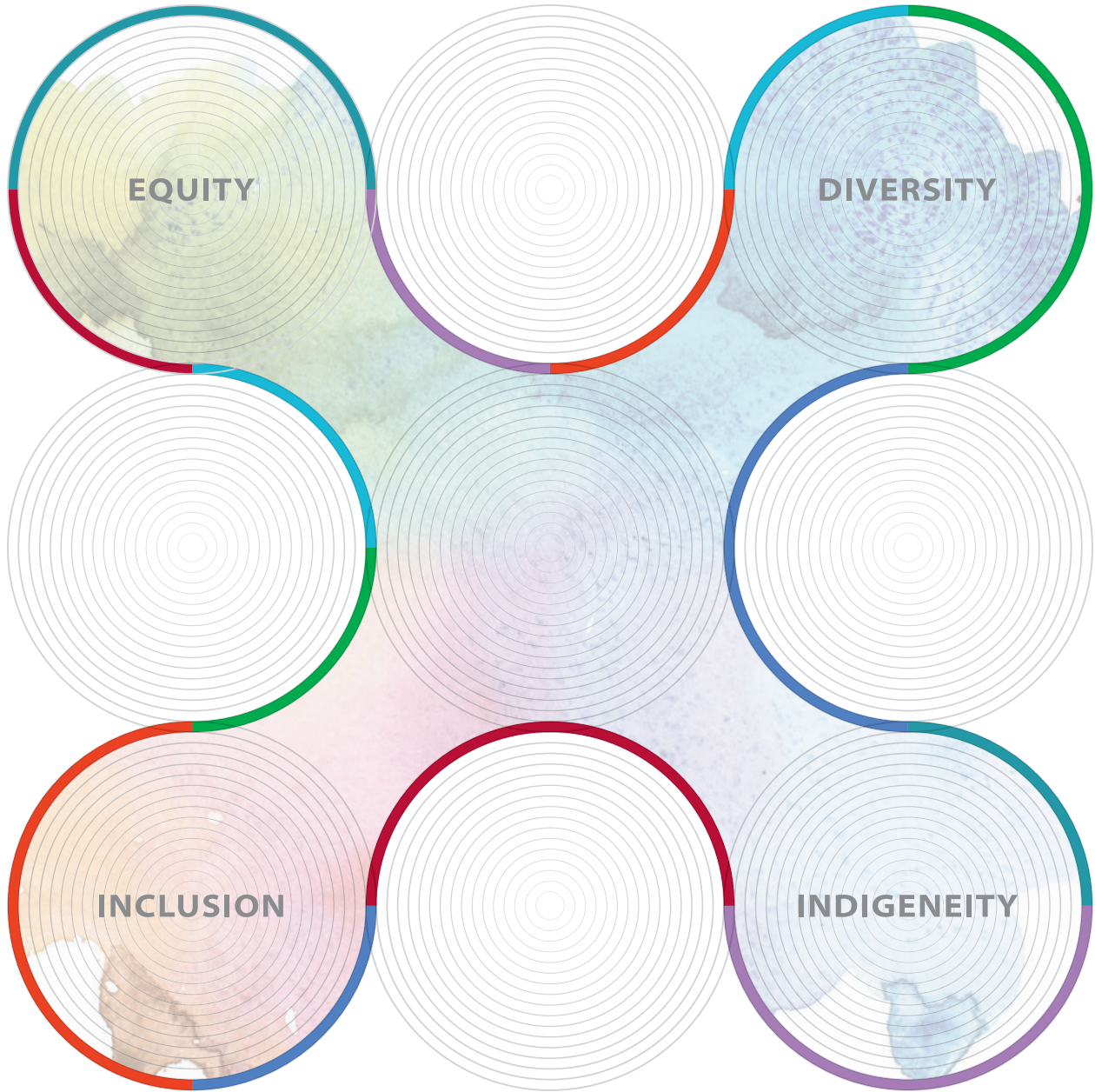


Equity, Diversity, Inclusion, and Indigeneity

2019-2020 Annual Report







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Message from the Principal

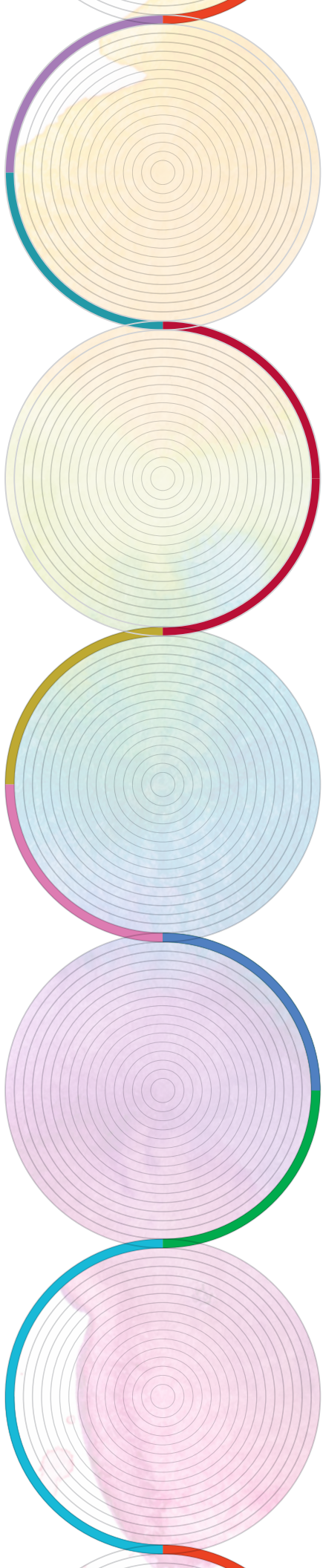
I am pleased to provide the introduction to this year's Equity, Diversity, Inclusivity and Indigenization (EDII) Annual Report. Having recently concluded my first year as Principal at Queen's, I have been reflecting on what has been a year of far-reaching change and considerable turmoil. Early on in my tenure, Indigenous students at one of our residences were targeted with violent and racist rhetoric. This sparked a wave of activism on campus, especially on the part of students who demanded decisive action from the administration to address systemic and other forms of racism. I think it is especially important that this Annual Report be read deliberately in that context. Not all of the work is in response to what happened on our campus last fall but it is indicative of the commitment our students, staff and faculty have made to ensuring our campus embraces the principles of EDII. This report chronicles work that has been undertaken by the administration across the campus to address EDII concerns. I am proud of what has been accomplished but also acutely aware that there is still so much more to do.

Just recently our Board of Trustees made a decision to remove the name of Sir John A. Macdonald from the Queen's Faculty of Law building, an action that sparked considerable debate within our community and amongst our stakeholders. Debate is never unwelcome in a university setting: the essential purpose of such institutions is to challenge the ways in which we think about and understand our world, so disagreement is fundamental to university life. The hope is always that opposing positions will be argued respectfully, but on campus, as in the world at large, ideas carry an emotional charge and we must acknowledge that debate on some questions that are important to society and social justice will not always be temperate. That some communications and postings on the de-naming issue have in that regard been questionable is not in the least surprising. Much more disturbing, though perhaps even less surprising, have been attacks that have continued against the Indigenous community—the group whose presence in the Law School and at Queen's more generally is apparently perceived by some to be the very cause of unwelcome change.

Today, as Queen's is embarking on a renewed and strengthened commitment to EDII, we can, unfortunately, expect other marginalized groups to be similarly targeted. BIPOC members of our community, as well as 2SLGBTQ+ communities, people with disabilities and others, continue to be at the forefront of movements for institutional inclusion and, as a result, will disproportionately feel the burden of reaction against the changes to which as a university we have committed ourselves. The whole university must stand in solidarity with these groups and with all who are working to create an institution where every member can find a sense of belonging and where systems of exclusion, racism and discrimination are things of the past. This report serves as a promise of what we can achieve when we work together, supporting one another. It is my greatest hope that in the not too distant future that promise will be our reality.



Patrick Deane, Principal and Vice-Chancellor, *November 2020*



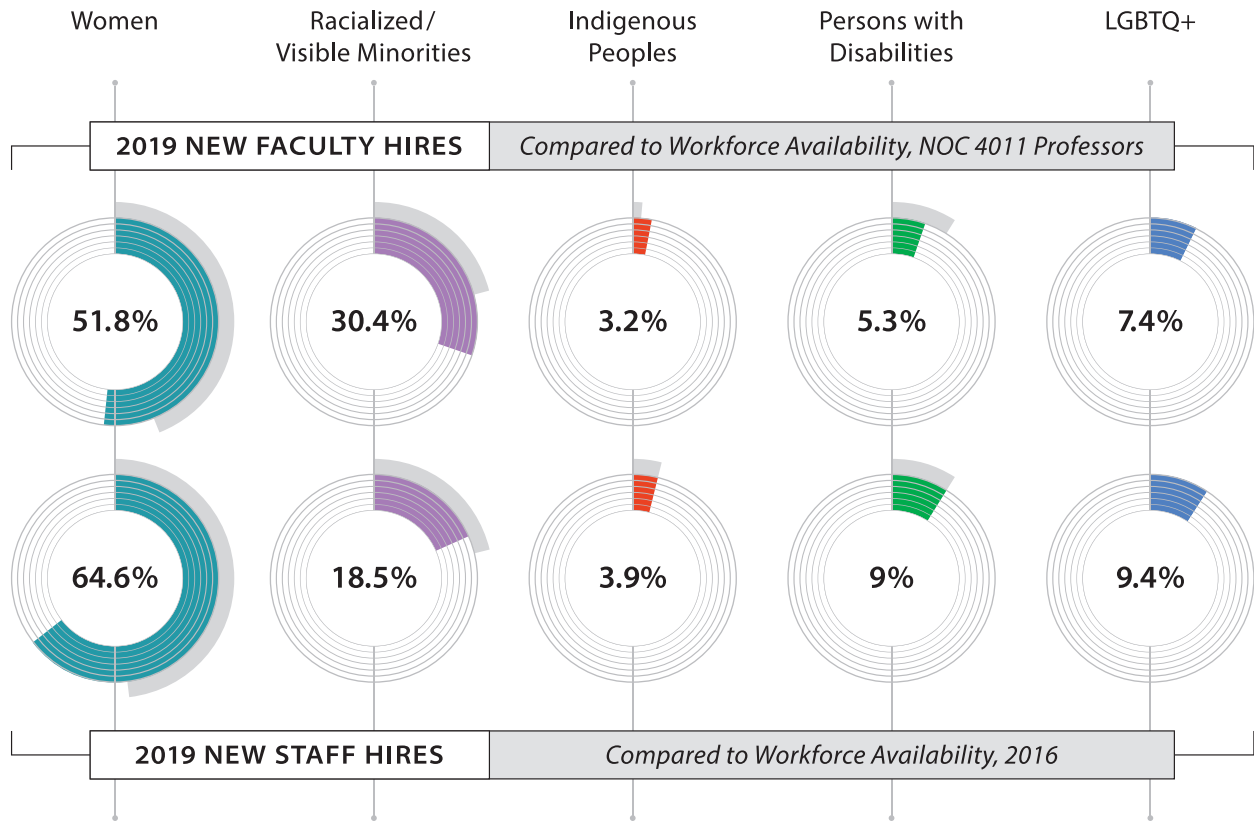
Executive Summary

The Equity, Diversity, Inclusion, and Indigeneity (EDII) Annual Report highlights initiatives designed to create a campus that welcomes and reflects diverse identities, cultures, and perspectives.

While there is still much work to be done, tangible actions have been taken in recent years. Significant milestones in 2019-20 include the continued recruitment of faculty from equity-seeking groups at rates above workforce availability in many areas, the establishment of additional positions to support equity and inclusion work, new resources and initiatives to embed anti-oppression and anti-racism content into academic programs, and new support services for students from equity-seeking groups. The breadth of initiatives outlined in this annual report reflect the extent to which EDII initiatives are being resourced and embedded across campus in significant ways.

Additional information on Queen's efforts to promote and support EDII can be found in previous Equity, Diversity and Inclusion annual reports, in the annual Truth and Reconciliation Commission Task Force annual reports, and on the Inclusive Queen's website.

Queen's by the Numbers



2019-2020



YEAR 1-2 UNDERGRADUATE STUDENT RETENTION RATES (2018 Cohort)
Disaggregated data on racialized representation rates are available in this report.

NEW RECRUITMENT POSITIONS AND PATHWAY OPTIONS
are in place to enhance access to Queen's for students from equity-seeking groups

FIRST INDIGENOUS PROVOST AND VICE-PRINCIPAL (ACADEMIC)
In March 2020, Rahswahérha Mark Green began his role as Queen's University's



Units across campus have increased
EDII FOCUSED SUPPORT SERVICES AND PROGRAMS
 such as the new mentorship programs for Black and LGBTQ+ medical students

The new
PROMISE SCHOLARS PROGRAM
 provides comprehensive financial, transition, and career support for first-generation students

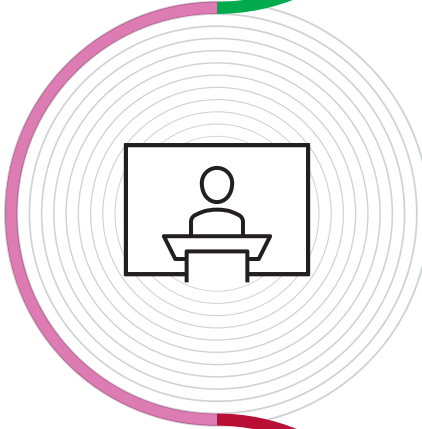


Support Services

The Yellow House,
A NEW SPACE FOR QUEEN'S RACIALIZED AND EQUITY-SEEKING STUDENTS
 and student groups working to advance anti-oppression and inclusivity on campus, opened in Spring 2020

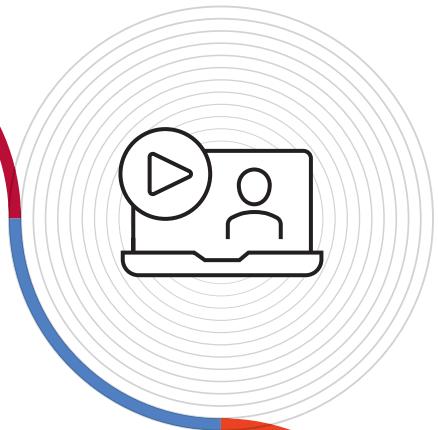


505
 members of Queen's leadership team have completed the university's
SHOWING UP FOR ANTI-RACISM AND INCLUSION TRAINING SERIES

