

# Principal's Implementation Committee on Racism, Diversity, and Inclusion

FINAL REPORT

April 10, 2017

## Table of Contents

1	Main report
2	Appendix A – Report recommendations
3	Appendix B – Data sources
4	Appendix C – Student data
5	Appendix D – Terms of reference
6	Appendix E (Part 1) – Copy of the DARE main report
7	Appendix E (Part 2) – Copy of the DARE report recommendations
8	Appendix F – Copy of the DET report
9	Appendix G – List of committee members and advisers
10	Appendix H – List of individuals consulted outside the scheduled meetings and community forums
11	Appendix I – Schedule of main committee meetings
12	Appendix J – Shakil Choudhury's Deep Diversity® Continuum

## **I) Background**

Goals of diversity, equity, anti-racism, and inclusion fit within a larger framework of institutional cultural norms at Queen's, which are foundational to the mission of the university. These norms also include, for example, academic integrity and respect for others. Excellence at Queen's involves intellectual diversity of perspectives which, in turn, requires cultural diversity, socio-economic diversity, and racial diversity.

In an effort to ensure that tangible and lasting change is effected regarding anti-racism, diversity, and inclusion at Queen's, Principal Daniel Woolf established a small group, comprising students, staff, and faculty, to review past reports on these issues. The committee was tasked with identifying barriers to the recommendations in previous reports that had not been implemented, and the steps needed to remove these barriers, so that systemic and sustained change can take place at the university. The Principal's Implementation Committee on Racism, Diversity, and Inclusion (PICRDI) began its work in early January 2017.

## II) Members

The six-member committee comprised two faculty members, two staff members, and two students.

The Senate selected three members, one from each category (Hana Chaudhury, Laeeque Daneshmend, and Nilani Loganathan). The Principal appointed the remaining members, after the Senate selections were finalized (Dev Aransevia, Yolande Chan, and Tim Tang). Yolande Chan and Laeeque Daneshmend were senators.

When PICRDI was established, co-chair Dev Aransevia (ArtSci'17) was a fourth-year Global Development Studies student. Co-chair Yolande Chan was a faculty member in the Stephen J.R. Smith School of Business. Hana Chaudhury was a fourth-year student in Commerce, and a prospective double degree major in Life Sciences. Laeeque Daneshmend was a faculty member in the Robert M. Buchan Department of Mining Engineering, cross-appointed to the Department of Mechanical and Materials Engineering. Nilani Loganathan (BAH'02) was a staff member in the Business Career Centre in Smith School of Business. Tim Tang (MEd'14, MPA'17) was a staff member in Alumni Relations and Annual Giving in the Office of Advancement.

The work of the committee was supported administratively by Rosie LaLande, Executive Assistant to the Principal. Periodic assistance was also received from Anne Martineau, Project Officer in the Office of the Principal.

Committee members were fully engaged in their regular work as faculty, staff, and students and met one to four times each week as needed, with meetings generally ranging from 90 minutes to three hours (see **Appendix I**). Expert representatives from various functional areas advised on implementation considerations, and participated in three of these meetings. In addition, committee members spoke or met individually or in pairs with various members of the Queen's community, including authors of past reports on anti-racism, diversity, and inclusion. **Appendix H** lists the individuals with whom consultations occurred. The first committee meeting was held on January 16 and the last meeting took place on April 5. The final report was delivered to the principal on April 10.

### **III) Mandate**

To review expeditiously 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. The implementation committee may consult, to the extent that the committee feels is warranted, with subject matter experts, with a focus on implementation advice. The complete terms of reference can be seen in **Appendix D**.

### **IV) Context to the work of the committee**

At the November 29, 2016 meeting of the university Senate, a silent protest was staged by students to draw attention to the lack of university response to incidents of racism. Senators discussed the issue, and the principal decided to establish an implementation committee to address racism.

In forming this committee, it was recognized that a great deal of work had already been carried out by previous committees regarding diversity, anti-racism, and equity at Queen's. The efforts of those who had worked tirelessly over several decades to effect change in this area were acknowledged. The intent was not to redo the work of previous report authors, or to investigate the current state of diversity, anti-racism, and equity at the university. Rather the focus of the new committee was to set about ensuring the timely implementation of past anti-racism report recommendations. Although these reports included the 1991 Principal's Advisory Committee Final Report on Race Relations, the 2004 Henry Report on the Systemic Racism Towards Faculty of Colour and Aboriginal Faculty at Queen's University, and the 2009 Breslauer Employment Services Review, the committee was tasked with focusing on the 2009 DARE and 2010-11 DET reports.

Specifically, it was the intent of PICRDI to identify those barriers that had impeded much of the change recommended by the original report authors. The committee recognized that Queen's has much work yet to do in addressing equity issues, and that although some original recommendations had been carried out, the majority had not. Furthermore, where some positive progress had been made, these advancements had not resulted in the systemic, institution-wide changes needed to sustain these efforts.

It was also clear, that while diversity has many aspects such as age, citizenship, disability, ethnicity, gender identity, language, marital status, race, religion, sexual orientation, and socio- economic background, the focus of the reports to be implemented, and previous related reports, was race. The committee acknowledges, however, that inequities are rarely the result of single, distinct factors or identities. An intersectional perspective is therefore needed to fully understand the interaction of different social identities, within a context of connected systems and structures of power. However, this was beyond the scope of the work of the committee. Most of the committee discussions were related to inequities faced by racialized individuals ("visible minorities") and by Indigenous Peoples at Queen's. It appears that the most severely under- represented groups at the university are black and Indigenous Peoples.

The committee was pleased that the Truth and Reconciliation Commission Task Force Final Report was released in March 2017, and that the university is committed to addressing the inequities faced by Indigenous Peoples at Queen's. Therefore, although PICRDI met on several occasions with one of the co-chairs of the Queen's Truth and Reconciliation Commission Task Force, the committee report did not address Indigenous issues directly. Instead, PICRDI focused on implementing recommendations to address inequities faced by members of other under- represented groups, including black persons, at Queen's. For over 25 years, Queen's committees had documented their concerns regarding racism, particularly as they pertained to what they referred to as "persons of colour", and the committee was tasked with addressing, as its priority, the issues in these previous committee reports. However, we acknowledge that other equity- related issues are important, and also need to be addressed by the university. We hope that our work will assist all those concerned with broader equity and inclusion issues.

Note that the original DARE and DET reports focused primarily on faculty and student issues. However, PICRDI consisted of two staff members who explored recommendations related to staff on issues of racism, diversity, and inclusion.

## V) Committee work strategy and methods

The committee had a short timeframe – less than three months – in which to become familiar with the previous report recommendations, determine what progress had been made, investigate the barriers to implementation, and identify action to be taken to remove these barriers now. The short timeframe provided resulted from the need for expediency and the desire to see no further delays in implementing previous report recommendations.

However, this resulted in some limitations to the work of the committee, and the report. Outside the full committee meetings (see **Appendix I**), committee members worked individually and in pairs (student pairs, staff pairs, and faculty pairs), to meet with members of the Queen's and Kingston communities to discuss implementation considerations. The report was therefore written by individuals, pairs, and less frequently by the committee as a whole. There is not a single voice. On PICRDI, as with any committee, there is not full agreement on process, wording, or recommendations by all members, but there is agreement on all key points. It is the best report that six time-pressured individuals have been able to produce in three months. Although three community forums (or town halls) were held, they were focused on obtaining feedback on a subset of the committee's initial recommendations, before the report was finalized. Attendance estimates at the community forums were almost 40 persons for the first forum (which took place during a winter storm), about 90 at the second, and almost 150 at the third. Although there was not time for additional community consultations, these forums permitted the committee to hear from many Queen's and Kingston individuals.

<sup>1</sup> From here on, this report will use the term, "racialized persons".

A website was established for the committee containing key past reports, the committee terms of reference, committee member information, an email address for those wishing to contact the committee, a form where anonymous comments could be submitted, and information regarding community forums and media stories.

The committee made every effort to meet with the DARE and DET report authors still at Queen's. We sought to acknowledge, and learn from, their previous efforts to address issues related to racism at Queen's. We took time to consult with the rector and a panel of racialized undergraduate and graduate students. We acknowledge that it was the quiet voices of students at the November 2016 Senate meeting that served as a catalyst for the formation of PICRDI. We also thought it important to engage local expertise at Queen's, and with the help of the library, identified and contacted faculty and staff at Queen's with expertise on racial equity, diversity, and inclusion. Note that, because the DARE and DET reports did not emphasize internationalization, and the committee focused on responding to the implementation of the recommendations in these original reports, our own discussions of internationalization were limited.



Due to time constraints, we have not organized our work by stakeholder category (e.g. students, staff, and faculty). Instead, we have simply presented the original DARE and DET recommendations in the order in which they were originally listed. We have then identified actions to be taken, those accountable for taking action, and suggested timelines for the action to occur. We acknowledge that it is not possible to do everything all at once, but the timelines show clearly what actions can occur almost immediately, what can occur in the coming academic year, and what will require longer-term attention. We envision a multi-year implementation period, with significant, visible progress being made every year as we move forward. Substantive action taken to implement PICRDI action items can set the stage for meaningful transformation of the university.

In some instances, we have been able to articulate the associated resource costs but, in most cases, we have not been able to specify these in detail. For a subset of the responses to DARE and DET recommendations, we have highlighted specific barriers or made comments (observations), in order to provide additional insights to report readers.

Although there is still much work to be done, we have accomplished the most important elements of what we set out to do – to outline actions to be taken to implement the DARE and DET report recommendations. We are also heartened by the recognition that we are but one part of Queen’s current efforts to advance anti-racism, diversity, and inclusion. (For example, as we noted earlier, the Queen’s Truth and Reconciliation Commission Task Force has just submitted its own report to the Principal.) We expect that others (the Deputy Provost, the proposed Associate Vice- Principal (Equity), the proposed University Council on Anti-Racism and Equity (UCARE), etc.) will build on our work, which simply advances the efforts of earlier anti-racism Queen’s committees. Our focus has been to identify action to be taken now, to address long-standing issues with respect to racism, and to improve equity and inclusion at Queen’s.

## VI) Observed barriers (looking back) and suggested metrics (looking forward)

The actions that PICRDI recommends be taken now, with direct reference to the original DARE and DET report recommendations, are provided at **Appendix A**. A high-level summary of the committee observations, regarding barriers and impediments, is provided below. This is followed by a discussion of metrics (including data to be monitored) to enable the tracking of outcomes with respect to diversity and equity.

## VII) High-level barriers

Key barriers to the implementation of the DARE and DET report recommendations include:

- a) **Lack of prioritization of these issues, i.e. neglect.** While there is no suggestion of malicious intent, it would appear that diversity, anti-racism, and equity did not feature sufficiently highly on the university's priority list to result in significant resource allocations. In the past, racial equity appears to have been an even lower priority than other diversity, equity, and inclusion issues at the university. There has not been sufficient strategic planning and coordination of equity-related initiatives.
- b) **Under-resourcing of the Human Rights and Equity Office.** The original mandate of the Human Rights Office was to address anti-racism at Queen's. Unfortunately, because its resources did not expand to keep pace with its expanding mandate, addressing racial equity was forced to the back burner. As a result, the Human Rights and Equity Offices have not had the resources required to effect the change necessary in addressing anti-racism at Queen's. In addition, while its staff members are excellent, they have not been included systematically in policy-making and decision-making at the highest levels of the university.
- c) **Lack of use of granular race-based data.** Because the university has not been using its race-based data on applicants, students, staff, and faculty, it has not been reporting its progress regarding racial diversity. The university must use the race-based data it has to inform policy-making and decision-making. Race-based data are not too sensitive to be collected from those who voluntarily provide it. Renu Mandhane, Chief Commissioner of the Ontario Human Rights Commission indicates in a recent report that "to really serve the population, I think you first need to know who is in your student body." Examining race-based data permits universities to better understand the needs of specific racialized groups and track the effectiveness of their programs.<sup>2</sup> Granular, detailed analysis is required. An article discussing the University of Toronto's collection of race-based data states "using 'racialized' or 'visible minority' actually makes black people become invisible. A faculty could be racially diverse and have no black people<sup>3</sup>."
- d) **Lack of accountability.** There have been no serious consequences for failing to achieve equity goals at the university. There has been no senior administrator tasked with oversight of racial equity. Related unit performance measures that do exist are not widely disseminated. There has been limited reporting of this information to Senate and the Board of Trustees.

2 CBC – 21st Mar 2017: <http://www.cbc.ca/news/canada/race-canadian-universities-1.4030537>

3 Toronto Star – 22nd Feb 2016: <https://www.thestar.com/news/gta/2016/02/22/u-of-t-to-track-race-based-data-of-its-students.html>

e) **Reluctance of many faculty, students, and staff in under-represented groups to come to Queen's.**

The negative reputation of the university, regarding its inaction towards incidents of racism, its perceived hostile climate, and lack of a critical mass in various racialized groups, have hindered its recruitment and retention efforts. Queen's needs to build a critical mass of racialized faculty, students, and staff, as it takes concerted steps to address its reputation and climate, in order to improve the fit for, and welcome to, members of currently under-represented groups.

f) **Geographical location of the university in Kingston.** Kingston being a small city, not known for its welcome to members of under-represented groups. However, this limitation cannot be used as an excuse.

## VII) Metrics and monitoring

There is a strong perception that Queen's is lagging with respect to diversity, relative to comparator institutions in Ontario and across Canada. It is imperative that future initiatives with respect to racial diversity are guided, to the extent feasible, by facts rather than perceptions. This applies equally to the identification of issues requiring attention, the prioritization of initiatives, and the progress (or lack thereof) of such initiatives.

In **Appendix A**, we highlight those accountable for actions to be taken to address racial diversity.

We recommend modification of the metrics and indicators within performance management tools (such as the X-matrix currently used to track progress against the Strategic Framework applied to the Provost, other Vice-Principals, and the Deans). However, we also recognize that the best measure may ultimately be the diversity of the Queen's faculty, students, and staff.

A synopsis of current race-based data sources is found in **Appendix B**, and a synopsis of recent student data is found in **Appendix C**.

## IX) Use of terminology

For the purposes of this report, and ease of reading, we outline terms used throughout the report. We recognize that diversity, equity, and anti-racism are all aspects of an inclusive community, and we use all such terms at different points in the report to emphasize different aspects, as appropriate.

When we speak of **diversity**, we are generally speaking of the representation of the population with respect to designated groups. When we speak of **inclusion**, we are speaking of the climate, and of the acceptance of differences that come with diversity, i.e. different ways of living and working. When we speak of **equity**, we speak of substantive fairness for everyone in other words, ensuring that members of equity-seeking groups are able to achieve full participation in the university.

At times, we have used terms such as **anti-racism**, **anti-oppression**, and **social justice** interchangeably, in order to make the report more accessible to all readers. However, anti-oppression and social justice, which recognize power imbalances, are generally accepted terms when referring to acts to eliminate racism. We hoped to use language that best articulates our intent, while making it accessible for those not versed in the academic language. That being said, we have chosen to use anti-oppression in areas we feel it necessary to describe the academic framework, knowledge, and practices required to address social and institutional inequalities.

We have tried to consistently use the term **racialized** persons, to refer to **people of colour** and **visible minorities**. We also refer to **under-represented groups** such as **black faculty**. We have used terms such as **non-Western** to contrast with the historical practices which re-entrench and value North American or European standards (be they related to curricula, education, assessment, etc.) above other perspectives and experiences.

We could identify no terms that were not in some way flawed. We recognize that the terms used are context-dependent, fluid, emergent, and ever-changing. We are engaging in an action-oriented, future-oriented, “living” conversation.

## **X) Recommended actions by themes:**

### **A. Accountability**

1. Near-term: Principal, Provost, Deputy Provost to implement PICRDI initiatives (Recommendations 3 and 15 or R3, R15)
2. Medium-term: The inclusion of specific language in the University's guiding documents (R1)
3. Long-term: Associate Vice-Principal (Equity) to sustain PICRDI initiatives and additional initiatives as needed (R3)
4. Senior administrators (e.g. Principal, Provost, Vice-Principals, Vice-Provosts, Deans, Department Heads) to develop and be guided by equity goals (R15)

### **B. Data analysis and reporting**

1. Annual reporting of diversity of student population (R26) and tracking of student recruitment outcomes (R13, R26)
2. Improved data collection regarding orientation experiences (R10)
3. Use of D.E.A.P. Tool (R12)

### **C. Recruitment, hiring, and retention**

1. Students: Targeted recruitment of students in underrepresented groups (R13, R26), an increase in number of available bursaries and scholarships (R6, R26), and creation of a Transition Year Program (R18)
2. Faculty: Hiring and retention of faculty in targeted, underrepresented groups (R12, R27)
3. Staff: Achieving representation through targeted hiring, changing hiring practices, with increased attention to retention (R12)

## **D. Training and education**

1. For student orientation and residence leaders (R10)
2. Senior officers, deans, department heads, Board of Trustee members to receive mandatory equity training (R14, R24)
3. Staff: mandatory training, and incorporation of equity and inclusion in core competencies in performance dialogue process (R17, R11)
4. Faculty: Building capacity in intercultural competence, equity, and inclusion (R11, R16)

## **E. Culture and climate at Queen's**

1. Increased visibility of equity and inclusion goals and resources on website and via other communication tools (R2)
2. Increased financial support for Journal of Critical Race Inquiry (R8)
3. Brown bag seminars and speakers (R9)
4. Mandatory use of the D.E.A.P. Tool (R12)
5. Implementation of a Competency Framework for all students, staff and faculty with respect to equity, anti-racism, and anti-oppression (R17)
6. Immediate adjustments to the Interim Harassment and Discrimination Policy (R19)

## **F. Diversification of curriculum and co-curricular programming**

1. Revisions of Queen's University Learning Outcomes Framework (R16)
2. Establishment of a Curriculum Diversity Plan (R16)

## **G. Increased staff capacity to address equity and inclusion**

1. Associate Vice-Principal (Equity) (R3)
2. 1-2 FTE Cross-Cultural Counsellor, Student Wellness Services (R5)
3. 1 FTE Anti-Racism Advisor, Human Rights Office (R19)
4. 1 FTE Education and Communication Advisor, Human Rights Office (R19)
5. 1 FTE Advancement position to raise funds for racialized, international degree- seeking, low-income and Indigenous students (R6)
6. 1 FTE Undergraduate Admission Coordinator to work on recruitment and admissions of under-represented groups (R13)
7. Additional resources in the Centre for Teaching and Learning (R16)

## **H. New programs and initiatives**

1. Alfie Pierce Student Centre for Racial Equity and Social Justice (R4)
2. University Council on Anti-Racism and Equity (UCARE) (R23)
3. Diversity Peer Educators Program (R5)
4. Re-instating Peer Mentoring program for racialized students (R5)



## **XI) Summary**

PICRDI was established to identify the steps needed to remove barriers to the implementation of the recommendations of the DARE, DET, and related reports on diversity, anti-racism, and equity at Queen's. We were asked to submit a list of actions to be implemented with suggested timelines and measures to evaluate the success of implementation.

The committee believes that its work forms a solid foundation for meaningful change with respect to anti-racism, equity, and inclusion. The committee recognizes that many members of the Queen's community have long awaited change and are watchful now, appropriately expecting change to occur.

Accountabilities and metrics have been identified and clear timelines have been established. Our work is but a small contribution to the breakthrough regarding issues of racism that we now expect to occur at Queen's. There are many individuals who deserve our thanks. We particularly acknowledge the efforts of the authors of all previous reports. Several of these authors took the time to meet with PICRDI members and for this we are especially grateful. We gratefully acknowledge the support of the advisers, who provided input regarding implementation details (see **Appendix G**). We thank the advisers and all those who met or spoke with the committee as a whole or with individual committee members (**Appendix G**). We thank Rosie LaLande and Anne Martineau for their support of committee meetings, and assistance with the preparation of this report. We appreciate all those who took the time to participate in the three community forums. We are grateful for the comments submitted via email and by using the anonymous form on the committee's website. We also thank the students who courageously and peacefully attended the November 2016 Senate meeting to ask for action to end racism now. They have been heard. Finally, we thank the Principal for creating PICRDI and for committing to take action to promote racial equity, diversity, and inclusion at Queen's now.


It is with this in mind, that we present our report to the Principal. We have taken responsibility for different aspects of the PICRDI work and each contributed to different parts of the report. Despite the differences in our perspectives, we share a common goal – an end to racism, a substantial increase in diversity, and equity for all at Queen's. We were pleased to undertake our work as PICRDI members in support of the Queen's community. We envision a university that welcomes all races equally, and is significantly more diverse. We envision a university whose diversity brings excellence to its thought leadership, policy leadership, research, and teaching. We envision a university that is recognized as a leader in racial equity and social justice, and that attracts the best and brightest. We envision a university where all students, staff, and faculty feel celebrated, know they belong, and are proud members of the Queen's community.



Dev Aransevia, Co-Chair



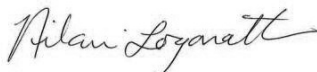
Yolande Chan, Co-Chair



Hana Chaudhury



Laeque Daneshmend



Nilani Loganathan



Tim Tang

10th April 2017

**Appendices:**

- A) Recommendations
- B) Data Sources
- C) Student Data
- D) Terms of Reference
- E) Copy of the DARE Report (with Jan 2017 status update)
- F) Copy of the DET Report (with Feb 2017 status update)
- G) Committee members and advisers
- H) Other individuals consulted
- I) Committee meeting schedule
- J) Shakil Choudhury's Deep Diversity® Continuum

## Appendix A: Recommendations

### **1. Original recommendation: (DARE)**

First and foremost the Principal and Vice-Principals of Queen's University must publicly and unequivocally commit this institution to implementing the recommendations that it has solicited from various committees over the past 18 years.

It is time to move beyond studying the climate of the university and the experiences of faculty, staff, and students. We believe that the time of collecting data should end. It is now time to act on these recommendations, with an eye towards crafting a strategic plan with a timeline and assignment of responsibility to all members of the senior officers and their reports for carrying through each part.

