### Discussion Item

1. **Approval of the Agenda**  
   It was moved by Yasmine Djerbal, seconded by Yolande Chan, and agreed to adopt the Agenda as circulated.

2. **Approval of the Minutes of October 15, 2018**  
   It was moved by Mona Rahman, seconded by Afsheen Chowdhury, and agreed to approve the Minutes of October 15, 2018 as circulated.

3. **Co-Chairs’ Remarks**  
   The Co-Chairs welcomed everyone to the first public UCARE meeting for 2019. It was noted that Yolande Davidson was participating via teleconference. The following items were addressed:
Congratulations to Stephanie Simpson

Congratulations were extended to Stephanie Simpson on being named Queen’s first Associate Vice-Principal (Human Rights, Equity and Inclusion) as of November 1, 2018. Establishment of this new senior administrative position was recommended in the PICRDI report and reflects Queen’s commitment to equity and inclusion. In her new role, Stephanie Simpson will be instrumental in ensuring that PICRDI recommendations are addressed. She will also introduce additional equity and inclusion initiatives that align with the needs of the University community.

Inclusive Community Fund

UCARE members were reminded that the Deputy Provost (Academic Operations and Inclusion) established the Inclusive Community Fund in 2018. The purpose of the $50K fund is to support members of the Queen’s community who wished to host programs, events, initiatives or projects that serve to promote a more inter-culturally informed, tolerant and inclusive campus community. More information about the fund can be found on the Inclusive Queen’s website.

4. Equity, Diversity and Inclusion Training

Stephanie Simpson, Associate Vice-Principal (Human Rights, Equity and Inclusion) and Erin Clow, Education and Communication Advisor (Equity and Human Rights Offices) were invited to make a presentation on equity, diversity and inclusion training offered by the Equity and Human Rights Offices. Stephanie Simpson introduced the topic and noted that training is a major theme for action in the PICRDI report. The 2017 release of the Truth and Reconciliation Commission Task Force Final Report also called for improved training in the area of Indigenous cultural awareness. Consequently, the Equity and Human Rights Offices have experienced a substantially increase in training demands from all sectors of the University. To accommodate this increase, a dedicated staff position was created to meet the educational and communication needs of the University community

Using a PowerPoint presentation (see Attachment A) Erin Clow provided a broad overview of the student, staff and faculty training programs offered by the Human Rights and Equity Offices. It was noted that in August 2018 the Division of Student Affairs and the Equity Office collaborated on a new training initiative for Orientation Week leaders. Building on the success of this initiative online training modules are being developed to augment the in-person sessions. Steps are also being taken to expand student participation to include tour guides, student success mentors, dons and bystander intervention teams.

In January 2018, a new diversity and inclusion staff team learning program pilot was launched for staff in Advancement. It is delivered in a blend format, i.e. interactive online courses and in-person classes designed to facilitate the building of a community of practice among staff. This program takes nine weeks to complete and addresses issues such as privilege and bias, race and racism and oppression. A second pilot will be launched in February 2019 with the staff in the Division of Student Affairs.

The presentation continued with an overview of diversity and inclusion training for faculty and senior administrators. In collaboration with the Centre for Teaching and Learning (CTL) and the University of British Columbia (UBC) a pilot project was launched in the winter of 2018. This training is delivered in a blended format and work continues, both at Queen’s and UBC, on developing online modules that address a number of themes including decolonization. In closing, Erin Clow confirmed that diversity and inclusion training is mandatory for senior administrators (including the Principal and Vice-Principals) and staff whose positions are graded at ten or above.
In response to a question, Erin Clow explained that the content of each training unit is developed, in part, by guidance the Human Rights and Equity Offices receive from the particular community. As suggested by Liying Cheng, consideration will be given to developing foundational content for all training and then customizing the subject matter to suit the audience.