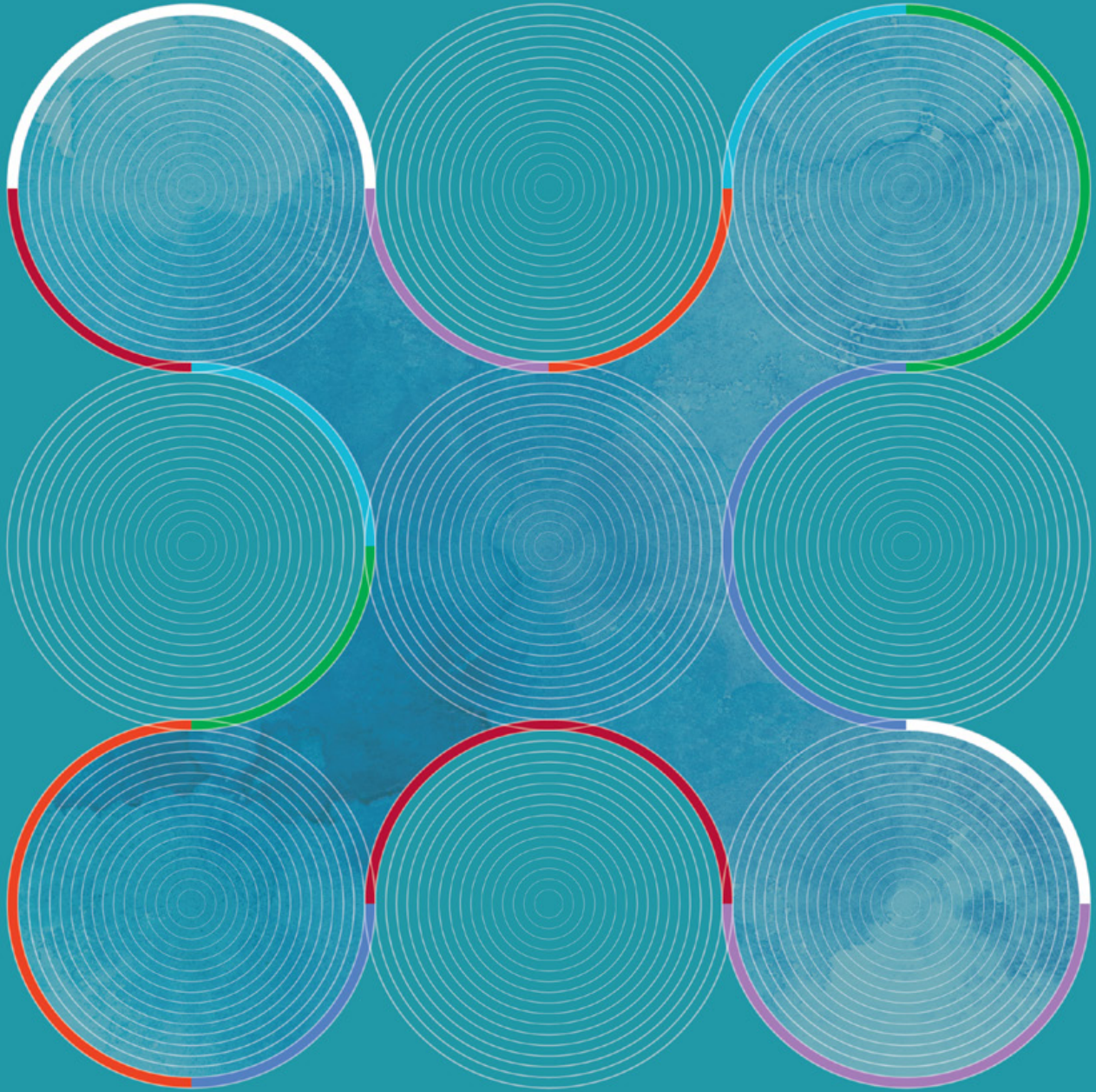


Training

NEW MODULES ON EDII IN PEDAGOGY AND PRACTICE
 have been developed for Queen's faculty members. Faculty can explore topics such as power, privilege and bias, decolonization, inclusive classrooms, and navigating difficult conversations.



Accountability and Leadership



A Commitment from Queen's Leadership

In 2019-20, Queen's welcomed a new Principal and Vice-Chancellor and a new Provost and Vice-Principal (Academic).

Principal and Vice-Chancellor Patrick Deane began his role with a series of community conversations about Queen's social purpose and the issues facing the university. In these conversations, Principal Deane spoke of the important role universities play in creating a more equitable society, and the need to take action at Queen's to create a campus culture where everyone feels a sense of belonging. In August 2020, Principal Deane and all members of the senior leadership team signed a commitment outlining immediate actions to be taken to support EDII at Queen's.

Provost and Vice-Principal (Academic) Rahswahérha Mark Green is a member of the Mohawks of the Bay of Quinte and has been active in creating a more accessible and inclusive campus in his 30 years at Queen's. He has served as the co-chair of the Queen's Truth and Reconciliation Commission Task Force, as well as an advisor to the Principal's Implementation Committee on Racism, Diversity, and Inclusion (PICRDI). He was also an advisor to the Dean of Engineering and Applied Science on the development of an Aboriginal Access to Engineering Initiative, and previously served as Co-Chair of the Aboriginal Council of Queen's University and as Chair of the First Nations Technical Institute.

In his role as Provost and Vice-Principal (Academic), Dr. Green works closely with the Principal and members of the leadership team to further equity, inclusion, and Indigenous initiatives at Queen's.

In particular, he has committed to leading the integration of anti-oppression, anti-racist, and Indigenous content into academic programming, and to engaging in dialogue with students, staff, and faculty across the university.



Provost and Vice-Principal (Academic) Rahswahérha Mark Green is welcomed at a surprise celebration hosted at Agnes Etherington Art Centre on Monday, March 2. (University Communications).

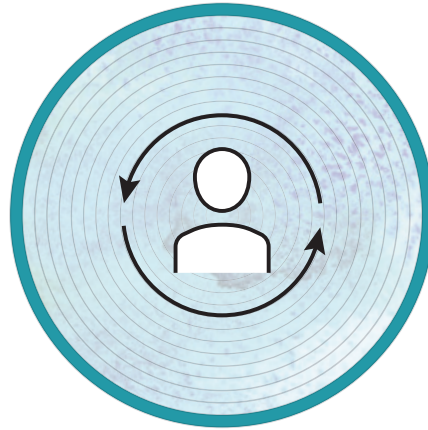
Measuring Progress

Interim EDII performance metrics help monitor the university's efforts to increase the representation and engagement of students, faculty, and staff from equity-seeking groups.

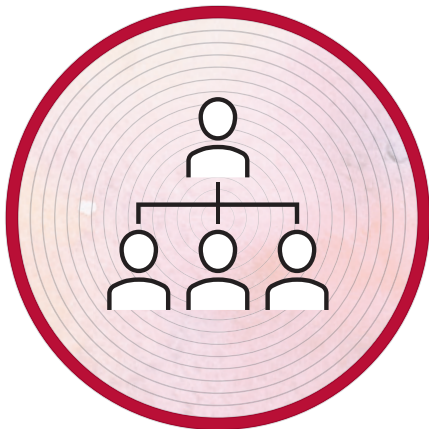
The metrics are:



The diversity of
Queen's student
body



Retention rates of
students from
equity-seeking groups



The diversity of
Queen's staff and faculty
complements



The diversity of
Queen's Canada
Research Chair Holders

Updates on these metrics are provided throughout this report, and further information is available on the [Inclusive Queen's website](#).



Principal and Vice-Chancellor Patrick Deane, Kanonhsyonne Jan Hill, AVP (Indigenous Initiatives and Reconciliation), and Allen Doxtator, Cultural Advisor at the Principal's installation ceremony.

EDII in Performance and Strategic Planning

Each year, the university's senior leadership team incorporate goals and actions related to advancing diversity and inclusion in their annual performance plans, as well as in the strategic plans for their units. EDII competencies are also used in the annual Performance Dialogue Process for non-academic positions in the Queen's Managerial and Professional Group.

University Council on Anti-Racism, Equity, and Inclusion

Established in 2017, the University Council on Anti-Racism and Equity (UCARE) provides a forum to discuss the university's progress in addressing racism and promoting equity, diversity, and inclusion on campus. The council also monitors the implementation of the Principal's Implementation Committee on Racism, Diversity, and Inclusion recommendations, and provides guidance regarding persistent obstacles to progress, including those related to resources, organizational structures, policies, and protocols.



The inaugural members of the University Council on Anti-Racism and Equity (2017).

New Working Groups to Address Equity, Inclusion, and Racism

Throughout the 2019-20 year, several working groups were formed within faculties, schools, and shared service units to address racism and enhance inclusivity at Queen's.

- The Anti-Racism Working Group in the Faculty of Law was formed in June 2020 to examine ways in which the law school can better address issues of systemic racism, with a special focus on anti-Black racism.
- The Smith School of Business recently launched an EDII Task Force charged with advancing the school's efforts to address systemic barriers to inclusion, and to foster a positive and respectful culture within the school.
- The Faculty of Arts and Science established a new committee in fall 2019 to ensure that EDII – one of the guiding principles in the faculty's strategic plan – is fully integrated into all initiatives and activities.
- The Mechanical and Materials Engineering Department launched an equity, diversity, and inclusion committee, which is a framework that will be reviewed and adopted by all departments within the Faculty of Engineering and Applied Science.
- The Faculty of Education is developing focused workplans to enhance EDI. Over the summer of 2019, Dr. Anita Jack-Davies led the Faculty in the development of an EDI vision and mission statement, held multiple training sessions on unconscious bias, and produced a list of recommendations to enhance EDI. This initiative, coined "The Inclusion Project" led to the development of an EDI committee, which began implementing the Inclusion Project recommendations in fall 2019.
- The Faculty of Education established the Ogichidaakwewak Education Advisory Circle to provide regular feedback and advice on Indigenous initiatives to senior administration within the Faculty.
- The Faculty of Health Sciences established an EDI working group to pursue the creation of a diversity statement and the implementation of EDI initiatives across the faculty. This working group will fold into the faculty's upcoming Dean's Action Table on EDI which will be established in September 2020.
- Student Affairs developed an Undergraduate Admission and Recruitment EDII Action Task Force to comprehensively review Queen's direct-entry undergraduate recruitment and admission processes through an equity lens.
- The Office of Advancement formed the "Advancing IDEAS" group to create space for learning and expanding EDII initiatives.
- Indigenous Advisory Circles were developed to guide the Agnes Etherington Art Centre and the Isabel Bader Centre for the Performing Arts on access, care, and return of Indigenous collections, and on the presentation of Indigenous artists and performances.
- A Food Insecurity Working Group was established by Interim Provost and Vice-Principal (Academic) Tom Harris to review food insecurity at Queen's. The working group, chaired by the Assistant Dean, Student Life and Learning, consulted with community partners and subject matter experts to inform their report and recommendations, which were finalized in December 2019. A Student Food Insecurity Advisory Committee was formed to implement the recommendations.

Governance

The university's three senior governance bodies, the Board of Trustees, University Council, and Senate, have an important role to play in advancing equity and inclusion at Queen's. Examples of initiatives underway at the governance level to enhance equity and inclusion include the Senate Equity Census, the Board of Trustees EDII Action Plan, and University Council's creation of an EDII Advisor position. The advisor will work to promote awareness of EDI opportunities and issues, and to enhance and embed EDI within council policies, procedures, and practices. Adjunct Assistant Professor Anita Jack-Davies, who also serves as Senior Research Advisor (Research Initiatives, Diversity, and Inclusion) within the Queen's Faculty of Education, will fill this position for a two-year term.

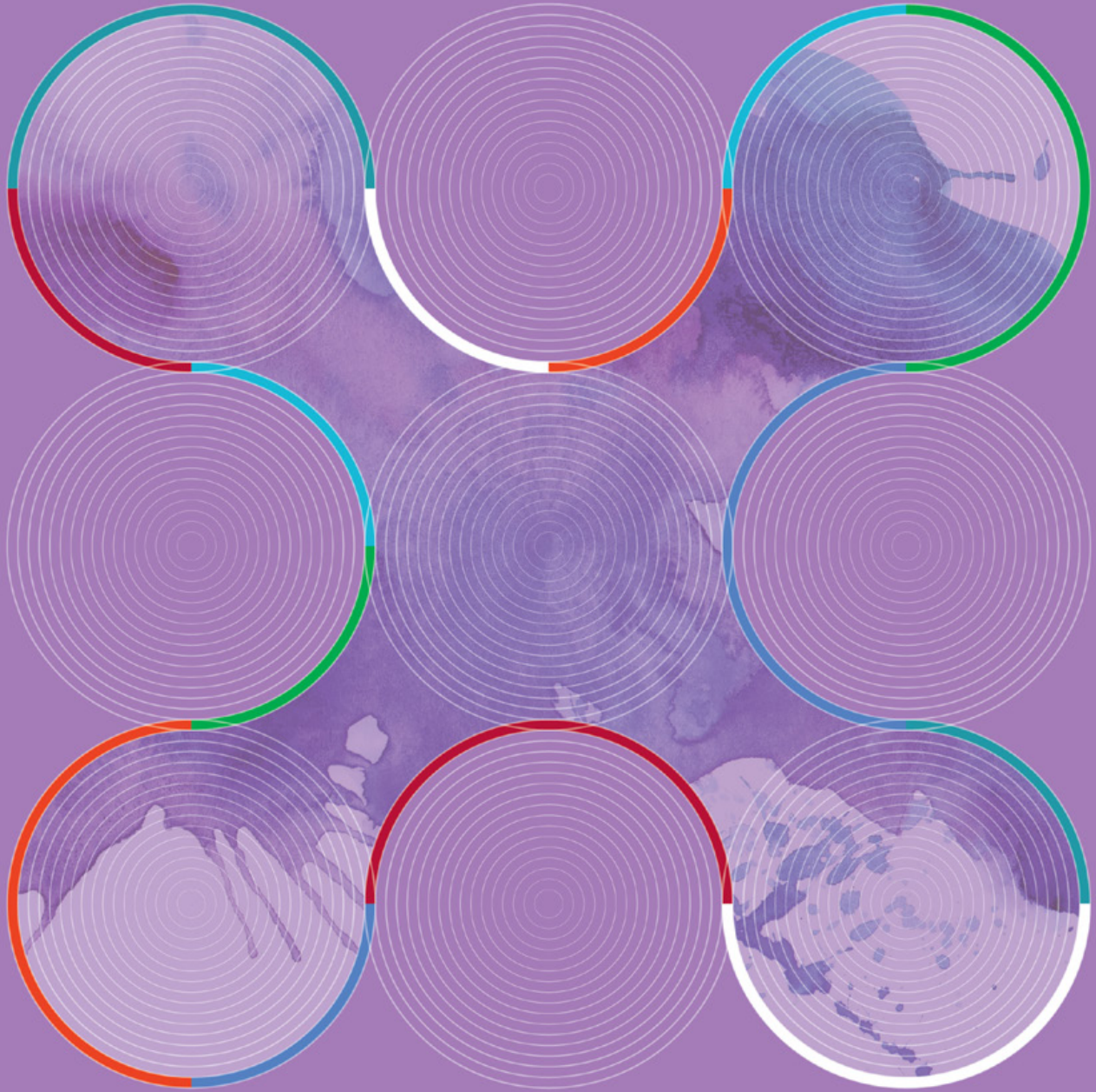
Queen's University Council recently elected 10 new members, including seven candidates championed by the Queen's Black Alumni Chapter (QBAC). The new council members will help to broaden the range of perspectives in senior governance committee roles at Queen's.

