



Principal's Implementation
Committee on Racism,
Diversity, and Inclusion
IMPLEMENTATION REPORT

April 5, 2018

PRINCIPAL'S MESSAGE

This past year has been one of transformation as we have begun implementing the recommendations from the Principal's Implementation Committee on Racism, Diversity, and Inclusion (PICRDI). This inaugural implementation report provides an overview of actions taken across the university in building a more diverse and inclusive culture and community.

I believe we have started to build a solid foundation upon which to make Queen's truly progressive and welcoming to all. We are integrating diversity and inclusion goals into all aspects of university operations, governance, and strategic planning. It is all-encompassing and ambitious.

These changes are, however, just beginning. Equity, diversity, and inclusion are not a 'one-time event' and will require sustained effort and constant re-evaluation to ensure that we successfully achieve our vision. It also means that our work does not end once we have 'checked the boxes' on the initial PICRDI recommendations. We need to continue to find new ways to advance diversity and inclusion and I am confident that through the work of the University Council on Anti-Racism and Equity and oversight of Deputy Provost (Academic Operations and Inclusion) Teri Shearer, we will continue to see new ideas flourish.

As you read this report, take a moment to acknowledge your own contributions to this important work. I wish to thank everyone who is working to make Queen's a diverse and inclusive community.

Daniel Woolf
Principal and Vice-Chancellor
Queen's University



Members of the University Council on Anti-Racism and Equity, fall 2017.

Background

In late 2016, Principal Daniel Woolf established a committee to review past reports on racism and inclusion at Queen's and make recommendations to help foster a campus that is inclusive of diverse identities, cultures, and perspectives.

Following broad consultation with students, faculty, staff, and alumni, the Principal's Implementation Committee on Racism, Diversity, and Inclusion (PICRDI) produced an extensive report that sets out recommendations and actions to be taken to address racism, diversity, and inclusion at Queen's.

Executive Summary

This report provides an overview of progress made to date and highlights examples of new initiatives designed to support the implementation of the PICRDI recommendations. While there is still much work to be done, some important first steps have been taken over the last several months.

As noted in the PICRDI report, there has been a past lack of oversight and prioritization of equity, diversity, and inclusion initiatives at Queen's. In response, the Deputy Provost's position has been completely revised to focus on providing leadership for equity, diversity, and inclusion in all aspects of the university's operations, and retitled as Deputy Provost (Academic Operations and Inclusion). As meaningful and sustained change will require ongoing engagement from units across the university, Principal Woolf has also directed Queen's executive team to incorporate goals and actions related to the PICRDI recommendations into their annual performance plans.

The newly established University Council on Anti-Racism and Equity will help promote engagement in initiatives to address racism and promote equity, diversity, and inclusion at Queen's. In particular, the council will monitor the implementation of the PICRDI recommendations and make suggestions regarding persistent obstacles to progress, including those related to resources, organizational structures, policies, and protocols.

With leadership, oversight, and community dialogue structures in place, we have begun to lay the foundation for a sustained commitment to equity, diversity, and inclusion at Queen's. As we go forward, our ability to make progress in this area – building a campus that welcomes and reflects a diversity of perspectives, identities, and experiences – is inextricably linked to our ability to provide an exceptional learning experience, support an innovative and thriving research enterprise, attract leading talent, and foster an engaged campus community.

ACCOUNTABILITY AND LEADERSHIP

Revised Role of Deputy Provost (Academic Operations and Inclusion)

In April 2017, the Deputy Provost (Academic Operations and Inclusion) position was revised to focus on, and have accountability for, equity, diversity, and inclusion in all aspects of the university's operations.

This new role provides a dedicated leadership position to focus on planning, oversight, and reporting on initiatives designed to respond to the PICRDI recommendations, and advance equity and inclusion at Queen's. Deputy Provost (Academic Operations and Inclusion) Teri Shearer is uniquely positioned to lead broad institutional change through her oversight of academic appointments, the Renewal, Tenure, and Promotion Process, curriculum development (as Chair of the Senate Committee on Academic Development), and through her close working relationships with the university's senior leaders.

University Council on Anti-Racism and Equity

The newly established University Council on Anti-Racism and Equity (UCARE) will play an important role in supporting the progress of university-wide initiatives to address racism and promote equity, diversity, and inclusion at Queen's. In particular, the council will monitor the implementation of the PICRDI recommendations and provide guidance regarding persistent obstacles to progress, including those related to resources, organizational structures, policies, and protocols.

The council has a broad membership that includes faculty, staff, students, alumni, and community representatives, and it will maintain at least 51% representation from racialized groups.

Mona Rahman, Coordinator, Research Activities and Communications, Office of the VP (Research), and Stephanie Simpson, Executive Director (Human Rights and Equity Offices) and University Advisor on Equity and Human Rights, have been selected as interim UCARE co-chairs. Ms. Simpson and Dr. Rahman will hold the position of co-chair until September 2018, at which time Dr. Aba Mortley, Queen's Alumna, and Dr. Liying Cheng, Professor, Faculty of Education, will assume the role.

Equity and Diversity Goals for Leadership Team

Implementing key recommendations from the PICRDI report and advancing an inclusive Queen's community is a top priority for Queen's senior leadership team. To ensure effective and timely progress is made in this area, Principal Daniel Woolf directed the university's senior leadership team to incorporate goals and actions related to the PICRDI recommendations into their annual performance plans.

