MEMORANDUM

Office of the Provost
and Vice-Principal (Academic)

To: Queen’s University Senate
From: T Shearer, Deputy Provost (Academic Operations and Inclusion)
Date: September 19, 2017
Subject: Principal’s Implementation Committee on Racism, Diversity, and Inclusion Progress Update

The Principal’s Implementation Committee on Racism, Diversity, and Inclusion (PICRDI) completed its final report in April 2017. The report contains numerous short- and long-term recommendations for creating a campus culture of greater inclusivity, respect, and understanding.

Over the course of the summer, sustained efforts have been made to ensure that we build on this momentum and make immediate headway towards positive change. While we are still in the early stages of PICRDI related changes, I am pleased to present examples of activities and initiatives underway which support the implementation of the PICRDI recommendations:

Accountability

- The Deputy Provost’s role has been enhanced to include oversight for inclusion, equity, and diversity at Queen’s. The position is now titled Deputy Provost (Academic, Operations and Inclusion) (Recommendation 3).
- Language that reflects Queen’s commitment to anti-racism, diversity, and inclusion will be included in many of the university’s strategic planning documents. Additions to these planning documents will occur as part of their regular renewal cycles (Recommendation 1).
- All senior leaders and management professionals have been asked to familiarize themselves with the PICRDI report and develop at least one goal aimed at advancing equity, diversity, and inclusion at Queen’s as part of performance planning for 2017-18 (Recommendation 3).
- $3 million has been earmarked for the next three years to support existing, and launch new, initiatives related to equity and diversity on campus. These initiatives will include, but are not limited to, those outlined in the PICRDI and Truth and Reconciliation Commission Task Force (TRCTF) reports.
Data analysis and reporting
- The university collects information on the student body makeup, including race, gender identity, disability, and socioeconomic background of students, through the Queen’s student applicant equity census. As response rates to the student applicant equity census are relatively low, the Office of Institutional Research and Planning is working to enhance data collection mechanisms relating to the diversity of the student population, and the student experience for specific equity seeking groups (Recommendations 13).
- Improved data collection mechanisms regarding orientation experiences will be explored as part of the orientation week review process (Recommendation 10).
- Data on faculty and staff representation rates are collected by the Equity Office and made public on an annual basis (Recommendation 12).

Recruitment, hiring, and retention
- **Students:** A search is underway for an Admissions Coordinator who will focus on enhancing recruitment strategies aimed at students of underrepresented groups (Recommendation 13).
- University representatives continue to work with the Pathways to Education program in low-income neighborhoods across Ontario to raise awareness of opportunities at Queen’s (Recommendation 13).
- The suite of recruitment and transition support services for students from underrepresented groups, such as targeted pre-arrival outreach, culturally tailored move-in and orientation activities, residence options, the Q Success (peer mentoring and workshop) transition program, academic support services, and scholarships and bursaries targeted to students from underrepresented groups, will continue to be offered and enhanced (Recommendation 18).
- Building on the success of the Aboriginal Admission Policy, a First Generation Admission Policy has been developed and will be reviewed by the Senate Committee on Academic Procedures (SCAP) and Senate in fall 2017. This policy would enable the use of additional assessment criteria when students are the first in their families to attend post-secondary. Like the Aboriginal Admission Policy, candidates would be required to meet the academic admission requirements for each program (Recommendation 13).
- **Faculty:** Processes related to the recruitment of Queen’s faculty members are governed by the Queen’s-QUFA Collective Agreement, which includes procedures and practices that promote employment equity. In order to expand oversight for employment equity in faculty searches, the Equity Office is exploring ways to make applicant equity data accessible to the deans and deputy provost (Recommendation 12).
- As part of the faculty renewal process, the deans have been asked to develop a five-year hiring plan. These plans include overviews of how each faculty will recruit members of underrepresented groups (Recommendation 12).
• **Research:** The federal government has asked that all universities with five or more Canada Research Chair allocations develop an equity, diversity, and inclusion action plan to guide efforts in sustaining the participation, and/or addressing the underrepresentation, of individuals from designated groups among their Canada Research Chair allocations (**Recommendation 12**).