The Office of the University Secretariat has revised the documentation required for the development and submission of university-wide policies, procedures, and guidelines during the 2019-20 year. A step-by-step guide was developed to provide guidance on consulting with various stakeholder populations that may be affected by the new or revised policy. The updated policy templates also include separate sections for information on human rights, equity, and accessibility; diversity and inclusion; and Indigenous initiatives.



Newly elected members of University Council. Clockwise from top left: Opiyo Oloya, Samantha Cheung, Kofi Adow, Sari Ohsada, Richard Baugh, Kasmet Niyongabo, Precious Nyarko-Antwi, Bittu George, Aziz Abdul-Garuba, and Nosa Egiebor.

Celebrating EDII Work at Queen's





*Teri Shearer, Deputy Provost (Academic Operations and Inclusion),
Stephanie Simpson, AVP (Human Rights, Equity, and Inclusion), and Patrick Deane, Principal and Vice-Chancellor,
celebrate the Positive Space Program's 20th anniversary.*

Queen's Positive Space Program Celebrates 25 Years

The Positive Space Program, which brings visibility and support to lesbian, gay, bisexual, trans, 2 spirit and queer communities at Queen's, recently celebrated its 20th anniversary.

The program is run by the Human Rights and Equity Office.

Members of the Queen's community who wish to get involved in the Positive Space Program can attend a session to familiarize themselves with queer issues and inclusivity. They can then sign-up to be members of the program and receive a sticker that they can use to designate their work, living, or study space as "Positive Space" that is respectful and supportive of sexual and gender diversity.

Human Rights Initiative Award

The Queen's Human Rights Initiative Award is given annually in recognition of initiatives that have made an outstanding contribution to the advancement of equality and human rights at Queen's. Nominations for the Queen's Human Rights Initiative Award were considered on the basis of four criteria: the originality of the initiative, its positive impact on the university community, its sustainability, and how it has encouraged partnerships/cooperation among community constituents.

The 2019 Queen's Human Rights Initiative Award recognized the outstanding contribution to the ongoing advancement of equality and human rights at Queen's.

The award was given to Edward Thomas, Mala Joneja, and Richard Reznick for establishing the Commission on Black Medical Students.

- **Edward Thomas** investigated the story behind the 20th century ban of black medical students at Queen's.
- **Richard Reznick** acted expeditiously to redress historical wrongs by establishing a Commission on Black Medical Students and setting an outstanding example of what is possible when community members, researchers, and institutional leaders resolve to tackle the complexities of oppression, Equity, Diversity and Inclusion.
- **Mala Joneja** took a strong leadership role on the Commission on Black Medical Students and developed several initiatives that included a new mentorship program for Black medical students.



(left to right) Mala Joneja and Edward Thomas receive the 2019 Queen's Human Rights Initiative Award, presented by Principal Deane.

Employment Equity Award

The Queen's Employment Equity Award is given annually to recognize and celebrate the achievements of individuals, groups, or organizations that, through their ongoing diligence and commitment, are going above and beyond legislated requirements or their institutional mandate, thereby helping Queen's become a truly representative and inclusive workplace.

The 2019 Employment Equity Award recognized the dedication of six individuals in the Office of the Vice-Principal Finance and Administration (VPFA) for their creation of the *Stewarding Inclusivity Across the VPFA* initiative. The lunch and learn series created and advanced EDI education in the VPFA. The initiative has also created a model that could be implemented for all employees.



Principal Patrick Deane presents members of the Office of the VPFA with the 2019 Employment Equity Award. From left to right: Nicole Dalglish, Llynwen Osborne, Catherine Gaudreau, Ishana Gopaul, Donna Janiec, Patrick Deane. Alison Cummings (not pictured) was also a recipient of the award.

Steve Cutway Accessibility Award

Established in 2008, the Steve Cutway Accessibility Award recognizes students, staff and faculty who demonstrate innovation, enthusiasm and compassion in creating learning and work environments that allow the full participation of persons with disabilities.

The Steve Cutway Accessibility Award recognized the Return to Work Unit (RTWU) in Human Resources for organizing THRIVE. The RTWU organized a week-long series of events designed to reduce stigma around mental health, foster a supportive community, and increase mental health literacy.



(left to right) Katrina McCann, Angela Geris and Sydney Downey from the Return to Work Unit (RTWU).

Celebrating Pioneering Faculty Members for EDI Work

The Faculty of Engineering and Applied Science marked its 125th anniversary with a series of events to celebrate outstanding members of the Queen's engineering community.

Two of the award winners – **Barrington Batchelor** and **Carolyn Small** – were awarded posthumously. Both Dr. Batchelor and Dr. Small were pioneers in their fields and left a lasting impact both at Queen's and the broader engineering community.



Dr. Batchelor's 27-year career in the Department of Civil Engineering was marked by his pioneering research, his commitment to excellence, and his dedication to equity in race relations. Born in Jamaica and educated at the University of Edinburgh and Imperial College London, Dr. Batchelor was one of the first faculty members of African descent in the Faculty of Engineering and Applied Science. His work on bridge deck design was transformative in the industry and was a driving force behind Ontario developing its own bridge design code. Dr. Batchelor also served as an important adviser on race relations and diversity, both at Queen's and nationally. He personally mentored many faculty members from diverse cultures and had a particularly warm spot for international students.



Dr. Small (Sc'73) was a pioneer for women in engineering at Queen's. She was the first female graduate from Queen's Engineering to be appointed to the Department of Mechanical Engineering, and was a leader in biomedical research, curriculum development, and the teaching of mechanical engineering design. She was known for her innovative approaches to teaching and research. Among her proudest accomplishments was the development of an engineering course in design techniques that challenged students' creativity and critical thinking. Her course MECH 212 became one of the department's flagship courses and was, in later years, a foundation for the current design program in the Faculty of Engineering and Applied Sciences.

Dr. Small's collaborative spirit helped guide the Human Mobility Research Centre, which has become renowned for interdisciplinary research for innovative treatment strategies for bone and joint disorders. A room at the centre bears her name and is a proud reminder of her contributions to innovation and partnership in design.

Distinguished Service Award for Co-Chair of PICRDI

Dr. Yolande Chan received Queen's Distinguished Service Award for her exemplary service to Queen's, which includes significant work to advance EDII across campus. One of Dr. Chan's greatest contributions to Queen's was her role as co-chair of the Principal's Implementation Committee on Racism, Diversity, and Inclusion. Dr. Chan demonstrated incredible empathy and thoughtfulness in her role as co-chair, and delivered a report with recommendations that have changed, and will continue to change, the core of Queen's, ensuring it is a place that is welcoming and inclusive to all.



The Equity, Diversity, Inclusivity Impact Award

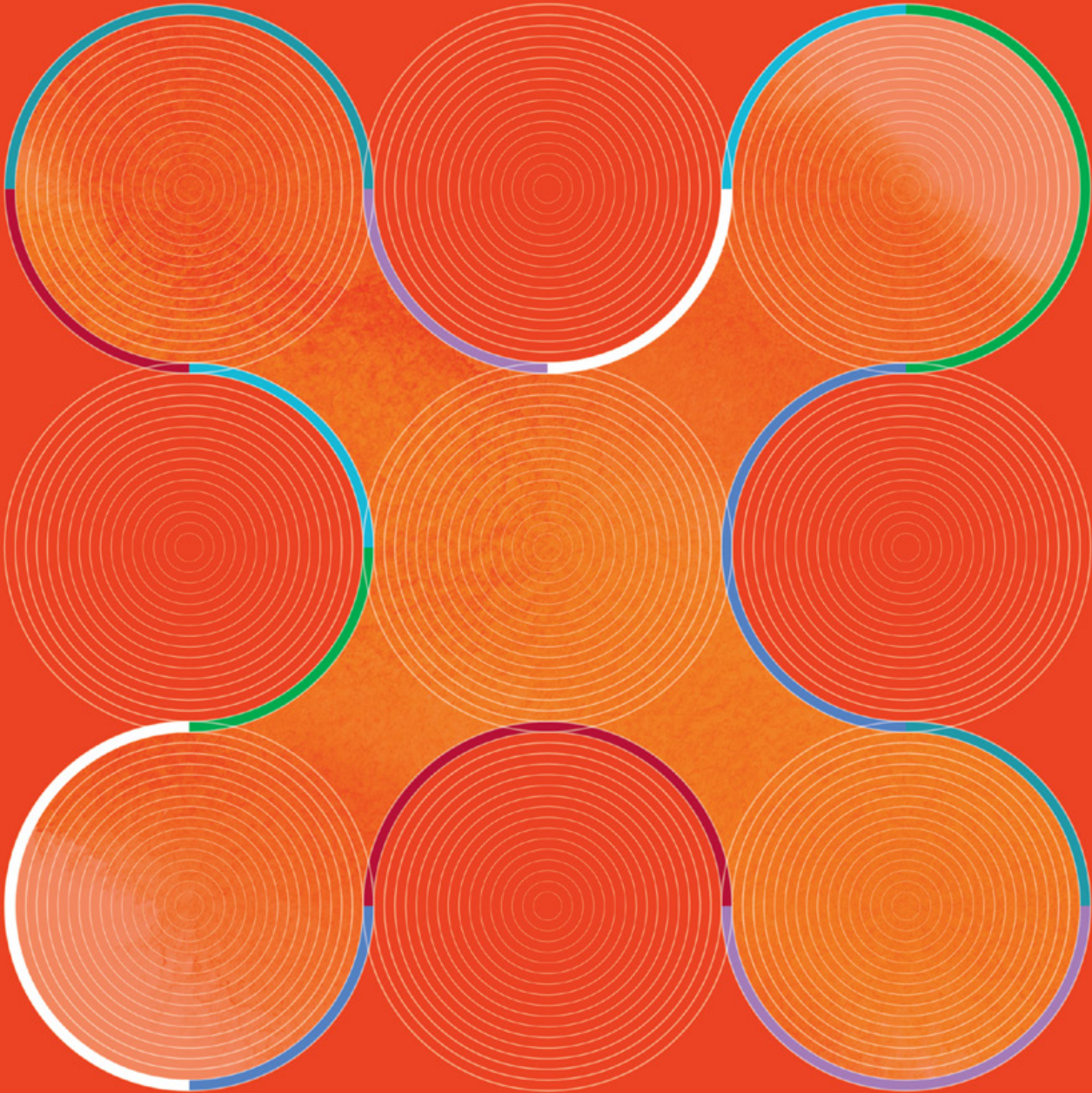
The Equity, Diversity, Inclusivity Impact Award is presented annually to Queen's students who have shown their commitment to the principles of equity, diversity, and inclusion.

Miriam John and **The Queen's American Sign Language Club** received the Student Affairs Equity, Diversity, and Inclusivity Impact Awards for their commitment to enhancing inclusion and accessibility at Queen's.

Miriam John is the president of Queen's Friday Friends, a mentorship program between Queen's students and young adults in Kingston with intellectual disabilities. She is also the co-founder and co-president of the Queen's Freedom from Violence initiative, which aims to support survivors of violence and address a wide variety of issues affecting marginalized people. Miriam's commitment to inclusivity is furthered through her most recent initiative, the Thrive Art Centre, which aims to be an inclusive art center that fosters the creative expressions of artists with disabilities through a variety of mediums.

The 2020 Queen's American Sign Language Club (ASL) included Sarah Corbeil, Amy Rowe, Maggie Kirk, Benjamin Lohar, Susie Lee, Cynthia Sedlezkey, Shirley Hu, Prince Taylor, Levi Stringer. The ASL Club worked tirelessly to bridge the gap between Deaf and Hard of Hearing communities in Kingston to provide a safe space for all students to improve their ASL skills. The ASL Club also helped units across campus and other student clubs to become more inclusive through lessons, workshops, and education about ASL. The ASL Club has helped to promote awareness of diverse abilities on campus and created a welcoming environment for students who are Deaf or Hard of Hearing.

Culture and Climate



Conversations On-Campus

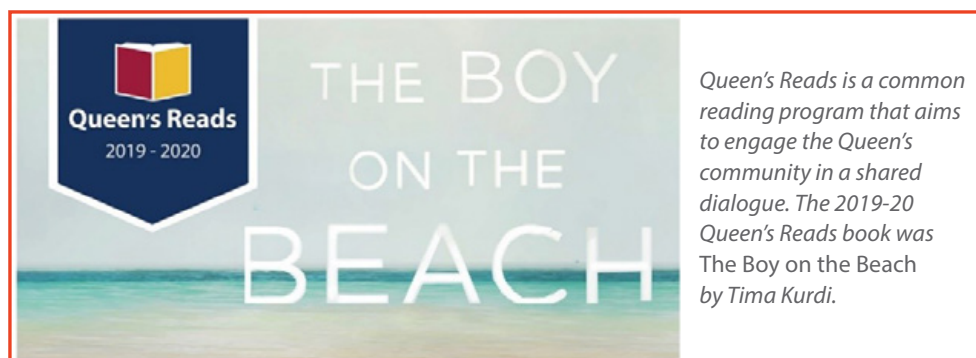
Over the past year, events around the world and within the Queen's community have highlighted the extent to which racism and oppression remain a powerful presence in our society and on campus. In response, departments across the university are fostering conversations on anti-racism, anti-oppression, and social justice—the view that everyone deserves equal economic, political, and social opportunities. The following is a snapshot of events at Queen's that served to enhance awareness of social justice issues and promote an inclusive campus:

- Many student, staff, and faculty orientation activities in 2019-20 focused on building a positive and welcoming campus community. Programming included topics such as healthy relationships and consent, anti-oppression in the workplace, implicit bias, and Indigenous histories. Examples of these activities include the anti-oppression workshop in the School of Medicine's student orientation and the KAIROS blanket exercise, which was included as a mandatory component of Constitutional Law courses for all first-year law students. All undergraduate orientation student leaders and volunteers completed mandatory EDII training.
- In June 2020, Queen's Faculty of Engineering and Applied Science held a panel discussion on anti-Black racism as part of #ShutDownSTEM day, which called for faculty and students in STEM to have discussions about anti-Black racism and equity in their departments, faculties, labs, and classrooms. The panel included the Dean of Engineering and Applied Science, the Associate Vice-Principal (Human Rights, Equity, and Inclusion), and student panelists who spoke about important aspects of racism in STEM.
- In response to a racist and homophobic note posted in a Queen's residence building, hundreds of Queen's community members attended a student-organized march in solidarity with Indigenous and LGBTQ2S+ students, staff, and faculty. The incident spurred important conversations and actions across campus regarding the need for fundamental cultural change across the university.