Resources for Equity, Diversity, and Inclusion Initiatives

In spring 2017, Principal Woolf earmarked \$3 million for the next three years to support existing, and launch new, initiatives related to equity, diversity, and inclusion on campus. These initiatives will include, but are not limited to, those outlined in the PICRDI and Truth and Reconciliation Commission Task Force (TRCTF) reports.

University Governance

As the university's senior governance bodies, the Board of Trustees, University Council, and Senate have an important role to play in advancing a climate of inclusion at Queen's. Examples of steps taken to support and enhance equity, diversity, and inclusion at the governance level include:

- The development of a Board of Trustees Diversity Statement, which commits the Board's Governance and Nominating Committee to actively seek out and promote potential Board of Trustees candidates who reflect the diversity of Canadian society, with particular attention toward including members of equity-seeking groups.
- The development of a Board of Trustees diversity plan, which is expected to be completed by December 2018.
- A University Council Special Purpose Committee on Diversity and Inclusion is overseeing the development of a Diversity and Equity Assessment and Planning tool for governance bodies. The tool will be used to help Queen's decision-making bodies understand their demographic profile and assist in developing action plans to enhance equity and inclusion.
- A Senate Equity Census is under development and will be administered in fall 2018.
- An official observer position on Senate was established for the Director of Indigenous Initiatives.
- Terms of Reference for senior governance bodies will be reviewed to ensure inclusive language, with amendments approved by the end of 2018.

Data Collection and Performance Metrics

The Deputy Provost (Academic Operations and Inclusion) is working to enhance data collection on the diversity of the Queen's community and to develop a set of interim performance metrics to track progress in advancing equity, diversity, and inclusion at Queen's. The data sets and metrics will be brought forward to UCARE in spring 2018 and will be made available to the Queen's community shortly thereafter.



Council Co-Chairs Stephanie Simpson and Mona Rahman lead the discussion at a University Council on Anti-Racism and Equity meeting.

Strategic Planning

A number of Queen's strategic planning documents will be updated to include language indicating that diversity and inclusion are intrinsic to the vision and mission of the university. These revisions will be made as part of the regular renewal process for each document. The university's Strategic Mandate Agreement with the provincial government was updated in 2017 and includes dedicated objectives, priorities, and system-wide metrics related to improving equity and access for students of diverse backgrounds.

Faculties, schools, and shared service units are also incorporating elements of equity, diversity, and inclusion in their strategic plans and policy development processes.

Expansion of Advancement Strategies

Since the release of the PICRDI report, the Office of the Vice-Principal (Advancement) has worked to expand strategies to secure funding for diversity and inclusion initiatives at Queen's. A recent achievement in this area was the creation of new bursaries for first-year Black Canadian students, first-year visible minority and racialized students, and first-generation students from a \$2.2 million donation from the estate of the late Ester Margaret (Betty) Harrison.

A senior development officer and the executive director (development and campaign) will continue to work closely with the Deputy Provost (Academic Operations and Inclusion) and other senior leaders to identify potential funding initiatives and develop cases for support for key priorities, including a Chair in Black Studies. A visioning exercise is underway to identify additional key initiatives in need of philanthropic support.

Equity, Diversity, and Inclusion Competencies in Staff Performance Dialogue Process

Elements of equity, diversity, and inclusion were considered in the development of competencies that are used in the annual Performance Dialogue Process for non-academic positions in the Queen's Managerial and Professional Group. The use of these competencies will be extended to other non-academic staff as the Performance Dialogue Process is rolled out to other employee groups over the next three years.

CULTURE AND CLIMATE AT QUEEN'S

Increasing the Visibility of Equity, Diversity, and Inclusion Initiatives

- University Relations, in collaboration with stakeholders, is developing a new webpage that will outline support services and resources available to students, faculty, and staff from equity-seeking groups; house reports on equity and diversity at Queen's; and provide a timeline of the university's history of anti-oppression and anti-racism work.
- The Deputy Provost (Academic Operations and Inclusion) recently launched a monthly newsletter to inform the Queen's community of major announcements, initiatives, activities, and events related to supporting an inclusive campus environment.
- Faculties and schools are taking steps to enhance the visibility of their equity, diversity, and inclusion initiatives. For example, the Faculty of Arts and Science is developing a webpage that will provide an inventory of initiatives and activities related to diversity and inclusion within the faculty.
- The Library has developed an action plan to support anti-racism, diversity, inclusion, and Indigenous cultures and guide collection development, information service, and facilities enhancements.
- The Division of Student Affairs is developing a webpage that will include a statement of commitment to equity, diversity, and inclusion; related campus and community resources; training opportunities; and information, learning materials, and initiatives for students and division staff.

Diversity and Inclusion Initiative Fund

Throughout the 2017-18 academic year, the Office of the Provost and Vice-Principal (Academic) provided funding support to a number of student, faculty, and staff led events and speaker series related to promoting discussions of anti-racism, cultural awareness, and celebrating diversity at Queen's.

The Deputy Provost (Academic Operations and Inclusion) is currently developing a Diversity and Inclusion Fund to provide financial support for members of the Queen's community who wish to run events, programs, and activities related to promoting diversity and inclusion at Queen's. Guidelines for the fund are expected to be finalized by spring 2018.

