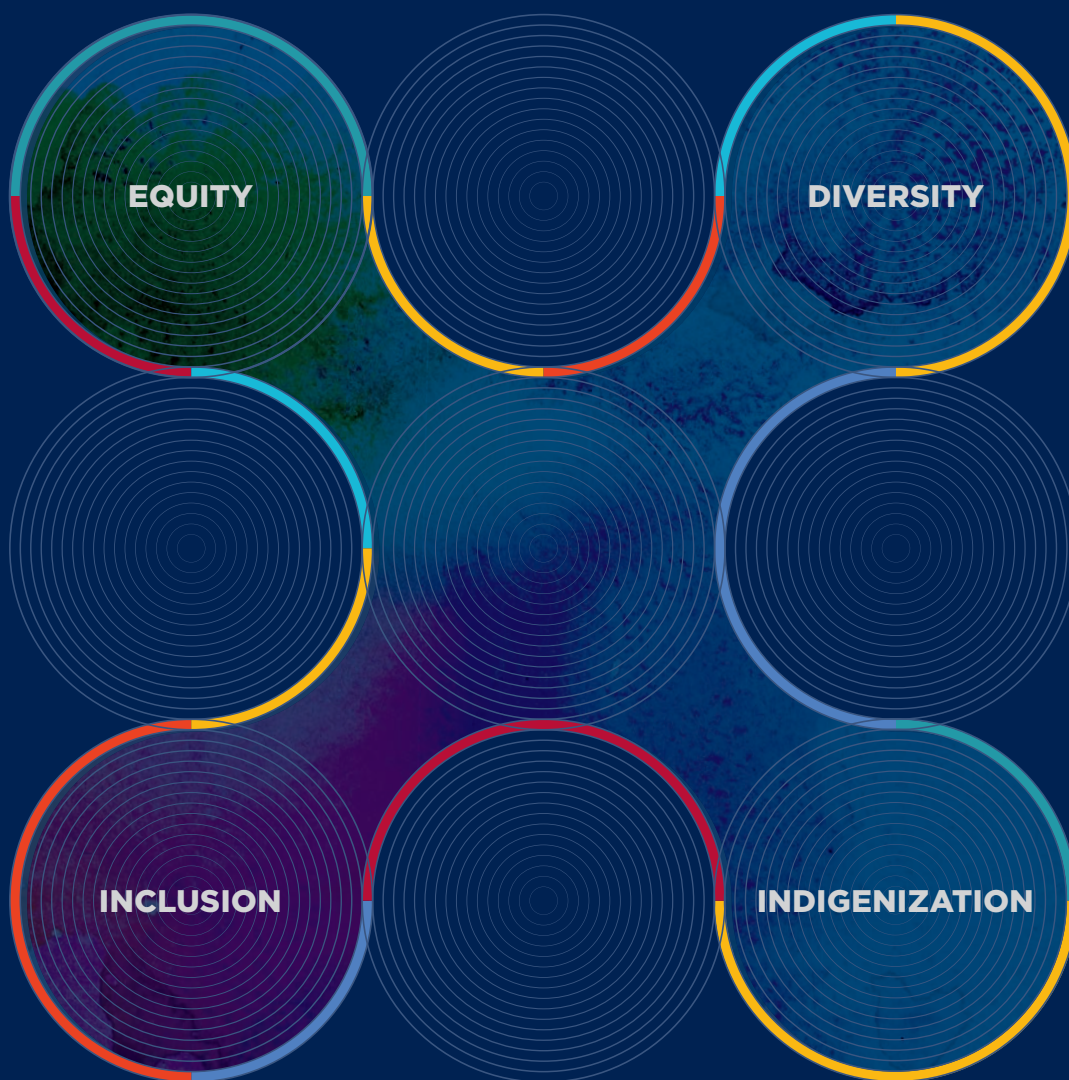


Equity, Diversity, Inclusion, and Indigenization Annual Report, 2020-21

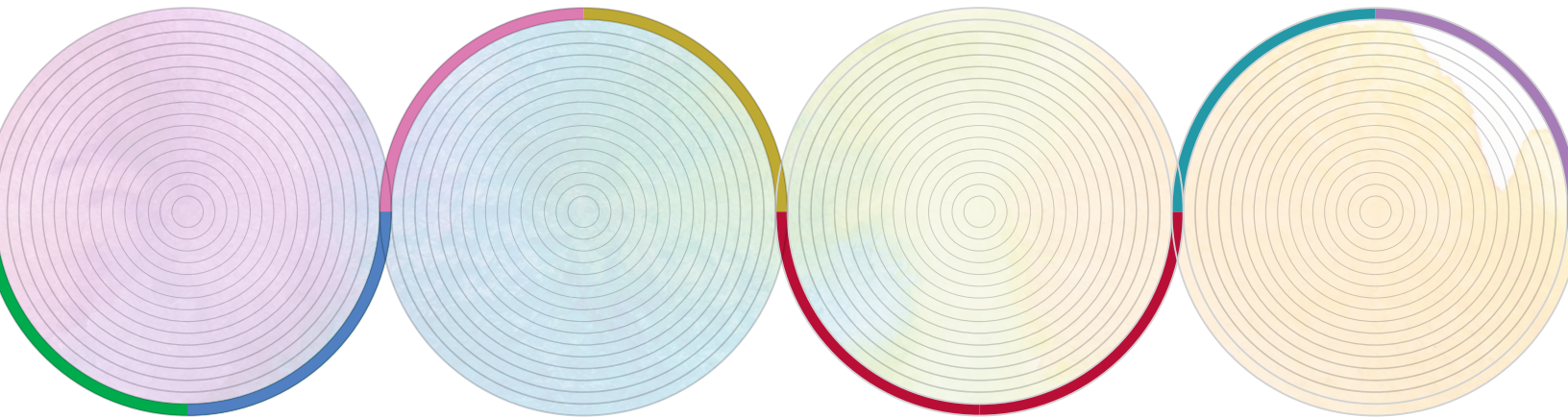






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Message from the Principal

I write this year's introduction to the Equity, Diversity, Inclusivity, and Indigenization (EDII) Annual Report reflecting on yet another challenging year of managing our university through a pandemic, but also hopeful that we are on the cusp of dramatic change and that the future of our university has never been brighter. Now halfway through my tenure as Principal, I am aware that the university has struggled with many issues, in particular the desire for Queen's to be more reflective of our EDII aspirations and the sad reality that while progress is being made, we still have a long road ahead.

Early in the year, our senior administration unanimously supported the Declaration of Commitment to Address Systemic Discrimination at Queen's. The Declaration enumerated 11 points of action in areas of impact across the university. Our community was concerned that despite the support we voiced for EDII, the proof of that support was needed. It gives me enormous pride to say that with the support of our leadership and our staff, faculty and students, we have delivered on our commitment. The new Harassment and Discrimination policy is now in effect. We have launched the Action Group for Sexual and Gender Diversity and incredible work is underway under the umbrella of the Yellow House. Our campus climate survey was distributed and the information garnered is informing further action across the university. Through Student Affairs, exciting recruitment and admissions strategies are being employed. Our Commitment Scholars program was an enormous success and we continue to look for ways not only to recruit but also to retain a diversity of students. Our faculty-specific work continues and in this last year, with Senate's approval, we delivered on our promise to launch the Black Studies minor. Education and training on EDII is being led by both our Human Rights and Equity Office and the Office of Indigenous Initiatives. Now reporting to the Principal, my hope is that these Offices will be able to expand their outreach in the coming years and increase further their impact across our campus.

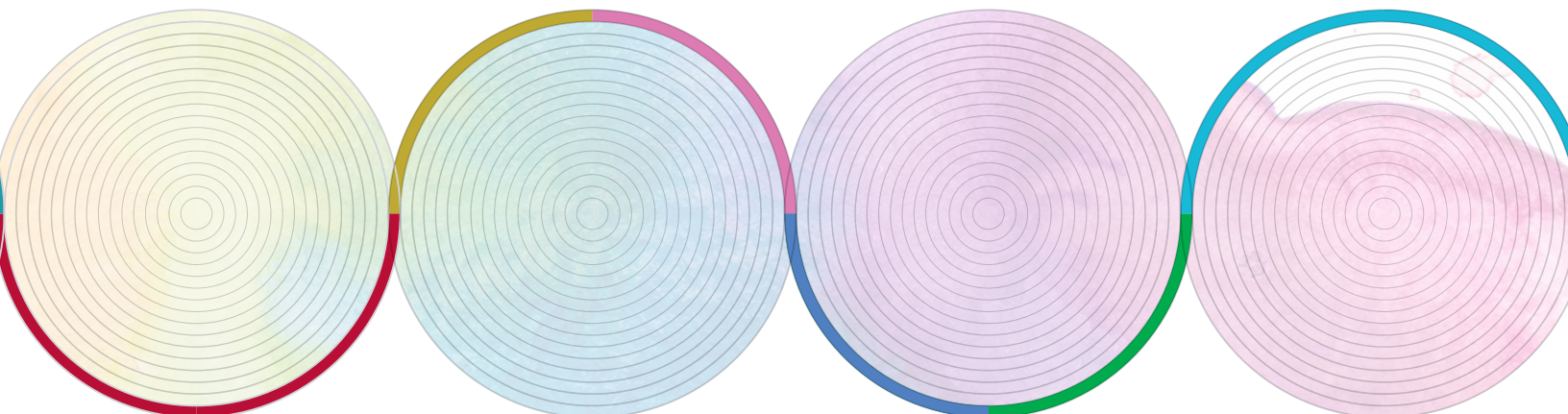
This fall, the university found itself wrestling with matters related to Indigenous identity. We were once more reminded that with respect to EDII, our university must always be willing to question its approaches and to critically reflect on its practices. This is a difficult exercise and brought to light some problematic aspects of our engagement with the Indigenous community.

