

Towards Diversity and Equity at Queen's: A Strategy for Change

Final Report of the Principal's Advisory Committee on Race Relations (February 28, 1991)

Area - Recruitment and Admission of Students

Sub Area (Recruitment of Students)

#	Recommendation	Inventory Item
1	The entire recruitment process should be examined; the goal is the elimination of racial and ethnic bias, and the implementation of a positive and affirmative recruitment policy for racial minorities.	Pathways to Education Kingston Initiative (Registrar)
2	The selection of high schools from which Queen's recruits candidates should be analyzed for any bias, and the list should be expanded to include high schools with large populations of racial minority students.	Pathways to Education Kingston Initiative (Registrar); Athlete Recruitment based on Enrolment Priorities (Athletics-Student Affairs and Registrar)
3	Queen's recruitment activities should extend into First Nations, visible and ethnic minority communities; and in so doing Queen's should acknowledge and articulate the existence of past and present inequalities in the recruitment and admissions process. Recruiters should address and directly convey the commitment of Queen's to anti-racist, non-discriminatory policies and practices.	Pathways to Education Kingston Initiative (Registrar); First Nations Recruitment Officer for Ontario (Four Directions-Student Affairs)
4	Individuals who represent Queen's in recruitment should include racial minorities.	
5	A review of the recruitment practices of other Canadian universities for racial minority students should be undertaken by Queen's in order to see what can be learned and what should be avoided.	
6	All promotional materials should portray a diversified Queen's.	

7	An active recruitment policy focusing on historically under-represented and disadvantaged racial minorities should be developed. This policy needs to specifically define disadvantaged and under-represented groups.	Aboriginal Admissions Policy (Registrar)
8	One “liaison officer” should have the following two responsibilities:	
	a) Foster and maintain ongoing contact with racial minority groups	
	b) To integrate these objectives within the existing recruitment liaison positions	
Sub Area (Admissions)		
#	Recommendation	Inventory Item
1	Queen’s should undertake to obtain data on diversity, based upon self-identification (See Section 9 c) in the Queen’s student population for recruitment and admission purposes. These data should distinguish between international, permanent residents, and Canadian students. Racial minority students should sit on the committee which develops and reviews the questionnaire.	Applicant Equity Census (Registrar); University Applicant Survey (Registrar, IRP)
2	Specific goals (See Section 9 d) need to be set which will at least make the number of racial minority students admitted to Queen’s reflective of their percentage in the overall Canadian population.	Enrolment Plans (Prepared by the Senate Committee on Academic Development, Registrar); Aboriginal Admissions Policy (Registrar)
3	A substantial proportion of the existing bursary money should be designated for racial minority students. A new bursary fund should be developed to assist racial minority students. The availability of this money should be publicized in high schools, universities, appropriate communities and their media.	Targetted Awards (up to 31 of them) (Registrar); Student Assistance Fund (Registrar)

4	An admissions equity program needs to be developed and implemented. This program should include a tie breaker process which factors in the additional barriers that racial minority students must have overcome in order to achieve academic excellence. Racial minority applicants should be viewed as special, and/or advantaged, rather than disadvantaged with respect to admissions requirements.	Aboriginal Admissions Policy (Registrar)
5	Racial Minorities should be represented at every stage of the admissions process. This includes: but is not restricted to positions on admissions selection committees.	
6	Faculties should implement ongoing yearly reviews of their admissions policies and criteria with respect to race and ethnic diversity	
7	A commitment should be made by each Faculty to establish yearly goals for racial minority admissions.	
8	A profession development training program should be developed and implemented for admissions committees in order that they can learn new ways of evaluating scholarship without bias.	Personal Statement of Experience Reader Training is required for staff (Registrar and HRO); Cross-cultural sensitivity training for staff is optional (QUIC), Positive Space Program training is optional (HRO)
9	A comprehensive review should be undertaken of the process of application for admission in order to eliminate any inherent bias. This should include an assessment of the criteria necessary for admission to Queen's. Policies which determine the acceptability of non-Canadian qualifications and degrees should be reviewed for bias.	Ministry of Training Colleges and Universities partnership about process (Registrar and IRP)
10	A one-year preparatory program should be developed for students who wish to enter university and who have the potential, but who lack the required academic preparation and skills which would enable them to enter and succeed. Queen's should examine the existing programs currently in place at the University of Toronto and Dalhousie University before setting up its own program.	

