



Quality Assurance Processes

Indigenization - Equity, Diversity, Inclusion, Accessibility and Anti-Racism

Both the Cyclical Program Review (CPR) Self-Study and the New Programs Proposal include questions that align with the University's commitment to equity, diversity, inclusivity, and Indigenization. The University [Diversity and Equity Assessment and Planning \(DEAP\) Tool](#) should be used to complete these questions. The [Human Rights and Equity Office](#) can help with the tool and how to use it to inform this element of your Self-Study/New Program Proposal as well as provide you with an Equity Report with relevant equity considerations and data in terms of representation rates and training completion that can be useful in your answers. For additional information on this requirement or any QUQAP process, please contact quqap@queensu.ca.

- 1** Describe recent and ongoing initiatives undertaken to address equity, diversity, and inclusion in the program objectives, learning outcomes, and curriculum (QUQAP 2.4.2.3.1 and 6.6.3.2).

For a Self-Study, describe completed and ongoing activities related to equity, diversity, and inclusion within the program curriculum. For a New Program Proposal, describe how the new program's objectives, outcomes, and curriculum will address equity, diversity, and inclusion. In addition to the Human Rights and Equity Office, the [Centre for Teaching and Learning](#) can also help with this question as it relates to program objectives and learning outcomes.

- 2** List at least two EDII goals that will be achievable within 18 months. These should be S.M.A.R.T. (specific, measurable, attainable, relevant, and timely)

goals. Include details regarding the individual(s) responsible, resources required, necessary stakeholders, and timeline for goal completion.

For this question, describe at least two specific initiatives activities that will address issues of equity, diversity, and inclusion on an ongoing basis. Given the timeline of goals which can be achieved in 18 months, the initiatives should be smaller in scale so that progress on them can be included as part of the follow-up report submitted after the completion of the CPR. Include the support services and groups you intend to consult with to help define these activities. This question is only included in the Self-Study, not in the New Programs Proposal.

3 Describe how the program is addressing university goals for Indigenization and Reconciliation outlined in the [Yakwanastahentéha Aankenjigemi Extending the Rafters: Truth and Reconciliation Commission Task Force Final Report](#), specifically sections 21-25 (QUQAP 2.4.2.3.2 and 6.6.3.3).

It is recommended that you consult with the [Office of Indigenous Initiatives](#) as well as the [Human Rights and Equity Office](#) when developing this section. Specific initiatives or goals should be developed. For a New Program Proposal, describe how the new program will address these goals.

4 Comment on recent, ongoing and future-planned actions to engage in anti-racism and anti-oppression initiatives within the program (QUQAP 2.4.2.3.3 and 6.6.3.4).

In a Self-Study, describe completed and ongoing activities related to anti-racism and anti-oppression initiatives within the program. In a New Program Proposal, comment on anti-racism and anti-oppression initiatives within the new program. The [Centre for Teaching and Learning](#) can also help with this question.

5 Describe how the program has addressed the regulations under the [Accessibility for Ontarians with Disability Act \(2005\)](#) (QUQAP 2.4.2.4.1 and 6.6.4.1).

For a New Program Proposal, describe how the program will address, or is addressing, the regulations under the [Accessibility for Ontarians with Disability Act \(2005\)](#).

QUEEN'S EXISTING POLICIES AND GUIDELINES AND RESOURCES ON I-EDIAA (INDIGENIZATION- EQUITY, DIVERSITY, INCLUSION, ACCESSIBILITY AND ANTI-RACISM)

QUEEN'S DIVERSITY AND EQUITY ASSESSMENT AND PLANNING (DEAP) TOOL

[Diversity and Equity Assessment and Planning \(DEAP\) Tool](#), developed by Queen's Human Rights and Equity Office (HREO) to assist faculties and their departments or divisions to better understand working environments and climate relating to equity and diversity, and how to plan for needed adjustments.

[DEAP User Manual \(PDF 1.4 MB\)](#)

QUEEN'S TRUTH AND RECONCILIATION COMMISSION TASK FORCE FINAL REPORT

[Yakwanastahentéha Aankenjigemi Extending the Rafters: Truth and Reconciliation Commission Task Force Final Report](#), specifically sections 21-25.

I-EDIAA INITIATIVES AT QUEEN'S

[EDII initiatives: Office of the Principal and Vice-Chancellor](#)

Queen's University Administration's [Declaration of Commitment to Address Systemic Racism](#)

[Human Rights and Equity Office's \(HREO\) announcement to use I-EDIAA to identify equity initiatives at Queen's](#)

[University Council on Anti-Racism and Equity \(UCARE\)](#) coordinates, monitors, and reports on the progress of university-wide initiatives to address racism and promote equity, diversity, and inclusion at Queen's.

[Diversity and Inclusivity Policy Index](#), by the University Secretariat and Legal Counsel.

Queen's Faculties/Schools EDII initiatives (examples):

- Faculty of Arts and Science: [EDII](#)
- Smith School of Business: [EDII Task Force](#)
- Faculty of Health Sciences: [Equity, Diversity and Inclusion Office](#)
- Faculty of Education: [Equity, Diversity, Inclusion, and Decolonization \(EDID\) Committee](#)

QUEEN'S EDII ANNUAL PROGRESS REPORTS

[Queen's EDII Annual Progress Reports](#)

[Annual Report 2021-22: Equity, Diversity, Inclusion, and Indigenization](#)

THE SCARBOROUGH CHARTER

In November 2021, Queen's joined more than 40 universities and colleges across Canada as a signatory of the Scarborough Charter. The Scarborough Charter is founded on four core principles — Black flourishing, inclusive excellence, mutuality, and accountability. These principles commit partners to addressing systemic barriers, championing equity, diversity, and inclusion, and further realizing the power of universities and colleges have in boosting the economic development of Black communities, while remaining accountable to regular and concerted progress.

[The Scarborough Charter: On Anti-Black Racism and Black Inclusion in Canadian Higher Education: Principles, Actions, and Accountabilities](#)

WORKSHOPS AND OTHER RESOURCES

The [Centre for Teaching and Learning \(CTL\)](#), the [Human Rights and Equity Office \(HREO\)](#) and its [Equity Services](#), and the [Office of Indigenous Initiatives \(OII\)](#) have a variety of resources relating to equity, diversity, inclusivity, and Indigenization (EDI).

Anti-Racism, Decolonizing and Indigenizing

- [Anti-Racism Resources | Human Rights and Equity Office \(queensu.ca\)](#)
- <https://www.queensu.ca/ctl/resources/decolonizing-and-indigenizing>
- [Indigenization Resources | Human Rights and Equity Office \(queensu.ca\)](#)
- <https://www.queensu.ca/indigenous/decolonizing-and-indigenizing/definitions>

[Human rights and EDI](#)

[Educational sessions on Equity, Diversity, and Inclusion](#), offered by the Centre for Teaching and Learning (CTL).

Definitions of I-EDIAA components: [Human Rights and Equity Office's Equity, Diversity, Inclusion, and Indigenization's Key Terms Glossary](#).

ACCESSIBILITY

[Accessibility for Ontarians with Disabilities Act, 2005 \(AODA\)](#)

<https://www.queensu.ca/ctl/resources/accessibility>

<https://www.queensu.ca/hreo/resources/accessibility>

<https://www.queensu.ca/inclusive/resources/accessibility>