### **Observations/Remaining barriers**

This set of actions is intended to ensure that the university's guiding documents, at the strategic and planning levels, explicitly include 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 related progress.

There is no mention of racism in the current Student Code of Conduct.

Many documents and mechanisms evolve over time, and vigilance should be exercised to ensure that future updates and revisions do not lose sight of the issues of anti-racism, diversity, and inclusion.

Anonymous reporting of racism by students would be useful for statistical purposes. An express linkage of this mechanism to the Non-Academic Misconduct Policy, is not meant to suggest that the University is able to effectively respond to anonymous issues.

### **Action to be Taken**

The university's strategic documents and quality assurance processes, including, but not limited to the following:

- The University's Strategic Framework
- Mission Statement
- The University's Strategic Mandate Agreement submission to the Province
- The University's Academic Plan
- The University's Strategic Research Plan
- Teaching and Learning Action Plan
- Strategic Enrolment Plan
- Comprehensive International Plan

Some more operational, and less strategic, documents and policies should also be reviewed, and revised as appropriate – e.g. Queen’s Procurement Policy could better reflect the university’s expectations for suppliers, with respect to their understanding of, and adherence to, Queen’s expectations on racism, diversity, and inclusion.

All of these documents 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. While already helpful, Pillar III of the University’s Academic Plan (Reaching Beyond: Globalism, Diversity, and Inclusion at Queen’s) should be revised to explicitly address anti-racism goals.

For the Board-approved Strategic Framework, rather than establish a fifth pillar, specific anti-racism, diversity and inclusion goals and metrics, as they relate to the existing four pillars should be identified and woven in.

Ensure that there is representation from the Human Rights and Equity Offices on the committees and working groups that revise the university’s strategic documents, in order to address anti-racism, diversity, and inclusion.

## **Student Code of Conduct**

- It is recommended that the Code of Conduct fully define harassment and discrimination in its definitions section. The Code of Conduct definitions should clearly state that discrimination is based on Human Rights Code grounds, such as race, and is inclusive of, not merely direct and intentional discrimination, but apparently neutral practices having adverse effects on equity seeking groups, as well as practices that could reasonably be viewed as perpetuating systemic/institutional discrimination against members of equity seeking groups.
- The aforementioned definition of discrimination should also further reference the Senate Harassment/Discrimination Policy and Procedure and the detailed definition of racism it contains. Alternatively, the Code of Conduct could repeat parts of the Senate definition of racism. The wording may need to be adjusted to make sense, within the context of the student code.
- Where the Code of Conduct itemizes discrimination as an offence it should spell out "on human rights code grounds including but not limited to race, gender...etc."
- Develop and display an FAQ or information sheet that discusses racism and how certain actions or statements could cause a student or student group to come into conflict with the Student Code of Conduct.

## **Suggested Deadline**

Strategic Framework during current revision

Strategic Enrolment Plan, Teaching & Learning Action Plan, and International Plan: April 2018

SMA: during current negotiation

AP: during current revision

SRP: during current revision

Code of Conduct and NAMSC: April 2018

## **Responsibility**

Board of Trustees

Principal

Provost

Vice-Principals

Deans

## **2. Original recommendation: (DARE)**

(DARE) Queen's must make the theme of diversity prominent on its website, the first point of contact most people have with us. The current mention of diversity is inadequate and our claims of being internationally recognized for diversity are frankly audacious. Arriving at a common institutional understanding of what diversity means is key to making it integral to the University's academic mission. We need to state, unequivocally, that diversity is synonymous with, and integral to, our pursuit of excellence and central to our academic mission.

### **Observations/Remaining barriers**

Since the principles of diversity, equity, and inclusion have not yet been entrenched in the university's strategic documents, we currently lack a common institutional understanding of how these values are enacted.

We need to ensure that "making the theme of diversity prominent on its website" does not unintentionally appear disingenuous or tokenistic, or misrepresentative of campus realities.

Simply stating that we value diversity is insufficient; we should actively seek to address these issues through systemic change, i.e. change involving student services, curriculum, faculty and staff recruitment and retention, and ethno-racial composition of senior administration.

The Vice-Principal (University Relations) currently lacks authority regarding mandatory content on unit websites, whether academic or non-academic. This should be rectified.

### **Example:**

For reference, this is Northwestern University's website on diversity and inclusion:

<http://www.northwestern.edu/diversity/>

The Brown University equivalent website is: <https://www.brown.edu/about/administration/institutional-diversity/pathways>

## Action to be Taken

- Review University Relations' guiding philosophy on equity, diversity, and inclusion, and determine whether this statement reflects our shared commitment (<http://www.queensu.ca/universityrelations/equity>).
- Ensure that this statement unequivocally indicates that diversity is synonymous with, and integral to, our pursuit of excellence and is central to our academic mission.
- University Relations should endeavour to actively seek out more events/activities related to equity, human rights, accessibility, and social justice, and include these on the Queen's Events Calendar. They should also be promoted and highlighted in broad-based communications (e.g. Gazette).
- In the unfortunate circumstance of racist events that directly affect Queen's faculty, students, and staff, appropriate responses should be posted in a timely manner on the Queen's website. Personal messages from the Principal are appreciated.
- The current Queen's University Branding Exercise should address issues of race, diversity, and inclusion.
- The Queen's Visual Identity Policy should be modified to include a requirement that all campus units follow guidelines for equity, diversity, and inclusion.
- All faculties and schools, non-academic departments, and student groups (e.g. AMS, SGPS) should have a commitment to equity and inclusion displayed on their websites. These should be made visible by the next academic year.
- We acknowledge that faith dates are currently included on the Events Calendar, and maintained in partnership with the Human Rights Office (hereafter referred to as **HRO**).
- University Communications should strive to promote messages of social and racial justice, diversity, and equity in the stories they tell (both in print and online) with a particular focus on highlighting the efforts of students, staff, and faculty who are contributing to this important work.

However, more can be done than simply improving the current communications on our websites. There should be development and creation of a website, that is more than one page, dedicated to equity initiatives – "Inclusive Community".

This website should be maintained by the Associate Vice-Principal (Equity). This website should serve to honour the history and work that members have engaged in throughout the years, and serve to track and report on new development with respect to these issues. This website can include the following:

- A timeline of the history of anti-racism and anti-oppression work (e.g. the story of Alfie Pierce, expulsion of black medical students, Robert Sutherland's contributions, Heritage Front activities, Islamophobic incidents, and anti-Semitic incidents) that members of the Queen's community have engaged in



throughout the years at Queen's should be celebrated, and not only discussed in the context of crisis. This timeline can serve to highlight initiatives that have been undertaken by the university, in light of the implementation report.

- Student support services and resources for racialized students, staff, and faculty.
- Provide a centralized hub for the reports that have been produced over the years (e.g. 1991 Principal's Advisory Committee Report on Race Relations, 2004 Henry Report on Systemic Racism, 2009 Diversity, Anti-Racism, and Equity Report, 2010-11 Diversity and Equity Task Force Action Plan).
- Track the progress made on initiatives and be the link between the University Communications, and the work of the University Council on Anti-Racism and Equity (UCARE). (See Recommendation #20 for information on UCARE.)
- Outline academic programs and centres dedicated to support and research on anti-racism.
- Provide a link to the multi-faith calendar which highlights relevant events.

## **Suggested Deadline**

September 2017

Some of these actions need to be pursued on an ongoing basis

## **Responsibility**

Vice-Principal (University Relations)

Provost

Other Vice- Principals

Deans, Faculties/Schools

Heads, Non- Academic Departments

AMS SGPS

Faculty Society Websites

Marketing and Communications

### **3. Original recommendation: (DARE)**

Senior officers of the university and deans need to take more responsibility for ensuring that racialized faculty feel welcomed and settled in our community by making personal contact with them 2-3 times over the course of their first year of appointment. The Office of the Principal should move to immediately host an annual luncheon for new and pre-tenured racialized faculty as well as bi-monthly teas to be hosted in Richardson Hall. The importance of such small gestures should not be dismissed.

#### **Observations/Remaining barriers**

The university currently lacks a champion for anti-racism and equity among the senior administrative ranks – someone who can focus on welcoming, maintaining contact with, and holding events for racialized faculty, students, and staff.

A significant culture shift needs to come from senior leadership in order to enact a commitment to equity, diversity, and inclusion at Queen's. To that end, in the first year or two, the Principal, Provost, and Deputy Provost need to demonstrate their commitment to anti-racism, diversity, and inclusion on campus by championing and moving PICRDI implementations forward. This would be demonstrated in part by reshaping the Deputy Provost's role to focus on equity, diversity, and inclusion.

The Deputy Provost should consult with experts on campus (faculty, students, and staff) during this time. This could include the following Staff: University Advisor on Equity and Human Rights, Director of Human Rights Office, Cross-Cultural Advisor, and staff of Four Directions Aboriginal Student Centre and QUIC, Faculty: faculty from the Humanities and Social Sciences, and Students: undergraduate and graduate students (incl. international students). All of the above representatives are expected to have competencies in equity, social justice, and anti-oppression. Following this one to two-year period, the university should appoint the AVP (Equity) to sustain these efforts and to move long-term PICRDI implementations forward.

The university currently lacks mechanisms to recognize and reward those who participate in the initiatives described in the original DARE recommendation.

#### **Action to be taken**

Effective immediately, the Deputy Provost, as a senior leader of the university who has the authority to stand in for the Provost, should be held accountable for equity, diversity, and inclusion at Queen's. The Deputy Provost is well positioned to influence broad institutional changes, through working with deans, vice-provosts, and vice-principals, especially while changes resulting from the PICRDI report are being introduced. The Deputy Provost oversees university academic appointments, as well as renewal, tenure, and promotion processes. As Chair of the Senate Committee on Academic Development, the Deputy Provost is also well placed to ensure diversity

and inclusiveness in the curriculum.

We recognize that the Deputy Provost has other responsibilities and we recommend that, after the PICRDI initiatives have been launched successfully, the Deputy Provost seek to recruit a dedicated Associate Vice-Principal (Equity). It is envisioned that the AVP (Equity) would be appointed in 2018 or 2019, after which time the AVP (Equity) would be held accountable for equity, diversity, and inclusion at the university.

The Associate Vice-Principal (Equity) should be a senior racialized academic with significant knowledge on, and experience with, social and racial justice, and equity, and should have the gravitas and credibility needed when dealing with faculty members and issues of academic curriculum, and not fear repercussions. Tenure will guarantee they are not terminated should their actions be proactive and contentious. The Human Rights and Equity Offices would work closely with this person, while still reporting directly to the Provost and Senate.

The mandate of the Associate Vice-Principal (Equity) will include, but is not limited to:

- Working closely in support of the newly created University Council on Anti-Racism and Equity.  
(See Recommendation #20.)
- Continuing to develop the university's Diversity, Equity and Inclusion Plan, including the development and tracking of metrics and reporting on performance, including the identification of specific obstacles and impediments.
- Advising the Provost, VP (Research), and Principal on alignment with strategic documents of the university with respect to racism, diversity, and inclusion.
- Championing resources for academic equity initiatives, including educational equity, as well as academic hiring.
- Improving the climate for racialized faculty and staff and pursuing initiatives that enhance retention (e.g. a network for faculty and staff, a mentoring program for newly hired racialized faculty and staff within and/or outside their units, and annual events for racialized faculty and staff including those involving senior leaders)
- Students Affairs units that serve equity-seeking students, should have a dual reporting structure with the AVP (Equity) and the VP (Dean of Student Affairs). These units would include the Queen's University International Centre, the Student Experience Office, the Alfie Pierce Student Centre for Racial Equity and Social Justice, and the Four Directions Aboriginal Student Centre. We acknowledge that the Four Directions Aboriginal Student Centre may prefer to have a dual reporting structure with the newly-created Office of Indigenous Initiatives instead of Student Affairs (Recommendation 3 in TRC Taskforce report).
- The AVP (Equity) should also consult with the Cross-Cultural Advisor and other staff who serve equity-seeking students.

The Associate Vice-Principal (Equity) would chair an annual research forum for racialized educators, exploring issues related to scholarship, teaching, and academic community building.

The position should not only be advisory but also have resources allocated on a continuing basis, i.e. a dedicated budget within the university's financial plan to support the AVP (Equity)'s mandate.

### **Suggested Deadline**

July 2019

### **Responsibility**

Provost

## **4.Original recommendation: (DARE)**

The university should immediately implement an inclusive space program such as the one developed by the Human Rights Office in collaboration with QCRED.

### **Observations/Remaining barriers**

Establishing the Alfie Pierce Student Centre for Racial Equity and Social Justice will require a significant commitment of resources by the university. Funding will be required for the refurbishment of space, as well for ongoing operating costs. We emphasize here that this should not be space that isolates or separates but serves as a hub for students, support clubs, and services, and is an educational space.

In the event that the Alfie Pierce family wishes that his name not be used, the Centre should be named after another racialized figure in Queen's history.

Students groups (such as the Alma Mater Society (AMS), the Society of Graduate and Professional Students (SGPS), Aesculapian Society, Arts and Science Undergraduate Society, Commerce Society, Education Graduate Students Society, Law Students' Society, Queen's Education Student Society, and Queen's Engineering Society) should be engaged in the planning of the Alfie Pierce Student Centre, and in the broader planning and conversations regarding student equity and diversity.

### **Action to be Taken**

The university, through the Provost's office, should continue to provide operational support to the Queen's Coalition against Racist and Ethnic Discrimination (QCRED):

- The Human Rights Office could assist with administration of the funds, and the group would work directly with the Office throughout the year.
- The Associate Vice-Principal (Equity) could review QCRED's activities, space and budget at least once a year and, in collaboration with the Human Rights Office and the Cross-Cultural Advisor, mentor QCRED.

Establish the Alfie Pierce Student Centre for Racial Equity and Social Justice (analogous to QUIC and Four Directions Aboriginal Student Centre) that supports racialized students and:

- Provide areas for various student-led groups who engage in anti-racist and social justice activities, space for collaboration between student-led groups and societies (i.e. facilitation of discussion between various equity leaders in these groups).
- An outreach counsellor should be located in this centre.
- Provide a centralized hub for these activities, from which all students can learn. It can also serve as the centre from which the peer mentoring and educators program is run, and provide space to conduct workshops, and for speaker events.
- Provide a welcoming space with access to a kitchen, open lounge space, workshop space, and offices for staff.
- The centre should be overseen primarily by the new AVP (Equity) with a dual reporting structure to Student Affairs. This oversight should be supportive rather than constraining.

In addition, the AMS should be encouraged to prioritize funding for CARED (the Committee Against Racism and Ethnic Discrimination), and provide a larger space for them to operate from. It is beneficial to strengthen the relationships between CARED and the Human Rights Office.

## **Suggested Deadline**

September 2018

## **Responsibility**

Provost

## **5. Original recommendation: (DARE)**

The university should immediately support a peer mentoring program for marginalized students as well as increased counseling support.

Undergraduate and graduate international students must be given top priority. Such a program could occur in partnership with student.

### **Observations/Remaining barriers**

#### **Existing Programs**

Existing programs that provide support to marginalized students (e.g. Q Success, peer mentor programs) tend to focus on academic transition issues and include international students, first-generation students, students with Indigenous ancestry, and students with disabilities.

#### **University Support Needed**

Support for racialized students related to racism, equity, and privilege should not be provided primarily by students. Staff expertise and resources are required with respect to these issues.

Lack of capacity – 1 FTE Cross-cultural Advisor is not enough to meet the demand for these services.

#### **Peer Educators Program**

Harvard College's Office for Equity, Diversity and Inclusion has created a Peer Educator program.

According to its website, "The Office for Equity, Diversity, and Inclusion hires peer educators each year

to support the work of diversity and inclusion at Harvard College. The main purpose of the Diversity Peer Educator Program is to take a proactive approach in building relationships between, and among, communities, and promote dialogue as an on-going exercise. Diversity Peer Educators address the need for bridging and belonging, sustained dialogue, and training opportunities."

## Action to be Taken

### Cross-Cultural Counselling Staff and Peer Mentoring

In consultation with the Cross-cultural Advisor, Student Wellness Services should add capacity (i.e. a minimum of one more counsellor) that can address mental health for racialized students, and also attend to their intersectional needs (e.g. with students identifying along all gender identities).

- 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 (i.e. needs that represent the complexity of students' experiences and identities) should be reinstated, using a co-mentoring model that pairs racialized students with upper-year students, with a focus on supporting first-year students, as this can often be the most difficult year.
- This program would be designed and delivered by the Cross-Cultural Advisor, using an anti-racism and anti-oppression framework, and with input from other Student Affairs staff who directly support racialized students.
- The program should be evaluated on its success after initial implementation, considering the diverse needs of students and student feedback, given the complexity of student requirements.
- This program is distinct from QSuccess, in that it uses an anti-racism and anti-oppression framework to support racialized students.
- The peer mentoring program does not have to focus on issues of race specifically but can help students navigate experiences, spaces, and regular challenges that may be affected by instances of racism, discrimination or inequity. This program should serve to holistically support students – providing advice on academics, adjusting to university life, etc., but the intent of it is to connect students with those who may understand their particular difficulties in a more empathetic manner.

## **Establish a Diversity Peer Educators Program**

- Establish a Peer Educators program, in which students deliver workshops on issues of diversity, racism, and equity, to be run under the Cross- Cultural Advisor, with support from the Human Rights and Equity Offices.
- 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 Student Centre for Racial Equity and Social Justice.
- Residence programming has previously begun to be developed within the Equity Office, and can serve as the basis from which workshops and learning opportunities are created in residences.
- A model such as this will serve to empower students and facilitate conversations in the student community.
- The hiring should allow all students to partake in this program and serve as a model for community leadership.
- Students should be paid to do this work, as we have observed that the work of racialized members of the community has at times gone unpaid and unappreciated. We recommend that this also be eligible under the Work Study program.
- A component of the work could be volunteer based for students interested in getting involved, but who may not necessarily have the time to partake in such work as a part-time job.

## **Cross-Cultural Advisor Position Title**

Some students have expressed concerns regarding the title of “Cross-cultural Advisor” as being one they do not feel accurately reflects the work or their issues. We recommend a consultative process with the current Cross-cultural Advisor and racialized students to identify a position title that better reflects varied student needs.

## **Suggested Deadline**

At least one Counsellor added by September 2017

Further capacity and resources by September 2018

## **Responsibility**

Vice-Provost (Student Affairs)



## **6. Original recommendation: (DARE)**

As part of its efforts to build upon and to substantiate the important symbolic gesture of renaming the Policy Studies Building in honour of Robert Sutherland, the university should further honour him by funding 50 undergraduate bursaries worth \$2,000 for underrepresented students at Queen's.

This must be made a top priority of our advancement office and its outreach to alumni and friends.

### **Observations/Remaining barriers**

Philanthropic goals and priorities should be considered in the context of the university's overall philanthropic strategy, and developed by the Principal and Provost, in consultation and collaboration with the Vice-Principal (Advancement).

Efforts to raise funds for financial aid/awards for racialized students, should be met with a commitment to recruit and retain racialized students, with funds disbursed to students annually.

### **Example of a current award for black students:**

The **Robert Sutherland – Harry Jerome Entrance Award Expendable Fund** was established in 2009 to support and recognize the efforts of the Black Business and Professional Association (BBPA) and to comprise part of the Harry Jerome Scholarship program. Harry Jerome Scholarships are given to black students entering the first year of any direct-entry undergraduate degree program at Queen's University, on the basis of demonstrated financial need, academic achievement and contribution to the black community. Award is \$5,000 per student.

## **Action to be Taken**

### **Philanthropic Strategy**

As part of its overall philanthropic strategy, the university should prioritize the following:

1. Securing financial aid to increase opportunities for under-represented students, including racialized students (e.g. Robert Sutherland awards)
2. Securing additional funding for the new Alfie Pierce Student Centre for Racial Equity and Social Justice.

The Principal and Provost should identify these as a fundraising priority, and work closely with the Vice-Principal (Advancement) to develop a fundraising plan to promote equity and inclusion.

## **Financial Aid**

It is important to raise funds for bursaries and scholarships for racialized and Indigenous students, both to increase the incentive for these students to come to Queen's, and to ensure that they do not experience financial hardship while at Queen's. In the short term, Advancement should prioritize black alumni and use existing vehicles such as the Robert Sutherland – Harry Jerome Award. They may need additional training and/or specific expertise in order to be effective. However, in the long term, additional awards need to be created. Where appropriate, we recommend that Robert Sutherland continue to be honoured in the naming of these new additional awards, as requested in the DARE report.

## **New Positions in Advancement**

These efforts should be adequately resourced in the form of at least one position in Advancement dedicated to raising funds for racialized, degree-seeking international, low-income, and Indigenous students.

*Office of the University Registrar:* Student Awards should commit to administering and disbursing these awards on an annual basis.

*Undergraduate Admissions:* The university should target under-represented students in its recruitment efforts, continuing to work with Pathways to Education, significantly increasing the awards offered to Pathways to Education applicants, and reporting annually to Senate on the progress being made.

## **Alfie Pierce Student Centre for Racial Equity and Social Justice**

Moreover, additional funding will be required for the establishment and operation of the Alfie Pierce Student Centre for Racial Equity and Social Justice. The university should allocate resources in the form of new positions in Advancement to support fundraising for this new space, which should be prioritized when speaking with potential donors.

Those engaging in this fundraising work should have equity, diversity, and inclusion competencies to advocate for the role, value, and impact of financial contributions to this initiative.

## **Suggested Deadline**

Fundraising Plan: December 2017

Initial additional bursaries and scholarships in place: September 2018

Additional targeted scholarships and bursaries in place by September 2019

## **Responsibility**

Principal Provost

Vice-Principal (Advancement)

Office of the University Registrar (Student Awards)

Undergraduate Admissions

## **7. Original recommendation: (DARE)**

A \$25,000 fund should be established for students and student groups on an annual basis who want to pursue anti-racist and anti-oppression

programming and initiatives to be administered by the Office of the VP (Academic) and vetted

jointly by the Rector, the AMS Social Affairs commissioner, the SGPS Equity Commissioner, the Diversity Advisor to the VP (Academic), and the Assistant Dean of Diversity Programs and Community Development, Student Affairs.