5. **Sub-Council Updates**

**Centre for Racial Equity and Social Justice**

Teri Shearer reported that the University has identified 140 Stuart Street (“The Cottage”) as a temporary space to house student groups working to advance social justice, equity, diversity, anti-racism and inclusion. This location includes a kitchen, an accessibility ramp and washroom on the first floor, offices and shared social space. Capacity will be dictated by the needs of the student clubs and every effort will be made to accommodate as many interested groups as possible. The space will be controlled by the University and there will be funds available to clubs to help with moving costs. In response to a question, Teri Shearer stated that the University will continue to look for a permanent space for clubs whose mandates promote equity and inclusion. “The Cottage” will not be ruled out as a potential choice depending on whether or not it meets all the needs of users. In the near future, expressions of interest will be solicited by the Office of the Provost and Vice-Principal (Academic), from both undergraduate and graduate sanctioned clubs interested in using the space. A UCARE sub-council will be struck to help prioritize the expressions of interest. The target date for move-in is March 2019.

**Community Consultation and Outreach**

Nathan Utioh, chair of the Community Consultation and Outreach sub-council, provided an update on the activities of the group. Based on concerns raised at earlier meetings, the sub-council is working on a two-pronged communication strategy. The first prong will be circulating an online survey to key stakeholders (students, staff and faculty) to gather their concerns and thoughts. The first draft of the survey is complete and a distribution strategy is being developed. Depending on the results of the survey, the second prong will be to organize public forums/focus groups so that more targeted discussions can take place. To date the AMS has agreed to help distribute information which will also be posted in the Inclusive Queen’s newsletter. The sub-council also intends to reach out to faculty societies and their social affairs representatives/commissioners. One of the Community Consultation and Outreach sub-council’s goals is to present a tangible communication plan to UCARE at its April 1st public meeting.

**Governance and Nominating Sub-Council**

Teri Shearer reported that a call for nominations for three upcoming vacancies (1 undergraduate student; 1 graduate/professional student; and 1 faculty) will be made by February 1st. Members were encouraged to “spread the word” about the opportunity to serve on UCARE. Terms begin September 1, 2019.

Teri Shearer noted that the following current members had agreed to renew their membership for an additional two-year term as outlined in UCARE’s terms of reference: Yolande Davidson (Alumni/Community Member), Alana Butler (Faculty Member) and Nathan Utioh (Staff Member).

In addition to the general election, an invitation to nominate candidates for the position of co-chair will be circulated to UCARE members in the near future. All positions have start dates of September 1, 2019.

In closing, Teri Shearer noted that the Governance and Nominating Sub-Council has a vacancy. Interested UCARE members should contact the secretary at ucare@queensu.ca. The peak time for nominating business is March. Yasmine Djerbal and Adriana Lopez Villalobos were thanked for their continued service on the sub-council.
Orientation Week

Using a PowerPoint presentation (see Attachment B), Myriam Djossou updated UCARE on the work of the Orientation Week Sub-Council. The framework for the group was outlined and members were reminded that the PICRDI report referred to Orientation Week in a number of recommendations (1, 10, 13 and 25). To date, the sub-council has consulted with a number of key stakeholders including the campus activities commissioner, the outgoing and incoming Orientation Roundtable (ORT) leadership, the student experience office, the University Secretariat and the co-chair and secretary of the Senate Orientation Review Board (SOARB). Myriam Djossou reported that SOARB’s terms of reference and their policy manual is under review and that there is an expectation that UCARE will be consulted during this process. Another concern surrounding SOARB is their current evaluation tool used to assess orientation events. During conversations with key stakeholders it was revealed that SOARB members have no formal training on how to evaluate an event nor are they required to stay for the duration of the activity. In closing, Myriam Djossou stated that the sub-council is waiting for the release of the data from the 2018 orientation week survey and will continue to monitor the implementation of the PICRDI recommendations associated with Orientation Week.

Equity Training and Education

Referring to a chart (see Attachment C) outlining a number of PICRDI recommendations relating to training and education, Stephanie Simpson provided a status report on accomplishments to date. It was noted that there are many activities across campus that are addressing diversity, equity and inclusion. Stephanie Simpson highlighted the following: the Division of Student Affairs “Queen’s Reads” program; revisions to the Queen’s Learning Outcomes Framework; employment equity training for student leaders intended to improve their hiring practices; senior leadership training; faculty training to build capacity in intercultural competence, equity and inclusion; diversity guidance for Renewal Tenure and Promotion (RTP) processes; new faculty orientation; and, additional resources for the Centre for Teaching and Learning.