Area – Hiring, Appointments, Promotion, Tenure

#	Recommendation	Inventory Item
1	Hire/appoint qualified racial minority group members in their areas of expertise, so that they reflect, but are not limited to their percentage in the Ontario workforce.	CA
2	Appoint qualified faculty from racial minority groups with the appropriate interest and expertise to teach courses on racial and cultural studies. Where this is not possible, then appoint qualified faculty with a demonstrated commitment to anti-racist education to teach these courses.	Focus on Diversity teaching program (CTL)
3	Develop specially funded programs (or extend QNS) to recruit suitably qualified candidates from racial minority groups (this is not to be seen as a substitute for the regular appointment process).	Training for Admin on valuing diverse work (HRO); Federal Contractors Program (Equity Office, HR)
4	Redefine, best qualified and excellence (see Section 9e), so as to acknowledge relevant life experiences, academic/training equivalences (eg foreign credentials), service on committees, counseling, contribution to racial minority publications, community service etc.	CA
5	Focus advertisements to indicate the commitment to hiring/appointing members of racial minority groups:	CA
	a) Contents of advertisements should reflect a strong desire to attract candidates from racial minority groups, and that Queen's is signatory to the Federal Contractors Program.	
	b) In addition to standard professional journals, jobs should be advertised in publications specifically directed to members of racial minority groups (eg Share, and Contrast)	
	c) Request Chairs of university departments in Canada to suggest the names of possible candidates from racial minority groups.	

	d) Develop a proactive recruitment strategy which involves racial minority communities to attract qualified candidates to fill available positions.	
6	Ensure that a complete statistical review (see Section 9 c) is done on all hiring and appointments. Part of this applicant tracking review would include total number of applicants, numbers interviewed, numbers hired, and at what level. The number of candidates from racial minority groups must be clearly indicated at all stages of the hiring/appointments process. This is currently done for men and women and would be expanded through a self-identification applicant tracking process approved by Ontario Human Rights legislation (Section 13).	
7	Develop a search committee information package to assist in conducting creative, affirmative searches from the time of identifying departmental needs through to the final choice among candidates. This package would contain facts on human rights issues including racism and relevant legislation.	
8	All selection committees should be prepared to justify their selection(s) and, where applicable, to account for the non-selection of candidates from racial minority groups.	
9	Ensure that the University adheres to Federal Employment and Immigration Department policy of hiring Canadian citizens and permanent residents over foreign applicants. This allows qualified Canadians with a racial minority ancestry to be hired/appointed first.	
10	Ensure that the top rated, suitably qualified candidate from a racial minority group is seriously entered into the competition. Such a candidate who has self-identified through the University's applicant tracking program, should be invited for an interview.	CA; Employment Equity Action Group (HR)

11	Ensure that distance is not a factor in bringing qualified candidates for interview. (Note: This takes into account the fact that, given the relative dearth of local candidates from racial minority groups, it may be necessary to recruit them from farther afield.)	
12	Given that racial minority women have been identified as doubly disadvantaged, ensure in all recruitment interviews, issues of parental leave, child care, tenure expectations, available support systems and the quality of life in the surrounding community are addressed. Also allow for the possibility of flexible appointments, eg shared appointments, delayed appointments, etc.	
13	Provide incentives (such as additional full-time positions), to departments that succeed in hiring/appointing outstanding candidates from racial minority groups.	Human Rights Initiative Award by nomination process (HRO)
14	In order to ensure that representation of racial minority groups does not fall below current levels, any vacancies arising from retirement or resignation of such persons should be designated for replacement in the University and where possible, in the department being vacated, by a qualified visible minority or First Nation person.	CA
15	Encourage faculties and departments to define what constitutes “success” or “quality” in the world outside academe, and recruit from among these experienced practitioners.	CA; Employment Equity Action Group (HR)
16	A demonstrated commitment to hiring/appointment of racial minority faculty and staff should be tied into management performance reviews and merit pay increases.	
17	Encourage the participation of, and appoint members of, racial minority groups to the Board of Trustees, Senate, Advisory Committees, in fund raising campaigns, etc.	
18	Develop programs which bring in senior faculty from other universities from racial minority groups for short-term exchanges.	Dunning Lectureship

