

Scarborough Charter on Anti-Black Racism & Black Inclusion

Queen's University Community Consultation Report 2023 – 2024

Prepared by the Human Rights and Equity Office (HREO)

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Executive Summary

Queen's University became a signatory to the *Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education* in November 2021, reaffirming its institutional commitment to advancing equity, diversity, and inclusion. Building on foundational initiatives such as [the PICRDI Report](#), the [Declaration of Commitment to Address Systemic Racism](#), and the ongoing work of the [University Council on Anti-Racism and Equity \(UCARE\)](#), Queen's established four working groups under the leadership of Stephanie Simpson, Vice-Principal (Culture, Equity, and Inclusion). These groups, Black Community Representation and Inclusion, Research and Graduate/Postdoctoral Success, Teaching, Learning, and Student Success, and Community Engagement, were tasked with assessing priorities identified by the Charter and developing a Queen's-specific approach to implementation.

In 2023–2024, Queen's advanced this work through a comprehensive Community Consultation Process led by Tianna Edwards, EDI Coordinator at the Yellow House Student Centre for Equity and Inclusion. This process engaged Black students, faculty, staff, alumni, and Kingston community members through *Black Talk* sessions and an online feedback platform. Participants reviewed and refined 44 proposed institutional goals, identifying key areas for systemic change and community collaboration.

Findings from the consultation reveal persistent structural barriers and highlight the need for coordinated, measurable institutional action. Four main priorities/recommendations emerged:

1. Black Community-focused Resources: addressing underrepresentation, bias, and inequities in institutional systems and decision-making.
2. Black Data: strengthening the collection, analysis, and transparency of disaggregated data to guide accountability.
3. Anti-Black Racism Response and Resourcing Infrastructure: establishing consistent, transparent mechanisms for addressing systemic anti-Black racism and ensuring adequate institutional support.
4. Black Student Success, Mentorship, and Network Building: Expanding coordinated programs that support Black student flourishing through mentorship, leadership development, community-building, academic success initiatives, and opportunities for professional and peer networking.

The consultation confirms that while Queen's has made meaningful progress in addressing anti-Black racism, further work is needed to translate commitment into sustained, systemic action. The next step involves developing a Scarborough Charter Institutional Plan, a comprehensive framework that embeds accountability within existing governance structures, secures ongoing resourcing, and integrates Black inclusion and flourishing into the university's culture, operations, and strategic

priorities. This plan should provide clear direction, measurable goals, and shared responsibility for advancing the commitments of the Scarborough Charter across the university.

Scarborough Charter Overview

The Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education was created following the 2020 National Dialogues and Action for Inclusive Higher Education and Communities.¹ With over 40 signatories representing universities, colleges and higher educational institutions across Canada, the Charter represents a commitment to taking concrete action to address issues of anti-Black racism while simultaneously promoting Black inclusion within Canadian higher education.

The Charter rests on four Principles of Commitment:



1. Black Flourishing: Advancing conditions that allow Black students, faculty, and staff to thrive academically, professionally, and personally.
2. Inclusive Excellence: Embedding equity, diversity, and inclusion as integral to achieving institutional excellence in research, teaching, and governance.
3. Mutuality: Building reciprocal, respectful, and sustainable relationships with Black communities on and off campus, grounded in trust and collaboration.
4. Accountability: Ensuring transparent, measurable progress through institutional responsibility, evaluation, and public reporting on commitments.

Together, these principles guide institutions in addressing anti-Black racism, dismantling systemic inequities, and creating equitable pathways for Black inclusion.

