MINUTES

Meeting:	University Council on Anti-Racism and Equity (UCARE)	Date & Time:	Monday, January 21, 2019 5:00 pm – 6:30 pm
Location:	Room 202, Robert Sutherland Hall		
Co-Chairs:	Liying Cheng and Aba Mortley		
Members Present:	• Alana Butler (Elected – Faculty, Faculty of Education) • Yolande Chan (ex Officio – Provost's Delegate) • Liying Cheng (Elected – Faculty, Faculty of Education) • Afsheen Chowdhury (Elected – AMS Student) • Yolande Davidson (Elected – Alumna and Community Member) • Yasmine Djerbal (Elected – Graduate/Professional Student) • Myriam-Morenike Djossou (ex Officio – AMS Commissioner of Social Issues) • Setareh Ghahari (Elected – Faculty, School of Rehabilitation Therapy) • Richelle Ignatius (Elected – AMS Student)		• Adriana Lopez Villalobos (Elected – Staff, Queen's Biological Station) • Aba Mortley (Elected – Alumna and Community Member) • Mona Rahman (Elected – Staff, Office of the Vice-Principal Research) • Teri Shearer (ex Officio – Principal's Delegate) • Stephanie Simpson (ex Officio – Associate Vice-Principal (Human Rights, Equity and Inclusion) • Ann Tierney (ex Officio – Vice-Provost & Dean Student Affairs) • Nathan Utioh (Elected – Staff, Residence Life)
Regrets:	• Catrina Mavrigianakis (ex Officio – SGPS Equity & Diversity Commissioner)		
Guests	• Erin Clow (Education & Communication Advisor, Equity and Human Rights Offices)		• Lavie Williams (Inclusive & Anti-Racism Advisor, Human Rights Office)

Before the meeting was called to order, Liying Cheng acknowledged Queen's University's presence on the traditional lands of the Haudenosaunee and Anishnaabe.

Discussion Item
1. **Approval of the Agenda**   **It was moved by Yasmine Djerbal, seconded by Yolande Chan, and agreed to adopt the Agenda as circulated.**
2. **Approval of the Minutes of October 15, 2018**   **It was moved by Mona Rahman, seconded by Afsheen Chowdhury, and agreed to approve the Minutes of October 15, 2018 as circulated.**
3. **Co-Chairs' Remarks**   The Co-Chairs welcomed everyone to the first public UCARE meeting for 2019. It was noted that Yolande Davidson was participating via teleconference. The following items were addressed:

<u>Congratulations to Stephanie Simpson</u>
Congratulations were extended to Stephanie Simpson on being named Queen's first Associate Vice-Principal (Human Rights, Equity and Inclusion) as of November 1, 2018. Establishment of this new senior administrative position was recommended in the PICRDI report and reflects Queen's commitment to equity and inclusion. In her new role, Stephanie Simpson will be instrumental in ensuring that PICRDI recommendations are addressed. She will also introduce additional equity and inclusion initiatives that align with the needs of the University community.

Inclusive Community Fund
UCARE members were reminded that the Deputy Provost (Academic Operations and Inclusion) established the *Inclusive Community Fund* in 2018. The purpose of the $50K fund is to support members of the Queen's community who wished to host programs, events, initiatives or projects that serve to promote a more inter-culturally informed, tolerant and inclusive campus community. More information about the fund can be found on the [Inclusive Queen's website](#).

4. **Equity, Diversity and Inclusion Training**
   Stephanie Simpson, Associate Vice-Principal (Human Rights, Equity and Inclusion) and Erin Clow, Education and Communication Advisor (Equity and Human Rights Offices) were invited to make a presentation on equity, diversity and inclusion training offered by the Equity and Human Rights Offices. Stephanie Simpson introduced the topic and noted that training is a major theme for action in the PICRDI report. The 2017 release of the Truth and Reconciliation Commission Task Force Final Report also called for improved training in the area of Indigenous cultural awareness. Consequently, the Equity and Human Rights Offices have experienced a substantially increase in training demands from all sectors of the University. To accommodate this increase, a dedicated staff position was created to meet the educational and communication needs of the University community

   Using a PowerPoint presentation (see Attachment A) Erin Clow provided a broad overview of the student, staff and faculty training programs offered by the Human Rights and Equity Offices. It was noted that in August 2018 the Division of Student Affairs and the Equity Office collaborated on a new training initiative for Orientation Week leaders. Building on the success of this initiative online training modules are being developed to augment the in-person sessions. Steps are also being taken to expand student participation to include tour guides, student success mentors, dons and bystander intervention teams.

