

PICRDI Report Follow Up

Recommendation #1: Policies, Frameworks and Plans

Background:

The purpose of this document is to provide transparency on the status of the implementation of recommendation #1 of the PICRDI report to the Senior Leadership Team, The Senate, the Board of Trustees, and the wider university community. This is part of a larger project which will encompass all the recommendations. Details on the project can be found [here](#).

Read the Entire PICRDI report including recommendation 1 can be read [here](#).

See the attached appendix for the detailed findings.

Summary of Findings:

“Some of the required action items have been completed” (3/5).

The purpose of this recommendation is 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.

Only 3 of the 9 strategic documents named in the report that shape the university strategy have been updated since the issuance of PICRDI. These documents contain language about the importance of EDII but do not have goals and metrics. This includes the Principal’s 2021 strategic framework. While the university has created websites and reports detailing initiatives, resources, and supports to address EDII, clear EDII goals, objectives, and metrics have not yet been embedded in strategic documents.

Since the release of the PICRDI report, a formal Policy Development and Approval Process has been adopted by the Secretariat which requires that EDII is considered for all new or updated policies.

Of the 3 strategic documents which have been drafted since PICRDI, they were not drafted by working groups. Therefore, representation from the Human Rights and Equity Office appears to have been more informal.

The Student Code of Conduct has been altered to ensure it clearly defines a full definition of harassment and discrimination and aligns with the Harassment and Discrimination Policy and references the Ontario Human Rights Code.

Remaining Action items to be addressed:

6 of the 9 strategic documents have not been changed since the issuance of PICRDI and need to be addressed to ensure anti-racism, diversity and inclusion are intrinsic and vital parts of the vision and mission of the institution, and metrics are required to measure the universities progress in this area.

Original DARE Recommendation	PICRDI Recommendation	Assessment Criteria	Steps taken	Current Status
<p>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</p>	<p>Observation</p>			
	<p>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.</p>			
	<p>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.</p>	<p>To ensure all future policy development has a process to include anti-racism, diversity and inclusion</p>	<ul style="list-style-type: none"> • Interview with a representative from the Office of the University Secretariat to gain an understanding of the process for policy development. Determine if the process will ensure policies will not "lose sight" of anti-racism, diversity, and inclusion. • Review the process for development that is currently in place and determine if processes exist to ensure anti-racism, diversity and inclusion are included. 	<p>There is a formal Policy Development and Approval Process approved by the Secretariat which ensures that EDI is included in the consideration of all new or updated policies. The Policy Advisory Subcommittee (PASC) is the initial approval body, after which submissions go to the Senior Leadership Team (SLT), neither body will accept a submission that does not have an Equity Impact Assessment Template (EIAT).</p>
	<p>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</p>	<p>There is a mechanism for the reporting of anonymous reporting of racism which is linked to the Non-Academic Misconduct Policy</p>	<p>Confirm with the Provost Office and/or the Principal's Office if there is anonymous reporting. If it exists, document the process at a high level and determine if it is linked to the Non-Academic Misconduct Policy.</p>	<p>Anonymous reporting of racism by students has been implemented by the Human Rights and Equity Office to be compiled for statistical purposes. The process is called 'In-Sight' and is available on the website. The Non-Academic Misconduct Policy references 'Misconduct related to harassment or discrimination' where complaints made anonymously will be reviewed and included in racism statistics.</p>
<p>Action to be taken (Strategic Documents)</p>				

	<p>The university's strategic documents and quality assurance processes, including, but not limited to the following:</p> <ul style="list-style-type: none"> •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 	<p>The University has a process to ensure its key strategic documents have EDII considerations included in their creation</p>	<p>Interview representatives from the Office of the Principal and the Office of the Provost to determine what foundational documents have been drafted by the university since the release of the report.</p> <p>Review each of the following documents and ensure 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</p> <ul style="list-style-type: none"> •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 •Queen's Procurement Policy 	<p>Of the 9 frameworks/plans reviewed, 6 have not been updated since the PICRDI Report and therefore did not address the recommendation. Of these 9 documents only the 3 documents (the University's Strategic Mandate Agreement submission to the Province, the Strategic Framework, and the Research Plan) fulfilled the recommendation indicating that anti-racism, diversity and inclusion are intrinsic and vital parts of the vision and mission of the institution. But it did not include metrics to measure progress in this area.</p>
	<p>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.</p>		<p><i>No activities planned - see above re: Secretariates procedure for policy development</i></p>	

	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.		<i>No activities planned - used to establish criteria above.</i>	
	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.	The Academic Plan explicitly addresses anti-racism	Enquire with the Deputy Provost (Academic Operations and Inclusion) to determine where the anti-racism goals have been explicitly stated. Review the Revised Academic Plan (if it exists) to ensure Pillar III explicitly addresses anti-racism goals	The University's Academic Plan has yet to be re-written and the plan created in 2011 is outdated. Consequently, anti-racism goals have not been addressed by Queen's through an Academic Plan.
	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.	To include the values of anti-racism, diversity and inclusion goals and metrics in each of the 4 pillars of the Strategic Framework	Review the Queen's Strategic Framework and review each of the 4 existing pillars and document where the values of anti-racism, diversity and inclusion goals and metrics are included in each. Note if these are not included.	The new strategic framework has gotten rid of the 4 existing pillars and replaced them with 6 strategic goals. None of these goals reference anti-racism, diversity and inclusion goals or metrics. These goals are mentioned in the Values section of the framework but are not interwoven into the strategic goals as recommended.
	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.	To ensure EDII input into the university's strategic direction, and by proxy, strategic documents	Obtain and review the member lists of the personnel who created the following: <ul style="list-style-type: none"> •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 and ensure there is representation from the HREO office. Note where HREO representation is not present	Representation from the Human Rights and Equity Office is not present on any of the working groups who created key strategic documents where members were noted. It does appear that informal input was sought on some of these documents and formal consultation on the Academic Plan.

Action to be taken (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 be viewed as perpetuating systemic/institutional discrimination against members of equity seeking groups.	To ensure the Student Code of Conduct clearly defines harassment and discrimination to coincide with the Human Rights Code.	Obtain the Student Code of Conduct and determine if it includes a full definition of 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 neutral practices having adverse effects on equity seeking groups, as well as practices that could be viewed as perpetuating systemic/institutional discrimination against members of equity seeking groups.	Definitions of harassment and discrimination are included as a definition in section G: Misconduct Against Persons and Dangerous Activity. Furthermore, the definition is clear, based on the Human Rights Code and gives examples of systemic and institutional discrimination in appendix 1.
The 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	To ensure the Student Code of Conduct aligns with the Harassment/Discrimination Policy and Procedure and the detailed definition of racism it contains	Obtain the Student Code of Conduct and ensure the 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.	While not referencing the Policy, the definition of discrimination in the Student Code of Conduct contains the same definition as the Harassment and Discrimination Prevention and Response Policy.
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."	To ensure the Student Code of Conduct explicitly itemizes what constitutes a discrimination offence.	Obtain the Student Code of Conduct and ensure 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."	The definition of discrimination in the Student Code of Conduct does itemize discrimination as per the recommendation and references the Ontario Human Rights Code. Also, the Harassment and Discrimination Prevention and Response Policy does itemize discrimination.
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.	To enable quick access and easy to understand communication for students to access and understand the Student Code of Conduct.	Search the Student Affairs website for a fact sheet or FAQ that discusses how actions can be taken against the Student Code of Conduct. Document where this is	IA's review of the Student Affairs website (and the greater Queen's website) did not identify any info sheet on what sort of behaviours constitute a conflict with the Student Code of Conduct. However, the Student Code of Conduct itself does illustrate examples of

			and if it is easily found and understood.	different sorts of discrimination and how these come about and what constitutes each (ageism, Anti-Asian racism, Anti-black racism, Anti-indigenous racism. Anti-Semitism, Homophobia, Islamophobia, Microaggressions, Race, Racism, Transphobia), as well as linking to the fact sheet on the OHRC webpage
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Appendix: Detailed Status of Recommendation 1

PICRDI Report Follow Up

Recommendation #2: Diversity on the Website

Background:

The purpose of this document is to provide transparency on the status of the implementation of recommendation #2 of the PICRDI report to the Senior Leadership Team, The Senate, the Board of Trustees and the wider university community. This is part of a larger project which will encompass all of the recommendations. Details on the project can be found [here](#).

Read the Entire PICRDI report including recommendation 2 can be read [here](#).

See the attached appendix for the detailed findings.

Summary of Findings:

“Most of the action items have been completed” (4/5).

In lieu of EDII being embedded in strategic documents (See Recommendation #1 re: EDII embedded in strategic documents), the purpose of this recommendation is to ensure that the theme of diversity is prominent on the Queen’s website. By implementing many of these recommendations, the university has made its commitment to EDII more prominently displayed on the Queen’s website. The *Guiding Philosophy on Equity, Diversity, and Inclusion* on the University Relations web page clearly indicates that EDI is integral to all aspects of the university as well as detailing some platforms and initiatives in which the University addresses issues of EDI. Queen’s undertook a branding exercise in 2019 which has made EDII a part of the Visual Identity Guide and has made stories and resources on EDII topics much more prevalent.

The key activity for this recommendation has been the creation of the ‘Inclusive Queen’s’ web page. It includes resources, information, training, and links to various supports available at Queen’s. The initiatives tab references and keeps track of many of the developments in this area in the past. This site is managed by the Deputy Provost (Academic Operations and Inclusion).

On the Inclusive Queen’s web page there are details about supports for students, staff and faculty. It also includes information about resources for racialized students. This page has a list of all the historic reports pertaining to EDII; annual EDII reports created by the Principal, and the detail about the UCARE committee. A ‘Learning’ tab on the site provides links and information on academic activities related to anti-racism, as well as to related issues such as cultural awareness and inclusion, and a link to the multi-faith calendar.

Remaining Action items to be addressed:

- The "*Guiding Philosophy on Equity, Diversity and Inclusivity*" on the University Relations website does not explicitly indicate that "*diversity is synonymous with, and integral to, our pursuit of excellence and is central to our academic mission*". The statement does relay the importance of EDI in many areas throughout the university but does not refer to the academic mission.
- While a majority of the 25 web pages of units sampled on the Queen’s domain made some reference to EDI values, only 3 promoted and identified inclusivity on their webpage. No references to EDI were found on 10 units webpages after a cursory search.

Appendix: Detailed Status of Recommendation 2

A timeline of history of anti-racism and anti-oppression work has not been created and made available on the Queen's website, nor has it been initiated by management.

Appendix: Detailed Status of Recommendation 2

Original DARE Recommendation	PICRDI Recommendation	Assessment Criteria	Steps taken	Current Status
<p>Queen's must make the theme of diversity prominent on its website, the first point of contact most people have with us.</p>	Observations/Remaining Barriers			
	<p>Diversity 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. 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.</p> <p>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.</p> <p>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</p> <p>The Vice-Principal (University Relations) currently lacks authority regarding mandatory content on unit websites, whether academic or non-academic. This should be rectified.</p>	<p>The VP (University Relations) office has authority over required content on websites.</p>	<p>Discuss with the VP (University Relations) office and determine whether they have authority over required content on websites. Determine who has this ability</p>	<p>VP (UR) does have oversight over web content through the Website Governance Committee (created in August 2020). This committee has the ability to delay web launches in order to address content issues or suspend sites that are problematic. There is a content review process to identify poor use of language related to mental health and colloquial terms. The committee's role seems to be more of a consultative and support mechanism for Queen' websites, but there is oversight and the ability to remove problematic websites. But the ability to mandate content seems to be missing from the purview of the VPUR and the WCG.</p>
	Action to be taken			
<p>Review University Relations' guiding philosophy on equity, diversity, and inclusion, and determine whether</p>	<p>To clearly state that EDII is integral to all aspects of the University.</p>	<p>Review University Relations' website (http://www.queensu.ca/universityrelations/equity) and determine whether the university's guiding</p>	<p>The Guiding Philosophy on Equity, diversity, and inclusion on the University Relations Website clearly indicates that EDI is integral to all aspects of the</p>	

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<p>this statement reflects our shared commitment (http://www.queensu.ca/universityrelations/equity).</p>		<p>philosophy on equity, diversity, and inclusion, statement reflects our shared commitment.</p>	<p>university and indicates the various areas where it is important as well as indicating some specific platforms and initiatives in which the University addresses issues of EDI.</p>
<p>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.</p>	<p>To clearly state that EDI is integral to excellence in Academics at the University.</p>	<p>Review University Relations' guiding philosophy on equity, diversity, and inclusion and 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".</p>	<p>The "Guiding Philosophy on Equity, Diversity and Inclusivity" on the University Relations website does not explicitly indicate the EDI is integral to the Academic Mission at the University. The statement does indicate the importance of EDI in many areas throughout the university without specifically indicating Academics.</p>
<p>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).</p>	<p>The University has actively sought more events/activities related to equity, human rights, accessibility, and social justice, and include these on the Queen's Events Calendar.</p>	<p>Discuss with the VP (University Relations) what has been done to actively seek out more EDII, human rights and social justice events and determine if this exercise has been formalized. If these events have been sought, review the Events Calendar to determine if how many of these events have been included. Test a sample to see if they have been broadly communicated (RSS feeds, the Gazette, etc...)</p>	<p>University Relations, which is responsible for communications has a Guiding Philosophy on Equity, Diversity, and Inclusivity. This policy guides UR's commitment to communicating and promoting messages of EDII nature about the university and it's community. A review of randomly selected Gazette Articles indicated 5 of 10 articles had a focus on social or racial justice.</p> <p>AVP of communications also sits on the Declaration Implementation Group, established in 2020, to support the ongoing implementation of the Declaration of commitment to address systemic racism at Queen's which communicates Gazette stories and social media posts as part of this process.</p>
<p>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.</p>	<p>To ensure the university's responses to racist events are addressed swiftly and by senior management.</p>	<p>From an internet search identify 5 racist events that directly affect Queen's faculty, students, and staff. Mark the date of the event and then search the Queen's webpage for the timeliness of response. Note if messages from the Principal are part of the response.</p>	<p>In each of these cases, the Principal responded directly himself in a timely manner. In each of the cases selected the Principal condemned the event, offered support and reiterated the University's stance against racism.</p>
<p>The current Queen's University Branding Exercise should address issues of race, diversity, and inclusion.</p>	<p>The rebranding exercise addressed issues of race, diversity, and inclusion.</p>	<p>Contact University Relations and discuss the Branding Exercise that took place in 2017. Obtain any materials that intimate how EDI was incorporated into the exercise. Document the thought process as to how this was done.</p>	<p>The 2019 version of the Queen's Visual Identify Guide (which includes the results of the re-branding exercise in 2017) indicates that all communications, marketing and promotional materials emanating from Queen's must demonstrate equity, inclusivity and diversity in design, photography and content, and in all cases must meet the Canadian Code of Advertising Standards as it relates to equity and diversity and portrayals thereof. The guide will be</p>

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				revised in 2022 to focus more on EDII considerations.
The Queen's Visual Identity Policy should be modified to include a requirement that all campus units follow guidelines for equity, diversity, and inclusion	The Queen's Visual Identity Policy includes a requirement that all campus units follow guidelines for equity, diversity, and inclusion	Obtain and review the Queen's Visual Identity Policy and identify if the policy includes a requirement that all campus units follow guidelines for equity, diversity and Inclusion	Embedded in the Visual Identify and Graphic Standards Policy is a section on Equity, Diversity an Inclusivity. It discusses how the visual identity "supports the university's interest that all diverse cultures and identities be reflected and expressed in all aspects of university life".	Also explicitly indicates that "All communications, marketing and promotional materials emanating from Queen's must demonstrate equity, inclusivity and diversity in design, photography and content, and in all cases must meet the Canadian Code of Advertising Standards as it relates to equity and diversity and portrayals thereof."
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.	Ensure that confronting EDII issues is not only done at the Central Units, and that the decentralized units also have their commitment to EDII prominently displayed	From the Governance page of the Queen's website compile a list of all the main faculty, units, and student groups. Review all identified websites and note where on their webpages they have identified their commitment to EDI. Note instances where it could not be found.	25 webpages from faculties, centralized departments, and student Groups were reviewed. Of these:	<ul style="list-style-type: none"> • 3 websites fully promote and identify inclusivity on their webpages in easily found and identified locations. • 6 had Inclusivity and EDI listed as key values or vision, but were not prominently displayed on the website, it had to be searched for. • 6 websites had references to inclusivity intimating that Inclusivity is important to their units, however nothing indicating this on their websites. • 10 websites did not have any obvious commitment to EDI or reference to EDI readily found during searches.
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).		No Action taken		
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.	University Communications promotes messages of social and racial justice, diversity, and equity in the stories they tell	Review 10 sequential Gazette articles from the fall of 2021 and determine if they "promote messages of social and racial justice, diversity, and equity in the stories they tell with a particular focus on highlighting the efforts of students, staff, and	University Relations, which is responsible for communications has a Guiding Philosophy on Equity, Diversity and Inclusivity. This policy guides UR's commitment to communicating and promoting messages of EDII nature about the university and it's community.	

Appendix: Detailed Status of Recommendation 2

			faculty who are contributing to this important work."	5 of 10 stories reviewed had a focus on social or racial justice, or EDII, specifically on how members of the Queen's community contributions. It appears as though Queen's Communications are focusing on promoting messages of social and racial justice, diversity, and equity
<p>Centralizing Information</p> <p>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</p>				
<p>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.</p> <p>This timeline can serve to highlight initiatives that have been undertaken by the university, in light of the implementation report.</p>	<p>A timeline of the history of anti-racism and anti-oppression work that members of the Queen's community have engaged in throughout the years at Queen's is available on the Queen's website</p>	<p>Review the Queen's website for a timeline of the history of anti-racism and anti-oppression work that members of the Queen's community have engaged. Determine if the site is easily found and is thorough enough to provide sufficient details to highlight and celebrate the work done by Queen's.</p>	<p>A timeline of history of anti-racism and anti-oppression work has not been created and made available on the Queen's website, nor has it been initiated.</p>	
<p>Student support services and resources for racialized students, staff, and faculty.</p>	<p>Student support services and resources for racialized students, staff and faculty exist.</p>	<p>On the Inclusive Queen's website, determine if student support services and resources for racialized students, staff and faculty exist. Document the supports.</p>	<p>The 'Inclusive Queen's' website includes many of the supports available for students, staff and faculty offering support services, social groups and safe places. It also includes resources for racialized students.</p>	
<p>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).</p>	<p>A centralized hub for the reports that have been produced over the years regarding EDII exists on the webpage</p>	<p>Review the Queen's website and determine if a centralized hub for the reports that have been produced over the years has been established.</p>	<p>Queen's has provided a centralized hub on the 'Inclusive Queen's' website which includes links to past reports created to address EDII (including all listed in the recommendation). It was noted that it was somewhat challenging to find as they are on a page entitled 'PICRDI' as opposed to a central hub.</p>	
<p>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.)</p>	<p>Work done by UCARE is tracked and presented on the University Website</p>	<p>Review the Queen's website and determine if the work done by UCARE is being tracked and communicated.</p>	<p>Details on initiatives done by UCARE are only available through meeting minutes and annual reports. Specific initiatives and tracking is not readily available or easily found. The EDII Annual Report on the PICRDI webpage does outline</p>	

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				highlights of EDII initiatives. The initiatives are not explicitly tied back to specific recommendation on the PICRDI report.
	Outline academic programs and Centres dedicated to support and research on anti-racism	Academic programs and Centres dedicated to support and research on anti-racism are highlighted on the website and are easily found	Review the 'Inclusive Queen's' website and determine if academic resources for support and research on anti-racism are easily and clearly identified.	On the 'Inclusive Queen's' website on the "Learning" tab, there are links and information on various supports and research dedicated to support anti-racism, as well as related issues such as cultural awareness and inclusion.
	Provide a link to the multi-faith calendar which highlights relevant events	There is a link to the multi-faith calendar which highlights EDII events	Review the Inclusive Queen's website and the University relations website and determine if there is a link to the multi-faith calendar that is easily and logically found.	There is a link to the multi-faith calendar from the Inclusive Queen's website and the Faith and Spiritual Life webpage. Human Rights and Equity Office is responsible for the maintenance of this webpage.

