

Annual Report  
2022-23



# Indigenization - Equity, Diversity, Inclusion, Accessibility, and Anti-Racism





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(Culture, Equity, and Inclusion)**

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# Message from VPCEI



Transforming Queen's University campus into a welcoming space for people of all backgrounds and from many places is a critical and ongoing endeavour. Achieving this level of transformation is a process not taken lightly and involves genuine engagement with many people. As the university moves forward and positions itself as an impactful leader both nationally and internationally, this must be a place where people feel truly at home and welcomed.

I am, as I hope you are, encouraged by the work taking place within our faculties, schools, and shared services. This progress provides a glimpse into what Queen's can – and should – be for everyone who seeks to live, learn, and grow here and who places their trust in this institution.

Those dedicated to equity and access are well aware of the considerable work ahead of us. As Vice-Principal (Culture, Equity, and Inclusion), my hope is to see the projects detailed in this report – as well as those to come – take root and flourish, bringing forth an atmosphere of respect and compassion that can be experienced throughout our community.

With gratitude for all those endeavouring to make Queen's a better place.

**Stephanie Simpson**  
Vice-Principal (Culture, Equity, and Inclusion)

## Executive Summary

The Indigenization – Equity, Diversity, Inclusion, Accessibility, and Anti-Racism (I-EDIAA) Annual Report highlights initiatives underway that are designed to create a campus that welcomes and reflects diverse identities, cultures, and perspectives.

While there is still much work to be done, substantial actions have been taken over the past year. In 2022, Queen's increased its percentage representation of each equity-deserving group.

In most cases where workforce availability is provided, Queen's hired equity-deserving faculty at rates exceeding their workforce availability.

Efforts to recruit, retain, and support students from equity-deserving groups continue through expanding outreach programming, tailored support services, and financial awards and bursaries. The breadth of initiatives outlined in this annual report reflect the extent to which I-EDIAA initiatives are being resourced and embedded across campus in significant ways.

## Additional information on Queen's reports to promote and support I-EDIAA can be found in:

- [I-EDIAA annual reports](#)
- [In the annual Truth and Reconciliation Commission Task Force annual reports](#)
- [Office of the Vice-Principal \(Culture, Equity, and Inclusion\)](#)

# Introduction

The many institutional efforts and initiatives conducted within the sphere of equity, diversity, and inclusion at the university go well beyond a simple label. Describing this work, and its many layers, is not easy and often does not reflect the true breadth of the changes and accomplishments taking place. It is also clear there is always more to be done. To better assess our progress and what remains to be addressed, it is important we capture and share the efforts of departments across the university with respect to equity and inclusion.

The term Indigenization – Equity, Diversity, Inclusion, Accessibility, and Anti-Racism (I-EDIAA), has been used in this report to encapsulate the university's aspirations and efforts in this area. I-EDIAA is a reminder that the Queen's community comprises many individuals – students, faculty, staff, and alumni – with diverse and distinctive backgrounds.

It reflects our unique history and underscores areas where work is needed to ensure proper support systems are in place for everyone at Queen's to thrive.

Furthering the university's mission of advancing I-EDIAA, the Office of the Vice-Principal (Culture, Equity, and Inclusion) was established June 1, 2023. Among the Office of VPCEI's many important responsibilities are enhancing the university's commitment to ensuring a workplace culture that truly welcomes and celebrates diversity and inclusion. Additionally, the office has been established to support the university in ensuring we live our values and that our human resources, organizational structure, processes, and culture are properly aligned to fulfill our mission.

Led by Stephanie Simpson, the Office of the VPCEI oversees the work of the Human Rights and Equity Office,

Office of the University Ombudsperson, Office of Indigenous Initiatives, and the newly created Office of Complaints and Investigations.

In line with the formation of this new office and its responsibilities, this will be the last version of this I-EDIAA Annual Report before a new iteration is developed and delivered next year.

The I-EDIAA Annual Report serves to highlight I-EDIAA endeavors across the Queen's University community and is not a comprehensive document. In that spirit, readers are reminded that actions are taking place and being developed in many areas across the university and in many forms. All efforts, large and small, that contribute to making Queen's a safer and more equitable and accessible place deserve to be celebrated.

## A note about "I-EDIAA"

The acronym I-EDIAA was recently adopted by the Human Rights and Equity Office to increase focus on, and foster dialogue regarding, areas of inequity particular to Queen's that are sometimes lost in discussions of "EDI."

# I-EDIAA

## **Indigenization**

Indigenization, separated from EDIAA with a hyphen, remains in the foreground to honour obligations to Indigenous communities, which are separate and distinct from equity and inclusion efforts. This placement also encourages more careful reflection and accountability around exactly how each unit and equity initiative at the university is, in fact, addressing Indigenization before a decision to adopt the full acronym is made.

## **Equity**

This is the guarantee of fair treatment, access, and opportunity for everyone.

## **Diversity**

When we respect and appreciate different ethnicities, genders, ages, national origins, abilities, sexual orientation, faith, socio-economic status, and class, we are embracing diversity. This also means accepting different life experiences, learning and working styles, and personality types.

## **Inclusion**

Active, intentional, and ongoing engagement with diversity, where each person is valued and provided with the opportunity to participate fully in creating a successful and thriving community is inclusion. It means creating value from the distinctive skills, experiences, and perspectives of all members of our community.

## **Accessibility**

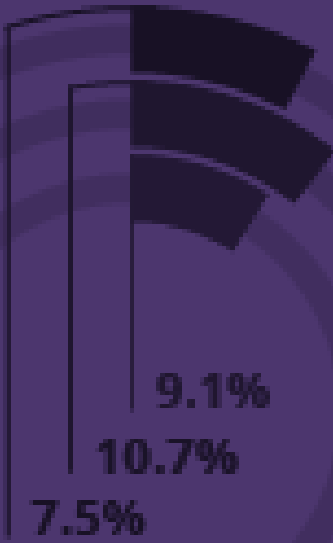
Addressing ongoing and longstanding community concerns about the persistent invisibility of disabled people and voices within equity, diversity, and inclusion work.

## **Anti-Racism**

The inclusion of Anti-racism acknowledges this institution's uniquely stark history of white supremacy and racism, and in recognition of the ongoing contributions campus anti-racism movements have made in positively transforming our institutional culture for the benefit of all.



25.4%  
13.7%



# Queen's by the Numbers

# Faculty

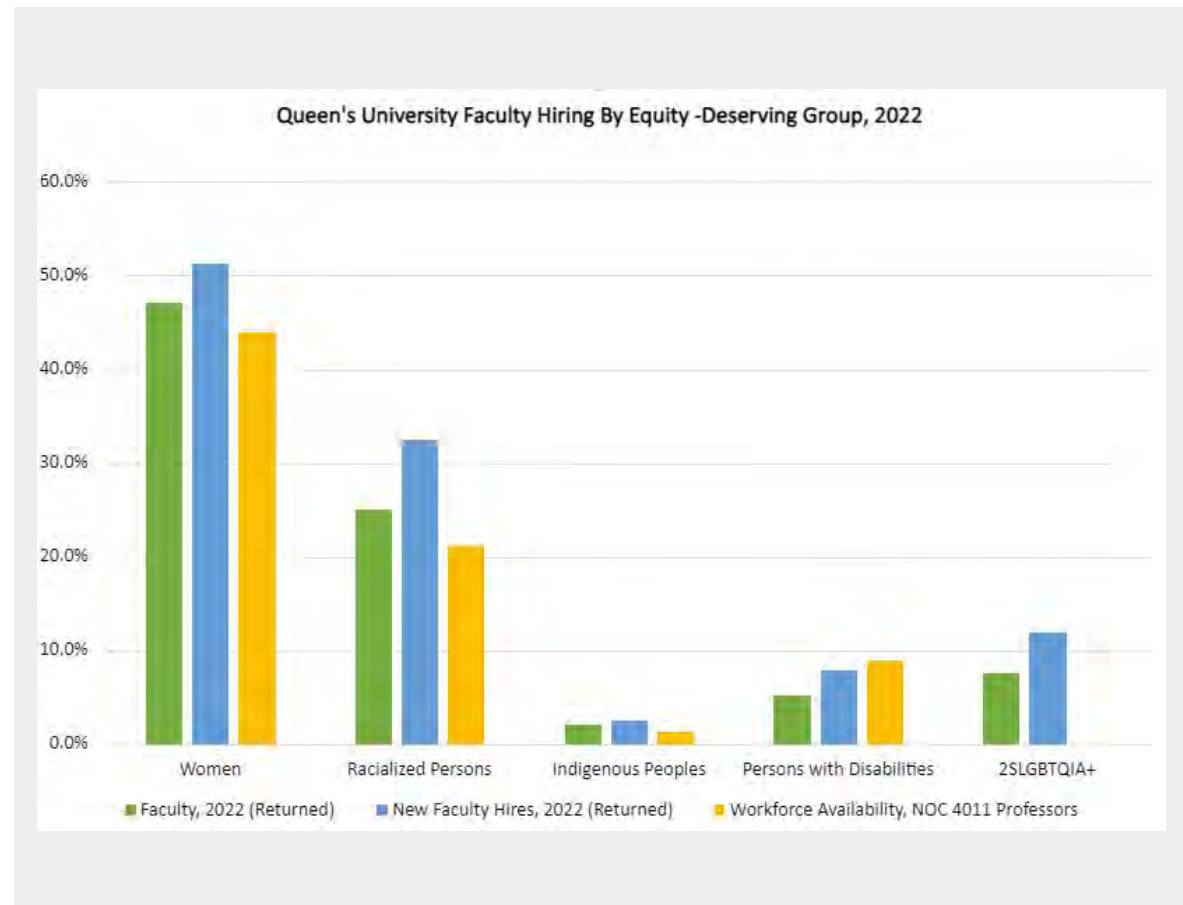
## Queen's University Faculty Hiring By Equity-Deserving Group, 2022