Queen's, like so many institutions across Canada, must come to terms with its colonial past and acknowledge that the lens we use to view our operations too often discounts those who may have been denied any voice in creating them. And so, while we must continue working to address this challenge, I am pleased that we are making strides. This year, we inducted our first Indigenous Chancellor, the Honourable Murray Sinclair. With the help of Chancellor Sinclair, we are embarking on a real path to reconciliation. This will be critical if Queen's is to truly deliver on its commitment to EDII.

Early next year, I will fully launch Queen's new strategy – a strategy for the future, leading through curiosity, passion and collaboration to solve the world's most significant and urgent challenges. This approach will only be possible with the full support of our Queen's community, and it will only be realized when we work together with respect, recognizing that we all have contributions to make and that the true strength of an institution comes from the diversity of its people and the willingness to hear all voices, think critically and never falter in our pursuit and commitment to a just and equitable society. Here is where we will have impact and I, for one, am looking forward for what will come.

Patrick .

Patrick Deane, Principal and Vice-Chancellor, *November 2021*





Executive Summary

The Equity, Diversity, Inclusion, and Indigenization Annual Report highlights examples of initiatives that have been developed over the past year to help build a more inclusive and anti-racist campus community.

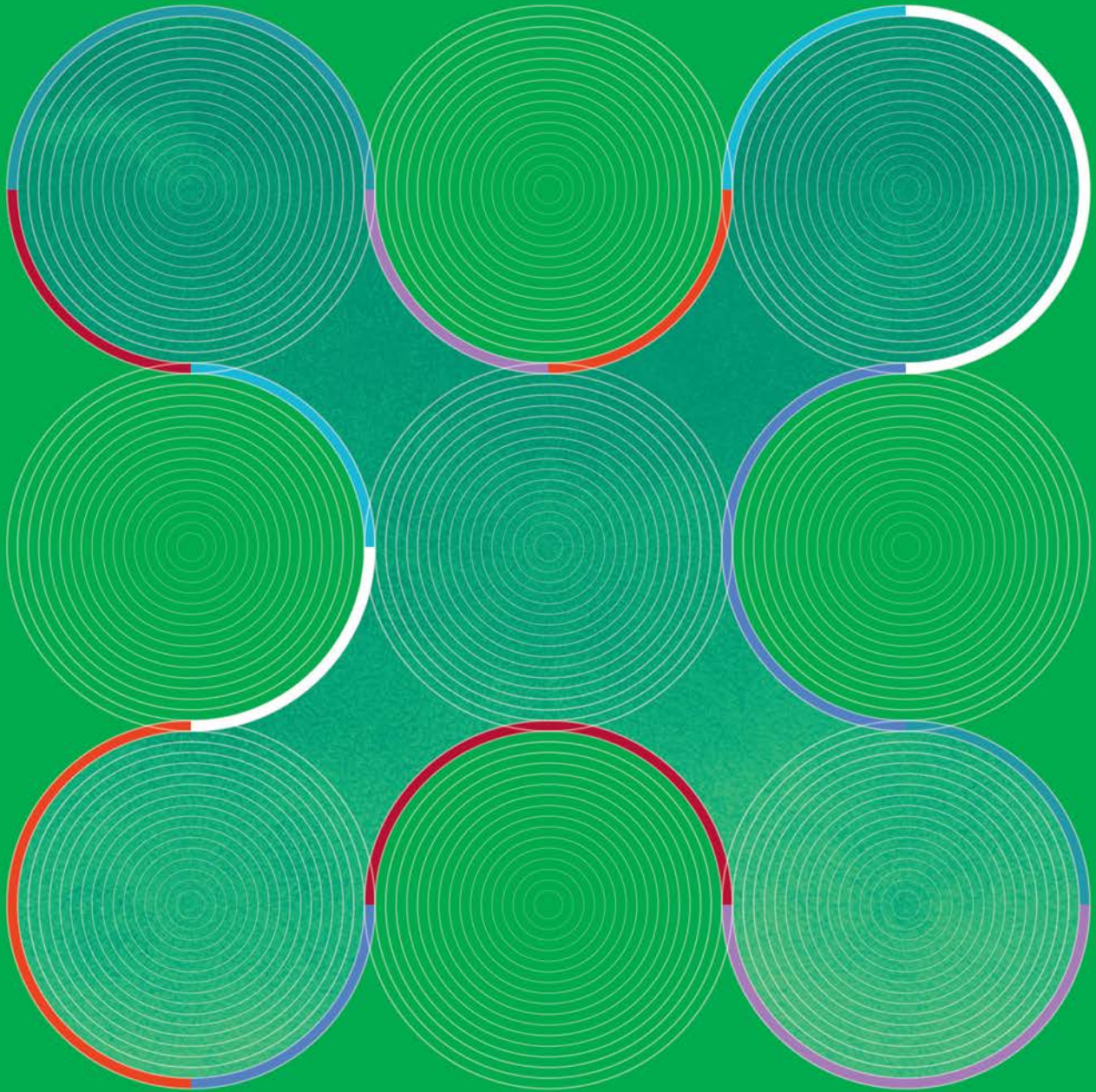
While there is still much work to do, significant progress has been made in several important areas. In 2020, Queen's hired women, racialized, and Indigenous faculty members at a rate that exceeded their workforce availability. In the 2020-21 academic year, students who identified as racialized or as having a disability had the highest undergraduate retention rates within the university, at 95.9% and 96% respectively. These positive outcomes reflect the ongoing efforts of Queen's senior leaders, students, staff, and faculty to increase equity and diversity through initiatives such as mandatory equity training for Queen's hiring committees and tailored outreach and support services for students from equity-deserving backgrounds.

New resources have been implemented to support students from equity-deserving groups, such as significant additions to financial awards and bursaries and a paid Equity Ambassador Program that provides peer support to applicants from equity-deserving backgrounds. Work is also underway to further embed EDII and accessibility into Queen's academic programs, such as strengthening equity, diversity, inclusion, global engagement, and Indigenization in Queen's Degree Level Expectations.

Changing campus culture requires sustained dedication and resources. The university still has a lot of work ahead to implement systemic institutional change, but the breadth of EDII initiatives implemented across campus in the 2020-21 academic year amidst the challenges of the COVID-19 pandemic is reflective of the university's commitment to making meaningful progress.

Additional information on Queen's efforts to promote and support a diverse and inclusive campus can be found in previous [Equity, Diversity, Inclusion, and Indigenization annual reports](#) and in the [Truth and Reconciliation Commission Task Force annual reports](#).