   In January 2018, a new diversity and inclusion staff team learning program pilot was launched for staff in Advancement. It is delivered in a blend format, i.e. interactive online courses and in-person classes designed to facilitate the building of a community of practice among staff. This program takes nine weeks to complete and addresses issues such as privilege and bias, race and racism and oppression. A second pilot will be launched in February 2019 with the staff in the Division of Student Affairs.

   The presentation continued with an overview of diversity and inclusion training for faculty and senior administrators. In collaboration with the Centre for Teaching and Learning (CTL) and the University of British Columbia (UBC) a pilot project was launched in the winter of 2018. This training is delivered in a blended format and work continues, both at Queen's and UBC, on developing online modules that address a number of themes including decolonization. In closing, Erin Clow confirmed that diversity and inclusion training is mandatory for senior administrators (including the Principal and Vice-Principals) and staff whose positions are graded at ten or above.

In response to a question, Erin Clow explained that the content of each training unit is developed, in part, by guidance the Human Rights and Equity Offices receive from the particular community. As suggested by Liying Cheng, consideration will be given to developing foundational content for all training and then customizing the subject matter to suit the audience.

5. **Sub-Council Updates**

Centre for Racial Equity and Social Justice

Teri Shearer reported that the University has identified 140 Stuart Street ("The Cottage") as a temporary space to house student groups working to advance social justice, equity, diversity, anti-racism and inclusion. This location includes a kitchen, an accessibility ramp and washroom on the first floor, offices and shared social space. Capacity will be dictated by the needs of the student clubs and every effort will be made to accommodate as many interested groups as possible. The space will be controlled by the University and there will be funds available to clubs to help with moving costs. In response to a question, Teri Shearer stated that the University will continue to look for a permanent space for clubs whose mandates promote equity and inclusion. "The Cottage" will not be ruled out as a potential choice depending on whether or not it meets all the needs of users. In the near future, expressions of interest will be solicited by the Office of the Provost and Vice-Principal (Academic), from both undergraduate and graduate sanctioned clubs interested in using the space. A UCARE sub-council will be struck to help prioritize the expressions of interest. The target date for move-in is March 2019.

Community Consultation and Outreach

Nathan Utioh, chair of the Community Consultation and Outreach sub-council, provided an update on the activities of the group. Based on concerns raised at earlier meetings, the sub-council is working on a two-pronged communication strategy. The first prong will be circulating an online survey to key stakeholders (students, staff and faculty) to gather their concerns and thoughts. The first draft of the survey is complete and a distribution strategy is being developed. Depending on the results of the survey, the second prong will be to organize public forums/focus groups so that more targeted discussions can take place. To date the AMS has agreed to help distribute information which will also be posted in the Inclusive Queen's newsletter. The sub-council also intends to reach out to faculty societies and their social affairs representatives/commissioners. One of the Community Consultation and Outreach sub-council's goals is to present a tangible communication plan to UCARE at its April 1st public meeting.

Governance and Nominating Sub-Council

Teri Shearer reported that a call for nominations for three upcoming vacancies (1 undergraduate student; 1 graduate/professional student; and 1 faculty) will be made by February 1st. Members were encouraged to "spread the word" about the opportunity to serve on UCARE. Terms begin September 1, 2019.

Teri Shearer noted that the following current members had agreed to renew their membership for an additional two-year term as outlined in UCARE's terms of reference: Yolande Davidson (Alumni/Community Member), Alana Butler (Faculty Member) and Nathan Utioh (Staff Member).

In addition to the general election, an invitation to nominate candidates for the position of co-chair will be circulated to UCARE members in the near future. All positions have start dates of September 1, 2019.