The graphs include representation rates for Professors, Adjunct Professors, Post-Doctoral Fellows, Academic Assistants, Librarians, and Archivists.

**Response Rate:** Approximately 80.6 (69.4 for new faculty hires)

**Data Sources:** Human Resource Information System (gender), "I Count" Queen's Equity Census.

**Reporting Period:** January-December 2022



# Faculty

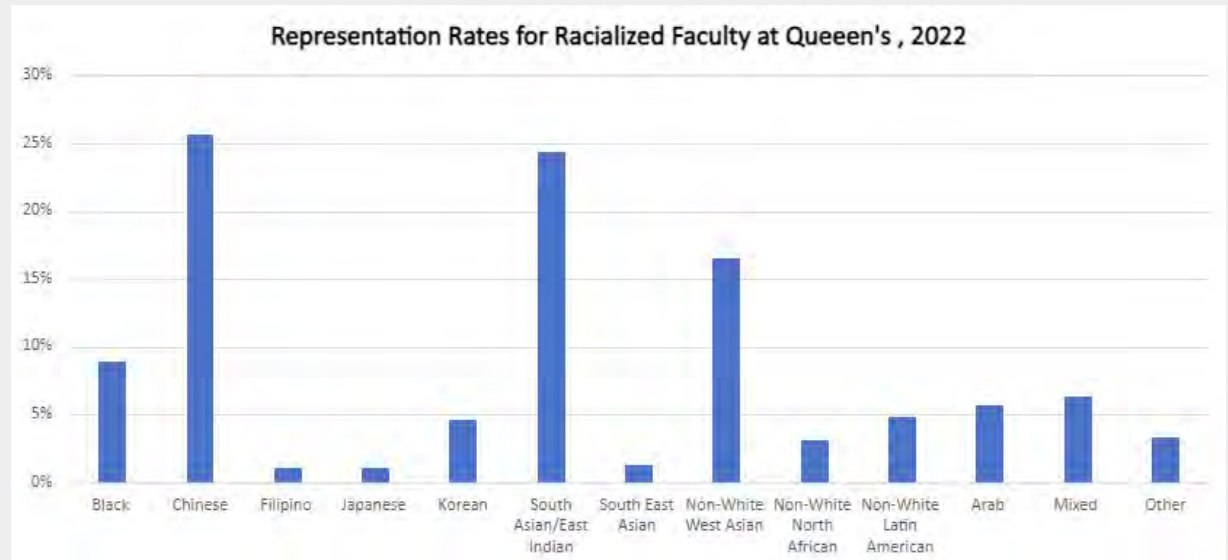
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# Staff