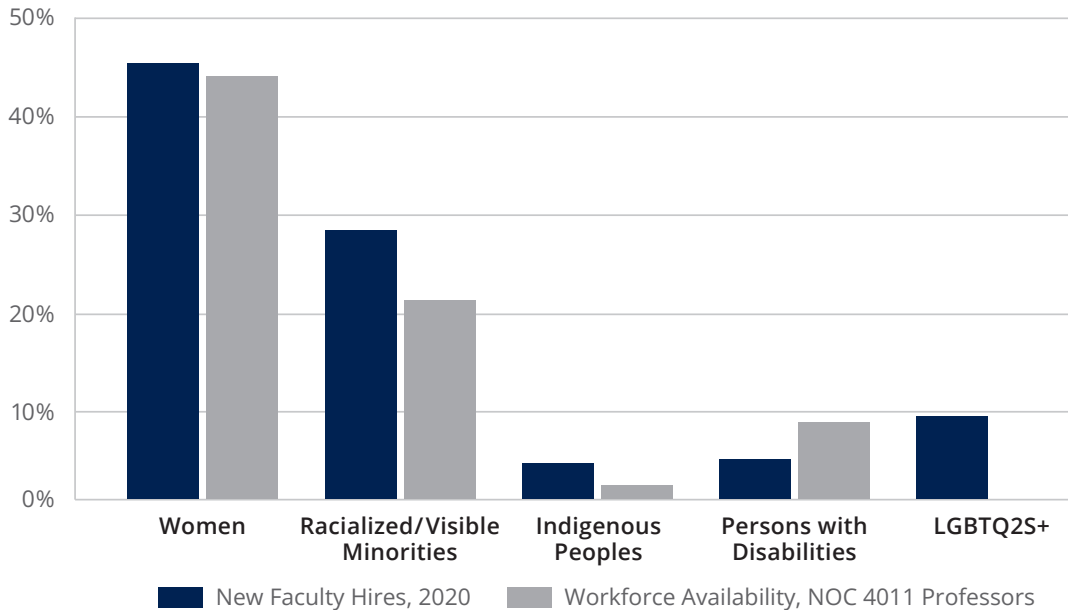
Queen's by the Numbers



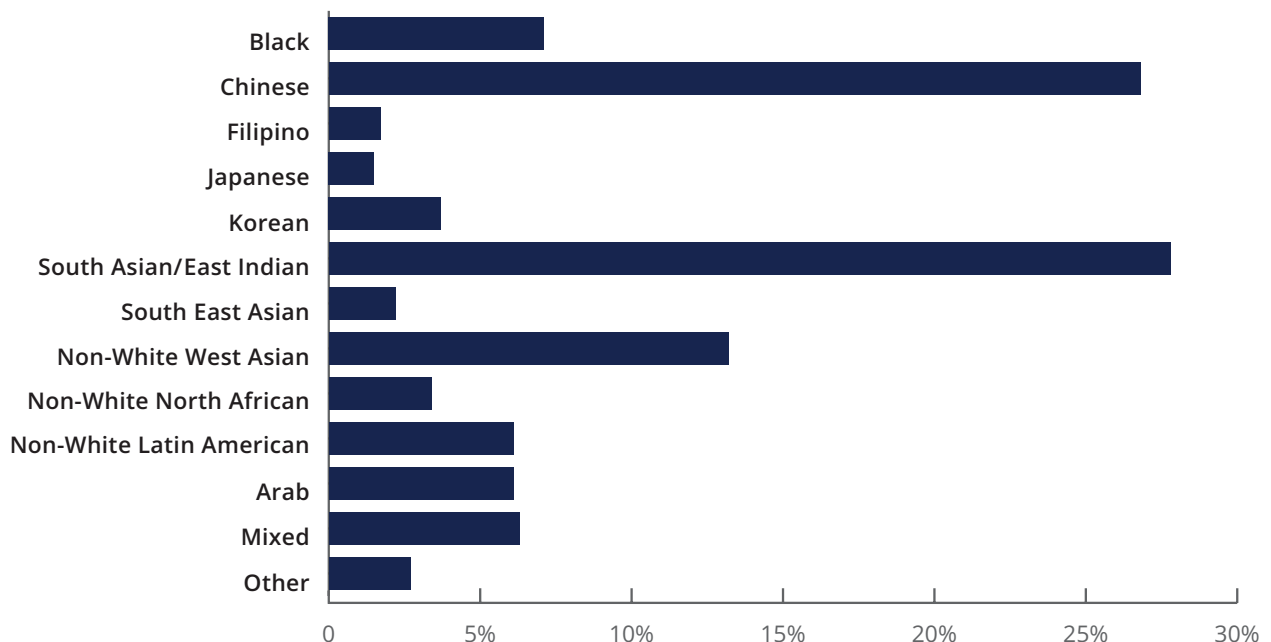
Faculty

Graphs below include representation rates for Professors, Adjunct Professors, Post-Doctoral Fellows, Academic Assistants, Librarians, and Archivists. Response Rate: Approx. 85.7%, Women 100%. Data Sources: Human Resource Information System (gender), "I Count" Queen's Equity Census. Reporting Period: January-December 2020.

Queen's University Faculty Hiring By Equity-Deserving Group, 2020



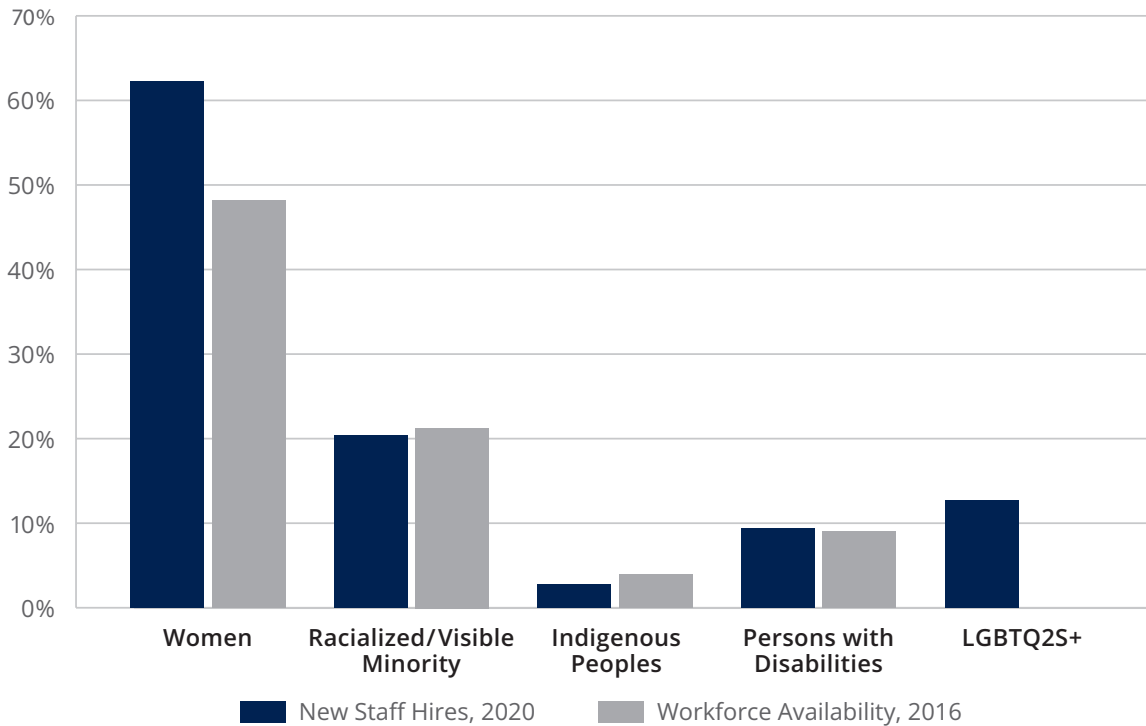
Faculty Representation Rates within the Racialized/Visible Minority Category, 2020



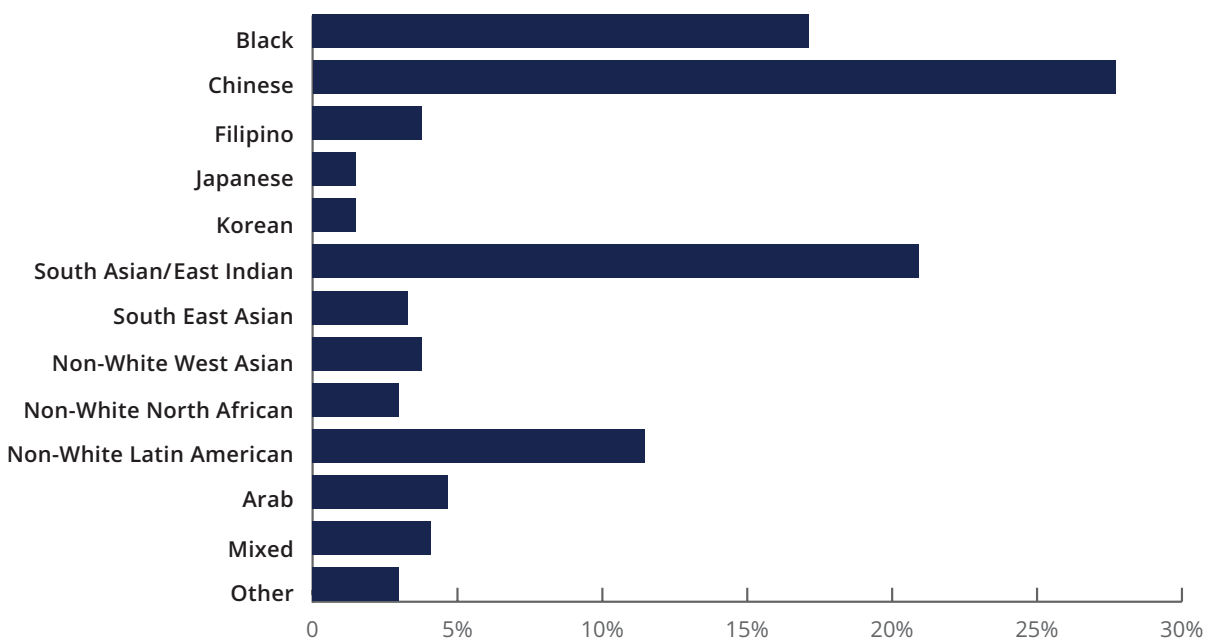
Staff

The graphs below include representation rates for staff, including Executives, General Support, Research, CUPE 229, CUPE 1302, and CUPE 254. Response Rate: Approx. 85.7%, Women 100%. Data Sources: Human Resource Information System (gender), "I Count" Queen's Equity Census, 2016 Statistics Canada Census. Reporting Period: January-December 2020.