Outstanding training recommendations that have not yet been fully addressed include: stand-alone anti-racism/equity mandatory training for all first year students; a three-year plan for delivering mandatory equity training for all employees; specific mentoring training to guide junior staff; and, an educational scan and competency framework. Stephanie Simpson concluded her presentation by stating that the Equity/Human Rights offices will continue to monitor progress in the areas of equity training and education.

6. Questions and Answer Period

The meeting continued with a fifteen minute Question and Answer period opened to all attendees. The issue of communication between the administration and students was raised. To engage more students, it was suggested that all forms of communications (web sites, Twitter, Facebook, newsletters, publications, etc.) be utilized.

It was also suggested that the university develop a suite of diversity, equity, anti-racism and inclusion courses/modules that could be delivered online, in a blended format or face-to-face to educate all students, staff and faculty about these issues. Individuals should have the ability to track their progress and select which courses/modules they would like to register for.
7. **Other Business**

Mona Rahman announced that Queen’s University Muslim Students’ Association (QUMSA) were currently hosting an Islam awareness week which includes daily events and a lecture on Islamophobia in Canada on Friday, January 25th in Dunning auditorium. All are welcome.

UCARE members were reminded of the in-camera meeting scheduled for Monday, March 4th at 4:30 p.m. in Room 340 Richardson Hall. The closed meeting will serve as a follow-up to UCARE’s priority list created at the September 2018 session at Queen’s Executive Decision Making Centre.

There being no Other Business the meeting adjourned at 6:24 p.m.

Next Public Meeting: Monday, April 1, 2019, Room 202 Robert Sutherland Hall, 5:00 – 6:30 p.m.
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.

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.

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.

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.

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 vpl@queensu.ca

Committee Membership

Lee Airton
Faculty of Education
Sue Fostaty Young
Centre for Teaching and Learning
Jan Hill
Office of Indigenous Initiatives
Atul Jaiswal
Graduate Representative, School of Rehabilitation Therapy
Julia Gollner
AMS, Academic Affairs Commissioner
Jill Scott
Vice-Provost (Teaching and Learning)
Stephanie Simpson
Human Rights Office
Scott Yam
Department of Electrical and Computing Engineering
Initiatives to Promote Equity, Diversity and Inclusivity
Division of Student Affairs
UCARE October 15, 2018
Ann Tierney, Vice-Provost and Dean of Student Affairs

Longstanding Initiatives
- Local/area youth outreach through Four Directions;
- Indigenous Admissions policy established in 2011 to increase access to education;
- First-year welcome and early move in for Indigenous students;
- Consideration given to new and existing spaces in design, namings, reallocations (4D, QUIC, Brant Hall atrium);
- Incorporation of land acknowledgement in convocation and at special events, conferences, etc.;
- Gifting of Creation Blanket to graduating Indigenous students.

Division of Student Affairs (DSA)
- Athletics and Recreation
- Housing and Ancillary Services (Residences, Events and Hospitality Services)
- Office of the University Registrar (incl. Financial Aid)
- Student Life and Learning (QUIC, 4Directions, SEO, SASS)
- Support Services and Community Relations (Faith and Spiritual Life, Student Conduct, Students of Concern)
- Student Wellness Services (Health, Counselling and Accessibility Services, Health Promotion)
- Undergraduate Admission and Recruitment
- Career Services

Longstanding Initiatives
- Longstanding relationship with local and GTA-based Pathways To Education (outreach programs, on-campus initiatives) increasing access for low income and racialized students;
- QUIC programs and services include immigration support, orientation and transition programs for international students;
- Targeted international recruitment: incoming undergraduate class = 12%; graduate population = 24%;
- Cross cultural counsellor position in Student Wellness Services;
- Q success year-long peer mentoring program supporting underrepresented student groups (first generation, Indigenous, international and students with disabilities).