PICRDI Report Follow Up

Recommendation #3: Senior Leadership

Background:

The purpose of this document is to provide transparency on the status of the implementation of recommendation #3 of the PICRDI report to the Senior Leadership Team, The Senate, the Board of Trustees and the wider university community. This is part of a larger project which will encompass all of the recommendations. Details on the project can be found [here](#).

Read the Entire PICRDI report including recommendation 3 can be read [here](#).

See the attached appendix for the detailed findings.

Summary of Findings:

“Most of the action items have been completed – Evidence exist that management has completed most of the action items required or has completed other actions in order to address the recommendation. The objective of the recommendations been practically met” (4/5).

The objective of this recommendation is to put more responsibility of Senior Leadership to ensure that racialized faculty feel welcome and comfortable in the Queen’s Community. Senior Leadership has made changes to the leadership structure to focus on equity, diversity, and inclusion. The Deputy Provost's role has been expanded to include inclusion in her title as well as being responsible for advancing equity, diversity, and inclusion initiatives on campus. Additionally, The AVP (Human Rights, Equity, and Inclusion) was created in 2018, as recommended, and is responsible for consolidating and coordinating existing efforts regarding Equity and Human Rights.

The University Counsel on Anti-Racism and Equity was established to coordinate, monitor, and report on the progress of university-wide initiatives to address racism and promote equity, diversity, and inclusion and includes members of Senior Leadership. UCARE is responsible for tracking progress made on EDII initiatives. HREO and Student Affairs have established awards to recognize faculty, staff, and student work in EDII.

Remaining Action items to be addressed:

- Events focused specifically for BIPOC Staff, including periodic socials, or teas for BIPOC faculty should be implemented.
- There should be a research forum dedicated for racialized educators run by University Research or by the HREO.

Original DARE Recommendation	PICRDI Recommendation	Assessment Criteria	Steps taken	Current Status
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	<p>Recommendation</p> <p>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</p>	A meeting for new and pre-tenured racialized faculty is occurring.	Search the Queen's website and discuss with the Principal's office if a meeting (not necessarily a luncheon) for new and pre-tenured racialized faculty as well as bi-monthly is occurring. Document the dates and describe the meeting and accompanying communications.	There are no events focused specifically for BIPOC Staff and there are not periodic socials, or teas for BIPOC faculty. There is a new faculty hire event, but it is not focused on BIPOC.
	<p>Observation</p> <p>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</p>		No Work to Perform	
	<p>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.</p>	<p>PICRDI recommendations are being monitored and pushed forward</p> <p>The Deputy Provost's role has been changed to include a focus on EDII.</p>	<p>1. Review the PICRDI website and determine if it is demonstrable that the recommendations are being monitored and pushed forward.</p> <p>2. Determine if the Deputy Provost's role has been changed to include a focus on EDII.</p>	<p>With the exception of determining the progress of specific recommendations in the PICRDI report, the university has shown their commitment to anti-racism, diversity and inclusion on campus by creating metrics for diversity on campus and for following up on the recommendations in the PICRDI report.</p> <p>The Deputy Provost's role has been expanded to include a focus on EDII as recommended</p>
	<p>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.</p>	<p>The Deputy Provost seeks input from a wide variety of experts on campus with full representation and adequate access to senior leadership.</p> <p>An AVP (Equity) has been appointed.</p>	<p>Review the Inclusive Queen's webpage and search to determine if there is input from a wide variety of experts on campus with full representation and adequate access to senior leadership.</p> <p>Determine if the university has appointed an AVP (Equity) to sustain these efforts and to move</p>	<p>The UCARE committee includes senior university leadership and has membership from the recommended groups across campus. Additionally, 5 sub-groups ensure representation of equity seeking groups to senior leadership. In 2018 The University created and filled the position of AVP (Human Rights, Equity and Inclusion).</p>

			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.	The university has mechanisms in place to recognize and reward those who participate in the initiatives described in the original DARE recommendation.	Through discussion with the Provost determine if the university has mechanisms in place to recognize and reward those who participate in the initiatives described in the original DARE recommendation.	HREO and Student Affairs have awards to recognize faculty, staff, and student work in EDII. Student Affairs also have scholarships and bursaries for students who participate in EDII work, such as the Commitment Scholars program. IN the QUFA Collective Agreement, there are provisions to allow for reduced teaching responsibility n order to allow the Member to concentrate on their research or for other professional activities benefiting both the Member and the University.
	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	The University has installed the Deputy Provost (or an equivalent level of authority at the university) has the authority and accountability over diversity Equity and Inclusion.	Determine if the University has installed the Deputy Provost as the authority and accountability over diversity Equity and Inclusion.	The Deputy Provost's role has been expanded to include inclusion in her title as well as being responsible for advancing equity, diversity, and inclusion initiatives on campus
	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 University has hired an Associate VP in the area of EDII, Who is then held accountable for EDI at the university.	Determine if the University has hired an Associate VP in the area of EDII, Who is then held accountable for EDI at the university.	The AVP (Human Rights, Equity, and Inclusion) was created in 2018 as recommended. The AVP is responsible for consolidating and coordinating existing efforts regarding Equity and Human Rights.
	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 AVP (Equity) is a racialized academic and has a history and knowledge with social and racial justice and equity.	Verify that the AVP (Equity) is a racialized academic with a history and knowledge with social and racial justice and equity.	The AVP Equity is racialized with experience in social and racial justice, however, is not an academic
	The mandate of the Associate Vice-Principal (Equity) will include, but is not limited to:	The Mandate indicated in the recommendation matches that	Compare the Mandate indicated in the recommendation to the mandate, vision and missions on	The Mandate of the AVP (Equity) closely matches that in the recommendation. AVP (Equity) is a co-chair on UCARE and is very involved in consultations across the university and in

	<ul style="list-style-type: none"> • 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. 	of the mandate, vision, and missions on the AVP (Equity)	the AVP (Equity) webpage and note when a recommended mandate is not present.	establishing structures, budgets, and resourcing to further EDII initiatives. AVP (Equity) has a close working relationship, albeit informal, with Student Affairs, The office of the Provost and the Office of the Principal and has a presence on numerous equity-serving committees and groups.
	The Associate Vice-Principal (Equity) would chair an annual research forum for racialized educators, exploring issues related to scholarship, teaching, and academic community building.	A Research Forum designated for racialized educators has been created and is chaired by the AVP (Equity).	Determine if there is a Research Forum designated for racialized educators, and if so, if it is chaired by the AVP (Equity). Note the dates of all the Research Forums if they have occurred.	There is no research forum as of yet, run by Research or by the HREO.
	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.	The AVP (Equity) has a dedicated budget that funds the position and the mandate of HREO for the foreseeable future.	Ensure that the AVP (Equity) has a dedicated budget that will fund the position and the mandate for the foreseeable future. Document the annual budget and explain the resources of the unit.	HREO is a going concern within the university. The AVP (Equity) and the entire HREO office has been and will be funded for the foreseeable future to advise and advance the culture of human rights, equity and inclusion.

PICRDI Report Follow Up

Recommendation #4: Inclusive Space

CARED receives funding directly from AMS and has been given space in the Rideau building to operate full time. CARED also has an open, informal relationship with HREO.

Background:

The purpose of this document is to provide transparency on the status of the implementation of recommendation #4 of the PICRDI report to the Senior Leadership Team, The Senate, the Board of Trustees and the wider university community. This is part of a larger project which will encompass all of the recommendations. Details on the project can be found [here](#).

Read the Entire PICRDI report including recommendation 10 can be read [here](#).

See the attached appendix for the detailed findings.

Summary of Findings:

“Most of the action items have been completed – Evidence exist that management has completed most of the action items required or has completed other actions in order to address the recommendation. The objective of the recommendations been practically met.” (4/5).

The purpose of this recommendation is to ensure that there are inclusive safe spaces available to under-represented students. The PICRDI Recommendation indicates the space should be named after a racialized figure in Queen’s History; a space has been created in 2020 which fulfills the objectives of this recommendation but has called the building ‘Yellow House’. While AMS was consulted in the crated of the Yellow House, other student groups were not consulted. The Yellow House has been created which provides space for student groups engaged in anti-racist and social justice activities. It houses 4 student groups currently in the space. Staff hired: director, EDI coordinator, Sexual and gender diversity advisor, departmental assistant, reception student assistant, EDI student assistants. The YH brings in resources from multiple other units, including Black-identified counselor through SWS and others to support students. A full time BIPOC Wellness position has been developed for the YH with Student Wellness Services, aligned with the embedded counselling model

Additionally, QCRED receives annual funding through the Diversity and Inclusion budget (a budget allocation under the Office of the Provost) and HREO has been involved in the administration of the budget.

Remaining Action items to be addressed:

Original recommendations indicated that other student groups beyond AMS be involved in the creation of the Yellow House, and that it be named after a racialized figure from Queen’s history. Both of these things did not happen but are in the past and cannot be corrected.

- The AVP (Equity) does not have responsibility over the Yellow House at all, however a dual reporting relationship with the Deputy Provost, Academic Operations and Inclusion partially achieves the objective of having a person with expertise in EDI having authority and responsibility over the Yellow House

Original DARE Recommendation	PICRDI Recommendation	Assessment Criteria	Steps taken	Current Status
<p>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</p>	<p>Observation</p>	<p>A student centre for racial equity and social justice has been created.</p>	<p>Determine if a student centre for racial equity and social justice has been created. Document the name, mandate and if it fulfills the directive of serving as a hub for students, support clubs and services.</p>	<p>The Yellow House was established in 2020 located on campus and has the mandate as a student centre for queer, racialized and marginalized students.</p> <p>It is an ongoing endeavour funded by the Central Operating Budget under the Student Affairs budget and houses various student clubs. After discussion it was decided that the place would not be named after Alfie Pierce.</p>
	<p>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.</p> <p>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</p>			
	<p>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.</p>	<p>Student groups were consulted in the creation and operation of the Student Centre.</p>	<p>Discuss with the Provost or the Dean of Student Affairs about the planning and creation of the Student Centre. Ensure participation of the student groups in the creation and operation of the Student Centre.</p>	<p>AMS was consulted on the creation of the Yellow House, but not all the other student groups. A Memo of Understanding was established between AMS and the university on the use of the space.</p>
	<p>Action to be taken</p>	<p>QCRED is receiving annual and ongoing funding from the Central Operating Fund.</p> <p>HREO is involved in the administration of QCRED's budget and what the relationship between the two offices is.</p> <p>The Cross-cultural advisor also assists in mentoring QCRED.</p>	<p>Determine if QCRED is receiving annual and ongoing funding from the Central Operating Fund, and specifically from the Office of the Provost.</p> <p>2. Discuss with HREO if they are involved in administration of QCRED's budget and what the relationship between the two offices is.</p> <p>3. Discus with the AVP (Equity) her involvement with QCRED. Determine if the AVP (Equity) reviews and advises on the</p>	<p>The Provost's office does provide operational support to the Queen's Coalition against Racist and Ethnic Discrimination (QCRED). QCRED is receiving annual funding through the Diversity and Inclusion budget (a budget allocation under the Office of the Provost). As QCRED does not have their own bank account, The office of the Provost has managed the resources for the group since 2019-20 and HREO has been involved in the administration of the budget since that time</p>
	<p>The university, through the Provost's office, should continue to provide operational support to the Queen's Coalition against Racist and Ethnic Discrimination (QCRED):</p> <ul style="list-style-type: none"> • 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. 			

	<p>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:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • A Student Centre for Racial Equity and Social Justice has been created • The space is for various student-led groups who engage in anti-racist and social justice activities and collaboration between student-led groups and societies • An outreach counsellor is located in this centre. • The peer mentoring and educators program is run, out of this space • The space includes access to a kitchen, open lounge space, workshop space, and offices for staff. • The centre is overseen primarily by the new AVP (Equity) with a dual reporting structure to Student Affairs. 	<p>activities of QCRED. Determine if the Cross-cultural advisor also assists in mentoring QCRED.</p> <p>Ensure a Student Centre for Racial Equity and Social Justice has been created and:</p> <ul style="list-style-type: none"> • 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 	<p>The Yellow House has been created which provides space for student groups engaged in anti-racist and social justice activities. It houses 4 student groups currently in the space. Staff hired: director, EDI coordinator, Sexual and gender diversity advisor, departmental assistant, reception student assistant, EDI student assistants. The YH brings in resources from multiple other units, including Black-identified counselor through SWS and others to support students. A full time BIPOC Wellness position has been developed for the YH with Student Wellness Services, aligned with the embedded counselling model. The AVP (Equity) does not have responsibility over the Yellow House at all, however a dual reporting relationship with the Deputy Provost, Academic Operations and Inclusion partially achieves the objective of having a person with expertise in EDI having authority and responsibility over the Yellow House</p>
	<p>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</p>	<p>Funding has been allocated to CARED and there is a working relationship between HREO and CARED</p>	<p>Review the AMS website and determine if funding is being applied to CARED. Determine if AMS has provided a physical space for CARED to operate.</p> <p>Discuss with HREO is they have a</p>	<p>CARED receives funding directly from AMS and has been given space in the Rideau building to operate full time. CARED also has an open, informal relationship with HREO.</p>

			working relationship with CARED and document the relationship.	
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PICRDI Report Follow Up

Recommendation #5: Peer Mentoring and Counselling

Background:

The purpose of this document is to provide transparency on the status of the implementation of recommendation #5 of the PICRDI report to the Senior Leadership Team, The Senate, the Board of Trustees and the wider university community. This is part of a larger project which will encompass all of the recommendations. Details on the project can be found [here](#).

Read the Entire PICRDI report including recommendation 5 can be read [here](#).

See the attached appendix for the detailed findings.

Summary of Findings:

“Some of the required action items have been completed” (3/5).

They key action by the university’s central administration, to increase support for a peer mentoring program for marginalized students and increased counselling support has not been implemented. A peer mentoring program for racialized students has not been instituted, however SWS has added counselors aimed at QTBIPOC student needs. SWS has hired a cross-cultural counselor, an indigenous culture counsellor as well as a Black-Identified and LGBTQ2S counsellor and Counsellors who explicitly deal with issues of racism are available to all students.

While a peer mentoring program has not been implemented, there are several avenues for mentorship based on identity in place, including Q success, and through Four Directions. So, while there is not a specific program for a diversity based per mentor program, there are peer mentors available to all students who have some training in Mentorship, Resources and Referrals, Learning Strategies, Health and Wellness, Intercultural Awareness, etc. These mentorship positions are unpaid - volunteer only.

Remaining Action items to be addressed:

An explicit peer mentoring program focusing on the experiences of racialized students should be implemented, ideally accessible through SWS. Additionally, a peer educators program should be developed where students can delivery workshops on issues of diversity, racism and equity.

Original DARE Recommendation	PICRDI Recommendation	Assessment Criteria	Steps taken	Current Status
<p>The university should immediately support a peer mentoring program for marginalized students as well as increased counselling support.</p>	<p>Observation</p> <p>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.</p> <p>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.</p> <p>Lack of capacity – 1 FTE Cross-cultural Advisor is not enough to meet the demand for these services.</p> <p>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.</p>		See step below	See step below
	<p>Action to be taken</p>	<p>one additional 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) has been hired.</p>	<p>Determine if at least one additional 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) has been hired.</p>	<ul style="list-style-type: none"> Student Wellness Students has added counsellors aimed at QTBIPOC student needs. There is a cross-cultural counselor, an indigenous culture counsellor as well as a Black-Identified and LGBTQ2S counsellor. Counsellor who explicitly deal with issues of racism are available to all students
	<p>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).</p> <ul style="list-style-type: none"> Hire additional counsellors who explicitly deal with issues of racism and are available to all students. 			

	<ul style="list-style-type: none"> • 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. 	<p>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) has been reinstated</p>	<p>Determine if SWS has instituted a peer mentoring program that focuses on the experiences of racialized students, and attends to intersectional needs</p>	<p>A peer mentoring program for racialized students has not been instituted.</p>
	<ul style="list-style-type: none"> • 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. 	<p>A peer mentoring program for racialized students has been instituted and 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.</p>	<p>If this program has been implemented ensure this program was 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.</p>	<p>A peer mentoring program for racialized students has not been instituted.</p>
	<ul style="list-style-type: none"> • 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. 	<p>A peer mentoring program for racialized students has been instituted and is evaluated on its success after initial implementation, considering the diverse needs of students and student feedback, given the complexity of student requirements.</p>	<p>Through discussions with Student Affairs, determine if the program has been evaluated based on the diverse needs of students and student feedback.</p>	<p>A peer mentoring program for racialized students has not been instituted.</p>
	<ul style="list-style-type: none"> • This program is distinct from QSuccess, in that it uses an anti-racism and anti-oppression framework to support racialized students. 	<p>A peer mentoring program for racialized students has been instituted using an anti-racism and anti-oppression framework to support racialized students.</p>	<p>Determine if this program uses an anti-racism and anti-oppression framework to support racialized students. Document the framework.</p>	<p>A peer mentoring program for racialized students has not been instituted.</p>
	<ul style="list-style-type: none"> • 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. 	<p>A peer mentoring program for racialized students has been instituted that serves to holistically support students – providing advice on academics, adjusting to university life, etc.,</p>	<ul style="list-style-type: none"> • 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, 	<p>A peer mentoring program for racialized students has not been instituted.</p>

			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.	
	<ul style="list-style-type: none"> • 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. 	<p>A Peer Educators program has been created, in which students deliver workshops on issues of diversity, racism, and equity, to be run under the Cross- Cultural Advisor. The mandate of the program is to allow all students to partake of the program.</p> <p>Students are paid to do this work but there is an option for the work to be volunteer based.</p>	<ol style="list-style-type: none"> 1. Determine if a Peer Educators program has been created, 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. Document where this program is run (if applicable) 2. Determine if the mandate of this program includes allowing all students to partake in this program and serve as a model for community leadership. 3. Determine if students are paid to do this work and is eligible under the Work Study program. 4. Determine if there is an option for the work to 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. 	There is not a peer mentorship program has not been established, although several avenues for mentorship based on identity are in place, including Q success, and through Four Directions. So, while there is not a specific program for a diversity based per mentor program, there are peer mentors available to all students who have some training in Mentorship, Resources and Referrals, Learning Strategies, Health and Wellness, Intercultural Awareness, etc. These mentorship positions are unpaid - volunteer only.
	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	The title of cross-cultural advisor has been considered to be changed to be more inclusive of all student’s needs.	Discuss with SWS if there was a review of the title of 'Cross-cultural Advisor" to determine the propriety of the title. Document the process that was undertaken to review the title.	A review of the title of Cross-Cultural Advisor was reviewed and decided not to change the title. But to increase inclusivity, other counselors have been created to address other counselling needs, such as LGBTQ2+, Indigenous, EDI and Sexual and Gender Diversity counsellor options.

Appendix: Detailed Status of Recommendation 5

PICRDI Report Follow Up

Recommendation #6: Fundraising & Bursaries

Background:

The purpose of this document is to provide transparency on the status of the implementation of recommendation #6 of the PICRDI report to the Senior Leadership Team, The Senate, the Board of Trustees, and the wider university community. This is part of a larger project which will encompass all the recommendations. Details on the project can be found [here](#).

Read the Entire PICRDI report including recommendation 6 can be read [here](#).

See the attached appendix for the detailed findings.

Summary of Findings:

“Some of the required action items have been completed” (3/5).

The purpose of this recommendation is to ensure that the university has invested in raising funds long-term for awards and financial aid for racialized students. This would be in a larger effort to recruit and retain racialized students and diversify the student population.

From May 1, 2017 to April 30, 2022 almost \$900k has been raised through cash-in donations and pledges for awards/bursaries/scholarships with specific criteria for racialized students and a total of \$3.7M has been raised through cash-in donations and pledges for awards/bursaries/scholarships supporting multiple marginalized groups that includes racialized students. The Office of Advancement has identified and define five new values and build strategies to incorporate them into daily operations. Inclusion is one of those values, as are Accountability, Collaboration, Integrity, and Service.

Financial Aid has also created Commitment Scholars awards and bursaries which recognize school or community equity leadership, however, the recommendation that specific fundraising be done for the Yellow House has not been met, instead, the university has allocated central operating funds on an ongoing basis to fund the Yellow House. There is currently a review being done to determine if fundraising for the Yellow House should be done in the future.

There has not been a targeted approach to raise funds from Black alumni by Advancement, however, there have been 9 new student awards established since May 2017 with trusts and endowments specifically supporting racialized students.

