INTELLECTUAL CAPACITIES

- Disciplinary and interdisciplinary knowledge
- Diverse knowledge and ways of knowing
- Critical and creative thinking
- Information literacy
- Qualitative and quantitative literacy

Students critically engage with diverse materials and global worldviews to develop informed and historically contextualized judgements while considering the conditions of knowledge production and the need for ongoing learning.

RESEARCH-FOCUSED | PRACTICE-ORIENTED

- Foundations of lifelong learning
- Application of knowledge and methodologies
- Knowledge creation, discovery and dissemination
- Inquiry and analysis
- Ethical conduct

Students engage with learning and discovery, transferring knowledge and skills to new situations, experiences and environments while adhering to research ethics protocols and respectful community engagement.

PERSONAL AND INTERPERSONAL CAPACITIES

- Self-management
- Disposition to improve
- Ethical reasoning
- Collaboration
- Oral and written communication

Students contribute meaningfully in group environments using both oral and written communication and inclusive language, recognizing the need to self-manage and situate their values, beliefs and experiences.
SOCIAL RESPONSIBILITY AND COMMUNITY ENGAGEMENT

- Engaged citizenship
- Inclusive leadership
- Local and global learning
- Co-curricular and experiential learning
- Intercultural competence

Students make meaningful contributions, both locally and globally, and develop skills and attributes through academic and experiential opportunities that support appropriate interactions in diverse contexts.

Revised May 2018

1 In light of recommendations made in the Final Report of the Principal’s Implementation Committee on Racialization, Diversity and Inclusion, the Provost’s Advisory Committee on Teaching and Learning struck the Teaching and Learning Strategic Documents Renewal Subcommittee (TLSDRS) in October 2017 to revise the Queen’s Learning Outcomes Framework. The TLSDRS has also taken into consideration recommendations made in the Final Report of the Truth and Reconciliation Task Force.
How inclusive is our curriculum?
Seeking input on DRAFT REVISIONS to the Queen’s Learning Outcomes Framework

UCARE Meeting, October 15, 2018

Background

• The Queen’s Learning Outcomes Framework was approved by Senate in April 2016.
• The Principal’s Implementation Committee on Racism, Diversity and Inclusion (PICRDI) recommended revising the Queen’s Learning Outcomes Framework (QLOF) to create a more diverse and inclusive curriculum and to ensure that all students at Queen’s see themselves reflected in their learning.
• The Strategic Documents Renewal Working Group was tasked with revising the QLOF in light of PICRDI and the Final Report of the TRC Task Force.

The Vision for Diverse and Inclusive Learning at Queen’s

Among Queen’s highest aspirations is achieving an authentically inclusive learning experience for students, where historically underrepresented identities, experiences and perspectives are reflected in the curriculum, and where inclusive pedagogies and universal design enable access for all students across race, ethnicity, gender identity, gender expression, sexual orientation and ability.

What is the Queen’s Learning Outcomes Framework?

The Queen’s Learning Outcomes Framework (QLOF) is both foundational and aspirational. It encompasses Queen’s core values and presents ambitious challenges. It is a blueprint for students, staff and faculty to plan, document and collate the richness of the student learning experience at Queen’s.

Themes of the QLOF

• Integrity
• Knowledge and Intellectual Capacities
• Research-Focused | Practice-Oriented
• Personal and Interpersonal Capacities
• Social Responsibility and Community Engagement
Questions for consideration

- The Queen’s Learning Outcomes Framework is being revised to reflect the University’s goals for Equity Diversity, Inclusion, and Indigeneity (EDII). Does the revised version support these goals?
- Do you have any suggestions to improve the Queen’s Learning Outcomes Framework with respect to the revisions regarding EDII?
- Can you suggest ways to support the adoption of the Framework?

Please e-mail any additional comments or suggestions to vptl@queensu.ca

Committee Membership

Lee Airton  
Sue Fostaty Young  
Jan Hill  
Atul Jaiswal  
Julia Gollner  
Jill Scott  
Stephanie Simpson  
Scott Yam

Faculty of Education  
Centre for Teaching and Learning  
Office of Indigenous Initiatives  
Graduate Representative, School of Rehabilitation Therapy  
AMS, Academic Affairs Commissioner  
Vice-Provost (Teaching and Learning)  
Human Rights Office  
Department of Electrical and Computing Engineering
The Nominating Committee recommends the following Terms of Reference for UCARE’s Governance and Nominating Sub-Council:

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**University Council on Anti-Racism and Equity (UCARE)**

**Governance and Nominating Sub-Council**

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**Terms of Reference**

The University Council on Anti-Racism and Equity’s (UCARE) Governance and Nominating Sub-Council advises UCARE on the efficiency and effectiveness of governance structures and its composition and membership. It also advises on the composition and membership of UCARE Sub-Councils.

**The Governance and Nominating Sub-Council shall:**

1. Review and monitor the membership needs of UCARE and solicit, receive and review names of potential members. It will then recommend to the Council members for election to UCARE.
2. Oversee the nomination and election procedures for UCARE Co-Chairs in accordance with approved processes.
3. Ensure that UCARE maintains at least 51% representation from racialized groups and sustains continuity within the membership by assigning members rotating terms.
5. Advise UCARE on operations, efficient and effective structures supporting good governance and appropriate linkages between UCARE and other parts of the University.
Composition
Membership of the Governance and Nominating Sub-Council will comprise four UCARE members, of whom one must be a student member and one must be an ex officio member.

Motion: That UCARE approve the proposed Terms of Reference for the Governance and Nominating Sub-Council, effective immediately.

Nomination of undergraduate student
Due to the resignation of Marion Gonsalves in August, a student seat was left vacant on UCARE. Because Ms. Gonsalves had not begun her term the Nominating Committee selected the highest ranking student left from the April nominating roster. Therefore, the Nominating Committee recommends:

Motion: That UCARE approve the following nomination as recommended by the Nominating Committee.

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<thead>
<tr>
<th>Name</th>
<th>Degree Program</th>
<th>Term</th>
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<tr>
<td>Richelle Ignatius</td>
<td>BScH Kinesiology</td>
<td>September 1, 2018- August 31, 2020</td>
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Respectfully submitted:

Yasmine Djerbal (Elected – Graduate/Professional Student)
Teri Shearer (ex officio – Principal’s Delegate)
Adriana Lopez Villalobos (Elected – Staff)