• **Staff:** Employment equity hiring processes, support material, and training programming have been developed and piloted for several staff positions. A committee is reviewing those processes and materials in order to implement their use more broadly for hiring into non-unionized staff positions. Staff unions will be consulted regarding the use of employment equity processes for recruitment and hiring of unionized staff positions (**Recommendation 11, 12**).

• Diversity and inclusion orientation materials are being developed for new staff hires (**Recommendation 12**).

**Training and education**

• **Students:** The Division of Student Affairs has been working with the Alma Mater Society (AMS) and Orientation Round Table (ORT) to enhance all peer leader training (including orientation leaders), and partnering on anti-hazing and equity and inclusion training (**Recommendation 10**).

• **Staff and Faculty:** The Equity Office is in the process of developing online intercultural competence, equity, and inclusion training modules. The first two modules will be piloted with the Office of Advancement in September (**Recommendations 11, 17**).

• Four Directions Aboriginal Student Centre and the Queen’s University International Centre (QUIC) within the Division of Student Affairs have partnered to develop an Intercultural Awareness Certificate for staff, faculty, and students. The certificate consists of five workshops which cover topics including concepts of intercultural learning, the cultural self, dimensions of culture, the Intercultural Development Continuum, and Indigenous rights history through the KAIROS Blanket Exercise and Cultural Safety training. The workshops are meant to promote an inclusive campus community and respectful interactions among individuals with diverse perspectives and backgrounds (**Recommendation 11**).

**Culture and climate at Queen’s**

• A review of orientation week is underway, which will include consideration of opportunities to improve diversity, anti-racism, and inclusion awareness programming for students. The review will also include an assessment of current diversity and inclusion training mechanisms for student leaders.

• University Relations is in the process of developing an ‘Inclusive Community’ web page which will outline diversity and inclusion initiatives and resources available to Queen’s students, staff, and faculty. The aim of the web page is to create greater awareness of diversity, anti-racism, and inclusion initiatives on campus (**Recommendation 2**).
• The 2017-18 Queen’s Reads program will focus on “The Break”, a novel by Katherena Vermette that tells an intergenerational story of members of a Métis family as they navigate the effects of trauma. The program is designed to engage members of the Queen’s community in a dialogue around, “difference and diversity in connection with our own identities, reflecting on stories of resiliency, identifying the internal and external skills, strengths, and resources that we draw on in overcoming adversity.” Students can pick up a free copy of the book from several locations on campus. All members of the Queen’s community – students, staff, and faculty– are encouraged to attend facilitated discussions and activities related to the novel’s themes. The initiative promotes a broader climate of inclusion and support.

• The Office of the Provost and Vice-Principal (Academic) has provided additional funding for Queen’s Journal of Critical Race Inquiry. The mandate of the journal is to, “explore how race as a category is constituted, circulated, and embedded in and through various sites (e.g. economic, political, linguistic, epistemological, etc.)”. The amount of funding provided also enables the university to host public events or lectures associated with the journal’s themes (Recommendation 8).

• The roll-out process for the Diversity and Equity Assessment and Planning (DEAP) Tool within academic units is well underway. Work is also underway to create a DEAP tool for administrative units (Recommendation 12).

Diversification of curriculum and co-curricular planning
• Beginning in fall 2017, the Principal’s Dream Courses initiative will include the theme of diversity, including investigating themes that enhance access to a diversity of perspectives related to racism, diversity, and inclusion. As in previous years, the program will also include the themes of sustainability and Indigenous identities.

Increased staff capacity to address equity and inclusion
• A search is underway for a Diversity and Inclusivity Coordinator, Student Experience and Transition, within the Division of Student Affairs. The coordinator will work closely with campus partners and stakeholders to develop and enhance programs that promote diversity and inclusion among students.

New programs and initiatives
• A suitable location has been identified for the Alfie Pierce Student Centre for Racial Equity and Social Justice. Preliminary planning and consultation are underway to ensure the space is accessible and meets programming needs.
• A mandate and proposed membership for the newly established University Council on Anti-Racism and Equity have been developed. Nominations for council members will be sought in fall 2017.