



## Summary – Queen's in the Community Wednesday, June 23, 2021

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The Working Group started with a Land acknowledgement and introductions. The Group has a wide range of skills and experience relevant to the mandate of embedding Queen's in the community. Working Group members were delighted to meet each other and know that others at the University share similar values and goals.

The WG recognized that Queen's itself is a large diverse community of students, staff and faculty working on many different projects and in different realms.

Though the Working Group has a broad mandate with respect to defining "community," WG members focused on those who are most marginalized in the City of Kingston. The WG noted the Queen's "bubble"—the perception that Queen's has its own life, like a gated community, and the rest of the city is either irrelevant or exists to "serve" those inside the bubble. The WG is keen to "break the bubble" so that the many communities within Kingston and Queen's can be better integrated.

### **Some ideas that emerged:**

- A) taking an inventory or assessment of what we are already doing – students, faculty and staff
- B) using our resources to communicate with Kingston communities – e.g., art, athletics – and integrating our resources too (e.g., using art in health clinics and law clinics)
- C) finding ways to make our resources available, e.g., internet access as a basic utility required for justice and health care
- D) develop a set of principles for engagement
  - i) meaningful, deep engagement takes time and is collaborative and reciprocal
  - ii) Queen's is rich in resources, but we need to avoid a "charitable" approach that assumes we know what communities need; we need to *listen* to community members, not all of whom are organized in easy-to-access groups
  - iii) students can be used to deepen engagement but we need to avoid overwhelming and burdening local agencies; students also need a sense of humility, not thinking they have all the answers
  - iv) as much as we embed Queen's in the community, we can also embed the community in Queen's
  - v) the University must recognize that meaningful, genuine engagement takes time and energy and must be supported and properly resourced; the current budget model of selling University resources to the community is an obstacle to better integration of Queen's and Kingston communities.
  - vi) engagement should be done thoughtfully, with the community included in any discussion.