New initiatives
Outreach and Recruitment:
- Creation of the first generation admission policy to expand access through alternate admission criteria;
- Addition of dedicated GTA-based recruitment position to team focusing on underrepresented student populations;
- Enhanced scholarships and awards for underrepresented students (racialized, first generation and Indigenous);
- Financial support for Pathways students to attend campus and SOAR, based on feedback from the community.

Longstanding Initiatives
- Equity Inclusion and Diversity (EDI) are foundational values in every department and office in Student Affairs. We serve and support equity-seeking student groups through all services and with specific programs and services through:
  - QUIC (international student centre)
  - Four Directions Indigenous student Centre
- We also coordinate several policies that address inequity:
  - Extenuating circumstances
  - Academic Accommodations for Students with Disabilities
  - Sexual Violence
  - Student Conduct
New initiatives

Student Supports:
- Implementing orientation working group review recommendations including:
  • Development of equity training for student leaders with Human Rights office, delivered online and in person to over 1,200 student leaders in 12 sessions;
  • Coordinated equity hiring training for student associations;
  • Worked with Human Rights Office to revamp the first year orientation survey.
- We Are All Gaels video - Athletics and Recreation;
- New Equity Diversity Inclusion Coordinator position in Student Affairs
- Intercultural Academic Support Coordinator hired to provide tailored academic support for international students;
- Introduced Swipe It Forward to help address food insecurity for students experiencing financial difficulties.

Other

- DSA, through QUIC and Four Directions, offers cultural awareness, cultural competency, cultural safety and KAIROS Blanket training to hundreds of staff, faculty and students each year;
- DEAP: three units have started or completed the first round of using the tool;
- Engaged in equity hiring process;
- EDI has been a focus of staff professional development, including our annual town halls and annual goal setting processes;
- EDI statement and communications/visibility;
- Website for students and staff in development that provides additional resources, training and awareness tools that they can use or access in their roles;
- Regular review of policies and procedures.

New initiatives

Student Supports:
- Expanded Queen’s Cares service learning spring break trips to include international experiences;
- Introduced Queen’s Reads as a community engagement program focused on EDI; this year’s book is Scarborough which explores intersectional themes of race, identity and poverty;
- Established EDI Impact Award for individuals or groups who have demonstrated their commitment to EDI principles through contributions to making Queen’s a more inclusive campus;
- Inclusion of wellness, accessibility and nutrition consultations at SOAR;
- Targeted outreach from Career Services to equity-seeking students;
- New Examination Centre in Mitchell Hall to help ease process for centrally accommodated exams.

New initiatives

Preparation for graduation and workforce:
- Career Services has increased support to international and Indigenous students including monthly drop-in Career Advising at QUIC and Four Directions, customized workshops for international students, and connecting students to alumni with international experiences;
- Career Services is piloting a Canadian Workplace workshop for international students in Queen's University Internship Program;
- QYourFuture: one day career development workshop for International Students piloted in 2017-18;
- Student volunteer and staff positions all require equity training and often ongoing PD related to Equity, Diversity and Inclusivity.