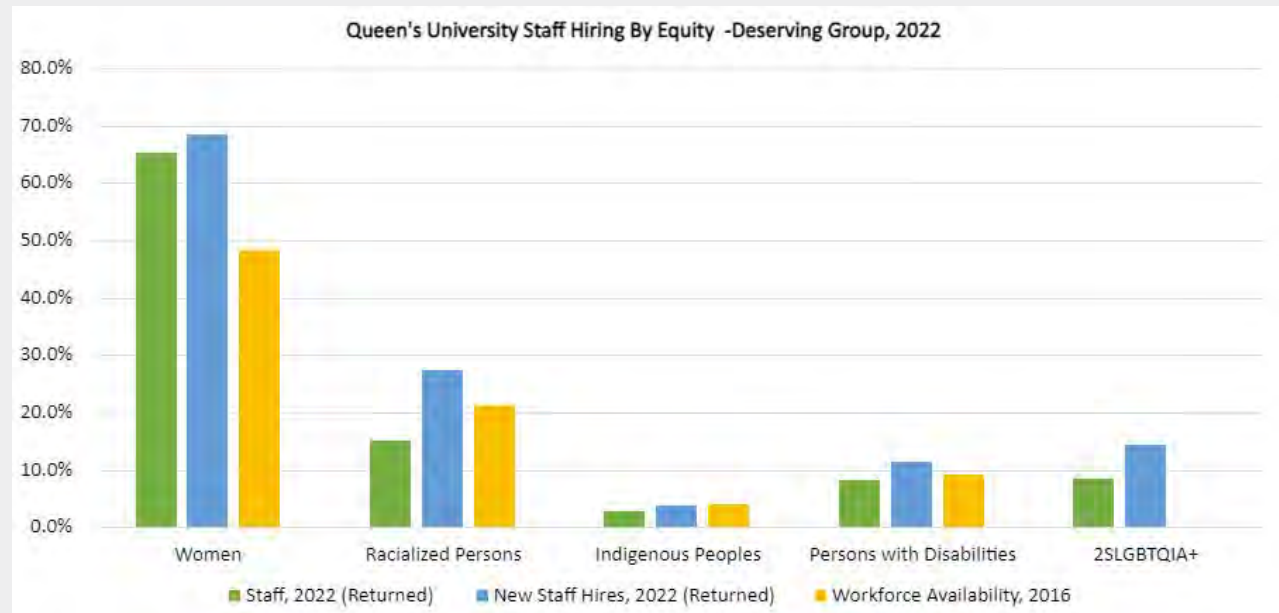
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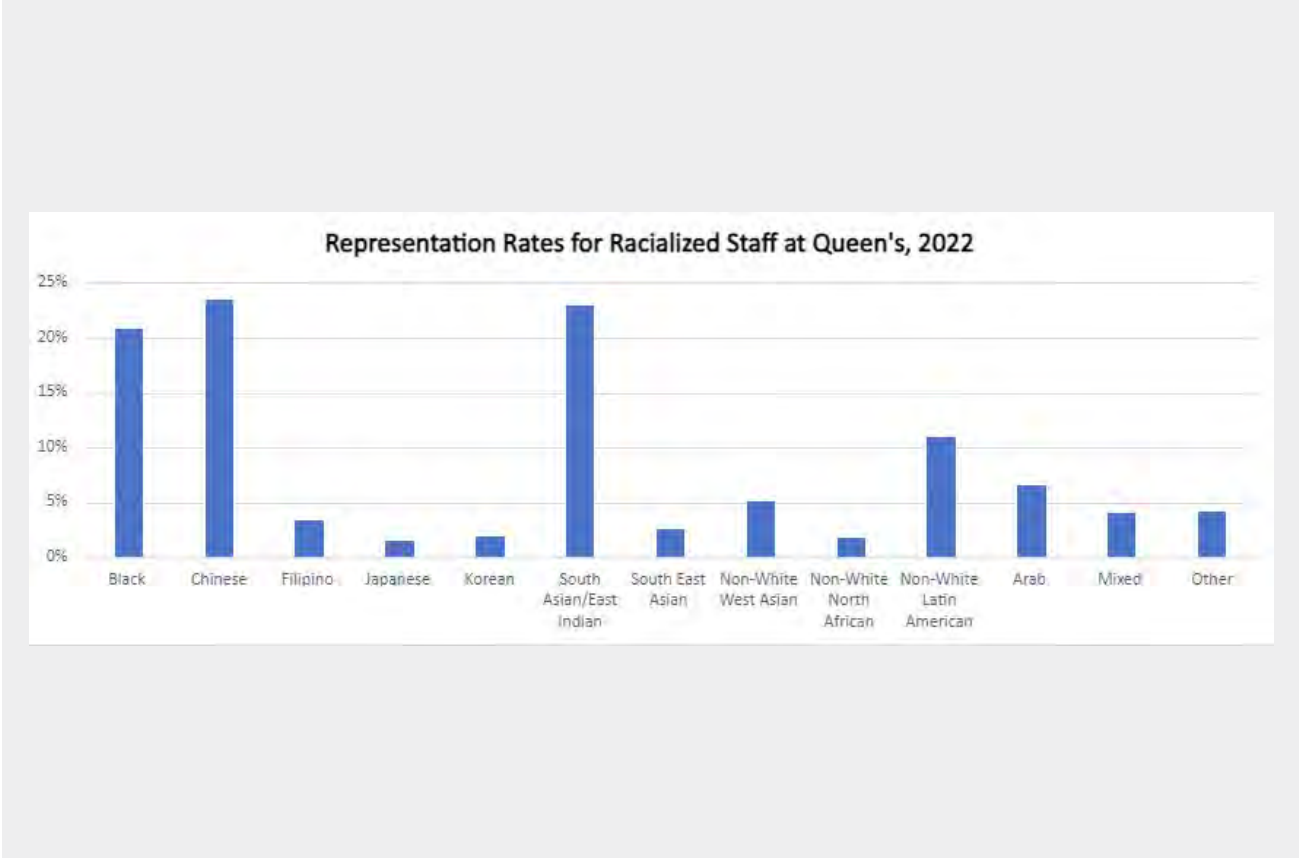
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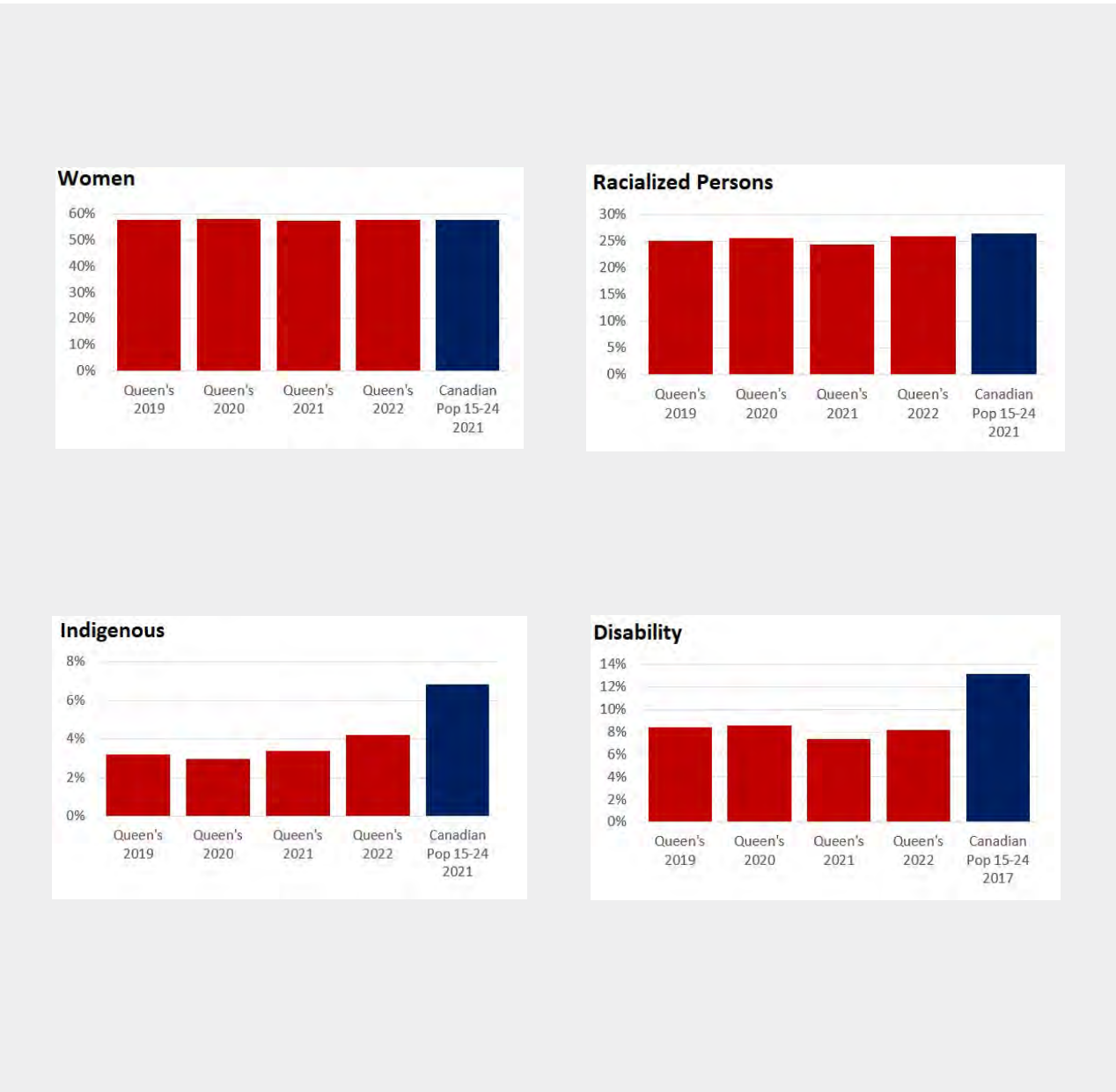
# Students

## Student Representation Rates for Queen's 2021-22 (via self-identification) Compared to Canadian Population, age 15-24

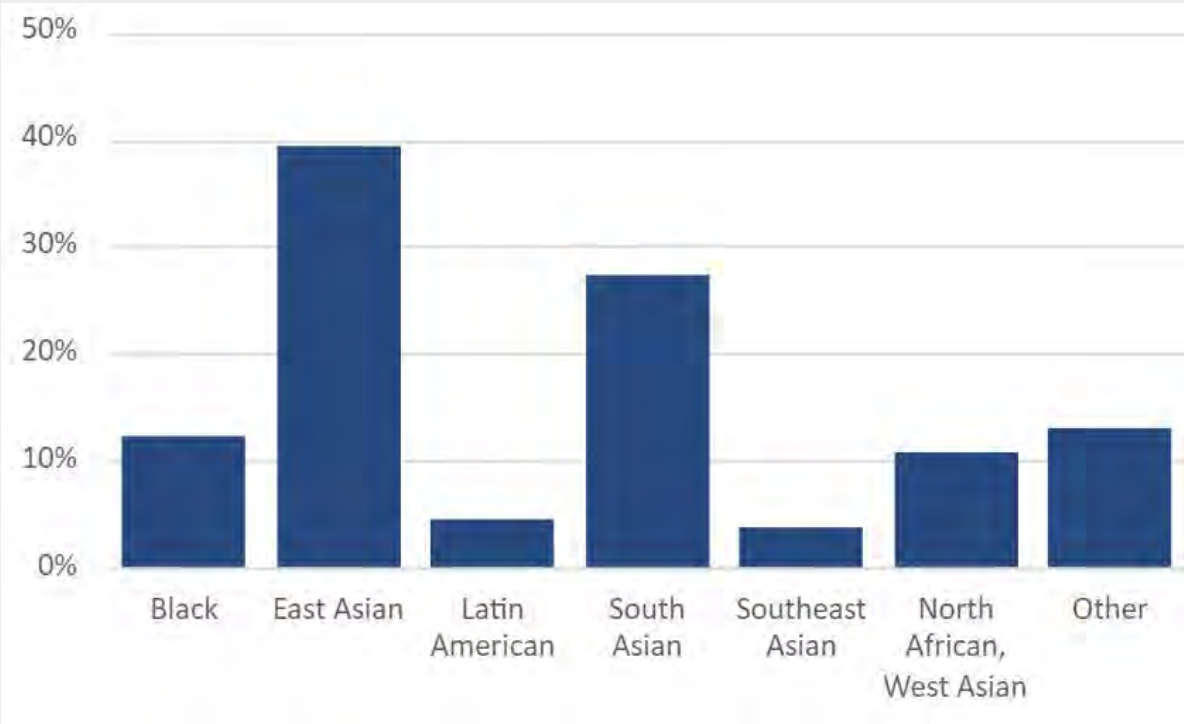
The graphs outline student representation rates. The data does not include individuals undertaking non-degree programs, certificates, diplomas, visitors, or exchange students.