Highlights from Diversity and Inclusion Events in 2017-18

Edge: Diversity in Leadership Student Initiative. Led by a Queen's Commerce student, the Edge Diversity in Leadership initiative was launched on January 20, 2018, with an event held at the Smith Toronto facility. More than 100 undergraduate business students from across Ontario attended, along with guest speakers and recruiters. The initiative aims to enable marginalized groups to excel in their academic and professional careers. The Smith School of Business and the Office of the Provost and Vice-Principal (Academic) are providing support for Edge initiatives in its inaugural year, including a conference in August 2018.

Queen’s Black Academic Society Future of Black Scholarship Conference. On March 10, 2018, Queen’s Black Academic Society hosted its first conference, The Future of Black Scholarship: Learning in “White Spaces”. The conference was designed to give participants tools to help overcome common intersectional obstacles faced in predominantly white classrooms and social settings. The conference featured workshops and breakout groups that focused on intersectionality within black diaspora (e.g. black identity as it intersects with gender, sexuality, disability, class, citizenship, etc.).

Black History Month at Queen’s. The African and Caribbean Students’ Association (ACSA) and the Queen’s Black Academic Society (QBAS) organized several activities in celebration of Black History Month. The theme of this year’s celebration was the resilience of black people throughout history, and how that resilience continues today. As part of the activities, ACSA invited Edward Thomas, Sc’06, MASc’12, to explore his research on the expulsion of black medical students at Queen’s in 1918. QBAS also held talks on diversity and mental wellness within the black community, and highlighted the impact black students at Queen’s make in the community. QBAS and ACSA received grants from the Alma Mater Society and the Office of the Provost to help fund this year’s activities.



Zoe Walwyn

The Queen's Black Academic Society (QBAS) conference team. From left to right: Dayna Richards (Artsci '19), Kianah Lecuyer (Artsci '19), Maclite Tesfaye (Artsci '19), Sydney Williams (Artsci '18), and Brandon Tyrell (Artsci '19).



Supplied Photo

Organizers, speakers, and some of the attendees of Black History Month 2018 gather in Robert Sutherland Hall.

Young Women at Queen’s Discussion on Valuing Diverse Identities on Campus. The Young Women at Queen’s employee resource group organized a panel discussion titled “Valuing Diverse Identities on Campus” to facilitate discussion on how members of the Queen’s community can help to create a more inclusive campus. The panel included Alana Butler, Associate Professor in the Faculty of Education; Asha Gordon, President, Queen’s Black Academic Society; Nilani Loganathan, Career Coach in the Career Advancement Centre, Smith School of Business; and Vanessa Yzaguirre, Diversity and Inclusivity Coordinator with Student Affairs, and was moderated by Stephanie Simpson, Executive Director (Human Rights and Equity Offices) and the University Advisor on Equity and Human Rights.

Diversity and Inclusion Roundtable. In celebration of the Equity Office’s 20th anniversary, a Diversity and Inclusion Roundtable was held on March 20th, 2018. The event provided an opportunity for members of the community to contribute to conversations on diversity and inclusion at Queen’s, and hear from leading practitioners in the fields of equity, diversity, and inclusion.

The keynote speakers for the roundtable discussion were Dr. Sheila Cote-Meek, Associate Vice-President, Academic and Indigenous Programs at Laurentian University, and Dr. Minelle Mahtani, Associate Professor at the University of Toronto and author of the forthcoming book, “Mixed Race Amnesia: Resisting the Romanticization of Multiraciality in Canada.”

2018 Isabel Bader Centre Human Rights Arts Festival. The Isabel Bader Centre for the Performing Arts Human Rights Arts Festival offered a wide range of concerts, screenings, and exhibitions from diverse artists to help promote awareness and action around topics related to Indigenous experiences, disability, LGBTQ+, cultural expression, and women’s rights.



Supplied Photo

The Isabel Human Rights Festival opened on Monday, Feb. 26 with the Art of Time Ensemble’s A Singer Must Die – The Words & Music of Leonard Cohen featuring singers, clockwise from top left, Steven Page, Sarah Slean, Gregory Hoskins, and Tom Wilson.

Poster for the Isabel Bader Centre for the Performing Arts Human Rights Festival



Aniqa Mazumder, left, was one of two recipients of the inaugural Queen's Equity, Diversity, and Inclusion Impact Award. At right is Vanessa Yzaguirre, Diversity and Inclusivity Coordinator, Division of Student Affairs.



Xin Sun, second from right, was one of two recipients of the inaugural Equity, Diversity, and Inclusion Impact Award. From left: Hanna Stanbury, Programs Coordinator, QUIC; Erin Clow, Ban Righ Foundation co-chair and Education and Communication Advisor for the Equity and Human Rights Offices; Carole Morrison, Director, Ban Righ Centre; Ann Tierney, Vice-Provost and Dean of Student Affairs; and Nancy Butler, Ban Righ Foundation co-chair

Student Centre for Racial Equity and Social Justice

The Deputy Provost (Academic Operations and Inclusion) has worked with stakeholder student groups over the past several months to identify a suitable location for a Student Centre for Racial Equity and Social Justice. A possible location has been discussed at UCARE and is currently undergoing a feasibility study to ensure the space meets student needs.

New Positions to Support Anti-Racism, Diversity, and Inclusion Initiatives

Diversity and Inclusivity Coordinator, Student Affairs. Queen's alumna Vanessa Yzaguirre has been appointed as the inaugural Diversity and Inclusivity Coordinator within the Division of Student Affairs. In this new position, Ms. Yzaguirre is working closely with stakeholders to develop and enhance student support programs that promote inclusion and increase the visibility of existing supports that are available for underrepresented students. She is also collaborating with the Human Rights Office to develop equity, diversity, and inclusion training for student leaders.



