



## University Council on Anti-Racism and Equity Annual Report January 2018 to May 2019

### Mandate:

Reporting to the Principal, the University Council on Anti-Racism and Equity (UCARE) was established in 2017 in response to a recommendation of the Principal's Implementation Committee on Racism, Diversity and Inclusion (PICRDI). UCARE is responsible for coordinating, reviewing, and reporting on the progress of sustained university-wide initiatives to address racism and to promote diversity and inclusion at Queen's.<sup>1</sup> The UCARE will help shape the vision and strategy of the university.

### UCARE will:

1. Promote and support efforts of the university that foster a diverse, inclusive campus community.
2. Monitor the implementation of the PICRDI Final Report.
3. Monitor progress of anti-racism and equity initiatives.
4. Identify and make recommendations regarding persistent obstacles to progress on diversity and inclusion, including those related to resources, organizational structures, policies, protocols and processes faced by racialized students, staff and faculty. This will include, but not be limited to, factors associated with attraction and retention of racialized students, staff and faculty.
5. Coordinate and facilitate synergies amongst complementary initiatives within the university, and identify opportunities for collaboration external to the university.
6. Establish sub-councils as may be determined appropriate by UCARE.
7. Coordinate ongoing communication with the wider Queen's Community.
8. Prepare an annual report of its activities, to be submitted for information to the Senate, the Board of Trustees and to the wider Queen's Community.

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<sup>1</sup> Principal's Implementation Committee on Racism, Diversity, and Inclusion, Final Report, April 10, 2017, p. A-34

## Membership



The January 2018 to August 2019 UCARE membership included:

<b>Affiliation</b>	<b>Name</b>	<b>Term</b>
Principal's Delegate	Teri Shearer	Ex Officio
Provost & VP (Academic) Delegate	Yolande Chan	Ex Officio
Associate Vice-Principal (Human Rights, Equity & Inclusion)	Stephanie Simpson	Ex Officio
Vice-Provost & Dean (Student Affairs)	Ann Tierney	Ex Officio
Chair, Senate Educational Equity	Michael Blennerhassett	Ex Officio until Aug 31, 2018
Chair, Senate Educational Equity	Petra Fachinger	Ex Officio beginning Mar 1, 2019
AMS Social Affairs Commissioner	Ramna Safeer	Ex Officio until April 30, 2018
AMS Social Affairs Commissioner	Myriam-Morenike Djossou	Ex Officio – May 1, 2018 – April 30, 2019
SGPS Equity & Diversity Commissioner	Rosie Petrides	Ex Officio until April 30, 2018
SGPS Equity & Diversity Commissioner	Catrina Mavrigianakis	Ex Officio until April 30, 2019
Alumni/Community	Yolande Davidson	Jan 1, 2018 – Aug 31, 2021
Alumni/Community	Aba Mortley	Jan 1, 2018 – Aug 31, 2020
Faculty	Alana Butler	Jan 1, 2018 – Aug 31, 2021
Faculty	Liyong Cheng	Jan 1, 2018 – Aug 31, 2019
Faculty	Setareh Ghahari	Jan 1, 2018 – Aug 31, 2020
Staff	Adriana Lopez Villalobos	Jan 1, 2018 – Aug 31, 2020
Staff	Mona Rahman	Jan 1, 2018 – Aug 31, 2020
Staff	Nathan Utioh	Jan 1, 2018 – Aug 31, 2021

Affiliation	Name	Term
AMS/SGPS Student	Richelle Ignatius	Sept 1, 2018 – Aug 31, 2020
AMS Student	Darian Baskatawang	Jan 1, 2018 – Aug 31, 2018
AMS Student	Afsheen Chowdhury	Jan 1, 2018 - Aug 31, 2019
SGPS Student	Yasmine Djerbal	Retiring Aug 31, 2019

## Activities

From January 2018 to May 2019, UCARE has held four public meetings and four in-camera sessions. Over the past eighteen months, UCARE discussed and advised on the following items:

### 1. Implementation of the PICRDI Recommendations

One of UCARE’s primary functions is to monitor the implementation of the *PICRDI Report* and the progress of other anti-racism and equity initiatives. A working group comprising Yolande Chan, Setareh Ghahari and Teri Shearer met monthly to identify new diversity, equity and inclusion issues and progress made towards the *PICRDI* recommendations. Part of the working group’s actions has been to prioritize issues, follow-up on details and identify gaps. UCARE regularly receives updates from the working group and/or the Deputy Provost (Academic Operations and Inclusion).