**Response Rates:** 50-60, Women 100%

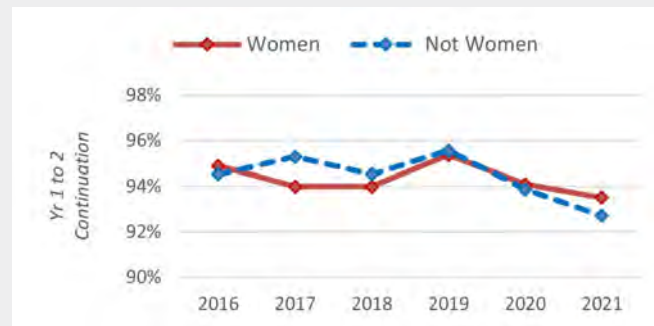
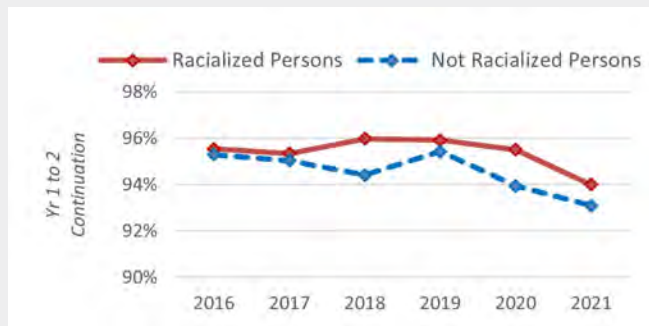
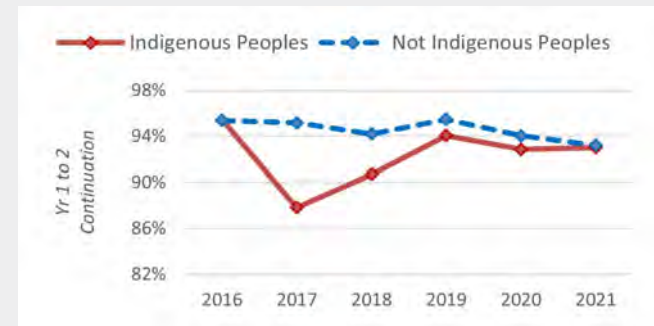
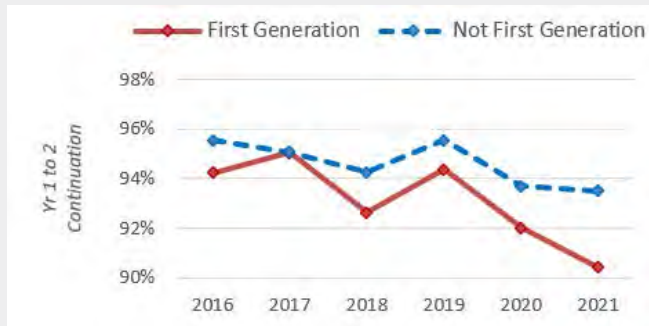
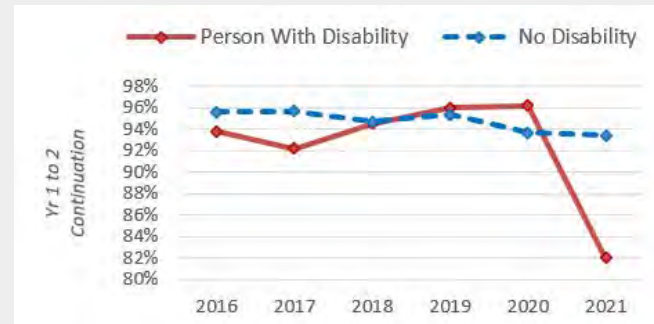
**Data Sources:** Queen's Student Data: Student Records System (gender), I Count, Equity Census, National Survey of Student Engagement (NSSE), Canadian Graduate and Professional Survey (CGPSS), Ontario Universities' Application Centre (OUAC). Canadian Population Rates: Statistics Canada Census and Canadian Survey on Disability.



**Student Representation Rates within Racialized Persons Category, 2021-22**



## Year 1 to Year 2 Student Retention Rates





# Highlights

of Queen's 2022-23 I-EDIAA  
Campus Community Initiatives

# Prioritizing Need-Based Financial Aid



“An offer of admission to Queen’s recognizes academic achievement. We are prioritizing need-based funding to help increase access to the university for students from underserved communities and enhance the diversity of our student population, which broadens and enriches the experience of all students. Every year, incredibly talented students decline our offer because of financial barriers. This intentional shift in our financial aid programs aims to change that.”

- Ann Tierney, Vice-Provost and Dean of Student Affairs.

Following a year-long review of financial aid programs, the university is prioritizing need-based awards to reduce barriers faced by many equity-deserving students and make it possible for more students with offers of admission to say 'Yes' to Queen's.

Starting in 2023-24, new Major Access Awards are providing \$10,000 to \$18,000 per year for four years to 100 incoming undergraduate students with the highest financial need.

Significant, predictable, and renewable funding enables more academically strong students to join the Queen's community, regardless of their socio-economic circumstances.

The Major Access Awards expands [Queen's suite of access and inclusion awards](#), which also includes the Promise Scholars, Commitment Scholars, and Commitment Bursary programs.

# 2023 Shift Survey and Shift Project

In winter 2023, Student Affairs and the Human Rights and Equity Office partnered to administer the [university's campus climate and culture survey](#) of the entire student population for the second time.

[Results of the Shift Survey](#) were released in September 2023 and underscore the importance of I-EDIAA efforts at Queen's. Survey results are consistent with 2021 findings with two notable differences: students are reporting more incidents of harassment and discrimination, as well as increased experiences with food and housing insecurity. Across all survey topics, students with equity-deserving identities continue to report more negative experiences, and perceptions of campus culture and climate.

Throughout 2022-23, the Shift Project, based in the Student Experience Office in Student Affairs, co-created and ran events and initiatives aimed at centring equity-deserving student experiences, providing opportunities for dialogue around topics outlined in the surveys, building allyship, and creating a safer and more inclusive campus culture at Queen's.

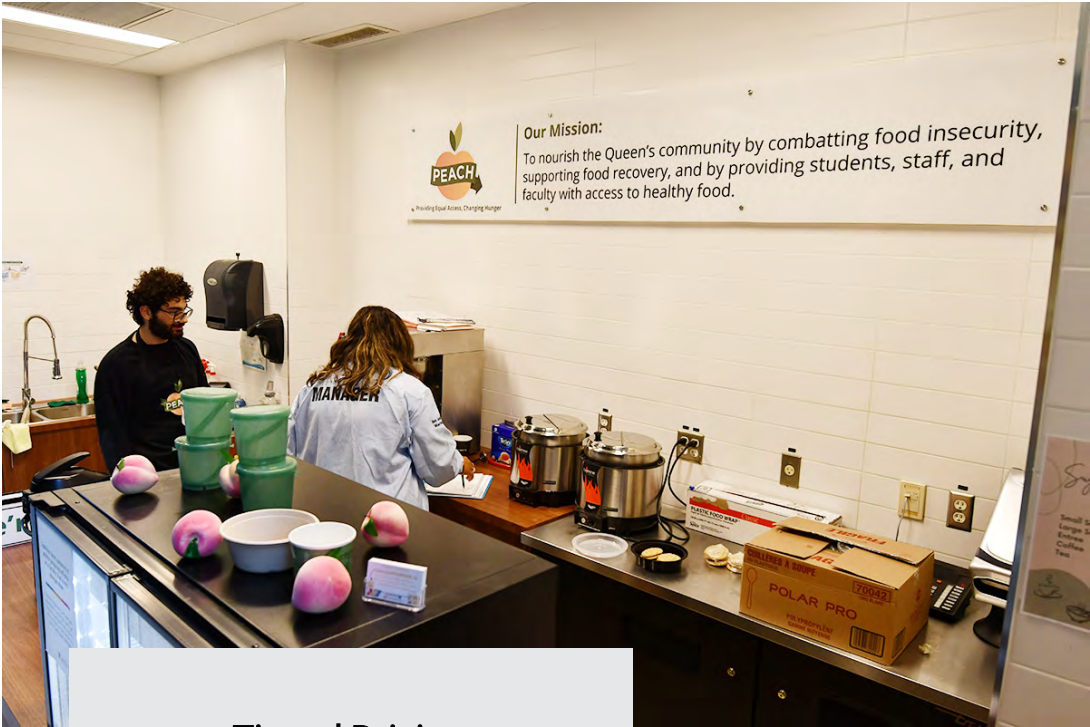
Ongoing activities, informed by a Student Advisory Group, and held in partnership with student clubs and groups, faculties, schools, and student services units across campus, include a [podcast](#), [Sunday Supper Series](#), the [Many Identities Speaker Series](#), the annual [Student Voices Week](#), the [ACT Learning Certificate](#), and the [EDII Student Events Calendar](#).



