

MINUTES

Provost and Vice-Principal (Academic)

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| Meeting: | University Council on Anti-Racism and Equity (UCARE) | Date & Time: | Monday, October 15, 2018 5:00 pm – 6:30 pm |
| Location: | Room 202 Robert Sutherland Hall | | |
| Co-Chairs: | Aba Mortley and Mona Rahman (Designate Co-Chair) | | |
| Members Present: | <ul style="list-style-type: none"> • 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) | <ul style="list-style-type: none"> • Adriana Lopez Villalobos (Elected Staff – Queen’s University Biology Station) • Aba Mortley (Elected – Alumna and Community Member) • Teri Shearer (ex Officio – Principal’s Delegate) • Ann Tierney (ex Officio – Vice-Provost & Dean Student Affairs) • Nathan Utioh (Elected Staff – Residence Life) | |
| Regrets | <ul style="list-style-type: none"> • Alana Butler (Elected – Faculty, Faculty of Education) • Yolande Chan (ex Officio – Provost’s Delegate) • Liying Cheng (Elected – Faculty, Faculty of Education) | <ul style="list-style-type: none"> • Catrina Mavrigianakis (ex Officio – SGPS Equity & Diversity Commissioner) • Stephanie Simpson (ex Officio – Executive Director (Human Rights & Equity Offices) & University Advisor on Equity and Human Rights) | |
| Guest | Jill Scott, Vice-Provost (Teaching and Learning) | | |

Before the meeting was called to order, Mona Rahman 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 Mona Rahman, seconded by Yasmine Djerbal, and agreed to adopt the Agenda as circulated.

2. Approval of the Minutes of May 31, 2018

It was moved by Mona Rahman, seconded by Nathan Utioh, and agreed to approve the Minutes of May 31, 2018 as circulated.

3. Co-Chair's Remarks

Aba Mortley welcomed everyone to the first public UCARE meeting for the 2018-2019 academic year. She thanked Mona Rahman for stepping-in as Co-Chair for this evening meeting as Dr. Liying Cheng was unable to attend as she is away in Japan on university business. The following items were reported on:

Inclusive Queen's Website

The "Inclusive Queen's Website" was launched in late August and provides information on resources, training and support services to help all members of the Queen's community feel welcome. In addition to launching the website, the Office of the Provost and University Relations will continue to collaborate on efforts to raise awareness about inclusivity initiatives and resources on campus, as well as to communicate the university's progress in implementing the PICRDI recommendations. In addition, the Office of Indigenous Initiatives and University Relations are also working on a website focusing on Indigenous initiatives and reconciliation at Queen's. It is hoped that this new website will be launch this academic year. UCARE will continued to be updated on these initiatives.

Visioning Session

Aba Mortley reported that UCARE members took part in a strategy workshop on September 24th at the Queen's Executive Decision Centre. The purpose of the session was to identify key elements of a vision, mission and strategic priorities and initiatives for UCARE. By the end of the session members had agreed upon seven long term strategic objectives that UCARE will have contributed to:

1. Establishment of the *Centre for Racial Equity and Social Justice*
2. Completely inclusive orientation for first-years
3. A curriculum that reflects more diverse perspectives
4. Increased diversity on campus
5. More racialized leaders within governing bodies and administration
6. Establishment of basic principles on campus to foster a culture of inclusion and mutual respect
7. Implementation of the PICRDI recommendations

And, five short term objectives that UCARE will have contributed to:

1. Review actions and progress to date re: PICRDI (identify gaps, make recommendations for any additional actions & determine metrics for assessing progress)
2. Improved communications with the wider community (provide advice to Queen's communication department on suggested changes to portal, and communication strategy)
3. Orientation week (obtain and review data from central administration re 2018 orientation week. Provide advice on recommendations on ways to improve future orientation weeks)
4. Plans for the *Centre for Racial Equity and Social Justice* (work with Deputy Provost and Human Rights Office to build a case that highlights the urgency for the *Centre*. Be a conduit for groups on campus that supports this case)
5. Training and orientation on diversity (ensure that training exists, identify gaps, identify who should be receiving training)

There were no comments or questions about the Co-Chairs' report.