19	Review existing hiring and promotion practices in order to identify systematic barriers to employment at Queen's. This is a requirement of the Federal Contractors Program.	Federal Contractors Program/ Breslauer Report (Equity Office and HR)
20	Most international students are racial minorities; should they need to earn money they can only do so by finding work at the University. University employers should give first consideration to qualified candidates from this group when filling casual and temporary positions at all levels. The AMS Work Bursary program could be the vehicle for dealing with this area, as this mechanism is already in place.	
Sub Area (Tenure and Promotion)		
#	Recommendation	Inventory Item
1	Promote more racial minority group members into tenured positions so that they reflect but are not limited to their percentage in the Ontario workforce.	Equity Training for committee members (HRO)
2	Promote more racial minority group members into higher faculty ranks/staff occupational categories so that they reflect but are not limited to their percentage in the Ontario workforce.	
3	Ensure that appeal procedures, especially for appeal of promotion and tenure decisions and salary increments are free of racial bias.	Harassment/Discrimination Complaint Policy and Procedure (HRO)
4	Since numbers of racial minorities are low among faculty, and pressures to become involved in committee work are high, an effort should be made to balance teaching, research and committee responsibilities to enable new racial minority faculty to establish themselves.	Equity Training for Dept Heads (HRO)
5	Encourage faculty to seek out scholars from racial minority groups for collaborative teaching and research, etc.	Dunning Lectureship Program (Student Affairs)
6	Seek ways to recognize the additional responsibilities (such as counseling and mentoring) that are an inevitable part of the life of racial minority faculty members.	Faculty Mentorship Program (CTL)

7	Recognize the legitimacy of a variety of publication outlets, including those which cater to racial minority interests.	CA
8	Ensure, that as far as possible, at least one racial minority member should sit on Tenure and Promotion decision and Policy Committees.	
9	Inform new racial minority faculty and staff fully about all aspects of review for tenure and promotion.	CA
Area – Curriculum and Library		
Sub Area (Curriculum)		
#	Recommendation	Inventory Item
1	The University should develop a policy that will promote anti-racist education. Priority should be given to finding new resources or reallocating existing resources. This may involve the consolidation of existing programs (eg African Studies, Latin American Studies).	
2	Each department/faculty should be required to access existing curriculum with regard to racism, identify problem areas and state a strategy for change.	
3	To ensure that a wider range of racial and cultural issues will be covered, the process of curriculum development should be reviewed, with input from racial minority students and knowledgeable persons in the community.	

4	All course descriptions should be reviewed for accuracy. Where course content does not reflect its description, the course should be renamed to reflect what it really is (eg History of Political Thought should be renamed History of Western Political Thought to be consistent with the course description; otherwise revise course content).	
5	In reviewing curricula, science should not be exempted from ethics with respect to anti-racist focus (ie perpetuation of myth that science is value-free).	
6	Reformulate what are considered to be core courses by:	
	a) Restructuring core courses so that they address other than Eurocentric issues.	
	b) Making anti-racist courses mandatory in certain curricula in order to prepare graduates to work in a multi-racial society (eg Education, Social Sciences, Law, Health and other professions).	
	c) Using inclusive language and taking care not to deny the reality of people of colour. All courses should be presented in an anti-racist, non-discriminatory manner.	
7	The language requirement in some graduate programs should be examined for relevance, particularly with regard to students who already have proficiency in non-European languages.	SGS 802: English Language communication Skills for Teaching Purposes (CTL)
8	Where course material is racist, professors should acknowledge this to their classes and be prepared to treat the material in a manner that will benefit the entire class.	HRO complaint remediation process.
9	In order to provide instruction in a wider range of courses, faculty should be hired who can deal effectively with courses with a focus other than the Eurocentric ones.	
10	Consideration should be given to introducing certain special inter-disciplinary fields of concentration such as Black Studies, Native Studies. The establishment of a Department of Anthropology should be considered.	