In closing, Teri Shearer noted that the Governance and Nominating Sub-Council has a vacancy. Interested UCARE members should contact the secretary at ucare@queensu.ca . The peak time for nominating business is March. Yasmine Djerbal and Adriana Lopez Villalobos were thanked for their continued service on the sub-council.

Orientation Week
Using a PowerPoint presentation (see Attachment B), Myriam Djossou updated UCARE on the work of the Orientation Week Sub-Council. The framework for the group was outlined and members were reminded that the PICRDI report referred to Orientation Week in a number of recommendations (1, 10, 13 and 25). To date, the sub-council has consulted with a number of key stakeholders including the campus activities commissioner, the outgoing and incoming Orientation Roundtable (ORT) leadership, the student experience office, the University Secretariat and the co-chair and secretary of the Senate Orientation Review Board (SOARB). Myriam Djossou reported that SOARB's terms of reference and their policy manual is under review and that there is an expectation that UCARE will be consulted during this process. Another concern surrounding SOARB is their current evaluation tool used to assess orientation events. During conversations with key stakeholders it was revealed that SOARB members have no formal training on how to evaluate an event nor are they required to stay for the duration of the activity. In closing, Myriam Djossou stated that the sub-council is waiting for the release of the data from the 2018 orientation week survey and will continue to monitor the implementation of the PICRDI recommendations associated with Orientation Week.

Equity Training and Education
Referring to a chart (see Attachment C) outlining a number of PICRDI recommendations relating to training and education, Stephanie Simpson provided a status report on accomplishments to date. It was noted that there are many activities across campus that are addressing diversity, equity and inclusion. Stephanie Simpson highlighted the following: the Division of Student Affairs "Queen's Reads" program; revisions to the Queen's Learning Outcomes Framework; employment equity training for student leaders intended to improve their hiring practices; senior leadership training; faculty training to build capacity in intercultural competence, equity and inclusion; diversity guidance for Renewal Tenure and Promotion (RTP) processes; new faculty orientation; and, additional resources for the Centre for Teaching and Learning.

Outstanding training recommendations that have not yet been fully addressed include: stand-alone anti-racism/equity mandatory training for all first year students; a three-year plan for delivering mandatory equity training for all employees; specific mentoring training to guide junior staff; and, an educational scan and competency framework. Stephanie Simpson concluded her presentation by stating that the Equity/Human Rights offices will continue to monitor progress in the areas of equity training and education.

6. **Questions and Answer Period**
The meeting continued with a fifteen minute Question and Answer period opened to all attendees. The issue of communication between the administration and students was raised. To engage more students, it was suggested that all forms of communications (web sites, Twitter, Facebook, newsletters, publications, etc.) be utilized.

It was also suggested that the university develop a suite of diversity, equity, anti-racism and inclusion courses/modules that could be delivered online, in a blended format or face-to-face to educate all students, staff and faculty about these issues. Individuals should have the ability to track their progress and select which courses/modules they would like to register for.

7. **Other Business**

Mona Rahman announced that Queen's University Muslim Students' Association (QUMSA) were currently hosting an Islam awareness week which includes daily events and a lecture on Islamophobia in Canada on Friday, January 25th in Dunning auditorium. All are welcome.

UCARE members were reminded of the in-camera meeting scheduled for Monday, March 4th at 4:30 p.m. in Room 340 Richardson Hall. The closed meeting will serve as a follow-up to UCARE's priority list created at the September 2018 session at Queen's Executive Decision Making Centre.

There being no Other Business the meeting adjourned at 6:24 p.m.

Next Public Meeting: Monday, April 1, 2019, Room 202 Robert Sutherland Hall, 5:00 – 6:30 p.m.

Attachment A

Slide 1

How inclusive is our curriculum?

Seeking input on DRAFT REVISIONS to the

Queen's Learning Outcomes Framework

UCARE Meeting, October 15, 2018

Slide 4

The Vision for Diverse and Inclusive Learning at Queen's

Among Queen's highest aspirations is achieving an authentically inclusive learning experience for students, where historically underrepresented identities, experiences and perspectives are reflected in the curriculum, and where inclusive pedagogies and universal design enable access for all students across race, ethnicity, gender identity, gender expression, sexual orientation and ability.