Shift Survey results: <https://www.queensu.ca/campuswellnessproject/queens-shift-project/shift-survey/shift-survey>



# Providing Equal Access, Changing Hunger (PEACH) Market



To help improve student health and address food insecurity, Student Affairs and the Alma Mater Society collaborated to open a pay-what-you-can market on campus. The PEACH Market distributes untouched food from across Queen's Hospitality Services to students. Located in the New Medical Building on Arch Street, the Market is staffed by student volunteers.

PEACH's accessible operating model aims to create an inclusive and destigmatized space to support the health and wellbeing of vulnerable individuals. Menu items, including soups and entrees, are arranged into recommended tier pricing at \$1, \$3, \$5, or an open rate, to allow customers to voluntarily pay whatever they are able.

**Tiered Pricing**

\$1	Menu items, including soups and entrees, are arranged into recommended tier pricing.
\$3	
\$5	



[PEACH Market webpage](#)

# Ventus Academic Accommodation System

Launched in May 2022, the [Ventus](#) academic accommodation management system is designed to ease the accommodation process for both students and instructors and has received a positive response. The system is a collaborative effort among the Centre for Teaching and Learning (CTL), Queen's Student Accessibility Services (QSAS) in Student Wellness Services, the Exams Office in the Office of the University Registrar, and Queen's Information Technology Services.

## Ventus Survey

Conducted in March 2023 by:

- CTL
- Exams Office
- QSAS
- Office of the Vice-Provost (Teaching and Learning)

[A survey conducted](#) in March 2023 by the CTL, the Exams Office, QSAS, and the Office of the Vice-Provost (Teaching and Learning) polled a limited number of students and instructors at Queen's about their Ventus experience. According to overall survey results, Ventus is easy to navigate, user friendly, and is an improvement on the previous Letter of Accommodation process.

Ventus was customized specifically for Queen's and streamlines the academic accommodation process for students with disabilities. Mandatory for managing academic accommodations across all programs at Queen's, the portal securely connects students, QSAS, the Exams Office, instructors, and other support services to manage and implement accommodations for students.

"The introduction of Ventus has successfully transformed the accommodations process at Queen's into an easier undertaking for both students and instructors. Ensuring barriers are removed and every Queen's student has a fair opportunity to learn is critical in the development of Ventus. As feedback is received, our team will integrate additional features that will increase the value of Ventus to the Queen's community."

- Gavan Watson,  
Vice-Provost  
(Teaching and Learning)

# Accessibility-Focused Services Offered to Campus Community

Queen's University Accessibility Services, in the Human Rights and Equity Office, held five Accessibility Cafés throughout the 2022-23 academic year. These events included topics that covered Duncan McArthur Hall renovation, Disclosure and Accommodations, Transitions to Work, Disability and Indigeneity, and Job Search with a Disability. Additionally, the [Accessibility Hub website](#) was accessed by more than 39,000 visitors who viewed over 121,000 webpages between May 2022 and April 2023.

The impact of the accessibility team on the Queen's community is wide-ranging due to the many committees in which the unit participates. Among those committees are Site Improve Advisory Group, Campus Master Plan Advisory Committee (CMPAC), Advisory Committee on Academic Accommodations, and the Transition Resource Guide Advisory Board - Regional Assessment and Resource Centre (RARC).



# Increasing Internship Access Among Equity-Deserving Students

"These modules provide students with knowledge and skills to understand their rights as employees and to assess whether their internship places are inclusive environments. We hope that with these modules, students identify where to go should they need support when it comes to harassment, discrimination, or bias incidents. Empowered students, enabled by inclusive workplaces, have the ability to contribute greatly to the workforce and make lasting impacts in their different fields."

- **Vanessa Yzaguirre, Associate Director (Equity Services)**

A campus-wide collaboration developed a selection of innovative learning tools aimed at encouraging internships for underrepresented students across Ontario.

The "Modular Supports for Underrepresented Individuals to Access Internships and Work Integrated Learning" project was funded by the provincial [eCampus Virtual Learning Strategy](#). Modules focus on knowledge and how to seek out supports, honing skills, and critical reflection that can be strategically integrated into experiential learning courses and relevant programs across Ontario to improve equitable access and inclusivity. The goal is to empower individuals, addressing barriers that underrepresented students may face when engaged in a work-integrated learning experience.

The Stephen J.R. Smith Faculty of Engineering and Applied Science at Queen's University, as well as the Faculty of Arts and Science, the Queen's Undergraduate Internship Program, and the Experiential Learning Hub in Career Services are using these resources in combination with advising and Experiential Learning practices to enhance inclusivity at all stages of a work integrated experience. The modules have been integrated into every element of the Queen's Undergraduate Internship Program (QUIP), such as workshops, pre-departure sessions, ongoing advising, and are available to students on the QUIP OnQ course.

**Queen's Gazette** [Queen's works to increase internship access for underrepresented students](#)

# Sexual Violence Policy Review

As part of Queen's ongoing commitment to addressing sexualized violence, the university conducted a regular, scheduled review of the Policy on Sexual Violence Involving Queen's University Students.

Recommendations from external consultants with academic and professional expertise in legal responses to sexualized violence, who have worked with several Canadian universities on their policies, are guiding updates to policy, processes and supports to students involved in formal complaint processes.

Implementation will help ensure the university is providing the most effective and trauma-informed response to formal complaints, in alignment with evolving best practices for addressing sexual violence complaints within the post-secondary sector.

Participants included students who have been involved in formal reporting processes, as well as student, staff and faculty members of the Sexual Violence Prevention and Response Task Force.



[Policy Review Webpage](#)

[Policy on Sexual Violence Involving Queen's University Students](#)

# Gender-Inclusive On-Campus Health Care

Student Wellness Services (SWS) in Student Affairs aims to ensure all students feel comfortable seeking health-related care on campus and have a positive and supportive experience.

In 2022-23, SWS established a team of primary care and mental health professionals, with specialization in gender-affirming care, to provide holistic support to students at any stage of a transition. This Transcare Team meets regularly to learn from each other, share information and reports from community members doing this work, discuss complex cases as needed, and engages students for feedback regarding how to make the clinic more inclusive for 2SLGBTQIA+ student communities.



SWS's entire medical staff, including family doctors, nurse practitioners, and an obstetrician/gynecologist, provide 2SLGBTQIA+ care.

As well, in addition to a dedicated 2SLGBTQIA+ counsellor, all counsellors, physicians, and nurses at Student Wellness Services receive training from [Rainbow Health Ontario](#) with the goal of better serving 2SLGBTQIA+ communities by enhancing clinical and cultural competencies.

# Gender-Neutral Signage Creates Inclusive and Safe Washrooms

All single-user washrooms across campus have now been converted into gender-neutral washrooms – with symbol-based signage that focuses on the usage of the space rather than the identity of the user. This collaborative effort will make Queen’s washrooms more inclusive, safe, and welcoming.