### 2. Racialized Student Space



The urgent need for the establishment of dedicated student space for marginalized students was a topic of discussion at several UCARE meetings. UCARE was pleased with the selection of the “Yellow House” (140 Stuart Street) for Queen’s student groups working to advance social justice and inclusion. In February 2019, a UCARE ad hoc committee adjudicated expressions of interest from equity-promoting clubs ratified by either the

Alma Mater Society (AMS) or Graduate and Professional Students (SGPS). The four student groups selected to be the first occupants of the “Yellow House” are:

- African and Caribbean Students’ Association
- Levana Gender Advocacy Centre
- Queen’s Black Academic Society
- Queen’s University Muslim Students’ Association

UCARE also discussed the pros and cons of naming the space after [Alfie Pierce](#), as recommended by the *PICRDI Report*. Alfie Pierce was a black man whose history with Queen's remains complicated and troubling. Alternative points of view on the naming suggest that the title should be short, simple and leave no confusion around the purpose and services provided within this student space. Further discussion/consultation about this issue is needed before a final recommendation can be made.

### 3. Vision, Mission and Priorities

UCARE continues to develop its Vision, Mission and Priorities. On September 24, 2018, members participated in a strategy workshop hosted by the Executive Decision Centre in Smith School of Business. In addition to addressing the Vision, Mission and Priorities for UCARE, members reflected on aspirations for the future of the Council. Members were asked to imagine what it would look like in 2022 if UCARE has been successful and realized its goals. At the end of the strategy workshop members had agreed upon seven long-term strategic objectives and five short-term objectives. UCARE considered a penultimate version of its Vision at the April 2019 meeting and plans to discuss it further before ratification.

### 4. Governance and Nominating

One of UCARE's initial actions was the establishment of a [Governance and Nominating Sub-Council](#) to advise the Council on the efficiency and effectiveness of governance structures and to monitor the membership needs of the Council. The Governance and Nominating Sub-Council oversees the nomination and election procedures for UCARE Co-Chairs and alumni/community, students, staff and faculty members. It also ensures that UCARE maintains at least 51% representation from racialized groups.

### 5. Establishment of Additional Sub-Councils

In order to address particular aspects of UCARE's mandate, working groups were established to focus on Community Consultation and Outreach, the Centre for Racial Equity and Social Justice (The Yellow House), Implementation of the *PICRDI Report* and Orientation Week. Membership on these working groups is open to non-UCARE members. Going forward, these working groups may be elevated to standing sub-councils with approved terms of reference and membership. All sub-councils will be accountable to, report to, and be discharged by UCARE.

### 6. International Students

UCARE is mindful of the fact that the *PICRDI Report* focused on the experience of racialized students and did not differentiate if they were domestic or international. At a number of meetings, UCARE discussed the unique needs of international students, including improved supports for building academic skills.

## 7. Communications

The ability of the administration to effectively communicate with students was discussed at all public UCARE meetings. Going forward UCARE will take a multi-pronged approach which may include: postings on the Inclusive Community and UCARE websites; encouraging face-to-face meetings between administration and student groups; building relationships with the AMS and SGPS communication teams; placing notices and/or requesting articles in the *Queen's Journal*; and, leveraging social media.

## 8. Revitalization of the Aboriginal Council

At UCARE's first public meeting on March 5, 2018, Ann Tierney, Vice-Provost and Dean (Student Affairs), provided background information regarding the revitalization of the Aboriginal Council of Queen's University (ACQU). UCARE's model is similar to the ACQU, i.e. both Councils meet three times a year, are comprised of members from both the Queen's community and the broader Kingston/Alumni community, and have Co-Chairs. Based on their objectives, the ACQU and the UCARE establish working groups/subcommittees that focus on specific aspects of their mandates. Although there is no formal relationship between the two Councils, best practices promoted by the Aboriginal Council may serve as a guideline for UCARE going forward.

## 9. Inclusive Queen's Website

Prior to the August launch of the "[Inclusive Queen's](#)" website, Queen's Marketing consulted UCARE at its meeting on May 31, 2018. The purpose of the website is to provide information on resources, training and support services to help all members of the Queen's community feel welcome. UCARE provided feedback on its appearance, content, links to resources and placement on the main Queen's website.