¹ <https://www.utsc.utoronto.ca/principal/scarborough-charter-original>

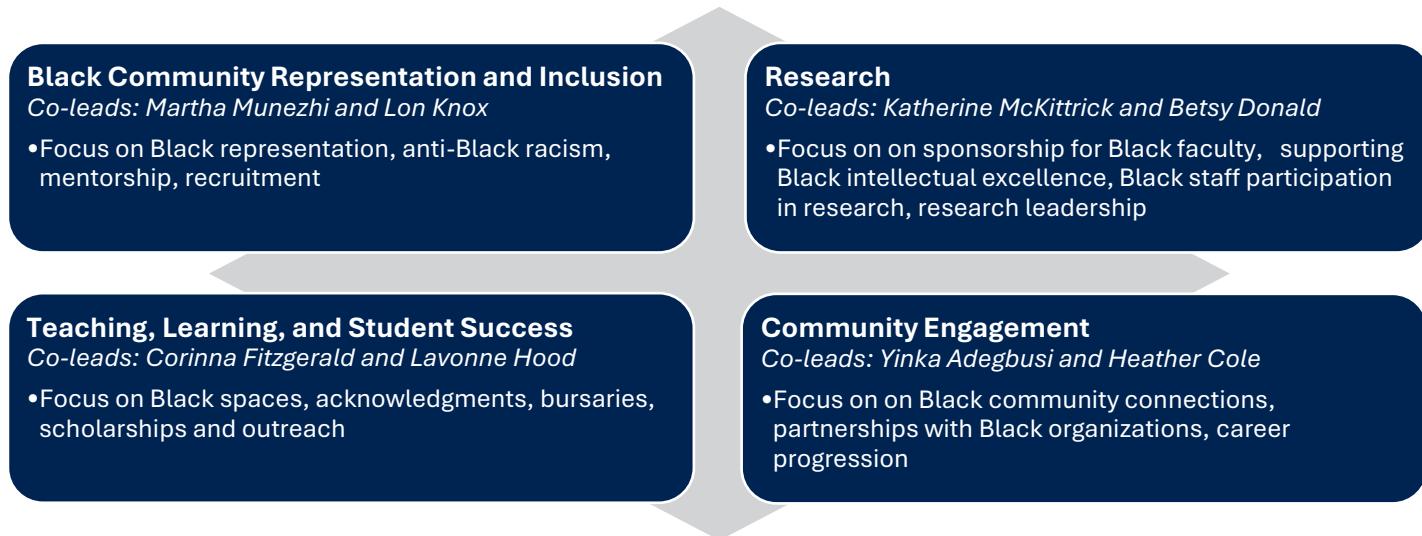
Scarborough Charter at Queen's

Queen's University is a signatory to the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education. In November 2021, Principal Patrick Deane signed the Scarborough Charter, committing Queen's to the implementation of the Charter's various action items and to full accountability to a sector network of signatory institutions. By signing the Charter, Queen's affirmed its commitment to addressing anti-Black racism, dismantling systemic barriers, and advancing equity and inclusion for Black students, faculty, staff, and communities.

This commitment builds on long-standing work at Queen's aimed at addressing systemic barriers and issues of anti-Black racism. Examples of this work include the [Declaration of Commitment to Address Systemic Racism](#), the Principal's Implementation Committee on Racism, Diversity, and Inclusion [PICRDI](#) report and the [University Council on Anti-Racism and Equity \(UCARE\)](#).

In 2022, the senior leadership team formed four working groups, led by Stephanie Simpson (Vice Principal, Culture, Equity & Inclusion), to assess priorities identified by the Charter and develop a Queen's specific approach to implementing the Charter. Each of the working groups had its own specific mandate to guide its assessment

Fig.1.Scarborough Charter Working Groups



The four university-appointed working groups represented broad themes of the Charter and also different communities across the university community:

- **Black community representation and inclusion:** Focus on Black representation, anti-Black racism, and mentorship recruitment.
- **Research:** Focus on sponsorship for Black faculty, supporting Black intellectual excellence, Black staff participation in research, and research leadership.
- **Teaching, learning, and student success:** Focus on Black spaces, acknowledgments, bursaries, scholarships and outreach.
- **Community engagement:** Focus on Black community connections, partnerships with Black organizations, and career progression.

Members were tasked with conducting environmental scans to identify current initiatives that align with the Charter, pinpoint institutional gaps, and propose several goals to address those gaps. During the spring and summer of 2022, the Working Groups met regularly and identified several areas of focus to help address the Charter recommendations. The work of these groups went on to inform the goals, themes and methodology of the 2023 – 2024 Community Consultation process, led by Tianna Edwards (EDI Coordinator, Yellow House).