### **Observations/Remaining barriers**

It is unclear whether this fund has been established.

A Student Initiative Fund currently exists within Student Affairs; however, it does not include a focus on providing funds for students and student groups who want to pursue anti-racist and anti-oppression programming and initiatives.

The original DARE recommendation does not include the opportunity for staff and/or faculty to seek one- time funding for new related initiatives.

The composition of the committee to review applications should be articulated in a Terms of Reference document that gets updated regularly. For example, position titles have changed since the DARE report was written.

### **Action to be taken**

#### **University Programming and Initiatives**

Scan: The Provost should commission a scan of anti-racist and anti-oppression programming and initiatives, and needs, on campus – including input from, and discussion at, the University Council on Anti-Racism and Equity (UCARE).

Budget: Based on this scan, a budget and mechanism for annual allocation of funds should be created.

Student Initiative Fund: In the short-term, Student Affairs should revise the criteria for the Student Initiative Fund, to improve support for anti-racist and anti-oppression programming and initiatives.

## **Research**

The VP (Research), in conjunction with academic faculties and departments could administer research assistantships for undergraduate students seeking to study related issues. Graduate students could also be funded to conduct anti-racism, anti-oppression research.

In addition, Queen's should fund research on various related areas of scholarship, including black studies, by graduate and undergraduate students. We recommend that small competitive grants/awards be allocated to incentivize and support this scholarship. The Undergraduate Student Summer Research Fellowship provides summer funding for students looking to engage in research under the supervision of a professor. New fellowships can be introduced to focus on anti-racism, equity, and diversity issues.

The SGPS Grant Program could be topped up to address anti-racism initiatives. However, this is under the purview of the SGPS, not the university.

## **Suggested Deadline**

Scan of Initiatives completed: April 2018

Revision of Criteria for Student Initiative Fund:

April 2018

Funding of Undergraduate and Graduate Research awards:

September 2018

## **Responsibility**

Provost

Vice-Provost (Student Affairs)

Vice-Principal (Research)

SGPS

## **8. Original recommendation: (DARE)**

The university should fund the new Journal of Critical Race Inquiry, an initiative of the Human Rights Office, to the tune of \$5,000 per annum as part of its base operating funding rather than “soft money” or discretionary funds.

### **Observations/Remaining barriers**

While the Journal of Critical Race Inquiry co-editors believe that it may be possible to obtain funds from SSHRC to assist with running the journal, this is a long-term goal. Obtaining SSHRC funds will require matching university support. Therefore, both in the short term (before SSHRC funds are received) and in the long term (if SSHRC funds are received), financial support from the university is needed.

The current co-editors find \$5,000 to be insufficient to support growth of the journal. A budget of \$10,000 is being requested.

### **Action to be Taken**

The university should provide a stable source of funding to an academic unit responsible for the *Journal of Critical Race Inquiry*. \$10,000 per annum would permit approximately 70% of the funds to be allocated for the specific purposes of managing, editing, and producing the journal as a peer-reviewed, open access scholarly journal, and 30% of the funds to be allocated for developing and launching an annual public event (e.g. a distinguished lecture or panel) and a seminar series associated with the journal’s themes, and in partnership with other academic units at Queen’s. Such an initiative, possibly in conjunction with the launching of special issues of the journal, or regarding a particular theme, would encourage both scholarship and community engaged learning about critical race and anti-racism, involving students, academic and administrative units at Queen’s, as well as scholars and practitioners in the wider Kingston community.

Currently the journal is run out of Gender Studies with limited visibility. It should be determined whether the journal should be associated with two departments (e.g. the departments of its co-editors) for greater Queen’s visibility and impact.

### **Suggested Deadline**

September 2017

### **Responsibility**

Provost

Vice-Principal (Research)

## **9. Original recommendation: (DARE)**

In coordination with interested student groups, the university should support a series of brown bag seminars featuring talks on issues of anti-racism, anti- oppression, and diversity. This can be modeled along the lines of the AMS Academic Affairs Commission Last Lecture on Earth, or the Ban Righ Centre's lunchtime lecture series.

### **Observations/Remaining barriers**

Should consider how to leverage existing expertise and programs related to intercultural development, Indigenous cultural awareness as well as faculty research on race, equity, social justice, etc.

Operating funds should be committed to the new research centre.

### **Action to be Taken**

#### **Research Centre**

A research centre should be established to promote the study of anti-racism, anti- oppression, and diversity. It can address critical race theory, African studies, diaspora studies, Caribbean studies, black studies, hispanic studies, Muslim studies, Jewish studies, Indigenous studies, etc. The centre could be a virtual centre, or be housed in a department already conducting related research (e.g., Cultural Studies, Gender Studies, Geography and Planning, History, English, and Sociology) and should promote multidisciplinary research. In addition to fostering research in these units in Arts and Science, it should encourage research contributions from Business, Education, Health, Law and the School of Graduate Studies. It should offer research-based seminars that are actively promoted to all members of the campus community, with participation by students, staff, and faculty welcomed and encouraged.

#### **Brown Bag Seminars and Speakers:**

These seminars could complement or represent a monthly speakers series that actively works to highlight the issues listed within the original D.A.R.E. recommendation. There should be an effort to highlight the work that is done by researchers – both students and faculty – at Queen's within this broad area. Furthermore, there should be a concerted effort to reach out to alumni to speak at some of these series events. These brown bag seminars/ speaker series events can be brief (e.g. an hour long), and be held in various departments/faculties/groups/ clubs on campus. Until a research centre is established, the ultimate responsibility for these seminars will lie with the AVP (Equity) to ensure that this happens on a regular basis, and until that time, the Deputy Provost. There should be an effort not only to focus on racialized people within these specific lectures and series but across the board. If the university is sponsoring a speaker or panel event, there should be an effort to attract speakers from non-traditional backgrounds, e.g. racialized women in technology for a speaker event surrounding technology, to show that scholarship and expertise in such subjects are not relegated to only a few.

Communication of this can be included in a monthly calendar, on the university's website, and the newsletters that are sent out.

### **Suggested Deadline**

September 2018

### **Responsibility**

Vice-Principal (Research)

Deputy Provost

Associate Vice- Principal (Alumni Relations)

## **10. Original recommendation: (DARE)**

The university must ensure that all student leaders have access to diversity training and that diverse perspectives are represented in our all 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 (eg. 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.

### **Observations/Remaining barriers**

#### **Policy Clarity and Communication**

The various university policies related to racism, harassment, and discrimination should be streamlined. More clarity and streamlining should occur regarding the reporting and complaint pathway(s) individuals should follow, if they are the victims of racially motivated incidents, or witness to such incidents.

Specifically, there is a gap with regards to students being able to identify and access resources if they face discrimination on campus, for example within the classroom from a supervisor or faculty member. This also applies in reverse (e.g. racialized supervisors or faculty experiencing discrimination).

Orientation Week is a critically important time, as leaders set the tone for the campus climate among first-year students. Student leaders must be adequately trained in issues of anti-racism, anti- oppression, and equity. Currently, students are not adequately introduced to these issues during Orientation Week.

#### **Reporting**

Additionally, there is a lack of mechanisms for reporting and addressing racially motivated incidents (whether as a target or as a bystander),

#### **Orientation Surveys**

According to the 2016 Orientation Week survey, 10% of students surveyed reported feeling somewhat, very or extremely uncomfortable based on race/ethnicity. In written comments, some students indicated that “white people tend to stick together”, while others indicated that the predominantly white demographic at Queen’s was an adjustment.

#### **SOARB**

There is currently a lack of representation from the Human Rights/Equity Office on SOARB to advocate for equity and inclusion during Orientation Week.



### **Decentralized Nature**

The primary barrier to implementation is that much of the Orientation activities are decentralized, since they are run by individual faculties and overseen by the Orientation Roundtable. Policy that governs Orientation comes from the Senate Orientation Activities Review Board. There is a strong sense of “discipline-specific” culture around Orientation Week, and changes can sometimes be difficult to implement because of this. Orientation leaders must undergo a set number of training sessions with specific content.

Making policy changes, however, is the only way to ensure continuity throughout the years.

### **Past Actions on Training**

The Committee Against Racial and Ethnic Discrimination (an AMS Social Issues Commission committee) delivered a presentation regarding racism to the Arts and Science Orientation leaders in September 2016. The presentation was focused on how Gaels may see and encounter racism during O-Week, how to diffuse situations, change topics, and talk to students about these issues.

### **Implication of New Orientation Schedule**

Feedback throughout the process has highlighted a concern regarding the change in university Orientation Days and Faculty Orientation Days. If Orientation Week goes ahead as planned, there should be an understanding of how this programming needs to be moved to the front of the week, regardless of whether it occurs as part of the university or faculty orientation. This change will provide further opportunities for international students coming on campus to become acclimatized through University Days and to get support and information on issues specific to their populations.

### **Broader Review Needed**

There needs to be a broader review of Orientation timing, structures, planning and execution through a more specialized and appropriately resourced advisory committee to ensure equity is considered. The university has an obligation to consider how its policies and practices may impact under-represented groups, and to avoid making decisions that could exacerbate their sense of marginalization.

## **Action to be Taken**

In collaboration with the Equity Office, the Dean of Student Affairs should add capacity to its operations with respect to social justice, anti-racism, and anti-oppression programming.

## **Orientation Week Activities**

In addition, 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. This training must be developed by the Equity and Human Rights Offices, in coordination with the Centre for Teaching and Learning. To engage student leaders, opportunities for educational and/or participatory creative events at suitable locations could be pursued.

## **Senate Policies**

- Change the terms of reference for the Senate Orientation Activities Review Board (SOARB) document – to be approved by Senate.
- Social Issues Commissioner should sit on SOARB as an Ex- Officio member (non-voting)
- Ex-Officio presence from the Human Rights and Equity Office (non-voting)
- Change the Goals of Orientation Week document to explicitly state that training must include a component on racism, and ensure that the goals include that students must participate in discussions of race, diversity, inclusion and equity during the week – to be approved by the Senate.
- The SOARB Orientation Manual must be aligned with points 1 & 2 above.
- Data collection and reporting must be improved regarding Orientation Week. Provide students with an avenue to safely disclose incidents of racism during Orientation Week. The Orientation Week survey, as it stands, does not allow for sufficient specificity.

## **Faculty Orientation Leaders Training**

Orientation leaders must undergo specific training with regards to anti-racism, equity, and inclusion in a way that is applicable and appropriate to Orientation Week. We suggest incorporating training that speaks to what students may see during this time. It must also be included in training for leaders of the University Orientation Days. We understand that the training weeks are generally very full but we believe that this is a critical piece that is currently missing from Orientation activities and training.

## **University Leadership**

Furthermore, all students must be introduced to this content during the week itself, whether it is in an academic session, University Orientation, or otherwise. During the week, in a formal setting, students should be addressed by Deans, VPs, and other administrative officials, who should highlight the importance of having a diverse, inclusive, and equitable campus.

## **Residence Training**

Residence leaders during the University Days must discuss such issues with their students during their time with them. There are a variety of other issues that are discussed and brought up, and alerting students to supports available to them as well as setting the tone for the type of culture that Queen's wants to foster with respect to these issues will be critical. Residence leaders must be trained fully, similarly to faculty leaders, with regards to racism, as they may also be a source of support not only in Orientation Week but throughout the year.

## **Graduate Students Orientation**

Although orientation activities are focused on undergraduate students, it is important to build in appropriate equity and inclusion training in the orientation for graduate students.

The School of Graduate Studies and Student Affairs, in consultation with SGPS, should collaborate to develop a comprehensive strategy for graduate student orientation and onboarding. This strategy should address the needs and concerns of both international and domestic racialized students.

## **Suggested Deadline**

Deadline for SOARB Review: September 2018

Training for Orientation Leaders: September 2018

## **Responsibility**

Vice-Provost (Student Affairs)

Senate

## **11. Original recommendation: (DARE)**

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. We propose a joint awareness campaign, enlisting the support of the Centre for Teaching and Learning (CTL) and Health Counseling and Disability Services. The panel recommends recent initiatives by Health, Counseling and Disability Services and the School of Graduate Studies in the form of presentations on the needs and issues of international graduate students be extended to undergraduate chairs and administrative positions.

### **Observations/Remaining barriers**

Under the QUFA Collective Agreement, equity training is already mandatory for QUFA members, in order to serve on any appointments committee or RTP committee.

The university administration should 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.

Since the current QUFA Collective Agreement is not up for bargaining until 2019, such mutually agreed upon expansion of mandatory training could be achieved in the interim via some mechanism – e.g. a Memorandum of Agreement between QUFA and the university.

Similar discussions will be necessary with all other unionized groups, including PSAC, USW, and CUPE in order to obtain their support.

### **Action to be Taken**

#### **Training Unit**

The 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 HRO's current mandate of education.

This 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. This should complement the training that is currently being offered by Human Resources, e.g. by its Organizational Development & Learning Unit. (Note that it has been recommended that the anti-racism course offered in the unit's "From Diversity to Inclusion in the Workplace Certificate" be made a core course in the certificate program.) Additional resources should also flow to Human Resources to the extent that it supports this important HRO-led work.

Employees who do more than the minimum training should have their participation rewarded.

### **Training for Employees**

A subset of these modules should constitute the basis for mandatory training for all employees. The amount and scope of training should be aligned with career progression, and there should be choice. A pragmatic plan for delivering training to all employees, over a reasonable time period (three years), should be developed and executed. The initial year-one programming should be piloted and refined before being rolled out in subsequent years.

In addition to capacity building for all employees, their supervisors, such as managers and department heads, should also 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.

### **Suggested Deadline**

Initial roll out of training: September 2018

All Faculty & Staff trained by: September 2021

### **Responsibility**

Provost

Vice-Provost (Teaching & Learning)

Vice-Provost (Student Affairs)

All Unionized Groups

## **12. Original recommendation: (DARE)**

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. The QNS program should be reinstated and one of its core mandates – cultivating a diverse professoriate – should be restored. The university should also provide support for faculty from underrepresented groups in the form of peer support networks.

### **Observations/Remaining barriers**

Our implementation recommendation expands the scope of the original beyond faculty members, to include recruitment and retention of racialized staff members.

Among the staff complement, there is an under- representation of equity-seeking groups with racialized staff being the group that is most under- represented, followed by staff who self-identify as having Indigenous ancestry.

The wording should be reviewed. Note the following sample text, found on the Dalhousie website: *If non- designated group candidates are not substantially better suited for the position, then the candidate who is a member of an under- represented designated group will be appointed.*

The D.E.A.P. Tool allows departments and units to assess the demographic profile of their staff, faculty, and students to identify the equity-seeking groups that are especially under-represented in their areas, and to plan targets accordingly.

### **Action to be Taken**

In consultation with QUFA, the university should develop a special program to recruit black faculty. This should be a clear, time-limited program in accordance with the Ontario Human Rights Code. Specifically, the university should 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”. This recommendation does not diminish the already existing obligation under Article 24 of the collective agreement, to hire members of other under-represented groups

In other institutions, these are called target of opportunity hires, and the university sets aside funds for this.

In addition, until the Federal 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.

If need be, recruiters should be used. With few exceptions, there should be at least one candidate from an under-represented group on each shortlist.

There should 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.

### **Queen's National Scholar (QNS) Program**

The Queen's National Scholar (QNS) Program should be reviewed. The design of the revised program should be maintained, but it should be refocused to have a clear equity mandate.

In addition, we recommend that for a time-limited period, the QNS program be focused in part on black studies. Proposals can be requested on this theme (as well as other subject areas) for this period. A similar approach can be used after this period to target scholarship on, and by, other under-represented groups.

There shall be annual reporting to Senate of QNS hiring decisions, highlighting progress made against equity hiring goals.

Beyond this, we also recommend that the university make every effort to identify and retain racialized faculty (adjunct and tenure-track) currently at Queen's. A mentoring program should be developed. When new tenure-track positions are being created to expand the curriculum (e.g. black studies), every effort should be taken to consider racialized adjunct faculty at Queen's who are qualified. These adjunct faculty may well become discouraged if they are overlooked as new tenure track appointments are made.

The university should also use the Canada Research Chair (CRC) Program to recruit qualified, racialized faculty.

The upcoming phase of hiring for faculty renewal is a crucial window of opportunity for redressing the dearth of racialized faculty. The Provost, in consultation with the Deans, should set aggressive diversity targets for this phase of faculty renewal.

### **Anti-racist Scholarship**

As part of a larger initiative to raise awareness of existing anti-racist scholarship at Queen's, the university should also consider providing grants to racialized faculty members, and students, who are engaged in research or teaching with an element related to race/Indigeneity; this should include a collaboration with the Office of the VP Research, in order to give it the appropriate academic credentials. The grants would be in the order of \$5,000, and we would suggest allowing for at least 5 grants/year. We recommend that several, but not all, of these grants be named to honour Robert Sutherland. We recognize that donors may wish to honour other individuals.

### **Employment Equity**

It is important that racialized, international faculty, whose University Survey of Student Assessment of Teaching (USAT) scores, and feedback, indicate language/other cultural challenges receive support. USAT scores should not be vehicles for passive racism and aggression by students.

There should be continued participation of appropriate units in the Vice-Principals Operating Committee (VPOC) approved Employment Equity (EE) Framework, to ensure that the integrity of the Framework is maintained and allow for community involvement in employment equity initiatives. The EE framework comprehensively addresses both staff and faculty related equity issues.

VPOC has approved an EE strategic planning group and three working groups. Their visibility and impact need to be increased.

If the Council on Employment Equity continues to play an advisory role, its reconfiguration should ensure that it is as strategic and as representative as possible.

### **D.E.A.P. Tool**

The Diversity and Equity Assessment and Planning (D.E.A.P.) tool should be made mandatory (with a timeline of all academic and non-academic units within 3 years). This would allow for a type of “audit” function by the HRO/EO: this should be seen as collaborative, encouraging units to add equity goals to their operation, and allowing for a regular report to the university community to show how the university is progressing.

This would encourage units to make progress on diversity/inclusion and to partner with the HRO/EO where appropriate. The D.E.A.P. should also be used for all administrative hires, Senate, and Board of Trustees. The demographic data in D.E.A.P. Tool should be made more granular – i.e. require more detailed reporting within the “visible minority” category, and provide information by department, and faculty.

### **Staff**

Staff hiring should focus on achieving representation among equity-seeking groups, particularly racialized staff – and this should occur at all levels of the institution, including at senior administrative levels. Guidance should be sought from the Equity Office to ensure that hiring practices are culturally-inclusive. It is important not only to actively recruit, but also to identify and retain existing staff, who are deeply committed to, and competent in, equity, anti-racism, and/or anti-oppression work.

Racialized staff encounter systemic barriers in the recruitment and hiring process. Bias-free methods for recruitment, interview processes, and retention should be utilized consistently (e.g. inclusive resume-screening and onboarding).

### **Retention**

It is also important to retain existing staff and faculty who are racialized. In terms of staff and faculty retention, we are recommending dedicated efforts in two areas: (1) pursue initiatives such as networks modelled on Employee Resource Groups, and mentoring for staff and faculty, and (2) there should be some accountability and the ability to reward and recognize supervisors in the performance dialogue process for hiring, professional development, and retention of staff and faculty from under-represented groups.



Ensure that counsellors available to staff and faculty through the Employee and Family Assistance Program (EFAP) have competency to address the specific and diverse needs of racialized and other under-represented staff and faculty. This should also be a criterion for future EFAP requests for proposals.

### **Suggested**

Special program for targeted recruitment of Faculty: September 2018

QNS Revised: July 2018

D.E.A.P. Tool Deployed across all units (academic and non-academic): September 2020

### **Responsibility**

Principal Provost

all Vice-Principals

Vice-Provost (Student Affairs)

### **13. Original recommendation: (DARE)**

Increased targeted recruitment of students from underrepresented groups, particularly Indigenous students and urban outer city youth, with funding support for those with families earning less than \$50,000 per annum.

#### **Observations/Remaining barriers**

Toronto Star story reference:

<https://www.thestar.com/news/gta/2016/02/22/u-of-t-to-track-race-based-data-of-its-students.html>

<http://www.cbc.ca/news/canada/race-canadian-universities-1.4030537>

Currently in existence: Pathways to Education program that focuses on recruiting students in under-represented areas in Toronto. About 90 students attend from Toronto chapters, and Kingston, for Fall Preview. Pathways students are provided with transportation and meals by Undergraduate Admission.

Our attention was drawn to the fact that when one looks at the published list of “top students” in the GTA and Toronto, it is often composed of many racialized populations – yet this is not reflected in our student body because we have failed to attract them to our school. There are many different barriers, not all of which are institutional by any means, but Queen’s can do better to recruit a diverse student body.

The University of Toronto has redesigned its census survey and plans to have all 85,000 members of its community fill it out. York is also considering gathering data. This is not an unprecedented action, and has been vouched for by academics and experts as being critical to understanding the gaps in undergraduate and graduate student populations. As referenced in a CBC investigation, human rights experts in Ontario have said that collecting race-based data in this setting is appropriate and key to understanding inequalities (particularly in understanding the racial breakdown in these populations, where black and Indigenous students are often grossly under-represented) and better serving the needs of racialized students. Queen’s already collects race-based data but does not yet adequately use it for planning and evaluation purposes.

Starting in the 2017-18 academic year, the Ontario Student Grant (OSG) will make average college or university tuition free for students with financial need from families with incomes of \$50,000 or less. In addition, in 2018 to 2019, net tuition billing is scheduled to come into effect. This has the potential to impact recruitment, transparency, and perceived access for Ontario students. These developments may affect the ways in which our recruitment recommendations are implemented.