Slide 2

Background

- The **Queen's Learning Outcomes Framework** was approved by Senate in April 2016.
- The Principal's Implementation Committee on Racism, Diversity and Inclusion (PICRDI) recommended revising the Queen's Learning Outcomes Framework (QLOF) to **create a more diverse and inclusive curriculum** and to ensure that all students at Queen's see themselves reflected in their learning.
- The Strategic Documents Renewal Working Group was tasked with revising the QLOF in light of PICRDI and the Final Report of the TRC Task Force.

Slide 5

Queen's has played an important role in creating, disseminating and preserving knowledge, and it is also incumbent upon the university to question assumptions about which knowledges are included in the curriculum and which ones are absent or underrepresented. We are committed to recognizing hidden bias in our pursuit of evidence, acknowledging our colonial history and respecting traditional Indigenous knowledge and ways of knowing. For these reasons, the Framework emphasizes the importance of including multiple forms and sources of knowledge and opportunities to enhance intercultural competence.

Slide 3

What is the Queen's Learning Outcomes Framework?

The **Queen's Learning Outcomes Framework** (QLOF) is both foundational and aspirational. It encompasses Queen's core values and presents ambitious challenges. It is a blueprint for students, staff and faculty to plan, document and collate the richness of the student learning experience at Queen's.

Slide 6

Themes of the QLOF

- Integrity
- Knowledge and Intellectual Capacities
- Research-Focused | Practice-Oriented
- Personal and Interpersonal Capacities
- Social Responsibility and Community Engagement

Questions for consideration

- The Queen's Learning Outcomes Framework is being revised to reflect the University's goals for Equity Diversity, Inclusion, and Indigeneity (EDII). Does the revised version support these goals?
- Do you have any suggestions to improve the Queen's Learning Outcomes Framework with respect to the revisions regarding EDII?
- Can you suggest ways to support the adoption of the Framework?

Please e-mail any additional comments or suggestions to **vptl@queensu.ca**

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Committee Membership

Lee Airton	Faculty of Education
Sue Fostaty Young	Centre for Teaching and Learning
Jan Hill	Office of Indigenous Intiatives
Atul Jaiswal	Graduate Representative, School of Rehabilitation Therapy
Julia Gollner	AMS, Academic Affairs Commissioner
Jill Scott	Vice-Provost (Teaching and Learning)
Stephanie Simpson	Human Rights Office
Scott Yam	Department of Electrical and Computing Engineering

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Attachment B

Initiatives to Promote Equity, Diversity and Inclusivity

Division of Student Affairs

UCARE October 15, 2018
Ann Tierney, Vice-Provost and Dean of Student Affairs

Longstanding Initiatives

- Local/area youth outreach through Four Directions;
- Indigenous Admissions policy established in 2011 to increase access to education;
- First-year welcome and early move in for Indigenous students;
- Consideration given to new and existing spaces in design, namings, reallocations (4D, QUIC, Brant Hall atrium);
- Incorporation of land acknowledgement in convocation and at special events, conferences, etc.;
- Gifting of Creation Blanket to graduating Indigenous students.

Division of Student Affairs (DSA)

- Athletics and Recreation
- Housing and Ancillary Services (Residences, Events and Hospitality Services)
- Office of the University Registrar (incl. Financial Aid)
- Student Life and Learning (QUIC, 4Directions, SEO, SASS)
- Support Services and Community Relations (Faith and Spiritual Life, Student Conduct, Students of Concern)
- Student Wellness Services (Health, Counselling and Accessibility Services, Health Promotion)
- Undergraduate Admission and Recruitment
- Career Services

Longstanding Initiatives

- Longstanding relationship with local and GTA-based Pathways To Education (outreach programs, on-campus initiatives) increasing access for low income and racialized students;
- QUIC programs and services include immigration support, orientation and transition programs for international students;
- Targeted international recruitment: incoming undergraduate class = 12%; graduate population = 24%;
- Cross cultural counsellor position in Student Wellness Services;
- *Q success* year-long peer mentoring program supporting underrepresented student groups (first generation, Indigenous, international and students with disabilities).