4. Revisions to the *Queen's Learning Outcomes Framework* – Presentation by Dr. Jill Scott, Vice-Provost (Teaching and Learning)

Mona Rahman welcomed Jill Scott, Vice-Provost (Teaching and Learning) to the meeting. In light of the PICRDI report and the Final Report of the Truth and Reconciliation Committee Task Force, the *Queen's Learning Outcomes Framework (QLOF)* is being revised to assist with the creation of a more diverse and inclusive curriculum and to ensure that all students at Queen's see themselves reflected in their learning. As part of a university-wide consultation process, Jill Scott attended UCARE to gather feedback on the proposed changes.

Using a PowerPoint presentation (see attached Appendix A) Jill Scott provided background on the original creation of the *QLOF* and stated that the framework is both foundational and aspirational. It was noted that the *QLOF* is meant to guide the development of learning outcomes in courses and programs and at the same time align with existing program-level outcomes and accreditation requirements. Jill Scott spoke to the vision for diverse and inclusive learning at Queen's which includes pedagogies and universal design that enables access for all students across race, ethnicity, gender identity, gender expression, sexual orientation and ability.

Participants were asked to break into small groups to discuss the following three questions:

1. 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?
2. Do you have any suggestions to improve the *Queen's Learning Outcomes Framework* with respect to the revisions regarding EDII?
3. Can you suggest ways to support the adoption of the *Framework*?

After small group discussion, UCARE reconvened in plenary to provide feedback on the revised *QLOF*. The following highlights were recorded:

- The *QLOF* is too broad and the language is vague. In order to be effective, definitions and examples should be added. Jill Scott replied that once the revisions to the Framework are approved, an implementation committee will be established to create supplementary documents, modules and guides to assist people with integrating the outcomes;
- The introduction refers to recognizing hidden biases. Members pondered on how the university will identify biases and how will it address them;
- In order to get "buy in" the *QLOF* should be integrated into our academic processes (e.g. approval of new courses, modification of existing courses and cyclical program reviews) and possibly the next Strategic Framework, which would require the deans to address implementation of the *Framework* annually via their X-Metric;
- Although the university cannot force instructors to use the *QLOF* to guide their teaching or pedagogical approaches, they can communicate the benefits of the *Framework* and encourage its use without violating academic freedom;
- There was a question raised about whether the document could not be used to deter campus events that are not supportive of identity politics or marginalized groups. Professor Scott responded that

the *Framework* is not intended to be all things to all people and that other university policies address these important issues;

- Learning outcomes are predominately geared towards students. Responsibility for learning however, also rests with instructors. The document does not reflect this reciprocal relationship.

Aba Mortley thanked Jill Scott for attending.

5. Report of the Governance and Nominating Sub-Council

Terms of Reference for the Governance and Nominating Sub-Council

UCARE's attention was drawn to the proposed terms of reference for the Governance and Nominating Sub-Council. There were no questions or comments.

It was moved by Yasmine Djerbal, seconded by Mona Rahman, and agreed that UCARE approve the proposed Terms of Reference for the Governance and Nominating Sub-Council, effective immediately.

Nomination of Undergraduate Student

UCARE's attention was drawn to the nomination of Richelle Ignatius as an undergraduate student member of UCARE. There were no questions or comments.

It was moved by Adriana Lopez Villalobos, seconded by Yasmine Djerbal, and agreed that Richelle Ignatius (BSch Kinesiology) be elected to UCARE for a term of September 1, 2018 to August 31, 2020.

6. Update – Deputy Provost (Academic Operations and Inclusion)

Teri Shearer, Deputy Provost (Academic Operations and Inclusion), provided an update on the establishment of the *Centre for Racial Equity and Social Justice*. As reported to UCARE in May, the structural evaluation of 152 Albert Street revealed that all of the floor joists needed to be replaced raising the restoration costs to over \$1.0M. Another house on Albert Street has been identified as a potential permanent home for the *Centre* once the current occupants relocate in September 2019. Major renovations cannot be completed until the house is vacated, delaying the opening of a *Centre* by several months.