The use-based signage – the universal standard for inclusive design – is now affixed to approximately 250 single-user bathrooms across Queen’s Kingston campuses. In addition, an adult change table, required by some people with mobility challenges, has been added to a barrier-free washroom in the Kinesiology Building. Three additional single-user, gender-neutral washrooms have been constructed in Robert Sutherland Hall, Mackintosh Corry Hall, and Coastal Laboratories.

The gender-neutral signage was developed in collaboration with the university’s Built Environment Advisory Group and the Principal’s Action Group on Gender and Sexual Diversity (PAGGAS), comprised of students, staff, faculty, and senior leadership focused on I-EDIAA. PAGGAS conducted a comprehensive review of scholarly literature, trade literature, and best practices to identify how gender-inclusive washrooms and changerooms should be instituted at Queen’s.

## Gender-Neutral Washrooms

**250** Single-user washrooms

Use-based signage now affixed to approximately 250 single-user bathrooms across Queen’s Kingston campuses.



# Building Community Among 2SLGBTQIA+ Student Communities



Queen's Yellow House Student Centre for Equity and Inclusion in Student Affairs ran its first full year of in-person support and celebration of 2SLGBTQIA+ students through resources, advising, and programming. Shared activities included everything from arts and crafts to drag cycling to community gatherings.

A total of seven programs provided opportunities for students to connect with queer peers while getting active, learning new skills, and exploring identity. These included the Fierce Movement program, a partnership with Athletics & Recreation; the Adulting program for practicing life skills, such as cooking and career preparation; and Queering Academics, a collaboration with Student Academic Success Services (SASS) that included workshops and [Queer Study Space](#) sessions with a focus on studying and developing academic skills.

The centre also collaborated with several campus partners and Kingston community members to develop and deliver more than 150 events for 2SLGBTQIA+ students. The Yellow House celebrated Pride Month 2023 with Pride-themed social media content, a Pride sign-making event open to Queen's community members, and joining [Kingston Pride's](#) community fair to host button-making and a community mural.

Yellow House website: <https://www.queensu.ca/yellow-house/>



# Showcasing Diverse Career Paths



Career Services, Queen's Student Alumni Association, and Alumni Relations in the Office of Advancement partnered to develop a new resource for students exploring post-graduation options.

Alumni Roadmaps features advice from six alumni in diverse fields, on how their time at Queen's helped prepare them for success, in recognition of the significant impact of alumni stories and journeys for students who are exploring career development opportunities and considering their future.

The goals include expanding students' perception of the possibilities and options, and showing students that career paths are not always linear. Career Services tools also include [Tipsheets](#), [Majors Maps](#), and [Queen's Skills Cards](#), as well as ongoing [Drop-In Career Advising](#), and [Career Fairs](#).

Queen's Gazette

[Queen's alumni share their career paths](#)

# Queen's Global Connect: Supporting the Newcomer and International Employee Community

A collaborative team, led by staff from the Office of the Vice-Principal (Finance and Administration) and comprised of representatives from various portfolios, is working toward the creation of a new Employee Resource Group (ERG) for International Employees and Newcomers to Canada.

The ERG addresses the need for more supports for new community members and aligns with the [Queen's Strategy and the Global Engagement Strategic Plan 2023-2028](#) (Objective 4, Global Campus) recently launched by the Office of the Vice-Provost, Global Engagement.

As a steppingstone toward this new ERG, the team secured funding from the Inclusive Community Fund and hosted a June 2023 gathering for employees who identify as international and/or newcomers to Canada.

The event served as the ideal platform to launch the new group and outline the longer-term goals of expanding the social and professional networks for this crucial collection of employees at Queen's and promoting a more welcoming and responsive campus community.



"Our commitment to making Queen's an inclusive community has never been stronger and remains imperative to the future success of our institution. One of the things that you will appreciate as your own Queen's story continues to unfold and you find your home away from home is that you are surrounded here by an extraordinary collection of international people with remarkable perspectives to share."

- Donna Janiec, Vice-Principal (Finance and Administration), speaking about the institution's priorities, as well as her past experiences as an international student and immigrant to Canada.

## Decreasing Gaps Using Targeted Hiring Methods

Among all employment equity job categories at Queen's, Employment Equity Occupational Group (EEOG) 03 (Professionals) has the most gaps in representation across the federally designated groups. The largest gaps in representation occur for racialized persons and persons with disabilities at the professionals group level. As a result, the Labour Program recommended in 2021 that Queen's put in place special measures to increase the representation of these designated groups in EEOG 03.

To address the recommendation from the Labour Program, the Human Rights and Equity Office (HREO) designed and implemented an awareness, planning, and targeted hiring approach for any new EEOG 3 Staff positions that become available.

## Engaging Alumni in Transformative Learning Experiences

In September 2022, the Office of Advancement, in collaboration with the Office of Indigenous Initiatives, launched a program called "A Mile in Their Shoes: Truth, Empathy, and Reconciliation." This initiative invited a select group of 40 alumni on a profound journey of the mind and spirit, paving the way for their personal paths toward reconciliation.

Over the course of five months, the alumni engaged in a transformative process of learning, exploration, and sharing, guided by the wisdom and knowledge of our Indigenous partners. The program was designed to empower alumni to bring their newfound understanding and insights back to their personal and professional communities, contributing to a heightened awareness of the Indigenous experience in Canada, both within the workplace and beyond.

In May 2023, A Mile in Their Shoes was recognized with the Gold award in the Leadership category for Diversity, Equity, and Inclusion Initiatives at the annual Circle of Excellence Awards organized by the [Council for Advancement and Support of Education \(CASE\)](#). Additionally, it received the esteemed Grand Gold award for Alumni Relations Initiatives.

# Global Action at Queen's



Queen's received its best result in the Times Higher Education (THE) Impact Rankings in June 2023, placing third in the worldwide program. This is the third consecutive year Queen's ranked in the Top 10.

THE Impact rankings are based on how well each institution advances the United Nations' 17 Sustainable Development Goals (SDGs), established in 2015 by UN member nations to guide global action to end poverty, protect the planet, and ensure shared peace and prosperity for all people by 2030. They evaluate universities' activities across four important areas – research, teaching, outreach, and stewardship – using hundreds of quantitative and qualitative data points.

Queen's submitted evidence for all 17 SDGs, placing first in the world for its contributions to SDG 2: Zero Hunger; second in the world for SDG 16: Peace, Justice, and Strong Institutions; and seventh for SDG 11: Sustainable Cities and Communities.

A sample of Evidence highlighting Queen's commitment to advancing SDGs include:

- SDG 11 – Queen's is committed to recording and preserving aspects of cultural heritage such as local folklore, traditions, language, and knowledge. Our Office of Indigenous Initiatives – Art on Campus program has installed artwork across campus from many different Indigenous nations, as well as an outdoor plinth that identifies the Indigenous land the university sits on.
- SDG 11 – The Sustainable Transportation Sub-Working Group provides recommendations for the implementation of alternative transportation such as public transit options, parking pass options, and active transportation with a focus on benefits for the environment, human health, and the economy.
- SDG 15 – The Queen's University Biological Station (QUBS) is one of the premier scientific field stations in Canada. For almost 70 years, researchers and students have gathered at QUBS to conduct leading-edge research and participate in courses spanning ecology, evolution, conservation, geography, and environmental science.

## Queen's Gazette

[University secures its best performance to date with third consecutive top-10 finish.](#)

# Creating A Bold Roadmap for Global Engagement

The Office of the Vice-Provost, Global Engagement (VPGE), launched the [Global Engagement Strategic Plan](#) based on six principles: global impact, Indigenization, EDIAA, mutually beneficial partnership, sustainability and stewardship. VPGE is leading the implementation of all six principles across the university and is also orienting its partnership development services and content to emphasize these principles.

VPGE, along with the Principal's Office, Student Affairs, School of Graduate Studies and Post-doctoral Affairs, and the faculties, developed the initial phase of the Principal's Global Scholars and Fellows program. This university-wide initiative supports faculty, post-doctoral fellows, and students displaced by war, conflict, and political instability from a variety of geographic and social locations. Queen's welcomed 20 students and post-doctoral fellows through the program this year.

VPGE is implementing a regional approach to partnership development services for Queen's faculty and staff members. The objective of this approach is to increase the proportion of global partnerships developed in four priority regions:

- Latin America and the Caribbean
- Africa and the Middle East
- South Asia
- Southeast Asia

These regions were chosen because they are currently under-represented in Queen's institutional partnerships. In each region, priority will be given to partnerships developed with and for Black and Indigenous communities.