11	Curricula in professional schools should provide appropriate training with respect to racism and human diversity in all its dimensions.	
12	A review of methods of teacher evaluation should be done to examine the extent to which anti-racist education is being delivered. Questions regarding the instructor's attitude on racism, and course content, should be included in the evaluation.	
13	Ensure that all courses are evaluated by students so that undesirable biases can be identified.	
Sub Area (Library)		
#	Recommendation	Inventory Item
1	Student input to library acquisitions should be actively encouraged. For example, announcements should be placed in the Queen's Journal and other student publications to elicit suggestions for new acquisitions.	Acquisition on Online search engine licences (Library); Undergraduate and Graduate student representatives on library advisory committees (Library); Queen's Learning Commons annually hires a cohort of student assistants (Library); Public web form to "Recommend a new Collection Acquisition" (Library); Interlibrary loan requests are monitored (Library); Liaison librarian assigned to each dept. (Library)
2	Thematic bibliographies on racial issues should be developed to supplement Q-Line.	Subject guides and course guides to help people get started with their research in particular areas, ie. Aboriginal Studies (Library)
3	Develop promotional and information guides to improve access to bibliographic information (eg bookmarks on racism).	

4	Use the “Planning for the Library of the 21 st Century” as an opportunity for critical action on acquisitions, organization of the access to holdings, special collections, staff recruitment and training, library environment, all in support of an anti-racist university.	Staff and students receive diversity training (Library); Hiring international students for employment (Library)
5	The library campaign and the Queen’s Challenge should work towards the creation of an endowed special collection for library materials of an anti-racist, anti-ethnocentric nature, as required to address the recommendations for changes in the curricula.	
Area – University Climate		
Sub Area (General Climate)		
#	Recommendation	Inventory Item
1	Make a clear statement of commitment to the value and importance of human diversity among all those associated with the university.	University Website, Communications and Marketing Philosophy (Marketing and Communications)
2	Make a clear statement of commitment to attract applicants (students, faculty, staff) from racial minority groups.	
3	Encourage the formation and maintenance of peer support groups in order to encourage racial minorities to stay once they have been hired/appointed.	Faculty mentorship (CTL)
4	Support services for racial minority students needs to be developed. Information on racial minority organizations on campus should be sent out with orientation packages. Funds should be made available to these organizations in order that they can produce this material.	Aboriginal Advisor (Four Directions-Student Affairs); Cross Cultural Counseling (HCDS-Student Affairs); Outreach Office (QUIC-Student Affairs); Cultural Awareness Campaigns (JDUC-Student Affairs); ResLife Training (Residences-Student Affairs)
5	Establish an “open” process for the formation of all University committees to be comprised of faculty, staff and students. All members should have equal voting rights.	

6	Provide education and training on anti-racism and cross-cultural sensitivity for all committees, with a special emphasis on committee chairs.	Training for Hiring, and Promotion and Tenure Committees (HRO)
7	All administrators should be accountable for their demonstrated contribution to the University's commitment to employment equity.	
8	Eliminate the possibility of racial bias in marking, for example by using student numbers on examinations, or by other appropriate means.	
Sub Area (Support Services)		
#	Recommendation	Inventory Item
1	A University policy should be written which affirms the role of services to traditionally disadvantaged groups within the context of the academic mission of the University.	
2	The policy should have the five following "prongs" which will lead to changes in structures, behavior and practices:	
	a) It should condemn discrimination against all persons and groups, including racial minorities.	
	b) It should celebrate, and give positive expression to, the impact which human diversity makes on the University;	
	c) It should make services available, accessible and sensitive to all individuals and groups;	
	d) It should provide for monitoring of services, with sanctions for violations. It should state that everyone should be held accountable for upholding this policy;	

	e) It should evolve from a full discussion in the Queen's community about the appropriate balance between a punitive and educational approach to transgressions of human rights;	
	f) In developing the policy, anti-racist and racial minority organizations should be consulted.	
Sub Area (Personnel Services)		
#	Recommendation	
1	Selection Committees for non-academic staff and the selection process should include racial minority groups in order to increase sensitivity.	
2	Openness and sensitivity to diversity should be incorporated into job description requirements, with qualifications based solely on bona fide requirements of the job, with relevant non-Canadian training, experience and credentials treated equitably.	
3	Accelerated timetables for change and goals should be set for the implementation of employment equity targets in hiring non-academic staff (for example, three years rather than five or ten).	
Sub Area (Service Structure and Delivery)		
#	Recommendation	
1	Provision should be made for ongoing racism awareness and cross-cultural sensitivity training for all personnel and volunteers engaged in support services.	Various Training (HRO)
2	Support Services should have an internal and external system of ongoing critical review and monitoring. These programs should be developed with the participation of racial minorities.	