Black Community–Focused Initiatives and Developments at Queen’s

The Scarborough Charter identifies governance, research, community engagement, teaching and learning, and student success as critical areas in which institutions must demonstrate a commitment to advancing Black flourishing. At Queen’s University, a range of initiatives and developments demonstrate how these principles are being implemented. It is important to note that several of these initiatives were implemented before Queen’s became a signatory to the Scarborough Charter, while others were introduced afterward as part of the University’s ongoing commitment to its principles.²

Governance and Accountability

- In 2023, Queen’s established the [Office of the Vice-Principal \(Culture, Equity and Inclusion\)](#) (VPCEI) under the leadership of Stephanie Simpson, former Associate Vice-Principal (Human Rights, Equity and Inclusion). This new portfolio ensures that initiatives such as the Scarborough Charter are integrated into the highest levels of university governance and operations.
- In 2024, the [Office of Complaints and Investigations](#) was created within the VPCEI portfolio to strengthen the university’s ability to respond effectively to harassment and discrimination, including incidents of racial discrimination.
- The [University Council on Anti-Racism & Equity \(UCARE\)](#) and the [Queen’s University Anti-Hate Advisory Group \(QUAHAG\)](#) continue to provide campus-wide leadership in addressing systemic racism, related hate incidents, and promoting equity.
- The [DEAP Tool](#), developed by the Human Rights and Equity Office, assists units in better understanding equity and diversity in their units

Black Flourishing

- Dedicated spaces such as the room in Beamish Munro Hall for Black engineering students (2020) and the Yellow House Student Centre for Equity and Inclusion (2020), which houses groups like the African Caribbean Student Association and Queen’s Black Academic Society.
- Multiple student-led clubs and networks, including the African Caribbean Student Association, Queen’s Black Clubs Caucus, Queen’s Black Academic Society, Queen’s Black Alumni Network, and the Black Graduate Student Caucus.
- Queen’s Black Clubs Caucus was established in 2023 under the leadership of prominent Black Students—Amaya Walters and Ruth Osunde, who were appointed by the VPCEI. The

² This is not an exhaustive list but rather a selection of initiatives that illustrate ongoing EDI efforts at Queen’s.

goal of the caucus has been to build consensus among Black Student voices and speak directly to the goals of the Scarborough Charter.

- The Black at Queen's program within the Yellow House focuses on Black joy and community by providing Black students at Queen's with a central hub of resources, including scholarships, wellness support, and event information, to promote belonging and empowerment. Initiatives under this program include Black Swim, the Black Light speaker series, and Afro-Prism.
- Queen's local chapter of the National Society for Black Engineers (NSBE) and a Black mentorship group on EngConnect provide targeted community and career support.
- The Smith Black Business Association, with alumni support, launched a mentorship program, and Smith's professional master's students formed an EDII Club to increase workplace equity awareness.
- Expansion of career mentorship and support programs, such as the EDI3 Internship program in the Smith School of Business, recognized nationally for innovation.
- Queen's Athletics and Recreation established an EDII Task Force and a BIPOC Student-Athlete Network.
- BIPOC Talk, an AMS initiative, provides peer-to-peer support for self-identified BIPOC students.
- The 2021 Student Experiences Survey examined systemic racism, exclusionary practices, and sexual violence, resulting in the From Input to Action: Your Voice Matters report, which informed institutional improvement efforts. This work is now continuing through the [Shift Survey](#).

Research

- In 2022, Queen's launched the [Black Studies degree program](#), showcasing the depth of scholarship, teaching, and learning in the field.
- Several distinguished Black faculty members at Queen's hold or have held Canada Research Chair positions, including Dr. Katherine McKittrick (Black Studies), Dr. Grace Adeniyi Ogunyankin (Youth and African Urban Futures), and Dr. Yolande Bouka (Afro-feminist Thought and Political Transformation) and Dr. Kristin Moriah (African American Literary Studies).
- Introduction of [three pre-doctoral fellowships](#) in Black Studies (2020–21) and [two post-doctoral fellowships](#) (2023) in the Faculty of Arts and Science has offered financial and academic support to emerging scholars, advancing Black-focused research across disciplines.