VPGE is developing new regional advisory councils comprising faculty members, staff, students, alumni, and community members to support the strategic development of partnerships in these regions.

In fall 2022, VPGE hosted members of the local Nigerian community during a visit by Vice-President of Nigeria, His Excellency Prof. Yemi Osinbajo.



# Enhancing I-EDIAA in Queen's Policies and Procedures

The Office of the Secretariat and Legal Counsel spent several months working hand-in-hand with the Office of Indigenous Initiatives to rewrite the terms of reference for the Indigenous Council. The revised terms reflect the work and recommendations of the Truth and Reconciliation Commission of Canada Final Report (2015) and Queen's Truth & Reconciliation Task Force Final Report (2016). The terms of reference also strengthen the ties between the Council and the other governing bodies, such as the Board of Trustees and Senate, and to ensure that the Council's involvement is woven into the Institution.

The unit's Policy Analyst (Equity) continues to review all Board and Senate policies, focused on governance and finance, academics, endowments, gifts and naming, health and safety, and others. The Policy Analyst also provides independent advice to units developing new policies and updating old ones.

The analyst partnered with the Office of the University Registrar and Undergraduate Admission and Recruitment in spring/summer 2023 to review more than 20 university-wide policies related to the offices' jurisdiction.

The office has worked with the Board's Governance and Nominating Committee over 2022-23 to review the Board's governance structure and to develop revised mandates for all Board committees. This work is designed to integrate reporting and oversight of I-EDIAA initiatives at the governance level.



# Expanding I-EDIAA Knowledgebase Through Training

Throughout the 2022-23 academic year, educational opportunities through training were offered to the Queen's community. More than 200 sessions were offered virtually and in person on topics ranging from ableism to microaggressions.

A sample of the training highlighting Queen's commitment to advancing I-EDIAA learning include:

<b>Ableism</b>	<b>Anti-Racism: Building a Foundation for Change at Queen's</b>	<b>Building Accountability: Identifying and Responding to Microaggressions in our Community</b>
<p>It is a responsibility of all Queen's community members to critically engage, address, and respond to ableism. This module is not exhaustive and does not cover the full scope of systemic and interpersonal ableism. However, this module will introduce some key concepts of ableism to deepen self-reflection and ongoing critical thinking within the Queen's community. Learning more about ableism is helpful for self-advocacy as well as supporting colleagues, peers, customers, clients, friends, and family with disabilities here at Queen's University.</p>	<p>Racism is generally perceived as being perpetuated or experienced through personal interactions, rather than how institutions and dominant culture promote racism through the adoption of policies, procedures, programmes, laws, social standards, and language. The primary audience for this course is anyone who is interested in learning about racism in the Queen's community and building their capacity and skills related to anti-racism.</p>	<p>Excerpts of interviews are used in this module to provide learners with working definitions and examples of microaggressions. Video recordings of the interviews in their entirety as well as additional resources from various offices and services at Queen's University are provided at the end of the module. The material included in this module focuses on racial microaggressions. Although this is the focus, it is important to acknowledge the ways in which the learning in this module is translational to other experiences of microaggressions.</p>

# Advancing Social Justice and Diverse Perspectives Through Art

In November 2022, the Agnes Etherington Art Centre (Agnes) swept the iconic Galleries Ontario/Ontario Galleries (GOG) Awards, which celebrate the outstanding achievement, artistic merit, and excellence of arts institutions and professionals in the public art gallery sector. Agnes took home five awards, many for exhibitions, programs, and arts publishing that involved QTBIPOC (Queer, Trans, Black, Indigenous, and People of Colour) artists and curators.

In May 2023, Agnes received the 2022 Human Rights Initiative Award through the Human Rights and Equity Office at Queen's. This annual award recognizes initiatives that have made an outstanding contribution to the advancement of equality and human rights. Agnes was recognized as "a leader in cultural change that deepens relationships with Indigenous and racialized persons and advances social justice."

Agnes' groundbreaking programs and exhibitions include:

- Transformations: An exhibition featuring the work of Oriah Scott, EronOne, HONE, HUNGR, AJ Little, Emily May Rose and guest graffiti artists from across the Montreal-Toronto corridor.



- Roots and Routes: featuring a durational performance by Kama La Mackerel, bringing together ritual, chant, movement, poetry, and storytelling to explore the roots and routes of Black people spread across the global diaspora, often through forced displacement.

Construction on the soon-to-be renovated museum, known as Agnes Reimagined, will begin in 2024. Once complete, Agnes will feature three levels and a 200 per cent increase in exhibition space. In its new form, Agnes will have Indigenous self-determination spaces, serve as a cultural hub, and allow Indigenous and western worldviews to coincide thoughtfully in one space. Sharing and Talking Circles have been held to gather community input and determine the new elements featured within the updated Agnes.



# Building Inclusive Programs, Spaces, and Collections in Queen's Library

Queen's University Library (QUL) developed a new online [Indigenous Resources Portal](#) to collect and profile resources available through the library. The platform is built with the capacity and intention to expand the selection of QUL resources and point to relevant external resources as well.

In fall of 2022, the library hosted exhibits from the [Legacy of Hope](#), a national Indigenous charitable organization created to educate and spread awareness about the Residential School System. The two exhibits provided opportunities for students, staff, and faculty to learn more about the history, and trauma of residential schools still being felt today.



Stauffer Library also played host to an Indigenous Art Exhibition featuring dozens of works from artists in and around the Kingston area and was well attended by the Queen's and local communities. The library released a [statement of commitment](#) to inclusive collections, explanations on controversial materials held, and an acknowledgement of problematic language used in metadata descriptions (e.g., disrespectful and inaccurate language used to describe materials about and by Indigenous people).

Specific projects designed to improve respectful description in library cataloguing include the Law Library's collaboration with the University of Victoria to reclassify E call numbers to KI, removing offensive descriptions of Indigenous Peoples previously found within the E series. QUL's Information Resources department is currently using respectful terminology to catalogue books formerly held by Four Directions, since donated to the library.