3	Support Services should examine the cultural appropriateness and inclusiveness of their services and programs in order to eliminate racism and ethnocentrism.	
	a) Consideration should be given to providing more cultural diversity in food services under present and future contracts.	
	b) Consideration should be given to the provision of alternative housing for those who wish to live in residence without the food plan, and require kitchen facilities to meet cultural dietary needs. This could be achieved by transforming some of the Queen's off-campus housing into residences for students with such dietary needs.	
	c) Apartments and Housing should establish and monitor criteria for the listing service, and investigate complaints about landlords who discriminate against racial minorities.	
Sub Area (Information, Publications and Promotions Materials – General Recommendations)		
#	Recommendation	
1	Develop a communications policy that provides standards, guidance, and advice on portraying diversity in Canada, and at Queen's.	Visual Identity and Graphic Standard Policy (Marketing and Communications); Image Bank (Marketing and Communications)
2	Develop a list of dates of all major religious and similar holidays, and include these in various University publications and calendars.	Queen's Multicultural Calendar (HRO online); Queen's Event Calendar (Marketing and Communications online)
Sub Area (Queen's Journal, Gazette and Alumni Review: Recommendations)		

#	Recommendation	Inventory Item
1	Ensure that members of racial minority groups are presented in pictures in a variety of different situations.	Queen's marketing Materials; University Photographer (Marketing and Communications)
2	Include members of racial minority groups in all facets of the publications.	Canadian Code of Advertising Standards (Marketing and Communications)
3	Any advertising copy that depicts members of a racial minority group should be shown to a member of that group to ensure that the image portrayed is not stereotypical offensive.	
4	Seek out stories and cover events that involve or would interest members of racial minority groups on campus and in Kingston by soliciting clubs for events and suggestions.	Advertising the Diversity, Equity Taskforce (Marketing and Communications)
5	Messages such as “Merry Christmas” or “Happy Easter” sometimes appear in Queen’s publications. This courtesy should be extended to the holidays of other racial minority groups.	
6	The above recommendations apply as well to other University newspapers and newsletters, including Golden Words, Surface, QUSA Courier and QUFA QUFACTS	
Sub Area (Tricolour Yearbook: Recommendation)		
#	Recommendation	Inventory Items
1	Since the Yearbook is an important Queen’s souvenir, it is imperative that these pages show the human diversity of Queen’s campus.	Informal Guiding Philosophy that supports Diversity (AMS Yearbook); Use of University Photographer (Marketing and Communications)
Sub Area (What’s Next: Recommendations)		
#	Recommendation	Inventory Items

1	In the section on phone numbers, all important numbers (eg International Centre) should be included.	
2	The list of clubs should be comprehensive and up-to-date, including clubs operated from the International Centre.	
3	Under the Community Services section, ensure that the Kingston Community racial minority advocacy groups are included.	
4	Ensure that holidays, other than Christian ones appear in the Calendar.	
5	Ensure that the restaurant guide includes all types of restaurants (eg Chinese, Indian).	
Sub Area (Who's Where: Recommendations)		
#	Recommendation	Inventory item
1	Ensure that pictures include members of racial minority groups.	
2	Ensure that the list of clubs is inclusive.	
3	Outline the grievance procedure for cases of racial discrimination on campus, as is done for sexual harassment, and include the role of the Race Relations Officer.	
4	Include a comprehensive listing of all religious institutions, not merely churches.	
Sub Area (High School Liaison: Recommendation)		
#	Recommendation	Inventory item
1	Publications distributed by High School Liaison should be inclusive, and welcoming to people of all backgrounds. Many students (eg black students in Toronto) apparently do not come to Queen's because of its perceived racist image and unaccommodating climate.	