Longstanding Initiatives

- Equity Inclusion and Diversity (EDI) are foundational values in every department and office in Student Affairs. We serve and support equity-seeing student groups through all services and with specific programs and services through:
  - QUIC (international student centre)
  - Four Directions Indigenous student Centre
- We also coordinate several policies that address inequity:
  - Extenuating circumstances
  - Academic Accommodations for Students with Disabilities
  - Sexual Violence
  - Student Conduct

New initiatives

Outreach and Recruitment:

- Creation of the first generation admission policy to expand access through alternate admission criteria;
- Addition of dedicated GTA-based recruitment position to team focusing on underrepresented student populations;
- Enhanced scholarships and awards for underrepresented students (racialized, first generation and Indigenous);
- Financial support for Pathways students to attend campus and SOAR, based on feedback from the community.

New initiatives

Student Supports:

- – Implementing orientation working group review recommendations including:
  - • Development of equity training for student leaders with Human Rights office, delivered online and in person to over 1,200 student leaders in 12 sessions;
  - • Coordinated equity hiring training for student associations;
  - • Worked with Human Rights Office to revamp the first year orientation survey.
- – *We Are All Gaels* video -Athletics and Recreation;
- – New Equity Diversity Inclusion Coordinator position in Student Affairs
- – Intercultural Academic Support Coordinator hired to provide tailored academic support for international students;
- – Introduced Swipe It Forward to help address food insecurity for students experiencing financial difficulties.

Other

- - DSA, through QUIC and Four Directions, offers cultural awareness, cultural competency, cultural safety and KAIROS Blanket training to hundreds of staff, faculty and students each year;
- - DEAP: three units have started or completed the first round of using the tool;
- - Engaged in equity hiring process;
- - EDI has been a focus of staff professional development, including our annual town halls and annual goal setting processes;
- - EDI statement and communications/visibility;
- - Website for students and staff in development that provides additional resources, training and awareness tools that they can use or access in their roles;
- - Regular review of policies and procedures.

New initiatives

Student Supports:

- – Expanded *Queen's Cares* service learning spring break trips to include international experiences;
- – Introduced *Queen's Reads* as a community engagement program focused on EDI; this year's book is *Scarborough* which explores intersectional themes of race, identity and poverty;
- – Established *EDI Impact Award* for individuals or groups who have demonstrated their commitment to EDI principles through contributions to making Queen's a more inclusive campus;
- – Inclusion of wellness, accessibility and nutrition consultations at SOAR;
- – Targeted outreach from Career Services to equity-seeking students;
- – New Examination Centre in Mitchell Hall to help ease process for centrally accommodated exams.

New initiatives

Preparation for graduation and workforce:

- - Career Services has increased support to international and Indigenous students including monthly drop-in Career Advising at QUIC and Four Directions, customized workshops for international students, and connecting students to alumni with international experiences;
- - Career Services is piloting a Canadian Workplace workshop for international students in Queen's University Internship Program;
- - *QYourFuture*: one day career development workshop for International Students piloted in 2017-18;
- - Student volunteer and staff positions all require equity training and often ongoing PD related to Equity, Diversity and Inclusivity.

Questions?
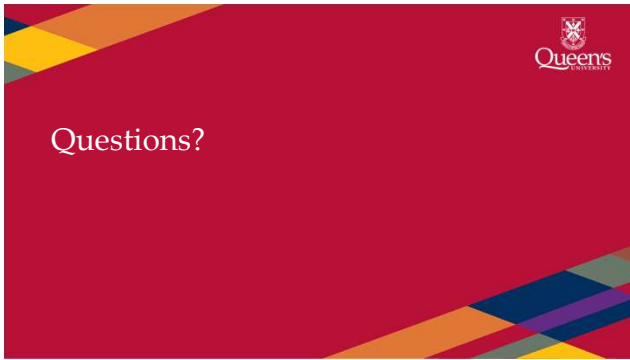
PICRDI RECOMMENDATIONS BY THEME (to be referenced in conjunction with full PICRDI report recommendations Appendix A)