## Action to be Taken

### Recruitment

- We encourage the expanded use of programs such as the Pathways program, and the tracking of the number of applications, admissions, and matriculation that result from these programs. Furthermore, we know that faculties also take part in their own recruiting activities (e.g. Engineering, Nursing, and Commerce), and see that there is a need for specific recruiting programs and initiatives to be developed to reach out to under-represented populations in these programs. Data are required across the board, broken down by faculty, to see the gaps in each area and how they can be ameliorated.
- Financial Support: In order to recruit students from a more diverse range of socioeconomic backgrounds, there needs to be sufficient financial support provided to these students. For example, not only should they be introduced to various need-based scholarships and bursaries that may be available but also to prestigious scholarships such as the Chancellor's Scholarship. There is an opportunity with such scholarships to attract the "best and the brightest", which we are not currently doing. Students should then have a resource to turn to when they are at the university, regarding issues of financial aid. The process to follow should be clear. Currently, a student has very little support unless the student specifically seeks out the Student Awards Office, and explains the situation in detail.
- Ensure that funding provided is not only for one year – this is detrimental to future success if the rate of funding dramatically changes throughout a student's time at Queen's.
- Admissions Support: Hire a specific individual to work on recruitment and admission of under-represented groups at the university.
- Incremental new funds for need-based awards should be provided by Student Awards.
- Success should be assessed and reported, as apparent in the admission and matriculation data.
- Reporting: The university should develop mechanisms by which to track, in a granular manner, the admission and retention of students from under- represented groups. It is not sufficient to use a "visible minority" category to track racialized students. As stated so eloquently in a recent Toronto Star story (see the Observations column), "using 'racialized' or 'visible minority' actually makes black people become invisible". It is critical that we are able to collect and report granular, disaggregated data regarding our students.
- The gathering and analysis of these detailed data regarding racialized students will enable the tracking of student outcomes for specific groups. This will then lead to the allocation of resources to students in specific groups who require additional support.

## **Suggested Deadline**

Pilot Deployment of Tracking Tool for Detailed Race Related Student Data: September 2018

Full Scale Deployment of Tracking Tool: September 2019

Hiring in Admissions: September 2018

## **Responsibility**

Provost

Vice-Provost (Student Affairs)

## **14. Original recommendation: (DARE)**

All Senior Officers of the university, Deans, department heads, and staff must receive mandatory equity training. Competences in these areas should also be a central criterion for anyone aspiring to a senior leadership position at Queen's.

### **Observations/Remaining barriers**

Note that this recommendation complements Recommendation #11 above, regarding training.

As stated in #11, this training should be developed and delivered by a new training unit within the HRO.

### **Action to be Taken**

- All senior officers of the university – senior administrators, Deans, department heads, and directors – should receive mandatory equity training. This training by itself is insufficient. As individuals progress in rank/seniority, equity training should be complemented by additional modules on intercultural competence, diversity, and inclusion.
- While this training can vary in form (brief online modules to in-person workshops) and involve choice, it should occur at all levels, and include all parties in the university. It should also include the Board of Trustees.
- The university needs to create an environment such that racialized staff and faculty feel welcome, and are represented in leadership roles. It should make every effort to retain racialized staff and faculty who have an interest in, and potential for, senior leadership positions.
- The 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.
- The university should also endeavour to promote diversity among its governance committees (e.g. Board of Trustees, Senate, Senate Committees)
- In the short to medium term, the lack of diversity on the Board of Trustees should be remedied by further recruitment of racialized, non-alumni as Trustees.

### **Suggested Deadline**

Initial roll out of training: September 2018

All Employees trained by: September 2021

## **Responsibility**

Board of Trustees Principal Provost

Vice-Principals

### **15. Original recommendation: (DARE)**

Queen's must create report and reward structures at all levels of the administration, from department heads to the Vice-Principals 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.

### **Action to be Taken**

The strategic commitments in Recommendation #1 should be complemented by appropriate modification of the metrics and indicators related to anti-racism, diversity and inclusion within the performance management tools (such as the X-matrix currently used to track alignment and progress against the Strategic Framework) applied to the Provost, other Vice-Principals, and the Deans. This should allow for appropriate faculty expression of these important goals.

Furthermore, the performance management of the Principal, by the Board of Trustees, should also explicitly address performance with respect to issues of anti-racism, diversity, and inclusion.

Institutional self-assessment is required. A number of well-established methodologies are available. For instance, Shakil Choudhury's Deep Diversity® Inclusive Workplace Continuum (presented at the March 2017 Board-Senate Retreat) classifies organizational leaders' attention to inclusion as follows: Pre-aware, Compliance Driven, Good Intentions, Consistent Practices, and Practice Leader. This evaluation approach could also helpfully be utilized at Queen's. See Appendix J.

When appointing senior administrators, it should be ensured that they know how to set anti-racism, diversity, and inclusion goals and metrics or, if they don't, that they receive the appropriate training. Candidates' knowledge of equity considerations can be used as a selection criterion for administrators.

### **Suggested Deadline**

April 2018

## **Responsibility**

Board of Trustees Principal Provost

All Vice-Principals Deans

## **16. Original recommendation: (DARE)**

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. We need to revisit course exclusions and prerequisites that limit the existing number of courses students can take. The university must be careful to recognize the continued importance of programs such as the Native Studies teachable in French education or the study of Francophonie in French Studies. Budget cuts must be carefully implemented to ensure the survival of such programs.

### **Observations/Remaining barriers**

The Committee takes the view that it should not recommend detailed initiatives and resource allocations. Instead, we believe that each Faculty Board is best equipped to review and reform the academic programs under its purview.

We are pleased to note that a new major in intercultural competency is planned in Languages, Literatures and Cultures.

### **Action to be Taken**

By April 2019 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 should be revised to explicitly address issues of racism, equity, social justice, and inclusion. 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.

By April 2018, each and every Faculty Board of the University (including GSEC) should have approved a Curriculum Diversity Plan for the academic programs within its purview. Each Curriculum Diversity Plan should be developed with broad input from faculty members, students, and student groups, and should clearly define course development goals (as appropriate for the faculty/school), timelines, and required resources, including faculty hiring. These plans should also ensure that tangible curriculum change is implemented starting in the 2019/2020 academic year, and that it is aligned with the revised Queen's University Learning Outcomes Framework. Each Faculty Board should report its progress, in terms of courses and curriculum content, to Senate, via the Senate Committee on Academic Development (SCAD), by April 2020.

The Centre for Teaching and Learning (CTL) should also be required to provide a plan to address curriculum diversification and the explicit inclusion of racial equity and other equity considerations in university-approved

learning outcomes. In order to enable CTL to provide this support, CTL's resources should be augmented with appropriate expertise in these areas. Cultural competency requirements should be built into most, if not all, Queen's degrees.

The CTL, in consultation with the Human Rights and Equity Office, should provide support to faculties and departments to assist with including equity and inclusion in their learning outcomes. CTL and the Human Rights and Equity Offices should provide training to faculty and teaching assistants (TAs) about how to redesign their curriculum accordingly. It may be helpful for CTL to create an equity learning portal to support faculty and TAs.

In addition:

- The university should also consider the idea of Faculty Fellows in the Human Rights and Equity Office, to address research and curriculum innovation. We would suggest 2 faculty members with a minimum of 0.25 release time, one in the humanities and one in the sciences, who would look at ways to enhance their research or explore new approaches to curriculum and teaching that meet the needs of racialized and Indigenous students.
- The university should continue to diversify the curriculum. We are pleased to note the proposal for an undergraduate black studies program in Gender Studies. This program should be launched and well resourced. We recommend that a related graduate Black Studies program be created in Cultural Studies.
- The Principal, Provost, and Vice-Principal (Advancement) should prioritize fundraising for a research chair in Black Studies. While Cultural Studies does not currently have its own full-time faculty, this home for the Chair should not be ruled out. Other excellent homes would be Gender Studies, Geography and Planning, and History.
- New graduate courses should be supported. For instance, Cultural Studies would require about \$10,000/year to launch a graduate course in critical race theory (which would be theoretical) and \$10,000/year to launch a graduate course which has a more concrete orientation (e.g. the History of Black Canada). These funds would be used primarily to remunerate faculty tasked with both developing and teaching these courses.
- We recommend that the Principal's Dream Courses be focused for a limited time period on courses related to anti-racism and equity.
- Furthermore, teaching awards should be used as a means to further incentivize best practice. Existing teaching awards should be reviewed to ensure that anti-racism, equity, and inclusion are appropriately reflected in their nomination and evaluation criteria. The establishment of new teaching awards focused on anti-racism, equity, and inclusion should also be pursued.



- The inclusion of a session on teaching in a diverse classroom should be part of New Faculty Orientation. This should be offered in consultation with CTL and the Counselling Service of Student Wellness Services.
- The Queen's University Quality Assurance Process (QUQAP) should be revised to increase the focus placed on equity and diversity in the curriculum.
- \$15,000 MA or \$20,000 PhD scholarships could be provided to fund graduate students who are investigating black studies or critical race theory. Applications for these scholarships could be adjudicated by School of Graduate Studies. Students in all departments would be eligible to apply.
- Gender Studies; Global Development Studies; Languages, Literatures, and Cultures; Cultural Studies; Geography and Planning; History; English and Sociology are well positioned to further diversify their curriculum. A small number of seed grants (e.g. \$3,000 – \$5,000) should be provided to faculty in these departments to enable them to address the needed curriculum diversification and/or conduct related research.
- There should be dedicated funds for specific visiting professorships and exchanges within these and other cognate departments to assist with curriculum diversification.

It is also important that we diversify the co-curriculum. We recommend that co- curricular programs, services, and certificates (e.g. by Student Affairs, AMS, SGPS, academic units) be designed and delivered using an anti-racism and anti-oppression framework, and include non-Western perspectives in their design. The D.E.A.P. Tool can help with planning in this area.

## **Suggested Deadline**

Revised University Learning Outcomes Framework: April 2018

All Faculty Boards to have approved Curriculum Diversity Plans: April 2019

## **Responsibility**

Provost

Vice-Provost (Teaching & Learning)

Deans

Faculty Boards

Academic Unit Heads

## **17. Original recommendation: (DARE)**

The university should ensure that all students are required to take a required course on themes of social justice or social difference in order to fulfill the requirement of all undergraduate degree programs at Queen's. This objective can be reached in a number of ways. 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.

Rewards for successful curricular reform and innovative diversification should be developed including rewards/recognition for individuals and programs or priority in faculty appointments. Alternatively, the university could create a General Educational Requirement (GER) for all students at Queen's consisting of one full course to be completed in their first year. The GER will give students exposure to issues on social difference and social justice. We envision that a class of 4,000 incoming students could be divided into 20 classes of 200 students. The GER program should be staffed by a small core of dedicated faculty (tenure or non-tenure stream) and supplemented by teaching fellows and short-term contract faculty.

### **Observations/Remaining barriers**

We have addressed several curricular changes rather than proposing a mandatory course as originally recommended, after looking at research suggesting that mandatory courses/programs could result in increased polarization/backlash. Incorporating equity and justice into (mandatory) training for administration, staff and faculty, and exposing students through curriculum will be more effective. Faculty should receive training to create accountable spaces, which encourage responsible engagement in the classroom.

Although many student-related recommendations focus on undergraduate students, appropriate parallel recommendations apply to graduate and professional students.

### **Action to be Taken**

The importance of priority in faculty appointments to address curricular reform and innovative diversification is recognized.

### **Education and Training**

As an educational institution, one of the most powerful ways to effect change, with respect to individual attitudes and behaviours, is through education and training.

- Develop a competency framework – What core competencies do we expect all our students, staff, and faculty to have with respect to equity, anti-racism, and anti-oppression?

- This competency framework should be used to inform training options available.
- HRO/EO should deliver a session during the existing staff and faculty onboarding process to ensure broad awareness of expectations, rights, and responsibilities.
- Implement mandatory employee training that goes beyond the concept of “diversity” and provides staff and faculty with intercultural competence and skills, and a deeper understanding of the principles and practice of equity and racial and social justice. (We recognize that this mandatory training will need to take multiple forms – online and in person – to address the varying roles and circumstances of staff and faculty). Training programs for staff and faculty need to include components that address the impact of equity on students’ health, wellness, and success.
- This deep knowledge is particularly important for senior leaders, hiring managers, staff who work directly to support students (e.g. academic advisors, counsellors, and coaches), as well as any staff who supervise students (e.g. lab supervisors), and staff who supervise student employees.
- Staff should be required to complete a mandatory online training module, supplemented by a selection of opt-in workshops to develop skills/competencies.
- For staff, core competencies around equity and inclusion should be built into the performance dialogue process, as an expectation that they are trained and competent in areas such as human rights, equity, cultural safety, intercultural competence, anti-racism, and anti-oppression.
- There should be an environmental scan of all related courses, training, workshops, and sessions offered currently at the university, with the aim of ensuring that we have the capacity to expand these offerings to meet the increased demand of having this education embedded into staff learning/development requirements.
- Hiring managers will need to be equipped to assess staff for personal and professional development goals in these areas.

## **Suggested Deadline**

Initial roll out of training: September 2018

All employees trained by: September 2021

## **Responsibility**

Provost

Vice-Provost (Teaching and Learning)

## **18. Original recommendation: (DARE)**

The university should implement a Transitional Year Program to allow greater access to students with non-traditional academic and social backgrounds the opportunity to study at Queen's university. The program should consist of a seminar program open to 400 first year students with 10 different seminars taught by professors or senior graduate students focused on areas in the Arts and Sciences.

### **Observations/Remaining barriers**

Dalhousie, York University, and University of Toronto have established Transition Year Programs for students from challenging socioeconomic backgrounds.

### **Action to be Taken**

Once established, the AVP (Equity) should collaborate with Undergraduate Admission to look at existing academic transitional programming at other universities in order to establish a program at Queen's that challenges the current narrow definition of academic excellence and attends to socio-economic background.

During this transitional year, students with non-traditional academic and social backgrounds would be provided with additional seminars and events to welcome them to Queen's and to build their community. They would also be provided with mentoring from upper year students in order to have them successfully transition to Queen's.

### **Suggested**

Initial Feasibility Study of Transitional Year Program Completed: April 2018

Transitional Year Program Implemented: September 2019

### **Responsibility**

University Council on Anti-Racism and Equity (UCARE)

Provost

Vice-Provost (Student Affairs)

## **19. Original recommendation: (DARE)**

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.

### **Observations/Remaining barriers**

Re: Interim Policy on Harassment and Discrimination

The Interim Policy and Procedures are geared towards strict compliance with legislative requirements (i.e. arising from the Ontario Occupational Health and Safety Act) and not necessarily toward addressing issues of climate or systemic racism or other areas of disadvantage and exclusion.

Having the only avenue for dealing with issues related to harassment and discrimination be Human Resources (as is currently the case) can become a barrier for marginalized staff, faculty, and students to come forward.

### **Non-Academic Misconduct (NAM) & Gaps**

- There is a lack of clarity on reporting with issues in regards to discrimination on the basis of protected grounds with the NAM system, i.e. how many cases are seen that have racial elements or elements of sexism?
- The Human Rights and Equity Offices are currently not used as a resource within the NAM system when they have the expertise to advise on these cases.
- If the university has been tasked with serious cases, there should be an understanding of the process that is followed at a high level.
- Students, specifically, are given very little information on informal resolution procedures, and the fact that they can go to the Human Rights Office for such purposes, either to receive advice on next steps, or to take action that is not as explicit and direct as with the NAM system.
- There seems to be a lack of clear policy surrounding cases with students, and academic personnel, whether it be faculty or staff in the classroom setting. Where does a student go if the student is experiencing racism in the class setting? This is an academic context and may not explicitly be addressed under the purview of NAM.

## **Action to be Taken**

### **Human Rights Office and Equity Office Staffing**

Due to the increase in demand for education and the need for dedicated action on racism, staff of the Human Rights Office and Equity Office should be configured to add the following: 1FTE Anti-racism advisor; 1FTE Education and communication advisor.

A review of the Human Rights and Equity Office structure, staffing and mandate is being undertaken. The review recommendations should be implemented in a timely manner, as a high priority of the university.

A review of the now fragmented system for addressing human rights issues for staff, faculty, and students should be undertaken with a view to ensuring all systems complement each other, that there are no gaps, and that community members have a way to address issues in an informal system, if they wish to do so.

It may be appropriate to create an arm's length Human Rights and Equity Office investigative unit and/or the position of an independent Harassment Prevention Officer, who would liaise with the Human Rights and Equity Office, and the Ombudsman.

### **Interim Harassment and Discrimination Policy**

There should be immediate adjustments to the Interim Harassment and Discrimination policy to address the needs of equity-seeking groups. This should be followed shortly by a comprehensive review with extensive consultations with relevant parties (e.g. Human Rights Office, Equity Office, Human Resources, Faculty Relations, Environmental Health and Safety, the Office of the Ombudsperson, United Steelworkers, and Canadian Union of Public Employees).

The implementation of the policy should allow for the Ombud and Human Rights offices to continue unhindered in their role of supporting and advocating for victims of discrimination and harassment. Potential complainants need to be able to approach these offices informally. When needed, the investigation process should be undertaken by an impartial (in both reality and appearance) third party. Human Resources is not able to appear impartial in this area (e.g. the role of Employee and Labour Relations unit in advising managers/supervisors and their now proposed role in investigating incidents, which may involve issues between employees and managers/supervisors), thus ideally should not be responsible for investigating allegations. Instead, the investigations could be done by an impartial third-party or, if they should be within the institution, by an office that has a similar reporting responsibility to the Human Rights Office. It is recognized that the investigative processes need to be compliant with a range of policies, procedures, and collective agreements. There should be a clear process for determining when involvement of an outside investigator is warranted, and a list of approved outside investigators should be maintained by the Human Rights Office with input from Human Resources and Faculty Relations.

### **Non-Academic Misconduct (NAM)**

- Cases that deal with racism or have racial elements should be identified in order to better understand how many of these cases are going through the system.
- The Human Rights and Equity Offices should be a resource for equity- related issues that may be processed through NAM, especially in regard to cases that deal with racism. The HRO and EO can provide expertise, support, and advice to better and more appropriately deal with these cases.
- There should be better communicate to students that the HRO is a place to which they can go for advice on informal resolutions and issues such as this.
- The desired student conduct should be framed more positively. In addition to discussing the negative consequences of student misconduct, emphasize further desired, admirable traits of Queen's students.

### **Suggested Deadline**

Adjustments to Interim Harassment & Discrimination Policy: Immediately

Policy review completed and new policy and mechanisms in place: April 2018

Additional Base Budget allocation for HR&EO: May 2018

### **Responsibility**

Board of Trustees

Principal

Provost

Vice-Principal (Finance & Administration)

AVP (Human Resources)

## **20. Original recommendation: (DET)**

**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. The DET will work proactively to create a coordinated network of university officials and protocol to deal quickly and effectively with such incidents, to provide support to those affected, and to communicate with appropriate authorities and on behalf of the university leadership to the campus community and public.

### **Observations/Remaining barriers**

The mandate, structure, and membership of the University Council on Anti-Racism and Equity should be modelled on those of the Aboriginal Council.

### **Action to be Taken**

#### **University Council on Anti-Racism and Equity**

The University Council on Anti-Racism and Equity (UCARE) should be created. It 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 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 UCARE will function as an Equity Response Team, advising the university on the response to incidents of racism, both acute as well as chronic.

### **Meetings**

The UCARE will meet at least 3 times a year (e.g., September, December and April), and prepare a report annually, to be submitted, for information, to Senate, to the Board of Trustees, and to the wider Queen's community.

### **Membership**

Membership should be set up so as to ensure a majority of faculty, students, and staff, as well as a majority of racialized and Indigenous members. It should also include Kingston community members, the Principal, the Provost, the Associate Vice-Principal (Equity), the Director of the Human Rights and Equity Office,



representatives from Student Affairs, and the Chair of SEEC. The Council should also be called upon to provide advice to the university administration, in response to critical climate issues on campus.

### **Subcommittees**

Subcommittees of the UCARE could include but are not limited to:

- Incident Response
- Community Relations – focus on initiatives and outreach to municipal services, private businesses, and community organizations, to make Kingston a more welcoming place for racialized members of the Queen’s community. The committee could be made up of people from the Human Rights and Equity Office, QUIC, Four Directions, Centre for Racial Equity and Social Justice, Student Community Relations, etc.
- Mental Health and Wellbeing of racialized students – to address intersectional needs and to ensure mental health support programs take into account the unique experiences of racialized students.
- Review of Co-curricular Programming/Certificates – provides a critical examination of co-curricular programs and academic certificates offered by faculties and schools, as well as Student Affairs units to ensure that programs and certificates consider experiences of racialized students.

Active participation in the UCARE by all Queen’s community members, in particular racialized staff, should be welcomed and encouraged.

### **Suggested**

First Meeting of UCARE: September 2017

### **Responsibility**

Principal Provost

## **21. Original recommendation: (DET)**

### **Design and Deliver a Diversity and Equity Workshop for Senior University Leadership:**

All previous reports highlight the importance of demonstrating commitment and action from senior leadership at the university. The DET is planning, through the Provost's Office to offer a practical workshop, using expertise and resources within the university in this field, for senior administrators to plan and develop equity goals and objectives in their domains of responsibility for the coming year.

#### **Action to be Taken**

##### **Leadership Training**

All senior university leadership and members of the university's governance structure (Board of Trustees, Principal, Provost, senior administrators, Deans, department heads, etc.) should receive appropriate diversity and equity training when they are initially appointed and annually thereafter. These modules should be developed by the Human Rights Office, in conjunction with CTL.

Also see Recommendation #14 above.

##### **Suggested Deadline**

Initial roll out of training: September 2018

All Employees trained by: September 2021

##### **Responsibility**

Board of Trustees

Principal

Provost

Vice-Principals

## **22. Original recommendation:**

### **(DET) Work with Student Leadership to develop Equity Agendas for 2010-11:**

The DET is coordinating with Alma Mater Society, Society of Graduate and Professional Students, and the Rector to develop an achievable equity agenda for the academic year 2010-11 for the student societies and identify areas for cooperation.

#### **Observations/Remaining barriers**

- The transient nature of student leadership has made this a more difficult recommendation to implement as well as the decentralized nature of the university, in that the university does not hold direct authority over the AMS, SGPS, Rector, and student societies.
- There is a committee currently underway in parallel with the PICRDI to discuss how the AMS can better work on issues related to race and racism.
- An Equity Caucus is currently held within the AMS which brings together representatives of faculty student societies to discuss equity issues.