Other

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<tr>
<th>Recommendation</th>
<th>#</th>
<th>Notes</th>
<th>Accountability</th>
<th>Oversight</th>
<th>Deadline</th>
<th>Theme</th>
<th>Status</th>
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<tbody>
<tr>
<td><strong>Analyze data regarding orientation activities</strong></td>
<td>R10</td>
<td>Analyze data collected regarding incidents in Orientation Week. Revise Orientation Survey, with consultation from the Equity Office, and make easily accessible. The Equity Office should also be the lead partner in analyzing the data from the Orientation Survey. The data should be centrally held by the Office of Institutional Research and Planning. This should be planned for Orientation Week starting in September 2018.</td>
<td>DSA, HR&amp;E, IRP Deputy Provost, Principal</td>
<td>Sep-18</td>
<td>DATA ANALYSIS AND REPORTING</td>
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<td><strong>Improved data collection regarding orientation experiences</strong></td>
<td>R10</td>
<td>Review of Orientation timing, structures, planning and execution through a more specialized and appropriately resourced advisory committee to ensure equity is considered. Required representation from Human Rights/Equity Office on SOARB to advocate for equity and inclusion during Orientation Week.</td>
<td>DSA, Secretariat Deputy Provost, Principal</td>
<td>Immediately</td>
<td>DATA ANALYSIS AND REPORTING</td>
<td>Being done</td>
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<td><strong>Mandatory training for student orientation and residence leaders</strong></td>
<td>R10</td>
<td>Orientation Week must include mandatory and university-led training for all student leaders, and orientation sessions, for all first-year students, to introduce issues of anti-racism, anti-oppression, equity, and inclusion.</td>
<td>DSA, HR&amp;E Deputy Provost</td>
<td>Sep-18</td>
<td>TRAINING AND EDUCATION</td>
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<td><strong>Incorporation of equity and inclusion in core competencies in performance dialogue process for staff</strong></td>
<td>R11</td>
<td>Competency framework (R17) should be used to inform training options available. A pragmatic plan for delivering training to all employees, over a reasonable time period (three years), should be developed and executed. The initial year’s programming should be piloted and refined before being rolled out in subsequent years.</td>
<td>HR&amp;E</td>
<td></td>
<td>CULTURE AND CLIMATE AT QUEEN'S</td>
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<td><strong>Mandatory equity training for senior officers, deans, department heads, Board of Trustee members</strong></td>
<td>R11</td>
<td>Human Rights Office should be expanded to include a new unit to focus on providing education and training, with appropriate staffing and budget, to strengthen HRD’s current mandate of education.</td>
<td>Deputy Provost Provost</td>
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<td>TRAINING AND EDUCATION</td>
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<td><strong>Training for Faculty: Building capacity in intercultural competence, equity, and inclusion</strong></td>
<td>R11</td>
<td>Engage QUFA in discussions regarding the expansion of mandatory training under the Collective Agreement. Training could be expanded to include modules related to intercultural competence, diversity, and inclusion. Under the QUFA Collective Agreement, equity training is already mandatory for QUFA members, in order to serve on any appointments committee or RTP committee. HRD training unit should develop a series of training modules, for both online and in-person delivery, in conjunction with the Centre for Teaching and Learning, and with the approval of QUFA, PSAC, USW, CUPE, and other unionized employee groups at Queen’s, to build capacity amongst employees, including faculty members, with respect to intercultural competence, equity, and inclusion.</td>
<td>FR Deputy Provost</td>
<td></td>
<td>TRAINING AND EDUCATION</td>
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**Notes:**
- **R10** indicates a recommendation.
- **R11** indicates another recommendation.
- **R10** indicates a recommendation.
- **R11** indicates another recommendation.

