

Report on the Psychology Department EDI Committee's Actions, 2020-2021

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This document provides a summary of the initiatives and actions led by the EDI Committee in Psychology Department for the 2020-2021 academic year. Initiatives and actions are characterized along two main axes that they served: (1) five departmental foci: teaching, research, student recruitment and supervision, service/general, and hiring, and (2) six equity-deserving group categories (five named and one non-specified group): women, visible minorities/racialized groups, people with disabilities, LGBTQ people, Indigenous/Métis/Inuit Peoples, and a general/all/non-specified group. We hope this information helps lay out what department needs and groups EDI Committee actions have focused on. This can help to meet our goals of documenting and evaluating our EDI actions, and making transparent whom they have served and/or addressed.

Summary of Past Actions & Initiatives

In Table 1, we lay out the number of EDI Committee actions and initiatives in the 2020-2021 academic year by five departmental foci and six equity-deserving group categories. We excluded meetings and consulting, unless they were actions/initiatives themselves. This count gives a clear picture of frequencies of actions and initiatives, but not their size, effort, or complexity. This means that, for example, a social injustice support note represents the same “unit” as the Psychology EDI-TRC workshop, despite their clearly disparate commitments. As such, this quantitative breakdown is not definitive, even as it is helpful in providing a limited overview of whom and what EDI involvements have involved.

Table 1. Number of EDI Committee actions and initiatives in the 2020-2021 academic year by departmental foci and equity-deserving group.

Equity-Deserving Group	Departmental Foci					Total
	Teaching	Student Recruitment & Supervision	Research	Service/General	Hiring	
Women				1		1
Visible Minorities/Racialized Groups	1			9		10
People with Disabilities	1			1		2
LGBTQ People	3			2		5
Indigenous/Métis/Inuit Peoples				3		3
General/All/Non-Specified	3	3		9	2	17
<i>Total</i>	8	3	0	25	2	38

Figure 1 shows the proportions of EDI Committee actions and initiatives by equity-deserving group served/addressed. As is apparent, the largest number addressed the general/all/nonspecified category, followed by visible minorities/racialized groups. This reflects to some extent that many activities and initiatives did not focus on one equity-deserving group but crossed them (e.g., Teaching and Social Location Guidance Documents). The frequency of actions and initiatives addressing/serving visible minorities and racialized groups reflects, to some extent two factors: (a) the changing yearly focus of the EDI Reading Groups, which explored anti-Black racism, blackness, and white supremacy during this academic year, and (b) the high levels of anti-Asian discrimination and social injustice support notes about this. The next most frequent equity-deserving groups addressed/served were LGBTQ people, Indigenous/Métis/Inuit Peoples, and then people with disabilities, followed by women. Because women are arguably the least underrepresented in our department, the EDI Committee had made a decision to prioritize other equity-deserving groups.

Figure 2 shows the proportions of EDI Committee actions and initiatives by departmental foci. As is apparent, the largest number addressed the service/general category, followed by teaching. This reflects to some extent that there were a number of concerns raised by students about teaching materials in class, including to the Human Rights Office. This was followed by student supervision and recruitment, and then hiring. There were no actions and initiatives addressing research, which reflects an EDI Committee decision to focus on other areas first, since research is so unique to individual faculty members.

Looking Forward

We anticipate a different spread of EDI Committee actions and initiatives in future years. The reading groups for this year are focusing on Indigeneity, anti-colonialism, settler colonialism, and white supremacy, and the EDI 15/15's have largely focused on labs and research. The EDI Committee is also working on a major set of proposals around EDI in hiring. Areas and groups to consider in coming years include more attention to women and people with disabilities, and intersections between equity-deserving groups.

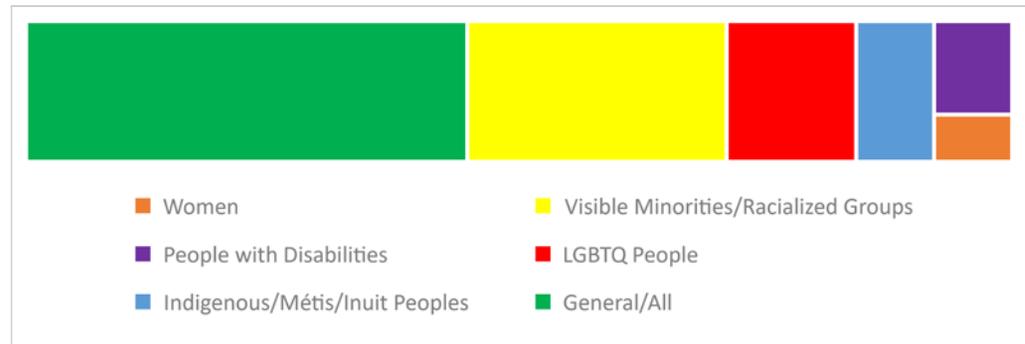


Figure 1. Proportion of EDI Committee actions/initiatives by equity-deserving group category served or addressed.

