

Psychology Equity, Diversity, and Inclusion Committee Policies

Developed by Sari van Anders, 09.02.20

Revised 06.03.21 by Sari van Anders

1. **Thinking about our committee.** Our committee has a Goals & Mandate document that outlines our purpose and aims. In addition:
 - a. Our EDI committee is action-oriented, not show-oriented. DEI committees often exist to show an institution is committed to change and not to actually make change; they are often under-resourced and given little or no power. Our EDI committee is about making change. Accordingly:
 - i. When we are asked a question, we will make sure we have sufficient time to consider it and our response. If people have left EDI considerations to the last minute, asking us to rush, that may suggest that EDI issues are not a priority for them. We will not rush this work whenever possible.
 - ii. If we make a EDI statement, we will be mindful to include discussion of relevant actions.
 - iii. We will avoid making shows of good faith that cannot be backed by action.
 - b. Our committee is for making long-term lasting change that increases EDI in the department and also for responding to urgent issues of social justice related to EDI in the department. Focusing only on long-term work will prevent us from responding to urgent issues; responding to all urgent issues will prevent us from planning and making sustainable change. Accordingly, we will aim to focus largely on long-term planning and change, and also attend to approximately one urgent issue per month.
 - i. Urgent is defined as a EDI committee member or other department member raising it as such. However, some items may be presented as urgent because prior action has not been taken. This may reflect (a) those who have asked for change but not been heard, or (b) those who have not responded to change requests but now see the need for change. We will include (a) but not (b) in our definition of urgent.
 - c. Our goals document notes what we do but it is worth noting what is not within our remit:
 - i. We do not act on or investigate EDI complaints about individuals. Why? Because that is not our goal, we do not have the necessary training, and we do not have power to take action on these complaints. The EDI Chair will become familiar with whom individual complaints should be directed to. As of 12.20.20, this is the university ombudsperson.
 - ii. We do not do area-specific work or research, though we can support areas as they do this work. Why? Because EDI work needs to be integrated into the department, our role is to work on department-level structures, we do not have the resources/time/personnel to do extensive area-specific research, and we do not have area-specific expertise.
2. **Members:** The EDI committee has a set composition, but there is room to be flexible.
 - a. Members are:
 - i. Three faculty representatives, chosen by the department head in consultation with the EDI committee. Faculty can let either group know they are interested in being a member. We encourage at least one of these to be a member of an

equity-seeking group, and not only from the category of women if it does not intersect with one of the other equity-seeking groups. Because this is an official service position, faculty representatives typically have a tenure of two years on the EDI Committee.

- ii. Two graduate students, chosen by AGSIP. We encourage at least one of these to be a member of an equity-seeking group, and not only from the category of women if it does not intersect with one of the other equity-seeking groups. Graduate representations have a tenure of one year unless there are compelling reasons otherwise.
 - iii. Two undergraduate students, chosen by the DSC. We encourage at least one of these to be a member of an equity-seeking group, and not only from the category of women if it does not intersect with one of the other equity-seeking groups. (see EDI UG Member Selection on page 8 if the EDI Committee is involved in selecting the committee.) Undergraduates have a tenure of one year unless there are compelling reasons otherwise. Undergrads will not be expected to sit on the committee over the summer but will be invited to do so. The position will be advertised as September-April with summer optional.
 - iv. One staff member, chosen either by the department staff or by the EDI Committee. We encourage this person to be a member of an equity-seeking group. (see EDI Staff Member Selection on page 10 if the EDI Committee is involved in selecting the committee.) Staff members have a tenure of one year unless there are compelling reasons otherwise.
- b. One EDI committee member will be appointed the member in charge of the website, and will be the point of contact about the EDI website.
 - c. If another individual in the department is deeply involved in EDI efforts and is interested in joining the EDI committee, the EDI committee can vote to admit them for the year. They would have full voting privileges so long as their contributions and attendance matched other EDI members.
3. **EDI committee internal communication:** Like any committee, our committee aims to have efficient, clear, and predictable structures of communication. Accordingly:
- a. We will not expect people to respond before 48 business hours. This means that we do not send out material less than 48 business hours before a meeting, unless it is to be shared *during* the meeting. We do not take decisions over email until everyone has had at least 48 business hours to respond. If people do not respond by about 48 business hours, the committee will assume that this means agreement with the majority of members.
 - b. **Committee Meetings:**
 - i. The chair will develop and send out the agenda at least 48 business hours in advance but aiming for one week. The agenda will have a schedule of time allotted to each item. Members will bring their agenda to the meeting/have it on their computer to keep track.
 1. Any EDI member can ask to put an item on the agenda. Others in the department (or elsewhere) can ask the chair to put an item on the agenda; if the chair is not sure, they will consult with the committee.
 2. The agenda will reserve 10 minutes to business arising.