Teaching, Learning, and Student Success

- Bachelor of Health Sciences course: Racism and Health in Canada (Faculty of Health Sciences)
- Creation of a Black Excellence in Mentorship Award (Faculty of Arts & Sciences).
- [Black Studies Summer Seminar Series](#), a collaboration between University of Toronto and Queen's University Black Studies Faculty (Dr. Mark Campbell and Dr. Kristin Moriah), was established in the summer of 2020. This is a summer research intensive week-long retreat, to aid in building academic community for up-and-coming Black scholars.
- In 2024, the [Black Liberation Commons](#) was launched by the Department of Black Studies and the Black Student Clubs Caucus. This dedicated learning and community space supports Black students' academic and social flourishing.
- The [Yellow House Student Centre for Equity and Inclusion](#) introduced [Black@Queen's programming](#) in 2024, providing workshops, cultural events, and wellness activities designed to foster belonging and success among Black students.
- The [Black Student Initiative Fund](#) continues to support student-led initiatives that promote inclusion, equity, and community on campus.

Community Engagement

- In 2022, the Faculty of Engineering launched the [Black Youth in STEM program](#) under the leadership of Cressana Williams-Massey. This initiative supports children in grades 1–9, addressing systemic barriers to Black participation in STEM. The program received national recognition with the 2023 Actua Experience Award.
- Queen's actively supports city-wide Black HistoryMonth events each February and Emancipation Day programming each August through partnerships with local Black community members, cultural leaders, and municipal partners. In 2025, the VPCEI launched a dedicated [Black Histories and Futures webpage](#), further highlighting Queen's commitment to celebrating and advancing Black community engagement.

OVERVIEW OF THE 2023-2024 COMMUNITY CONSULTATION PROCESS

In 2023 – 2024, a Scarborough Charter community consultation was carried out across the Queen’s campus and wider Kingston area. Led by the Yellow House EDI Coordinator, Tianna Edwards, the consultation was designed to engage various Black community members in strategizing ways to implement the Scarborough Charter.

The primary goals of the consultation process were to:

1. Review the Framework created by the Scarborough Charter (SC) Working Groups.
 - Determine priority areas and explore approaches for applying the proposed actions.
2. Gather insights on the resources, supports, and initiatives that Black community members at Queen’s and within Kingston’s local Black communities wanted the university to pursue as part of fulfilling the Charter mandate.
3. Identify pervasive challenges and barriers faced by Black students, staff, faculty, and community members.
4. Collect ideas and recommendations for addressing these barriers and advancing Black inclusion.

CONSULTATION AND ENGAGEMENT PROCESS

The consultation process was guided by the principles of the Scarborough Charter and organized around four focus areas: Black Community and Representation, Research, Teaching, Learning and Student Success, and Community Engagement, as identified by the working groups established in 2022.

Under the leadership of Tianna Edwards, a comprehensive framework of 44 proposed goals/actions (Appendix 1) was developed, organized around the four thematic focus areas. The Black Community Representation and Inclusion area included 15 goals (1–15) aimed at strengthening representation, expanding leadership opportunities, and embedding accountability and anti-racism measures across the institution. The Research and Graduate/Post-Doctoral Success area comprised 13 goals (16–28) aimed at addressing barriers to Black researcher participation, fostering mentorship, and supporting Black excellence in research and scholarship. Within Teaching, Learning, and Student Success, nine goals (29–37) were proposed to promote inclusive curriculum design, enhance student support, and expand pathways to higher education. Finally, the Community Engagement area had seven goals (38–44) centred on building stronger partnerships with Black communities, professional organizations, and regulatory

bodies.

Over the course of 2023–2024, these proposed goals were reviewed and refined through consultations with Black students, staff, faculty, and members of the Kingston community, who were invited to identify key priorities and suggest strategies to advance implementation.