Students, faculty, and staff gather in solidarity with Queen's Indigenous and LGBTQ2+ communities.

- A session titled “Who Gets to be a Doctor?” was introduced in the undergraduate medical curriculum at the School of Medicine in 2019 and will be a permanent addition to the 1st year curriculum. The first section of the session is a one-hour online module where students learn about the history of discriminatory medical admissions at Queen’s, with a focus on the 1918 ban on Black Medical Students. This is then followed by a two-hour discussion session where students work in small groups to discuss the history of anti-Black racism at Queen’s (and in the profession as a whole), as well as the strategies currently being deployed by Canadian medical schools to address these historical legacies and ensure equity in medical admissions going forward.
- In her first blog post as Dean, Faculty of Health Sciences, Dr. Jane Philpott announced that one of the faculty’s three priorities in the coming years will be equity. One of the first initiatives will be the formation of the Dean’s Action Table on Equity which will take action in areas including recruitment, mentorship and support, curricular reform, professional development and training, research, culture, community and partnerships.
- School of Medicine’s undergraduate Diversity Panel developed a lecture series promoting equity, diversity and inclusivity in medical education with a debut talk by Dr. James Makokis. The lecture delivered by Dr. Makokis was entitled Decolonizing Medicine: Creating an Inclusive Space for Transgender and Two-Spirit People.
- The Faculty of Education’s Indigeneity, Inclusion, and Equity speaker series included a workshop to combat Islamophobia, a talk from Dr. Michael Kehler (Ed’85) on “#MeToo: Masculinity, misogyny, and the power to be unlike the boys”, and a panel on Islamophobia with representation from across Queen’s and the community.
- The Faculty of Law invited 10 Indigenous scholars, lawyers, political leaders, community members and activists to speak with students and faculty in 2019-20. Six coffee chats were also hosted in 2019-20, featuring faculty and practitioners discussing such topics as coerced sterilization of Indigenous women, reconciliation work in the practice of law, and careers in Indigenous law and for Indigenous lawyers working for government.
- Smith School of Business hosted a panel discussion in summer 2020 on ‘What students want profs to know’ for faculty. Commerce student panelists shared their experiences, stories, and expectations relating to equity, diversity and inclusion.
- Student Affairs’ annual Queen’s Reads program is designed to engage the university community in a shared dialogue. The Queen’s Reads 2019-20 novel, *The Boy on the Beach* by Tima Kurdi, explores the global refugee crisis and the politicization of tragedy. Associated Queen’s Reads programming included guided discussions and an author visit. The novel was also embedded into the curriculum of a first-year Global Development Studies class.



- Throughout the 2019-20 year, the Isabel Bader Centre for the Performing Arts and the Agnes Etherington Art Centre held several exhibitions and programs involving Indigenous, Black, and Persons of Colour curators, artists, and scholars. The exhibitions and performances were attended by faculty, staff, students, and local community members, and many instructors incorporated elements of the exhibitions into their courses.
 - » *Let's Talk about Sex, bb* features new works, collaborative installations, performances, workshops, poetry and film-based explorations of sexuality. Curated by Carina Magazzeni and Erin Sutherland, *Let's Talk About Sex, bb* encourages open conversations on sex and sexuality.
 - » Sandra Brewster's *Blur*, which portrays members of the Queen's and Kingston community, was installed in the atrium of the Agnes. *Blur*'s scale and format contribute to the work's strong assertion of Black people's enduring presence.
 - » *Inuuqatikka: My Dear Relations*, presented in collaboration with Archive/Counter-Archive and the Vulnerable Media Lab, features the work of Arnait Video Productions, the world's leading women-centered Inuit filmmaking collective.
 - » The 2020 Isabel Human Rights Arts Festival featured a series of events that centered on racism, oppression, and human rights. The festival included the Kingston premiere of Santee Smith's *the Mush Hole*, a theatrical dance production about the experience of those who were forced into Ontario's Mohawk Institute, Canada's first Residential School.
 - » The Isabel's Our Children's Festival featured the Inuit Qaggiavuut production of Arctic Song and Tsimshian elder Shannon Thunderbird.
- In summer 2020, the Faculty of Law announced its commitment to formally review the name of its building, Sir John A. Macdonald Hall, given concerns about the complicated legacy of Canada's first Prime Minister. An advisory committee was struck to lead consultations to understand whether the law school building should continue to be named after Sir John A. Macdonald at a time when Queen's and the country seeks to advance Truth and Reconciliation.



Heather Parker, Associate Curator, Academic Outreach, leads the ENGL 218, Intro to Indigenous Literatures class through the exhibition Inuuqatikka: My Dear Relations.

- The Human Rights and Equity Office developed a campaign to promote awareness of The International Day for the Elimination of Racial Discrimination on March 21. For 21 days in March, the Human Rights and Equity Office posted stories meant to inspire and strengthen communities in the struggle against racism and other forms of oppression. The theme for 2020 was recognizing and valuing Indigenous voices.

- In 2019-20, the Faculty of Engineering and Applied Science invited first-year students to discuss their experiences at Queen's to promote belonging on campus.
- In June 2020, Smith School of Business became a charter member of Luminary (Indigenous Works) and will engage in a six-year initiative to design and implement a strategy to advance Indigenous innovation leading to economic transformation and well-being.
- The Office of the Vice-Principal, Finance and Administration (VPFA) Stewarding Inclusivity Lunch and Learn Series was awarded the 2019 Employment Equity Award by the Queen's Human Rights and Equity office. The initiative provides VPFA staff members with monthly learning opportunities around diversity, equity, and inclusion. Members of the VPFA portfolio can also share ideas on how to make their unit more inclusive through the [Inclusive Ideas and Initiatives Form](#).
- *The Together We Are Blog*, produced by the Human Rights and Equity Office, is a forum for conversations on diversity and inclusion at Queen's. Over the past year, guest contributors have focused on topics such as gender norms, anti-oppression, and the importance of preserving Indigenous knowledge. In 2019-20, the blog included columns from students, staff, and faculty on exploring one's own racial identity, unlearning narrow understandings of disability and accessibility, good practices for engaging in conversations that lead to positive change.
- To celebrate Stauffer Library's 25th year, the Stauffer Foundation contributed \$500,000 to develop a new Indigenous Learning Space in Stauffer's lower level. The funding will also go toward creating additional Indigenous-named study rooms in other library locations on campus, and toward supporting a speaker series during the anniversary year. In 2016, twelve new study rooms at Stauffer Library were given Indigenous names to increase the visibility of the Indigenous community on campus. The rooms house paintings that were commissioned from Indigenous artists from Joyceville Institution, which incorporate the meaning of the room names into artwork.
- Summerhill was illuminated purple on December 3, 2019, in celebration of International Day of Persons with Disabilities, which promotes empowerment, inclusiveness, and equality people who live with some form of disability. The idea to illuminate Summerhill was first brought forward by the Department of Political Studies Student Council in order to champion the cause of accessibility, and encourage a conversation around disability and accessibility at Queen's.
- Each year, the Inclusive Community Fund provides funding to students, staff, or faculty members who wish to organize programs or events that serve to promote a more culturally informed campus community. Initiatives funded by the Inclusive Community Fund have included panel discussions, workshops, and events centered on topics such as anti-racism, equity in the workplace, decolonization, and LGBTQ+ rights.
- The [Campus Wellness Project](#) conducted a six-month-long university-wide consultation process, engaging more than 1,800 students, staff, and faculty through open houses, one-on-one consultations, and online contributions. These consultations led to the development and release of a draft [Wellness Framework](#). The framework reflects a shared wellbeing vision for Queen's that is rooted in a culture of care, inclusion, and respect. The draft framework includes guiding principles and priority areas of focus, which are culture, belonging and social connection, personal wellbeing, and campus spaces.



A Dedicated Space for Students Working to Advance Inclusivity on Campus

A new space for Queen’s racialized and equity-seeking students and student groups working to advance anti-oppression and inclusivity on campus opened in spring 2020. The property – known by the campus community as the “Yellow House” – includes social gathering spaces, work areas, a kitchen, and rooms for equity-promoting clubs ratified by either the Alma Mater Society (AMS) or the Society of Graduate and Professional Students (SGPS). A new Director position was created to lead the development of programs, activities, and services dedicated to supporting the university’s equity-seeking students.

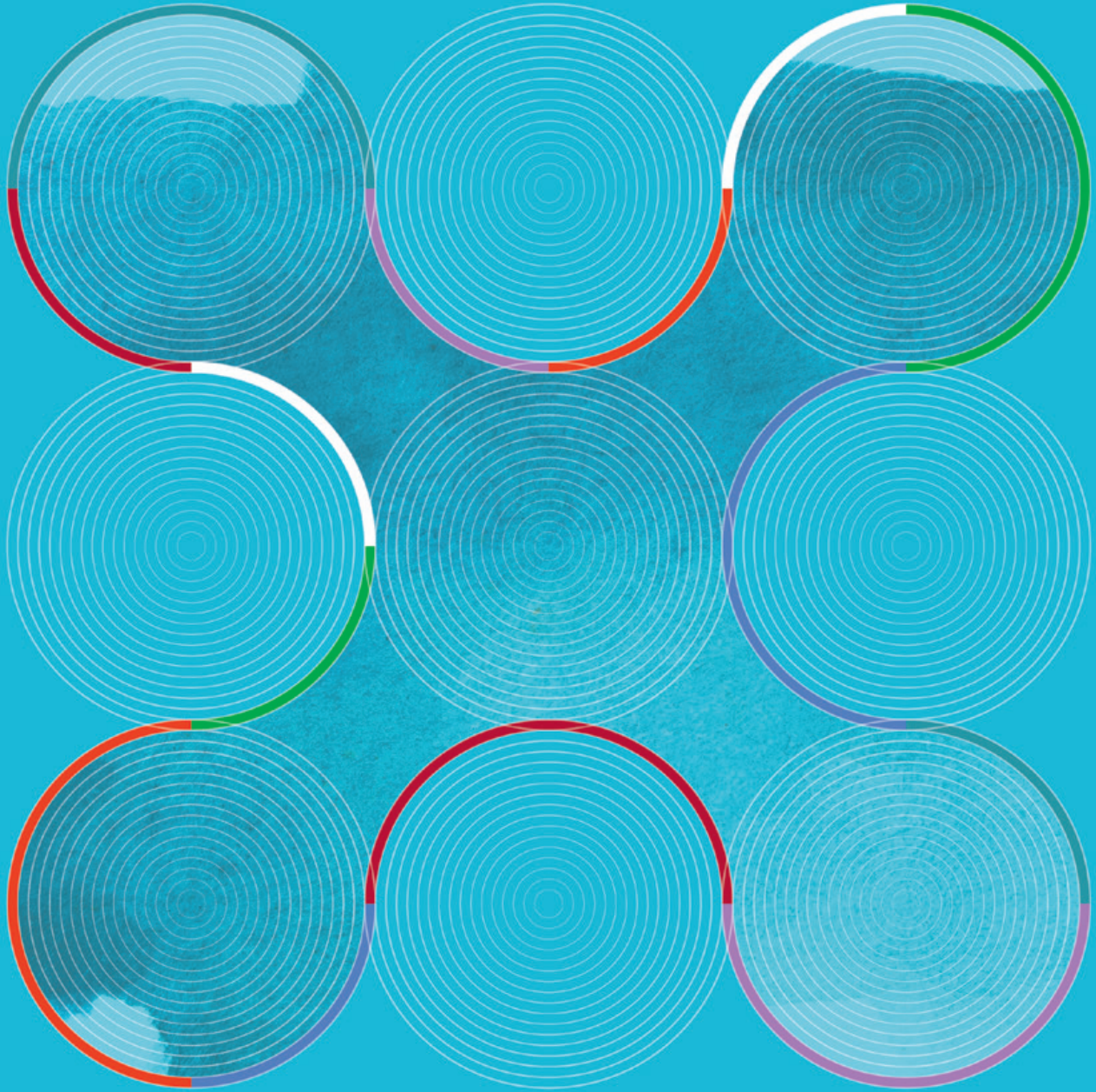
The space houses the following student groups:

- African and Caribbean Students’ Association
- Levana Gender Advocacy Centre
- Queen’s Black Academic Society
- Queen’s University Muslim Student Association