Remaining Action items to be addressed:

In order to implement this recommendation Advancement needs to allocate resources for a position dedicated to fundraising for the Yellow House. Additionally, Advancement needs to implement a targeted approach to raising funds from black alumni, which would include training advancement staff in this area

Original DARE Recommendation	PICRDI Recommendation	Assessment Criteria	Steps taken	Current Status
<p>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.</p>	<p>Observation</p>			
	<p>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).</p> <p>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.</p>	<p>Explicit goals and priorities are included in the Universities Philanthropic strategy documents.</p>	<p>Discuss with the VP (Advancement) the university's efforts to raise funds for financial aid and awards for racialized students. Determine if this commitment has been formalized and where it is documented.</p>	<p>From May 1, 2017 to April 30, 2022 a total of \$877,839.91 has been raised through cash-in donations and pledges for awards/bursaries/scholarships with specific criteria for racialized students and a total of \$3,691,307.27 has been raised through cash-in donations and pledges for awards/bursaries/scholarships supporting multiple marginalized groups that includes racialized students. The Office of Advancement has identified and define five new values and build strategies to incorporate them into daily operations. Inclusion is one of those values, as are Accountability, Collaboration, Integrity, and Service.</p>
	<p>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</p>	<p>N/A</p>		
	<p>Action to be taken (Strategic Documents)</p>			
	<p>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)</p>	<p>- Queen's has secured financial aid for under-represented students, including racialized students - Additional funding for the new Alfie Pierce Student Centre for Racial Equity and Social Justice (Yellow House).</p>	<p>1. Discuss with the Financial Aid whether additional funding has been secured for under-represented students. Document the new financial awards made available since 2017 for under-represented students.</p>	<p>The Commitment Scholars Awards and Bursaries was created in 2020. The awards recognize school or community equity leadership; the bursary program provides renewable need-based support to enhance access to Queen's. Starting Fall 2021, 365 members of the Class of 2025 will be receiving</p>

<p>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</p>	<p>- A formal plan has been developed to create a fundraising plan to promote equity and inclusion</p>	<p>2. Through discussion with Advancement, determine what initiatives and additional funding has been sought and obtained specifically for the Yellow House. Document this fundraising</p> <p>3. Discuss with the AVP(Advancement) if there has been a formal fund-raising plan which promotes EDII. Obtain if applicable</p>	<p>a total of \$935,000 in each of their four years of study through the Commitment Bursary program. This is in addition to the \$6.9M distributed to 1,442 Black Canadian, Racialized, or Indigenous students in 2020-21. And, while funding has been secured through the central operating budget for the operations of the Yellow House, additional fundraising and initiatives have not been planned to increase funding.</p> <p>A Financial Aid Review was initiated in Winter 2022 that will consider the evolving context of changes to government aid programs and regulations, increasing admission award averages, the impact of financial assistance on undergraduate enrolment targets and efforts to promote accessibility and advance the university's EDII priorities, while ensuring financial sustainability. However, this has not been completed and as a result a formal fundraising plan has not been put in place which promotes EDII.</p>
<p>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.</p>	<p>- funds are raised specifically for bursaries and scholarships for racialized students. - Black Alumni are targeted for fundraising - Awards have been created to support racialized and indigenous students.</p>	<p>1. Contact Advancement and determine if there has been a target approach to raise funds from black alumni. Obtain that documentation and assess the success.</p> <p>2. Determine if Advancement fundraising efforts have included training specific to raising funds from specifically black alumni.</p> <p>3. From Advancement, obtain a list of newly created student awards (both quantity and dollar amount). Determine if the decision to create more awards targeted to black students has been documented and measured.</p>	<p>There has not been a targeted approach to raise funds from Black alumni. While advancement has not included specific training for raising funds from black alumni, professional development for fundraising from black alumni will begin in the 2023 fiscal year. However there has been an effort to create student awards for racialized students - there have been 9 new student awards established since May 2017 with trusts and endowments specifically supporting racialized students.</p>
<p>New Positions in Advancement These efforts should be adequately resourced in the form of at least one position in Advancement dedicated</p>	<p>- A new position has been created in Advancement dedicated to raising funds for racialized, degree-</p>	<p>1. Review the Advancement Website and determine if there has been at least one position filled specifically dedicated</p>	<p>There has not been a position created in Advancement that is responsible for raising funds for racialized students. Through the Pathways</p>

	<p>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.</p> <p>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.</p>	<p>seeking international, low-income, and Indigenous students.</p> <p>Student Awards administers and disburses these awards on an annual basis.</p> <p>- New awards have been created through 'Pathways to Education'</p>	<p>to raising funds for racialized, degree-seeking international, low-income, and Indigenous students. Discuss with AVP (Advancement) if this position could not be identified.</p> <p>2. Through discussion with AVP (Advancement) ensure Student Awards has committed to administering and disbursing these awards annually.</p> <p>3. Obtain the number and dollar amount of awards administered through 'Pathways to Education' and determine if this amount has increased. Ensure that this is being reported to the Senate annually by obtaining Senate meeting minutes and noting this reporting.</p>	<p>program Student Awards has committed to administering awards to under-represented students. In 2021-22 there was \$6.9M in financial support provided to Black, Indigenous and racialized students noted above, the university distributed \$2.6M to 574 students who self-identify as first in their family to attend post-secondary (First Generation). An additional \$120k is available to 10 recipients of Commitment Scholars (Celebrates and recognizes demonstrated leadership in, and commitment to, racial justice, social justice, or diversity initiatives by students in their high schools or communities.) and \$935k to 356 members of the 2025 class, but no trusts or endowments that support specific awards funds or programming for pathways education.</p>
	<p>Alfie Pierce Student Centre for Racial Equity and Social Justice</p> <p>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.</p> <p>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.</p>	<p>A new position in Advancement has been created to support fundraising for the Yellow House. This position has evidenced equity, diversity, and inclusion competencies</p>	<p>As indicated om Rec4, funding has been secured for the Yellow House on a continuing basis.</p> <p>1. Discuss with Advancement if a position has been established within Advancement to support fundraising for the Yellow House.</p> <p>2. If this position has been established. Discuss with AVP (Advancement) who has filled the position and document their experience with EDII and assess their competencies in this area.</p>	<p>A position within Advancement has not been established to fundraise for the Yellow House. Despite this, there is currently a review being done to determine if fundraising for the Yellow House should be done in the future. Similarly, A case is in the process of being created for fundraising EDII priorities, but it is not known if this will include fundraising specifically for the Yellow House.</p>

Appendix: Detailed Status of Recommendation 6

PICRDI Report Follow Up
Recommendation #7: Funding Initiatives & Research

Background:

The purpose of this document is to provide transparency on the status of the implementation of recommendation #7 of the PICRDI report to the Senior Leadership Team, The Senate, the Board of Trustees and the wider university community. This is part of a larger project which will encompass all of the recommendations. Details on the project can be found [here](#).

Read the Entire PICRDI report including recommendation 7 can be read [here](#).

See the attached appendix for the detailed findings.

Summary of Findings:

“Most of the action items have been completed” (4/5).

The objective of this recommendation is for funds to be established for students and student groups on an annual basis who want to pursue anti-racist and anti-oppression programming and initiatives. The Inclusive Community Fund was established in 2018 and is available annually to both staff and faculty, and students. The recommendation is for \$25k for each, and this fund is \$50k. A scan and report of EDII programming and initiatives is done annually through the EDII report which is reported to the Board and informs planning on anti-racist and anti-oppression programming and initiatives.

Additionally, the Student Initiative Fund is awarded by a team which includes a representative from HREO. Support for anti-racist and anti-oppression programming and initiatives has been a longstanding priority. In recent years, the criteria have been made clearer to reflect this emphasis, while not actually being documented. The Black Studies program has been created at Queen's and funding has been granted to hire staff in this department. The Faculty of Arts and Science has created three one-year Pre-Doctoral Fellowships for Black Studies Students. However, while this could be used to focus on anti-racism, equity, and diversity issues, it also may not. Last year, QNS focused on Black scholarship and after an extensive search that highlighted equity, diversity, inclusion, and anti-racism, seven new faculty members have joined the Black Studies Program. Please note that this work was handed to the Provost Office. SGPS has not included anti-racism initiatives in their granting program.

Remaining Action items to be addressed:

The VPR needs to administer awards for students conducting anti-racism research in addition to being actively engaged in Queen's National Scholars Program which was initially developed to support the participation of women and it has recently become a vehicle for broader EDI considerations

SGPS should include anti-racism initiatives in their SGPS grants program.

Original DARE Recommendation	PICRDI Recommendation	Assessment Criteria	Steps taken	Current Status
<p>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</p>	<p>Observation</p> <p>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.</p>	<p>A fund has been established for students and student groups on an annual basis who want to pursue anti-racist and anti-oppression programming and initiatives.</p> <p>A fund has been set up for staff/faculty to access for anti-racist and anti-oppression initiatives.</p>	<ol style="list-style-type: none"> 1. Through discussion with Financial Aid, determine if a fund has been established for students and student groups on an annual basis who want to pursue anti-racist and anti-oppression programming and initiatives. 2. Through discussion with HREO determine if there is funding set up for staff/faculty to access for anti-racist and anti-oppression initiatives. 3. If the fund has been established, obtain a copy of the Terms of Reference, and determine if the recommended constituents (or the current incarnation of these positions) make up the committee for the fund. 	<p>The Inclusive Community Fund was established in 2018 and is available annually to both staff and faculty, and students. The recommendation is for \$25k for each, and this fund is \$50k which covers off both recommendations. The committee members who award the fund does not match the recommendation exactly, however the recommended representation is mostly in place.</p>
	<p>Action to be taken</p> <p>University Programming and Initiatives</p> <p>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).</p> <p>Budget: Based on this scan, a budget and mechanism for annual allocation of funds should be created.</p> <p>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.</p>	<p>An environmental scan of the university has been performed to identify anti-racist and anti-oppression programming and initiatives.</p> <p>A budget has been established for an annual allocation of funds for anti-racism and anti-oppression programming and initiatives.</p> <p>The Student Initiative Fund has been altered to focus more support for anti-racist and anti-</p>	<ol style="list-style-type: none"> 1. Contact the Provost' Office and determine if an environmental scan of the university has been performed to identify anti-racist and anti-oppression programming and initiatives. 2. Ask the Provost if a budget has been established for an annual allocation of funds for anti-racism and anti-oppression programming and initiatives. 3. Contact Student Awards and determine if the Student Initiative 	<p>A scan and report of EDII programming and initiatives is done annually through the EDII report which is reported to the Board and informs planning on anti-racist and anti-oppression programming and initiatives. An annual fund of \$50 was established as the Provosts Inclusive Community Fund which provides financial support to host programs, events, initiatives, or projects that serve to promote a more inter-culturally informed, tolerant, and inclusive campus community. The Student Initiative Fund is awarded by a team which includes a representative from HREO. Support for anti-racist and anti-oppression programming and initiatives has been a longstanding priority. In recent years, the criteria have been made more explicit to reflect this emphasis, while not actually being documented</p>

		oppression programming and initiatives.	Fund has been altered to focus more support for anti-racist and anti-oppression programming and initiatives.	
	<p>Research</p> <p>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.</p>	<p>A formal initiative has been created to administer research assistantships for undergraduate students studying EDII issues.</p> <p>Specific funding has been established for QU for black studies and competitive grants have been allocated to this endeavour.</p> <p>SGPS has been approached to included anti-racism initiatives in the SGPS Grant Program.</p>	<p>1. Through Discussion with VPR, determine if any formal initiatives have been created to administer research assistantships for undergraduate students studying EDII issues.</p> <p>2. Also, discuss with VPR if specific funding has been established for QU for black studies. Determine if competitive grants have been allocated to this endeavour.</p> <p>3. Ask the VPR if SGPS has been approached to included anti-racism initiatives in the SGPS Grant Program.</p>	<p>Work has been done to establish the Black Studies program at Queen's and funding has been granted to hire staff in this department. The Faculty of Arts and Science has created three one-year Pre-Doctoral Fellowships for Black Studies Students. However, while this could be used to focus on anti-racism, equity, and diversity issues, it also may not. SGPS has not included anti-racism initiatives in their granting program.</p>

Appendix: Detailed Status of Recommendation 7

PICRDI Report Follow Up

Recommendation #8: Journal of Critical Race Inquiry

Background:

The purpose of this document is to provide transparency on the status of the implementation of recommendation #8 of the PICRDI report to the Senior Leadership Team, The Senate, the Board of Trustees and the wider university community. This is part of a larger project which will encompass all of the recommendations. Details on the project can be found [here](#).

Read the Entire PICRDI report including recommendation 8 can be read [here](#).

See the attached appendix for the detailed findings.

Summary of Findings:

“Some of the required action items have been completed” (3/5).

They key action by the university’s central administration, to increase the annual funding to the journal has been completed. However, it is not clear if the Journal has significantly increased its *"visibility and impact"* or *"encourage[d] 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."* As it has not

- Obtained SSHRC (Social Sciences and Humanities Research Council) funding;
- Regularly hosted events and seminars; or
- Sought affiliation with another Queen’s academic department

Per discussion with the Editor the focus of the Journal has been to expand readership and contributors. Long term plans still include developing seminars, events and obtaining SSHRC funding. The Editor does not believe associating the Journal with different departments is necessary.

Remaining Action items to be addressed:

The Journal of Critical Race Inquiry should continue to develop the Journal by seeking SSHRC funding, hosting events to encourage scholarship and community engagement, and consider seeking strategic partnerships/association with other academic departments at the university.

Appendix: Detailed Status of Recommendation 8

Original DARE Recommendation	PICRDI Recommendation	Assessment Criteria	Steps taken	Current Status
<p>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.</p>	<p>Observation</p> <p>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.</p>	<p>1) Funding from the university is increased to at least \$ 10,000 per annum</p>	<ul style="list-style-type: none"> • Interview the Editor of the Journal of Critical Race Inquiry to determine the sources and amounts of funding • Interview the Department manager of the Gender Studies to determine how the funding is obtained and allocated to the JCRI • Extract the financial data from FAST to corroborate the Editor and Department Manager 	<ul style="list-style-type: none"> • This specific action item has been fully implemented as total budget of \$ 15,000 per annum is being provided by the Office of the Provost to the Journal. This exceeds the \$ 10,000 per annum funding recommended in the PICRDI report. • Funding is allocated to the Editor of the journal who has the sole authority to disperse the funds to meet the objectives of the Journal. • It was noted that SSHRC funding has not been obtained, but other revenues of \$3,400 were collected as to support a 2019 event.
	<p>Action to be taken</p> <p>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.</p>	<p>2) The Journal should have greater "visibility and impact" and "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." by: a) Regularly issuing the journal as a peer-reviewed, open access scholarly journal b) Considering associating with another Queen’s department c) Hosting Special Events</p>	<ul style="list-style-type: none"> • Review the website and editions of Journal of Critical Race Inquiry and determine if there is regular publication of the journal, public events, or seminar series associated with the Journal's themes. • Interview the editor of the Journal and note whether other departments at Queen's, other than Gender Studies, is part of the journal. • Analyze the extracted the financial data from FAST to determine how funds are spent by the Journal 	<ul style="list-style-type: none"> • There was one events in 2019 held by the Journal. Hosting events remains a long-term goal of the Journal according to the Editor. About 12% of funding obtained from the Provost four fiscal years ending April 30, 2021 was spent on events (net of event specific funding). • For the four fiscal years ending April 30, 2021 67% of funding received from the Office of the Provost has been spent "managing, editing, and producing the journal ". The Journal issues on average about one issue per year. However, a the Journal did not have an issue in 2021. • The Journal has a surplus of \$9,700 in the four fiscal years ending April 30, 2021. • The focus for the Journal is to expand readership and contributors. The Journal revised the mandate to expand the editorial board, who promote the Journal and augment editing expertise external to Queen's. • The Editor does not believe associating the Journal with different departments is necessary.

PICRDI Report Follow Up
Recommendation #9: RCI & Speaker Series

Background:

The purpose of this document is to provide transparency on the status of the implementation of recommendation #9 of the PICRDI report to the Senior Leadership Team, The Senate, the Board of Trustees, and the wider university community. This is part of a larger project which will encompass all of the recommendations. Details on the project can be found [here](#).

Read the Entire PICRDI report including recommendation 9 can be read [here](#).

See the attached appendix for the detailed findings.

Summary of Findings:

“Some of the required action items have been completed” (3/5).

The purpose of this to promote research on and including Anti-racism and anti-oppression and diversity. While there a campus-based research centre focusing on anti-racism and anti-oppression has not been implemented as recommended, the university has worked to imbed EDII concepts within their research resources. This has can be seen with the VPR's Resources for Research at Queens, as well as other initiatives such as the annual Indigenous Research Collaboration Day, and the Black Excellence in Science, Technology, Engineering, Mathematics and Medicine/Health (BE-STEMM) Conference.

In the absence of this research centre, the university has some initiatives to promote EDII within research. There are several student groups, societies, and university stakeholders host ongoing speaker events which promote EDII. A main event is the " Speak on it Series", a series of talks hosted by HREO. While there is no effort to promote EDII Research in this series, the Speak On It series does include a wide cross-section of equity groups. These events are communicated through various listservs as well as through the HREO Instagram feed and Facebook pages.

Remaining Action items to be addressed:

A research centre to promote the study of anti-oppression, and diversity needs to be created. This could be a virtual centre or be housed in a department already conducting EDII related research. Additionally, a speaker series focusing directly on anti-oppression and diversity should be implemented to explicitly highlight the work done by researchers on EDII.

Original DARE Recommendation	PICRDI Recommendation	Assessment Criteria	Steps taken	Current Status
<p>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.</p>	Observation			
	<p>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.</p>		No steps to perform	
	Action to be taken			
	<p>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.</p>	<p>A virtual research centre has been created to address Anti-racism and anti-oppression and diversity. Part of the research Centres mandate is to host research-based seminars.</p>	<p>Through a search of the Queen's Website and through discussion with VP (research), determine if a virtual research centre has been created to address Anti-racism and anti-oppression and diversity. Note which department houses the research centre. Determine if, as part of the research centre's mandate, the research centre research-based seminars. Note the frequency of these seminars and if they are marketed to all staff, faculty, and students.</p>	<p>While there is not currently a campus-based research centre focusing on anti-racism and anti-oppression, the university has worked to imbed EDII concepts within their research resources within the VPR's Resources for Research at Queens, as well as other initiatives such as the annual Indigenous Research Collaboration Day, and the Black Excellence in Science, Technology, Engineering, Mathematics and Medicine/Health (BE-STEMM) Conference</p>
<p>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</p>	<p>If research-based seminars are occurring, they are occurring on a frequent (monthly) basis There is a university-wide effort to highlight the research work done in the EDII areas There is an effort to include non-racialized people in this lecture series.</p>	<p>1. If research-based seminars are occurring, document the frequency? Determine if there is a concerted effort to have alumni speak at these events. Also document if these events are occurring at a diverse group of departments/faculties, or groups.</p>	<p>Several student groups, societies, and university stakeholders host ongoing speaker events which promote EDII. A main event is the "Speak on it Series", a series of talks hosted by HREO. While there is no effort to promote EDII Research, the Speak On It series does include a wide cross-section of equity groups. These events are communicated through various listservs as well as through the HREO Instagram feed and Facebook pages.</p>	

	<p>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.</p> <p>Communication of this can be included in a monthly calendar, on the university's website, and the newsletters that are sent out.</p>	<p>Communication of these events is occurring and attempts to reach the broader community.</p>	<ol style="list-style-type: none"> 2. Determine if there is any university-wide effort to highlight the research work done in the EDII area in some capacity? 3. Discuss with the AVP (Equity) if there is an effort to include non-racialized people in this lecture series. 4. Document how the communication of these events is occurring and assess its effectiveness at reaching the broader community. 	
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PICRDI Report Follow Up

Recommendation #10: Anti-Racism Students Orientation

Background:

The purpose of this document is to provide transparency on the status of the implementation of recommendation #10 of the PICRDI report to the Senior Leadership Team, The Senate, the Board of Trustees and the wider university community. This is part of a larger project which will encompass all of the recommendations. Details on the project can be found [here](#).

Read the Entire PICRDI report including recommendation 10 can be read [here](#).

See the attached appendix for the detailed findings.