Sub Area (Public Communications: Recommendation)		
#	Recommendation	Inventory item
1	The Public Relations Department, Studio Q (Queen's television program broadcast weekly on Cablenet 13) and CFRC should portray the human diversity that is present at the University.	
Sub Area (Cultural Policies and Awards)		
#	Recommendation	Inventory item
1	Adopt a policy of diversification and representativeness at the University with respect to its cultural activities, including the Art Centre, concerts, theatre, and public lectures.	
2	Develop a nomination process for Honorary Degrees, so that nominations of individuals from diverse groups are generated.	
Sub Area (Orientation)		
#	Recommendation	Inventory item
1	A member of an anti-racist group should sit on the Orientation Activities Review Board. This person should not be the AMS Education Commissioner, since this person may not have sufficient expertise about racism.	

2	Orientation leaders must be aware of, and responsive to, the climate of intolerance and insensitivity that is often generated in Orientation. The selection of Orientation leaders must specifically address this issue. In order to achieve this goal, anti-racist groups must be active participants in the selection process. Furthermore, mandatory anti-racist education seminars need to be implemented for Orientation leaders.	
3	Ethnic campus clubs, and anti-racist committees should be actively solicited for advice. Orientation organizers should also seek advice on racism from former organizers, orientation committees at other universities and any other interested individual or party.	
4	All incoming students should be made aware of the existence of the Race Relations Officer. These advisers should hold regular office hours during Orientation Week.	
5	Activities must be planned with a sensitivity towards racial minority groups. The practice of kneeling down and calling the Gaels “god” is offensive to many religions. The offensive and subordinating activities such as Tindall Field must be abolished. The new events should be designed to promote individuality and equality.	
6	Orientation activities must be diverse. A wide variety of events should take place in order to appeal to a diverse student body.	
7	The central role of alcohol during Orientation Week causes many Muslim and other students to decline participation in all orientation activities. Reducing the role of alcohol during this week would help create a more welcoming atmosphere to an academic institution.	Research on alcohol consumption is underway by Student Affairs
8	Ethnic campus clubs should be accessible during Orientation Week. A list of all the clubs and a contact person should be available in all orientation handbooks and at the orientation information centre (Nerve Centre).	
9	An event, similar to clubs night, should take place to promote various campus and Kingston facilities to meet the needs of racial minorities.	

10	Campus groups should plan orientation events geared towards the interests of the particular racial minority group that they serve.	Alternative Orientation events exist including "Queerorientation" (organized by the Education on Queer Issues Project), Ontario Public Interest Research Group (OPIRG) Orientation Program was terminated.
11	The Give me a Break program should remain separate from the Chaplain's Office, and should be structured to be more welcoming to students from all religious and racial minority backgrounds.	
12	The focus of Orientation must be redirected from stressing the historical traditions of elitism, to emphasizing the wide range of educational opportunities that exist in a university community. The speeches during Opening and Closing Ceremonies should be changed to meet this goal.	Research project on Orientation underway by Student Affairs
Sub Area (Religious Observances and Scheduling)		
#	Recommendation	Inventory Item
1	The function of the Chaplain's Office should be reviewed. An alternative to the present arrangement would be to expand it to become a religious services group representing all religions of the Queen's community. All members of the group should have the same status within the group and within the University. Such a group would be a sounding board for members of the Queen's community needing counseling, support, and advocacy on a variety of issues relating to religious needs and University practice.	Inter-Faith Council at Queen's (Chaplain's Office-Student Affairs)
2	All departments of the administration, staff, faculty, and student government should be provided with a list of the significant religious holy days of all faiths. The scheduling of any and all University activities should be done with these dates in mind.	Multifaith Calendar online (HRO)

3	The current process for resolving scheduling conflicts during final examination periods should be expanded to cover all examinations including mid-terms, and should be widely publicized among faculty and students. Professors should emphasize that students having a scheduling conflict may use the established process, and that there will be no penalty for so doing.	HRO Policy
4	There should be a simple, well-publicized “opt-out” procedure for students not wishing to support campus events and operations serving alcohol, since this is against the practice of numerous religious groups.	
5	There should be a comprehensive review of residence and support service practices which ignore the religious practices of any faith.	
6	In order to ensure that sensitivity to religious concerns is a part of the agenda of the administration’s response to racism and ethnocentrism, all offices, committees, advisers, (etc) relating to this area should include ethnic relations as well as race relations. It should be understood that the Race Relations Officers are in fact advisers on Race and Ethnic Relations in keeping with the definitions used in this Report.	Antiracism Advisor Position (HRO); Director, Educational Equity and Diversity Projects (VP Academic); Assistant Dean for Diversity Projects and Community Development (Student Affairs)
Sub Area (Graduate Supervision and Research Ethics)		
Graduate Supervision		
#	Recommendation	Inventory Item
1	Place information about Queen’s that is relevant to racial minority students in a single specific section in the Graduate School Calendar.	