Queen's University Staff Hiring By Equity-Deserving Group, 2020



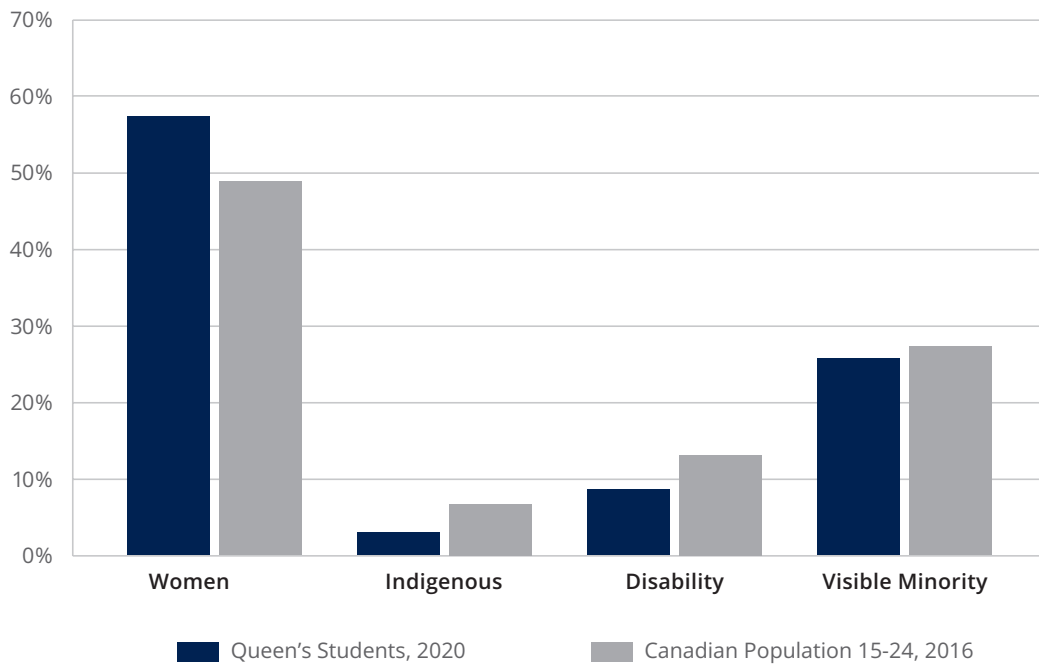
Staff Representation Rates within the Racialized/Visible Minority Category, 2020



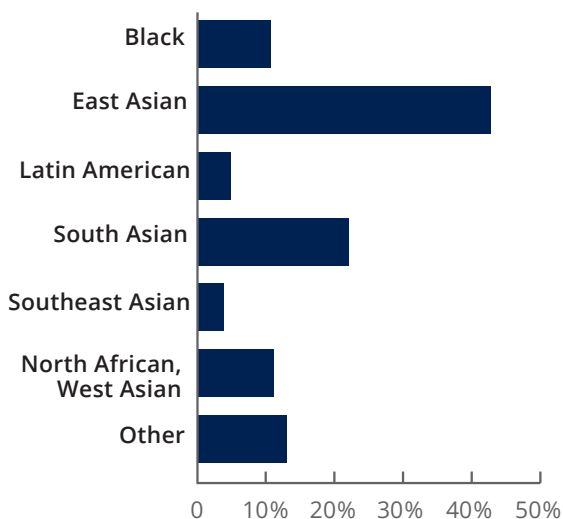
Students

The graphs below outline student representation rates. The data does not include individuals undertaking non-degree programs, certificates, diplomas, visitors, or exchange students. Response Rates: 50-60%, Women 100%. Data Sources: Queen's Student Data: Student Records System (gender), "I Count", Equity Census, NSSE, CGPSS, OUAC. Canadian Population Rates: 2016 Statistics Canada Census and 2017 Canadian Survey on Disability.

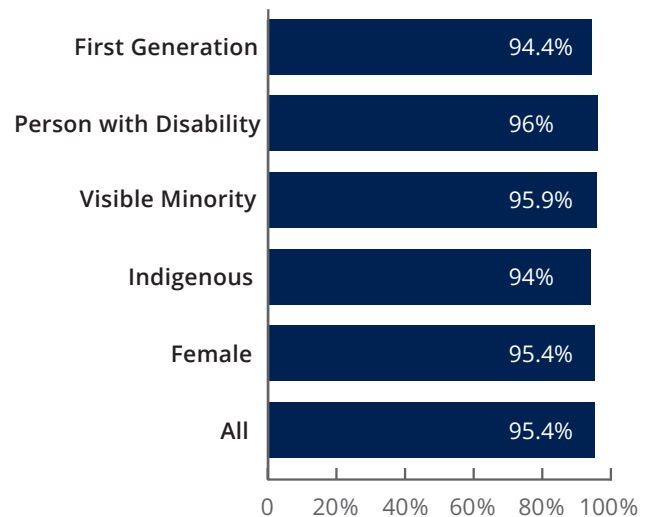
Student Representation Rates for Queen's (via Self-Identification) Compared to the Canadian Population, Age 15-24



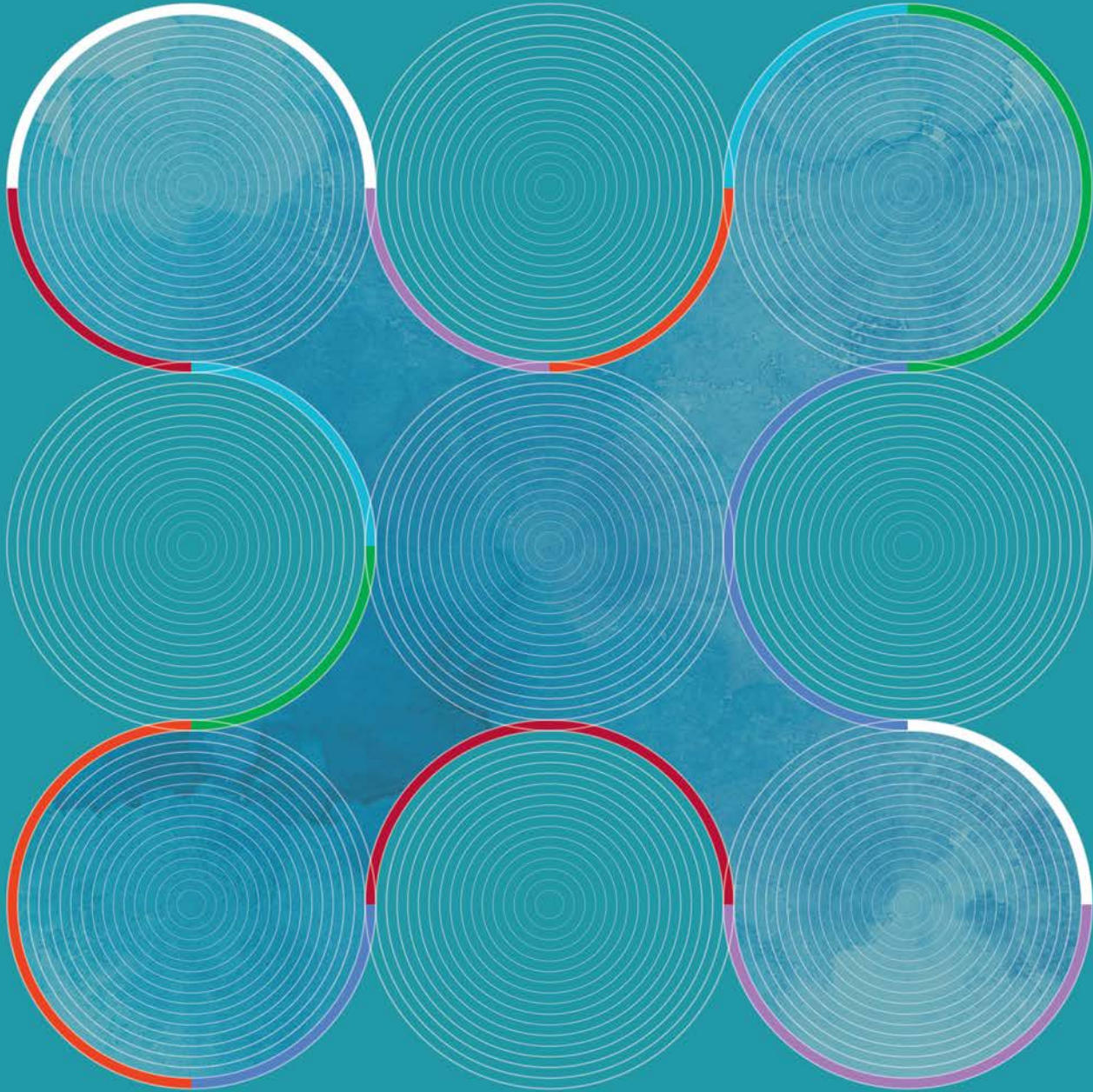
Student Representation Rates within the Racialized/Visible Minority Category, 2020



Year 1 to Year 2 student retention Rates



Highlights of Queen's 2020-21 EDII Campus Community Initiatives



Declaration of Commitment to Address Systemic Racism

In August 2020, Queen's senior leaders signed a Declaration of Commitment to Address Systemic Racism. The commitment included 11 areas of focus aimed at understanding and addressing systemic racism and exclusion on campus, strengthening support resources and policies, and closing representation gaps.