Summary of Findings:

“Most of the action items have been completed” (5/5).

The purpose of this recommendation is to ensure those in charge of Orientation and those delivering orientation week activities are trained in equity and diversity perspectives and that this training is passed on to attendees of Orientation week.

While the SORC policy manual has not yet been updated, most of the recommendations have been put in place. There is mandatory training led by Student Affairs for all student leaders and faculty leaders. EDI modules have been developed that are required to be completed by all Orientation leaders.

A review of Orientation week structure, timing and governance was completed in 2020 which included a large emphasis on EDII issues. This learning outcomes and training review was done by Student Affairs. Additionally, an EDII Working Group was established to integrate EDII services on campus for Orientation training and education.

Similar training has been developed for Residence leaders (Res Soc is a student group which has a Equity, Diversity, Indigeneity & Inclusion Committee (EDII). This group is responsible for providing training to all Residence Facilitators and Dons.) and Graduate Studies Orientation (Offers videos on their website regarding transitioning to graduate school as well as modules regarding EDI, ‘Call it out’ - a course on racism and how to combat it, Human Rights 101 and 'It Takes All of Us' - a Sexual Violence prevention course.

Remaining Action items to be addressed:

- Update the SORC Orientation Manual to include mandatory university-led anti-racism training and that the SOARB committee members must include the Social Issues Commissioner is an ex-officio non-voting member
- Formalize in policy that senior leaders must address orientation week students, specifically regarding EDII issues.

Original DARE Recommendation	PICRDI Recommendation	Assessment Criteria	Steps taken	Current Status
<p>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</p>	<p>Observation</p>	<p>There is an easily identifiable resources, and complaint pathways, for those who witness or face discrimination and there is training for Orientation in issues of anti-racism, anti- oppression, and equity</p>	<p>1. Review the Queen's website and assess whether there is an easily identifiable resources, and complaint pathways, for those who witness or face discrimination.</p> <p>2. Discuss with Student Affairs if there is training for Orientation in issues of anti-racism, anti- oppression, and equity and assess the adequacy and completeness of the training</p>	<p>There is an easily found and followed procedure both through the IN-SIGHT tool as well as through the Harassment and Discrimination Complaint procedure. Once located however, the directions for contacting HREO or submitting an anonymous report is easy to follow and the parameters are clear. Additionally, there is mandatory training given to Orientation leaders on including EDII principals in orientation events.</p>
	<p>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.</p>			
	<p>Reporting Additionally, there is a lack of mechanisms for reporting and addressing racially motivated incidents (whether as a target or as a bystander),</p>	<p>Mechanisms exist for reporting and addressing racially motivated incidents</p>	<p>See above.</p>	
	<p>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.</p>		<p>No work to perform</p>	
	<p>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.</p>	<p>Human Rights and Equity office is represented on the SOARB</p>	<p>Review the constituency of SOARB and determine if at least one member of Human Rights and Equity Office is included.</p>	<p>The Terms of Reference for SOARB require a member of HREO to be on the SOARB. As of November 2021, there is a member on the SOARB (the Associate Director, Education and Learning, HREO)</p>
	<p>Decentralized Nature The primary barrier to implementation is that much of the Orientation activities are decentralized, since they are run by individual faculties</p>	<p>Training exists for Orientation leaders in issues of anti-racism, anti- oppression, and equity</p>	<p>Review the Queen's website and discuss with Student Affairs if there is training for Orientation in issues</p>	<p>While the SORC Policy Manual has not been updated, mandatory training led by Student Affairs & student groups for all student leaders has been established. However, EDI</p>

	<p>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.</p> <p>Orientation leaders must undergo a set number of training sessions with specific content.</p> <p>Making policy changes, however, is the only way to ensure continuity throughout the years.</p>	that is consistent through each faculty/department	of anti-racism, anti- oppression, and equity and assess the adequacy and completeness of the training. Ensure the training mandatory and university-led for all student leaders, and orientation sessions, for all first-year students. This training must be developed by the Equity and Human Rights Offices, in coordination with the Centre for Teaching and Learning	modules for incoming students remain optional. EDI training for student leaders during Orientation has been centralized to Student Affairs.
	<p>Past Actions on Training</p> <p>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.</p>		No Work to be done	
	<p>Implication of New Orientation Schedule</p> <p>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</p>	Anti-Racism Training is given to all students early in the week of Orientation	If anti-racism training exists ensure it is done, note which day it is performed to ensure it is given at the beginning of the training.	EDII, sustainability and Accessibility training is given to Orientation Leaders and this training is offered to students early in the orientation week -however it is not formalized in policy to be given early in the week, as per discussion with Student Affairs, the training is delivered to students early in the week, although not explicitly indicated in the training.
	<p>Broader Review Needed</p> <p>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</p>	A review of Orientation timing, structures, planning and execution has been completed. This newly created advisory committee includes under-represented groups	Through Discussion with Student Affairs, determine if this review of Orientation timing, structures, planning, and execution was completed. Obtain the terms of reference for this newly created advisory committee and ensure under-represented groups are addressed to avoid making decisions that could exacerbate their sense of marginalization	A broad review of Orientation timing, structure, governance, and execution was performed by the Senate Orientation Activities Review Board in 2020 and presented in Feb 2021. A specific working group was put together for this purpose which included student members and staff from Student Affairs, AMS, and UCARE. Recommendations were made regarding roles and responsibilities, EDII policies, dealing with EDII-related incidents and hiring and training procedures.
	Action to be taken			

	<p>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.</p>	<p>Social justice, anti-racism and anti-oppression programming has been created (ideally with input from HREO)</p>	<p>On the Student Affairs website, determine if there is a position dedicated to social justice anti-racism and anti-oppression.</p>	<p>The position of Student Inclusion and Engagement Coordinator exists within the Student Affairs portfolio and the objective of this position is assist students with respect to social justice, anti-racism, and anti-oppression.</p>
	<p>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.</p>		<p>See above</p>	
	<p>Senate Policies</p> <ul style="list-style-type: none"> • 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. 	<ol style="list-style-type: none"> 1. The Terms of Reference of SOARB include mandatory university-led anti-racism training. 2. On the SOARB committee, the Social Issues Commissioner is an ex-officio non-voting member 3. Goals of Orientation Week explicitly states 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. This has been approved by Senate. 4. Points 1 & 2 above are explicitly stated in the SOARB Orientation Manual 5. Students have been provided an avenue to safely disclose incidents of racism during Orientation Week. 	<ol style="list-style-type: none"> 1. Review the Terms of Reference of SOARB to ensure they have included mandatory university-led anti-racism training 2. Review the SOARB committee members to ensure the Social Issues Commissioner is an ex-officio non-voting member 3. Obtain and review the Goals of Orientation Week document and determine if it explicitly states 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. Ensure it has been approved by Senate. 4. Obtain and review the SOARB Orientation Manual and ensure it is aligned with points 1 & 2 above. 5. Through discussion with Student Affairs, determine if students have been provided an avenue to safely 	<p>The SOARB Terms of Reference and committee members have yet to be updated. However, a SOARB EDII Working Group has been established to re-recommend the change of O-Week Goals to incorporate EDI and rewrite of SOARB Orientation Manual – the SORC sub working group created to do this Feb 2022. HREO has also been added to the SOARB working group</p>

			disclose incidents of racism during Orientation Week.	
	<p>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.</p>	Student leaders are required to undergo specific training regarding anti-racism, equity, and inclusion.	Obtain the training manual for Orientation Student Leaders. Review and ensure student leaders are required to undergo specific training regarding anti-racism, equity, and inclusion.	Extensive EDII training for Orientation leaders exists via faculties.
	<p>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</p>	Training on EDII is given to all students during orientation week. Students are addressed by Deans, VPs, and other administrative officials	Ensure training on anti-racism and inclusion is done 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	The Principal and other senior leaders address all students during student orientation activities and speak to the values of inclusion and creating an inclusive campus. However, this is not formalized so that senior leaders must address orientation week students, nor is it explicit that EDII is discussed.
	<p>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</p>	Residence leaders are fully trained, with regards to racism.	Through discussion with HAS, determine if Residence leaders must be fully trained, with regards to racism. Obtain evidence of this mandatory training.	Extensive training exists for residence leaders through Residence Society (Res Soc) re: EDI. Res Soc is a student group which has an Equity, Diversity, Indigeneity & Inclusion Committee (EDII). This group is responsible for providing training to all Residence Facilitators and Dons.
	<p>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.</p> <p>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.</p>	A comprehensive strategy for graduate student orientation and onboarding regarding equity and inclusion has been developed and implemented	Contact the School of Graduate Studies and determine if they developed a comprehensive strategy for graduate student orientation and onboarding regarding equity and inclusion. Obtain the formalized strategy and ensure it addresses the needs and concerns of both international and domestic racialized students.	SGSPA's role in post-graduate orientation is to raise awareness of resources and foster inclusivity and equity in the graduate community. It does this by offering videos on their website regarding transitioning to graduate school as well as modules regarding EDI, 'call it out' - a course on racism and how to combat it, Human Rights 101 and 'It Takes All of Us' - a Sexual Violence prevention course. <p>Additionally, there is a welcome fair hosted by SGSPA to highlight the diverse Queen's community, and any local Kingston organizations participate, helping students to connect with the broader community and feel a sense of belonging.</p>

PICRDI Report Follow Up

Recommendation #11: Building Out Training Programs

Background:

The purpose of this document is to provide transparency on the status of the implementation of recommendation #11 of the PICRDI report to the Senior Leadership Team, The Senate, the Board of Trustees and the wider university community. This is part of a larger project which will encompass all of the recommendations. Details on the project can be found [here](#).

Read the Entire PICRDI report including recommendation 11 can be read [here](#).

See the attached appendix for the detailed findings.

Summary of Findings:

“Most of the action items have been completed” (4/5).

The key criterion for this recommendation is the development of training materials by the Human Rights and Equity Office. HREO has developed 41 different modules for staff, faculty and students that are available on the HREO website. One of which: "Working Together" is mandatory for all employees.

The reason this recommendation is not fully implemented is that HREO has not expanded to include a dedicated unit to provide education and training, but instead has developed this training with existing personnel. Additionally, the recommendation calls for recognition of employees who complete more than just the required training; this has not been explicitly done, even though there is some recognition for staff regarding EDII, it is not about completing the training courses. Additionally, there is not an explicit mentoring initiative for Senior employees to train junior employees, however Fostering, Promoting and driving EDII is a pillar of the Performance Dialogue process which ties a manager's ability to promote a healthy EDII environment to their performance evaluation and remuneration.

Remaining Action items to be addressed:

- Recognition of staff who complete more than just the mandatory EDII Training.
- Creation of a mentoring program for Managers to be trained to mentor junior employees

Original DARE Recommendation	PICRDI Recommendation	Assessment Criteria	Steps taken	Current Status
<p>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</p>	<p>Observation</p> <p>Under the QUFA Collective Agreement, equity training is already mandatory for QUFA members, in order to serve on any appointments committee or RTP committee.</p> <p>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.</p> <p>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</p>			
	<p>Action to be taken</p> <p>Training Unit</p> <p>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.</p> <p>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.</p>	<p>HREO has developed education and training modules with the approval of QUFA with respect to intercultural competencies, equity and inclusion.</p> <p>Employees who do more than the minimum training are rewarded.</p>	<p>Review the Human Rights & Equity Office and determine if there is a unit dedicated to providing education and training with respect to intercultural competence, equity, and inclusion</p> <p>Note the training modules developed and how they are delivered.</p> <p>Discuss with HREO if this was developed with the approval of the unionized employee groups (QUFA, PSAC, USW, CUPE).</p> <p>Discuss with HREO if there is recognition, or award, for</p>	<p>While there is not a dedicated group to developing training within HREO, HREO has developed a large amount of training material for Queen’s staff, faculty, and students. These trainings have been developed with the approval of the Unions.</p> <p>There is no recognition for staff or faculty specifically for completing any or all of these courses.</p>

	<ul style="list-style-type: none"> Employees who do more than the minimum training should have their participation rewarded. 		<p>completing more than the minimum.</p>	
	<p>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.</p>	<p>There is mandatory training in intercultural competence, equity, and inclusion for all employees.</p> <p>Managers and department heads are trained to mentor junior employees in EDII</p>	<p>From the List of Training Modules identified above, determine if any of these modules are mandatory training, and for whom it is mandatory.</p> <p>Determine if there is a plan to deliver all of the training to all employees. Note the plan and determine its effectiveness.</p> <p>Has an initiative to train senior employees to mentor junior employees with EDII issues been put in place? Document the initiative and discuss with HREO the take-up and effectiveness of this initiative.</p>	<p>There are 41 different modules of EDII related training offered to university employees. One of which: "Working Together" is mandatory for all employees. HREO monitors who has not taken the mandatory training and sends reminders to the business units for those staff. Senior Leaders have been informed that this is a priority, and they have the burden of ensuring their entire units have taken the course. There is not an explicit mentoring initiative for Senior employees to train junior employees, however Fostering, Promoting, and driving EDII is a pillar of the Performance Dialogue process which ties a manager's ability to promote a healthy EDII environment to their performance and remuneration.</p>

PICRDI Report Follow Up

Recommendation #12: Equity Hiring / DEAP

Background:

The purpose of this document is to provide transparency on the status of the implementation of recommendation #12 of the PICRDI report to the Senior Leadership Team, The Senate, the Board of Trustees and the wider university community. This is part of a larger project which will encompass all of the recommendations. Details on the project can be found [here](#).

Read the Entire PICRDI report including recommendation 12 can be read [here](#).

See the attached appendix for the detailed findings.

Summary of Findings:

“Most of the action items have been completed” (4/5).

The key criterion for this recommendation is for the university to have implemented effective procedures for the recruitment and retention of racialized staff members.

Queen's has implemented a formal equity policy and procedure for staff and faculty recruitment. All members of staff and faculty hiring committees must complete mandatory employment equity training. In addition, the Queen's Equity Appointments Process (QEAP) supports inclusive hiring practices by identifying which equity-deserving group is most underrepresented in the hiring unit, ensuring all hiring committee members have received the appropriate employment equity training, and tracking the diversity of the applicant pool throughout the hiring process.

In July 2022, the Procedure for the Implementation of Targeted Hiring initiatives aim to remove discriminatory barriers, redress under-representation, and improve opportunities for disadvantaged groups to achieve equal employment opportunities

While Inclusivity is a core competency for the PDP process for both QMPG and staff, there is not a separate process to reward and recognize supervisors for hiring, professional development, and retention of staff and faculty from under-represented groups.

Remaining Action items to be addressed:

- The Faculty of Arts and Science operates an EDII fund which provides maximum \$3500 awards for teaching and learning, and research, related to the Faculty's strategic priorities around equity, diversity, inclusion, and Indigenization. There should be a university-wide initiative providing grants to racialized faculty members, and students, who are engaged in research or teaching with an element related to race/Indigeneity.
- The DEAP tool should be made mandatory for the Senate and the Board.
- The use of the DEAP tool should be monitored and enforced

Original DARE Recommendation	PICRDI Recommendation	Assessment Criteria	Steps taken	Current Status
<p>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.</p> <p>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</p>	<p>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.</p>		<p>No work to perform</p>	
	<p>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 underrepresented 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</p>	<p>Queen's has a policy which defines the hiring practices at Queen's. In this document there is an emphasis to hire under-represented groups, similar to that of the Dalhousie example quoted.</p>	<p>From HR, determine what the document is that defines the hiring practices at Queen's. Determine if there is an emphasis in that document to hire under-represented groups, similar to that of the Dalhousie example quoted.</p>	<p>There is an implicit and intimated procedure at the University to ensure under-represented groups are short-listed for candidacy and ranked. In practice the spirit of the recommendation is implemented with the tools (QEAP) and procedures to ensure under-represented groups are considered for hiring. However, the Employment Equity policy and procedures in place do not explicitly state that "If non- designated group candidates are not substantially better suited for the position, then the candidate who is a member of an underrepresented designated group will be appointed" or similar wording.</p>
	<p>Action to be taken</p> <p>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 underrepresented 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 underrepresented groups are to be actively sought in faculty searches. If there are no racialized applicants, application deadlines should be</p>	<p>A specialized program has been implemented to recruit black faculty.</p> <p>The Federal Contactors Program targets have been met. Or, there is a process for underrepresented groups to be sought for new faculty hires.</p>	<p>Discuss with Faculty Relations, or HR, and determine if a specialized program has been implemented to recruit black faculty.</p> <p>Contact HREO and determine if the Federal Contactors Program targets have been met. If not, discuss if, and how, underrepresented groups are being sought for new faculty hires. Discuss to determine if the process has been adjusted to extend the hiring period if an underrepresented faculty member has not applied. Obtain a recent example.</p>	<p>There is not a process in place to hire black or equity-deserving faculty, however as per a Memorandum of Agreement between QUFA and the university, encourages the commitment to employ "applications from Black, racialized/visible minority and Indigenous/ Aboriginal people, women, persons with disabilities, and 2SLGBTQ+ persons". Queen's University has been found to be in compliance with the requirements of the Federal Contractors Program (FCP) under the Employment Equity Act</p>

	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.			
	<p>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.</p>	<p>The Queen’s National Scholar (QNS) Program was reviewed, and a clear equity mandate was included.</p> <p>The QNS program is focused in part on black studies.</p> <p>There is annual reporting to Senate of QNS hiring decisions, which highlight the progress made against equity hiring goals.</p> <p>A mentoring program has been implemented for black faculty.</p> <p>The Canada Research Chair (CRC) Program is used to recruit qualified, racialized faculty.</p> <p>Diversity targets have been set and measured and achieved and reported to Senate.</p>	<ol style="list-style-type: none"> 1. Obtain and review the QNS program. Determine if the Queen's National Scholar Program been revised to have a clear equity mandate? Document key changes that highlight this change. 2. Through discussion with VP (Research), determine if the QNS focused, at least in part, on black studies. Was there also a formal approach to focus on other under-represented groups. 3. Determine if VPR makes annual reports to Senate of QNS Hiring decisions. Obtain the meeting minutes where this last occurred. 4. Has a mentoring program been developed to mentor new black faculty? document this program. 5. Determine if there has been a formal concerted effort to consider qualified, racialized faculty to tenured positions and Canada Research Chairs. 6. Through discussion with the Provost, determine if diversity targets for hiring racialized faculty were set, measured, achieved and reported to Senate. 	<p>The QNS program was focused on Black Studies hiring 2 QNS in Black studies and another 2 in 2021-22. This is a temporary endeavour as The QNS program is to renew and refresh the faculty complement at Queen’s. There is no mentoring program connected to the QNS program. VPR has created an 'Equity, Diversity and Inclusion: Action Plan and Resources for Recruiting, Hiring and Retaining Canada Research Chairs at Queen's University' which highlights the importance of its commitment “to correcting long-standing equity concerns and ensuring that all institutions meet and sustain their equity and diversity targets. The university does not set diversity hiring targets for hiring racialized faculty. It does have measure and report on diversity hiring at the faculties, but targets are not set. The targeted hiring policy is available to any unit who wish to use it, however it is not a mandatory initiative, and while available to all units, it is not a cross-university initiative.</p>
	<p>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</p>	<p>The university is providing grants to racialized faculty members, and students, who are engaged in research or</p>	<ol style="list-style-type: none"> 1. Through discussion with VP (Research), determine if the university is providing grants to racialized faculty members, and 	<p>The Faculty of Arts and Science operates an EDII fund which provides maximum \$3500 awards for teaching and learning, and research, related to the Faculty’s strategic priorities</p>