The process featured two primary methods of data collection: Hybrid & In-person Live “Black Talk Sessions” and a Virtual Padlet feedback option.

Both methods were widely advertised across Queen’s news outlets and networks, including student clubs, faculty and staff mailing lists.

Hybrid & In-person Live Black Talk Sessions

Black Talk Sessions

Eight Black Talk sessions were planned, with two sessions dedicated to each of the four areas of focus identified by the 2022 working groups (Black Community Representation & Inclusion; Research & Grad/Post Doc Success; Teaching, Learning & Student Success; and Community Engagement). Six sessions were ultimately held, as there was one combined session each for “Research & Graduate/Postdoctoral Success” and “Teaching, Learning & Student Success.” The Black Talk sessions lasted approximately three hours and took place from February to April (2023). Key features of these sessions included:

- High student engagement: 70% of participants were Black undergraduate and graduate students.
- Hybrid format: Sessions were hosted virtually via Zoom and in-person at on- and off-campus venues.
- Support for local Black businesses: In-person sessions featured catering from Black-owned food vendors, reflecting the Charter’s principle of mutuality.
- Intentional design: The title “Black Talk” emphasized that the process was centred on amplifying Black voices and lived experiences.

Prior to the Black Talk sessions, registered participants were sent a Qualtrics questionnaire that allowed them to pre-select which working group focus areas and proposed actions they believed should be prioritized (referred to as *pre-session prioritization*).

During the Black Talk sessions, participants engaged in further prioritization (*in-session prioritization*) by identifying which actions they considered most important. They also discussed potential strategies for implementation, highlighting anticipated challenges, barriers, and opportunities.

After the Black Talk in-session discussions, participants were given blank cue cards on which they could anonymously suggest additional actions for institutional prioritization (*cue card goals*) and share their aspirations for creating a more inclusive campus (*cue card dreams*).

Virtual Padlet Feedback

Between February 2023 and April 2024, a virtual Padlet form was available to gather feedback from Black community members who either were unable to attend live Black Talk sessions or who had additional insights to share.

The Padlet form provided folks with the opportunity to review the same proposed actions presented and discussed during the live consultation sessions.

Reviewing Proposed Goals Prioritization

During the Black Talk sessions, participants reviewed and discussed the proposed goals under each working group's focus. At the end of the sessions, participants recorded their priorities on cue cards ("goals/dreams"), which, together with the session notes, provided insight into which goals were most frequently identified as relevant and high-priority. The goals most often prioritized by participants are summarized below:

Black Community Representation & Inclusion		
#	Proposed Goals	Freq. of Prioritization
10	Establish transparent, measurable strategies for recruiting and supporting Black students	13.2%
13	Assess all safety policies, practices, etc., to ensure safety for Black people on campus	4.8%
3	Acknowledge, report on and address anti-Black racism issues as part of regular leadership decision-making	4.2%
Community Engagement		
#	Proposed Goals	Freq. of Prioritization
40	Build Black community connections to support Black career advancement (e.g. with Black career advisors, alumni mentors)	9%
43	Black community involvement in data collection and reporting re: Black community	9%
39	Support research, teaching and community engagement re: the International Decade for people of African descent	6%
42	Build partnerships with Black-led organizations	6%
Teaching, Learning & Student Success		
#	Proposed Goals	Freq. of Prioritization
35	Develop pathways to access higher education for Black students and robust wrap-around supports	5.4%

31	Support and acknowledge Black staff members' contributions to student well-being and success	3%
33	Provide scholarships and bursaries to support Black students	2.4%
Research and Grad/Post Doc Success		
#	Proposed Goals	Freq. of Prioritization
16	Redress Black underrepresentation in research grant selection and representation processes	16.7%
19	Recognize and support Black intellectual excellence	16.7%
28	Increase funding, research opportunities, mentorship and support for prospective and current Black graduate students and postdocs	16.7%

After the consultation process concluded, the top-priority goals identified through data collection were reviewed in conjunction with qualitative feedback on their potential implementation. A key theme emerging from the discussions was the overlapping and interconnected nature of goals across the working groups. For instance, Community Engagement proposed Action #40, which focused on building “Black community connections to support Black career advancement.” This action also frequently surfaced in consultations related to Black Community Representation and Teaching, Learning, and Student Success.