Many of the initiatives outlined in this report were developed to meet the commitments within the declaration.



The university developed and implemented the [Student Experiences Survey](#) in response to the Declaration of Commitment to Address Systemic Racism. The survey is a wide-ranging initiative to understand systemic racism, exclusionary and discriminatory behaviours, and sexual violence on campus. Over 5,400 students responded to the questionnaire in the 2021 winter term and reflected on their experiences over the previous year. The outcomes confirm that while Queen's has made progress in many areas, there is still much more to do.

Equity-deserving students—including Black, racialized, non-binary, trans, Indigenous, and students with disabilities—cited fewer positive responses related to inclusion, experiences of harassment and discrimination, and questions related to food and housing security. Data also show that some student demographics are more likely to experience sexual harassment and sexual violence, and are more likely to report that sexual violence is an issue at Queen's.

The university has committed to using the survey insights as part of its broad efforts to foster greater inclusivity and equity on-campus, and to ensure Queen's is a safe and welcoming place for everyone.

In response to the survey results, the Student Experiences Survey Student Advisory Group is identifying actions and co-developing a student engagement strategy. Further detailed analysis, including faculty-level results, is also underway to ensure alignment of efforts across campus.

Enhancing Access to Queen's



Queen's Undergraduate Admission and Recruitment launched an EDII Task Force in summer 2020 to review all aspects of the Queen's direct-entry undergraduate recruitment and admission process. Following the review, the task force proposed changes needed to increase access and enhance the diversity of students recruited and admitted to Queen's, starting in the 2021-22 recruitment cycle.

Many of the proposed changes have been implemented.

Commitment Scholars Award and Bursary Program

Queen's launched the Commitment Scholars Award to attract and support students who have demonstrated leadership in racial justice, social justice, and leading EDII initiatives in their school or community.

The renewable Commitment Scholars Award is granted to 10 eligible students annually who receive \$48,000 (\$12,000 per year) in funding, as well as financial, academic, and career planning

supports. The first cohort began their studies at Queen's in Fall 2021.

The university has also introduced a new annual Commitment Bursary program for eligible students based on financial need. The first Commitment Bursaries have been disbursed in Fall 2021. Approximately 365 students will receive more than \$935,000 over four years.

Students eligible for the Commitment Scholar Award and the Commitment Bursary will have self-identified through a new Equity Admission Self-Identification Form recommended by the EDII Task Force. For Fall 2021, over 7,000 applicants used the form to self-identify as an Indigenous person, a member of a racialized/visible minority group, a person with a disability, and/or a person who identifies as LGBTQ2S+.

Another new initiative resulting from the Task Force's work is the launch of a paid Equity Ambassador Program that provides peer support to applicants from equity-deserving backgrounds.

Queen's New Strategy Commits to Building A Diverse and Inclusive Community

Queen's new strategic framework was released in May 2021 following more than a year-long consultation process with the university community and external partners. At the core of the new strategy is a commitment to solving the world's most significant and urgent challenges—in service to an inclusive, diverse and sustainable society.

The central values in the framework are truth, responsibility, respect, freedom, and well-being. The framework notes that, "We accept our responsibility to build a diverse, equitable, inclusive, and anti-racist community for our people, to Indigenize and decolonize the academy, and in all that we do, to observe the interests of the planet and the life it sustains."

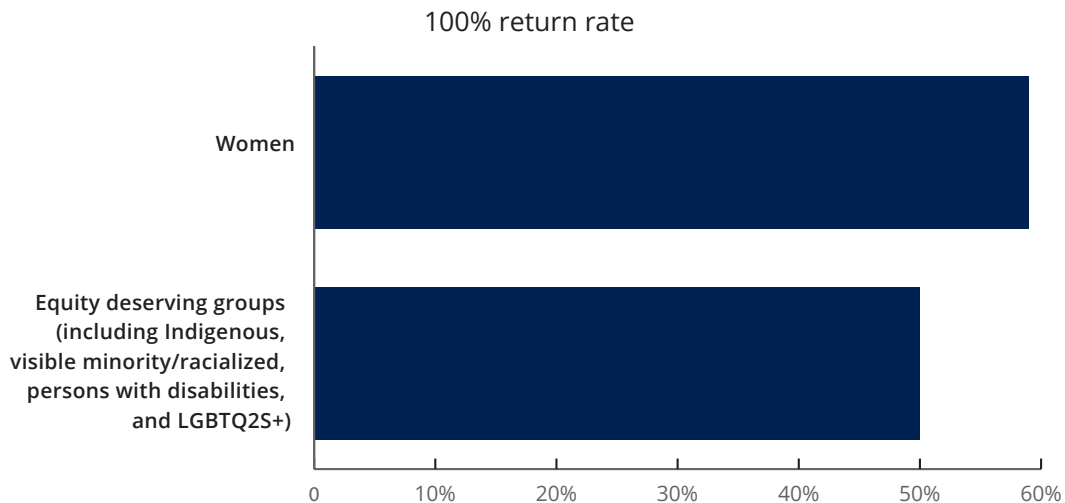
Principal Deane established six working groups to advance the strategy in its next stage of implementation, making recommendations for ways to operationalize the strategic goals. Champions have been designated by the Principal to turn these recommendations into action.

All leaders at Queen's are also required to incorporate EDII focused initiatives in their annual goals and to report on their progress.

Supporting Diverse Leadership

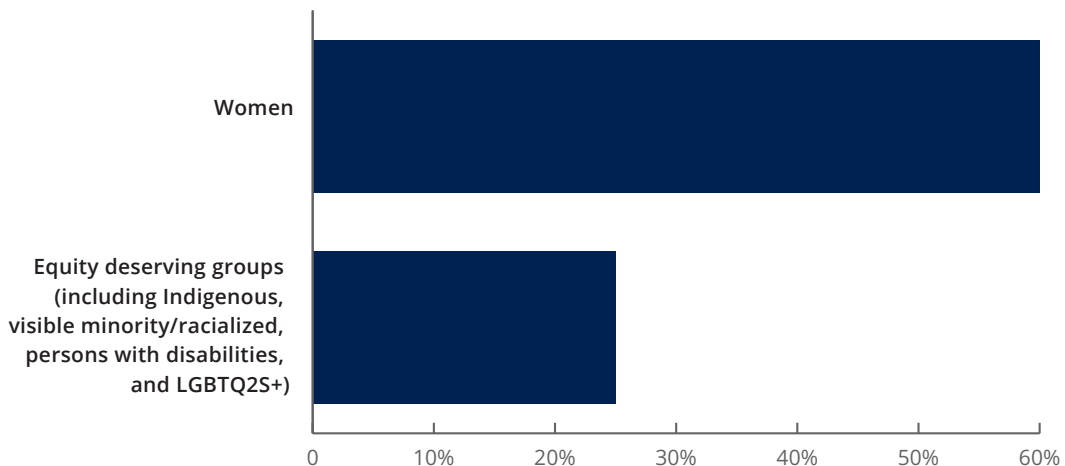
Queen's is committed to achieving gender parity and increasing diversity at the leadership level. In 2020-21, Queen's was an early adopter of Canada's 50-30 Challenge, which seeks to increase the representation of equity-deserving groups to positions of influence and leadership in senior management and corporate boards. The goal of the 50-30 challenge is to achieve 50% gender parity for women and 30% representation for equity-deserving groups in senior management.

Queen's Board of Trustees Representation Rates



Queen's Senior Management Representation Rates

100% return rate. Includes Principal, Provost, Vice-Principals, Vice-Provosts, Deans, and Associate Vice-Principals



The new 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. Each session provides leadership learning opportunities on topics such as emotional intelligence, equity, diversity, and inclusivity, team building and collaboration, strategic thinking, resilience and agility, and much more.