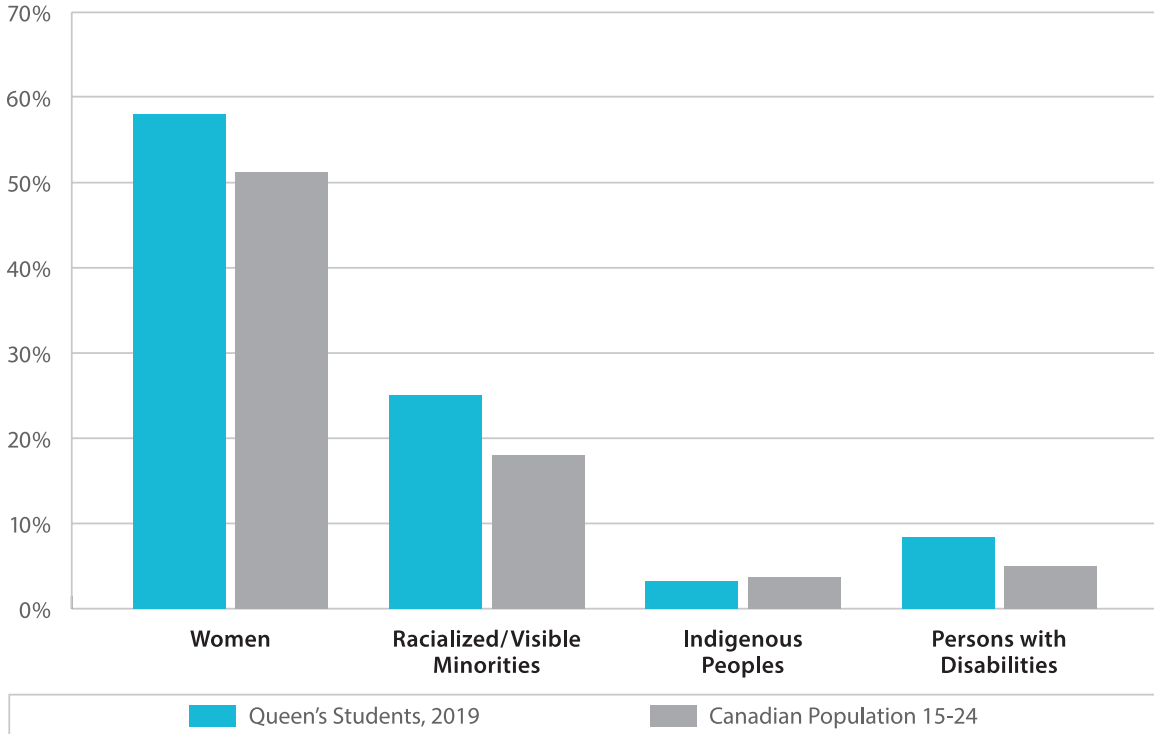
*The “Yellow House” provides space for Queen’s student groups working to advance inclusivity on campus.
(University Communications).*

Diversity at Queen's



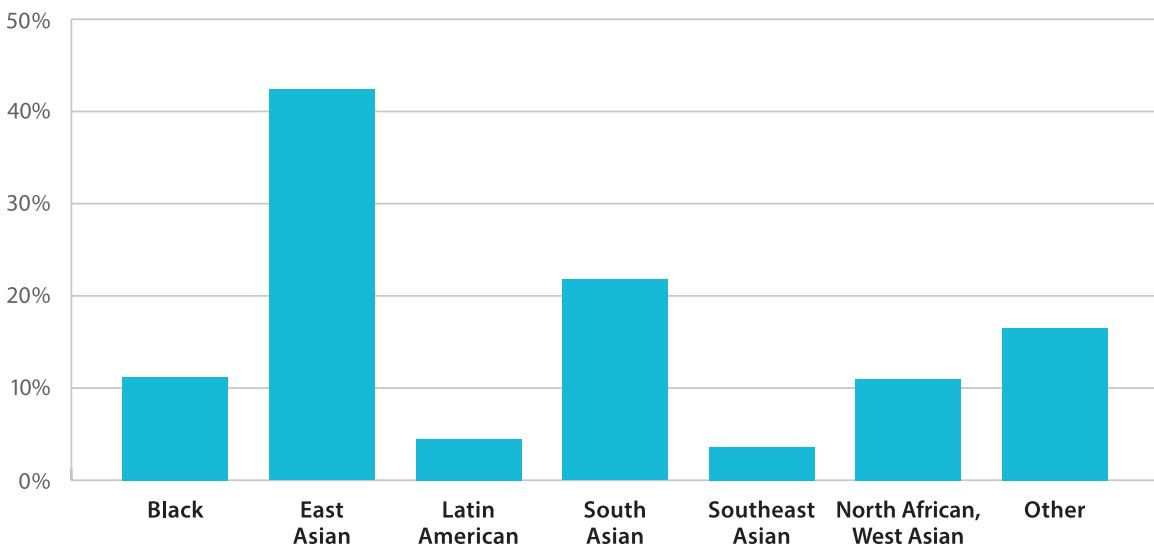
Queen's Students

2019 Queen's University Student Representation Rates Against Canada Population (Ages 15-24)



Does not include students undertaking non-degree programs, certificates, diplomas, visitors, and exchange students. Data Sources: Student Records System (gender), iCount, Equity Census, NSSE, CGPSS, OUAC. Canadian Pop 15-24: Statistics Canada 2011 Census

Student Representation Rates within Visible Minority Category, 2019



Participants can select more than one category

Enhancing Access to Queen's

An Undergraduate Admission and Recruitment EDII Action Task Force was recently established to review Queen's direct-entry undergraduate recruitment and admission processes. The group is exploring policies, pathways, and available demographic and financial aid data, and will propose changes to increase the diversity of students recruited to Queen's. The group will consult with students from equity-seeking groups through the various stages of its work.

The work of the Task Force follows significant changes in recent years to broaden recruitment and increase access to Queen's. Examples of these initiatives are outlined below.

New Positions and Pathways to Support Students from Equity Seeking Groups

Several positions and pathway options have been developed in recent years to enhance recruitment and support for students from equity-seeking groups:

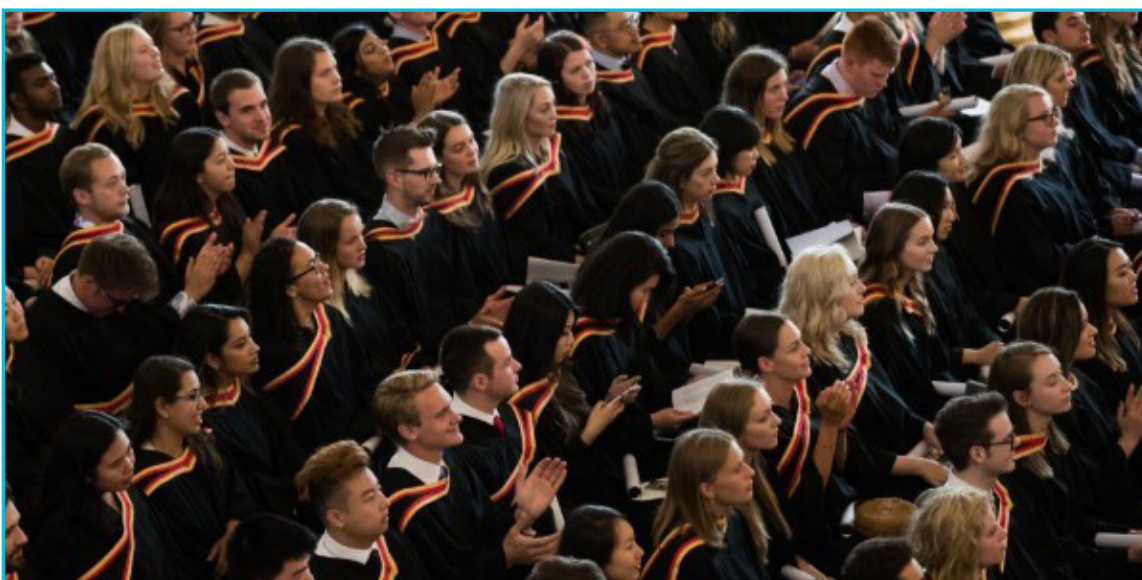
- The Indigenous Access and Recruitment Coordinator (Health Professions Programs) position provides recruitment and student support services for Indigenous students in the Faculty of Health Sciences.
- The Director, Diversity and Equity, School of Medicine, develops and supports EDI initiatives and services.
- In an effort to reduce systemic barriers to medical education, the School of Medicine announced in July that it will allocate 10 of its 100 seats to Black and Indigenous students in each class of its MD program, starting with the 2020-2021 undergraduate application cycle. These 10 seats will be made available through the Queen's University Accelerated Route to Medical School (QuARMS) pathway, which was launched in 2012.
- The Diversity and Inclusivity Coordinator in the Smith School of Business commerce program supports, and advocates for, students belonging to equity-seeking groups.
- The Indigenous Recruitment and Support Coordinator in the Smith School of Business and the Faculty of Law focuses on recruitment and Indigenous student support.
- The Faculty of Education Elder-in Residence supports Indigenous students, and the Aboriginal Teacher Education Program office provides guidance and cultural events for Indigenous students.
- Career Services has a career counsellor position that focuses on support and outreach to students from underrepresented groups.
- The Intercultural Academic Success Coordinator position in Student Academic Success Services develops academic skills programming for international students, and students whose first language is not English.
- The Indigenous Academic Student Advisor position in the Faculty of Arts and Science provides support for Indigenous students.
- The above noted Indigenous-focused recruitment and support positions are complemented by the long-established recruitment and support positions in Queen's Four Directions Indigenous Student Centre and the Aboriginal Access to Engineering program.

- The Program Advisor (International and Student Experience) in the Faculty of Engineering and Applied Science supports the academic and non-academic transition needs of international students.
- The Faculty of Engineering and Applied Science is partnering with colleges to explore options for students from underrepresented groups to enter Queen's engineering through college pathways.
- In collaboration with graduate student committees, the Faculty of Arts and Science is working to obtain a better understanding on how to improve the recruitment and retention of female Master's students to transition to PhD students.
- Queen's has had an undergraduate Indigenous Admission Pathway in place for several years, and more recently added a First-Generation Pathway. Queen's also has a recruitment representative position based in the GTA. This position is part of a team that provides outreach to students from diverse backgrounds and works with community organizations that support youth from populations that are under-represented on campus.
- The School of Graduate Studies introduced an Indigenous Student Admission regulation in 2018. Under this regulation, Indigenous candidates' academic, cultural, personal and professional background, and other factors indicative of capacity for graduate level study and research are considered.



Examples of new financial awards for students from equity-seeking groups

- A fund-raising plan for a Black law student bursary was initiated in 2019, with a commitment from the Faculty of Law to match the funds to ensure the bursary would be endowed. The terms of reference for the Cecil Fraser Bursary (named for the first Black graduate of Queen's Law) were approved in June 2020. The Douglas Cardinal Bursary, established in spring 2018 by David Sharpe, Law '95, continues to be awarded to Indigenous law students.
- The new Promise Scholars Program provides comprehensive financial, transition, and career support for first-generation students.
- Established in March 2019 by the Faculty of Health Sciences, the Medicine Admission Award for Black Canadians is awarded on the basis of demonstrated financial need and academic achievement to Black Canadian students entering their first year in the School of Medicine in the Faculty of Health Sciences.



Promise Scholars Program

Student Affairs launched the Promise Scholars program in September 2019 to reduce financial barriers and increase access to Queen's for local first-generation students.

Promise Scholars are provided with financial support to graduate from a first-entry degree program with no student loans. Participants receive financial support for tuition, fees, books, and supplies, as well as residence in their first year, and a living allowance for their second, third and fourth years of study. This support, in addition to provincial grants and summer work experiences, ensures Promise Scholars can benefit from the full Queen's undergraduate experience.

Promise Scholars are connected to dedicated advisors who provide one-on-one guidance on navigating the application process and system before they arrive. The advisors also provide guidance on academics, financial planning, and career preparation throughout their time at Queen's. The first five Promise Scholars start their studies at Queen's in September 2020.

Student Support and Transition Services

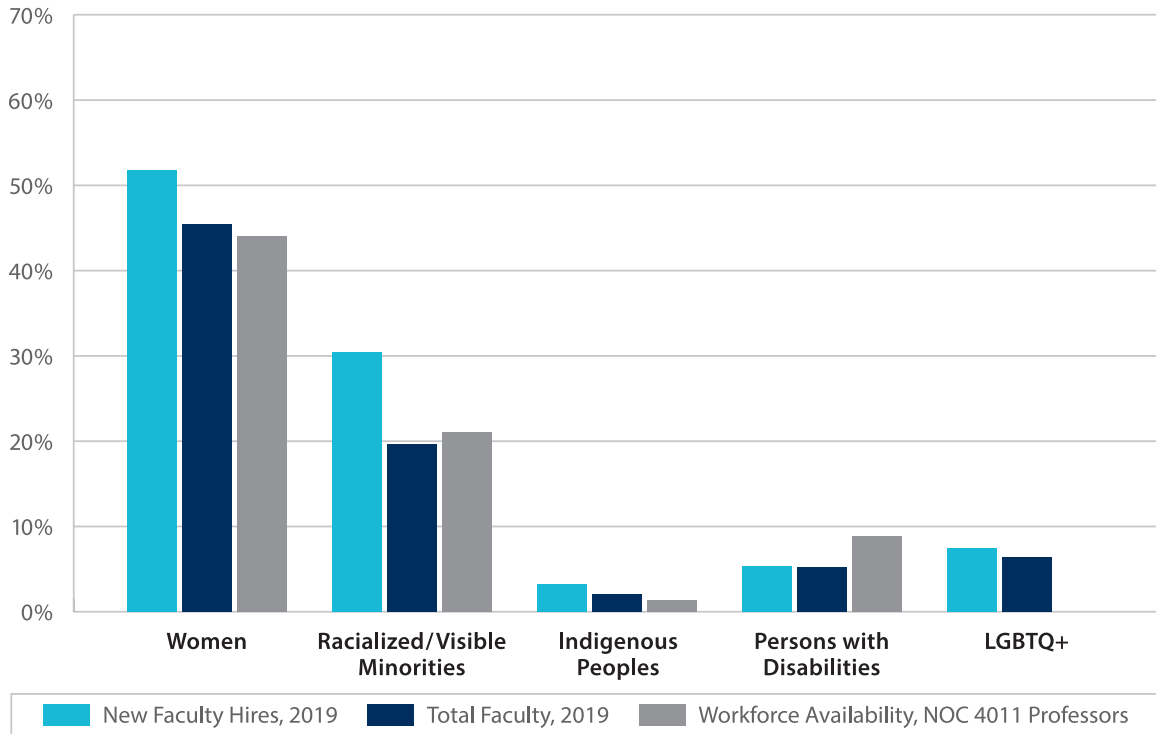
In recent years, units across campus have increased tailored support services and programs for students belonging to equity-seeking groups, including mentorship opportunities, culturally relevant support programming, and dedicated spaces on campus. Examples of new initiatives are outlined below, and additional information on recently established services and programs can also be found in previous [EDI annual reports](#).