With regard to temporary space to meet current needs, there is a very strong chance that a location will be identified in the next few weeks. The current occupants of the potential temporary space are scheduled to be relocated this December. The space will accommodate up to four student groups. If all goes well, applications will be accepted in the near future and a UCARE sub-council will be struck to select which groups will be sanctioned to use the temporary space. More information about the location of the space, its accessibility and probable move-in date will be forthcoming.

Update – Ann Tierney, Vice-Provost and Dean (Student Affairs)

Using a PowerPoint presentation (see attached, Appendix B), Ann Tierney, Vice-Provost and Dean (Student Affairs), provided an update on initiatives to promote equity, diversity and inclusivity within the Division of Student Affairs. Ann Tierney reminded UCARE about the breadth of the division and the eight main areas that make up this large student support branch. Longstanding initiatives such as student services provided to the Queen's University International Centre and Four Directions Aboriginal Centre were highlighted. It was noted that the division has also coordinated several policies that address inequity.

The presentation continued with Ann Tierney outlining a number of new initiatives that address: outreach and recruitment; student supports; and, preparation for graduation and the workforce. One very successful initiative is the development of equity training for student leaders in conjunction with the Human Rights Office. This new equity training is accessible online or in person and over 1,200 student leaders completed the educational session. Also highlighted was two new hires – a new Equity, Diversity, Inclusion Coordinator and an Intercultural Academic Support Coordinator. In closing, Ann Tierney drew attention to two new posters developed in Student Affairs. One addresses unconscious biases and the other serves as an easy guide on how to practice equity, diversity and inclusivity on a daily basis. At the end of the presentation Ann Tierney took questions. The following highlights were recorded:

- As a direct result of introducing the dedicated GTA-based recruitment position, which focuses on underrepresented student populations, the number of submissions received under the new First-Generation Admission Policy was gratifying. Out of the 27 applications received, 7 students were admitted to Queen's via this alternative admission pathway. Part of the responsibilities for the GTA-based recruiter is to do student outreach in grades 9 and 10. During high school visits potential applicants are informed about Queen's admission requirements. Ann Tierney stated that the November 1 enrollment head count report will be presented to Senate at its November 27th meeting and the document will provide more detail about first-generation students. The number of new and continuing students self-identifying as first-generation has increased substantially;
- Three of the units in the Division of Student Affairs have participated in the *Diversity and Equity Assessment and Planning (DEAP) Tool* exercise. *DEAP* was developed by the Equity Office and assists units with better understanding the demographic profile of their department. Completing this exercise also provides an opportunity to reflect on areas in need of improvement and assists with the development of an action plan and timeline to enhance inclusion. Plans are underway to have the remaining units in the Division complete the *DEAP* tool. Pooling all of these results will assist the Division in future strategic hirings.
- The hiring processes to identify a director and advisor for the Queen's University International Centre are well underway and should be completed in the near future.

7. Question and Answer Period

The meeting continued with a twenty minute Question and Answer period opened to all attendees. The following themes were discussed:

Centre for Racial Equity and Social Justice

The urgent need for the establishment of a *Centre for Racial Equity and Social Justice* was strongly expressed. The importance of dedicated space for current and incoming marginalized students cannot be underestimated and continued delays are frustrating and detrimental to community building for this particular cohort of students. The Deputy Provost was asked to consider making a press release stating the university's continued commitment to the *Centre's* establishment and an update on progress to date.

Communication

The ability of the administration to effectively communicate with students is sadly lacking. There was general agreement that a multi-prong approach is needed. This would include: postings on the *Inclusive Community* and UCARE websites; expanding readership of the *Inclusive Community* newsletter; face-to-

face meetings between administration and student groups; building relationships with the AMS and SGPS communications teams; placing notices and/or requesting articles in the *Queen's Journal*; and, leveraging social media.

Cultural Competencies

The issue of training staff and faculty and embedding cultural competencies in job descriptions was raised. The additional need to educate people about the positive role they play in creating communities and work/study spaces that are anti-oppressive for all people was also discussed.

International Students

The unique needs of international students was discussed. In addition to providing support for cultural transitioning, the university has recently improved its supports for building academic skills for international students.

8. Other Business

There being no Other Business, the meeting adjourned at 6:30 p.m.