	<p>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.</p>	<p>teaching with an element related to race/Indigeneity.</p>	<p>students, who are engaged in research or teaching with an element related to race/Indigeneity.</p> <p>Document the number and amount of grants for this purpose in order to assess the commitment. Also determine if any of these grants have been named after a significant under-represented figure from Queen's past, e.g., Robert Sutherland.</p>	<p>around equity, diversity, inclusion, and Indigenization. However, this is not a university-wide initiative.</p>
	<p>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.</p>	<p>There is support available to international faculty whose University Survey of Student Assessment of Teaching (USAT) scores, and feedback, indicate language/other cultural challenges.</p>	<p>Discuss with the Provost what is done when reviewing USAT scores for faculty. Determine if there is support available to international faculty whose University Survey of Student Assessment of Teaching (USAT) scores, and feedback, indicate language/other cultural challenges.</p>	<p>The Centre for Teaching and Learning gives support to those whose University Survey of Student Assessment of Teaching (USAT) scores, and feedback, indicate language/other cultural challenges.</p>
	<p>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.</p>	<p>The Employment Equity Groups under VPOC have increased their visibility and impact. The Council on Employment Equity was reconfigured so as to be as strategic and as representative as possible.</p>	<p>At the time of the PICRDI report VPOC had an EE strategic planning group and three working groups. Discuss with the Provost what has been done to increase their visibility and impact. Determine if the Council on Employment Equity was reconfigured so as to be as strategic and as representative as possible.</p>	<p>The 3 sub-groups of UCARE are still active. They run an annual summit on equity open to all members of the university and the public</p>
	<p>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</p>	<ol style="list-style-type: none"> 1. The DEAP Tool is mandatory and update is 100% 2. DEAP Tool is used in the hiring of Administration, Senate and Board of Trustees 	<p>Discuss with HREO if the use of the DEAP tool is mandatory. Document where this is indicated and ask HREO if all units have completed the tool.</p> <p>Through discussion with HREO, determine if the DEAP tool is used in the hiring process for al</p>	<p>The DEAP Tool is mandatory for all units to use to assess the Equity and Diversity in their units. However, the uptake on units using the tool is very low. There is not an enforcement mechanism to ensure all units are using the DEAP tool. Use of the tool was made mandatory by the Principal in 2019. The DEAP tool is not mandatory or used at all by the Senate or the Board. HREO meets every year with Deans to go over the diversity statistics for each of their faculties. Therefore, information by faculty exists in the DEAP tool and it is used</p>

	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.	3. DEAP Reporting has visible minority category organized by department and faculty	administrative hires, Senate and the Board of Trustees. Obtain the DEAP tool reporting for 2020 review the reporting to determine if the visible minority category provides information by department and faculty.	to inform and assist faculties in reaching their diversity goals but is not widely reported.
	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).	A policy or practice of hiring staff exists that strives to achieve representation from equity-seeking groups.	Through discussion with Human Resources, determine if there is a formal policy or process in place on achieving representation from equity-seeking groups. If there is, determine if the Equity Office was included in the creation of the policy/process.	Queen's has implemented a formal equity policy and procedure for staff and faculty recruitment. All members of staff and faculty hiring committees must complete mandatory employment equity training. In addition, the Queen's Equity Appointments Process (QEAP) supports inclusive hiring practices by identifying which equity-deserving group is most underrepresented in the hiring unit, ensuring all hiring committee members have received the appropriate employment equity training, and tracking the diversity of the applicant pool throughout the hiring process. In July 2022, the Procedure for the Implementation of Targeted Hiring initiatives aim to remove discriminatory barriers, redress under-representation, and improve opportunities for disadvantaged groups to achieve equal employment opportunities
	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.	The university has initiatives in place for the retention of racialized faculty and staff by: a. pursuing initiatives such as networks modelled on Employee Resource Groups, and mentoring for staff and faculty, and b. incorporating 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.	1. Through discussions with Human Resources, determine if initiatives have been created to pursue initiatives such as networks modelled on Employee Resource Groups, and mentoring for staff and faculty, with the goal of retaining racialized faculty and staff. 2. Determine if the Performance Dialogue process has incorporated the ability to reward and recognize supervisors for hiring, professional development, and retention of staff and faculty from under-represented groups.	Four Employee Resource Groups have been created at Queen's addressing equity deserving groups with the possibility for other groups to be created. While Inclusivity is a core competency for the PDP process, there is not a process to reward and recognize supervisors for hiring, professional development, and retention of staff and faculty from under-represented groups. The EFAP provider has proven demonstrated competency in their ability to address diverse employees and environments

		The Employee assistance program has demonstrated competency in addressing the specific and diverse needs of racialized and other under-represented staff and faculty	3. Review the EFAP website, and discuss with Procurement, if necessary, to ascertain whether EFAP has demonstrated competency to address the specific and diverse needs of racialized and other under-represented staff and faculty.	
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PICRDI Report Follow Up

Recommendation #13: Student Recruitment

Background:

The purpose of this document is to provide transparency on the status of the implementation of recommendation #13 of the PICRDI report to the Senior Leadership Team, The Senate, the Board of Trustees and the wider university community. This is part of a larger project which will encompass all of the recommendations. Details on the project can be found [here](#).

Read the Entire PICRDI report including recommendation 13 can be read [here](#).

See the attached appendix for the detailed findings.

Summary of Findings:

“Most of the action items have been completed” (4/5).

The purpose of this recommendation is to increase the recruitment and enrollment of under-represented students. The Undergraduate Admissions office created an EDII Task force to address this. Outcomes of the Undergraduate Admission and Recruitment EDII Task Force include the introduction of an equity self-identification mechanism (as of Fall 2021) that will provide for tracking of faculty-based applications, admissions, and matriculation. As well, UAR now has a dedicated unit focused on Access Recruitment and Admission, as part of this a first-generation recruiter has been hired by Admissions, which assists first generation Canadians applying to Queen's

Promise Scholars are awarded annually and are available for first-generation students and are given over a 4 -year period. Other awards are offered to equity seeking groups but vary on the term and amount of award. Queen's has raised \$19.1 million in new gifts and pledges as part of this Promise campaign.

Queen's reports annually on applicant equity census results on the Planning and Budget webpage. Applicant data is expressed as number of applicants, offers and registered. and is divided by overall undergraduate as well as by each faculty and Graduate School.

Remaining Action items to be addressed:

- HREO should implement goals and success criteria for on the matriculation and recruitment of under-represented groups

Original DARE Recommendation	PICRDI Recommendation	Assessment Criteria	Steps taken	Current Status
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.	Observation	No recommendation made		
	Currently in existence: Pathways to Education program that focuses on recruiting students in underrepresented 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 Queens can do better to recruit a diverse student body.	No recommendation made		
	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.	No recommendation made		
	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 t5 19, 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.	No recommendation made		
	Action to be taken			

	<p>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.</p>	<p>Queen's is tracking applications, admissions and matriculation of programs designed to increase recruiting of under-represented groups.</p> <p>Data is tracked by faculty and reviewed to improve.</p>	<p>Contact the Admissions department (in the Registrar's office) and determine if they are tracking applications, admissions and matriculation of students targeted through the Pathways Program. Enquire if there are other such programs and determine if they are similarly being tracked.</p> <p>Review the data to ensure that it is being tracked by faculty.</p> <p>Enquire if there is a process in place to review the data so deficiencies can be addressed.</p>	<p>A Self ID form was introduced for admissions for the 2020/2021 academic year in order to track applications, admissions, and matriculation. This information will be reported on starting FY2023 in order review and improve the applications, admissions and matriculation from the Pathways programs and the like. This information will be available on a faculty and departmental basis as well.</p> <p>Outcomes of the Undergraduate Admission and Recruitment EDII Task Force include the introduction of an equity self-identification mechanism (as of Fall 2021) that will provide for tracking of faculty-based applications, admissions, and matriculation. As well, UAR now has a dedicated unit focused on Access Recruitment and Admission.</p>
	<p>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.</p> <p>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.</p>	<p>There is a mechanism in place for under-represented potential students to be introduced to financial support options available at Queens'</p> <p>A resource exists at Queen's for under-represented students to turn to for issues of financial assistance. This resource and process is clear.</p> <p>Funding provided for under-represented students is consistent across all years of academics.</p>	<ol style="list-style-type: none"> 1. Contact the Registrar's office and determine if there is a mechanism in place for under-represented potential students to be introduced to financial support options available at Queens' 2. Determine, if there is a resource that exists at Queen's for under-represented students to turn to for issues of financial assistance. Ensure this resource and process to initiate this resource is clear. 3. For financial aid that is for under-represented students, determine if the amounts are somewhat consistent for all the years of study for each. 	<p>Promise Scholars are awarded annually and are available for first-generation students and are given over a 4-year period. Other awards are offered to equity seeking groups but differ on the term and amount of award. Queen's has raised \$19.1 million in new gifts and pledges as part of this campaign. Of this, \$6.8 has been raised for equity-seeking groups. Additionally, Peer Equity Ambassadors are available for applicants who identify as underrepresented exist for under-represented students to assist them with financial aid options.</p>
	<ul style="list-style-type: none"> - 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. 	<p>Admissions has hired a recruitment ad admissions advisor specifically for under-represented groups</p>	<p>Discuss with Student Awards, or review the admissions has hired a recruitment and admissions advisor specifically for under-represented groups</p>	<p>A first-generation recruiter has been hired by Admissions, which assists first generation Canadians applying to Queen's. This does not necessarily mean it assists under-represented groups as that is not always the same as first generation. The Manager of Access and Inclusion and this unit was designed to increase the recruitment and admission of under-represented groups at the university.</p>

		<p>Student awards has implemented incremental increases in need-based awards</p> <p>Student Awards has indicated a measurable goal to attain success in recruiting and graduating under-represented groups and has measured this data.</p>	<p>From Student Awards, obtain the amounts set aside for needs-based awards from 2017 to 2021 and determine if the amount has increased each year. Discuss with Student awards if this has not happened to obtain a reason.</p> <p>From discussion with Student Awards, determine if a measurable goal to attain success in recruiting and graduating under-represented groups has been formalized and document where this measurement is reported.</p>	<p>New awards programs have been created for equity-deserving students from a range of socioeconomic backgrounds. This includes the Promise Scholars, Commitment Scholars, and Commitment Bursaries. HREO does track and report on underrepresented groups and retention rates for these students. However, goals and success rates are not indicated, just a comparison to Canadian averages.</p>
	<p>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.</p> <p>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.</p>	<p>The university has developed mechanisms to track, in a granular manner, The admission and retention of students from under- represented groups. There is not a 'catch-all' category used (such as 'visible minority').</p>	<p>Through discussion with the Registrar, determine if the university has developed mechanisms to track, in a granular manner, the admission and retention of students from under-represented groups. Ensure a 'catch-all' category is not used (such as 'visible minority').</p>	<p>Queen's reports annually on applicant equity census results on the Planning and Budget webpage. Applicant data is expressed as number of applicants, offers and registered. and is divided by overall undergraduate as well as by each faculty and Graduate School.</p>

PICRDI Report Follow Up

Recommendation #14: Mandatory Senior Leadership Training

Background:

The purpose of this document is to provide transparency on the status of the implementation of recommendation #14 of the PICRDI report to the Senior Leadership Team, The Senate, the Board of Trustees and the wider university community. This is part of a larger project which will encompass all of the recommendations. Details on the project can be found [here](#).

Read the Entire PICRDI report including recommendation 14 can be read [here](#).

See the attached appendix for the detailed findings.

Summary of Findings:

“Most of the action items have been completed” (4/5).

The purpose of this recommendation is to ensure Senior Leadership, department Heads and staff receive adequate equity training. This has mostly been achieved by all members of the QMPG (level 10 staff and above) are required to take 3 anti-racism, inclusion and human rights courses offered by HREO. The Board of Trustees is not included in this training, however training for the Board occurs annually. Each year a member of HREO will attend a Board Meeting and present an EDII training topic. Also, the Queen's Board of Trustees has adopted a Board Diversity Statement, and a Board Diversity Action Plan. This statement and action plan outlines the responsibilities of the Board to ensure a diverse Board of Trustees and sub-committees. Further the Board has taken steps to set goals and measure their diversity goals, which they have achieved and continue to monitor

Additionally, Employment Equity and diversity training courses are available through the HREO office. Equity Hiring Data (through the QEAP tool) is available to Deans and Provosts who have oversight over faculty hiring, however Faculty Relations doesn't track representation on RTP committees, although QUFA and the university are consciously trying to focus on members of equity deserving groups

Remaining Action items to be addressed:

- As individuals progress in rank/seniority, equity training should be complemented by additional modules on intercultural competence, diversity, and inclusion.
- Representation on RTP Committees should be tracked to ensure underrepresented and racialized faculty are represented on hiring decisions, and so applicants feel welcome and represented.

Original DARE Recommendation	PICRDI Recommendation	Assessment Criteria	Steps taken	Current Status
All Senior Officers of the university, Deans, department heads, and staff must receive mandatory equity training.	Observation		No Work to Perform	
	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.	Progressive training is required for employees as they progress in rank at the University. The Board of Trustees are included in this mandatory training.	Contact HREO and determine if progressive incremental training is required for Queen's personnel as the rise in seniority at the university. Document the process and obtain a copy of this policy. Confirm if the training is inclusive of all levels of the university, including the Board of Directors. Highlight the sections of the policy that confirm this.	There is progressive training in so far as once an employee reaches Grade 10 (Management level) they are required to take 3 anti-racism, inclusion and human rights courses offered by HREO. HREO monitors these courses to ensure all Grade 10's and above have taken the courses. The Board of Trustees is not included in this training, however training for the Board occurs annually. Each year a member of HREO will attend a Board Meeting and present an EDII training topic. Additionally, the university has implemented self-identification of the Board and has implemented surveys to diversify the composition of the Board.
	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 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.	Through discussion with the Provost's office, determine if there is an initiative at the university to track renewals, tenure, promotions, and appointment to committees for underrepresented groups. Document who is tracking this information and what is being tracked.	Employment Equity and diversity training courses are available through the HREO office. Also, Equity Hiring Data is available to Deans and Provost who have oversight over faculty hiring, however Faculty Relations doesn't track representation on RTP committees. Members are elected to such committees by fellow members in their academic unit as an aspect of collegial governance, so the University does not have control over composition. In the current round of bargaining with QUFA the Parties are consciously trying to focus on members of equity deserving groups in various ways.
	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	The Board of Trustees has added racialized, non-alumni as Trustees	Through discussion with the Secretariat, determine if there is a formalized procedure for adding racialized members to their governance committees. Determine if this is being tracked and if action is being done to address shortcomings.	The Queen's Board of Trustees has adopted a Board Diversity Statement, updated it, followed by a Board Diversity Action Plan, which has also been updated. The Board signed on to the 50/30 challenge and a census is conducted each year. This statement and action plan outlines the responsibilities of the Board to ensure a diverse Board of Trustees and sub-committees. Further the Board has taken steps to set goals and measure their diversity

				goals, which they have achieved and continue to monitor. The Board has taken reasonable steps to promote diversity among its governance committees.
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PICRDI Report Follow Up

Recommendation #15: Metrics & Performance Management

Background:

The purpose of this document is to provide transparency on the status of the implementation of recommendation #15 of the PICRDI report to the Senior Leadership Team, The Senate, the Board of Trustees and the wider university community. This is part of a larger project which will encompass all of the recommendations. Details on the project can be found [here](#).

Read the Entire PICRDI report including recommendation 15 can be read [here](#).

See the attached appendix for the detailed findings.

Summary of Findings:

“Some of the required action items have been completed – Evidence exist that management has completed some action items required or has completed other actions in order to address the recommendation. The objective of the recommendation has only been partially met.” (3/5).

The objective of this recommendation is to ensure that Senior Leadership have endeavored to pursue the goals of inclusion and diversity in departmental reports and personal performance. Institutional documents have for the most part, not included metrics or performance targets to measure the university’s progress in this area. The university does report on some EDII targets, but without a target in mind, progress cannot be measured. The AVP Human Rights, Equity and Inclusion sits on all search committees and trains each committee on the 'ability to speak' about EDII. Furthermore, there is a Senior Level Recruitment and Search Firms Policy and Procedure which requires search firms make active efforts to attract a diverse pool of candidates through various means.

Remaining Action items to be addressed:

- Strategic Documents should include metrics to measure the progress of EDII initiatives.
- the performance management of the Principal, by the Board of Trustees, should explicitly address performance with respect to issues of anti-racism, diversity, and inclusion.
- metrics and indicators related to anti-racism, diversity and inclusion within the performance management tools applied to the Provost, other Vice-Principals, and the Deans.

Original DARE Recommendation	PICRDI Recommendation	Assessment Criteria	Steps taken	Current Status
<p>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.</p>	<p>Observation</p>			
	<p>None</p>			
	<p>Action to be taken</p> <p>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.</p>	<p>Wherever performance management is measured for strategic documents, EDII targets are included and monitored.</p>	<p>From recommendation #1, select the appropriate strategic documents that are in use as of January 2022 and determine if metrics or performance targets have been set for each. Document the documents and the targets and note where the targets have not been identified or if the targets do not explicitly address performance with respect to issues of anti-racism, diversity, and inclusion.</p>	<p>Of the 9 frameworks/plans reviewed, 6 have not been updated since the PICRDI Report and therefore did not address the recommendation. Of these 9 documents only the 3 documents (the University's Strategic Mandate Agreement submission to the Province, the Strategic Framework, and the Research Plan) fulfilled the recommendation indicating that anti-racism, diversity, and inclusion are intrinsic and vital parts of the vision and mission of the institution. But did not include metrics to measure progress in this area. Queen's does report annually on Faculty, Staff and Students for under-represented groups in the EDII Annual Report. However, these figures are only presented as facts and do not relate to a goal or metric to determine how Queen's is faring.</p>
	<p>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.</p>	<p>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.</p>	<p>Through discussion with Human Resources, determine if there is policy or procedure to either ensure candidates have capabilities to set anti-racism, diversity, and inclusion goals and metrics, or if not, appropriate training is available.</p> <p>Document the key section of policy/procedure if it exists.</p> <p>Document the training for senior leaders where they are trained on how to set anti-racism, diversity, and inclusion goals and metrics</p>	<p>The AVP Human Rights, Equity and Inclusion sits on all search committees and trains each committee on the 'ability to speak about EDII. Furthermore, there is a Senior Level Recruitment and Search Firms Policy and Procedure. This procedure outlines that search firms must make active efforts to attract a diverse pool of candidates by taking actions such as using inclusive language in the advertising, posting the position to multiple outlets that reach diverse audiences, and using innovative, and ethical, recruitment techniques.</p> <p>Also, all management in QMPG have Equity and Inclusion as a core competency in their Performance Dialogue Process.</p>

PICRDI Report Follow Up

Recommendation #16: Curriculum Diversification

Background:

The purpose of this document is to provide transparency on the status of the implementation of recommendation #16 of the PICRDI report to the Senior Leadership Team, The Senate, the Board of Trustees and the wider university community. This is part of a larger project which will encompass all of the recommendations. Details on the project can be found [here](#).

Read the Entire PICRDI report including recommendation 16 can be read [here](#).

See the attached appendix for the detailed findings.

Summary of Findings:

“Some of the required action items have been completed – Evidence exist that management has completed some action items required or has completed other actions in order to address the recommendation. The objective of the recommendation has only been partially met.” (3/5).

The objective of this recommendation is to ensure that the university has mechanisms in place to support the diversification of the curriculum. Plenty of work has been done to assist in this endeavour. First and foremost, the UCARE sub-committee on Academic and Curricular Diversity acts as a community of practice to share best practices and engage in various initiatives in the area of curriculum diversity. Additionally, the university has revised the Queen's University Learning Outcomes Framework to ensure that the framework addresses issues of racism, equity, social justice, and inclusion. HREO have developed education in the areas of human rights, equity, accessibility and sexual violence prevention and response and CTL offers specific toolkit for including inclusive teaching. However, most programming in this area is elective so not all educators have taken the training. The Queen's University Quality Assurance Processes includes Equity, Diversity and Accessibility under the evaluation criteria for both New Program Approvals as well as new self-study programs which will help ensure all new programs and classes have EDII considerations included.

Since the PICRDI report was issued, Queen's has created the Black Studies Program and funds have been set aside in the Office of the Provost to fund two ongoing Queen's National Scholar positions in Black Studies.

Remaining Action items to be addressed:

- Faculty Curriculum Diversity Plans have not been created. The Academic and Curricular Diversity UCARE Sub-Council has requested curricular diversity plans from each faculty and school and an inventory of achievements and next steps has been created for each faculty and reported to UCARE. Specific plans for each faculty should be created and progress reported to SCAD.
- Faculty Fellows should be added to HREO in order to enhance their research or explore new approaches to curriculum and teaching that meet the needs of racialized and Indigenous students.
- Funding should be provided to Graduate courses to be developed and offered in Black Studies.