- ii. When an item is discussed, the chair will moderate open discussion, checking in to make sure that everyone who wants to speak has been able to, keeping time limits and group equity in mind. If there seems to be consensus, the chair will call a vote quickly, asking if anyone disagrees with calling the vote. If there is more to discuss and time permits, more discussion will happen. If time does not permit, the chair will ask for a vote to postpone decision-making so that more reading/thinking can happen before more discussion and voting.
 - iii. The chair may need to cut off discussion or move on from a topic even when people still would like to contribute, to assure that all or most agenda items can be discussed, to ensure equity in the group, to avoid one person speaking last or over others, etc. Members can interrupt this process if their comment is absolutely urgent but should be cognizant of whether the comment can wait until later and/or whether they need to step back and do this less frequently (e.g., more than once every few meetings may be too often).
 - iv. Decisions will be made by majority.
 - v. Group equity considerations will include ensuring that everyone has a chance to speak and that no one person dominates the conversation (the chair may speak more than other members as moderator; if someone has proposed an item, they may speak more to answer questions; if someone has extensive expertise on the topic, they may speak more).
 - vi. Either a departmental staff member, a EDI committee member, or another person (with the committee's agreement) will take notes. This person will send the chair minutes; the chair will remove any personal comments and share with the committee for their approval/revision.
 - vii. Proposals: To help facilitate decision-making and action, members will:
 1. Share action proposals in advance of the meeting (at least 48 business hours) that includes a description including pros/cons;
 2. Read the proposals in advance of the meeting;
 3. Discuss the proposals in the meeting;
 4. Vote on the action or, if the time allotted has not been enough for full discussion, vote to delay the decision until more research/thinking can be done.
- c. Internal records: To ensure an accurate, up-to-date, and historical record of the EDI committee, the chair will ensure there is an online repository of materials that include meeting minutes, proposals, action items, updates, etc. *It is currently located on OneDrive, and is called "EDI 2019"*.
- i. Only current EDI committee members will have access.
4. **EDI external communication:** Our committee needs to communicate with, and be communicated with, by members of the department and university, as well as any other people/organization. Accordingly:
- a. Committee members:
 - i. The EDI committee chair will be the point of communication between the EDI committee and others. If others in the department contact the chair, the chair will communicate with the EDI committee as much as possible in making any decisions that might be taking place during these conversations. They will only speak on behalf of the committee, however, about agreed/confirmed

processes, proposals, actions, etc. The chair should clarify when speaking to others about EDI committee issues whether they are speaking as committee chair, committee members, and/or as a faculty member.

- ii. Other committee members can of course:
 - 1. Discuss EDI committee business with anyone who asks, though it might be helpful to cc the committee chair on emails, but should make clear they are speaking as a EDI committee member and not on behalf of the committee (e.g., we are discussing it; that is on our agenda).
 - 2. Communicate with others on EDI committee tasks they have taken on.
 - iii. Any committee member can share their own thoughts about EDI issues with anyone (of course). They should not share other members' thoughts or communications (including emails, meeting comments, etc.) without those members' consent, unless they relate to confirmed/agreed/finalized items.
 - iv. Unless there are compelling reasons, any documents/emails we share outside the EDI Committee will be voted on/approved by the committee. Once approved, if there are small changes that need to be made in a time-sensitive fashion, the new document will be posted and people will be given 24 hours to review OR ask one other person (ideally the EDI Chair) to review/approve.
- b. Reporting: To help our committee and department be accountable for EDI efforts and actions, and to keep processes as transparent as possible, we will report on our work in a number of ways:
- i. Annual report: We will provide an annual report by the summer's end with a summary of our sense of how the year went, the actions we initiated, actions we completed, ongoing actions, actions we were not able to complete and are not ongoing along with suspected/known barriers, budget update, that year's timeline and how we met or branched from it, and suggestions for budgeting, actions, and timeline for the upcoming year.
 - ii. EDI committee updates: We will provide a summary of our monthly meetings on the EDI website and via the weekly department update within 1-2 weeks of our meeting.
 - iii. EDI website: We will provide a list of actions and timeline, so that people can keep track of what we are doing, plan to do, etc.
 - 1. Each EDI member will check the website every other month to make sure that it is updated, there are no errors, etc.
 - iv. Each member (or a selected one) will report back to those they represent: EDI grad student members will report back to the department's graduate students; EDI undergraduate student members will report back to the department's undergraduate students; EDI faculty members will report back to the department's faculty. Members will let the committee know they are doing this.
- c. Meetings with others (not committee meetings): Others may ask the EDI committee to meet, or the EDI committee may ask others to meet. In either case, the EDI committee should:
- i. Ascertain whether all members need to be/should be present or if representatives will be appropriate, and what amount of time is required.