To more accurately capture these patterns, the Human Rights and Equity Office undertook a further analysis of the consultation data, consolidating commonalities among the priority goals. This secondary analysis resulted in the establishment of four key themes/categorizations which serve as the organizing framework for presenting the Findings and Recommendations in this report. Specifically, the following themes/categorizations emerged:

- **Black Community-Focused Black Resources**
- **Climate Survey/Data Collection (Black Data)**
- **Anti-Black Racism, Response & Resources**
- **Black Mentorship and Network Building**

Padlet Virtual Feedback

Engagement with the virtual Padlet feedback form was very limited, with only proposed goals #42, #40, and #31 being highlighted within the Padlet.

Gaps and Limitations

During the consultation process, although participation from Black faculty and staff was evident, the Black student voice was most prominent in discussions. Additionally, there was only one Black Talk session on teaching, learning, and

student success, as well as research and graduate/postdoctoral success. As a result, the experiences and desires of Black employees and graduate students may not be as accurately reflected in this report in comparison to that of undergraduate students.

FOCUS GROUP FINDINGS & SUGGESTIONS

The consultation process identified systemic barriers, priority concerns, and opportunities for advancing Black flourishing at Queen's. Participants emphasized the urgent need for institutional transformation across four interconnected areas: *Black Community-Focused Resources; Data Collection (Black Data); Anti-Black Racism, Response & Resourcing Infrastructure* and *Black Mentorship and Network Building*. Across all areas, participants stressed the importance of representation in decision-making, transparent and ethical data practices, consistent and accountable responses to anti-Black racism, and intentional mentorship pathways.

Themes	Issues/Concerns Identified	Recommendations
Black Community-Focused Resources	<ul style="list-style-type: none">• Limited Black representation across institutional systems and processes• Lack of transparency and bias concerns in decision-making (e.g., hiring, promotions, admissions)• Barriers to access and participation for Black community members	<ul style="list-style-type: none">• Conduct regular climate surveys to better understand and respond to Black experiences within institutional systems and processes• Implement targeted hiring and recruitment campaigns, accompanied by reviews of HR and student recruitment practices, and ensure they are informed by anti-Black racism and Black-focused education• Increase financial and administrative support to enhance the academic, social, and professional experiences of Black students, staff, and faculty

		<ul style="list-style-type: none"> Strengthen support for small Black-owned businesses in the Kingston community to reduce barriers in accessing university partnerships (e.g., catering, procurement opportunities)
Climate Survey/Data Collection (Black Data)	<ul style="list-style-type: none"> Lack of accurate and up-to-date data on Black students, staff, and alumni (e.g., recruitment and retention, experiential and exit surveys, professional attainment, career progression, value compensation, and wage gaps). Insufficient transparency in data collection methodologies and the absence of clear data destruction protocols. Black identity data is being folded into broader BIPOC categories, making it difficult to isolate issues specific to Black community members. 	<ul style="list-style-type: none"> Engage Black student groups (e.g., Black Clubs Caucus), Black faculty and staff groups (e.g., Employee Resource Groups), Black alumni, and Black community members in the co-design of annual demographic, experiential, and achievement data collection processes and reports. Review and enhance existing Black data collection infrastructures at Queen's, such as the Employment Equity database, to ensure alignment with best practices and greater specificity for Black-focused data. Black student exit survey
Anti-Black Racism, Response & Resources	<ul style="list-style-type: none"> Racial profiling and differential treatment by institutional processes, campus security, and local law enforcement. Lack of transparency in how faculties, departments, and units address incidents of racism, with inconsistent formal and informal 	<ul style="list-style-type: none"> Campus-wide education and capacity building initiatives to strengthen understanding of anti-Black racism and enhance both formal and informal responses, with an emphasis on addressing racial bias beyond harassment and discrimination frameworks.