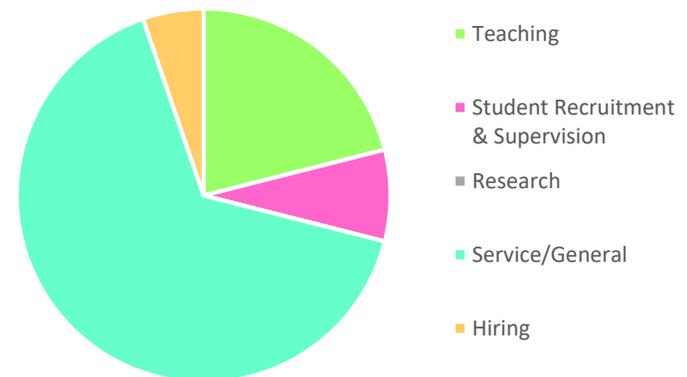


Figure 2. Proportion of EDI Committee actions/initiatives by departmental foci.

Detailed List of EDI Committee Initiatives and Actions

Below is a detailed list of EDI Committee initiatives and actions per cell of Table 1, i.e., by departmental foci and equity-deserving group category. However, this includes only those EDI involvements that can be seen as “actions” or “initiatives. To see the full list EDI involvements, please see the [EDI timeline](#) on the EDI page of the Psychology website.

- **Women**
 - Service/General: Workshop "Gender, Mentorship, Sexism & Success"
- **Visible Minorities and Racialized Groups**
 - Teaching: Consulting for Cultural Competency Course
 - Service/General:
 - Selection of students for Queen’s Young, Gifted and Black celebration
 - Martin Luther King day note
 - Black History Month note
 - Reading group #1 (Desmond Cole’s The Skin We’re In: A Year of Black Resistance and Power)
 - Reading group #2 (Layla Saad’s Me and White Supremacy: Combat Racism, Change the World, and Become a Good Ancestor)
 - Reading Group #3 (Eternity Martis’ They Said This Would Be Fun)
 - Reading prompts shared online for self-guided reading
 - Social Injustice Note about anti-Asian discrimination
 - Social Injustice Note about resources for Asian folks
- **People with Disabilities**
 - Teaching: Accommodations guidance document
 - Service/General: 15/15 Workshop on Accessible Documents
- **LGBTQ+ People**
 - Teaching:
 - Meet with Human Rights Office about concern about transphobia in course
 - Work on addressing transphobia in course
 - Invite consultants for human rights complaint about course
 - Service/General:
 - 15/15 on language around transgender people and experiences
 - Note about Indigenous Peoples Day and Pride Month (also in Indigenous/Métis/Inuit People)
- **Indigenous/Métis/Inuit People**
 - Service/General:
 - Indigenous Peoples Day note
 - Psychology EDI/TRC workshop
 - Note about Indigenous Peoples Day and Pride Month (also in LGBTQ+ People)
- **General/All/Non-specified**
 - Teaching:
 - Teaching and Social Location Guidance Document
 - Develop policy on EDI funds for EDI Guest Speakers in Courses
 - Consultations on teaching materials
 - Student Recruitment & Supervision:
 - Guidance Document for Supervisors
 - Review of Evidence about Admissions and GRE
 - EDI workshop on grad admissions
 - Service/General:
 - Helped organize and host graduate student-initiated Town Hall
 - Itemizing and prioritizing items from grad student letters
 - Website launch
 - Consultation on Distinguished Lecture series
 - Discuss EDI at the Open House
 - Consultations with department members
 - Share policy about Social Injustice Support Notes
 - EDI Discussion in Cognitive Neuroscience area
 - EDI Support Committee
 - Hiring:
 - Consultation for Clinical Hiring
 - Meeting and interviewing job candidates