Recommendation	#	Notes	Accountability	Oversight	Deadline	Theme	Status
Analyze data regarding orientation activities	R10	-analyze data collected regarding incidents in Orientation Week. Rework Orientation Survey, with consultation from the Equity Office, and make easily accessible. The Equity Office should also be the lead partner in analyzing the data from the Orientation Survey. The data should be centrally held by the Office of Institutional Research and Planning. This should be planned for Orientation Week starting in September 2018.	DSA, HR&E, IRP	Deputy Provost, Principal	Sep-18	DATA ANALYSIS AND REPORTING	
Improved data collection regarding orientation experiences	R10	-review of Orientation timing, structures, planning and execution through a more specialized and appropriately resourced advisory committee to ensure equity is considered. Required representation from Human Rights/Equity Office on SOARB to advocate for equity and inclusion during Orientation Week.	DSA, Secretariat	Deputy Provost, Principal	Immediately	DATA ANALYSIS AND REPORTING	Being done
Mandatory training for student orientation and residence leaders	R10	-Orientation Week must include mandatory and university-led training for all student leaders, and orientation sessions, for all first-year students, to introduce issues of anti-racism, anti-oppression, equity, and inclusion.	DSA, HR&E	Deputy Provost	Sep-18	TRAINING AND EDUCATION	Student Affairs and HRO/EO collaborated on the design and delivery of the Leading, Including and Transforming (LIT) modules for orientation leaders including a "train the trainer" component. DSA "Queen' Reads" program for the last two years has featured novels and related programming on racism and decolonization. Orientation leaders also doing employment equity training to help choose future leaders - collaboration between AMS, DSA and HR/EO. Outstanding: stand-alone anti-racism/equity mandatory training for all 1st year students (though concepts being introduced through voluntary sessions offered by the AMS Social Issues Commission and some residence life staff).
Incorporation of equity and inclusion in core competencies in performance dialogue process for staff	R11	-competency framework (R17) should be used to inform training options available. A pragmatic plan for delivering training to all employees, over a reasonable time period (three years), should be developed and executed. The initial year-one programming should be piloted and refined before being rolled out in subsequent years.	HR&E			CULTURE AND CLIMATE AT QUEEN'S	VP (Teaching and Learning) has completed Learning Outcomes Framework. "Competency framework" and plan for students, staff and faculty not yet developed. In 2018/19 HRO/EO working on online educational development with new E-Learning Developer (so do not have a new HRO/EO "training unit" per se, but the work is getting done by dedicated staff). HRO/EO piloting team learning modules on inclusivity and bias within OnQ learning system. Being reviewed based on feedback and new pilot to begin with DSA this term. Outstanding: mandatory Diversity to Inclusivity anti-racism course as a core course for the certificate - D2I program going through comprehensive review and this recommendation will be incorporated. Outstanding: mandatory training for all employees for equity though there is a 45 minute intro to equity for new employees.
Mandatory equity training for senior officers, deans, department heads, Board of Trustee members	R11	-Human Rights Office should be expanded to include a new unit to focus on providing education and training, with appropriate staffing and budget, to strengthen HRO's current mandate of education.	Deputy Provost	Provost		TRAINING AND EDUCATION	HR/EO providing education training with appropriate staff. Now have full time Education and Communication Advisor and an E-learning Specialist. In 2018/19: working on online educational development. All senior levels being trained on issues of race and racism in post secondary. Approximately 180 senior admin have been trained (e.g. AVP, Deans, Principal and Vice Provost). Ongoing through Senior Leadership.
Training for Faculty: Building capacity in intercultural competence, equity, and inclusion	R11	-engage QUFA in discussions regarding the expansion of mandatory training under the Collective Agreement. Training could be expanded to include modules related to intercultural competence, diversity, and inclusion. -Under the QUFA Collective Agreement, equity training is already mandatory for QUFA members, in order to serve on any appointments committee or RTP committee. -HRO training unit should develop a series of training modules, for both online and in- person delivery, in conjunction with the Centre for Teaching and Learning, and with the approval of QUFA, PSAC, USW, CUPE, and other unionized employee groups at Queen's, to build capacity amongst employees, including faculty members, with respect to intercultural competence, equity, and inclusion.	FR	Deputy Provost		TRAINING AND EDUCATION	No discussions yet with unions with respect to mandatory training. Voluntary training modules on equity, inclusion and decolonization being developed by CTL and HR/EO in collaboration with UBC.