	<p>responses across the institution.</p> <ul style="list-style-type: none"> Meritocracy-based stigmas that devalue or delegitimize the scholarship and contributions of Black students and employees. 	<ul style="list-style-type: none"> Systematic review of institutional mechanisms across services, operations, and decision-making processes to identify and dismantle embedded anti-Black biases.
Mentorship & Network Building	<ul style="list-style-type: none"> Insufficient formal mentorship opportunities for Black students and employees seeking academic and professional advancement/development. Restricted access to existing programs, including scholarship programs or, in the case of employees, concerns regarding the impact of racial barriers, discomforts, and assumptions limiting their pool of possible professional mentors. Challenges for incoming Black students and employees in identifying and connecting with community networks, resources, and consistent opportunities for socio-cultural engagement. 	<ul style="list-style-type: none"> Creating mentorship opportunities, programs and access pathways in partnership with Human Resources, alumni, student leaders, and local Black professionals and business owners. Establishing a centralized Queen's Black Community Caucus to connect and expand existing student and employee groups, fostering cohesion and collective advocacy. Black Peer Mentorship: Include mentorship for Black students as part of funding criteria to help ensure they receive greater financial and professional support.

Communication & Charter Coordination

Another notable insight from the consultation process relates to the communication and coordination of the Scarborough Charter at Queen's. Participants frequently described challenges in accessing information about Charter-related developments and Black-focused initiatives more broadly.

Many also noted that departments, units, students, and community groups are eager to contribute to Black community efforts but are often uncertain about where and how to engage.

To address these gaps, additional steps are recommended to establish a clear and centralized communication infrastructure that coordinates information, messaging, and actions related to the Charter, as well as other initiatives supporting Black students, staff, faculty, and community members at Queen's and across Kingston.

Proposed actions include:

- Expanding the existing Charter website to function as a central information hub.
- Partnering with Queen's central communications to develop strategies that keep the community informed about ongoing efforts and highlight opportunities to participate, leveraging diverse positionalities and access to strategic resources and audiences.

WHAT'S NEXT FOR QUEEN'S UNIVERSITY?

The Scarborough Charter Community Consultation reaffirmed Queen's commitment to promoting Black inclusion and equity, while also highlighting areas that require ongoing, strategic focus. It also indicates a need for Queen's to prioritize systemic transformation grounded in transparency, community collaboration, and sustainable resourcing. This includes strengthening existing mechanisms for accountability, enhancing data collection processes, and maintaining continuous engagement with Black students, staff, faculty, alumni, and community partners.

Recommendations

Building on these insights, the following steps are recommended to advance the implementation of the Scarborough Charter at Queen's:

1. *Establish a Scarborough Charter Implementation Steering Committee*
Form a steering body responsible for monitoring the implementation of the institutional plan, engage in frequent dialogue in respect to the University's progress on the Scarborough Charter, and producing annual public updates on key performance indicators. This steering committee could be a sub council within UCARE.
2. *Develop a Scarborough Charter Institutional Plan*
Develop a university-wide plan that outlines clear goals, realistic timelines, measurable performance indicators, and effective accountability mechanisms, all aligned with the Charter's principles.

3. Launch a Centralized Communication Hub

Develop a Queen's-wide Scarborough Charter website and internal communication strategy to coordinate initiatives, share updates, and highlight opportunities for engagement across faculties, departments, and community networks.

Conclusion

The consultation process has highlighted both the depth of Queen's commitment and the scope of work still required to fully realize the principles of the Scarborough Charter. Moving forward, success will depend on consistent leadership accountability, transparent communication, and meaningful collaboration with Black students, faculty, staff, alumni, and community partners. By transforming the findings of this report into an actionable institutional plan, supported by clear benchmarks and continuous dialogue, Queen's has the opportunity to position itself as a national leader in advancing Black flourishing and institutional accountability in higher education.