- ii. Develop an agenda including hoped for outcomes for the meeting in consultation with the others, or ask the others to develop this and share with us.
 - iii. Avoid making immediate promises unless action has already been decided/planned. Because more information might be needed before action can be effectively planned and/or implemented, members should not agree to specific actions in the meeting without time for research, reflection, and democratic decision-making. In the meeting, members can, of course, make suggestions about what they hope they and/or the committee might be able to do.
- d. Resources: We will have a site for department members sharing EDI resources
 - i. Separate for topics (e.g., teaching, research, recruitment, etc.) and/or position (e.g., faculty, trainees, undergrads, etc.)?
 - ii. If someone outside the EDI Committee asks us to share resources/materials with the department, the Chair will forward it if it is a university event/resource. If it not a university event/resource, we will encourage the person to share it with the department themselves. If they are very focused on our committee sharing it, the committee will need to vote/approve on doing so.
 - iii. To figure out (in timeline)
- e. Social Injustice Support Notes: We sometimes put out notes in support of those impacted by social injustice on behalf of the EDI Committee and/or the Department. We do so guided by all the points in principles 1a and 1b. These include that we: are action- not show-oriented, are mindful of including discussions of relevant actions in any EDI statement, do not rush when possible, and focus on long-term lasting change and responding to urgent issues of social justice related to EDI in the department. We define “urgent” as per 1bi and, as per 1b, we aim to attend to no more than one urgent issue per month. Requests for Social Injustice Support Notes can come from department members and/or EDI Committee members in a process as follows:
 - i. EDI Committee Member initiated Social Injustice Support Note: An EDI Committee member can propose a Social Injustice Support Note on a specific topic to the Committee. To do so, they should either bring it up at an EDI Committee Meeting or via Teams including the following information (brief and concise is fine and welcome). The EDI Committee will then vote on whether to proceed and, if there is a positive vote, will then vote on the Social Injustice Support Note once drafted.
 1. Topic description including community/equity-seeking group experiencing the social injustice;
 2. How the topic meets the principles for an EDI Social Injustice Support Note;
 3. Why the topic best addressed via a Social Injustice Support Note vs. another medium (e.g., the person’s own social media account, etc.);
 4. Points to consider including in the note (e.g., be sure to mention this identity term, refer to these events, etc.);
 5. Points of concern (e.g., avoid this common error; ensure to discuss X, etc.);

6. Any time sensitivity with explanation (e.g., no immediate urgency; asap because of recent event X, etc.);
 7. A proposal of which committee member would write it (e.g., themselves, the Chair, etc.).
- ii. Department Member initiated Social Injustice Support Note: Any member of the department can propose a Social Injustice Support Note to the EDI Committee or bring an issue to its attention that might merit one. To do so, they should communicate to any EDI Committee member about the issue. It would be most helpful to provide responses to items 1-6 above to help the EDI Committee decide but we recognize this is not always possible and might put more work on those experiencing social injustice. Accordingly, department members can provide those responses but, alternatively, can merely communicate the issue. In so doing, it would be most helpful if there was a clear request for a note of support but, again, this is not required. The EDI Committee will then vote to proceed, ask for more information, and/or do research to better understand the issue. If there is a positive vote, the EDI Committee will then draft a Social Injustice Support Note, vote on it, and then share with the department member to comment on. If there are changes, the EDI Committee will then re-vote.
1. The EDI Committee will put the relevant information in the above section on the EDI Committee Website so that department members will be made aware of how to request a Social Injustice Support Note. Approximately once a year, the EDI Committee will also put a reminder about this in the Psychology Department Weekly Update.
5. **EDI committee member education:** Most academic committees inhere an expectation of expertise: e.g., faculty have taught (and been!) undergraduates and supervised (and been!) graduate students so they can sit on undergraduate and graduate committees with an already existing level of knowledge, familiarity, and expertise. EDI committees are somewhat different. On one hand, many EDI committee members have expertise in areas of EDI including lived experiences of marginalization, scholarship, deep critical reading, community engagement, activism, and more. On the other hand, few if any EDI members have extensive training in EDI topics and processes. And, even the most knowledgeable person about EDI issues and topics still has gaps or areas for growth and learning because of the breadth, depth, and ever-changing face of oppression and marginalization across time and place. Yet, the EDI committee must have knowledge of the five equity-seeking groups and processes of marginalization in general and specific to academia, Queen's University, Psychology, and our department to be able to act productively. Accordingly, each EDI committee member will:
- a. Read the [PICRDI report](#) and the [TRC Task Force Final Report and Recommendations](#) (or the most recent EDI report at Queen's) within three months of joining the EDI committee, and confirm to the chair they have read it.
 - b. Endeavour to read past EDI reports at Queen's (scroll down on [this page](#)).
 - c. Read, watch, or listen to something educational about gaps in their EDI knowledge at least twice a year. This material will usually be more than a pop culture article unless there is a compelling reason otherwise, and should address an equity-seeking group that the member is less familiar with. In addition, members should:

- i. Write point-form or sentence take-home points (can be a few up to a page or so) and put in folder of similar resources;
 - ii. Share what was learned with the group at least once a year in a brief interactive discussion (~5-15 min);
 - 1. The chair or the member can facilitate the discussion;
 - 2. The chair will assign each member a date for this, and members can change dates if needed.
 - d. Read articles that EDI members identify as important for the committee. While there is no exact upper limit on this, sending more than one or two articles a month might be excessive given people's time constraints; committee members should consider noting whether they are asking the committee to read the article or are just sharing it for those who have interest/time.
 - e. We may meet with Queen's experts to gain their insights (e.g., from Four Directions, Queen's Black Academic Society, etc.).
- 6. **External Consultants:** In recognition that our EDI committee will never have all the areas of expertise and lived experience it needs, we will have a group of consultants. In recognition that this requires asking experts for their time, we will provide honoraria (based on recent consultations; see budget for amounts) for consultants to show we value their labour.
 - a. We will ask consultants to:
 - i. Be able to answer up to 5 emails a month;
 - ii. Be willing to do a 10-30 min online no more than 4 times per year;
 - iii. Provide us with their best answers and/or direct us to resources (other experts, scholarship, materials, etc.) that will be helpful.
 - b. We will select committee members accordingly:
 - i. The EDI committee will provide a list to the chair with names, social locations (especially in relation to equity-seeking groups), emails, and why they are recommending these people.
 - ii. Evaluation criteria will focus on:
 - 1. Representation from equity-seeking groups, especially those underrepresented in Psychology and on the EDI committee
 - 2. Expertise and experience with EDI work in academic spaces
 - 3. Reason to expect a productive working relationship
 - iii. The EDI Chair will make a list of those that will be invited based on (a) evaluation criteria, (b) balancing early-career and senior experts, and (c) relevance to EDI committee goals (e.g., someone with experience in a new initiative the committee plans to do).
- 7. **Budget:**
 - a. Develop annually in April for upcoming academic year and refine in August then submit.

Selecting Undergraduate Members of the EDI Committee

Prepared by Sari van Anders, 09.15.20

Last Revised 06.03.21

Our committee will have two undergraduate student members, selected by the DSC. We encourage at least one of these to be a member of an equity-seeking group, and not only from the category of women if it does not intersect with one of the other equity-seeking groups. We will notify them that the position is September-April, with summer optional.

If the DSC forwards us more than two names, we will:

1. Send each person a description of our committee's goals, policies, and group rules;
2. Ask each person to submit within one week:
 - a. One paragraph or so indicating their:
 - i. Interest in our committee;
 - ii. Expertise and experience with EDI topics/issues/communities including research, coursework, community involvement, activism, and/or lived experience;
 - iii. Availability to attend meetings (at least 1.5 hours a month) and current/planned schedule of classes and extra-curricular activities;
 - iv. Ability to put in 1-2 hours of work per week on committee work (though usually less);
 - b. Their resume.
3. Select the undergraduate members as follows:
 - a. The chair and one EDI committee member (appointed by the chair) will look through the applicants and make recommendations to the EDI committee of the two most highly-ranked applicants within one week if there are ≤ 10 applicants or two weeks if there are 11-20 applicants. If there are more than 20 applicants, the EDI chair will ask the DSC to narrow down their list of names. The subcommittee can also indicate applicants who would not be invited to join;
 - b. The EDI committee can either:
 - i. Vote to agree to the subcommittee's recommendations or vote for a full committee review, where all members read applications and vote.
 - c. The two most highly voted undergraduates will be asked to join our committee. If they can no longer attend/are not interested, the next highest will be invited, and so on.
 - d. If the committee indicates no applicants would be invited to join, the chair will ask the DSC to solicit new names and start the process again.
4. Evaluate the applicants as follows:
 - a. The evaluators will read the applications and provide scores to each application based on the evaluation criteria below, giving no score to any applicants who would not be invited to join (along with an explanation of why);
 - b. The evaluators will share their evaluations over email, highlighting their top two candidates.
 - i. If they agree on the top two candidates, those will be the two candidates forwarded to the committee. The committee will then be asked to vote to agree with the recommendations or to read all applications.