#### **Current Recommendation**

- Senior administrators should encourage and support the Alma Mater Society Executive to introduce the creation of an equity agenda within the job description of the AMS Social Issues Commissioner.

#### **Suggested Deadline**

September 2017 and onwards

#### **Responsibility**

AVP Equity

AMS Executive

### **23. Original recommendation: (DET)**

**Centralize information on access to Queen's and services for underrepresented student populations:** (including Indigenous, 1st generation, and "visible minority" or racialized students underrepresented in higher education). The DET's inventory demonstrates that the university has a variety of access programs and financial supports to recruit underrepresented students to Queen's. These and various support services that already do exist can be advertised more aggressively and communicate the university's commitment to a diverse student body and inclusive climate. Working with the appropriate offices, the DET will attempt to make this information more readily available and convenient to access. In addition, the DET will explore the development of new initiatives, working with all relevant parties, to improve access to Queen's for underrepresented student demographics, particularly for Indigenous students.

#### **Observations/Remaining barriers**

It is imperative that future initiatives with respect to racial diversity of the student body are guided, to the extent feasible, by facts rather than perceptions. This applies equally to the identification of issues requiring attention, the prioritization of initiatives, and the progress, or lack thereof, of such initiatives.

Four unique data sources, each with their own peculiarities and levels of granularity, are available for assessing the diversity of the student population at Queen's:

- The University Applicant Census
- The iCount Survey
- National Survey of Student Engagement (NSSE)
- Canadian Graduate and Professional Student Survey (CGPSS)

Each of these surveys has between 7 and 14 categories racial/ethnic categories, providing the granularity needed for detailed analysis. The aggregated response rate for undergraduates to these surveys has been around 30% to 35% over the past 5 years.

#### **Action to be Taken**

- Queen's website information for racialized students is lacking and requires a student to actively search for such information. See Recommendation #2 above.
- In addition, Queen's should encourage the Council of Ontario Universities to review and change the information systems used by applicants, so that detailed racialized data on applicants is gathered.
- In parallel with ongoing survey data collection and analysis efforts (detailed below), SOLUS should be augmented so that further detailed racialized data is gathered on current Queen's students.

## Recruitment

- Student Affairs should increase its efforts to recruit Indigenous and racialized students. Its outreach initiatives should be expanded.
- It should also create additional scholarships with a focus on Indigenous and black applicants. The effectiveness of the Pathways to Education partnership should be examined as the “conversion rate” (i.e. resulting applicant pool) is currently low.
- The numbers of awards to Indigenous and racialized students should be increased and given greater visibility in university websites, advertisements, brochures, talks, communications, etc. Student Affairs should report annually to Senate the steps being taken to increase the racial diversity of the student population, and the success of these activities.
- An important performance metric for Student Affairs should be the success of its diversity initiatives.

## Reporting and Analysis

In order to validate the correct reporting basis for racialized students at Queen's, it is necessary to compare Queen's data with comparator institutions. Therefore, we recommend that Queen's compare its aggregated National Survey of Student Engagement (NSSE) and Canadian Graduate and Professional Student Survey (CGPSS) data with two comparator institutions:

- The University of Toronto (which is perceived as being more diverse than Queen's)
- Western University (which is perceived as being about as diverse as Queen's)

Given the granularity available in the Queen's datasets, we recommend that Queen's report annually on the diversity of the student population:

- For the entire student population by racial/ethnic categories available in the University Applicant Census, iCount, and NSSE (with suitable cross-referencing for consistency of categories).
- For each Faculty and School, using the same racial/ethnic categories.

Given the availability of longitudinal data, we recommend that Queen's track the rate of applications, offers, acceptance, and registration, as well as retention and graduation rates for each of the available racial/ethnic categories:

- Globally, with respect to the entire student body.
- For each Faculty and School.

Also see Recommendations #6 and #13 above.

## **Suggested Deadline**

April 2018

## **Responsibility**

Provost

Director Institutional Research & Planning

Vice-Provost and Dean of Student Affairs

## **24. Original recommendation: (DET)**

Propose Revision and Clarification of policies for review, tenure and promotion, particularly regarding “alternative forms of scholarship”: While the equity provisions of the Collective Agreement (CA) between the Queen’s University Faculty Association and the university are the best for any employee group at Queen’s, further guidance seems to be required to insure that these provisions are understood and implemented. Without sacrificing Queen’s University’s commitment to the highest standards of scholarship and excellence in research, some clarification is needed in particular on provisions citing “alternative forms of scholarship” to allow adequately full and rigorous consideration of candidates’ scholarly contributions. The DET proposes to work with the Joint Committee to Administer the Agreement (JCAA) to develop a clearer mutual understanding of these provisions, their equity consequences, and the processes for their application to insure that the CA provides the necessary guidance and expectations to all parties.

### **Observations/Remaining barriers**

The Queen’s Truth and Reconciliation Task Force Report points to the need to recognize “alternative forms of scholarship”. In addition, “excellence” in scholarship needs to be redefined to explicitly include, where appropriate, diversity and equity considerations.

The QUFA Collective Agreement was modified in 2015 to acknowledge “the diverse experiences of applicants and the many forms that scholarship can take”.

The only action recommended is with respect to training and guidance provided to Appointments Committees and Renewal/Tenure/Promotion Committees.

### **Current Recommendation**

The language in the current CA now states that, with respect to faculty hiring:

24.1.4 Consistent with principles of employment equity, the Parties agree that for appointment to positions to the University,

*(a) the primary criterion is academic and professional excellence, and this criterion may take into account the diverse experiences of applicants and the many forms that scholarship can take;*

*(b) the criteria adopted in an appointment process must not systematically discriminate against members of equity-seeking groups;*

The CA has, for over a decade, already included language with respect to Renewal, Tenure, and Promotion, stating: *the diverse backgrounds of Members... shall be taken into account when assessing the quality of scholarly or creative work.*

All training and guidance provided to Appointments Committees and Renewal, Tenure, and Promotion Committees should emphasize the language in the current Collective Agreement with respect to “the diverse experiences of applicants and the many forms that scholarship can take”, as well that “the diverse backgrounds of Members... shall be taken into account when assessing the quality of scholarly or creative work”.

One concrete way to convey this message effectively and broadly is to include this issue in New Faculty Orientation sessions, as well as Heads Orientation sessions, with the involvement of QUFA in those portions of the sessions that deal with this issue.

### **Suggested Deadline**

Incorporate this training and guidance into both New Faculty Orientation sessions as well as Heads Orientation sessions – with involvement of QUFA: August 2017

### **Responsibility**

Provost QUFA



## **25. Original recommendation: (DET)**

### **Sponsor research study on Student Orientation and propose improvements:**

The DET will sponsor a research study on student orientation in the Fall 2010 organized by Student Affairs in conjunction with the Senate Orientation Activities Review Board (SOARB). The DET will participate in formulating research questions designed to elucidate the experience and impact of orientation, from an inclusivity and equity perspective, for historically marginalized student groups. This research will then also inform recommendations DET will make to student leadership, SOARB and Student Affairs about improvements and enhancements to student orientation. In addition to exploring how to enhance training for orientation leaders, incorporate equity and diversity issues in the program, and insure greater inclusivity in the experience for students, the DET plans to explore ways to improve the intellectual and academic content of the experience as an introduction to university life and Queen's. An overall philosophy of communicating that students, by their previous academic and other achievements, have qualified themselves for a challenging educational experience can articulate values consonant with the university's commitment to excellence and equity.

### **Observations/Remaining barriers**

#### **Orientation Data**

Data are already collected regarding incidents in Orientation Week, but are not analyzed. The Orientation Survey, with consultation from the Equity Office, should be reworked and made 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.

Data collection regarding Orientation needs to include the following:

- Opportunities to identify specific events in which students faced issues or were made to feel uncomfortable, and what caused the discomfort.
- Better understanding of what faculty each student is in.
- Analysis of qualitative comments and ability to use this qualitative data in substantive ways.

#### **Senate Orientation Activities Review Board (SOARB):**

- The current size and nature of SOARB makes it impossible to monitor the wide variety and plethora of Orientation activities. To better understand the specific events and identify issues, the university should have more information on and insight into the events.

### **Suggested Deadline**

September 2018

## **Responsibility**

Office of Institutional Research and Planning

Human Rights & Equity Office

Student Affairs

Senate Orientation Activities Review Board (SOARB)

## **26. Original recommendation: (DET)**

### **Develop proposal for an Equity Council and Departmental Equity Liaison: In**

conjunction with the Equity and Human Rights Offices the DET plans to develop and propose to the JCAA a structure, initially at the academic departmental and faculty levels, for championing equity matters and communicating relevant information, policies, and legal requirements as an official service responsibility.

(Note: the Equity Liaison would not be responsible for complaints of alleged human rights violations, which would continue to be processed directly through the Human Rights Office).

### **Observations/Remaining barriers**

The Human Rights Legislation Group is composed of unit heads from all academic and non-academic groups on campus, or their designates, and provides information about the constantly evolving landscape of human rights-related legislation.

The group is co-chaired by the Queen's Legal Counsel and the University Advisor on Human Rights and Equity.

### **Action to be Taken**

Membership in the Human Rights Legislation Group (HRLG) should be made mandatory for all administrative and academic units (they do not have to show up to the meetings but should communicate issues discussed to their unit). The format of the initiative may need to be reconfigured to meet these needs.

Every department should be required to have an equity liaison individual, in the same way that departments currently have liaison personnel to ensure that safety procedures are followed.

### **Suggested Deadline**

April 2018

### **Responsibility**

Provost

Vice-Principals

## **27. Original recommendation:**

(DET) Pilot a Comprehensive Equity analysis of a participating faculty to develop a Faculty-specific Equity Plan:

In partnership with the Equity Office, the DET is sponsoring a comprehensive equity analysis of a voluntarily participating faculty. This will serve as the basis for the unit to begin developing its own equity goals and objectives in an implementable and accountable equity plan and strategy going forward. This pilot will serve as a model and process for other parts of the university seeking to fulfill the Senate Educational Equity policy's mandate for each unit to develop such an equity plan.

### **Observations/Remaining barriers**

The Senate Educational Equity Committee's (SEEC) response to the DARE and DET reports focuses on the D.E.A.P. Tool.

### **Action to be taken**

#### **Senate Committees**

The Senate Governance and Nominating Committee should review the terms of reference and effectiveness of the Senate Educational Equity Committee (SEEC) regarding its anti-racism, diversity and equity agenda. SEEC should work with the Deputy Provost and/or AVP (Equity) to increase its effectiveness. It should be seen to be a vibrant Senate committee, co-leading the way with respect to educational equity at Queen's.

### **Suggested Deadline**

April 2018

### **Responsibility**

Senate Governance and Nominating Committee

## 28. Original recommendation: (DET)

### Define Equity and Diversity as “Core Undergraduate Competencies” or QUDLES (Queen’s University Undergraduate Degree Level Expectations):

In addition to the UUDLEs (University Undergraduate Degree Level Expectations) shared across Ontario universities, Queen’s has an opportunity, perhaps emerging from the Academic Planning Exercise, to articulate its own, more ambitious and specific QUUDLEs as an component of an articulated educational mission. The DET proposes two QUUDLEs: A meaningful understanding and experience of 1) social identity, difference, and justice 2) global, non-western cultures (see SEEC submission in response to “Where Next?”). The DET plans to work to inform the planning process and discussions with perspectives from diversity and equity dimensions that present opportunities for innovation and leadership for Queen’s. The DET is convinced that curriculum provides the greatest impact in enhancing the climate of inclusivity.

#### Action to be taken

See Recommendation #16 above.

#### Suggested Deadline

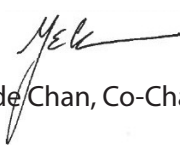
See Recommendation #16 above.

#### Responsibility


See Recommendation #16 above.



Dev Aransevia, Co-Chair



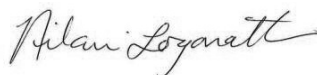
Yolande Chan, Co-Chair



Hana Chaudhury



Laeque Daneshmend



Nilani Loganathan



Tim Tang

April 10, 2017

# Appendix B to final report: data sources

There is a strong perception that Queen’s is lagging with respect to diversity, relative to comparator institutions in Ontario and across Canada. It is imperative that future initiatives with respect to racial diversity are guided, to the extent feasible, by facts rather than perceptions. This applies equally to the identification of issues requiring attention, the prioritization of initiatives, and the progress (or lack of progress) of such initiatives.

## I) Diversity of faculty and staff members

Comprehensive data gathering for both faculty and staff employees is currently in place, and is reported annually in the Equity Office’s Annual Report.

The following table (from page 25 of the 2015 Annual Report of the Equity Office, dated September 2016) summarizes the representation rates for members of the designated groups at Queen’s University from 2011 to 2015. The Canadian Workforce data is derived from the Statistics Canada 2011 Census and the Canadian Disability Survey.

## Queen's University Representation Rates

(\*Academic includes: Faculty, Academic Assistants, Adjuncts, Archivists, Librarians and Fellows.)

(\*\*Not included: Affiliate, Associate, Casual, Student Contracts, Clinical Payments and Zero Salary.)

Designated Groups	2011	2012	2013	2014	2015	Canadian Workforce
<b>Women:</b>						
Academic	39.2%	40.1%	40.4%	38.4%	39.7%	48.2%
Staff	66.1%	65.2%	64.4%	64.7%	65.7%	
<b>Aboriginal People:</b>						
Academic	0.9%	0.8%	0.8%	1.1%	1.3%	3.5%
Staff	1.6%	1.6%	1.8%	2.0%	2.0%	
<b>Persons with Disabilities:</b>						
Academic	4.1%	4.4%	3.8%	4.1%	3.6%	4.9%
Staff	5.3%	5.3%	5.1%	5.9%	5.8%	
<b>Visible Minorities:</b>						
Academic	12.3%	12.3%	12.8%	12.8%	13.3%	17.8%
Staff	5.2%	5.5%	6.1%	4.0%	4.6%	
<b>Totals:</b>						
Academic	41.5%	41.1%	42.4%	40.4%	42.6%	
Staff	58.5%	58.9%	57.6%	59.6%	56.6%	

This data gathering appears to be sufficient for reporting under the Federal Contractors Program, but lacks granularity in terms of specific categories within "Visible Minority". Plans are already in place to gather more detailed data for faculty and staff members under the Visible Minority category using the "iCount Queen's Equity Census" (details of those categories are provided in the next section, regarding Student data.) This will enable the pinpointing of specific racialized groups that are particularly under-represented.

## II) Diversity of student population

A total of five unique data sources, each with their own peculiarities and levels of granularity, are available for assessing the diversity of the student population at Queen's. It is important to understand the way in which data for each source is collected, and what information it contains.

### i) Student data sources and granularity:

The Equity Office administers two student surveys which yield information regarding diversity:

#### A. The University Applicant Census

- Data available from 1999 onwards.
- Surveys all students applying to Queen's (whether through OUAC, or otherwise, for both undergraduate and graduate students – except for graduate programs in the School of Business).
- A unique ID is assigned to each applicant, and this can be cross- referenced to their Student ID if they register as a student at Queen's.

This enables the tracking of

- offers to each identified group
- “conversion” from offer to registration for each identified group

## **B. The iCount Survey**

- Data available from 2016 onwards.
- This is a second survey, to all students registered at Queen’s in the Fall term (excluding Post-Graduate Medical students), carried out on November 1st of each year.
- It is meant to elicit additional responses beyond those obtained from the University Applicant Census.

As currently implemented, the University Applicant Census and the iCount Survey both collect data with respect to the following racial/ethnic categories (students can select more than one category):

1. Aboriginal
2. Black (e.g. African, American, Canadian, Caribbean)
3. Chinese
4. Filipino
5. Japanese
6. Korean
7. Indigenous person from outside North America
8. South Asian/East Indian (e.g. Bangladeshi, Pakistani, Indian from India, East Indian from Guyana, Trinidadian, Sri Lankan, East African)
9. South East Asian (e.g. Burmese, Cambodian/Kampuchean, Laotian, Malaysian, Thai, Vietnamese, Indonesian)
10. No-White West Asian (e.g. Iranian, Lebanese. Afghan)
11. Non-White North African (e.g. Egyptian, Libyan)
12. Non-White Latin American (including Indigenous persons from Central and South America)
13. Person of Mixed Origin (with one parent in one of the visible minority groups listed above)



#### 14. Other

There are three other surveys, administered by outside bodies:

### **B. National Survey of Student Engagement (NSSE)**

- Data available from 2004 onwards
- Surveys all:
  - First Year undergraduates
  - Senior (4th) Year undergraduates in 4-year, first entry, degree programs in the Faculties of Arts & Science, Engineering & Applied Science, Nursing, and Business

This utilizes the following racial/ethnic categories:

1. North American Indian
2. Métis
3. Inuit
4. Chinese
5. South Asian (e.g. East Indian, Pakistani, Sri Lankan)
6. Black
7. Filipino
8. Latin American
9. Southeast Asian (e.g. Cambodian, Indonesian, Laotian, Vietnamese)
10. Arab (e.g. Saudi, Egyptian)
11. West Asian (e.g. Afghan, Iranian)
12. Japanese
13. Korean
14. Other

### **C. Canadian Graduate and Professional Student Survey (CGPSS)**

- Data available from 2007 onwards
- Surveys all degree seeking graduate students (including Diploma, as well as Masters and PhD)
- This utilizes the following racial/ethnic categories:
  1. Aboriginal (status, non-status, Metis, or Inuit)
  2. Black (e.g. African, African American, African Canadian, Caribbean)
  3. East Asian (e.g. Chinese, Japanese, Korean, Polynesian)
  4. South Asian (e.g. Indian, Pakistani, Sri Lankan, Bangladeshi)
  5. Southeast Asian (e.g. Burmese, Cambodian, Filipino, Laotian, Malaysian, Thai, Vietnamese)
  6. West Asian (e.g. Arabian, Armenian, Iranian, Israeli, Lebanese, Palestinian, Syrian, Turkish)
  7. Mixed origin, please specify

### **D. Ontario University Applications Centre (OUAC)**

- Data available from 2012 onwards.
- Surveys all undergraduate, Law, Medical, Rehab, and Teacher Training students applying via OUAC.
- The only self-identification category available in this data source is “Aboriginal”.

### **ii) Interpretation of Student Data**

Appendix C is a two-page synopsis of the data from the various student data sources, provided to PICRDI by Queen’s Institutional Research on March 27, 2017. Key findings from this synopsis include:

1. Response rates to the various surveys range from 17% to 40%.
2. The aggregated response rate for undergraduates has ranged between 32% to 39% over the past 5 years.
3. Self-Identified Visible Minority students, over the past 5 years, account for:
  - a. Around 10% of the undergraduate student population, if we assume that all Visible Minority students have responded.

b. Around 30% of the undergraduate student population, if we assume that the response rate for Visible Minority students is the same as for other students. (This percentage is surprisingly high, and does not match the lived experience at Queen's of any of the members of PICRDI.)

**Note that:**

- 3 (a) above is the number reported by the Equity Office – **it should be interpreted as a lower bound on the percentage of Visible Minority students actually at Queen's** . However it is statistically improbable that all VM students respond to the surveys, when the overall student response rate is only between 32% and 39%.
- 3 (b) above is the number that would typically be reported in a statistical analysis, assuming no self-reporting bias which favoured VM students being captured in the survey data – **it should be interpreted as an upper bound on the percentage of Visible Minority students actually at Queen's** .

**iii) Recommendations on Student Data**

In order to validate the correct reporting basis for Visible Minority students at Queen's, it is necessary to compare Queen's data with comparator institutions. Therefore, **we recommend that Queen's compare its aggregated NSSE and CGPSS data with two comparator institutions:**

- The University of Toronto (which is perceived as being more diverse than Queen's)
- Western University (which is perceived as being about as diverse as Queen's)

Given the granularity available in the Queen's data sets, **we recommend that Queen's report annually on the diversity of the student population:**

- For the entire student population by racial/ethnic categories available in the University Applicant Census, iCount, and NSSE (with suitable cross- referencing for consistency of categories).
- For each Faculty and School, using the same racial/ethnic categories.

Given the availability of longitudinal data, **we recommend that Queen's track the rate of applications, offers, acceptance, and registration, as well as retention and graduation rates for each of the available racial/ethnic categories:**

- Globally, with respect to the entire student body.
- For each Faculty and School.

## Appendix C to Final Report: Student Data

### Identification of Aboriginal Status, Visible Minority, and Persons with a Disability at Queen's (Received from Institutional Research and Planning, March 27, 2016)

#### Data Sources:

1. University Applicant Census
2. *National Survey of Student Engagement (NSSE)*
3. Canadian Graduate and Professional Student Survey (*CGPSS*)
4. iCount Survey
5. *Ontario Universities' Application Centre (OUAC)*

Criteria, Time Frame, and Population definitions vary. Respondents can respond to multiple sources. Not all students are surveyed. Non- degree programs, part-time students, and professional programs in Business are not canvassed.

Source	Year	Self Reported	Voluntary	Notes
University Applicant Census	1999+	X	X	All Undergraduate and Graduate applicants; excludes graduate Business
NSSE	2004+	X	X	First-Year(FY) and Senior-Year(SR) Undergraduate; 4-year first-entry degree programs in ASC, BUS, ENG, NUR
CGPSS	2007+	X	X	SGS, degree seeking
iCount	2016	X	X	All Undergraduate and Graduate registrants, degree seeking, Nov 1. Excludes Post Grad Meds
OUAC	2012+	X	X	OUAC applicants to Undergrad (101,105), Meds (OMSAS), Law(OLSAS), Rehab(ORPAS), Teacher Training (TEAS)

## Results (most recent years reported):

Source	Year Reported	Metric	Visible Minority (VM)	Aboriginal (AB)	Disability (PWD)	Response Rate
Applicant	2014	% of	33.4%	2.2%	12.6%	17.2%
Census (a)	2015	respondents	32.7%	2.4%	13.4%	26.3%
	2016	registered	31.4%	2.1%	14.7%	24.1%
NSSE (b)	2014	% of replied	32.5%	1.1%	9.3%	26%(FY), 35%(SR)
	2016	% of replied	30.1%	2.0%	14.0%	23%(FY), 20% (SR)
CGPSS (c)	2013	% of replied	32.4%	3.0%	-	39.4%(VM), 41.4% (AB)
	2015	% of replied	36.5%	2.7%	-	34.3%(VM) 36.5%(AB)
	2016	% of replied	37.7%	3.4%	5.4%	26.7%(VM) 28.6%(AB) 28.5%(PWD)
iCount	2016	% of replied	25.4%	2.4%	7.5%	33.4%
OUAC (d)	2012+		na	Emplids	na	na

(a) Total combines UG, Educ, Meds, Law, SGS survey waves

(b) First Year (FY) and Senior (SR) combined

(c) Valid responses

(d) PS Diversity table contains emplids who have self-reported as Aboriginal through the OUAC application process. Visible Minority and Disability not available.