Recommendation	#	Notes	Accountability	Oversight	Deadline	Theme	Status
HR Learning Catalogue program revisions	R11	-training that is currently being offered by Human Resources, "From Diversity to Inclusion in the Workplace Certificate", should have the anti-racism course as a core course.	HR	VPF		TRAINING AND EDUCATION	
Mandatory equity training for staff	R11	The amount and scope of training should be aligned with career progression, and there should be choice. (In addition supervisors should be trained to mentor junior employees, with respect to issues of anti-racism, diversity, and inclusion in the various contexts relevant to their job descriptions and roles.)	HR, HR&E	Deputy Provost		TRAINING AND EDUCATION	No specific training yet re: how to mentor/guide junior staff re: equity issues
Review diversity of all major governance bodies	R14	- diversity of all major governance bodies and decision-making committees within each unit (e.g. Renewal, Tenure, and Promotion (RTP) committees, appointment committees) should be tracked and reported. Increased diversity should be sought without burdening racialized faculty, staff, and students. -lack of diversity on the Board of Trustees should be remedied by further recruitment of racialized, non-alumni as Trustees.	Secretariat	Principal	Immediately	DATA ANALYSIS AND REPORTING	All senior levels to be trained. Senior Admin have been trained (e.g. AVP, Deans, Principal and Vice Provost). Ongoing through Senior Leadership. Board of Trustees not done yet
Revise Learning Outcomes Framework to explicitly address issues of racism, equity, social justice, and inclusion	R16	- The revisions to the framework must be formulated through broad consultation, particularly with faculty members and other experts in in the fields of anti- racism, anti-oppression, and decolonization, as well as racialized students and student groups.	VP T&L	Provost	Apr-18	TRAINING AND EDUCATION	Revised Learning Outcomes Framework has been completed - Approval by Senate expected February 2019.
Establishment of a Curriculum Diversity Plan	R16	see R16	VP T&L	Provost		TRAINING AND EDUCATION	Outstanding
Additional resources in the Centre for Teaching and Learning	R16		VP T&L			TRAINING AND EDUCATION	CTL has hired Educational Developer Indigenous Curriculum and Ways of Knowing. Has instituted learning series on decolonizing the classroom and curriculum.
Develop a competency framework for all students, staff and faculty with respect to equity, anti-racism, and anti-oppression	R17	-What core competencies do we expect all our students, staff, and faculty to have with respect to equity, anti-racism, and anti- oppression? -Staff should be required to complete a mandatory online training module, supplemented by a selection of opt-in workshops to develop skills/competencies. -HRO/EO should deliver a session during the existing staff and faculty onboarding process to ensure broad awareness of expectations, rights, and responsibilities. -for staff, core competencies around equity and inclusion should be built into the performance dialogue process, as an expectation that they are trained and competent in areas such as human rights, equity, cultural safety, intercultural competence, anti-racism, and anti-oppression	HR	VPF		TRAINING AND EDUCATION	Mandatory Staff Training: Human rights 101 training offered as part of the AODA training suite. Outstanding: competency framework for staff, students, faculty. HRO/EO in discussion with HR about PDP core competencies Outstanding: educational scan and competency framework.
Incorporate diversity guidance for Renewal, Tenure, and Promotion into New Faculty Orientation sessions	R24	-incorporate diversity guidance for Renewal, Tenure, and Promotion into New Faculty Orientation sessions, as well as Heads Orientation sessions, with the involvement of QUFA in those portions of the sessions that deal with this issue.	FR	Deputy Provost		TRAINING AND EDUCATION	Deputy Provost and AVP Equity highlight issues of diversity and human rights when speakng to Heads.