- Principals Impact Courses (replacing the Principal's Dream Courses from the recommendation) should focus on anti-racism and equity as none of these awards have been focused on these types of courses in the past.
- Teaching awards given out for university-wide consideration as well as specifically for each faculty and many departments should indicate that anti-racism, equity and inclusion are criteria for selection.
- While there is a drop-in session for new faculty to discuss this as part of orientation, as well as 23 courses surrounding EDII that are available to all instructors at any point, none are mandatory. A selection of these course should be mandatory for new faculty.
- PhD scholarships should be created to fund graduate students' investigation into black studies or critical race theory.
- Seed grants should be provided to faculties for Gender Studies; Global Development Studies; Languages, Literatures, and Cultures; Cultural Studies; Geography and Planning; History; English and Sociology to enable them to address the needed curriculum diversification and/or conduct related research.
- Dedicated funds should be set aside in the following departments Gender Studies; Global Development Studies; Languages, Literatures, and Cultures; Cultural Studies; Geography and Planning; History; English and Sociology, to allow visiting professorships and exchanges

Original DARE Recommendation	PICRDI Recommendation	Assessment Criteria	Steps taken	Current Status
<p>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</p>	<p>Observation 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.</p>		<p>No Work to Perform</p>	
	<p>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 in the fields of anti-racism, anti-oppression, and decolonization, as well as racialized students and student groups.</p>	<p>The revised Queen's University Learning Outcomes Framework explicitly addresses issues of racism, equity, social justice, and inclusion.</p>	<p>Obtain a copy of the revised Queen's University Learning Outcomes Framework. Ensure that the framework explicitly addresses issues of racism, equity, social justice, and inclusion. Document and assess the key parts.</p> <p>Also, document which groups were consulted in the process and ensure there was broad consultation, particularly with faculty members and other experts in in the fields of anti-racism, anti-oppression, and decolonization, as well as racialized students and student groups.</p>	<p>The Framework does aim to promote equity, diversity, inclusivity an indigeneity in the curriculum, and does included equity under 2 of the 3 capacities in the framework. However, it does not explicitly address issues of racism or social justice and how they are to be incorporated into the learning environment. This partially achieves the objective of ensuring that the framework explicitly addresses issues of racism, equity, social justice, and inclusion.</p> <p>The Framework was not created with the input of racialized students and student groups but does mostly address the objective of the recommendation to ensure experts in the fields of anti-racism, anti-oppression, and decolonization.</p>
	<p>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</p>	<p>Each Faculty Board of the University (including GSEC) has approved a Curriculum Diversity Plan for the academic programs within its purview and has clearly defined course development goals.</p> <p>Faculty Boards report its progress via the Senate Committee on Academic Development as aligned with</p>	<ol style="list-style-type: none"> 1. Contact the Office of the Provost to enquire about and obtain each of the faculties Curriculum Diversity Plans. Review each and note if clearly defined course development goals have been included. 2. Contact the Secretariat and determine if each faculty is reporting its progress to the Senate Committee on Academic 	<p>Faculty Curriculum Diversity Plans have not been created, however there is a plan for each faculty to create these plans, and in the interim, The Academic and Curricular Diversity UCARE Sub-Council has requested curricular diversity plans from each faculty and school and an inventory of achievements and next steps has been created for each faculty and reported to UCARE. Curriculum Diversity Plans are informally included in the EDII Annual Reports, however specific plans have not been created and progress is not reported to SCAD.</p>

<p>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.</p>	<p>content, to Senate, via the Senate Committee on Academic Development (SCAD), by April 2020.</p>	<p>the Queen's University Learning Outcomes Framework.</p>	<p>Development (SCAD) on a periodic basis.</p>	
	<p>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.</p>	<p>The Centre for Teaching and Learning (CTL) has created a plan to address curriculum diversification and the explicit inclusion of racial equity and other equity considerations in university-approved learning outcomes. CTL has appropriate expertise in these areas. Cultural competency requirements should be built into most, if not all, Queen's degrees (use Faculty Diversity Plans as a proxy).</p>	<p>Contact the Centre for Teaching and Learning and determine if they have created a plan to address curriculum diversification and if it includes explicit inclusion of racial equity and other equity considerations in university-approved learning outcomes.</p> <p>Contact CTL and determine who they have on staff who has expertise in the area of Racial equity.</p>	<p>While a specific plan to address diversification has not been created, there has been work put in to increase EDII in curricula. The Queens QA process includes EDII in the revised templates. There is an explicit focus on EDII from the OCAV for degree level expectations. And while it is the responsibility of the faculties to develop curricula, there are plenty of supports in place to help them through the CTL; There are educational developers in the CTL whose main area of focus is EDII in curricula. Over the past year, the CTL has also developed new programming and online resources to support instructors' professional teaching development in various EDII areas.</p> <p>Also, The UCARE sub-committee on Academic and Curricular Diversity also acts as a community of practice to share best practices and engage in various initiatives in the area of curriculum diversity.</p>
	<p>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.</p>	<p>CTL and HREO provide resources and support to faculties to assist with incorporating equity and inclusion in their learning outcomes.</p> <p>Training is delivered to teaching assistants (TAs) about how to redesign their curriculum accordingly</p>	<p>Through discussion with CTL, determine if there are resources and supports for faculties for incorporating equity and inclusion into their learning outcomes.</p> <p>Determine if there is targeted training to Teaching Assistants on how to design their curriculum to ensure equity and inclusion is included in their learning outcomes.</p>	<p>The Human Rights and Equity Office provides education in the areas of human rights, equity, accessibility and sexual violence prevention and response, and CTL offers a specific toolkit for including inclusive teaching throughout. This Teaching Toolkit is for all instructors, as well TA's. Inclusive teaching refers to intentional approaches to curriculum, course design, teaching practice, and assessment that create a learning environment where all students feel that their differences are valued and respected, have equitable access to learning</p>
	<p>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.</p>	<p>Faculty Fellows have been appointed to the Human Rights and Equity Office.</p>	<p>Review the HREO website and follow up with HREO staff to determine if a faculty fellow has been hired to assist in developing curricula that meet the needs of racialized and indigenous students.</p>	<p>Faculty Fellows have not been added to HREO in order to enhance their research or new approaches to teaching and learning.</p>
	<p>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</p>	<p>The undergraduate black studies program in Gender Studies has been created and a</p>	<p>Review courses offered by Queen's and determine if a Black Studies program has been created in both</p>	<p>The Black Studies Program has been created in the Gender Studies program and is adequately funded. It will be available to students in Fall 2022.</p>

	resourced. We recommend that a related graduate Black Studies program be created in Cultural Studies.	Black Studies program in Cultural Studies has also been created.	the Gender Studies and Cultural Studies programs.	A program in Cultural Studies has not been created.
	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.	A research chair has been created in Black Studies. Or fundraising has begun to fund this position.	Review the Queen's website and determine if a Research Chair in Black Studies has been established. Through discussion with the Department of Black Studies, determine from where the funding for this position comes.	While fundraising has not been done specifically for these research chairs, money has been set aside in the Office of the Provost to fund two Queen's National Scholar positions in Black Studies. These are ongoing appointments which therefore achieves the objective of the recommendation.
	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.	Graduate courses have been developed and offered regarding Black Studies. Ideally, funding has been earmarked for these programs.	Review Graduate courses offered by Queen's and determine if a Black Studies courses have been created. Through discussion with the Black Studies Coordinator determine if funding has been established for the development and teaching of these courses.	As of Jan 2022, there are two graduate courses offered in Gender Studies regarding Black Studies. Support was not provided to the Department of Black Studies to develop these programs.
	We recommend that the Principal's Dream Courses be focused for a limited time period on courses related to anti-racism and equity.	The Principal's Dream Courses were explicitly offered for a limited time period on courses related to anti-racism and equity	Review the Principal's Dream Courses and determine if an effort was made to focus these awards on courses related to anti-racism and equity	The Principal's Impact Courses could include courses related to anti-racism equity, but nothing explicit was done to focus these awards on anti-racism and equity. Review of the 2022 awards indicated that there was not a focus on anti-racism and equity as none of the awards were focused on these types of courses.
	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.	Teaching awards are given for anti-racism, equity, and inclusion.	Review the Teaching Awards given by The Centre for Teaching and Learning and note if any awards are given for anti-racism, equity, and inclusion. Note the number of these awards and the frequency of their award.	There are a large number of teaching awards given out for university-wide consideration as well as specifically for each faculty and many departments. None indicate that anti-racism, equity and inclusion are criteria for selection. The Indigenous Education Award has been awarded since 2020.
	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 inclusion of a session on teaching in a diverse classroom is part of New Faculty Orientation	Review the New Faculty Orientation and contact the Office of the Provost if necessary and determine if a session on teaching in a diverse classroom is included in the training. Note the name and details of the session if applicable.	There are no mandatory classes on inclusion in new faculty orientation. There is a drop-in session for new faculty to discuss this as part of orientation, as well as 23 courses surrounding EDII that are available to all instructors at any point.
	The Queen's University Quality Assurance Process (QUQAP) should be revised to increase the focus placed on equity and diversity in the curriculum.	The Queen's University Quality Assurance Process (QUQAP) was revised to increase the	Review the Queen's University Quality Assurance Process and determine if changes were made since the PICRDI report to increase	the Queen's University Quality Assurance Processes includes Equity, Diversity and Accessibility under the evaluation criteria for both New Program Approvals as well as new self-study programs.

		focus placed on equity and diversity in the curriculum.	the focus on equity and diversity in the curriculum. Note the relevant passages and documents.	
	\$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.	PhD scholarships are provided to fund graduate students who are investigating black studies or critical race theory.	Review the Student Awards page, or contact Student Awards department, and determine if PhD scholarships have been created to fund graduate students who are investigating black studies or critical race theory.	No PhD scholarships have been created to fund graduate students investigation black studies or critical race theory
	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.	Seed grants (e.g., \$3,000-\$5,000) have been provided to faculties for Gender Studies; Global Development Studies; Languages, Literatures, and Cultures; Cultural Studies; Geography and Planning; History; English and Sociology to enable them to address the needed curriculum diversification and/or conduct related research.	Discuss with Provost and determine if seed grants (e.g., \$3,000-\$5,000) should be provided to faculty in these departments (Gender Studies; Global Development Studies; Languages, Literatures, and Cultures; Cultural Studies; Geography and Planning; History; English and Sociology) to enable them to address the needed curriculum diversification and/or conduct related research	Seed grants have not been provided to faculty in these departments in order to address curriculum diversification or related research.
	There should be dedicated funds for specific visiting professorships and exchanges within these and other cognate departments to assist with curriculum diversification	Dedicated funds have been set aside in the following departments Gender Studies; Global Development Studies; Languages, Literatures, and Cultures; Cultural Studies; Geography and Planning; History; English and Sociology, to allow visiting professorships and exchanges	Discuss with the Provost if funds have been set aside in the following departments Gender Studies; Global Development Studies; Languages, Literatures, and Cultures; Cultural Studies; Geography and Planning; History; English and Sociology, to allow visiting professorships and exchanges	Dedicated funds are not provided for these specific departments for visiting professorships or exchanges, but special funds that are open to all faculty, like the Inclusive Community Fund, are available.
	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.		No work to perform	

PICRDI Report Follow Up

Recommendation #17: More Mandatory Training

Background:

The purpose of this document is to provide transparency on the status of the implementation of recommendation #17 of the PICRDI report to the Senior Leadership Team, The Senate, the Board of Trustees and the wider university community. This is part of a larger project which will encompass all of the recommendations. Details on the project can be found [here](#).

Read the Entire PICRDI report including recommendation 17 can be read [here](#).

See the attached appendix for the detailed findings.

Summary of Findings:

“Some of the required action items have been completed – Evidence exist that management has completed some action items required or has completed other actions in order to address the recommendation. The objective of the recommendation has only been partially met.” (3/5).

The objective of this recommendation is for staff and faculty to have the tools available to them to be able to create accountable and safe spaces for students, and other members of the Queen’s community. Queens has created three training methods to encourage positive spaces in teaching. 1) Building Leadership @Queen’s program enhances awareness of equity, diversity, inclusivity and Indigenization among faculty and leadership staff; 2)The training module ‘Working Together: Building an Inclusive Queen’s Community’ is mandatory for Queen’s staff and does discuss fostering an inclusive environment; and, 3) the Centre for Teaching and Learning collaborated with the Human Rights and Equity Office in the development of modules on EDI in pedagogy and practice for Queen’s faculty members. A presentation is done by HREO for new staff which is given every Monday for new staff. HREO also attends the Faculty Orientation and presents, however the Faculty orientation is not mandatory attendance.

Additionally, Queen’s has included Equity and Inclusion as a core competency in its Performance Dialogue process for all staff. Queen’s also offers many training modules on safe spaces and EDII related themes, however a project has not been done to ensure that training is available that matches the required competencies.

Remaining Action items to be addressed:

- A study should be done to ensure the competencies in the PDP framework are matched to the training available to ensure that areas noted for improvement on a PDP can be addressed by the appropriate training.
- There is no mandatory training for senior leaders or hiring managers on intercultural competence - however there is such training for counselling staff in Student Wellness Services. Human Resources offers 3 courses that address intercultural competency, however, none of the courses are mandatory

- Mandatory training for new managers, which includes all hiring managers, that is given by HREO should train managers on how to assess staff for personal or professional development, not just compliance requirements

Original DARE Recommendation	PICRDI Recommendation	Assessment Criteria	Steps taken	Current Status
<p>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.</p>	<p>Observation</p> <p>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.</p>	<p>Faculty are required to receive training to create accountable spaces, which encourage responsible engagement in the classroom</p>	<p>Review the training available to faculty and determine if there is a module on how to create accountable spaces. Determine if this training is mandatory for faculty.</p> <p>IF this training is not available, contact the VP (Teaching and Learning) to determine if the training is embedded in other training at the university; note the training and if it is mandatory.</p>	<p>Queen's has created 3 training methods to encourage positive spaces in teaching. 1) Building Leadership @Queen's program enhances awareness of equity, diversity, inclusivity and Indigenization among faculty and leadership staff. The program is offered in two streams – one for newly-tenured faculty and the other for senior administrators, however, is not mandatory. 2)The training module 'Working Together: Building an Inclusive Queen's Community' is mandatory for Queen's staff and does discuss fostering an inclusive environment. 3) the Centre for Teaching and Learning collaborated with the Human Rights and Equity Office in the development of modules on EDI in pedagogy and practice for Queen's faculty members. Training on power, privilege and bias, decolonization, inclusive classrooms, universal design for learning, and navigating difficult conversations. This is not mandatory.</p>
	<p>Action to be taken</p>		<p>No Work to Perform</p>	
	<p>The importance of priority in faculty appointments to address curricular reform and innovative diversification is recognized.</p>		<p>No Work to Perform</p>	
	<p>Education and Training</p> <p>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.</p>		<p>No Work to Perform</p>	
	<p>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?</p> <p>This competency framework should be used to inform training options available.</p> <p>HRO/EO should deliver a session during the existing staff and faculty onboarding process to ensure broad awareness of expectations, rights, and responsibilities.</p>	<p>A Competency Framework has been developed for students, staff and faculty.</p> <p>There is a clear link between this Competency Framework and available training.</p> <p>HRO/EO delivers a training session during the existing staff and faculty onboarding process to ensure broad awareness of</p>	<p>Review the QU website and determine if there is a Competency Framework with regards to Equity, Anti-Racism and Anti-Oppression for staff, students, and faculty. Discuss with the Human Rights and Equity Office if these frameworks exist and how they are used and implemented.</p>	<p>There is a Competency Dictionary for staff grades 2-9 as well as QMPG and Administrative Executives which is used in the Performance Dialogue Process for all staff. As part of each of these dictionaries, there is a competency of Equity and Inclusion. There is not a competency framework for faculty, however there is a Degree Level Expectations on Learning outcomes which has EDII embedded into academic programs</p> <p>A study has not been done to ensure the competencies in the framework are matched to the training offered. But a presentation is done by HREO for new staff which is given</p>

<p>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.</p>		<p>expectations, rights, and responsibilities.</p>		<p>every Monday for new staff. HREO also attends the Faculty Orientation and presents, however the Faculty orientation is not mandatory.</p>
	<p>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.</p>	<p>Mandatory employee training is delivered that 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.</p> <p>Training programs for staff and faculty include components that address the impact of equity on students' health, wellness, and success.</p>	<p>Review the training programs offered by the Human Rights and Equity Office and determine if there is mandatory training for staff and faculty that focuses on intercultural competence and skills, and a deeper understanding of the principles and practice of equity and racial and social justice. Note the name of the training, how often it is required to be done and by whom.</p> <p>Similarly, determine if there is training for staff and faculty that include components that address the impact of equity on students' health, wellness, and success. Note the name of this training and it's details.</p> <p>Ensure senior leaders and hiring managers are required to take the indicated training.</p>	<p>Human Resources offers 3 courses that address intercultural competency, however, none of the courses are mandatory. There is also no training for staff and faculty which address equity impacts on students health and wellness, while there are supports and advocacies in place for students who are dealing with these issues.</p> <p>There is no mandatory training for senior leaders or hiring managers - however there is such training for counselling staff in Student Wellness Services.</p>
	<p>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.</p>	<p>For staff, core competencies around equity and inclusion are 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.</p>	<p>Review the Performance Dialogue process for staff and ensure core competencies around equity and inclusion are built into it. Ensure being trained and competent in areas such as human rights, equity, cultural safety, intercultural competence, anti-racism, and anti-oppression are included. Document the relevant areas.</p>	<p>All competencies in the recommendation, except for Human Rights are highlighted in the Grades 2-9 Non-Bargaining Staff and QMPG and Administrative Executives PDP process. Competencies for anti-oppression are also not identified in the Grades 2-9 staff PDP process.</p>
<p>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.</p>	<p>An environmental scan of all related courses, training, workshops, and sessions offered currently at the university was performed to</p>	<p>Discuss with HREO if they performed an environmental scan of all their course offerings to ensure they gave the capacity and resources to offer the courses</p>	<p>Inclusive Community (part of UCARE) did a scan of courses available throughout the university.</p> <p>They identified many of these offerings are online training which can be expanded to meet any amount of need.</p>	

		determine if QU has the capacity, with the to expand these offerings to meet the increased demand of having this education embedded into staff learning/development requirements.	desired in this area. Obtain their opinion if they have embedded this education into the learning requirements.	While there are staff learning requirements for EDII as part of the PDP process, there was not an analysis done to ensure all the requirements of the PDP have corresponding training to ensure the requirements are embedded in training.
	Hiring managers will need to be equipped to assess staff for personal and professional development goals in these areas.	Hiring managers are trained to be equipped to assess staff for personal and professional development goals in these areas. HREO has training for this purpose	Ensure hiring managers are required to take the indicated training regarding the ability to assess staff for personal and professional development	There is a mandatory training for new managers, which includes all hiring managers, that is given by HREO. The training does not train managers on how to assess staff for personal or professional development, just available resources at Queen's and compliance requirements.

PICRDI Report Follow Up
Recommendation #18: Transitional Year Programs

Background:

The purpose of this document is to provide transparency on the status of the implementation of recommendation #18 of the PICRDI report to the Senior Leadership Team, The Senate, the Board of Trustees and the wider university community. This is part of a larger project which will encompass all of the recommendations. Details on the project can be found [here](#).

Read the Entire PICRDI report including recommendation 18 can be read [here](#).

See the attached appendix for the detailed findings.

Summary of Findings:

“Some of the required action items have been completed” (3/5).

The key criterion for this recommendation is the implementation of transitional programming for broader concepts such as socio-economic backgrounds. Academic Transition Programs are academic preparation programs designed to provide assistance to first year students.

There are two pathways that do partially address academic transitional programming offered by the Admissions department. They only apply for indigenous and 1st generation applicants and do not address other socio-economic backgrounds. As part of the pathways programs there are not seminars, events, or mentoring.

Remaining Action items to be addressed:

- Broaden the Pathways program to include a broader cross-section of socio-economic backgrounds, not just indigenous students and first-generation applicants.