Vanessa Yzaguirre (MA'16) is the Division of Student Affairs' new Diversity and Inclusivity Coordinator.



Lavie Williams, left, is the new Inclusion & Anti-Racism Advisor for the Human Rights Office at Queen's, while Erin Clow has taken on a new role as Education and Communication Advisor.



As a member of the Queen's Gaels football team, Curtis Carmichael received the Russ Jackson Award in 2015. Mr. Carmichael will be returning to Queen's as the university's first GTA-based Undergraduate Admission and Recruitment representative.

Expanded Outreach to Underrepresented Student Populations. Undergraduate Admission and Recruitment has hired Curtis Carmichael (Artsci'16) as Queen's first GTA-based undergraduate recruiter. Mr. Carmichael is focusing on outreach to prospective students from diverse backgrounds with the goal of encouraging them to apply to Queen's. He is advising prospective students on admission policies and requirements, campus resources and services, student life, and financial assistance. Mr. Carmichael is also building relationships with communities and organizations that serve and support students who may benefit from Queen's new First Generation Admission Policy.

Inclusion and Anti-Racism Advisor, Human Rights Office. Lavie Williams has been appointed as the inaugural Inclusion and Anti-Racism Advisor in the Human Rights Office. She will help to develop, implement, and monitor institutional inclusion and anti-oppression strategies, with a particular focus on anti-racism and its intersections. She will also act as a central point of contact for individuals and units who wish to access anti-oppression and anti-racism initiatives, processes, and services at Queen's.

Education and Communications Advisor, Human Rights and Equity Offices. Erin Clow has been appointed as the first Education and Communication Advisor for the Equity and Human Rights Offices. In this role, she is responsible for the implementation of training and communication strategies relating to equity, human rights, and inclusivity.

Cultural Competencies for Student Counsellors and Advisors. The Faculty of Arts and Science has hired a new accommodation advisor and student wellness advisor in its student services division. The faculty also plans to hire a full-time Indigenous academic advisor within the next year. The emphasis in these three positions is student wellness, mental health, and cross-cultural awareness.

Student Wellness Services is increasing capacity to support students who are facing challenges related to cultural factors and identity. Counselling Services has hired a professional with significant experience working with LGBTQ+ students and their intersectional identities, and cultural competencies are now embedded in all counsellor job descriptions. Career Services has also hired a career counsellor whose focus will be on outreach to underrepresented students.

Enhancing Orientation Activities

Orientation week is a critical time for first-year students, as it can set the tone for the campus climate. To ensure undergraduate orientation activities align with the university's goals of fostering an inclusive and respectful campus community, Principal Woolf established the Undergraduate Orientation Review Working Group (UORWG) in September 2017.

The working group's recommendations, released in March 2018, align with the related PICRDI recommendations. They center on mandatory training for student leaders and volunteers, development of activities that foster a sense of inclusion and community building, and enhancing data collection to ensure orientation events result in an engaging student transition experience.

Non-direct entry programs have also taken steps to enhance orientation activities. For example, the Faculty of Law is currently reviewing its orientation program, and anti-racism training will be mandatory for all orientation leaders. The School of Medicine holds positive space sessions at the start of every year, and plans are underway to extend these sessions throughout the faculty and to upper year classes.



Five members of the Agnes Etherington Art Centre team, including Director Jan Allen (second from right), pose in the "Powers of Women" exhibit.

DIVERSITY AT QUEEN'S

Faculty Diversity

Self-Identified Faculty Representation Rates¹

Equity-Seeking Group	Year	% of Total Faculty Population that Responded to Survey	% of Respondents who Identified as a Member of an Equity-Seeking Group	% of Canadian Workforce, 2011 ²
Women				
	2015	100%	39.7%	
Data Source:	2016	100%	41.7%	48.2%
HR Information System	2017	100%	43.2%	
Indigenous				
	2015	79.7%	1.6%	
Data Source:	2016	80.3%	1.7%	3.5%
I COUNT Equity Census	2017	79.7%	1.5%	
Person with a Disability				
	2015	79.7%	4.6%	
Data Source:	2016	80.3%	4.8%	4.9%
I COUNT Equity Census	2017	79.7%	5.1%	
Visible Minority				
	2015	79.7%	16.7%	
Data Source:	2016	80.3%	16.9%	17.8%
I COUNT Equity Census	2017	79.7%	17.6%	

¹ Faculty representation rates are obtained through the "I Count" Queen's Equity Census and shared with the federal government as part of the university's obligations under the Federal Contractors Program. Includes Professors, Adjunct Professors, Post-Doctoral Fellows, Academic Assistants, Librarians, and Archivists.

² Statistics Canada 2011 Census

Faculty Representation Rates within Visible Minority Category, 2017

Black	5.5%	Non-White West Asian	12.3%
Chinese	31.2%	Non-White North African	2.6%
Filipino	1.3%	Non-White Latin American	5.5%
Japanese	3.6%	Arab	5.2%
Korean	1.6%	Mixed	5.2%
South Asian/East Indian	29.9%	Another	1.9%
South East Asian	2.3%		

Faculty Hiring

Attracting, retaining, and supporting leading scholars from various cultures, backgrounds, and experiences are critical to the university's ability to provide an exceptional student learning experience and enhance Queen's research prominence.