The new program complements the robust catalogue of existing EDII training opportunities at Queen's, including the 'Showing up for Anti-Racism and Inclusion' training series for Queen's leadership team.

New Mandatory Training

In Fall 2021, the Human Rights and Equity Office released their latest online training module 'Working Together: Building an Inclusive Queen's Community.' The training series builds on Queen's commitment to offer a suite of professional development opportunities with a focus on equity, diversity, inclusion, accessibility, and human rights.

Queen's Principal Deane announced that completion of the training module is mandatory for staff members to ensure they have resources to help them provide inclusive spaces for learning, working, and serving the community.

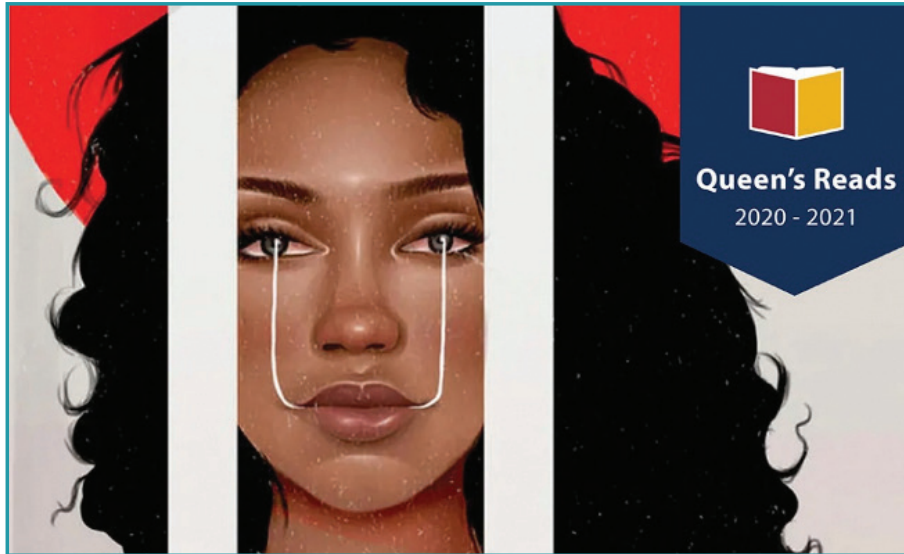
As noted above, this new training series complements the robust list of existing EDII training opportunities at Queen's.

Enhancing Equity in Staff and Faculty Hiring Processes

Over the past several years, Queen's has implemented several initiatives to enhance equity in the hiring process for staff and faculty:

- A formal equity process is in place for staff and faculty recruitment. All members of staff and faculty hiring committees must complete mandatory employment equity training. The training helps ensure that job candidates from equity-deserving groups are not unintentionally excluded from positions for reasons not related to ability or qualifications.
- 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. A demonstration of the QEAP Application is now incorporated within the Employment Equity Representative training for both faculty and staff hiring committees.
- In 2020-21 a recruitment video was produced and added to the HR Careers website, which includes interviews from a diverse group of Queen's employees with the goal of introducing Queen's and Kingston to a diverse range of potential candidates.
- The Queen's Career Gateway Program is a new initiative to create employment pathways for individuals within the Kingston community, particularly newcomers, refugees, and individuals belonging to equity-deserving groups. The program aims to remove barriers to employment for those without formal education or strong English-language skills. Parallel with on-the-job experience, participants have paid release time to attend language training provided by Queen's School of English. This project is co-led by the Office of the Vice-Principal (Finance and Administration) and the Human Rights and Equity Office, in partnership with Human Resources, and the School of English. The program is being piloted within Custodial Support Services.

Facilitating On-Campus Dialogues



- Queen's Reads 2020-21 selection, *Other Side of the Game* by Amanda Parris, follows two storylines that centre on the experiences of Black women in Toronto. To promote dialogue on the themes in Parris's play, Queen's hosted programming and events that highlighted the experiences of Black students. The Student Experience Office within Student Affairs also organized a teach-in focused on the theme of Remembering Blackness and Anti-Blackness at Queen's. The event was an opportunity to learn more about the history and impact of anti-Blackness in the community and some of the work being done by Black students and researchers at Queen's today.
- Beginning in 2021, Provost Rahswahérha Mark Green hosts monthly Talking Circles that bring together Indigenous students, faculty, and staff. The informal gatherings provide an opportunity for members of the Queen's Indigenous community to connect and share their experiences.

Enhancing Supports and Community Connections for LGBTQ2S+ Students, Faculty, and Staff

- A Provost's Action Group for Gender and Sexual Diversity (PAGGAS) was created to help strengthen the campus environment for gender and sexual diversity at Queen's. The action group's inaugural initiative was to review washroom and change room facilities with a view to advising the university on changes across its policy landscape, including the existing Gender-Neutral Washrooms Policy. The action group is also exploring ways to help incoming, first-year students who identify as LGBTQ2S+ connect with resources available to them and build community. PAGGAS is co-chaired by Teri Shearer, Deputy Provost (Academic Operations and Inclusion) and Jean Pfleiderer, Associate Director, Human Rights Advisory Services/Gender and Sexual Diversity Coordinator.

- The Queen’s University Association of Queer Employees (QUAQE) was revitalized in 2020 to create a more inclusive and supportive workplace for employees. QUAQE activities provide an opportunity for staff and faculty to come together, advocate, socialize, and support one another. The group also provides professional development and educational seminars that are targeted directly to the needs of the community.

New Funding for Employee Resource Groups

Queen’s employee resource groups (ERGS) bring faculty and staff together from across the university to help build connections and create a sense of belonging on-campus. To further support the work of ERGs, the Deputy Provost (Academic Operations and Inclusion), together with Human Resources and the Human Rights and Equity Office, have made annual ERG funds available. The aim of the new funding is to support these important networks to grow and expand their activities on-campus.

Supporting Women Entrepreneurs

In August 2019, Queen’s University’s Partnerships and Innovation received \$3.2 million from the federal government’s Women Entrepreneurship Strategy (WES) Ecosystem Fund to support women entrepreneurs in starting and growing their businesses. Two months later, Queen’s launched the Women Entrepreneurs Can or WE-CAN project.

Since its launch, Queen’s Partnerships and Innovation’s WE-CAN project has supported more than 800 women from underrepresented groups and sectors in achieving their entrepreneurial goals.

In 2020/2021, the WE-CAN Project received a further \$250,000 in funding to run an additional suite of programs and services to further meet the needs of women entrepreneurs from the BIPOC community and women with a disability. The funding also made possible a series of specialized sales coaching programs for women with existing businesses negatively affected by COVID-19.

Updates to the Harassment and Discrimination Policy and Student Code of Conduct

Revisions were made to the Student Code of Conduct and a new Harassment and Discrimination Prevention and Response Policy was developed in 2020-21 to promote a respectful and inclusive living, learning, and working environment at Queen’s. The amendments will support the university’s commitment to prevent harassment and discrimination through education and other proactive measures, and to respond effectively when a member of the Queen’s community experiences harassment or discrimination.

Training resources were developed to educate Queen's students, staff, and faculty on the changes to the policy and the Student Code of Conduct. A new online training module and web content for students cover topics such as how racial harassment and discrimination are addressed under the Code. The training also walks students through examples of what racial harassment, discrimination, or bias motivated incidences might look like on-campus so that students understand the impact and consequences of those behaviours.

An online disclosure tool, known as InSight, has been developed by the Human Rights and Equity Office and Student Affairs to enable students to anonymously disclose their experience of harassment and discrimination. The aim of the tool is to ensure students who experience harassment or discrimination are aware of the range of support resources and formal and informal reporting options available to them. It is also hoped that the anonymous and informal nature of the tool will encourage more students to disclose their experiences of harassment and discrimination on-campus, which would provide the university with a clearer picture of the student experience.

Enhancements to Queen's Sexual Violence Education and Prevention Initiatives

Queen's takes its commitment to educate, prevent, and respond to the issue of sexual violence very seriously. This commitment includes ongoing work to help prevent sexual violence and provide a trauma-informed and survivor-centered approach to our support services.