Original DARE Recommendation	PICRDI Recommendation	Assessment Criteria	Steps taken	Current Status
<p>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.</p>	<p>Observation</p>			
	<p>Dalhousie, York University, and University of Toronto have established Transition Year Programs for students from challenging socio-economic backgrounds</p>			
	<p>Action to be taken</p>			
<p>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.</p>	<p>An academic transitional program has been instituted at QU that includes broader concepts such as socio-economic backgrounds. This program includes seminars, events and mentoring from upper year students and has been reviewed by, or in collaboration with AVP (Equity)</p>	<p>Review the Queen's website and determine if Queen's offers a academic transitional programming for non-traditional academic and social backgrounds. If not, contact HREO and determine if transitional programming has been created. If so, determine if there is a subset within this program specifically designed to address socio-economic backgrounds. If this program cannot be found, contact Admissions to discuss.</p>	<p>There are two pathways that do partially address academic transitional programming offered by the Admissions department. They only apply for indigenous and 1st generation applicants and do not address other socio-economic backgrounds. As part of this there is not seminars, events or mentoring.</p> <p>Equity Services also has an 'Increasing Access' policy - "Queen's University has several faculties that have access policies that allow for persons in disadvantaged or designated groups to access and engage in the Queen's educational experience." It points to 4 faculties who have equity admission policies which have targets for enrollment for disadvantaged or designated groups. The faculties who have this are Education, Law, Arts and Science (for Indigenous students) and School of Nursing</p>	

PICRDI Report Follow Up

Recommendation #19: Role & Funding of HREO / Harassment Policy

Background:

The purpose of this document is to provide transparency on the status of the implementation of recommendation #19 of the PICRDI report to the Senior Leadership Team, The Senate, the Board of Trustees and the wider university community. This is part of a larger project which will encompass all of the recommendations. Details on the project can be found [here](#).

Read the Entire PICRDI report including recommendation 19 can be read [here](#).

See the attached appendix for the detailed findings.

Summary of Findings:

“Most of the action items have been completed” (4/5).

The purpose of this recommendation is to ensure that there is clarity with regards to the Non-Academic Misconduct Process and that it aligns with the Harassment and Discrimination Policy. In general, the Non-Academic Reporting Process has been improved to be made clear as to when this process should be followed and that it is designed for all student, staff and faculty. The review of this process led to the implementation of the ‘Insight’ tool which provides an avenue to report issues in a number of manners (formal, informal, anonymous, etc...). All formal complaints will end up going through the Secretariat Office.

The Harassment and Discrimination Policy and Procedures has mostly been updated to reflect recommendations and has become much clearer with regards to when external agencies are used, and complainant options are made clearer.

The Human Rights & Equity Office has also changed to reflect the recommendations in the report; HREO has hired both anti-racism advisors and an Associate Director of Education and Learning who is responsible for training and learning strategies. After review, it was decided that HREO will not perform investigations, but instead support and advocate for students, staff and faculty.

Remaining Action items to be addressed:

- There is not clear information on the Non-Academic Misconduct website for students attempting an informal resolution to a situation. HREO is not listed as a resource.
- There is still a lack of clarity on how to report issues relating to discrimination on the basis of protected grounds with the NAM system – this is available but mostly reported at a Senior level.

Appendix: Detailed Status of Recommendation 19

Original DARE Recommendation	PICRDI Recommendation	Assessment Criteria	Steps taken	Current Status
<p>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.</p>	<p style="text-align: center;">Observations/Remaining Barriers</p> <p>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.</p> <p>Non-Academic Misconduct (NAM) & Gaps</p> <ul style="list-style-type: none"> ● There is a lack of clarity on reporting with issues in regard 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 	<p>There is clarity on reporting with issues in regard to discrimination on the basis of protected grounds with the NAM system</p> <p>The Human Rights and Equity Offices are used as a resource within the NAM system when they have the expertise to advise on cases involving racism.</p> <p>If the university has been tasked with serious cases, there should be an understanding of the process that is followed at a high level.</p> <p>Students are given information on informal resolution procedures in the NAM process, and 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</p> <p>There is clear policy surrounding cases with students, and academic personnel, involving racism, and the process a student can follow in this case.</p>	<p>Review the Non-Academic Misconduct policy and procedures and verify that changes have been made to address the following:</p> <ol style="list-style-type: none"> 1. There is a lack of clarity on reporting with issues in regard 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? 2. 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. 3. If the university has been tasked with serious cases, there should be an understanding of the process that is followed at a high level. 4. 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 5. 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. 	<p>The Non-Academic Reporting Process has been partially updated to reflect the recommendations:</p> <ol style="list-style-type: none"> 1. Reporting on issues regarding discrimination is reported on but is only available at a high level. 2. Harassment and Discrimination Prevention and Response Policy indicates that HREO may be used for confidential consultation where appropriate and that HREO will provide awareness training or assist in finding an appropriate resolution but does not assist in adjudication. 3. Serious cases are classified by NAMIO as category 2 and referred to the Student Misconduct Office. The website outlines the office, it's role and how investigations are executed. 4. There is not clear information on the NAM website about students options when attempting an informal resolution to the situation. No information on using HREO as a resource is listed. 5. the Non-Academic misconduct page refers to all student, staff and Faculty at Queen's, and all can submit a report of NAM using this process. This does not explicitly address racism in a classroom setting but does include general harassment and discrimination on the basis of race, gender identity, ancestry, gender expression, place of origin, age (18 years or older), colour, record of offences (employment only), ethnic origin, marital status, citizenship, family status, creed, sexual orientation, sex, and disability.

Appendix: Detailed Status of Recommendation 19

<p>in the class setting? This is an academic context and may not explicitly be addressed under the purview of NAM.</p>			
<p>Action to be taken</p>			
<p>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</p>	<p>HREO has staffed 1FTE Anti-racism advisor; 1FTE Education and communication advisor</p>	<p>Review the HREO website and determine if both a 1FTE Anti-racism advisor; 1FTE Education and communication advisor have been hired.</p>	<p>The HREO has hired both Anti-Racism Advisors and an Associate Director of Education and Learning that is responsible for training and learning strategies.</p>
<p>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.</p>		<p>No work to be performed</p>	
<p>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.</p>	<p>The system for addressing human rights issues at the university has been reviewed. The revised system is fulsome in that it is all-encompassing for each unit of the university. Community members have a way to address issues in an informal system</p>	<p>On the QU website, review the process for addressing Human Rights issues. Determine if a review of the system for staff, faculty, and students should be undertaken. Assess the process to ensure all types of complaints are covered off in the new process. Additionally, determine if community members have a way to address issues in an informal system, if they wish to do so.</p>	<p>The University Secretary did perform a review of the current reporting procedure for human rights issues.</p> <p>The Harassment and Discrimination Policy was reviewed and overhauled in order to ensure all types of complaints from staff, faculty and students are included. The AVP (Equity) was involved in the review and implementation of the new procedures.</p> <p>Additionally, from this review the Insight Tool was launched that provides all community members an avenue to report and address issues in the manner the reporter is most comfortable with. This could be formal or informal, or anonymous or not.</p>
<p>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.</p>	<p>The prospect of having an arm's length Human Rights and Equity Office investigative unit and/or the position of an independent Harassment Prevention Officer was investigated for need.</p>	<p>Through communication with HREO, determine if they have an in-house investigative unit and/or an independent harassment prevention officer has been created to liaise with HREO.</p>	<p>HREO, it was decided that the HREO office will not perform investigations, but support and advocate for issues.</p> <p>All formal complaints will end up going through the office of the Secretariat, who has the responsibility to decide how to proceed with investigating the claim.</p>
<p>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,</p>	<p>Relevant parties (e.g., Human Rights & Equity Office, Human Resources, Faculty Relations, Environmental Health and Safety, the Office of the Ombudsperson, United Steelworkers, and Canadian Union of Public</p>	<p>Review the Harassment and Discrimination Policy and ensure equity-seeking groups are included under the policy.</p> <p>Enquire as to who had input into the revision of the policy. Ensure relevant parties (e.g., Human Rights & Equity Office, Human Resources, Faculty</p>	<p>The revised policy is effective at describing the importance of EDII to the benefit of the university and describes in detail the types of discrimination in detail, so each type is able to be understood as to what it is and why it discrimination. Suggested Groups were involved in the creation of the policy</p>

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	Faculty Relations, Environmental Health and Safety, the Office of the Ombudsperson, United Steelworkers, and Canadian Union of Public Employees).	Employees) provided input into the Harassment and Discrimination Policy	Relations, Environmental Health and Safety, the Office of the Ombudsperson, United Steelworkers, and Canadian Union of Public Employees) provided their input.	
	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.	<p>The Harassment and Discrimination Policy includes provisions to allow for both HREO and Ombud office to be approached at any time.</p> <p>The Policy also indicates that an impartial 3rd party should perform investigations into complaints.</p> <p>There is a clear indication of when an outside investigation is warranted.</p> <p>A list of approved outside investigators is maintained by the Human Rights Office with input from Human Resources and Faculty Relations.</p>	<p>Review the Harassment and Discrimination Policy and determine if it includes provisions to allow for both HREO and Ombud office to be approached at any time.</p> <p>Note if the Policy indicates that an impartial 3rd party should perform investigations into complaints.</p> <p>review and note if there is a clear indication of when an outside investigation is warranted.</p> <p>Contact HREO and determine if a list of approved outside investigators is maintained with input from Human Resources and/or Faculty Relations.</p>	<p>The Policy indicates that the HREO provides support for individuals and groups who are the targets of harassment and discrimination and to assist in the administration during the NAM process. Ombuds is not addressed in the policy.</p> <p>The policy allows for the use of external agencies where appropriate. It does not specifically indicate when, or if, a 3rd party investigative unit should be used, but does allow for it and provides an example of when outside investigation is warranted.</p> <p>The policy complies with the Human Rights Commission in that external investigation should not be pursued until after all internal processes have been followed.</p> <p>This is not inclusive of all instances when external investigation is warranted but does provide some guidance. There is not a list of approved external investigators at the University for claimants of human rights, harassment, or sexual violence.</p>
	<p>Non-Academic Misconduct (NAM):</p> <ul style="list-style-type: none"> ●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. 	There is clarity on reporting with issues in regard to discrimination on the basis of protected grounds with the NAM system	<p>Review the Non-Academic Misconduct policy and procedures and verify that changes have been made to address the following:</p> <ol style="list-style-type: none"> 1. There is a lack of clarity on reporting with issues in regard 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? 	Reporting on issues regarding discrimination is reported on but is only available but at a high level
	●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	The Human Rights and Equity Offices are used as a resource within the NAM system when they have the	2. The Human Rights and Equity Offices are currently not used as a resource within the NAM	Harassment and Discrimination Prevention and Response Policy indicates that HREO may be used for confidential consultation where appropriate and

Appendix: Detailed Status of Recommendation 19

	that deal with racism. The HRO and EO can provide expertise, support, and advice to better and more appropriately deal with these cases.	expertise to advise on cases involving racism.	system when they have the expertise to advise on these cases.	that HREO will provide awareness training or assist in finding an appropriate resolution but does not assist in adjudication.
	<ul style="list-style-type: none"> There should be better communication to students that the HRO is a place to which they can go for advice on informal resolutions and issues such as this. 	Students are given information on informal resolution procedures in the NAM process, and 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	4. 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 is not clear information on the NAM website about students options when attempting an informal resolution to the situation. No information on using HREO as a resource is listed.
	<ul style="list-style-type: none"> 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. 	The Student Code of Conduct emphasizes the desired student conduct as opposed to only outlining negative actions and consequences	Review the Student Code of Conduct and highlight sections that emphasize the desired student conduct as opposed to only outlining negative actions and consequences.	<p>The code of conduct in its preamble sets expectations of positive student behaviour and gives examples of values expected. It outlines the diversity and inclusion are core values to the Queen's Community.</p> <p>Additionally, it indicates that the University values integrity, inclusiveness, and teamwork</p>

PICRDI Report Follow Up
Recommendation #20: Mandate of UCARE

Background:

The purpose of this document is to provide transparency on the status of the implementation of recommendation #20 of the PICRDI report to the Senior Leadership Team, The Senate, the Board of Trustees and the wider university community. This is part of a larger project which will encompass all of the recommendations. Details on the project can be found [here](#).

Read the Entire PICRDI report including recommendation 20 can be read [here](#).

See the attached appendix for the detailed findings.

Summary of Findings:

“Fully implemented – All action items have been completed and the objective of the recommendation has been met” (5/5).

The purpose of this recommendation was to establish the University Council on Anti-Racism and Equity, or a body similar. UCARE was established in 2018 to coordinate, monitor, and report on the progress of university-wide initiatives to address racism and promote equity, diversity, and inclusion, as indicated in the UCARE terms of reference. Minutes for UCARE meetings are available on the Inclusive Queen’s website.

3 of the 4 recommended sub-committee's were created under UCARE. The only recommended sub-committee that was not created was an Incident Response Team as it was decided that it is not appropriate for HREO to have this position, and investigations have been charged to the Secretariats office. There are Terms of References for these sub-council's and meeting minutes indicating these sub-councils have met.

Remaining Action items to be addressed:

None

Original DARE Recommendation	PICRDI Recommendation	Assessment Criteria	Steps taken	Current Status
<p>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.</p>	Observation			
	<p>The mandate, structure, and membership of the University Council on Anti-Racism and Equity should be modelled on those of the Aboriginal Council.</p>		<p>No steps to perform</p>	
	Action to be taken			
	<p>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.</p>	<p>The University Council on Anti-Racism and Equity (UCARE) has been created. It's mandate will be coordinating, reviewing, and reporting on the progress of, sustained University-wide initiatives to address issues of racism, diversity, and inclusion.</p>	<p>Review the QU website and determine if the University Council on Anti-Racism and Equity (UCARE) has been created. Review the Council's mandate and ensure that coordinating, reviewing, and reporting on the progress of, sustained University-wide initiatives to address issues of racism, diversity, and inclusion included in its mandate.</p> <p>Additionally, ensure the committee is responsible for the following:</p>	<p>The University Council on Anti-Racism and Equity (UCARE) was created and is responsible coordinating, reviewing, and reporting on the progress of sustained university-wide initiatives to address racism and to promote diversity and inclusion at Queen's. Similarly, the committee:</p> <ul style="list-style-type: none"> ● Advises on the tracking and refinement of appropriate metrics for assessing progress. ● Assesses the progress of specific implementation initiatives. ● Coordinates and facilitates synergies amongst complementary initiatives, within the university, and identify opportunities for collaboration external to the university.
	<p>The committee will, in the context of the PICRDI report recommendations:</p> <ul style="list-style-type: none"> ● Advise on the tracking and refinement of appropriate metrics for assessing progress. 	<ul style="list-style-type: none"> ● Advise on the tracking and refinement of appropriate metrics for assessing progress. 	<ul style="list-style-type: none"> ● Advise on the tracking and refinement of appropriate metrics for assessing progress. 	<ul style="list-style-type: none"> ● Coordinates and facilitates synergies amongst complementary initiatives, within the university, and identify opportunities for collaboration external to the university.
	<ul style="list-style-type: none"> ● Assess progress of specific implementation initiatives. 	<ul style="list-style-type: none"> ● Assess progress of specific implementation initiatives. 	<ul style="list-style-type: none"> ● Assess progress of specific implementation initiatives. 	<ul style="list-style-type: none"> ● Identifies and makes recommendations regarding persistent obstacles to progress, including those related to resources, organizational structures, policies, protocols, and processes.
<ul style="list-style-type: none"> ● Coordinate and facilitate synergies amongst complementary initiatives, within the university, and identify opportunities for collaboration external to the university. 	<ul style="list-style-type: none"> ● Coordinate and facilitate synergies amongst complementary initiatives, within the university, and identify opportunities for collaboration external to the university. 	<ul style="list-style-type: none"> ● Coordinate and facilitate synergies amongst complementary initiatives, within the university, and identify opportunities for collaboration external to the university. 	<p>However, a sub-committee of an Equity Response Team was not</p>	

	<ul style="list-style-type: none"> ●Identify and make recommendations regarding persistent obstacles to progress, including those related to resources, organizational structures, policies, protocols, and processes. 	<ul style="list-style-type: none"> ●Identify and make recommendations regarding persistent obstacles to progress, including those related to resources, organizational structures, policies, protocols, and processes. 	<ul style="list-style-type: none"> ●Identify and make recommendations regarding persistent obstacles to progress, including those related to resources, organizational structures, policies, protocols, and processes. 	<p>created. After consideration it was decided that a response team does not belong under UCARE.</p>
	<ul style="list-style-type: none"> ●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. 	<ul style="list-style-type: none"> ●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. 	<ul style="list-style-type: none"> ● Discuss with HREO and the Secretariat regarding UCARE having an Equity Response Team, advising the university on the response to incidents of racism, both acute as well as chronic. 	
	<p>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 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.</p>	<p>The UCARE meet at least 3x per year.</p> <p>UCARE Membership includes faculty, students, and staff, as well as a majority of racialized and Indigenous members. UCARE also includes 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.</p>	<p>Review UCARE Meeting minutes and document the dates of meeting over the past 3 years to ensure meetings are taking place 3x per year.</p> <p>Review the current UCARE membership list and ensure the compositions includes the members identified in the recommendation.</p>	<p>The UCARE committee has been meeting 3x per year since at least 2019 and have plans to continue to do so. Additionally, each of the recommended members to sit on UCARE are sitting members of UCARE as of Jan. 31, 2022.</p>
	<p>Subcommittees of the UCARE could include but are not limited to:</p> <ul style="list-style-type: none"> ●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 	<p>Subcommittees of UCARE include:</p> <ul style="list-style-type: none"> - an incident response team - Community Relations - Mental Health and Wellbeing of students - Co-curricular programming review 	<p>On the UCARE webpage review the subcommittee's created and determine if they match the recommended sub0-committees:</p> <ul style="list-style-type: none"> - an incident response team - Community Relations - Mental Health and Wellbeing of students - Co-curricular programming review 	<p>3 of the 4 recommended sub-committee's exist under UCARE. There is not an Incident Response Team as recommended, however it was decided that it is not appropriate for HREO to have this position, and investigations have been charged to the Secretariats office. The other three recommended sub-committee's exist. There are Terms of References for these sub-council's and meeting minutes indicating these sub-councils have met.</p>
	<ul style="list-style-type: none"> ● 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.			
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PICRDI Report Follow Up

Recommendation #21: Senior leader training for Goal Setting

Background:

The purpose of this document is to provide transparency on the status of the implementation of recommendation #21 of the PICRDI report to the Senior Leadership Team, The Senate, the Board of Trustees and the wider university community. This is part of a larger project which will encompass all of the recommendations. Details on the project can be found [here](#).

Read the Entire PICRDI report including recommendation 21 can be read [here](#).

See the attached appendix for the detailed findings.

Summary of Findings:

“Most of the action items have been completed – Evidence exist that management has completed most of the action items required or has completed other actions in order to address the recommendation. The objective of the recommendations been practically met” (4/5).

The purpose of this recommendation is to prepare all senior university leadership and members of the university’s governance structure (Board of Trustees, Principal, Provost, senior administrators, Deans, department heads, etc.) to have received diversity and equity training when they are initially appointed and annually thereafter in order to improve their leadership in the EDII area. All members of the Board of Trustees receive annual equity training from HREO, but not initial training on first being placed on the Board. In addition, all managers (Grade 10 and above) are required to attend 'New Managers Orientation' which is partially presented by Human Resources. At these meetings, HREO does a equity and diversity training. These sessions are mandatory for all new managers (either promoted or new hire, including senior executives), and HREO tracks to ensure all new managers have taken the training.

Remaining Action items to be addressed:

Require annual ‘refresher’ training to all Managers and Senior Leaders on diversity and equity in addition initial training.

Appendix: Detailed Status of Recommendation 21

Original DARE Recommendation	PICRDI Recommendation	Assessment Criteria	Steps taken	Current Status
<p>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.</p>	Observation			
	No Observation Noted		No steps to perform	
	Action to be taken			
	<p>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.</p>	<p>All senior university leadership and members of the university's governance structure (Board of Trustees, Principal, Provost, senior administrators, Deans, department heads, etc.) have received diversity and equity training when they are initially appointed and annually thereafter.</p>	<p>Contact HREO and determine if diversity and equity training is required for senior university leadership and members of the university's governance structure. Document the process and obtain a copy of this policy. Also note if this training is required to be done annually.</p>	<p>All members of the Board of Trustees receive annual equity training from HREO, but not initial training on first being placed on the Board.</p> <p>All managers (Grade 10 and above) are required to attend 'New Managers Orientation' which is presented by Human Resources. At these meetings, HREO does a equity and diversity training. These sessions are mandatory for all new managers (either promoted or new hire, including senior executives), and HREO tracks to ensure all new managers have taken the training. There is not annual 'refresher' training required for senior administrators.</p>

PICRDI Report Follow Up
Recommendation #22: AMS Engagement

Background:

The purpose of this document is to provide transparency on the status of the implementation of recommendation #8 of the PICRDI report to the Senior Leadership Team, The Senate, the Board of Trustees and the wider university community. This is part of a larger project which will encompass all of the recommendations. Details on the project can be found [here](#).