The university will be hiring 200 new faculty members over the next five years. As part of the faculty renewal process, the Deans will develop a five-year hiring plan that, among other factors, includes diversity and equity as core principles. To support this initiative, academic units who are hiring have been directed to consult with the Equity Office and use the Diversity and Equity Assessment and Planning (DEAP) Tool. The DEAP Tool was developed by Queen's Equity Office to assist units in:

- Understanding the demographic profile of their staff, faculty, and students
- Assessing how inclusive the unit is
- Providing an opportunity to reflect on areas in need of improvement using the Diversity Score Card assessment template
- Supporting requests for resources for equity and diversity initiatives
- Developing an action plan and timeline to enhance inclusion

As of January 2018, over 50 academic and administrative units are using the DEAP Tool.

Processes related to the recruitment of Queen's faculty members are governed by the Queen's-QUFA Collective Agreement, which includes procedures and practices that promote employment equity. In order to expand oversight for the employment equity process in faculty appointments, equity hiring data gathered through the Queen's Equity Appointments Process is now accessible to the Deans and Deputy Provost (Academic Operations and Inclusion), who have oversight for academic appointments. Enhancing the availability of equity data will enable senior leaders to ensure that applicant pools are sufficiently diverse and that employment equity practices are followed.



A panel, organized by Queen's Equity and Human Rights Offices, explored matters of equity and inclusion within higher education.

Staff Diversity

Self-Identified Staff Representation Rates³

Equity-Seeking Group	Year	% of Total Staff Population that Responded to Survey	% of Respondents who Identified as a Member of an Equity-Seeking Group	% of Canadian Workforce, 2011 ⁴
Women				
	2015	100%	65.7%	
Data Source:	2016	100%	66.6%	48.2%
HR Information System	2017	100%	65.4%	
Indigenous				
	2015	88.4%	2.3%	
Data Source:	2016	88.7%	2.3%	3.5%
I COUNT Equity Census	2017	88.7%	2.5%	
Person with a Disability				
	2015	88.4%	6.6%	
Data Source:	2016	88.7%	6.6%	4.9%
I COUNT Equity Census	2017	88.7%	6.4%	
Visible Minority				
	2015	88.4%	5.2%	
Data Source:	2016	88.7%	7.8%	17.8%
I COUNT Equity Census	2017	88.7%	8.0%	

³ Staff representation rates are obtained through the "I Count" Queen's Equity Census and shared with the federal government as part of the university's obligations under the Federal Contractors Program. Includes Executives, General Support, Research, CUPE 229, CUPE 1302 and CUPE 254.

⁴ Statistics Canada 2011 Census

Staff Representation Rates within Visible Minority Category, 2017

Black	11.3%	Non-White West Asian	4.1%
Chinese	33.0%	Non-White North African	2.7%
Filipino	3.6%	Non-White Latin American	11.8%
Japanese	0.9%	Arab	6.8%
Korean	1.8%	Mixed	2.3%
South Asian/East Indian	15.4%	Another	6.3%
South East Asian	4.5%		

New Employment Equity Processes for Staff Positions

The university recognizes that the presence and participation of employees from a range of cultures, socioeconomic backgrounds, and life experiences serve to foster an innovative, high-performing, and vibrant campus community.

To enhance employment equity at Queen's, the Deputy Provost (Academic Operations and Inclusion), Equity Office, and Human Resources have developed formal equity processes for staff recruitment. These processes will assist the university in meeting goals and requirements under the Federal Contractors Program, such as the hiring of members of equity-seeking groups to meet workforce availability. They will also help to ensure that members of equity-seeking groups are not denied staff positions due to systemic barriers that may unintentionally exclude individuals for reasons not related to ability or qualifications. The pilot phase of this project was completed in late 2017, and a phased rollout is underway in preparation for mandatory participation in 2019.

Staff Recruitment Initiatives

To support the new staff employment equity initiatives, Human Resources has initiated a new partnership with Equitek, a national job broadcast service. Equitek works with community organizations across the country who serve qualified job seekers from underrepresented groups across Canada. The partnership will assist units at Queen's in generating qualified applicant pools of diverse candidates through a recruitment network of job counsellors and mentors located in community employment resource centers.

The university's new recruitment management system, CareerQ, facilitates the collection of equity data and ensures that the application process for staff positions at Queen's is accessible.

- Human Resources, in collaboration with the Equity Office, redesigned the Queen's Careers website to incorporate inclusive and welcoming language, including a diversity, inclusion, and equity commitment message; information on accommodation in the workplace; and links to campus resources and related services in Kingston.
- Human Resources and the Equity Office will integrate employment equity training into the staff orientation sessions by December 2018.

Human Resources will work with hiring managers to encourage the use of inclusive language in position summaries, which outline the skills, responsibilities, and educational requirements for staff roles, and are the basis of hiring and selection processes. Work on this initiative began in January 2018 and will be ongoing.

Student Diversity

The university collects information on the diversity of Queen's student body through several mechanisms:

- Queen's Student Applicant Equity Census serves to provide an overview of the student body makeup, including race, gender identity, disability, socioeconomic background, etc.
- Indigenous self-identification information is collected through the Ontario Universities' Application Centre (OUAC) at the time of application.



Students share a laugh at an orientation event in September 2017.

- In October 2017, the Equity Office administered a one-time “I Count” self-identification survey to gather information on the composition of Queen’s student body.
- The National Survey of Student Engagement (NSSE) and the Canadian Graduate and Professional Survey (CGPSS) provide options for students to self-identify as a member of an equity-seeking group.