2	Study the rationale for maintaining the differential fee structure for international students beyond two years of Masters, and three years of Doctoral studies.	
3	Seek ways to strengthen information resources, and establish inter-university collaboration in order to have a basis for evaluating academic records of international student applications.	
4	Encourage faculty to seek out graduate students from racial minority groups.	No policy found.
5	Develop antiracist and cross cultural sensitivity training for faculty involved with supervising racial minority students.	Focus in Diversity Program (CTL); Various trainings (HRO)
Research Ethics		
#	Recommendation	Inventory Item
1	Examine the current research ethics review procedures to ensure that all ethics committees include racism and racial bias as a basis on which to judge the ethicality of a research proposal.	Standard Operating Procedures include item that notes the responsibility of reviews to consider race/racism in ethics of an application
2	Affirm that there be no restrictions on the choice of research topics, but there is a need to judge the approach to topics for racism and racial bias.	
Sub Area (Relationships with Kingston Community)		
#	Recommendation	Inventory Item
1	The University Race Relations Council should seek to have formal meetings, at least annually, with the Kingston Mayor's Committee on Race and Ethnic Relations, and with the Kingston Police Race Relations Advisory Committee.	Do not exist. Got HRO at Queen's, but no City counterpart.

2	The University Race Relations Council should maintain close liaison with the Superintendents in charge of Race Relations in the area County Boards of Education with respect to curriculum and recruitment matters.	Not done (HRO).
3	The University Race Relations Council should maintain close liaison with government organizations dealing with race relations (eg Human Rights Commission, Race Relations Directorate).	Not done (HRO).
4	The University Race Relations Council should develop communications with non-governmental organizations (eg Kingston District Immigrant Services, various racial and ethnic organizations).	Kingston Immigration Partnership (Faculty, VP Academic)
Area - Implementation		
#	Recommendation	Inventory item
1	It is recommended that individuals identified with specific responsibilities in this Report use appropriate mechanisms such as departmental student councils and departmental committees on curriculum, promotion, to develop implementation plans. Due consideration should be given to ensuring the democratic involvement of all levels of the organizational unit concerned. Assistance in the development of such plans should be sought from the Race Relations Centre (see Recommendation 5 below).	
2	A realistic timetable should be established to ensure timely development of implementation plans, preferably before the end of 1991. Such plans should be passed on to the Race Relations Council (see recommendation 3) for comment and recommendations for change, before implementation.	Diversity, Equity Taskforce (VP Academic)

3	The University should establish a <i>Race Relations Council</i> . The Council should adopt an advocacy stance for the interests of racial minorities at the University. Its terms of reference should be:	
	a) To establish a <i>Race Relations Centre</i> , (see below), and to appoint a <i>Director</i> of this Centre.	HRO and Equity Office
	b) To appoint a <i>Race Relations Officer</i> (see below)	Antiracism Advisor Position (HRO); Director, Educational Equity and Diversity Projects (VP Academic); Assistant Dean for Diversity Projects and Community Development (Student Affairs)
	c) To develop written guidelines for use by Department Heads and Directors in developing their implementation plans.	
	d) To assist in the development of policy and procedures for dealing with racism at this University, and to monitor their implementation.	Queen's Harassment and Discrimination Complaint Policy and Procedure (HRO); Queen's Code of Conduct (HRO); Ontario Human Rights Code (Through HRO); Canadian Human Rights Act (through HRO)
	e) To receive annual reports from the Director of the Race Relations Centre and Race Relations Officer.	
	f) To advise the Principal in all matters related to racism on campus.	When invited.
	g) To develop an annual report which includes information on the implementation of this Report. This Annual Report should be released to the University community.	Did not happen.
	h) To communicate and liaise with counterparts in other academic institutions.	No.