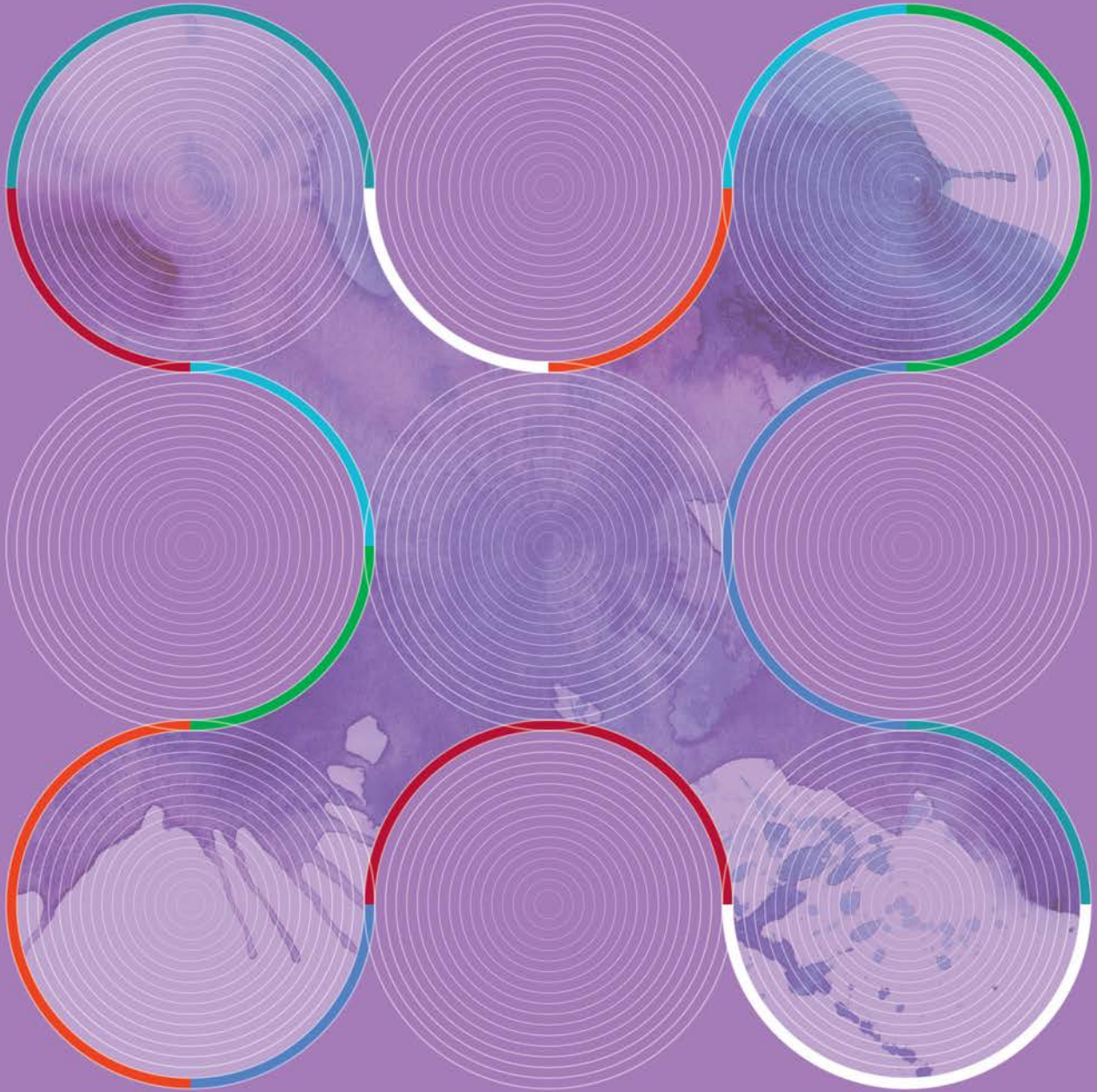
Work to address sexual violence is guided by Queen's Sexual Violence Prevention and Response Services in the Human Rights and Equity Office, and by the Sexual Violence Prevention and Response Task Force.

For all students, the university provides ongoing education, programming and events to support the prevention of sexual violence. The university is working to increase awareness of gender-based violence and how to build a culture of consent, developing healthy relationships, and enhancing awareness of resources for survivors.

For first-year students in particular, the consent and sexual violence education programming includes a new online learning program called "[It Takes All of Us](#)" that includes modules on sexual violence, sexual consent, bystander intervention and supporting survivors.

The university is committed to listening to student voices, continuing to build our educational programming and enhancing policies where necessary to be more responsive to student needs.

Embedding EDII in Queen's Academic Programs





Embedding EDII in Queen's Degree Level Expectations

Work is underway to strengthen the elements of equity, diversity, inclusion, global engagement, and Indigenization in Queen's Degree Level Expectations.

Degree Level Expectations are frameworks that describes what students should know, and be able to do, after successfully completing a degree program at the bachelor's, master's, and doctoral degree levels. Enhancing EDII in Queen's Degree Level Expectations is projected to be completed by the end of 2021.

UCARE Subcouncil on Academic and Curricular Diversity

A new UCARE Subcouncil on Academic and Curricular Diversity was created to assist with embedding equity, anti-racism, and Indigenization into Queen's academic programs. The work of the Subcouncil aligns with the commitment in Queen's Declaration of Commitment to Address Systemic Racism to continue to work to address systemic racism in the educational and classroom practices of the institution. The Subcouncil is currently focused on supporting curriculum diversification, as recommended in the Principal's Implementation Committee on Racism, Diversity, and Inclusion (PICRDI) report.

EDII in the Development and Review of Academic Program

The Senate Committee on Academic Development and the Senate Committee on Cyclical Program Review both completed training sessions on equitable decision making. Committee members are now working to strengthen equity, diversity, inclusion, and Indigenization in the development of new programs and the review of existing programs.

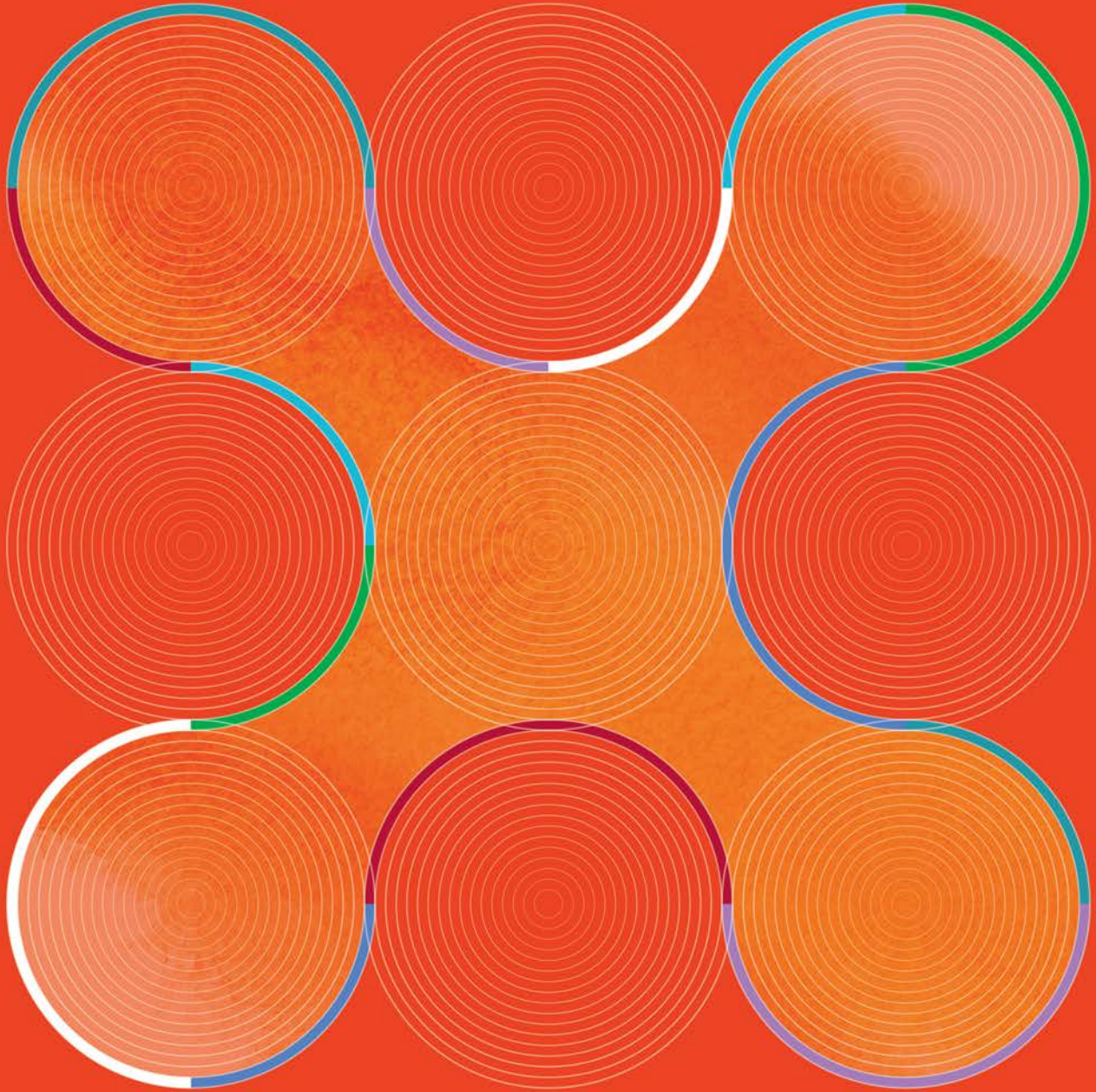
New EDII Resources for Instructors

The Centre for Teaching and Learning (CTL) has developed two new Educational Developers positions to specialize in curriculum globalization and anti-racist pedagogy.