As response rates to student self-identification surveys are typically low (the undergraduate return rate for the 2017 Student Applicant Equity Census was 21.1%), the Office of Institutional Research and Planning has consolidated information from all of the above noted surveys to increase the number of responses and improve data accuracy. For example, combining the Student Applicant Equity Census, the I Count Queen’s Student Equity Census, and the National Survey of Student Engagement (NSSE) and Canadian Graduate and Professional Survey (CGPSS) surveys yields a consolidated 2017 response rate of 50.3%, which is the response rate shown in the table below for Persons with a Disability and Visible Minorities. Indigenous students have an additional opportunity to self-identify through OUAC; adding this information produces a 2017 response rate of 50.8%, which is the response rate shown for Indigenous students. The response rate for women is based on self-identification information provided through Queen’s SOLUS Student Centre.

The tables below report student representation rates based on the consolidated self-identification data.

Self-Identified Student Representation Rates⁵

Equity-Seeking Group	Year	% of Total Student Population that Responded to Survey	% of Respondents who Identified as a Member of an Equity-Seeking Group	% of Total Canadian Population age 15 to 24 ⁶
Women				
	2015	100%	57.4%	
	2016	100%	57.3%	51.2%
Data Source: SOLUS	2017	100%	57.2%	
Indigenous				
Data Sources:	2015	56.0%	2.9%	
Equity Census, I Count, CGPSS, NSSE, OUAC	2016	60.2%	3.2%	3.7%
	2017	50.8%	3.6%	
Person with a Disability				
Data Sources:	2015	55.7%	11.7%	
Equity Census, I Count, CGPSS, NSSE	2016	59.9%	11.9%	5.0%
	2017	50.3%	12.5%	
Visible Minority				
Data Sources:	2015	55.7%	27.2%	
Equity Census, I Count, CGPSS, NSSE	2016	59.9%	27.0%	18.0%
	2017	50.3%	28.0%	

⁵ Does not include students undertaking non-degree programs, certificates, diplomas, visitors, and exchange students

⁶ Statistics Canada 2011 Census

Student Representation Rates within Visible Minority Category, 2017⁷

Black	9.8%	Southeast Asian	3.9%
East Asian	48.0%	North African, West Asian	10.1%
Latin American	3.5%	Other	20.1%
South Asian	21.0%		

⁷ Participants can select more than one category

Enhancing Entrance Pathways, Financial Support, and Student Services

The university is committed to enhancing outreach, recruitment, and support initiatives to encourage underrepresented populations to see Queen's as a viable option for post-secondary studies. Recent initiatives to enhance access include:

- **New First Generation Admission Policy.** A First Generation Admission Policy is now in place to support first generation applicants who are participating in community-based programs, including Pathways to Education and the Boys and Girls Club's Raising the Grade initiative. The policy is modelled on the university's Aboriginal Admission Policy, which has resulted in a significant increase in acceptances among self-identified Indigenous students since it was implemented in 2011. Consistent with the Aboriginal Admission Policy, a first generation admission bursary has been established that will be available to students who are admitted through this new policy.
- **New Bursaries to Support Racialized and First Generation Students.** Queen's has received \$2.2 million from the estate of the late Ester Margaret (Betty) Harrison, which has enabled the creation of new bursaries for first-year Black Canadian students, first-year visible minority and racialized students, and first-year first generation students. Ms. Harrison was the daughter of Dr. John Featherston Sparks, MD 1905, a Kingston-based physician and professor of Anatomy in the Queen's Faculty of Medicine. Approximately 90% of the funds will support the renewable Ester Margaret Harrison Awards for Black Canadian Students and the renewable Ester Margaret Harrison Awards for Visible Minority/Racialized Students. The remaining 10% will go to the Ester Margaret Harrison Award for First Generation Students.
- **Commerce Student Recruitment Taskforce.** The mandate of the Commerce Student Recruitment Taskforce is to increase the number of applicants from underrepresented groups, specifically visible minority, first generation, and Indigenous students. The task force is working with the Undergraduate Admission and Recruitment unit on ways to reach more diverse applicants, including holding events in non-traditional locations.
- **Law and Leadership Summer Outreach Program.** The Faculty of Law maintains an access category in admissions that specifically targets underrepresented groups. The faculty will also soon introduce a law and leadership summer program in partnership with the Boys and Girls Clubs of Canada to create an additional recruitment pipeline. The program seeks to target traditionally underrepresented populations in legal programs early in their education.

Research Diversity

Equity, Diversity, and Inclusion Action Plan for Recruiting, Hiring, and Retaining Canada Research Chairs

In line with direction from the federal government, the Office of the Vice-Principal (Research) has developed an equity, diversity, and inclusion action plan to guide efforts in sustaining the participation, and addressing the underrepresentation, of individuals from designated groups among their Canada Research Chair (CRC) allocations. In support of this initiative, preferential hiring language was developed for Queen's CRC processes in consultation with the Queen's University Faculty Association.

Queen's National Scholars Program

Since the Queen's National Scholar (QNS) program was reestablished in 2012, the program has been used to recruit outstanding faculty members who are leaders in their field. Those appointed under the QNS program must clearly demonstrate their ability to provide rich and rewarding learning experiences to students, as well as develop innovative research programs that align with university priorities. The Terms of Reference for the program have recently been revised to require faculties and schools to state how the proposed QNS appointment might contribute to promoting an understanding of social diversity, diversification of research, and/or educational equity, and successful QNS candidates must demonstrate their understanding and support of the principles of equity, diversity, and inclusion.