4	The appointment of members to the Race Relations Council should be guided by the following principles:	
	a) Those appointed should have a demonstrated record of commitment to an anti-racist stance.	
	b) Those appointed should be acceptable to the majority of the University population, and especially to racial minorities.	
	c) Appointments should be made with regard to achieving a balance among the various constituencies (faculty, staff, undergraduate students, graduate students and the Kingston community). In order to achieve the confidence necessary to carry out their work, consideration should be given to gender balance, and the majority of Council should be members of racial minority groups. There shall be three ex officio members: The Director, the Officer and the Employment Equity Coordinator.	
	d) Appointments to the Council should be made according to the arm's length principle. Initially, members of Council should be selected by a nominating committee made up of the two current Race Relations Advisers, and one representative each from QUFA, QUSA, AMS and GSS.	
5	The Race Relations Council should establish an office, to be designated as the <i>Race Relations Centre</i> , with a <i>Director</i> . Appropriate resources and staff should be provided by the University.	

<p>The Centre should be easily accessible, have a welcoming environment and be located in one of the student activity areas such as the John Deutsch University Centre. In order to develop this environment, the Centre should be able to organize and promote cultural and public educational activities on anti-racism. The resource implications of establishing the Race Relations Centre should be reviewed with respect to other units performing overlapping functions, such as the International Centre and the Employment Equity Office.</p>	
<p>The Director should adopt a position of advocacy with respect to racial minority interests.</p>	
<p>The Director's responsibilities should include:</p>	
<p>a) Assisting the Race Relations Council in monitoring the functions of, and proposing changes to, the University system in such matters as admissions, hiring, promotion, tenure, and compensation.</p>	
<p>b) Assisting the Department Heads and Directors in developing their implementation plans and procedures.</p>	
<p>c) Developing proposals for educational activities for students, faculty, and staff in order to promote a policy of anti-racism in its environment.</p>	<p>Half-time staff Position in the HRO</p>
<p>d) Providing support for complainants.</p>	
<p>e) Providing support to the Race Relations Office (see below).</p>	

	f) Liaising with other relevant University services, in particular the Employment Equity Office, International Centre, support services and the student government.	
	g) The appointment of the Director and other staff of the Race Relations Centre should be made according to principles 4a) and b) above.	
	h) The development of an annual report to be presented to the Race Relations Council.	
Area – Procedures to Deal with Complaints		
#	Recommendation	Inventory
1	The Race Relations Council, after appropriate consultations, should develop formal procedures to be used by the Race Relations Officer for dealing with complaints that would be applicable to all of the constituencies on campus. In developing this framework, consideration should be given to policies developed by other organizations including the University of Western Ontario’s Race Relations Policy (see Appendix 5). Consideration should also be given to the Ontario Human Rights Commission Policy on Racial Slurs, Jokes and Harassment, to such principles as natural justice and to other relevant legislation, such as the Ontario Human Rights Code and Canadian Charter of Rights and Freedoms.	Remediation Model of Advocacy (HRO)
2	Racism should be added to the Queen’s University Student Code of Conduct as constituting an offence within the University community. In addition, codes of conduct which include racism should be developed for faculty and staff and published in appropriate University documents such as “Regulations Governing Appointments, Renewal of Appointment Tenure and Termination for Academic Staff”, and “Personnel Policy and Procedures Manual for Support Staff”.	Done. But termed "discrimination based on race".

3	In order for the complaints procedure to be effective, they should be seen to be accessible and supportive of the complainant. This can be ensured by:	
	a) Providing for identified complaints which the complainant is willing to pursue in a formal manner.	Done (HRO).
	b) Providing for the recording of complaints which the complainant is not willing to pursue formally. This will allow the Race Relations Officer to monitor patterns of complaints at the University, and to assist in the development of anti-racist education programs.	Done (HRO).
	c) Developing support mechanisms for complainants through the Director of the Race Relations Centre.	Referrals and Networks (HRO)
	d) Including in the complaints procedures a method to deal with respondents who take reprisals against complainants. (Similar protections provided for complainants in Section 7 of the Ontario Human Rights Code).	Done (HRO).