Read the Entire PICRDI report including recommendation 22 can be read [here](#).

See the attached appendix for the detailed findings.

Summary of Findings:

“All action items have been completed and the objective of the recommendation has been met” (5/5).

They key action by the university’s central administration, to encourage and support the Alma Mater Society Executive to create an equity agenda within the AMS Social Issues Commission has been completed. Per the AMS website, the purpose of the AMS Social Issues Commission is “to facilitate dialogue, education, and engagement on all matters related to equity, identity, and anti-oppression. The commission strives to represent the diversity of students at Queen's by advocating for social change, lobbying the administration, and raising awareness in the University community.”

Remaining Action items to be addressed:

None

Appendix: Detailed Status of Recommendation 22

Original DARE Recommendation	PICRDI Recommendation	Assessment Criteria	Steps taken	Current Status
<p>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.</p>	<p>Observation</p>	<p>The Job Description for the AMS Social Issues Commissioner includes an Equity agenda or the overall purpose of the Commission includes an Equity Agenda.</p>	<p>Review the Job Description for the AMS Social Issues Commissioner and the Terms of Reference for the Commission and ensure it includes an Equity agenda. Note the key sections.</p>	<p>The Social Issues Commission seeks to engage on all matters related to equity, identity and anti-oppression. This can be taken as evidence that the Social Issues Commissioner would require an equity agenda.</p>
	<ul style="list-style-type: none"> • 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. 			
	<p>Action to be taken</p>			
	<ul style="list-style-type: none"> • 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 			

PICRDI Report Follow Up

Recommendation #23: Student & Applicant Data

Background:

The purpose of this document is to provide transparency on the status of the implementation of recommendation #23 of the PICRDI report to the Senior Leadership Team, The Senate, the Board of Trustees and the wider university community. This is part of a larger project which will encompass all of the recommendations. Details on the project can be found [here](#).

Read the Entire PICRDI report including recommendation 23 can be read [here](#).

See the attached appendix for the detailed findings.

Summary of Findings:

“Most of the action items have been completed” (4/5).

The purpose of this recommendation is for the University to ensure they have appropriate data to assist in guiding decision making surrounding the diversity of applicants and students. This includes easily found and transparent data available to prospective students and the general public.

With the Inclusive Queen's and Yellow House websites being published, information for racialized students is readily available and easily located. Greater information on applicants and students is being obtained as well, the Registrar has implemented a voluntary form on the SOLUS page for incoming students. Information on enrollment is compiled from undergraduate applications, graduate applications, and the university's self-identification mechanism.

Financial Aid has created scholarships, bursaries, and awards specifically for Indigenous, Black and Racialized students. These have been created for both new and current students. Outreach and recruitment initiatives, including initiatives with Pathways to Education, have expanded since PICRDI was published, and additional scholarships and bursaries have been established; Outcomes are reported annually in the Student Affairs Annual report as well as the university's annual Enrolment Report - which is presented annually to the Senate.

Queen's reports annually on applicant equity census results on the Planning and Budget webpage.

Remaining Action items to be addressed:

- A concerted effort at indigenous recruitment needs to be formalized and implemented.
- Student Population demographics by racial / ethnic categories is reported on annually in the PICRDI annual report and on the 'Inclusive Queen's' website. This information should be broken down by faculty and school.

Original DARE Recommendation	PICRDI Recommendation	Assessment Criteria	Steps taken	Current Status
<p>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</p>	<p>Observation</p> <p>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:</p> <ul style="list-style-type: none"> ●The University Applicant Census ●The iCount Survey ●National Survey of Student Engagement (NSSE) ●Canadian Graduate and Professional Student Survey (CGPSS) <p>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.</p>		<p>No Specific Work to Perform</p>	
	<p>Action to be taken</p> <p>Queen’s website information for racialized students is lacking and requires a student to actively search for such information. See Recommendation #2 above.</p>	<p>Information for racialized students is easily found.</p>	<p>Review the Queen's website and determine if websites with information focused on racialized students is apparent and easily located.</p>	<p>With the Inclusive Queen's and Yellow House websites being published, information for racialized students is readily available and easily located.</p>
	<p>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.</p>	<p>Queen's has encouraged the Council of Ontario Universities to review and change the information systems used by applicants, so that detailed racialized data on applicants is gathered.</p>	<p>Through discussions with IRP, determine if QU petitioned the Council of Ontario Universities to change how information is gathered in order to include detailed racialized data for the applicant pool. Obtain details of the petition and note what changes were made, if any.</p>	<p>Queen's is in the process of petitioning COU with other Registrars across Ontario and OUAC. This has not happened yet but is in the process of being completed. To be clear, the recommendation is to petition COU, not for the petition to be successful.</p>
	<p>In parallel with ongoing survey data collection and analysis efforts (detailed below), SOLUS should be</p>	<p>SOLUS was augmented to include further detailed</p>	<p>Through discussion with the Registrar, determine if changes were made to SOLUS to assist in</p>	<p>The Registrar has implemented a voluntary form on the SOLUS page for incoming students. Information on enrollment is compiled from undergraduate applications,</p>

<p>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.</p>	<p>augmented so that further detailed racialized data is gathered on current Queen's students.</p>	<p>racialized data on current Queen's students.</p>	<p>detailing racialized data on students. Document what the changes were.</p>	<p>graduate applications, and the university's self-identification mechanism.</p> <p>Registrars across Ontario, including Queen's staff, have been advocating for a provincial application-stage mechanism to gather self-identification data, as is currently available to Indigenous students and first-generation student.</p> <p>OUAC has drafted a proposal and consultation is now underway with institutions, including Queen's.</p>
	<p>Recruitment Student Affairs should increase its efforts to recruit Indigenous and racialized students. Its outreach initiatives should be expanded.</p>	<p>Student Affairs has implemented recruitment schemes directed at recruiting indigenous students.</p>	<p>Review the Student Affairs website and discuss with Student Affairs if a recruitment scheme directed at recruiting indigenous students has been implemented. Note the details of the effort.</p>	<p>Supports exist for Indigenous students at Queen's in the form of the Indigenous pathways as well as faculty-specific indigenous supports, however, a concerted effort at indigenous recruitment has not been formalized.</p>
	<p>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</p>	<p>Student Affairs has created additional scholarships with a focus on Indigenous and black applicants. The effectiveness of the Pathways to Education partnership was examined to address the "conversion rate" (i.e., Resulting applicant pool)</p>	<p>Through discussion with Student Affairs, determine if additional scholarships with a focus on Indigenous and black applicants have been created. Note the number and amount of scholarships created</p> <p>Through discussion with Student Affairs, determine if the effectiveness of the Pathways to Education partnership has been examined to address the "conversion rate" (i.e. Resulting applicant pool).</p>	<p>Financial Aid has created scholarships, bursaries, and awards specifically for Indigenous, Black and Racialized students. These have been created for new and current students.</p>
	<p>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.</p>	<p>The numbers of awards to Indigenous and racialized students have been increased and is visible on the university websites, advertisements, brochures, talks, communications, etc.</p> <p>Student Affairs reports annually to Senate the steps being taken to increase the</p>	<p>The numbers of awards to Indigenous and racialized students have been increased and is visible on the university websites, advertisements, brochures, talks, communications, etc.</p> <p>Student Affairs reports annually to Senate the steps being taken to increase the racial diversity of the student population, and the</p>	<p>Outreach and recruitment initiatives, including initiatives with Pathways to Education, have expanded. Additional scholarships and bursaries have been established; outcomes are reported annually in the Student Affairs Annual report as well as the university's annual Enrolment Report - which is presented annually to the Senate.</p>

		racial diversity of the student population, and the success of these activities.	success of these activities. Obtain the most recent report as evidence this has occurred.	
	An important performance metric for Student Affairs should be the success of its diversity initiatives.	Success of its diversity initiatives is a performance metric for Student Affairs	Contact Student Affairs and determine if success of its diversity initiatives is a performance metric for Student Affairs. Document which metrics are used to define success.	Programming, including diversity initiatives, is regularly reviewed, and assessed. Metrics range from success surveys to internal program evaluations. In addition, the Shift Survey (formerly the Student Experiences Survey) is a benchmark for campus climate and student experiences (It was launched in 2021 and will be conducted every 2 years).
	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)	Queen's compares racialized student data with that of Western and Toronto to ensure they are using the best reporting basis.	Through discussion with Student Affairs, determine if they have compared their racialized student data to that reported by Western and UToronto In order to validate the correct reporting basis for racialized students at Queen's. Obtain and review where Queen's has compared itself through the aggregated National Survey of Student Engagement (NSSE) and Canadian Graduate and Professional Student Survey (CGPSS) data to these universities.	Queen's does compare Queen's NSSE and SGPSS data with other U15 institutions, which includes both U of T and Western.
	Given the granularity available in the Queen's datasets, we recommend that Queen's report annually on the diversity of the student population: <ul style="list-style-type: none"> ●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. 	Queen's reports annually on the diversity of the student population: <ul style="list-style-type: none"> ●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. 	Review the Queen's website and determine if the following is reported at least annually: <ol style="list-style-type: none"> 1. 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). 2. Each Faculty and School, using the same racial/ethnic categories. 	Student Population demographics by racial / ethnic categories is reported on annually in the PICRDI annual report and on the 'Inclusive Queen's' website. This information is not broken down by faculty or school.
	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:	Queen's tracks the rate of applications, offers, acceptance, and registration, as well as retention and	Queen's tracks the rate of applications, offers, acceptance, and registration, as well as retention and graduation rates for	Queen's reports annually on applicant equity census results on the Planning and Budget webpage. Applicant data is expressed as number of applicants, offers and

	<ul style="list-style-type: none"> ●Globally, with respect to the entire student body. ●For each Faculty and School. <p>Also see Recommendations #6 and #13.</p>	<p>graduation rates for each of the available racial/ethnic categories:</p> <ul style="list-style-type: none"> ●Globally, with respect to the entire student body. ●For each Faculty and School. 	<p>each of the available racial/ethnic categories:</p> <ul style="list-style-type: none"> ●Globally, with respect to the entire student body. ●For each Faculty and School. 	<p>registered. and is divided by overall undergraduate as well as by each faculty and Graduate School.</p>
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Appendix: Detailed Status of Recommendation 23

PICRDI Report Follow Up

Recommendation #24: Defining Scholarship through Equity Lens

Background:

The purpose of this document is to provide transparency on the status of the implementation of recommendation #24 of the PICRDI report to the Senior Leadership Team, The Senate, the Board of Trustees and the wider university community. This is part of a larger project which will encompass all of the recommendations. Details on the project can be found [here](#).

Read the Entire PICRDI report including recommendation 24 can be read [here](#).

See the attached appendix for the detailed findings.

Summary of Findings:

“Fully implemented – All action items have been completed and the objective of the recommendation has been met.” (5/5).

The objective of this recommendation is for the message of diversity and equality in academics to be imparted to new faculty and department heads. This would be achieved including EDI training to new faculty appointments and department heads. In both department head training and new faculty orientation there is an emphasis on EDII, and training delivered by HREO and the Office of Indigenous Affairs. Additionally, in the procedures for Renewal, Tenure and Promotion it is indicated in article 24: Employment Equity, that all participants must review article 24 of the QUFA Collective Agreement, and that all members RTP Committees must complete the mandatory equity training offered by the HREO.

Remaining Action items to be addressed:

None

Original DARE Recommendation	PICRDI Recommendation	Assessment Criteria	Steps taken	Current Status
<p>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</p>	<p>Observation</p>			
	<p>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.</p>		<p>No work to perform</p>	
	<p>Current Recommendation</p>			
	<p>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.</p>		<p>No work to perform</p>	
	<p>All training and guidance provided to Appointments Committees and Renewal, Tenure, and Promotion</p>	<p>All training and guidance provided to Appointments Committees and Renewal,</p>	<p>Obtain and review All training and guidance provided to Appointments Committees and</p>	<p>In both department head training and new faculty orientation there is an emphasis on EDII, and training delivered by HREO and the Office of Indigenous Affairs.</p>

<p>(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</p>	<p>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.</p>	<p>Tenure, and Promotion Committees 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 considered when assessing the quality of scholarly or creative work” This message is included in New Faculty Orientation sessions, as well as Heads Orientation sessions.</p>	<p>Renewal, Tenure, and Promotion Committees emphasize and determine if 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” is included in each. Similarly, through discussion with the Provost Office determine if the New Faculty Orientation sessions, as well as Heads Orientation sessions, include this messaging.</p>	<p>Similarly, the QUFA agreement indicates that all members must be familiar with Article 24 of the collective agreement which discusses Employment Equity, and specifically that all members of RTP committees must take the onQ course for new faculty members. This course is mandatory for all faculty. There is not specific language regarding "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", but it is addressed in the included documents.</p>
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PICRDI Report Follow Up

Recommendation #25: Data Collection and Analysis for Orientation

Background:

The purpose of this document is to provide transparency on the status of the implementation of recommendation #25 of the PICRDI report to the Senior Leadership Team, The Senate, the Board of Trustees and the wider university community. This is part of a larger project which will encompass all of the recommendations. Details on the project can be found [here](#).

Read the Entire PICRDI report including recommendation 25 can be read [here](#).

See the attached appendix for the detailed findings.

Summary of Findings:

“Fully implemented – All action items have been completed and the objective of the recommendation has been met” (5/5).

Enrollment data is tracked by faculty to identify equity seeking group representation which assists in identifying the representation of equity seeking groups. This information is reported annually in the Enrollment Report, which is presented to the Senate.

In August 2020, Queen’s senior leadership signed the Queen’s University Administration’s Declaration of Commitment to Address Systemic Racism, committing to challenging racism and. Perceptions and experiences of safety, belonging, interactions within classrooms, interactions shaped by identity and the university’s responses all determine campus climate. Led by Principal Deane, and sponsored by the Declaration Implementation Group, the Queen’s Student Experiences Survey provides a mechanism for measuring and monitoring campus climate and culture. Information from this survey will be used to tailor policies and programming, and improving services and the campus response to discrimination and harassment Additionally, a Declaration Implementation Group has begun a Student Experiences Survey which obtains information from students by various equity seeking groups to obtain their experiences and feelings towards the university. This is being used to plan actions to improve the overall student experience.

Remaining Action items to be addressed:

None

Original DARE Recommendation	PICRDI Recommendation	Assessment Criteria	Steps taken	Current Status
<p>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 ensure 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</p>	<p>Observation</p>			
	<p>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.</p> <p>Data collection regarding Orientation needs to include the following: <ul style="list-style-type: none"> ● 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. </p>	<p>Data is collected about Orientation, specifically the following: <ul style="list-style-type: none"> - 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. </p>	<p>Contact the Office of Institutional Research and Planning and determine if Data is being collected about Orientation, specifically the following: <ul style="list-style-type: none"> - 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. </p>	<p>Enrollment data is tracked by faculty to identify equity seeking group representation. This information is reported annually in the Enrollment Report, which is presented to the Senate. Additionally, a Declaration Implementation Group has begun a Student Experiences Survey which obtains information from students by various equity seeking groups to obtain their experiences and feelings towards the university. This is being used to plan actions to improve the overall student experience.</p>
	<p>Senate Orientation Activities Review Board (SOARB)</p> <ul style="list-style-type: none"> ● 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. 	<p>SORC has an effective mechanism into all the events occurring at Orientation throughout the entire university</p>	<p>Through discussion with Student Affairs, determine if SORC has been adjusted to provide insights into all orientation activities. Document the changes and assess the effectiveness.</p>	<p>A SOARB governance review occurred in 2018, with 20 recommendations; and EDII working group was established to evaluate O-week, and its EDII commitment/activities (or any lack).</p> <p>Senate recommendation for SOARB were released in 2021 and adopted in Jan 2022. The body is now called Senate Orientation Review Committee (SORC)</p>

<p>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.</p>				
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PICRDI Report Follow Up

Recommendation #26: Mandatory membership in HRLG

Background:

The purpose of this document is to provide transparency on the status of the implementation of recommendation #26 of the PICRDI report to the Senior Leadership Team, The Senate, the Board of Trustees and the wider university community. This is part of a larger project which will encompass all of the recommendations. Details on the project can be found [here](#).

Read the Entire PICRDI report including recommendation 26 can be read [here](#).

See the attached appendix for the detailed findings.

Summary of Findings:

“Most of the action items have been completed – Evidence exist that management has completed most of the action items required or has completed other actions in order to address the recommendation.

The objective of the recommendations been practically met” (3/5).

The key criterion for this recommendation is to have representation from all units at Queen’s in the Human Rights Legislation Group. This has not been made mandatory, however a letter went out to all units asking them to register an employee in the HRLG. However, as of March 2022, there is not a representative from every administrative and academic unit on the HRLG, and interested people are to contact HREO to obtain access to the materials or attending meetings.

Remaining Action items to be addressed:

An exercise should be done to ensure that there is representation from every administrative and academic unit and it be made mandatory that this is so.

Original DARE Recommendation	PICRDI Recommendation	Assessment Criteria	Steps taken	Current Status
<p>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).</p>	<p>Observation 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.</p>		<p>No Action to be taken</p>	
	<p>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.</p>	<p>Membership in the Human Rights Legislation Group (HRLG) is mandatory for all administrative and academic units. Every department is required to have an equity liaison individual</p>	<p>Review the Human Rights Legislation Group Terms of Reference and determine if: - Membership in the Human Rights Legislation Group (HRLG) is mandatory for all administrative and academic units. - Every department is required to have an equity liaison individual</p> <p>Note the relevant sections of the ToR.</p>	<p>The Human Rights Legislation Group is composed of unit heads from all academic and non-academic groups on campus or their designates.</p> <p>A letter went out to all units asking them to register an employee in the HRLG, but it was not made mandatory. As of March 2022, there is not a representative from every administrative and academic unit on the HRLG.</p>

PICRDI Report Follow Up
Recommendation #27: SEEC Review

Background:

The purpose of this document is to provide transparency on the status of the implementation of recommendation #27 of the PICRDI report to the Senior Leadership Team, The Senate, the Board of Trustees and the wider university community. This is part of a larger project which will encompass all of the recommendations. Details on the project can be found [here](#).

Read the Entire PICRDI report including recommendation 27 can be read [here](#).

See the attached appendix for the detailed findings.

Summary of Findings:

“Fully implemented – All action items have been completed and the objective of the recommendation has been met” (5/5).

The objective of this recommendation is to emphasize anti-racism, diversity, and equity in education. In implementing this recommendation, SEEC has revised their Terms of Reference to further accentuate inclusion, diversity, and educational equity. SEEC has continued to meet on an almost monthly basis.

Remaining Action items to be addressed:

The revised SEEC Terms of Reference should be approved by Senate.

Original DARE Recommendation	PICRDI Recommendation	Assessment Criteria	Steps taken	Current Status
<p>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.</p>	<p>Observation</p>		<p>No Action to be taken</p>	
	<p>The Senate Educational Equity Committee's (SEEC) response to the DARE and DET reports focuses on the D.E.A.P. Tool.</p>			
	<p>Action to be taken</p> <p>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.</p>	<p>The ToR of the Senate Educational Equity Committee (SEEC) has been updated to emphasize anti-racism, diversity, and equity agenda. SEEC meets on a regular basis.</p>	<p>Review the Terms of Reference for the Senate Educational Equity Committee (SEEC) and ensure it has words surrounding anti-racism, diversity, and equity.</p> <p>Note the dates of SEEC meetings and determine if they are meeting on a regular basis.</p>	<p>The Terms of reference for SEEC indicates that its responsibilities are to promote diverse perspectives, championing educational equity and an inclusive campus. SEEC has continued to meet on a regularly (almost monthly) basis. Membership of SEEC includes staff, faculty and students, including the Provost, HREO and AVP IIO. There have been small adjustments to the terms since PICRDI, and a large revision has been made to the Terms of Reference in May 2022, further emphasizing EDII themes, but has not been approved by Senate at this time.</p>