Over the past year, the CTL has also developed new programming and online resources to support instructors' professional teaching development in:

- Indigenous pedagogies and ways of knowing
- Curriculum globalization
- Cultural competence in the classroom
- Recognizing and dealing with micro-aggressions in the classroom
- Teaching controversial topics
- Anti-racist pedagogy
- Inclusive pedagogies
- Inclusive assessment, and
- Creating classroom community

Enhancing Inclusion, Indigenization, and Anti-Racism in Queen's Faculties and Schools





Smith School of Business

A Smith EDII Task Force and working groups were established to focus on improvement opportunities. They involved students, faculty, staff and alumni and in March 2021 the school released its comprehensive EDII Strategy & Action Plan.

In May 2021, Tahmena Bokhari was named Smith's Director, Equity, Diversity & Inclusion and in July, Wanda Costen joined Smith as Dean and set a commitment to transformational change in EDII. An EDII Committee is in place to support these efforts.

Other milestones include changes to the Commerce undergraduate program admission process that capture a wider range of student experiences and perspectives. Applicants were also encouraged to use Queen's new Equity Admission Self-Identification form and pursue Admission Pathways support.

New financial awards have been created including three undergraduate admissions awards. Smith aims to raise \$10 million in incremental student financial aid by 2023.

The first Smith Professor of Equity & Inclusion in Business, Eddy Ng, joined the school in July.

Smith is implementing new training programs for faculty, staff and students and improved processes to address EDII-related concerns.

Among community-directed initiatives is a new partnership between the Centre for Business Venturing and Spalyan Education Group to bring business training to six Indigenous communities in British Columbia.

Further information on EDII initiatives at Smith can be found on the [EDII at Smith website](#).

Faculty of Health Sciences

Queen's Health Sciences (QHS) launched its new strategic plan, [Radical Collaboration](#), in the Fall of 2021. Among the plan's strategic priorities is a "commitment to equity, diversity, inclusion, Indigeneity, and accessibility," wherein the Faculty will undertake actions to reach a profile of students, staff, and faculty that matches the population by 2026.

The Dean's Action Table on EDI (DAT-EDI) hosted a forum in the Fall of 2021 where its seven working groups provided updates on their work over the past year. The working groups reported that a Health Sciences Outreach and Summer Program (HYPE) for equity-deserving youth will be launched by the end of 2021, that reviews to identify EDI-related recruitment and admissions interventions are underway, that an EDI champions program is under development, and that a tool to support the integration of EDI across the Faculty's curricula is forthcoming.

To better understand learner, staff, and faculty perceptions of EDI-related issues within QHS, the faculty launched a stakeholder survey. The survey results will be used to support the Dean's Action Table on EDI working group activities. The results will also inform the QHS workplace assessment conducted by the Queen's Human Rights and Equity Office.

To support equity in communicating, QHS released an [EDI Style Guide](#) for use by learners, staff, and faculty. The guide provides advice on how to engage with issues concerning race, gender, and sexual orientation, among other intersecting identities.

Further information on EDI initiatives can be found on the [Faculty of Health Sciences EDI webpage](#).

Faculty of Engineering and Applied Science

Queen's Engineering has been making significant strides with a structural approach to EDI initiatives in the past year.

The Faculty will be releasing its Strategic Plan in the coming weeks, which focuses on three "themes" for development. One is entirely focused on diversity initiatives and cultural change and growth at the Faculty, with 12 of its 40 strategic actions directly related to equity and diversity.

The Strategic Plan launch will be followed by the launch of the Engineering for Everyone EDI subsite – a "living" community engagement and transformation web platform that includes a comprehensive framework for future change and sets of engagement and other activities.

Structural initiatives have been accompanied by other specific activities: Dean Deluzio sharing the stage at the 2020 OSPE conference with Nicholas Ramsbick, of @ErasedbyFEAS and co-president of EngiQueers, in a frank discussion on diversity at large institutions; the successful launch of both Black Youth in STEM, a local program for school-age children, and STEM:InA,

the broadening of the Aboriginal Access to Engineering (soon to update its name to Indigenous Futures in Engineering) student support program to a campus-wide model, and the creation of a Black study room in the Integrated Learning Center.

Faculty of Law

This has been a formative period for Queen's Law as the Faculty continues to integrate the principles of EDII into every aspect of its school and create pathways to support a more representative legal sector through recruitment, reconciliation, and restorative justice initiatives.

The Faculty's new [Strategic Framework](#) reaffirms its commitment to EDII, enshrined in nine distinct performance measures, and the Faculty's inaugural Director of Indigenous Initiatives and EDI, [Stacia Loft](#), is stewarding long-term initiatives to foster a welcoming and inclusive learning and work environment. The Faculty's Director of Indigenous Initiatives and EDI also provides both cultural and academic support to equity-seeking students.

To help expand representation within the study of law, the Faculty launched the [Black Student Applicant Category](#), and continues to build on its key bursaries and need-and-merit-based financial support programs, including the Douglas Cardinal Bursary, Indigenous Law Student Awards, and the Cecil Allan Fraser Bursary that provides financial support to Black Canadian or visible minority/racialized students, as well as a variety of admission bursaries.

The Faculty also supports meaningful dialogues through forums like its Anti-Racism Working Group and events facilitated by the Black Law Students' Association, Indigenous Law Students' Alliance, Feminist Legal Studies Queen's, Queen's Women and the Law, the Queen's Conference on Indigenous Reconciliation, and others.

Revised annually, the Faculty's curricular offerings prioritize the inclusion of content related to racism, diversity, Indigeneity, and inclusion. Courses such as Racism and Canadian Legal Culture, Aboriginal Law, the Feminist Legal Studies Workshop, First Nations Negotiations, Aboriginal Child Welfare, and Bias and Criminal Justice System Outcomes respond directly to the need to incorporate curricular content that reflects diverse identities, cultures, and perspectives. A new course, Taxation of Indigenous Peoples, was offered in 2020.

Faculty of Arts and Science

The Faculty of Arts and Science Principal's Implementation Committee on Racism, Diversity, and Inclusion (FAS PICRDI) and Truth and Reconciliation Commission (TRC) Implementation Reports 2020-2021 demonstrate that the Faculty has taken significant steps to create a climate of inclusion and to increase the number of Equity, Diversity, Inclusion, and Indigenization (EDII)-related initiatives across all academic units once again this year.

The FAS PICRDI Report 2020-2021 highlights the completion of the second year of the Faculty's five-year Strategic Plan, as well as the recruitment of five new Queen's National Scholar (QNS) positions and an additional three faculty positions in Black Studies, the new Special Advisor to

the Dean on Global and Decolonization Initiatives, the new Director, Equity, Diversity, Inclusion, and Indigenization, and three new predoctoral fellowships of Indigenous Studies and three new predoctoral fellowships in Black Studies. The report also highlights the work of the Faculty's EDII Curriculum Committee to ensure that EDII is incorporated into pedagogical and curricular-based initiatives.

The TRC Implementation Report 2020-2021 outlines progress on the university's TRC recommendations, and we recognize there are many recommendations that require continued planning and implementation by the Faculty. A major milestone in 2020-21 was the launch of the new Major in Indigenous Studies, which builds on the success of the BA minor concentration in Indigenous Studies.

See the [FAS PICRDI and TRC annual implementation reports 2020-21](#) for further information. [The 2020-2021 Annual Review](#) also highlights the continued work on EDII initiatives.

Faculty of Education

The Faculty of Education was excited to announce an Equity, Diversity, and Inclusion (EDI) Coordinator position in 2021. [Dr. Alana Butler](#) is the inaugural person in this role and brings invaluable leadership, knowledge, and experience. The new EDI Coordinator and EDI Committee (established in 2019) are collaborating to foster an inclusive environment at the Faculty.

The topic of the [2020-21 Knowledge Forum](#) was 'teaching in times of transition' and the Faculty's alumni shared powerful stories, in particular Revlon Stoddart (Ed' 13) and Jessica Ho (Con-Ed '15). The Faculty of Education community came out to hear [Dr. Andrew Campbell](#) speak about diversity in online classrooms at the [Knowledge Forum Fall Series](#). [Dr. Campbell](#) also led three interactive workshop sessions for teacher candidates focused on equity in education. A critical goal for the sessions was to help teacher candidates understand the power they have to create inclusive spaces and ensure students feel a sense of belonging.

Other highlights from 2020-21 include:

- Working with two alternative practicum students to create teaching tools to support the Faculty's [Anti-Oppression/Anti-Racism Resources for Educators](#).
- Holding focus groups with international students and developing recommendations to improve their experience including improving accessibility of information and resources and creating a peer support program.



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