## Pooled Responses

In addition to the results reported from each individual source, there is the opportunity to combine responses for the designated groups across all data sources and across all years of survey administration. This would create files of unique emplids<sup>1</sup> that identify Aboriginal students, Visible Minorities, and Persons with a Disability.

As a first step, the following table shows November 1 data for the Applicant Equity Census that has been combined across years to enlarge the pool of responses, rolled up and uniqued, and merged with registration data. The table shows percentages of the total Queen's population as of November 1 for the last 5 years. For example, 9.9% of all undergraduates in 2016 have at one time responded to a census and self-identified as a visible minority. The total population (27,149) in 2016 includes all students, including those not surveyed by the census (mostly part-time students, non-degree students, visitors, and various professional programs) and non-respondents.

1 Emplid: a unique nine-digit number issued to personnel for identification purposes.

## Pooled University Applicant Census Percentages of Total Population

Percentages are lower in this table because non-respondents are included in the calculations.

<b>Students – Headcount Nov 1</b>	<b>Total Population</b>	<b>Visible Minority (VM)</b>	<b>Aboriginal (AB)</b>	<b>Disability (PWD)</b>	<b>Population Response %</b>
2012	24,042	10.2%	0.5%	3.1%	37.4%
2013	24,777	10.7%	0.6%	3.6%	38.9%
2014	25,997	9.7%	0.6%	3.4%	34.0%
2015	26,780	9.7%	0.6%	3.5%	32.2%
2016	27,149	9.9%	0.7%	3.9%	32.0%

Percentages of Total Population who are respondents

<b>Students – Headcount Nov 1</b>	<b>Total Population</b>	<b>Visible Minority (VM)</b>	<b>Aboriginal (AB)</b>	<b>Disability (PWD)</b>	<b>Population Response %</b>
2012	8,994	27.3%	1.3%	8.4%	100.0%
2013	9,632	27.6%	1.6%	9.2%	100.0%
2014	8,842	28.5%	1.7%	10.0%	100.0%
2015	8,610	30.1%	2.0%	11.0%	100.0%
2016	8,686	30.8%	2.1%	12.2%	100.0%

Pooling beyond a singular data source can provide additional information to the pool, subject to administrative approvals. Unique identifiers common to all of the data have been maintained.

## Appendix D Terms of Reference (Amendment 1, January 19th, 2017).

### **Purpose**

Expediently 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. The Implementation Committee may consult, to the extent that the Committee feels is warranted, with subject matter experts, with a focus on implementation advice.

### **Membership**

The six-member Committee will comprise two faculty, two staff members, and two students.

The Senate shall select three members: one member of faculty, one member of staff and one student, who need not be members of Senate.

The Principal will appoint the remaining faculty, staff and student members after the results of Senate's selection are finalized by the Secretariat.

Members will be responsible for ensuring that their schedules will accommodate Committee meetings and deliberations. The membership shall be announced in the first week of January 2017. The Committee shall choose its own chair.

### **Advisers**

Given the need to ensure swift access by the Committee to specialized resources, advisers will be appointed to provide immediate feedback on questions, suggestions and recommendations. This group of experts will be referred to as advisers. Advisers will attend a minimum of three of the total Committee meetings, and may attend more, where schedules allow. Meeting attendance arrangements will be facilitated by the recording secretary.

### **Reference Group**

A reference group will provide additional expertise to the Committee, where required. Further questions from the Committee regarding financial, legal, structural, social, or other implications, may be referred to the reference group for feedback. Reference group members may be contacted directly, outside committee meetings, and asked for their input. They may be invited to meetings, but only where this would be the most efficient way for relevant information to be shared, and questions to be answered.

## **Administrative support**

Administrative support will be provided by the Office of the Principal, for the scheduling of meetings, and other logistical requirements.

## **Reporting**

The Committee shall finalize its recommendations in written form to the Principal by March 31, 2017. The Committee shall determine, at its first meeting, how it will choose to report progress to the Principal and Senate. The Committee shall meet weekly. At least one Committee meeting shall be held prior to the January 31, 2017 Senate meeting. The Principal will provide an update to the Committee, on actions taken to date in response to the DET and DARE reports, by January 31, 2017.



## Appendix E (Part 1)

### Queen's Diversity, Anti-Racism and Equity (D.A.R.E.) Report

May 2009

#### Introduction

In December of 2008 the Offices of the Principal and the Vice Principal Academic struck a special panel on issues of diversity, anti-racism and equity at Queen's, henceforth referred to as D.A.R.E. The panel consulted with a number of university students, staff and faculty members in six focus groups, two open hearings and two university-wide town halls. Through fostering constructive dialogue whilst documenting the experiences of groups and individuals, D.A.R.E's mandate was "to identify successes, failures, and unresolved issues in the university's various approaches to dealing with these issues over time and make both long term and short term recommendations to the university."<sup>1</sup>

Indeed, in our deliberations we decided it would be remiss if we did not point out this study builds on previous efforts to collect information on the climate at Queen's. No attempt is made here to supplant or invalidate these previously fine efforts. Our findings and our recommendations largely mirror those of three previous major reports; the 1991 Study "Towards Diversity and Equity at Queen's: A Strategy for Change, Final Report of the Principals Advisory Committee on Race Relations" (commonly referred to as the PAC Report); a second report commissioned 12 years later "Understanding the Experiences of Visible Minority and Aboriginal Faculty Members at Queen's University (commonly referred to as the Henry Report); and lastly a follow up to the Henry Report penned by the Senate Educational Equity Committee (SEEC) "Senate Educational Committee Response to the Report on 'Understanding the Experiences of Visible Minority and Aboriginal Faculty Members at Queen's University." In light of this long history of assessing the climate of this university, participants frequently asked why the university had decided to commission yet another report in light of the many recommendations it as already received, few of which have been implemented over the past 18 years.

This report is not a "scientific" study, but the results of a special inquiry into a series of social, cultural, and intellectual problems that have plagued our campus for far too long. While we collectively affirm the accuracy of our findings we acknowledge that the majority of participants in this process have been engaged in diversity, equity and anti-racism work on this campus in a variety of roles. Despite our best efforts, we found it very difficult to combat the all too pervasive view on our campus that diversity issues were the primary concern of equity seeking groups. We feel that this pervasive attitude at Queen's is a symptom of the nature of the climate on our campus with respect to issues of diversity, anti-racism and equity. We are also aware, sadly, that many of the most marginalized members of our community did not feel empowered or safe to speak with us under any conditions or circumstances.

<sup>1</sup> Queen's University Diversity, Anti-Racism and Equity Panel: Terms of Reference. Queen's University Gazette, January 12, 2009

We present this report during a very difficult time in Queen's history of intergroup relations on campus. We have weathered a number of well documented serious racist, sexist, homophobic, anti-Semitic and Islamophobic incidents over the past 18 months. There have also been serious divisions amongst student leadership and the student body at large with regard to how to best deal with these issues, invoking an impassioned if at times uncivil debate which at least upon one occasion degenerated into physical violence.

In addition, the university's recent attempt to implement an 'Intergroup Dialogue' program in its student residences met with a great deal of controversy in the national media and the blogosphere. These incidents and the very public controversies they have engendered, have further contributed to a climate of fear and unease around anti-racism, equity and diversity issues. We found that while students, staff and faculty felt relatively secure discussing these issues in the small and safe confines of the focus groups and the hearings, the response to the town halls were tepid at best as a grand total of 10 people were in attendance in both combined. The community at large is unwilling, unable, and fearful of discussing these issues in open public forums. This is an area of grave concern. Participants were reluctant to disclose their experiences and share their thoughts on potential strategies the university might pursue without strict assurance that their identities would be fiercely protected by the panel.

This report is divided into two sections. The first documents the general experiences and perceptions of participants with regard to issues of diversity, anti-racism and equity at Queen's. Focus group participants and those who participated in the hearings were asked to reflect upon the university's climate and their specific experiences, intergroup programs and curriculum, resources, support and the effectiveness of diversity initiatives on campus.

The second part of this report presents both short and long term recommendations and potential strategies for the administration in addressing these issues. This section will draw heavily from the feedback of the participants in D.A.R.E.'s forums, but also significantly from the expertise, thoughts and insights of the members of the panel who facilitated these discussions. A subsequent version of this report will append excerpts from the transcripts in order to affirm and honour the voices of those who unselfishly gave of their time to provide us with the insights necessary to draft this report.

### *Part I: Participants' Perceptions and Experiences of Racism Equity and 'Diversity' at Queen's*

#### *(i) General Campus Climate and Resources for Diversity Anti-Racism and Equity*

In oral testimony and written submissions there was consensus Queen's has not fostered a welcoming climate for minority faculty, staff or students. There was not unanimity on this issue. A handful of our participants from both equity and non-equity seeking groups felt that Queen's was a welcoming campus and that the university had worked hard to foster a sense of inclusion, particularly in comparison to earlier eras.

Most participants, however, did not describe Queen's campus climate as welcoming nor accepting of equity seeking groups. They pointed to the efforts of the Human Rights Office, the University Registrar and the support services offered by Student Affairs in residences and in the cultural centers under its purview such as the Ban Righ Centre and Four Directions as units where diversity equity and inclusion were fostered. Participants generally agreed student organizations such as the Queen's University Coalition Against Racial and Ethnic Discrimination (QCRED) and the Queen's University Muslim Student's Association (QUMSA), had done much of the heavy lifting on campus to foster a more inclusive climate. Many participants expressed the view that the university's leaders do not understand how to achieve this nor were they able to see, name or understand "racism" and the lack of equity on our campus. Many participants also felt that too much of this work had been left up to students and student leaders. (see recommendations below). Nonetheless, most participants agreed that these initiatives represented a few well intentioned efforts which had had limited success improving the overall climate of the university. They felt that these efforts were necessarily limited because Queen's University, both subtly and overtly, has fostered a campus climate where cultural homogeneity is valued over cosmopolitanism. The administration's efforts to improve the campus climate were either unknown or deemed ineffective by our participants.

Participants also commonly expressed concerns about the university's 'branding' campaigns on our websites and promotional material which rely too heavily on a rather superficial and static rendering of 'Scottishness' based on the iconography of plaid, tartan, kilts etc.<sup>2</sup> While some of our participants acknowledged that this university, like all universities, is justified in celebrating the heritage of its founders, they also generally felt that Queen's' exclusive fixation with these images does little to embrace the future of an institution that may well have trouble attracting the students of the future, many of whom will be from large Canadian urban centres undergoing rapid demographic changes due to long term trends in immigration and settlement. Paradoxically, many of our participants noted promotional material which did attempt to feature 'diversity' at Queen's did so rather crudely through tokenistic representations of 'visible' minorities, suggesting a degree of racial heterogeneity that does not exist on the campus.

<sup>2</sup> This is an idea of primordial 'Scottishness' that many scholars of Scotland routinely problematize as overly simplistic and bordering on stereotypical. The kilt was the invention of a member of the English gentry – one Thomas Rawlinson – and worn principally amongst Highlanders. Lowlanders adopted the kilt much later. Similarly tartan, only became widely associated with Scottishness in the nineteenth century and Scottish national and diasporic symbol aided by Queen Victoria's promotion of the image of the "Scot as a Highlander", a bulwark of British Empire. The Gaelic language was also one of many traditional languages spoken by the Scots. See Oxford University Press blog <http://blog.oup.com/2009/01/kilts/> and Hugh Trevor-Roper, *The Invention of Scotland: Myth and History* (Yale University Press, 2008).

### *(ii) Student Orientation*

Participants consistently identified the importance of Orientation Week for setting the tone for the campus climate. While we acknowledge the importance of Orientation Week for helping students to form friendships and form attachments to their new university, in our conversations it became startlingly clear that Orientation Week was a profoundly alienating experience for many members of the student body. The centrality of alcohol in events both during that week and at other times was identified as an aspect of student life from which many students felt excluded, as was the homogeneity of Queen's student leadership. One member of a focus group astutely remarked that students' first week of orientation instilled values of insularity and tribalism within students that could take years to overcome if success was at all possible.

### *(iii) Safety and Accessibility on and off Campus*

Safety was a concern that resonated throughout the participants' comments. The issue of safety was represented in two ways. First we noted that safety emerged as a concern amongst those who did not feel safe airing their concerns about very sensitive and often public discussion about issues of social inclusion, diversity and equity on campus. Some participants expressed their unease at broaching these topics for fear of being labeled intolerant or even racist. Yet others felt unsafe challenging racism, sexism, ableism and classism that is often expressed by individuals in positions of leadership at the university. Non-unionized staff and untenured faculty members in particular feared reprisals for speaking out against these attitudes.

As or more troubling, participants frequently expressed concerns about the lack of physical safety on campus. On several occasions we heard from primarily racialized and gay and lesbian students and faculty who had experienced verbal threats or physical intimidation. One of the most alarming disclosures were from Muslim students who told us they did not feel free to go about the campus and the wider city unless accompanied by peers. They had, in essence, created an informal peer support network to ensure that none amongst them was vulnerable to physical attack and to ensure that none among them stood alone in the face of verbal or physical assault.

It is evident that our campus also has much work to do on the accessibility front. While looming federal legislation will compel the university to more seriously deliberate on these issues in its strategic planning – both in terms of the curriculum and its physical plant--the university's track record is poor, particularly at the level of policy formation and implementation amongst senior university officials. University leaders, most of whom are able bodied white males (see also point vii), lack an "accessibility lens". This has had profound implications upon how decisions get made on this campus with often devastating effects upon those who are differently abled. We do note, however, that the Vice Principal of Human Resources was singled out for praise in his willingness to engage with these issues. One participant noted with a sense of irony that even previous attempts to study anti-racism and inclusion at Queen's neglected to focus on the issue of accessibility even in terms of the composition of their committees or the very sites where they conducted their business. This too is a criticism that can be justifiably directed towards the D.A.R.E panel.

#### *(iv) International Students: Strategic Importance and Unique Needs*

Queen's prides itself on its attempts to internationalize both its curriculum and its student body. There have been quite a few internationalization initiatives launched over the history of the institution including the International Student's Centre and an executive administrative position in the office of the V.P. Academic. In a CBC Radio interview conducted the morning after the official announcement of his appointment, our Principal designate specifically cited increased recruitment of international students as an important piece in the university's ongoing attempts to address its image as an institution that is unwelcoming to people of diverse backgrounds. It is the view of this panel that while such efforts and sentiments are laudable, the rhetoric of internationalization has fallen far short of its promise at the expense of our foreign students.

International students bear the brunt of this disconnect between the rhetoric and practice of internationalization at Queen's. For while they have been appropriated as a symbol – a panacea of sorts – for addressing issues of intolerance at Queen's, their unique needs and perspectives have not been taken into account by the university's leadership, nor have the unique difficulties they face in pursuing an education in a small Ontario city primarily oriented towards domestic students. In the course of our deliberations, the panel has been made aware of a number of challenges faced by foreign students, particularly at the graduate level: cultural alienation, the university's poor attempts at communicating the expectations of our academic culture, an insensitivity to the extenuating circumstances facing international students, and an attendant rigidity and insensitivity in both creating and implementing academic policies and procedure. This ranges from resistance to re-scheduling major tests that occur on religious holidays to hostility towards knowledge that has been gained outside of a Canadian context. As a result, it is clear that many international students suffer severe levels of isolation, loss of confidence, alienation, anxiety and depression, including in some cases frequent suicidal ideation. While there are counseling services available to these students and while many take advantage of them, many suffer silently until they reach a crisis of mental health, often jeopardizing their studies. It is true, however, that a disproportionate number of the students who encounter difficulty and seek out SGPS student advisors and Dispute Resolution are foreign (and racial minority) students. The situation of these students is alarming and demands our increased attention.

#### *(v) Teaching, Learning and the Curriculum*

Participants alerted us to a range of issues concerning teaching, learning and the curriculum during the life of the panel. Two participants, both of whom were students in professional faculties, noted the lack of importance their mentors placed upon these issues in their respective fields; their professors placed more emphasis on more practical matters deemed to be of immediate relevance for entry into the profession. Others pointed to the lack of flexibility inherent in the design of their programs and the tremendous hours that had to be devoted to core subjects. We also heard concerns about the tendency for programs to tokenize diversity issues by cramming them into a single module attended by hundreds of students.

We found that many of the issues concerning teaching learning and curriculum are crystallized in the theme of classroom dynamics that delimit the possibility of embracing diversity and anti-racism in our classrooms and in the wider university community. Many visible minority students – particularly foreign students who speak so called “accented English” – found that they were often given less responsibility in group assignments or found it difficult to find classmates who were willing to work with them. Other participants noted that in the course of class discussions professors were often quick to tokenize students from various social identities, looking to them to “validate” the material. Perhaps even more troubling were the stories brought to our attention in which professors were unwilling or unable to broach issues of diversity and inclusion in their classrooms at all and often censored students who attempted to do so or worse, subjected them to inappropriate and/ or abusive remarks. Minority professors were often treated with disrespect based on their accent and appearance. They were also frequently accused of bias when they attempted to bring diverse perspectives into the classroom.

*(vi) Lack of Accountability, Clarity and Leadership*

Again and again this panel was told that leadership on issues of inclusion, diversity and anti-racism were lacking at Queen’s, starting with the reality that there is no common institutional understanding of the overused and under-theorized term “diversity.” Many participants also lamented the lack of institutional accountability around these issues.

Who, they asked, is ultimately responsible for implementing the recommendations that the university has solicited from various bodies from the early 1990s?

Closely related to the issue of accountability is the university’s lack of a strategic vision or direction. There is a common perception amongst our participants that Queen’s is perpetually in a “reactive” mode in dealing with issues of diversity and inclusion and too slow to respond to incidents of intolerance. Nor do we effectively communicate these incidents to the broader community. The university’s vision for creating an inclusive campus over the next five, ten or twenty-five years is not clear. Lastly there was a call for both a more diverse senior leadership and a university leadership with the capacity to govern the university through a diversity lens.

*Part II: Recommendations*

The panel is well aware that the university is now in the midst of a serious budgetary crisis. We have therefore divided our recommendations into two parts. The first consists of recommendations we feel the university should be able to immediately implement. The second is a longer term vision for the university once it has fiscally righted itself in approximately three years according to budget projections

*(i) Short Term Recommendations*

- a) First and foremost the Principal and Vice Principals of Queen’s University must publicly and unequivocally commit this institution to implementing the recommendations that it has solicited from various committees over the past 18 years. It is time to move beyond studying the climate of the university and the experiences

of faculty, staff and students. We believe that the time of collecting data should end. It is now time to act on these recommendations, with an eye towards crafting a strategic plan with a timeline and assignment of responsibility to all members of the senior officers and their reports for carrying through each part.

- (b) The university should move to create a university wide council on diversity anti- racism and equity comprised of the Principal, deans and equity chairs and diversity/equity student leaders. This committee should be quickly convened in times of urgency for consultation by senior leadership. More importantly, the committee's purpose will be to oversee the implementation of recommendations of the PAC report, the Henry Report the Norton Report, The QUFA/Breslauer Employment Systems Review and the D.A.R.E report.
- c) Queen's must make the theme of diversity prominent on its website, the first point of contact most people have with us. The current mention of diversity is inadequate and our claims of being internationally recognized for diversity are frankly audacious. Arriving at a common institutional understanding of what diversity means is key to making it integral to the University's academic mission. We need to state, unequivocally, that diversity is synonymous with and integral to our pursuit of excellence and central to our academic mission.
- d) Senior officers of the university and deans need to take more responsibility for ensuring that racialized faculty feel welcomed and settled in our community by making personal contact with them 2-3 times over the course of their first year of appointment. The Office of the Principal should move to immediately host an annual luncheon for new and pre-tenured racialized faculty as well as bi- monthly teas to be hosted in Richardson Hall. The importance of such small gestures should not be dismissed.
- e) The university should immediately implement an inclusive space program such as the one developed by the Human Rights Office in collaboration with QCRED.
- f) The university should immediately support a peer mentoring program for marginalized students as well as increased counseling support. Undergraduate and graduate international students must be given top priority. Such a program could occur in partnership with student groups.
- g) As part of its efforts to build upon and to substantiate the important symbolic gesture of renaming the Policy Studies Building in honour of Roberts Sutherland, the university should further honour him by funding 50 undergraduate bursaries worth \$2,000 for underrepresented students at Queen's. This must be made a top priority of our advancement office and its outreach to alumni and friends.
- h) A \$25,000 fund should be established for students and student groups on an annual basis who want to pursue anti-racist and anti-oppression programming and initiatives to be administered by the Office of the VP Academic and vetted jointly by the Rector, the AMS Social Affairs commissioner, the SPGS Equity Commissioner, the Diversity Advisor to the VP Academic and the Assistant Dean of Diversity Programs and Community Development, Student Affairs.