- In response to, and in support of the Black Lives Matter movement, Student Wellness Services (SWS) expanded its efforts to better support the mental health needs of Black students. This includes speaking with Black student representatives about potential areas of improvement and offering training to all SWS staff related to Black racialized trauma. SWS has also contracted with local mental health professional to provide individual counselling sessions and group support for Black-identified students. Counselling Services has also introduced a multi-session *Group Support for Racialized Students* online series. The group aims to provide a space for racialized students – both domestic and international – to reflect on topics such as inequity, oppression, and where they can share their personal experiences and thoughts on systemic and structural racism. The program is facilitated by the Cross-Cultural Advisor at SWS, who specializes in culturally sensitive counselling for students from culturally and racially diverse backgrounds.
- The School of Medicine established mentorship programs for Black and LGBTQ+ students. The programs match medical students with volunteer faculty mentors to provide guidance as they progress through clerkship, residency, and into the medical profession.
- The Student Food Insecurity Advisory Committee was formed in January 2020 to implement recommendations of the Food Insecurity Working Group. The working group identified five strategic priority areas to help address food insecurity at Queen's: Education and Awareness, Environment, Community, Skill-Building, and Policy. Work is underway to implement the working group's recommendations, including creating a student food collective, and the creation of a centralized hub for resources that students can access.
- In 2019-20 Queen's Faith and Spiritual Life implemented several new programs to help students combat stress and connect with members of the Queen's and Kingston communities. Among these new offerings is the Supper and Support program, which provides a chance for students with little or no parental support to gather weekly for a shared meal. Students facing similar circumstances are able to engage with their peers and staff members in a non-judgmental space.



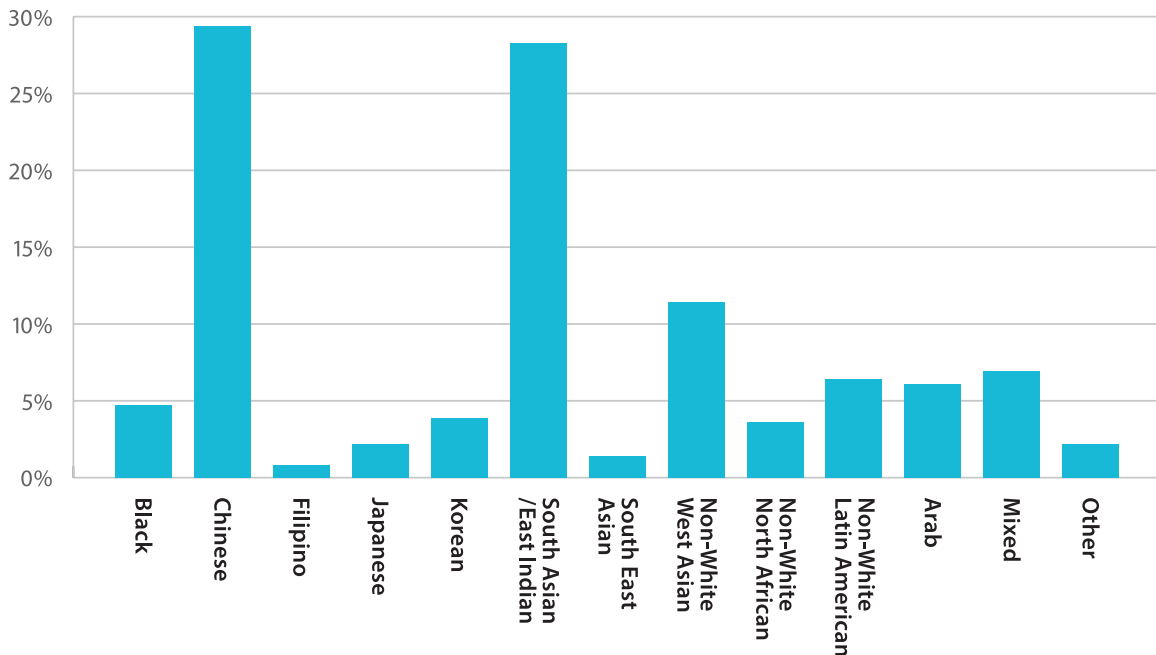
Queen's Faculty

Queen's University Faculty Hiring by Equity-Seeking Group, 2019



Reporting Period: January 2019 to December 2019. The percentages for women is calculated by population using the HRIS. The return rate for the ICOUNT Queen's Equity Census is 85.3%. 'Faculty' includes Professors, Adjunct Professors, Post-Doctoral Fellows, Academic Assistants, Librarians, and Archivists. Staff includes Executives, General Support, Research, CUPE 229, CUPE 1302 and CUPE 254.

Faculty Representation Rates within Visible Minority Category, 2019



To ensure academic units are able to attract and retain faculty members from diverse cultures and backgrounds, departments who are hiring have been directed to use the Diversity and Equity Assessment and Planning (DEAP) Tool. The DEAP Tool was developed by Queen's Human Rights and Equity Office to assist units in:

- Understanding the demographic profile of their staff, faculty, and students
- Assessing how inclusive the unit is
- Providing an opportunity to reflect on areas in need of improvement using the Diversity Score Card assessment template
- Supporting requests for resources for equity and diversity initiatives
- Developing an action plan and timeline to enhance inclusion

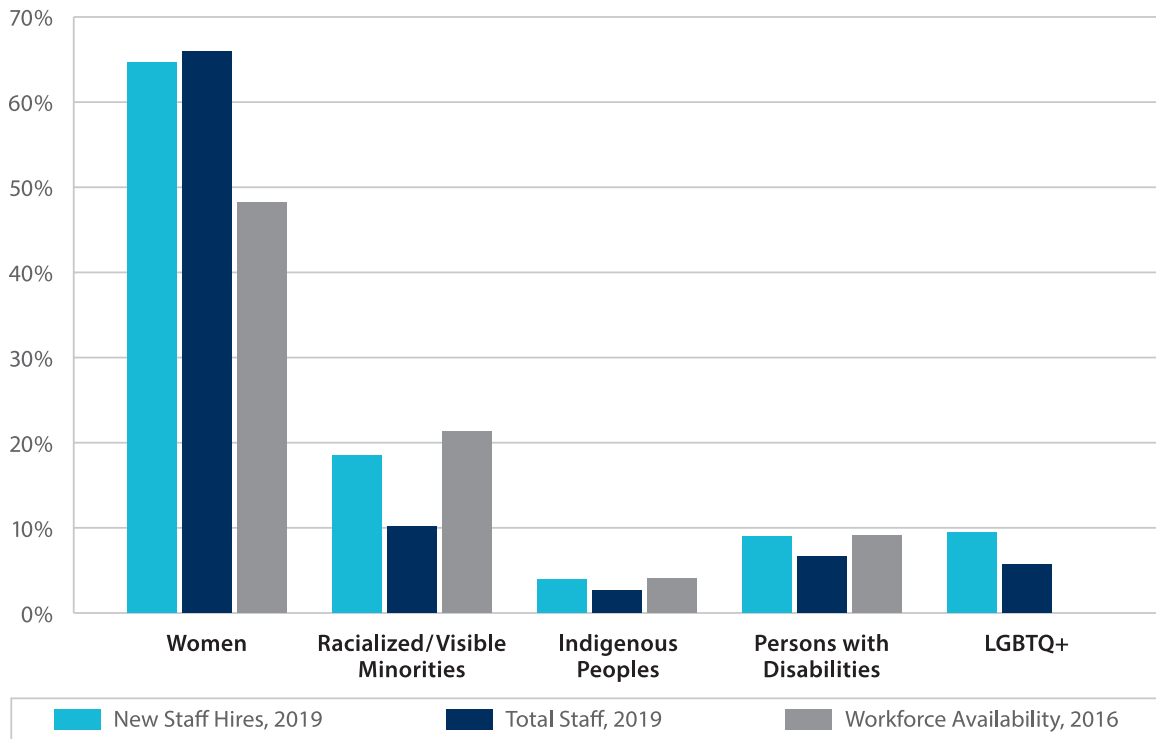
As of August 1, 2020, 51 academic and administrative units are using the DEAP Tool.

In order to expand oversight for the employment equity process in faculty appointments, equity hiring data gathered through the Queen's Equity Appointments Process is now accessible to the Deans and Deputy Provost (Academic Operations and Inclusion), who have oversight for academic appointments. Enhancing the availability of equity data enables senior leaders to ensure that applicant pools are sufficiently diverse and that employment equity practices are followed.



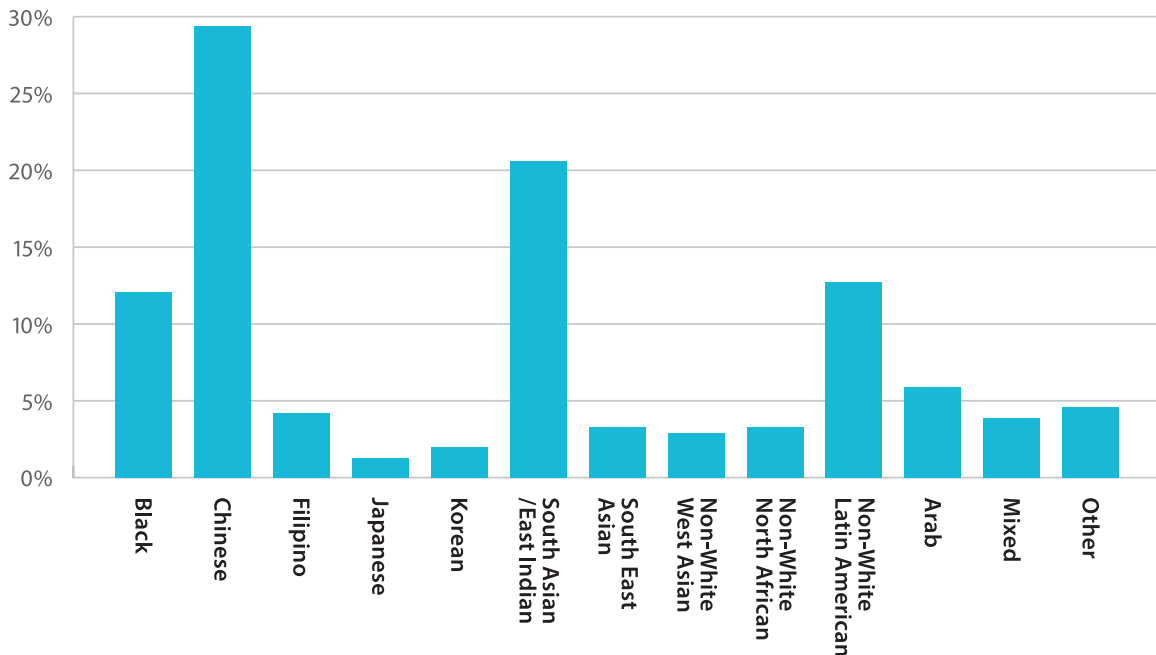
Queen's Staff

Queen's University Staff Hiring by Equity-Seeking Group, 2019



Reporting Period: January 2019 to December 2019. The percentages for women is calculated by population using the HRIS. The return rate for the ICOUNT Queen's Equity Census is 85.3%. Includes Executives, General Support, Research, CUPE 229, CUPE 1302 and CUPE 254.

Staff Representation Rates within Visible Minority Category, 2019



Queen's Equity Appointments Process

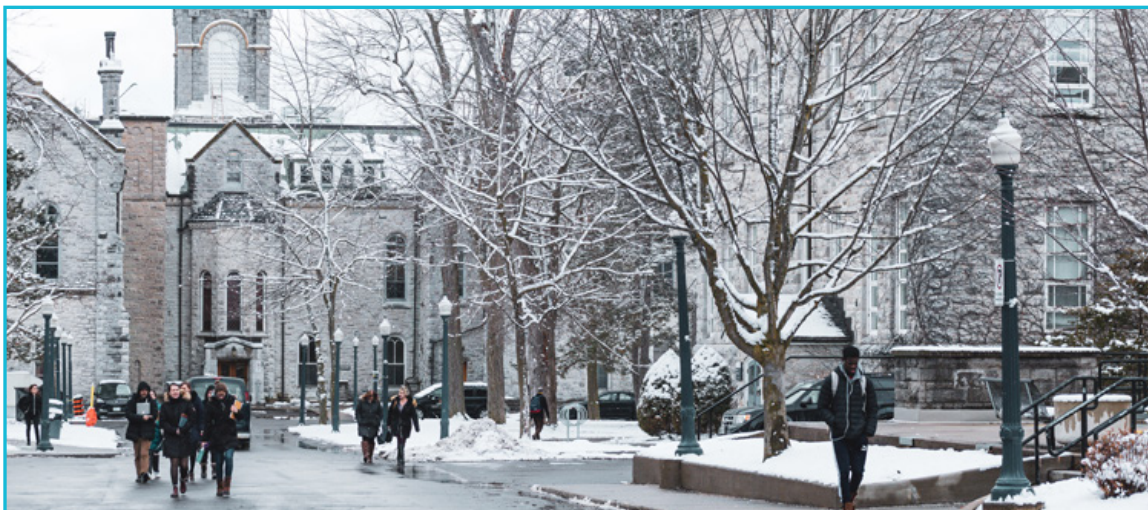
Launched in 2017, the Queen's Equity Appointments Process (QEAP) process supports inclusive hiring practices by identifying which equity-seeking group is most underrepresented in the hiring unit, ensuring all hiring committee members have received the appropriate employment equity training, and tracking the diversity of the applicant pool throughout the hiring process. A demonstration of the QEAP Application is now incorporated within the Employment Equity Representative training for both faculty and staff hiring committees.

