

<b>Summary of Recommendations:</b>		
<b><i>Queen's Diversity, Anti-Racism and Equity (D.A.R.E.) Report</i></b>		
<b>Recommendations</b>		
<p>The panel is well aware that the university is now in the midst of a serious budgetary crisis. We have therefore divided our recommendations into two parts. The first consists of recommendations we feel the university should be able to immediately implement. The second is a longer term vision for the university once it has fiscally righted itself in approximately three years according to budget projections.</p>		
<b><i>Short Term Recommendations</i></b>		<b>Status</b>
a)	<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. It is time to move beyond studying the climate of the university and the experiences of faculty, staff, and students. We believe that the time of collecting data should end. It is now time to act on these recommendations, with an eye towards crafting a strategic plan with a timeline and assignation of responsibility to all members of the senior officers and their reports for carrying through each part.</p>	Diversity Equity Taskforce (Vp Academic)
c)	<p>Queen's must make the theme of diversity prominent on its website, the first point of contact most people have with us. 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.</p>	Diversity claim removed from website; Visual identity and Graphic Standard Policy (marketing and communications)

d)	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. 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.	Not done.
e)	The university should immediately implement an inclusive space program such as the one developed by the Human Rights Office in collaboration with QCRED.	
f)	The university should immediately support a peer mentoring program for marginalized students as well as increased counseling support. Undergraduate and graduate international students must be given top priority. Such a program could occur in partnership with student groups.	Cross Cultural Counseling - 1 position (HCDS-Student Affairs)
g)	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. This must be made a top priority of our advancement office and its outreach to alumni and friends.	Not Done.

h)	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.	Not Done.
i)	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.	Not sure.
j)	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.	No University sponsored series to date.

k)	<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. Orientation Week also gives the university a singular opportunity to introduce students to issues of anti-racism, anti-oppression, and diversity. We encourage creative programs that will engage students rather than bore or alienate them (eg. comedy or theatre). The Office of Student Affairs, the Human Rights Office, and the AMS Social Issues Commission can work to train student leaders in and out of residences. Substantial progress can be made in three years at which time expanded efforts could be funded by the university.</p>	<p>Training not mandatory. Orientation has not changed, though official discourse around it has.</p>
l)	<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. We propose a joint awareness campaign, enlisting the support of the Centre for Teaching and Learning (CTL) and Health Counseling and Disability Services. The panel recommends recent initiatives by Health, Counseling and Disability Services and the School of Graduate Studies in the form of presentations on the needs and issues of international graduate students be extended to undergraduate chairs and administrative positions.</p>	<p>Focus on Diversity (CTL)</p>
<b><i>Long Term Recommendations</i></b>		
	<b>Recommendation</b>	<b>Status</b>

a)	<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. 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>	
b)	<p>Increased targeted recruitment of students from underrepresented groups, particularly Aboriginal students and urban outer city youth, with funding support for those with families earning less than \$50,000 per annum.</p>	
c)	<p>All Senior Officers of the University, Deans, department heads, and staff must receive mandatory equity training. Competences in these areas should also be a central criterion for anyone aspiring to a senior leadership position at Queen's.</p>	
d)	<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. All members of the senior administration, and the deans should be required to show that they have endeavoured to pursue the goals of inclusion and diversity as part of their annual reports.</p>	

e)	<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 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>	
f)	<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. 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.</p>	Not Done.
f)	....continued from above	

	<p>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>	
g)	<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>	
h)	<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>	Not Done.