

Summary of Recommendations
“Senate Educational Equity Committee (SEEC) Response to the Henry Report”

Theme: Leadership

The Senior Administration, including the Principal, Vice-Principals and Deans, has a key leadership role to play. They must show an unfailing commitment to the realization of an inclusive and diverse University.

| # | Recommendation | Inventory Item |
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| 1 | Include a clear statement that defines the University’s commitment to equity and diversity in the Mission of Queen’s. | Website communications (Marketing and Communications) |
| 2 | Develop a comprehensive plan with specific benchmarks in the area of anti-racism and equity to make people accountable for their actions. The plan should be a priority and must be reviewed on a regular basis. | Diversity, Equity Taskforce (VP Academic) |
| 3 | Establish a new portfolio at the Vice-Principal level that will be accountable for all academic and non-academic issues related to equity and diversity. | Director, Educational Equity and Diversity Projects (VP Academic) |
| 4 | Consistently incorporate equity and diversity values and objectives in internal and external decisions and actions. Particular responsibility for achieving this objective lies with every Senior Administrator. | |
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Theme: Education

Every member of the Queen’s Community has a vital role to play in achieving equity. It is important to provide the tools that will allow them to do so through University-wide educational programs

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| 1 | Rethink and redesign current equity and diversity awareness and training programs to ensure that they are inclusive and comprehensive. | Not done. |
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| 2 | This should be a collaborative process that involves all units and groups that have special responsibility in this area, for example, the AMS, Centre for Teaching and Learning, Equity Office, Human Resources, Human Rights Offices, Residence, and the SGPS. | Not Done. |
| 3 | Ensure that awareness and training programs recognize the need to value differences in the academic and broader learning and working environments | Cross-cultural Training (QUIC Student Affairs); Focus on Diversity (CTL) |
| 4 | Ensure that all members of the Queen's Community benefit from these programs, including the Governing Bodies, Administrators, Students, Staff and Faculty. | |
| Theme: Recruitment/Hiring/Retention | | |
| The University should strive to ensure that the composition of the student body and the faculty complement consistently reflect the proportion of racialized groups in the Canadian population. Therefore SEEC recommends the following: | | |
| 1 | Create scholarships/bursaries that target students of designated groups in order to encourage them to come to Queen's. Engage in rigorous recruitment strategies in culturally diverse communities. | Targeted Funding/Awards-31 of them (Registrar) |

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| 2 | Faculty members and students from racialized/Aboriginal groups need more support once they arrive at Queen's. The University needs to have structures in place that support a welcoming and inclusive workplace environment that takes into account individual differences and fosters smooth integration into the University Community. [See section on Strengthening Institutional Culture for specific responsibilities] | Faculty mentorship Program (CTL) |
| 3 | Continue collection of data that provide a snapshot of the recruitment/hiring /retention of racialized/Aboriginal Faculty and develop efficient methods of tracking their career progression. | |
| 4 | Continue collection of data that provide a snapshot of the recruitment/admission/graduation of students from racialized/Aboriginal groups and develop efficient methods of tracking students' academic progression. | IRP has ability to do this. |