Employment Equity Process for Staff Positions

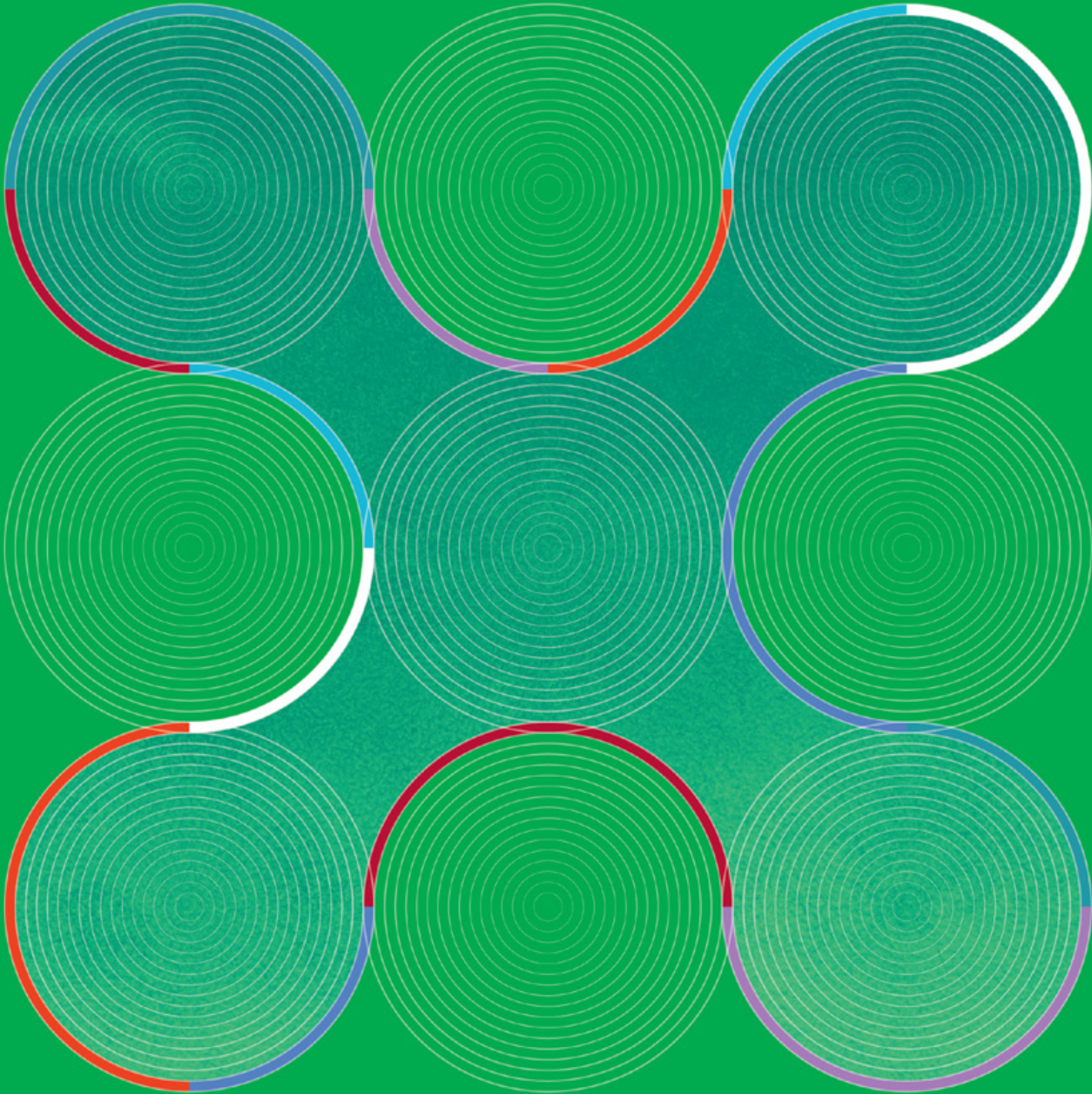
The Deputy Provost (Academic Operations and Inclusion), the Human Rights and Equity Office, and Human Resources have developed a formal equity process for staff recruitment. The main feature of the new process is that all members of staff hiring committees must complete mandatory employment equity training. The training helps ensure that job candidates from equity-seeking groups are not unintentionally excluded from positions for reasons not related to ability or qualifications. The pilot phase of the process was launched in 2017, a phased rollout was completed in 2018, and participation in the staff equity hiring processes is now mandatory for all units.

New Funding for Employee Resource Groups

The Deputy Provost (Academic Operations and Inclusion), together with Human Resources and the Human Rights and Equity Office, has established new funding resources to support Employee Resource Group (ERG) activities. ERGs can apply for funding of up to \$1,000 per year from the Employee Resource Group Fund to assist in their work to support communities for equity-seeking groups on campus.



Diversification of Research and Academic Programming



EDII in Queen's Strategic Research Plan

Queen's Strategic Research Plan identifies EDII as a priority within the research enterprise. Some of the themes outlined in the Strategic Research Plan include Securing Successful and Just Societies through Scholarship, Governance and Policy, and Mobilizing Creativity and Enabling Cultures.

To strengthen awareness of EDII related issues within the research portfolio, several training opportunities have been developed for staff members, including Queen's land acknowledgment training and the implementation of Cultural Awareness training for Queen's University's Partnerships and Innovation. The portfolio has also solicited a proposal from Okwaho Equal Source (OES), an Indigenous-owned company, for design and delivery of training on Indigenous perspectives.

Canada Research Chair Equity Action Plan

In 2017, the Tri-Agency Institutional Programs Secretariat (TIPS) directed all universities with five or more Canada Research Chairs (CRCs) to create an Equity Action Plan and address any underrepresentation that exists.

The university subsequently developed an action plan to identify and address potential barriers to equity and inclusion in the CRC program at Queen's. The Office of the Vice-Principal (Research) is responsible for ongoing monitoring and updating of this plan and, in concert with the Provost's Office, Deans and departments/units, ensuring that the plan is successfully enacted.

Supporting Women Entrepreneurs

Queen's has received federal funding from the Women's Entrepreneurship Strategy (WES) Ecosystem Fund, which helps to address gaps and build capacity in the entrepreneurship ecosystem for women. The Queen's project, called WE-CAN (Women Entrepreneurs Can), is led by Queen's University's Partnerships and Innovation (QPI). The project includes several partners, such as Queen's Dunin-Deshpande Queen's Innovation Centre, the City of Kingston, the Kingston Economic Development Corporation, St. Lawrence College, the KEYS Job Centre, and L-SPARK, that are responsible for designing and delivering new programs and services to support women entrepreneurs in Kingston and the surrounding region. The mission for WE-CAN is to inspire and empower existing and aspiring women entrepreneurs by providing them with tools, resources, expert mentors, networks and community building to expand existing businesses and to launch new ventures.

In July 2020, Queen's and the Kingston Economic Development Corporation announced nine rural, women-led businesses that will make up the first cohort of the Rural Mentorship Program. Designed to provide one-on-one mentorship for rural women entrepreneurs in the Kingston region, the program is tailored to address their specific business goals to help them build and expand their rural enterprises.

Supporting Indigenous Research

The research portfolio has hired a Research Advisor to provide advice on community-based research with Indigenous communities and on the co-development, review, submission and administration of applications for research funding. The research advisor will assist in the co-development of Indigenous-related research initiatives within the Office of the Vice-Principal (Research), and also manage the Indigenous Ethics Review sub-panel in coordination with the Director, Research Ethics Compliance.

Addition positions to support Indigenous research have also been developed across campus, such as the Research Associate, Indigenous Art, in the Agnes Etherington Art Centre. The position was developed to help inform access, care and return (rematriation/repatriation) of Indigenous collections based on feedback from the Agnes' Indigenous Advisory Circle.



Installation views of Soundings: An Exhibition in Five Parts at Agnes Etherington Art Centre, 5 January–7 April 2019 (Paul Litherland)

Queen's Learning Outcomes Framework

Queen's Learning Outcomes Framework has been revised to ensure it addresses issues of racism, equity, social justice, and Indigenization in the learning environment. Queen's Senate approved the amendments in March 2019, and a working group has been formed to oversee implementation. An example of a learning outcome in the framework is to, "take initiative to bring about positive change in academic, professional and personal contexts, guided by the principles of integrity, empathy, and equity".

Embedding EDII in Curricula and Programs

Embedding EDII in Queen's curricula and programs was recommended the Truth and Reconciliation Commission Task Force and the Principal's Implementation Committee on Anti-Racism, Diversity, and Inclusion. This work is a priority for the university. As noted in Queen's Truth and Reconciliation Commission Task Force report, the university has educated many leaders and policymakers in government, health care, private corporations, education, and law. Queen's therefore has a deep responsibility to educate all students on the historic and current forms of racism and oppression that persist in our society.

Below are examples of recent initiatives to embed EDII in Queen's academic programs:

The Centre for Teaching and Learning

- The Centre for Teaching and Learning and the Human Rights and Equity Office have developed educative modules on equity, diversity, and inclusion in pedagogy and practice. The modules are under Creative Commons licensing, so Queen's instructors are able to use the content from those modules to help inform their approaches to teaching and to supplement course content.
- The Centre for Teaching and Learning revised their Course Design Institute programming to reflect the university's priorities of decolonization and inclusive pedagogies. The revised program has resulted in raising instructors' awareness of EDII and their ability to integrate resources, content, and perspectives into their courses.
- Faculty members can use the new guide on Indigenizing Online Learning to incorporate Indigenous content and practices into their online courses. The guide was developed by the Aboriginal Teacher Education Program in the Faculty of Education and the Centre for Teaching and Learning.
- The Centre for Teaching and Learning offers a regular decolonization curricula series for faculty members, which is led by Lindsay Brant, Educational Developer, Indigenous Pedagogies and Ways of Knowing. The series is designed for members of the Queen's community to learn about Indigenous pedagogy, as well as learn and share practical tips for implementation in a safe and supportive environment.
- Instructors, through programming like the Course Design Institute and the Decolonizing Curricula series, are being encouraged to identify unintended biases in course content and resources, and to adopt broader perspectives in their content and the pedagogies used.

The Faculty of Arts and Science

- The Faculty of Arts and Science Curriculum Committee's criteria for course submissions includes the inclusion of learning outcomes related to the Principal's Implementation Committee on Racism, Diversity, and Inclusion, and the Truth and Reconciliation Commission Task Force recommendations.
- Arts and Science Online has developed a module on equity, diversity, and Indigeneity entitled, "Paying Attention to What You See." The module was developed as part of a new three-week free course for prospective students.
- Diversifying programs and curriculum is a central goal of faculty renewal initiatives in the Faculty of Arts and Science (i.e., requests for positions; the hiring process; new faculty orientation and mentorship; and faculty retention). In recent years, new faculty members have been hired in the areas of Indigenous studies, Black studies, diasporic studies, prison studies, surveillance and artificial intelligence, and climate change, among others.
- The Faculty of Arts and Science has established an Equity, Diversity, Inclusion, and Indigeneity Fund to support diverse teaching, learning, and research initiatives.

The Faculty of Health Sciences

- The Faculty of Health Sciences uses the Diversity and Equity Assessment and Planning (DEAP) Tool each time a new program is created to ensure it includes elements of equity, diversity, and inclusion.
- An anti-oppression workshop is included in the annual School of Medicine orientation program.
- The KAIROS Blanket Exercise, which educates participants on Indigenous histories, is part of the first-year School of Medicine curriculum.
- A faculty-wide scan of the curriculum is underway to improve representation of Indigenous Health in all programs.
- A scan of the medical school curriculum is underway to enhance anti-oppression and anti-racism content.
- The Faculty of Health Sciences faculty development Summer Reads Anti-Racism Program was developed to promote education on anti-racism.
- Planning is underway of symposium that will explore "Who gets to be a doctor?" for Fall 2020. The symposium includes content related to the 1918 ban of Black medical students at Queen's and explores barriers to medical education.

The Faculty of Engineering and Applied Science

The Faculty of Engineering and Applied Science developed equity and diversity modules that have been embedded into the core engineering curriculum, and will be expanded in the 2020-21 academic year. EDI-related learning outcomes included:

- Use equity in decision making
- Identify impact on stakeholders
- Identify fundamental concepts in equity domain, including equity, equality, diversity, and inclusion
- Recognize different types of discriminatory actions
- Summarize PEO equity and diversity policy
- Explain impact of engineering decisions on society and environment



Smith School of Business

- The Smith School of Business initiated an EDII Task Force and announced the following immediate actions, all of which will have an impact on EDII in curricula and programs at the school:
 - » All Smith staff participated in mandatory EDII training before the start of the 2020 fall term. This builds on mandatory training that has been in place for management staff already;
 - » Additional training support is being provided to Smith faculty members to apply equity, diversity and inclusion in teaching pedagogy. The first two of five modules and facilitated interactive sessions – focused on *Power, Privilege and Bias* and *Navigating Difficult Conversations*–occurred in summer 2020 with the remaining scheduled over the fall term;
 - » All Smith students (undergraduate and graduate) will receive EDII training in the upcoming year.
 - » Five working groups have been formed to advance EDII in:
 - Physical, virtual and safe spaces (Goodes and Smith Toronto)
 - Incorporating EDII into teaching and learning (courses and across program curricula)
 - Research and thought leadership in EDII
 - Policy, process and practice reform
 - Advancement and alumni engagement in EDII initiatives
- All second-year commerce students participate in the Kairos Blanket exercise as part of the core Ethics course, and they also complete mandatory Cultural Intelligence (CQ) training.
- An inventory of case studies written in collaboration with Indigenous businesses and business leaders has been developed and are interwoven in the commerce curriculum
- An EDII speaker series will be introduced in September 2020 for commerce and graduate students.
- Smith is in discussion with other Ontario business schools about coordinating efforts to develop programming and outreach for students in grades 9-12 who may not see themselves in an undergraduate business program.
- Smith School of Business formed a strategic partnership with Catalyst Canada in 2019 to create a research hub and discussion forum where Smith researchers collaborate with Catalyst experts and industry partners to advance equity, diversity and inclusion in workplace policies, culture and structure. New executive education programs have been launched to educate managers on unconscious bias and related issues in the workplace.

The Faculty of Law

- The Faculty of Law reviews its curricular offerings annually and prioritizes the addition of content related to racism, diversity, and inclusion. Courses such as Racism and Canadian Legal Culture, Aboriginal Law, the Feminist Legal Studies Workshop, First Nations Negotiation, Aboriginal Child Welfare, and Bias and Criminal Justice System Outcomes respond directly to the need to incorporate curricular content that reflects diverse identities, cultures, and perspectives. A new course, Taxation of Indigenous Peoples, will be offered in fall 2020.
- The undergraduate Certificate in Law program provides students with an understanding of Aboriginal law in Canada, and the historical and contemporary forces at play in the ongoing process of reconciliation.
- The Faculty of Law continues to partner with Indigenous communities to support their local Justice Centres and their legal needs, particularly with respect to self-governance. These partnerships help to build relationships with Indigenous communities and provide important learning opportunities for students. For example, projects underway by faculty and students with the Akwesasne Justice Department involve child welfare, international trade law, and providing resource materials to assist in training justices of the peace. In April 2020, a team of students in the International Trade Law Practicum completed a research project on cross-border trade for the Mohawk Council of Akwesasne.