- i) The university should fund the new Journal of Critical Race Inquiry, an initiative of the Human Rights Office, to the tune of \$5,000 per annum as part of its base operating funding rather than “soft money” or discretionary funds.
- j) In coordination with interested student groups, the university should support a series of brown bag seminars featuring talks on issues of anti-racism, anti-oppression and diversity. This can be modeled along the lines of the AMS Academic Affairs Commission Last Lecture on Earth, or the Ban Righ Centre’s lunchtime lecture series.
- k) The university must ensure that all student leaders have access to diversity training and that diverse perspectives are represented in our all 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 (eg. 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.
- l) 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. We propose a joint awareness campaign, enlisting the support of the Centre for Teaching and Learning (CTL) and Health Counseling and Disability Services. The panel recommends recent initiatives by Health, Counseling and Disability Services and the School of Graduate studies in the form of presentations on the needs and issues of international graduate students be extended to undergraduate chairs and administrative positions.

*(ii) Long Term Recommendations*

- (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. The QNS program should be reinstated and one of its core mandates – cultivating a diverse professoriate – should be restored. The university should also provide support for faculty from underrepresented groups in the form of peer support networks.
- (b) Increased targeted recruitment of students from underrepresented groups, particularly Aboriginal students and urban outer city youth with funding support for those from families earning less than \$50,000 per annum.
- (c) All Senior Officers of the University, Deans department heads and staff must receive mandatory equity training. Competences in these areas should also be a central criterion for anyone aspiring to a senior leadership position at Queen’s.



- (d) Queen's must create report and reward structures at all levels of the administration, from department heads to the Vice Principals 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 endeavored to pursue the goals of inclusion and diversity as part of their annual reports.
- (e) 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. We need to revisit course exclusions and prerequisites that limit the existing number of courses students can take. The university must be careful to recognize the continued importance of programs such as the Native Studies teachable in French education or the study of Francophonie in French Studies. Budget cuts must be carefully implemented to ensure the survival of such programs.
- (f) The university should ensure that all students are required to take a required course on themes of social justice or social difference in order to fulfill the requirement of all undergraduate degree programs at Queen's. This objective can be reached in a number of ways. 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 ect) 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. Rewards for successful curricular reform and innovative diversification should be developed including rewards/ recognition for individuals and programs or priority in faculty appointments. Alternatively, the university could create a General Educational Requirement (GER) for all students at Queen's consisting of one full course to be completed in their first year. The GER will give students exposure to issues on social difference and social justice. We envision that a class of 4000 incoming students could be divided into 20 classes of 200 students. The GER program should be staffed by a small core of dedicated faculty (tenure or non tenure stream) and supplemented by teaching fellows and short-term contract faculty.
- (g) The university should implement a Transitional Year Program to allow greater access to students with non-traditional academic and social backgrounds the opportunity to study at Queen's university. The program should consist of a seminar program open to 400 first year students with 10 different seminars taught by professors or senior graduate students focused on areas in the arts and sciences.
- (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.

## Conclusion

This university faces a number of challenges in fostering an inclusive environment. Queen's reputation is already damaged among racialized secondary school students and others who, according to many of D.A.R.E.'s participants, are frequently advised to avoid Queen's as a prospective university. The reputation of our university will surely continue to suffer if we fail to expeditiously tackle this problem. The D.A.R.E. panel urges the senior officers of Queen's University to act upon the numerous recommendations it has solicited over the past 18 years and in so doing continue to affirm its commitment to providing a working environment in which employees and students are able to realize their full potential as members of our community. Queen's University must proactively renew its commitment to non-discrimination and equity and implement a comprehensive strategy for doing so.

Sincerely,

Dr. Barrington Walker, Associate Professor of History and Diversity Advisor to the Vice Principal (Academic) and Chair of D.A.R.E.

Ms. Arig Girgah, Assistant Dean (Student Affairs) of Diversity Programs and Community Development

Dr. Arunima Khanna, Cross Cultural Counsellor/ Advisor, Student Affairs

Leora Jackson, Rector

Dr. Adnan Husain, Associate Professor of History, Chair of the Senate Educational Equity Committee (SEEC)

Dr. Cynthia Levine-Rasky, Associate Professor of Sociology

## Appendix E (part 2)

# Summary of Recommendations: Queen's Diversity, Anti-Racism and Equity (D.A.R.E.) Report

### Recommendations

The panel is well aware that the university is now in the midst of a serious budgetary crisis. We have therefore divided our recommendations into two parts. The first consists of recommendations we feel the university should be able to immediately implement. The second is a longer term vision for the university once it has fiscally righted itself in approximately three years according to budget projections.

#### Short Term Recommendations

a) First and foremost the Principal and Vice-Principals of Queen's University must publicly and unequivocally commit this institution to implementing the recommendations that it has solicited from various committees over the past 18 years. It is time to move beyond studying the climate of the university and the experiences of faculty, staff, and students. We believe that the time of collecting data should end. It is now time to act on these recommendations, with an eye towards crafting a strategic plan with a timeline and assignment of responsibility to all members of the senior officers and their reports for carrying through each part.

#### 2010-11 status

Diversity Equity Taskforce (VP Academic)

#### January 2017 status

As agreed at Senate on November 29, 2016, the Principal's Implementation Committee on Racism, Diversity and Inclusion has been established. Their draft mandate, to be reviewed by the committee, is to review recommendations in the various reports already produced (listed here), recommend to administration which actions should be implemented or provide an explanation as to why implementation is not feasible, to identify barriers to implementation and steps needed to remove those barriers.

The committee met with the Principal on January 20, 2017. The Office of the Principal is coordinating an update on actions to date relevant to the DARE and DET reports that will be shared with the Implementation Committee by the end of January.

Staff support for the committee is provided by the Office of the Principal. The Principal will report to Senate and the Board of Trustees on a regular basis.

## **Short Term Recommendations**

c) Queen's must make the theme of diversity prominent on its website, the first point of contact most people have with us. The current mention of diversity is inadequate and our claims of being internationally recognized for diversity are frankly audacious. Arriving at a common institutional understanding of what diversity means is key to making it integral to the University's academic mission. We need to state, unequivocally, that diversity is synonymous with and integral to our pursuit of excellence and central to our academic mission.

### **2010-11 status**

Done at central level by University Relations(UR)

Websites managed by other units and departments within faculties are not within the UR purview.

### **January 2017 status**

University Relations is responsible for:

- Guiding Philosophy on Equity and Diversity in all communications:
- Responsible for the Events Calendar, which features a faith dates (dates maintained in partnership with Human Rights office)
- Responsible for Human Rights, Equity, Accessibility web page
- Joint responsibility with ITServices for WebPublish content management system, which is code compliant (relates to equity)
- Responsible for Web Standards and Accessibility Guide
- Marketing is committed to inclusivity and representation in marketing material (including web sites)
- Diversity clause will be added to Visual Identity Policy following February 2017 meeting of the External Relations and Development Committee of the Board of Trustees, through Policy Advisory Committee
- University Communications is committed to highlighting a diverse and inclusive campus community by telling the stories of faculty, staff, students, programs and projects through all internal and external communications channels.
- Principal's statement on Canadian values and Queen 's values posted to Queen's web site on January 30, 2017.

### **Short Term Recommendations**

d) Senior officers of the university and deans need to take more responsibility for ensuring that racialized faculty feel welcomed and settled in our community by making personal contact with them 2 – 3 times over the course of their first year of appointment. The Office of the Principal should move to immediately host an annual luncheon for new and pre-tenured racialized faculty as well as bi-monthly teas to be hosted in Richardson Hall. The importance of such small gestures should not be dismissed.

Not done.

### **January 2017 status**

In terms of faculty recognition and welcome events, the Principal's Office hosts the following:

- **New Faculty Reception** – This is an annual event, held most recently Sept 8th, 2016, in which new faculty are welcomed at a cocktail style reception hosted by Principal Woolf at Benidickson House.
- **Newly Promoted and Newly Tenured Faculty Reception** – Also an annual event, held most recently Sept 12th, 2016, in which faculty who have been promoted to full professor and/or have earned tenure are welcomed at a cocktail style reception hosted by Principal Woolf at Benidickson House.
- **Faculty Author Reception** – This is a new event, intended to become an annual event, to be held on March 28th, 2017. Faculty who are published authors of books are to be honoured at a cocktail style reception hosted by Principal Woolf in the Fireplace Reading Room of Stauffer Library. The guest list will include published authors of all backgrounds.

### **Short Term Recommendations**

e) The university should immediately implement an inclusive space program such as the one developed by the Human Rights Office in collaboration with QCRED.

### **2010-11 status**

### **January 2017 status**

To be updated.

### **Short Term Recommendations**

f) The university should immediately support a peer mentoring program for marginalized students as well as increased counseling support. Undergraduate and graduate international students must be given top priority. Such a program could occur in partnership with student groups.

### **2010-11 status**

Cross Cultural Counseling – 1 position (HCDS-Student Affairs)

### **January 2017 status**

To be updated.

### **Short Term Recommendations**

g) As part of its efforts to build upon and to substantiate the important symbolic gesture of renaming the Policy Studies Building in honour of Robert Sutherland, the university should further honour him by funding 50 undergraduate bursaries worth \$2,000 for underrepresented students at Queen's. This must be made a top priority of our advancement office and its outreach to alumni and friends.

#### **2010-11 status**

Not done.

#### **January 2017 status**

The Robert Sutherland – Harry Jerome Entrance Award Expendable Fund was established in 2009 to support and recognize the efforts of the Black Business and Professional Association (BBPA) and to comprise part of the Harry Jerome Scholarship program. Harry Jerome Scholarships are given to Black students entering the first year of any direct-entry undergraduate degree program at Queen's University on the basis of demonstrated financial need, academic achievement and contribution to the black community. Award is for \$5,000 per student.

### **Short Term Recommendations**

h) A \$25,000 fund should be established for students and student groups on an annual basis who want to pursue anti-racist and anti-oppression programming and initiatives to be administered by the Office of the VP (Academic) and vetted jointly by the Rector, the AMS Social Affairs commissioner, the SGPS Equity Commissioner, the Diversity Advisor to the VP (Academic), and the Assistant Dean of Diversity Programs and Community Development, Student Affairs.

#### **2010-11 status**

Not done.

#### **January 2017 status**

To be updated.

### **Short Term Recommendations**

i) The university should fund the new Journal of Critical Race Inquiry, an initiative of the Human Rights Office, to the tune of \$5,000 per annum as part of its base operating funding rather than "soft money" or discretionary funds.

#### **2010-11 status**

Not sure.

#### **January 2017 status**

This recommendation has been implemented. See Journal of Critical Race Inquiry. This journal was established by the Equity unit within the Human Rights and Equity Office and later transitioned to the Department of Gender Studies, co-edited by Dr. Leela Viswanathan and Dr. Scott L. Morgensen. The Equity Office continues to provide funding to support the Journal.

### **Short Term Recommendations**

j) In coordination with interested student groups, the university should support a series of brown bag seminars featuring talks on issues of anti-racism, anti-oppression, and diversity. This can be modeled along the lines of the AMS Academic Affairs Commission Last Lecture on Earth, or the Ban Righ Centre's lunchtime lecture series.

#### **2010-11 status**

No University sponsored series to date.

#### **January 2017 status**

Principal and Provost to discuss with AMS and SGPS executives in February 2017.

### **Short Term Recommendations**

k) The university must ensure that all student leaders have access to diversity training and that diverse perspectives are represented in our all 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 (eg. 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.

#### **2010-11 status**

Training not mandatory. Orientation has not changed, though official discourse around it has.

#### **January 2017 status**

AMS to provide updated content to Principal's Office.

### **Short Term Recommendations**

l) 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. We propose a joint awareness campaign, enlisting the support of the Centre for Teaching and Learning (CTL) and Health Counseling and Disability Services. The panel recommends recent initiatives by Health, Counseling and Disability Services and the School of Graduate Studies in the form of presentations on the needs and issues of international graduate students be extended to undergraduate chairs and administrative positions.

#### **2010-11 status**

Focus on Diversity (CTL)

#### **January 2017 status**

To be updated.

## **Long Term Recommendations**

### **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. The QNS program should be reinstated and one of its core mandates – cultivating a diverse professoriate – should be restored. The university should also provide support for faculty from underrepresented groups in the form of peer support networks.

### **2010-11 status**

#### **January 2017 status**

The Queen's National Scholar (QNS) program was first established in 1985, with the objective to "enrich teaching and research in newly developing fields of knowledge as well as traditional disciplines." Since then, more than 100 QNS appointments have been made in a wide variety of disciplines.

The QNS program was suspended in 2009 in response to budget considerations, with the intent to review and launch a revised QNS at a later date. A revised QNS program was launched in 2012, with those appointed under the new program clearly demonstrating their ability to provide rich and rewarding learning experiences (Queen's Academic Plan 2011) to students, as well as to develop innovative research programs that align with the university's priorities (Strategic Research Plan 2012-2017). Appointments are at the rank of assistant or associate professor, either tenure-track or with tenure, depending on level of experience. Only nominees external to the university will be considered for the program. A list of QNS appointments since 2012 can be found here: <http://queensu.ca/vpr/prizes-awards/queens-national-scholars>

The QNS selection process reaffirms Queen's commitment to employment equity and diversity in the workplace and encourages all applications from equity-seeking groups, including women, visible minorities, Aboriginal people, persons with disabilities, and persons of any sexual orientation or gender identity. Deans and department heads are encouraged to actively seek applications through venues intended to reach candidates from equity-seeking groups.

The employment equity representative of the department's appointment committee is responsible for ensuring that the equity procedures, which include an equity self-identification form sent to all applicants, have been followed. A statement of equity considerations is required for the initial Expression of Interest submitted by interested Faculties. This statement might include such considerations as to how the proposed appointment might contribute to social diversity, diversification of research, or educational equity. All nominations for QNS candidates must be accompanied by a completed and signed Appointments Committee Equity Checklist. Appointments are subject to review and final approval by the Principal.



## **Recommendation**

b) Increased targeted recruitment of students from underrepresented groups, particularly Aboriginal students and urban outer city youth, with funding support for those with families earning less than \$50,000 per annum.

### **2010-11 status**

#### **January 2017 status**

To be updated.

## **Recommendation**

c) All Senior Officers of the University, Deans, department heads, and staff must receive mandatory equity training. Competences in these areas should also be a central criterion for anyone aspiring to a senior leadership position at Queen's.

### **2010-11 status**

#### **January 2017 status**

No mandatory equity training is required for senior officers of the university as a specifically targeted group; however, non- mandatory training sessions and/or awareness-raising have been provided for this group on an irregular basis.

- In October 2010, the Provost's Office organized a development session on equity and diversity for senior administration. The Principal has received training on equity in faculty appointment processes and tenure and promotion and is updated semi-annually on the actions of the Council on Employment Equity.
- The theme of the half-day 2017 senior administrators' meeting, held on January 19, was 'Racism, diversity and inclusion.' In advance of the meeting, the ~70 participants, including deans and AVPs, were provided with readings, including articles on legal understandings of equality and racism in academic institutions, previous reports on racism at Queen's University (listed here), and Dalhousie University's Phase I 'Belong' report. The program for the meeting included: a presentation from the Equity and Human Rights Offices on how racism, diversity and inclusion issues as a whole have evolved and some of the underlying social drivers; a presentation from Prof. Kim Brooks, Professor, Schulich School of Law at Dalhousie University on sustaining an inclusive university; intercultural awareness training presented by Janice Hill, Director, Four Directions Aboriginal Student Centre and Jyoti Kotecha, Director, Queen's University International Centre; and a panel of students (undergraduate and graduate) presenting their perspectives and insights.
- The half-day Board/Senate retreat scheduled for March 5, 2017 will also focus on racism, diversity and inclusion training; all Senators and Board of Trustees members are invited, as are the members of the Principal's Implementation Committee on Racism, Diversity and Inclusion. An educator and consultant who specializes in diversity, equity and inclusion will give a keynote presentation and then help to facilitate how

diversity, equity and inclusion can shape the student learning experience, research prominence and internationalization at Queen's over the next couple of decades.

The University Advisor on Human Rights and Equity is a member of search committees organized by the Principal's Office and the Provost's Office always invites an Equity Office representative to sit on their search committees. Generally, for VP-level positions, candidates are given the opportunity to share their views, and more importantly, their first hand experiences (successes and failures) in actually tackling interrelated issues such as sexual violence, racial discrimination, TRC recommendations and diversity as a stated goal for faculty hiring. A question about equity and diversity is asked in each round of the decanal hiring process (first and second round interviews), which is typically a behavioural interview question asking candidates to tell us how they advanced equity and diversity in previous roles and how experience that might apply at Queen's.

Where search consultants are used to support the recruitment into senior administrative positions, the Equity Office's current practice, to ensure search consultant agencies address diversity/equity in their practices, is as follows:

- Before consultants are hired, the process requires that we ask them to fill out an equity questionnaire that we should use in the evaluation of their suitability. If they are deemed acceptable, they will be added to our 'preferred vendor' list.
- That checklist includes assurance that:
- Diversity on the committee taken into consideration
- Equity debrief provided to the committee
- Search firm attends equity debrief
- Selection criteria and advertisement are inclusive of equity competencies
- Equity review of recruitment plan/targeted recruitment is undertaken
- Applicants receive an invitation to self-identify
- Equity is taken into consideration at all stages of the search.

In late 2016, the Principal formed the Employee Equity Strategic Planning Group to advise him on how to increase diversity at the staff level, given targets under the Federal Contractors' Program (FCP) and his overall commitment to developing a diversity and inclusion strategy. That group has developed an inventory of actions to date that will be reviewed with the Principal by the end of February 2017.

In March 2016, the Office of Advancement partnered with the Equity Office to implement an employment equity program. The process was as follows:

- Conducted a review of their recruitment process to understand current gaps;
- Presentation and education on diversity & inclusion for all staff;
- Mandatory employment equity training for all Grades 10-14 staff and any other staff involved in hiring committees;
- Appointed an Employment Equity Representative (EE rep sits on all hiring committees);
- Broadened external employment advertising and targeted recruitment;
- Updated equity statements to include LGBTQ persons;
- Candidates were able to self-identify via an optional survey as to their membership in any of the four designated groups;
- Careful review during the screening process; and
- Offering accommodation upon request.

The next step in Advancement's employment equity process will involve working with the Equity Office to use the DEAP tool as adapted for a non-academic unit.

**Recommendation:**

d) Queen's must create report and reward structures at all levels of the administration, from department heads to the Vice-Principals 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.

**2010-11 status****January 2017 status**

In the Principal's Board-approved three-year plan (2015-16 to 2017-18), he committed to developing and implementing a diversity and inclusion strategy. All the VPs were required to establish diversity and inclusion targets for their portfolios for 2016-17.

**Recommendation:**

e) 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. We need to revisit course exclusions and prerequisites that limit the existing number of courses students can take. The university must be careful to recognize the continued importance of programs such as the Native Studies teachable in French education or the study of Francophonie in French Studies. Budget cuts must be carefully implemented to ensure the survival of such programs.

**2010-11 status****January 2017 status**

The following three Certificates have been pre-approved but are not yet ready for SCAD:

1. French for Professionals Certificate. Target launch date is September 2018. Received \$214,047 in funding for development from eCampus Ontario;
2. Certificate in Mohawk Language and Culture. Target launch date is September 2017;
3. Certificate in Indigenous Languages and Cultures. Target launch date is September 2017.

**Recommendation:**

f) The university should ensure that all students are required to take a required course on themes of social justice or social difference in order to fulfill the requirement of all undergraduate degree programs at Queen's. This objective can be reached in a number of ways. 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.

Rewards for successful curricular reform and innovative diversification should be developed including rewards/recognition for individuals and programs or priority in faculty appointments. Alternatively, the university could create a General Educational Requirement (GER) for all students at Queen's consisting of one full course to be completed in their first year.

The GER will give students exposure to issues on social difference and social justice. We envision that a class of 4,000 incoming students could be divided into 20 classes of 200 students. The GER program should be staffed by a small core of dedicated faculty (tenure or non-tenure stream) and supplemented by teaching fellows and short-term contract faculty.

**2010-11 status**

Not done

**January 2017 status**

To be updated.

**Recommendation:**

g) The university should implement a Transitional Year Program to allow greater access to students with non-traditional academic and social backgrounds the opportunity to study at Queen's university. The program should consist of a seminar program open to 400 first year students with 10 different seminars taught by professors or senior graduate students focused on areas in the Arts and Sciences.

**2010-11 status**

**January 2017 status**

To be updated.

**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.

**2010-11 status**

Not done

**January 2017 status**

To be updated.

# Alppendix F: Diversity and Equity Task Force Action Plan, 2010-11

## February 2017 Update

### **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. The DET will work proactively to create a coordinated network of university officials and protocol to deal quickly and effectively with such incidents, to provide support to those affected, and to communicate with appropriate authorities and on behalf of the university leadership to the campus community and public.

#### **Progress:**

- Communications
- Implementation of University Relations
- Current response team, which is assembled on an as needed basis may include:
  - Human Rights Office
  - Equity Office
  - Security
  - Legal Council
  - Information Systems Security
  - Communications
  - Student Affairs Office
  - Provost Office
  - Faculty Relations
  - Human Resources
  - University Ombuds
  - Student Wellness
  - Student Affairs

## **2. Design and Deliver a Diversity and Equity Workshop for Senior University Leadership**

All previous reports highlight the importance of demonstrating commitment and action from senior leadership at the University. The DET is planning, through the Provost's Office to offer a practical workshop, using expertise and resources within the University in this field, for senior administrators to plan and develop equity goals and objectives in their domains of responsibility for the coming year.

### **Progress:**

- The Equity Office provided two workshops in 2011 to senior administrators
- In QUFA CA – EE training mandated for administrators with a recommendatory or decision making role in an Appointments or Personnel process must receive employment equity training; monitored each year
- EE Framework – Communication, training and Awareness Working Group – each of these working groups are led by a senior administrator.
- AODA Training Suite includes Human Rights 101: mandatory for all employees
- The theme of the Principal's retreat in 2017 was diversity and inclusion
- Mini employment equity training provided on all Senior Searches (Dean and above)

## **3. Work with Student Leadership to develop Equity Agendas for 2010-11**

The DET is coordinating with Alma Mater Society, Society of Graduate and Professional Students, and the Rector to develop an achievable equity agenda for the academic year 2010-11 for the student societies and identify areas for cooperation.