University Communications

2017 Tri-Award recipients, along with the Provost and Deputy Provost (Academic Operations and Inclusion). L-R, back to front: Erin LeBlanc, Michael Fisher, Ian Casson, Deputy Provost Teri Shearer, Provost Benoit-Antoine Bacon, Tricia Baldwin, Charlotte Johnston, Em Osborne.

DIVERSIFICATION OF ACADEMIC PROGRAMMING

Revisions to the Teaching and Learning Action Plan

A Strategic Documents Review Committee has been established to revise the Teaching and Learning Action Plan and the Learning Outcomes Framework in light of recommendations from PICRDI and the Truth and Reconciliation Commission Task Force.

The intention of this exercise is to ensure that strategic documents related to teaching and learning at Queen's explicitly include language that anti-racism, diversity, and inclusion are intrinsic and vital parts of the vision and mission of the institution. Creation of this ad hoc subcommittee also presents the opportunity to align these documents with the TRC Task Force Report, which recommends the enhancement and promotion of inclusive learning spaces on campus with respect to Indigeneity.

Principal's Dream Courses

The Principal's Dream Courses initiative was revised in 2017 to include the theme of diverse perspectives. The purpose of the program is to support the enhancement of undergraduate courses in a way that encourages undergraduate research and inquiry as key approaches to learning. Course proposals must address at least one of the identified themes of sustainability, Indigenous identities, or diversity of perspectives.

Academic Plan

Incorporating elements of diversity and inclusion into academic programs at Queen's will be addressed in the new Academic Plan, which is currently under development. Stakeholders will have the opportunity to provide feedback on the plan during the consultation process. Information on the renewal of the Academic Plan and opportunities to participate in the consultation process will be posted on the Office of the Provost and Vice-Principal (Academic) website once available.

Faculty and School Initiatives to Diversify Curriculum

- **Faculty of Health Sciences.** Including aspects of diversity in the curriculum is part of the accreditation standards for most Faculty of Health Sciences programs. There is also a plan to map diversity into the curricula for all programs in the faculty.
- The Faculty of Health Sciences utilizes the DEAP Tool each time a new program is created to ensure elements of equity, diversity, and inclusion are taken into consideration.
- **The Faculty of Arts and Science** is prioritizing teaching and research clusters around underrepresented designated groups, particularly with respect to gender imbalance in the physical and natural sciences, and racialized faculty (i.e., black studies). This initiative involves strategic prioritizing in all aspects of faculty recruitment.
- Since the release of the PICRDI report, the Faculty of Arts and Science has held five workshops on the importance of utilizing the DEAP tool, led by the Equity and Human Rights Offices. The DEAP tool is now being used by many departments (approximately two-third of units), and is serving to raise awareness of equity, diversity, inclusion, and Indigeneity in curriculum development and faculty renewal strategies.

- **The Faculty of Education** B.Ed. program is accredited by the Ontario College of Teachers and is mandated to teach specific courses. Workshops on diversity and inclusivity are available for students in the B.Ed. program, and curriculum diversity will be included in the faculty's academic plan that is currently in development.
- **The Smith School of Business** Undergraduate Curriculum Committee is considering recommendations from the TRCTF and PICRDI reports as they review the Commerce curriculum. The committee's interim report is expected by the end of spring 2018.
- In spring 2018, all first-year Commerce students will complete Cultural Intelligence (CQ) training as part of COMM 105, the core first-year business communications course. In these lectures, students will explore why culture matters and the importance of cultural intelligence in one's ability to work with others. The CQ tool is used extensively by a number of multinational corporations and other top academic institutions. Smith can now deliver cultural intelligence training to over 650 Commerce, Master of International Business, and Master of Business Administration students annually.
- The Faculty of Engineering and Applied Science has established a working group to draft the faculty's Curriculum Diversity Plan. The working group will engage in an extensive consultation process to seek feedback as it formulates its guiding principles and drafts the plan. The plan will go to the FEAS Faculty Board for adoption by the end of 2018.
- The Faculty of Law reviews its curricular offerings annually and prioritizes inclusion of content related to racism, diversity, and inclusion. Courses such as Racism and Canadian Legal Culture, Aboriginal Law, the Feminist Legal Studies Workshop, First Nations Negotiation, and Indigenous Legal Traditions respond directly to the need to incorporate curricular content that reflects diverse identities, cultures, and perspectives. The faculty is also developing orientation programming that addresses issues of racism, diversity, and inclusion.
- The Faculty of Law implemented an annual survey in 2015 to monitor how instructors are addressing Aboriginal rights and issues in the curriculum, and plans are underway to expand the survey to include additional information on equity and diversity considerations.
- The School of Graduate Studies recently hosted open forum discussions and workshops on diversity and inclusivity in academia. Dr. Nanda Dimitrov, Director of the Teaching Support Centre at Western University, was invited to speak with graduate faculty about supervising across cultures as part of School of Graduate Studies Fall Graduate Forum. She also delivered an interactive workshop for graduate students and supervisors designed to raise awareness of invisible biases and assumptions associated with differences in culture and personal identities. In partnership with Queen's Centre for Teaching and Learning, Dr. Dimitrov also gave a presentation to faculty, post-docs, and graduate teaching assistants and fellows about incorporating diversity and inclusivity into the curriculum.
- In 2017, the regulations around the format of a thesis were revised to be less restrictive in recognition of the different types of research and creative works that constitute scholarly work and the importance of providing an opportunity for student reflections on their experience.