- ii. If they do not agree on the top two candidates, the evaluators will discuss – over email or in a meeting – their reasons.
 - 1. If this leads to agreement, then 4bi.
 - 2. If this does not lead to agreement, then the two candidates with the highest *average* ratings will be forwarded to the committee.
 - a. If there is a tie, the evaluators will ask the committee to vote.
- c. Evaluation Criteria:
 - i. 10 points: Brings expertise from an equity-seeking group underrepresented in Psychology (course work, lived experience, research, etc.)
 - ii. 10 points: Has been involved in EDI-related work (e.g., committees, activism, outreach, community involvement, etc.)
 - iii. 3 points: Submission is clearly articulates interest in the committee.
 - iv. 5 points: The student has time for ~1-2 hours of work per week plus 1.5 hour monthly meetings;
 - v. 2 points: Submits all materials the first time asked

Selecting Staff Members of the EDI Committee

Prepared by Sari van Anders, 05.26.21

Our committee will have one staff member, selected by the department staff or by the EDI Committee. We encourage this to be a member of an equity-seeking group. One staff member has been assigned to provide administrative support to the EDI Committee; this person is welcome to apply to be a regular EDI Committee member but would still need to provide the administrative support assigned.

If the EDI Committee is involved and there are more than one name, we will:

1. Send each person a description of our committee's goals, policies, and group rules;
2. Ask each person to submit within one week:
 - a. One paragraph or so indicating their:
 - i. Interest in our committee;
 - ii. Expertise and experience with EDI topics/issues/communities including research, coursework, community involvement, activism, and/or lived experience;
 - iii. Availability to attend meetings (at least 1.5 hours a month);
 - iv. Ability to put in 1-2 hours of work per week on committee work (though usually less);
 - b. Their resume.
3. Select the staff members as follows:
 - a. The chair and one EDI committee member (appointed by the chair) will look through the applicants and make recommendations to the EDI committee of the most highly-ranked applicants within one week. If there is only one applicant, the committee will look through their materials and propose them or not as per the policies below. The subcommittee can also indicate applicants who would not be invited to join;
 - b. The EDI committee can either:
 - i. Vote to agree to the subcommittee's recommendations or vote for a full committee review, where all members read applications and vote.
 - c. The most highly scored staff member will be asked to join our committee. If they can no longer attend/are not interested, the next highest will be invited, and so on.
 - d. If the committee indicates no applicants would be invited to join, the chair will ask the staff members for new names and start the process again.
4. Evaluate the applicants as follows:
 - a. The evaluators will read the applications and provide scores to each application based on the evaluation criteria below, giving no score to any applicants who would not be invited to join (along with an explanation of why);
 - b. The evaluators will share their evaluations over email, highlighting their top candidate.
 - i. If they agree on the top candidate, this will be the candidate forwarded to the committee. The committee will then be asked to vote to agree with the recommendation or to read all applications.
 - ii. If they do not agree on the top candidate, the evaluators will discuss – over email or in a meeting – their reasons.
 1. If this leads to agreement, then 4bi.

2. If this does not lead to agreement, then the candidate with the highest *average* ratings will be forwarded to the committee.
 - a. If there is a tie, the evaluators will ask the committee to vote.
- c. Evaluation Criteria:
 - i. 10 points: Brings expertise from an equity-seeking group underrepresented in Psychology (course work, lived experience, research, etc.)
 - ii. 10 points: Has been involved in EDI-related work (e.g., committees, activism, outreach, community involvement, etc.)
 - iii. 3 points: Submission is clearly articulates interest in the committee.
 - iv. 5 points: The student has time for ~1-2 hours of work per week plus 1.5 hour monthly meetings;
 - v. 2 points: Submits all materials the first time asked