### **Progress:**

- The SGPS and AMS both have equity commissioners, who may have a yearly plan.
- The AMS' social issue commissioners for 14-16 and 15-16 have consulted with Human Rights and Equity Offices with respect to their plans.

## **4. Centralize information on access to Queen's and services for underrepresented student populations** (including Aboriginal, 1st generation, and "visible minority" or racialized students underrepresented in higher education)

The DET's inventory demonstrates that the university has a variety of access programs and financial supports to recruit underrepresented students to Queen's. These and various support services that already do exist can be advertised more aggressively and communicate the university's commitment to a diverse student body and inclusive climate. Working with the appropriate offices, the DET will attempt to make this information more readily available and convenient to access. In addition, the DET will explore the development of new initiatives,

working with all relevant parties, to improve access to Queen's for underrepresented student demographics, particularly for Aboriginal students.

**Progress:**

- The implementation of the Accessibility Hub
- The re-instatement of the Aboriginal Council including a distinct web presence
- A comprehensive website for the Four Directions Aboriginal Student Centre
- Modifications were made to the Student Awards website and at the request of Arig they are updating information regarding Graduate students
- The implementation of the Aboriginal Access to Engineering Program and its web presence

**5. Propose Revision and Clarification of policies for review, tenure and promotion, particularly regarding "alternative forms of scholarship"**

While the equity provisions of the Collective Agreement (CA) between the Queen's University Faculty Association and the University are the best for any employee group at Queen's, further guidance seems to be required to insure that these provisions are understood and implemented. Without sacrificing Queen's University's commitment to the highest standards of scholarship and excellence in research, some clarification is needed in particular on provisions citing "alternative forms of scholarship" to allow adequately full and rigorous consideration of candidates' scholarly contributions. The DET proposes to work with the Joint Committee to Administer the Agreement (JCAA) to develop a clearer mutual understanding of these provisions, their equity consequences, and the processes for their application to insure that the CA provides the necessary guidance and expectations to all parties.

**Progress:**

- In the March 2011 update to the SEEC the DET stated that they made a proposal to the JCAA.

**6. Sponsor research study on Student Orientation and propose improvements**

The DET will sponsor a research study on student orientation in the Fall 2010 organized by Student Affairs in conjunction with the Senate Orientation Activities Review Board (SOARB). The DET will participate in formulating research questions designed to elucidate the experience and impact of orientation, from an inclusivity and equity perspective, for historically marginalized student groups. This research will then also inform recommendations DET will make to student leadership, SOARB and Student Affairs about improvements and enhancements to student orientation. In addition to exploring how to enhance training for orientation leaders, incorporate equity and diversity issues in the program, and insure greater inclusivity in the experience for students, the DET plans to explore ways to improve the intellectual and academic content of the experience as an introduction to university life and Queen's. An overall philosophy of communicating that students, by



their previous academic and other achievements, have qualified themselves for a challenging educational experience can articulate values consonant with the university's commitment to excellence and equity.

**Progress:**

- A report was written by the researcher in 2010 and training deck was developed for orientation leaders which includes results of annual orientation surveys that gauge climate/experience in relation to bias/discrimination.

**7. Develop proposal for an Equity Council and Departmental Equity Liaisons**

In conjunction with the Equity and Human Rights Offices the DET plans to develop and propose to the JCAA a structure, initially at the academic departmental and faculty levels, for championing equity matters and communicating relevant information, policies, and legal requirements as an official service responsibility. (Note: the Equity Liaison would not be responsible for complaints of alleged human rights violations, which would continue to be processed directly through the Human Rights Office).

**Progress:**

- HRLG created
- Potential to be communicated to the academic side
- Communication plan for HRLG group
- The DEAP Tool roll out may help in the implementation of equity champions

**8. Pilot a Comprehensive Equity analysis of a participating faculty to develop a Faculty-specific Equity Plan**

In partnership with the Equity Office, the DET is sponsoring a comprehensive equity analysis of a voluntarily participating faculty. This will serve as the basis for the unit to begin developing its own equity goals and objectives in an implementable and accountable equity plan and strategy going forward. This pilot will serve as a model and process for other parts of the university seeking to fulfill the Senate Educational Equity policy's mandate for each unit to develop such an equity plan.

**Progress:**

- The DEAP Tool is being implemented

## **Engagement with Academic Planning: Curriculum and Research**

### **1. Define Equity and Diversity as “Core Undergraduate Competencies” or QUUDLES (Queen’s University Undergraduate Degree Level Expectations)**

In addition to the UUDLEs (University Undergraduate Degree Level Expectations) shared across Ontario universities, Queen’s has an opportunity, perhaps emerging from the Academic Planning Exercise, to articulate its own, more ambitious and specific QUUDLEs as a component of an articulated educational mission. The DET proposes two QUUDLEs: A meaningful understanding and experience of

1) social identity, difference, and justice 2) global, non-western cultures (see SEEC submission in response to “Where Next?”). The DET plans to work to inform the planning process and discussions with perspectives from diversity and equity dimensions that present opportunities for innovation and leadership for Queen’s. The DET is convinced that curriculum provides the greatest impact in enhancing the climate of inclusivity.

#### **Progress:**

### **2. Promote Diversification of Curriculum and Hold Campus Discussions**

As discussions continue through the Academic Planning Exercise, with Deans, and with interested faculty, the DET will engage the promotion of specific discussions on diversifying the curriculum in relevant areas of social identities/difference and global, non-western cultures. It will attempt to do this by engaging the issues at relevant decision-making bodies and possibly organizing academic planning discussion forums with student and faculty groups on this theme in the Fall 2010 term.

#### **Progress:**

- Equity included in Academic Plan
- Equity included in Research plan
- Equity included in QUQAPS
- One of the indicators of the DEAP is curriculum

### **3. Propose pilot interdisciplinary course addressing equity, diversity, and social justice issues**

The DET will work to sponsor discussions on curriculum through the appropriate channels to explore proposal(s) for fulfilling at the curricular level the proposed QUUDLEs (above).

#### **Progress:**

#### **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**

While under suspension, the program can be reviewed and refocused around its equity mission. Likewise, the equity core of the program can be articulated thematically in relation to the academic priorities identified in the academic plan, which should include an interdisciplinary focus 1) on social justice/social difference related subjects as well as 2) a focus on global and non-western cultures.

##### **Progress:**

- QNS reinstated in 2012-13
- Has equity component from CA in the hiring of a QNS
- Includes consideration of equity within a two stage process
- The QNS process includes an interdisciplinary element

#### **5. Propose a review and begin to develop strategic plan for research and curriculum support in these two priorities (see above, #4)**

The DET will propose and work toward a review of current capacities and support for research and curriculum in these two areas – social justice/social difference and global/non-western cultures – to identify the institutional and endemic challenges to teaching and research in these areas and propose appropriate measures to redress these and enhance Queen's' competitiveness in these vital areas. The review should include strategies for the Library, Research Services, graduate student support, foreign language teaching, research exchanges and programs in Asia, Africa, the Middle East, and Latin America. "Where Next?" already articulates a need institutionally for an "internationalization plan", which could ideally incorporate this review and its findings.

##### **Progress:**

- International Plan
- The DEAP
- Equity in Academic Plan
- Indigenous Language/Cultures program
- Research Plan
- QUQAPS
- CPR – Section 6
- Award program for racialized faculty and graduate students under consideration by the Equity Office (Document prepared by Equity Office).

## Appendix G – Committee Members and Advisers:

<b>Name</b>	<b>Role</b>	<b>Department</b>
1 Aransevia, Dev	Co- Chair	Student: 4th year Global Development Studies Major, (Philosophy minor)
2 Chan, Yolande	Co-Chair	Faculty: Smith School of Business
3 Chaudhury, Hana	Member	Student: 4th year Commerce
4 Daneshmend, Laeeque	Member	Faculty: Mining Engineering, cross apptd. to Mech. & Mat Eng.
5 Loganathan, Nilani	Member	Staff: Business Career Centre
6 Tang, Tim	Member	Staff: Advancement
7 Stephanie Simpson	Equity	Staff: Human Rights Office
8 Cameron Yung	Student leader	Student: Rector
9 Wanda Praamsma	Communications	Staff: University Relations
10 Lon Knox	Legal & University governance	Staff: Secretariat
11 Mark Green	Indigenous representative (TRC Task force Co- Chair)	Faculty: Civil Engineering
12 Teri Shearer	Provost Office	Staff: Deputy Provost
13 Dan Bradshaw	Human Resources	Staff: AVP Human Resources
14 Sue Fostaty Young	Centre for Teaching and Learning	Staff: Centre for Teaching and Learning
15 Rosie LaLande	Recording Secretary	Office of the Principal
16 Anne Martineau	Project Officer	Office of the Principal

## Appendix H: List of individuals consulted by the committee outside of main scheduled meetings

NB. Unless otherwise stated, individuals work or study at Queen's.

1. Adams, Mary Louise, Faculty member, Kinesiology and Health Studies
2. al Shaibah, Arig, Vice-Provost Student Affairs & Acting Director, Human Rights & Equity Services, Dalhousie  
Previously Assistant Dean, Student Affairs (Student Life & Learning), Queen' Member of the DARE & DET  
Committees
3. Balakumar, Nirosha, Committee Against Racial and Ethnic Discrimination Co-Chair
4. Blennerhassett , Michael, Chair, Senate Educational Equity Committee
5. Bolu, Olumide, International Student Adviser, Staff, Queen's University International Centre (QUIC)
6. Brooks, Kimberley, Professor, Schulich School of Law Dalhousie University Chair, Dalhousie "BELONG"  
Committee on Diversity
7. Brown, Judith, Community member, Kingston
8. Bujara, Irène, University Adviser on Equity and Human Rights
9. Chowdhury, Tahseen, SGPS Equity and Diversity Commissioner
10. Conway, Chris ,Director, Institutional Planning and Research
11. Corelli, Charlotte, Orientation Roundtable Chair
12. Coulter, Christine, Adjunct faculty member, Smith School of Business
13. Cummings, Alison, Training Coordinator, Human Resources
14. Djomo, Adrian, Adjunct faculty member, Geography and Planning
15. Fisher, John, Interim Vice-Principal (Research)
16. Fitzgerald, Corinna, Assistant Dean, Student Affairs
17. Hanson, Lynne, QUFA President
18. Husain, Adnan, Faculty member, History Member of the DARE Committee
19. James Miller, Director, Cultural Studies Program

20. Keren, Lea, AMS Social Issues Commissioner
21. Kerr, Justin, International Student Adviser, Staff, Queen's University International Centre (QUIC)
22. Khanna, Arunima, Cross-Cultural Advisor, Student Wellness Services
23. King, Samantha, Department head, Gender Studies
24. Kobayashi, Audrey, Faculty member, Geography and Planning
25. Kotecha, Jyoti, Director, Queen's University International Centre (QUIC)
26. Kurcin, Greg, Campus Activities Commissioner
27. Luce-Kapler, Rebecca, Dean, Faculty of Education
28. Maracle, Laura Aboriginal Cultural Safety Coordinator, Four Directions Aboriginal Student Centre
29. Mullings, Beverley, Faculty member, Geography and Planning
30. Pasipanodya, Chiedza, SGPS International Students' Affairs Commissioner
31. Peters, Alyxandra Teacher candidate at the Faculty of Education (concurrent education); Currently involved in an alternative practicum placement with Four Directions Aboriginal Student Centre
32. Rowbotham, Kate, Adjunct faculty member, Smith School of Business
33. Safeer, Ramna, Incoming AMS Social Issues Commissioner
34. Siddiqui, Zain, Medical student
35. Simpson, Stephanie Director, Human Rights Office, Expert in intercultural training and education on equity/anti-oppression
36. Smith, Gordon, Interim Dean, Faculty of Arts and Science
37. Smith, Harry, University Ombudsperson
38. Viswanathan, Leela, Faculty member, Geography and Planning

# Appendix I: Scheduled meeting dates and attendees

RH = Richardson Hall

Meeting date	Location	Attendees	Notes
1. Monday, January 16, 10:00 – 11:00 am	Rm 315, RH		Completed
2. Friday, January 20, 2:30 – 4:30 pm	Rm 315, RH	Principal	Completed
3. Friday, January 27, 2:30 – 5:00 pm	Rm 340, RH	Advisers	Completed
4. Friday, February 3, 3:30 – 5:00 pm	Rm 315, RH		Completed
5. Tuesday, February 7, 2:30 – 4:00 pm	Rm 315, RH		Completed
6. Friday, February 10, 3:30 – 5:00 pm	Rm 315, RH	Advisers	Completed
7. Tuesday, February 14, 2:30 – 4:00 pm	Rm 315, RH	Stephanie Simpson (3pm)	Completed
8. Friday, February 24, 3:30 – 5:00 pm	Rm 315, RH	Advisers Dan Bradshaw will remain 5 – 5:30pm	Completed
9. Friday, March 3, 3:00 – 5:00 pm	Benidickson House	3:30 – 5pm – DARE report authors Arunima Khanna, Barrington Walker	
10. Friday, March 10, 2:30 – 5:00 pm	Rm 118, RH	2:30 – 3:15pm – Rector & Student panel on racism 3:15 – 3:25pm – Principal Racism panel: Yasmine Djerbal, Alexis White, 3:30 – 4:30pm – DET report author, Irene Bujara Nadia Mahdi, Aniqq Mazamder, Cameron Yung	
11. Monday, March 13, 5:15 – 6:15 pm	Rm 118, RH	Town hall preparation	Completed
12. Tuesday, March 14, 2:00 – 5:00 pm	Rm 315, RH	2:30-3pm – Yvonne Cooper 3:15-4pm – Provost	Completed
13. Tuesday, March 14, 5:30 – 7:00 pm	Chernoff Hall, Rm 117		TOWN HALL
14. Thursday, March 16, 2:00 – 01:00 pm	School of Medicine 132A		TOWN HALL
15. Friday, March 17, 3:00 – 5:00 pm	Rm 315, RH Rm 316, RH	AMS – 3 – 3.45pm SGPS 3.45 – 4.30pm	Completed
16. Monday, March 20, 5:00 – 6:30 pm	School of Kinesiology Rm100		TOWN HALL
17. Wednesday, March 22, 3:30 – 5:00 pm	Rm 215, RH	Report writing	Completed

18. Friday, March 24th, 3:00 – 5:00 pm	Rm 315, RH	3:00 – 4:00pm – DARE report author, Dr. Adnan Husain 4:00 – 5:00 – Deans & VP Research, Dr. John Fisher, Deans Brouwer, Flanagan Saunders, Tierney, Woodhouse	
19. Tuesday, March 28, 2:30 – 5:00 pm	Rm 118, RH	Report writing	Completed
20. Thursday, March 30, 3:00 – 5:30 pm	Rm 315, RH	Report writing	Completed
21. Friday, March 31, 3:00 – 5:00 pm	Rm 215, RH	Dean Reznick & Dean Smith 2 – 2:30pm Principal: 3:00 – 4:00pm	Completed
22. Wednesday, April 5, 2:00 – 6:00 pm	Rm 315, RH	Committee	Completed

NB: Meetings often (if not generally) went beyond the scheduled end times.



## Appendix J

**Inclusion 1:** *Organization is unaware of inequities and/or uninterested in acknowledging issues of diversity and inclusion. Pre-aware*

### **A. Leadership and Governance**

Leaders are from the dominant groups and do not see a need for specific leadership on inclusion issues.  
False belief in meritocracy (that the most deserving or “best” person will be recognized and promoted).

### **B. Human Resources (HR)**

HR is unresponsive to issues of diversity and inclusion and is only focused on pay-role and other standard HR issues.

### **C. Policies and Procedures**

The organization does not have any written policies or procedures relating to diversity and inclusion.

### **D. Communication and Community**

There are no communications (internal or external) that relate to the issue of diversity and inclusion.

### **E. Organizational Climate, Culture & Representation**

Representation of members of non-dominant groups almost non-existent, or over- represented in low-wage/ part-time roles.

Organizational culture is driven by the dominant groups with a clear expectation of conforming to the needs of the majority.

### **F. Supplier Diversity**

No thought given to the diversity of supplier organizations.

Vendors often chosen based on established relationships with no regard for their diversity/inclusion practices

### **G. Return on Investment / Business Case**

Lack of acknowledgement of diversity and inclusion means diversity metrics are not built into the business case (risking lower ROI).

**Inclusion 2:** *Diversity and inclusion are driven by external demands for compliance and/or part of a public relations strategy. Compliance Driven*

**A. Leadership and Governance**

Leaders are from dominant groups and approve surface-level initiatives to meet minimum compliance requirements (i.e. one-time diversity training).

False belief in meritocracy.

**B. Human Resources (HR)**

HR ensures the organization complies with legislation, but is not proactive on inclusion or equity issues.

**C. Policies and Procedures**

Organization complies with “Duty to Accommodate” and anti-harassment legislation.

**D. Communication and Community**

There are some internal communications on discrimination legislation to support compliance with legislation.

**E. Organizational Climate, Culture & Representation**

A few non-dominant group members may be in the organization in spite of barriers or serving as diversity “tokens.” Dominant group norms remain pervasive with limited acknowledgment of differences (i.e. religious holidays if requested). Relationships with people of diverse backgrounds usually meet the basic levels of professionalism.

**F. Supplier Diversity**

Suppliers may be considered based on diversity indirectly (i.e. size of business, or ownership). Diversity and inclusion practices are not priorities.

**G. Return on Investment / Business Case**

Business case may include diversity and inclusion as an aspect of HR, but unlikely for ROI.

**Inclusion 3:** *Belief that equity is the “right thing to do” but inconsistent practices towards workplace inclusion. Good Intentions*

**A. Leadership and Governance**

Leaders are usually from dominant groups and approve some diversity strategies with varying degrees of success.

Due to inconsistent and varying understanding of diversity, inclusion and meritocracy, there are significant gaps between stated beliefs and practices.

**B. Human Resources (HR)**

HR collects some data on organizational climate and/or participation of different groups within the organization, but on an ad hoc basis. Data collected is rarely acted on.

**C. Policies and Procedures**

Organization acts when discrimination occurs with policies developed as needed rather than proactive. Related resources for inclusion have difficulty being prioritized and procedures are inconsistently implemented.

**D. Communication and Community**

Employees understand inclusion strategies but to varying degrees. Communications are ad hoc and not well considered for the broader community.

**E. Organizational Climate, Culture & Representation**

Non-dominant groups may be present in the organization, but at levels well below workforce availability. Organization climate and relationships usually respects individuals’ rights in relation to most cultural practices. Some variety in dress and personal presentation is seen in the organization.

**F. Supplier Diversity**

Organization occasionally uses suppliers who can show they have a workforce that is diverse however it is not a strategic priority to contract with inclusive and/or minority owned vendors.

**G. Return on Investment / Business Case**

Business case may note the link between an inclusive workplace and improved outcomes for the employees and organization.

**Inclusion 4:** *Organization shown to benefit from diversity and inclusion thus related practices are more consistent.*  
*Consistent Practices*

**A. Leadership and Governance**

Leaders and the board are more diverse and set mission statements and create policies that explicitly address diversity, equity and inclusion in the workplace.

Awareness that true merit-based processes must account for unconscious bias and inter- group power dynamics. Few gaps between beliefs and practices.

**B. Human Resources (HR)**

HR is systematic about data collection, gaining a clear picture of organizational diversity and inclusion rates at various levels of the organization. Data is regularly acted on and fed into strategic planning. Training is provided to staff regarding diversity, equity and inclusion.

**C. Policies and Procedures**

Policies and resources are better equipped to respond to the diverse needs of workers. The experience and views of non-dominant groups is leveraged in developing sustainable and responsive inclusion standards.

**D. Communication and Community**

Employees have a good understanding of organization's commitment to inclusion. Relationship building with external community to enhance diversity and equity is an organizational habit (e.g. recruitment, diversity forum, etc.).

**E. Organizational Climate, Culture & Representation**

Non-dominant groups are present in the organization at levels that meet workforce availability with improved representation in leadership roles. Diversity and inclusion celebrated through a variety of ways. Employee- led resource groups encouraged (Black Employees Association, LGBTQ, etc.)

**F. Supplier Diversity**

Organization uses suppliers that reflect the diversity of their own customer base and the communities in which they do business. Policies in place to assess diversity practices of suppliers.

**G. Return on Investment / Business Case**

Business case allocates resources to support a sustainable and responsive inclusive workplace in the knowledge it will improve ROI.

**Inclusion 5:** *Diversity, equity and inclusion are core cultural norms and organizational values. Practice Leader*

**A. Leadership and Governance**

Governance and leadership represent the diversity of community and the organization. Leaders are Diversity Champions, personally accountable for inclusion using performance indicators. Regular mechanisms to collect input from staff/stakeholders enhance inclusion and productivity metrics.

**B. Human Resources (HR)**

HR seen as a trusted and strategic part of the organization that leads and advances inclusion in partnership with staff and organizational leaders, using internal data and external smart practices research. On-going training, resources and feedback to enhance inclusion for all staff.

**C. Policies and Procedures**

Policies and procedures are proactive, well resourced and updated through stakeholder input. Non-dominant groups are valued partners in organizational planning and overall business outcomes (not just diversity issues).

**D. Communication and Community**

Inclusion and equity is well understood both internally and externally. Organization regularly engages community partners in ways to understand needs, concerns, emerging trends.

**E. Organizational Climate, Culture & Representation**

Non-dominant groups successfully meet or exceed workforce availability, including in leadership. Organizational staff feel empowered and supported to achieve professional goals and skilfully nurture. Affinity groups are well resourced and help the organization innovate and grow strategically.

**F. Supplier Diversity**

Organization has an established Supplier Diversity program that is part of the strategic mandate of their procurement practices.

Research and feedback ensures suppliers conform to the same high standards of inclusion as those within the organization itself (e.g. using financial levers).

**G. Return on Investment / Business Case**

Inclusion practice and training a driving force behind the business strategy of the organization including external dealings.

*Terminology*

*\*Accommodation:* Any modification or adjustment to a job or the work environment that will enable a qualified applicant or employee to participate or perform essential job functions. Reasonable accommodation can be requested on a variety of grounds including disability, religion, age, gender or care-giving status.