Appendix

Queen's University Working Groups Community Consultation

Proposed Goals

Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education

GOALS: Black Community Representation and Inclusion

- 1 Diversify representation in all governance
- 2 Mentor, encourage, and sponsor Black faculty and staff as they advance into (senior) leadership roles
- 3 Acknowledge, report on and address anti-Black racism issues as part of regular leadership decision making
- 4 Collaborate and consult Black faculty, staff and student associations as part of regular leadership decision making
- 5 Review and revise dispute resolution processes and disciplinary processes to ensure they are effective at redressing anti-Black racism (especially important for the most vulnerable and precarious staff and faculty)
- 6 Collect disaggregated data on underrepresentation of Black faculty, students and staff (including domestic/international breakdowns)
 - Ensure that data collection is ethical and able to support evidence-based equity decision making (4.1)
 - Ensure that data collection is not racially biased (e.g. through use of AI technology)
 - Partner with other SC signatories, Statistics Canada, etc. on data sharing and trend mapping where possible
- 7 Eliminate representation gaps using defined targets and cluster hires
- 8 Establish transparent, measurable strategies to retain Black faculty, including spousal hires
- 9 Establish transparent, measurable strategies for recruiting and supporting career progression of all Black staff (managerial, administrative, support)
- 10 Establish transparent, measurable strategies for recruiting and supporting Black students
- 11 Identify and redress wage discrimination and occupational segregation
- 12 Conduct climate surveys that take needs of Black faculty, staff and students into account
- 13 Assess all safety policies, practices, etc. to ensure safety for Black people on campus
- 14 Provide anti-Black racism training for everyone; develop anti-racism/Black inclusion performance expectations
- 15 Establish senior administration office dedicated to redressing racism across the university re: academic affairs, human resources, student life and learning



Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education



GOALS: Research and Grad/Post-Doc Success

- 16 Redress Black underrepresentation in research grant selection and representation processes
- 17 Build support, mentorship, and sponsorship practices for Black faculty
- 18 Support and encourage Black faculty into positions of research leadership
- 19 Recognize and support Black intellectual excellence
- 20 Support research clusters that enable Black (intersectional) intellectual excellence
- 21 Promote and encourage Black studies programs
- 22 Increase Black researcher participation in research teams, chairs, and fellowships, visiting lectureships, etc.
- 23 Increase Black staff participation in support of research development, management, implementation, recognition
- 24 Ensure research with Black communities is ethical, co-constructed, and transparent
- 25 Collaborate with Tri-Council on research guidelines for working with Black communities
- 26 Collect data on Black researcher representation (on research teams, grant awards, chairs, etc.)
- 27 Recognize research contributions to Black flourishing, inclusive excellence, etc.
- 28 Increase funding, research opportunities, mentorship, and support for prospective and current Black graduate students and post-docs





Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education



GOALS: Teaching and Learning & Student Success

- 29 Develop accessible spaces and naming processes that foster Black belonging, knowledge development and sharing
- 30 Include Black student leadership in academic program, teaching and learning development
- 31 Support and acknowledge Black staff members' contributions to student well-being and success
- 32 Promote curricular development across disciplines and broadens canons to include Black expertise and knowledges
- 33 Provide scholarships, bursaries to support Black students.
- 34 Build grade school, university and college outreach programs [to attract future Black researchers]
- 35 Develop pathways to access higher education for Black students and robust wrap around supports
- 36 Adopt policies and practices of inclusion to create harassment free learning environments
- 37 Create robust reporting mechanisms to assess teaching and learning contributions to recognize Black flourishing, inclusive excellence and mutuality





Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education



GOALS: Community Engagement

38

Commission community/academic task force to independently study slavery, colonialism and recommend measures re: inclusive higher education

39

Support research, teaching and community engagement re: the International Decade

40

Build Black community connections to support Black career advancement (e.g. with Black career advisors, alumni mentors...)

41

Require Black community impact assessments with respect to procurement, restructuring

42

Build partnerships with Black-led organizations

43

Black community involvement in data collection and reporting re: Black community

44

Connect with professional orders and regulatory bodies to assess admission and career progression of Black graduates