## 10. Revisions to the Queen's Learning Outcomes Framework

As part of a university-wide consultation process, Dr. Jill Scott (Vice-Provost Teaching and Learning) attended the October 15, 2018 UCARE meeting to speak to proposed revisions to the Queen's Learning Outcomes Framework (QLOF). In response to a recommendation in the *PICRDI Report*, Dr. Scott explained that the QLOF was being revised to explicitly address issues of racism, equity, social justice and inclusion. Queen's vision is to employ pedagogies and universal design that enable access for all students across race, ethnicity, gender identify, gender expression, sexual orientation and ability.

Through small group discussions, UCARE's input was collected and recorded. The Ad Hoc Teaching and Learning Strategic Documents Renewal Subcommittee, chaired by Dr. Scott, then consider this feedback. On recommendation by the Provost's Advisory Committee on Teaching and Learning and the Senate Committee on Academic Development, Senate approved the revised [Queen's Learning Outcomes Framework](#) in March 2019.

## 11. Division of Student Affairs EDI Initiatives

At the October 15, 2018 meeting, Ann Tierney (Vice-Provost and Dean Student Affairs), provided an update on initiatives to promote equity, diversity and inclusivity within the Division of Student Affairs. In addition to longstanding initiatives such as student services provided by the Queen's University International Centre and Four Directions Aboriginal Centre, the Division has also coordinated several policies that address inequity. In particular, Dean Tierney highlighted the following initiatives: hiring of a dedicated GTA-based recruitment officer who focuses on underrepresented student populations; development of online equity training for student leaders in conjunction with the Human Rights Office; hiring of a new Equity, Diversity, Inclusion Coordinator and an Intercultural Academic Support Coordinator; and, completion of the Diversity and Equity Assessment and Planning ([DEAP](#)) tool by units within the Division.

## 12. Equity, Diversity and Inclusion Training

Equity, diversity and inclusion training is a major theme for action in the *PICRDI Report*. On January 21, 2019, Stephanie Simpson, Associate Vice-Principal (Human Rights, Equity and Inclusion) and Erin Clow, Education and Communication Advisor (Equity and Human Rights Offices) updated UCARE. A number of new initiatives have been introduced including interactive online courses and in-person classes designed to address a number of EDI issues including privilege and bias, race and racism and oppression. In addition, specific training for orientation leaders, senior administration (including the Principal and Vice-Principals), faculty and staff is now available. The Human Rights and Equity Office will continue to develop and monitor progress in the areas of equity training and education.

## 13. Orientation Week and SOARB Governance Review

The Senate established a governance review working group to evaluate the mandate, structure and function of the Senate Orientation Activities Review Board (SOARB). Professor Michael Blennerhassett, Co-Chair of the working group, attended the April 2019 UCARE meeting to seek members' advice. Suggestions made ranged from addressing Orientation events that perpetuate a negative effect on student life (e.g. as the culture of binge drinking) to expanding the membership of SOARB to include members of the greater Kingston community. The final report of the working group is expected to be tabled at Senate during the fall term.

In addition, Ann Tierney, Vice-Provost (Student Affairs), spoke to the Orientation Week Student Survey for 2018. She noted that Queen's strives for an Orientation week built on shared goals around community building, inclusivity, accessibility, safety and responsibility. Over recent years, improvements have been made to facilitate coordinated oversight of faculties and schools' orientation and to assist with sharing best practices. Ann Tierney noted that the Office of Institutional Research and Planning (OIRP) are building a

new more comprehensive student survey in conjunction with the Human Rights Office and the Senate Educational Equity Committee (SEEC). Queen's ultimate goal is to make Orientation week welcoming and accessible to all incoming students.

## Future Actions

UCARE's future work will focus on:

- Continued monitoring of the implementation of the *PICRDI Report* recommendations
- Finalizing UCARE's Vision, Mission and Priorities
- Establishing formal Sub-Councils that have approved terms of reference and membership
- Monitoring the annual activities of the student clubs occupying the racialized student space (Yellow House)
- Improving communications with the wider Queen's communities, with a focus on students
- Seeking opportunities to provide input on projects that advance the culture of human rights, equity and inclusion on campus