**PICRDI RECOMMENDATIONS BY THEME**

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1 of 2

**ATTACHMENT C**
<table>
<thead>
<tr>
<th>Recommendation</th>
<th>#</th>
<th>Notes</th>
<th>Accountability</th>
<th>Oversight</th>
<th>Deadline</th>
<th>Theme</th>
<th>Status</th>
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<tbody>
<tr>
<td>HR Learning Catalogue program revisions</td>
<td>R11</td>
<td>Training that is currently being offered by Human Resources, “From Diversity to Inclusion in the Workplace Certificate”, should have the anti-racism course as a core course.</td>
<td>HR</td>
<td>VPF</td>
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<td>TRAINING AND EDUCATION</td>
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<tr>
<td>Mandatory equity training for staff</td>
<td>R11</td>
<td>The amount and scope of training should be aligned with career progression, and there should be choice. (In addition supervisors should be trained to mentor junior employees, with respect to issues of anti-racism, diversity, and inclusion in the various contexts relevant to their job descriptions and roles.)</td>
<td>HR, HR&amp;E</td>
<td>Deputy Provost</td>
<td></td>
<td>TRAINING AND EDUCATION</td>
<td>No specific training yet re: how to mentor/guide junior staff re: equity issues</td>
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<tr>
<td>Review diversity of all major governance bodies</td>
<td>R14</td>
<td>Diversity of all major governance bodies and decision-making committees within each unit (e.g. Renewal, Tenure, and Promotion (RTP) committees, appointment committees) should be tracked and reported. Increased diversity should be sought without burdening racialized faculty, staff, and students. Lack of diversity on the Board of Trustees should be remedied by further recruitment of racialized, non-alumni as Trustees.</td>
<td>Secretariat</td>
<td>Principal</td>
<td>Immediately</td>
<td>DATA ANALYSIS AND REPORTING</td>
<td>All senior levels to be trained. Senior Admin have been trained (e.g. AVP, Deans, Principal and Vice Provost). Ongoing through Senior Leadership. Board of Trustees not done yet</td>
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<tr>
<td>Revise Learning Outcomes Framework to explicitly address issues of racism, equity, social justice, and inclusion</td>
<td>R16</td>
<td>The revisions to the framework must be formulated through broad consultation, particularly with faculty members and other experts in the fields of anti-racism, anti-oppression, and decolonization, as well as racialized students and student groups.</td>
<td>VP T&amp;L</td>
<td>Provost</td>
<td>Apr-18</td>
<td>TRAINING AND EDUCATION</td>
<td>Revised Learning Outcomes Framework has been completed - Approval by Senate expected February 2019.</td>
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<tr>
<td>Establishment of a Curriculum Diversity Plan</td>
<td>R16</td>
<td>See R16</td>
<td>VP T&amp;L</td>
<td>Provost</td>
<td></td>
<td>TRAINING AND EDUCATION</td>
<td>Outstanding</td>
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<td>Additional resources in the Centre for Teaching and Learning</td>
<td>R16</td>
<td>部落核心竞争力的发展计划：对于学生、教员和工作人员而言，特别是在关于教育的培训中，是否需要有与反歧视、反压迫和反剥削相关的竞争？各教员或部门可以要求完成一个在线培训模块，旨在发展学生的核心竞争力，并在对相关领域有深刻了解的基础上继续进行发展。</td>
<td>VP T&amp;L</td>
<td></td>
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<td>TRAINING AND EDUCATION</td>
<td>CTL has hired Educational Developer Indigenous Curriculum and Ways of Knowing, has instituted learning series on decolonizing the classroom and curriculum.</td>
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<td>Develop a competency framework for all students, staff and faculty with respect to equity, anti-racism, and anti-oppression</td>
<td>R17</td>
<td>部落核心竞争力的发展计划：对于学生、教员和工作人员而言，特别是在关于教育的培训中，是否需要有与反歧视、反压迫和反剥削相关的竞争？各教员或部门可以要求完成一个在线培训模块，旨在发展学生的核心竞争力，并在对相关领域有深刻了解的基础上继续进行发展。</td>
<td>HR</td>
<td>VPF</td>
<td></td>
<td>TRAINING AND EDUCATION</td>
<td>Mandatory Staff Training: Human rights 101 training offered as part of the AODA training suite. Outstanding: competency framework for staff, students, faculty- HRO/EO in discussion with HR about PDP core competencies. Outstanding: educational scan and competency framework.</td>
</tr>
<tr>
<td>Incorporate diversity guidance for Renewal, Tenure, and Promotion into New Faculty Orientation sessions</td>
<td>R24</td>
<td>部落核心竞争力的发展计划：对于学生、教员和工作人员而言，特别是在关于教育的培训中，是否需要有与反歧视、反压迫和反剥削相关的竞争？各教员或部门可以要求完成一个在线培训模块，旨在发展学生的核心竞争力，并在对相关领域有深刻了解的基础上继续进行发展。</td>
<td>FR</td>
<td>Deputy Provost</td>
<td></td>
<td>TRAINING AND EDUCATION</td>
<td>Deput Provost and AVP Equity highlight issues of diversity and human rights when speaking to Heads.</td>
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