The Faculty of Education

- The Faculty of Education weaves equity and diversity through all course offerings.
- The Faculty's EDI Committee recently worked to clarify reporting processes and support for students facing harassment, discrimination, bullying, or racism while on practicum. An infographic is being developed for easy reference for teacher candidates.
- A new position, Senior Research Advisor (Research Initiatives, Diversity and Inclusion) has been developed by the Faculty of Education to ensure an EDI lens is embedded in all research activities of the Faculty of Education.
- The Aboriginal Education course and a three-part cultural safety course are mandatory for all teacher candidates. Dr. Lindsay Morcom, Elder-in-Residence Deb St. Amant, Dr. Jennifer Davis, and ATEP Program Manager Liv Rondeau regularly give guest lectures on various Indigenous topics.
- The Faculty of Education's Indigeneity, Inclusivity, and Equity Series was created to help develop ethical, competent, and thoughtful leaders in education. The ongoing series provides resources, training, and forums for faculty, staff, and students to share ideas and concerns.
- New partnerships between the Faculty of Education and community organizations such as Sistema Kingston and 1 Million Teachers provide alternative practicum opportunities that help teacher candidates learn how to engage students from diverse socio-economic and cultural backgrounds.

The Agnes Etherington Art Centre and the Isabel Bader Centre for the Performing Arts

- The Agnes Etherington Art Centre and the Isabel Bader Centre for the Performing Arts offered several learning-through-art programs to support faculty members in diversifying their curriculum in 2019-20.

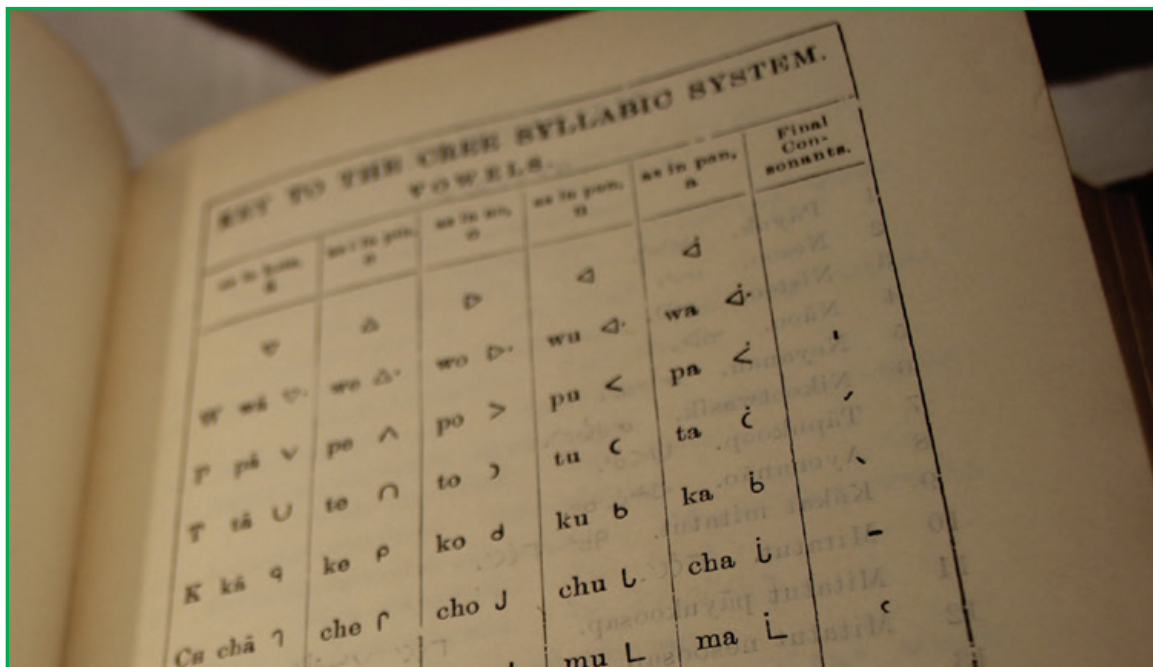
New Black Studies and Indigenous Studies Programs

The Faculty of Arts and Science has created two new academic programs that will provide students with additional opportunities to enhance their understanding of Black and Indigenous histories and perspectives.

Championed by Dr. Katherine McKittrick, the Black Studies Minor program proposal is progressing through the approval process with strong support. The Black Studies program will be interdisciplinary and serve to educate students from across the university about the histories and contemporary struggles of Black diasporic communities. Principal Deane has also committed to hiring more faculty members through the Queen's National Scholars program to support the launch of the Black Studies program.

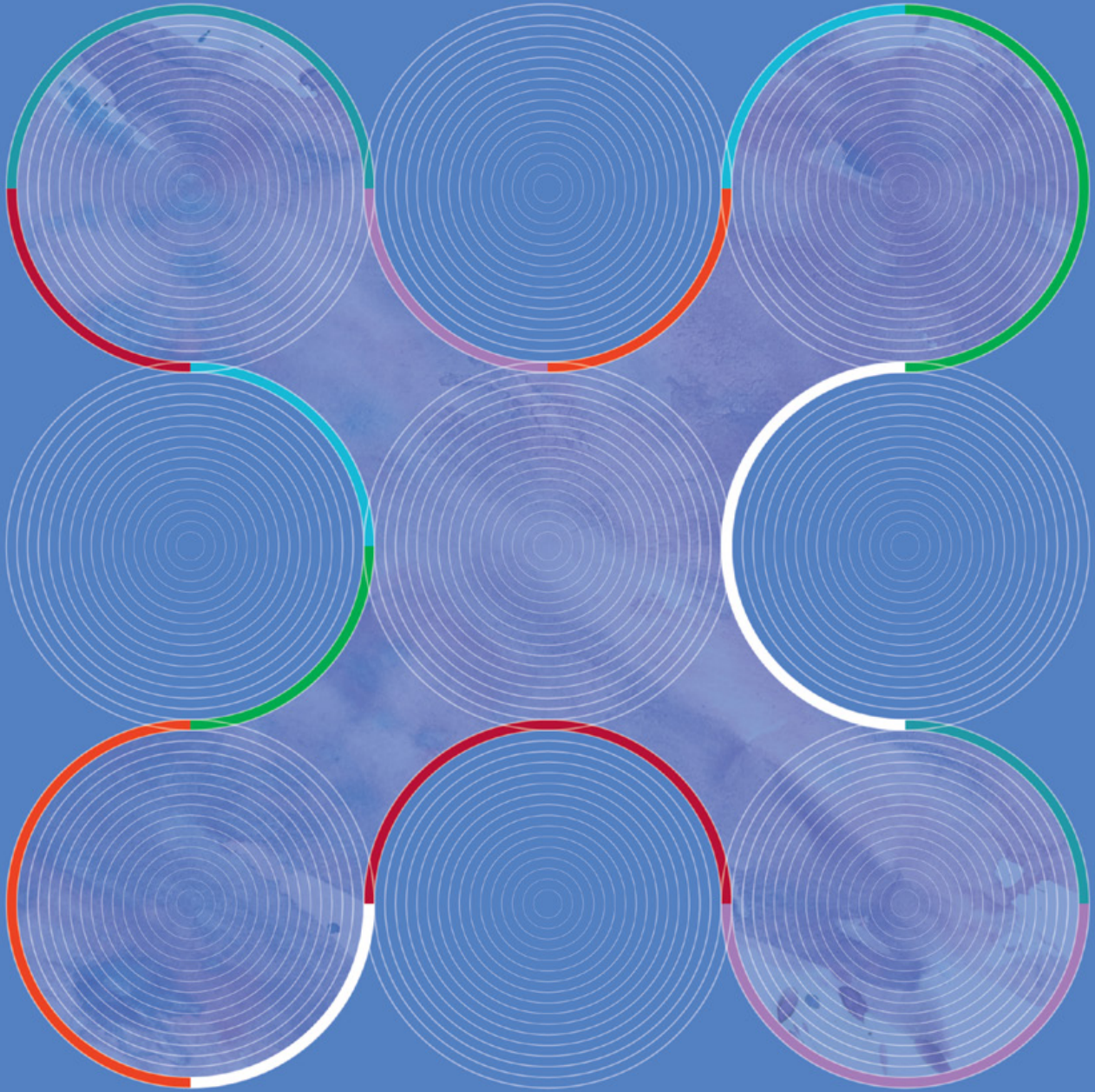
Queen's recently approved the introduction of a BAH Major and a BAH Medial degree plan in Indigenous Studies, which are set to launch in 2020-2021. Previously, only a Minor was offered in Indigenous Studies. The new degree plans will help enhance educational opportunities for Queen's students to learn about the lived histories and current realities of Indigenous peoples in Canada and beyond. The programs will also help to bolster Queen's growing strength in Indigenous education and research, and the university's continued recruitment of leaders in this field.

Queen's also has a Certificate of Indigenous Languages and Culture, which introduces students to Mohawk, Inuktitut and Anishinaabe languages. The courses help to deepen students' understanding of Indigenous cultures through exposure to Indigenous traditions, ceremonies, and current issues.



*A page from a 1908 Bible shows the Cree syllabic system.
(W.D. Jordan Rare Books and Special Collections, Douglas Library) (Phil Gaudreau/Queen's Alumni Review)*

EDII Training



Anti-Racism and Inclusion Training for Queen's Leadership

The Human Rights and Equity Office, working with the Deputy Provost (Academic Operations and Inclusion), offers an equity and inclusion training course for Queen's leadership team (grade 10 and above).

The training sessions provide opportunities for individuals in leadership positions to learn about human rights, equity, and inclusion concepts, and to reflect on the importance of these concepts in the university's administrative functions. Through facilitated discussions, participants consider the current context for equity, diversity, and inclusion work on university campuses, and explore foundational language and principles related to equity, access, decolonization, and justice for historically marginalized communities.

As of June 1, 2020, 505 active employees in Queen's leadership team have completed the Showing up for Anti-Racism and Inclusion training series.

Employment Equity Training for Hiring Committees

To ensure all members of academic and non-academic hiring committees and promotion processes can fully engage in employment equity practices, monthly training courses are now offered through the Human Rights and Equity Office for individuals involved in faculty appointments, Renewal Tenure and Promotion Processes (RTP), and staff hiring.

The Associate Vice-Principal (Human Rights, Equity and Inclusion) also regularly delivers training to hiring committees for the appointment of senior administrators, which include any appointment at the level of Dean and above. In 2019, the Associate Vice-Principal (Equity, Human Rights and Inclusion) participated in training and presentations on employment equity for the senior hiring committees for the Dean of the School of Business, the Dean of the Faculty of Health Sciences, the Director of the Agnes Etherington Art Centre, the Executive Director of Student Wellness, the Ombudsperson, the Provost and Vice-Principal (Academic), the CRC Executive Committee, the Queen's National Scholar Committee, the Honorary Degrees Committee, and the University Promotions Committees.

EDI Modules for Faculty Members

The Centre for Teaching and Learning recently collaborated with the Human Rights and Equity Office in the development of modules on EDI in pedagogy and practice. Faculty can explore topics such as power, privilege and bias, decolonization, inclusive classrooms, universal design for learning, and navigating difficult conversations. Central in the design of each of these modules are the principles of interactivity, self-reflection, and practical strategies.

The modules are under Creative Commons licensing, so Queen's faculty members are able to use the content from those modules to help inform their approaches to teaching and to supplement course content.

Training for Student Leaders

The Division of Student Affairs and the Human Rights and Equity Office regularly offers Leading, Including, Transforming (LIT) training for student orientation leaders and volunteers, resident dons, and peer mentors. The in-person training helps student leaders understand the importance of conducting their work in a manner that celebrates the diversity of the Queen's student body and promotes a welcoming campus environment. After completing the training, students should:

- Understand the foundations of basic anti-oppression, diversity, and inclusion concepts
- Understand the social dynamic of privilege and/or oppression and how it operates in each individual.
- Recognize and see the value of diverse ideas, experiences, and identities for the Queen's community and beyond.
- Feel equipped with strategies and tools to navigate and respond to difficult conversations.

In 2019, 1300 students participated in the LIT training.

Workshops for BIPOC Students

The Human Rights and Equity Office is collaborating with Four Directions Indigenous Student Centre and the Student Experience Office to create a series of workshops tailored to BIPOC students on the implications of doing equity and anti-racism work.

From Diversity to Inclusion in the Workplace Certificate Program

From Diversity to Inclusion in the Workplace is a certificate program made-up of a series of courses that seek to engage Queen's staff and faculty in conversations about diversity and equity, and to provide resources, knowledge, and tools required to make Queen's an inclusive campus.

The certificate program was first offered in January 2013, and is jointly sponsored by Queen's Human Resources, and the Queen's Human Rights and Equity Office.

Diversity and Inclusion Staff Team Learning Program

The Diversity and Inclusion Staff Team Learning Program is an interactive and skills based course in which participants explore ideas, concepts, and issues related to diversity and inclusion. In particular, participants explore how these concepts present in the context of the workplace.

Workshops and Training for Queen's Employees

Many faculties, schools, and non-academic units held diversity and inclusion focused training sessions throughout 2019-20. Examples of sessions offered include:

- The Centre for Teaching and Learning regularly offers workshops that focus on creating positive learning environments for diverse student populations. Topics included practical strategies for inclusive learning, and Aboriginal Cultural Awareness.
- The Faculty of Engineering and Applied Science held a workshop for researchers to help identify needs and action plans to improve the diversity and inclusivity in their research programs. Information was used to promote principles in funding applications.
- The Faculty of Engineering and Applied Science provided Trauma Informed Training for faculty and staff that examined a service delivery approach that is rooted in an understanding of and responsiveness to the impact of trauma that emphasizes physical, psychological, and emotional safety for both providers and clients. The intention of the training is to provide support services in a way that is accessible and appropriate to those who may have experienced trauma.
- Dr. Anita Jack Davies led the Faculty of Education in a series of workshops on addressing unconscious bias.
- For the third consecutive year, the Faculty of Law organized a roundtable discussion with Akwesasne community members in Akwesasne Mohawk Territory. In October 2019, 40 students, staff and faculty visited the Akwesasne Court, where they discussed historical conflict resolution techniques and restorative justice and participated in a case study on Akwesasne law.
- The Faculty of Law also funded or co-sponsored students attendance at various events that included topics on reconciliation, sex-positive legal frameworks, as well as the Asian Canadian Lawyers Conference, the Black Law Students' Association of Canada National Conference, and the Disability and Mental Health Law Club's events for "Wellness Day" to promote wellness and mental well-being amongst law students at the Faculty of Law.



Sandra Brewster's Blur portrays members of the Queen's and Kingston community—installed in the atrium of Queen's Agnes Etherington Art Centre.



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