TRAINING AND EDUCATION

Employment Equity Training

To ensure all members of academic and non-academic hiring committees and promotion processes can fully engage in employment equity practices, tailored training courses are now offered on a monthly basis through the Equity Office for individuals involved in the faculty appointments, Renewal, Tenure, and Promotion Processes (RTP), and staff hiring.

Faculty Development Workshops and Training

Central Initiatives

- Throughout the 2017-18 academic year, the Centre for Teaching and Learning hosted a series of workshops for faculty members that focused on creating positive learning environments for diverse student populations. Topics included:
 - “This classroom is for everyone”: Practical strategies for establishing inclusive learning environments. Facilitated by Stephanie Simpson, Human Rights Office.
 - Aboriginal Cultural Awareness in the Classroom. Facilitated by Laura Maracle, Four Directions Aboriginal Student Centre.
 - Trans-Inclusive Teach-In. Facilitated by Kip Pegley, Dan School of Drama and Music; Eleanor MacDonald, Political Studies; Lee Airton, Faculty of Education and Trish Salah, Gender Studies.
- The Human Rights Office, in collaboration with the Centre for Teaching and Learning, is developing a series of equity, diversity, and inclusion online training modules for faculty members. Topics to be covered include, Power and Privilege, Culturally Sensitive Teaching, Inclusive Assessment, Decolonizing the Curriculum, and Encouraging Courageous Conversations. Faculty will also have the opportunity to work collaboratively on applying their knowledge through cases studies. Development of the first module will begin in the spring/summer of 2018.

Faculty and School Initiatives

- Smith School of Business faculty and senior staff attended a session entitled “Deep Diversity: Overcoming Us vs. Them” at the 2017 Smith Faculty Retreat. The session was led by Shakil Choudhury, educator and consultant on issues of diversity, equity, and inclusion. Plans are underway to invite Mr. Choudhury to present a similar session to all staff at the annual Smith Staff Retreat in June 2018.
- The Faculty of Law is introducing a new Induction Program for recently hired faculty, and intercultural competence, equity, and inclusion will be covered in the program.
- The Faculty of Education is planning a series of workshops for faculty and staff on cross-cultural customer service and gender-friendly customer service.
- A priority for the Faculty of Education is to build capacity for conversations on issues relating to equity, diversity, and inclusion. A series of roundtable conversations for faculty and staff to share concerns, ideas, and solutions to address equity and diversity issues in the classroom and community are in development.

Mandatory Training for Queen’s Leadership Team

The Equity Office has developed two half-day training sessions for academic administrators themed, “Showing up for Equity and Inclusion: A Working Session for Queen’s Senior Administrators.” Delivery of the mandatory sessions to the university’s senior executives, deans, and associate deans will begin in spring 2018. The senior leadership team at the Bader International Study Centre also attends annual equity, diversity, and inclusion related training.

Diversity and Inclusion Training

The Equity and Human Rights Offices have developed an optional diversity and inclusion training program for staff, comprising of two online modules and one in-person session. Topics covered include Diversity and Inclusion in the Workplace; Bias, Power, and Privilege; and Overcoming Resistance. A pilot offering of the program was concluded in March 2018, and feedback will be used to refine the program, after which it will be available to all staff.

Faculty and staff can also enhance their understanding of issues related to racism, gender identity, and intercultural competence through the “From the Diversity to Inclusion in the Workplace” Certificate Training Program offered by Human Resources, in partnership with the Human Rights and Equity Offices.

Training for Student Leaders

The Division of Student Affairs and the Equity and Human Rights Offices are working to develop inclusion, diversity, and equity training for student orientation leaders and volunteers, resident dons, and peer mentors. The training will help to ensure that student leaders understand the importance of conducting their work in a manner that celebrates the diversity of the student body and promotes inclusivity.

Staff Orientation Programming

Human Resources, in partnership with the Human Rights and Equity Offices, has introduced diversity and inclusion training as part of the mandatory orientation programming for new staff. Objectives of the training program are for participants to understand the value of equity, diversity, and inclusion, as well as what individual employees can do towards fostering an inclusive workplace culture.

A mandatory diversity and inclusion training session is now in place for all staff at the Bader International Study Centre, and student services staff receive additional mandatory training on equity, diversity, and inclusion related issues.

Intercultural Competency Training for Students

Four Directions Aboriginal Student Centre and the Queen’s University International Centre within the Division of Student Affairs collaborated to develop an Intercultural Awareness Certificate. The certificate consists of five workshops that cover concepts of intercultural learning, the cultural self, the intercultural development continuum, and Indigenous rights and histories. Since the training program was launched in fall 2017, 152 students have completed the certificate and participants have reported high satisfaction scores.



Submitted photo

A group of Queen's students hold up their certificates after completing the Intercultural Awareness Certificate program offered by the Queen's University International Centre (QUIC).

In addition to the certificate program, 1,520 students participated in tailored intercultural training through Queen's University International Student Centre in fall 2017, nearly double the total number of participants in 2016-17.

All students at the Bader International Study Centre are given mandatory training on cultural adjustment, how to build an inclusive community, consent, and bystander intervention. This is in addition to the opportunity for all students to participate in a range of term programming that reflects equity, diversity, and inclusivity.