# Black Histories and Futures Month

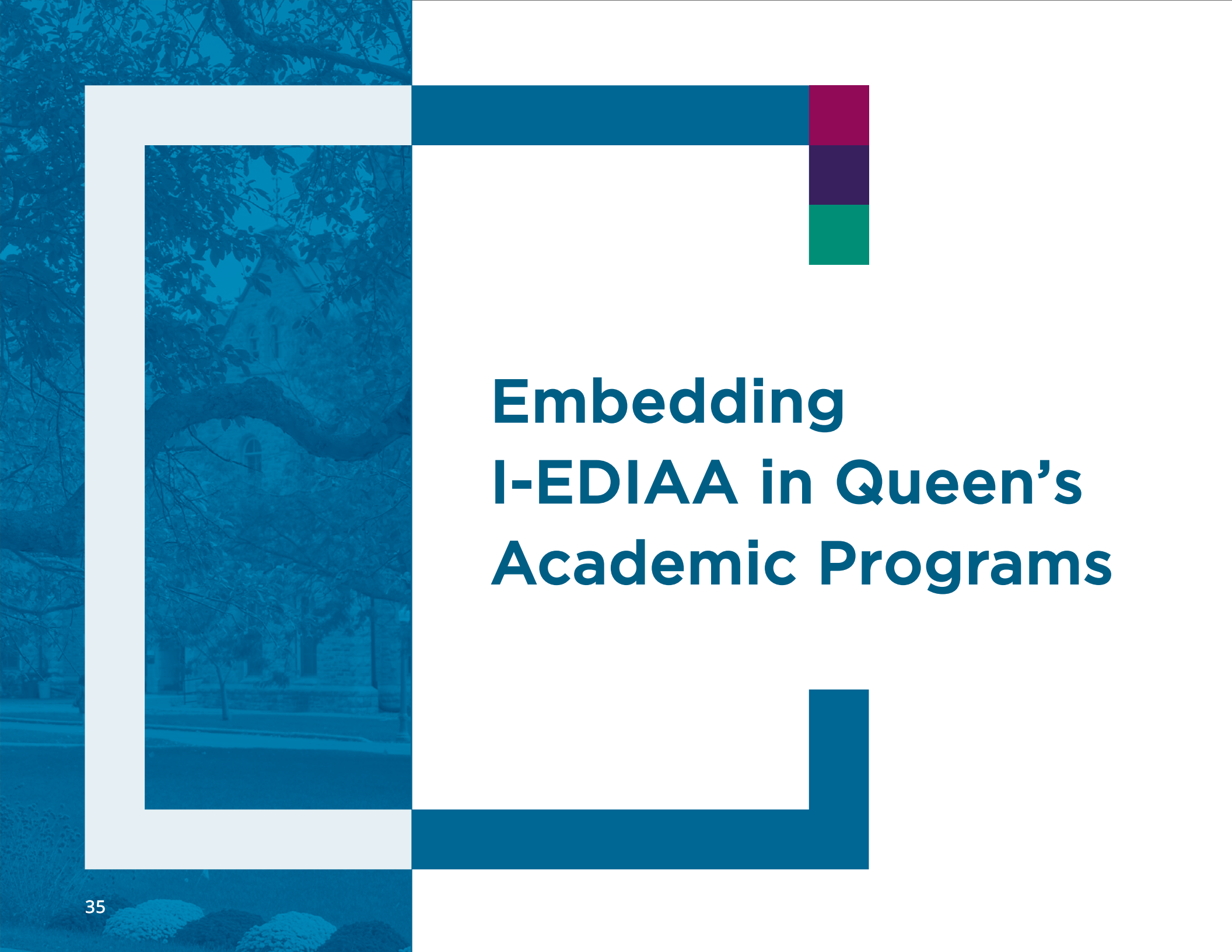


The Human Rights and Equity Office supported and participated in the inaugural community's Guidance Group and the university's Black History Month Communications Working Group in the lead-up to Black Histories and Futures Month in February 2023.

At the community's suggestion, Queen's adopted the title "Black Histories and Futures Month" to heed the calls acknowledging (as a start) the futurity of Black life.

HREO managed and updated the global calendar of events and supported individual offerings. Most prominently, HREO was heavily involved in the production and funding of the community's Black Histories and Futures Month Opening ceremony.

In partnership with community members, HREO hosted two panels, showcased student efforts, events, and work, and had a poetic performance by Abena Beloved. The opening ceremony, which was hosted online, had 123 attendees. HREO remains actively involved in the guidance group and has initiated conversations for 2024.



# **Embedding I-EDIAA in Queen's Academic Programs**

# Integration of I-EDIAA goals into Queen's Quality Assurance Processes

The Office of the Vice-Provost (Teaching and Learning) has made it a priority to support academic units as they reflect on how their programs fulfill I-EDIAA goals and identify areas for future improvement. When staff meet with academic units preparing for cyclical program review, the discussion includes dialogue on how they are diversifying program curricula to align with the revised Degree Level Expectations (DLEs).

Degree Level Expectations, revised in 2022, emphasize the objectives of a global mindset, as well as the benefits research and learning provide to society and the public good. These objectives are embodied by the UN Sustainable Development Goals in the curriculum. The DLEs are required rather than optional and apply across the full curriculum, including undergraduate and graduate programs.

The Teaching and Learning team produced guidance documents that advise units on alignment of teaching and learning activities with I-EDIAA goals. Two workshops empowering units to meet their I-EDIAA goals were also offered in collaboration with the Centre for Teaching and Learning. More than 13 academic units advised on integrating revised DLEs into their programs, while 19 cyclical program review self-studies analyzed for content on Indigenization and decolonization.

In addition, framing questions on I-EDIAA were added to the proposal template for major modifications to programs. Also, a research project was initiated to analyze progress in Indigenization and decolonization evidenced in previous cyclical program reviews, with the goal to identify and share examples of good practice with other academic units. Team members collaborated with stakeholders across the institution to develop and implement key policies and programs related to advancing the aims of I-EDIAA, including the development of a Senate policy on the National Day for Truth and Reconciliation, and implementing the new Ventus accommodations management system.



# Student Learning: Engaging Critical and Innovative Pedagogies



Centre for Teaching and Learning programming for the 2022-23 academic year covered a range of critical and innovative pedagogies grounded in I-EDIAA, including:

- “Implementing Equity-Minded Practices in Higher Education”
- “Foundations of Indigenous Pedagogies”
- “TRC & Me: What Educators can do to Respond to the Truth and Reconciliation Commission's Call to Action”
- “Anti-Racist Pedagogies: From Theory to Practice”
- “Facilitating Difficult Conversations”
- “Panel: How is your Program Addressing Goals for Equity, Diversity, Inclusion, and Decolonization Now and Into the Future?”
- “Responding to Racial Microaggressions in the Classroom”
- “Effective Feedback: Strategies for Addressing Harm in Writing”
- “You've been called out for causing harm; Now what?”

More than 350 people participated in the programs.

# Professional Development in University Teaching and Learning Modules

The Centre for Teaching and Learning launched two newly developed modules under the Professional Development in University Teaching and Learning (PUTL) Modules:

- **Indigenizing and Decolonizing Teaching and Learning**
- **Anti-Racist Learning Environments**

These modules — part of a series of online self-paced modules geared towards graduate students, teaching assistants, teaching fellows, and postdoctoral fellows — have been developed over the past two years and guide students through a process of re-imagining post-secondary education in a way that departs from traditional colonial conventions to disrupt systemic racism through teaching practices.

In recognition of the work being conducted, several CTL staff members were honoured with awards acknowledging their impact, including Yasmine Djerbal (2023 Ban Righ Foundation Leadership Award), Clarissa de Leon (2023 Equity, Diversity, Inclusion, Indigeneity Impact Award), and Nishana Ramsawak (2023 Agnes Benidickson Tricolour Award).





# Enhancing

Indigenization - Equity,  
Diversity, Inclusion,  
Accessibility, and Anti-Racism in  
Queen's Faculties and Schools

# 2021-22 Highlights of EDII Initiatives

## Engineering a Diverse Student Body



The Stephen J.R. Smith Faculty of Engineering and Applied Science at Queen's University and Applied Sciences has taken important steps to foster an approach dedicated to diversifying the student body and its culture. DiversiPro, a leader in diversity consulting, worked with the faculty's executive and management teams over the past year in a project to evaluate individual and group culture competency and overall level of readiness for diversity and change.

This process has offered strong insights for the faculty leadership team, who are taking DiversiPro's research to help build a roadmap for transformation, both on an individual and collective level. Several programs are either in place or near completion, helping the faculty reach those important goals. Engineering for Everyone, the third pillar of the Faculty's Strategic Plan, is in the operationalization and budgeting phase for the 2023-24 fiscal year.

Significant steps are underway across a number of Strategic Actions related to the plan, which itself is informed by the Engineering for Everyone EDI platform on the Smith Engineering website.

Committed to providing more opportunities and to promote greater equity, diversity and inclusion our research ecosystem, Smith Engineering is in the process of recruiting Canada Research Chairs specifically for applicants who identify as women. It is anticipated that three new faculty members will join Smith Engineering through this program in 2023-2024 to contribute to building a culture of inclusivity and to integrating expertise and experiences of equity-deserving groups into research and scholarly activities, teaching and service.

### Smith Engineering initiatives include:

**Indigenous Futures in Engineering (InEng)** continues to be a national leader in the support of Indigenous students in engineering, with the cross-campus STEM Indigenous Academics (STEMInA) initiative for Indigenous student support in Science, Technology, Engineering and Math (STEM) degree programs managed by staff from InEng.

**Black Youth in STEM**, which gives children the opportunity to explore Science, Technology, Engineering and Math through fun, hands-on activities in a Black-positive space, continues to grow and expand, with a team lead and support staff. It successfully concluded STEM outreach sessions in the Durham Region and the GTA in 2022, followed by a series of on-campus camps for Black youth.



# Initiatives Incorporating Support for I-EDIAA Within FAS Programs

The Faculty of Arts and Science (FAS) continues to take significant steps to advance an inclusive culture and build capacity for work supporting I-EDIAA across its 36 departments and programs. The faculty's five-year strategic plan incorporates I-EDIAA as an integral part of all four pillars. The plan is in its fourth year with the majority of initiatives executed.

The initiatives include the launch of the Black Scholars Excellence in Mentoring (BSEM) awards, recognizing the significant mentorship work of Black faculty, staff, and graduate students. The award will be expanded in future years to focus on mutuality in mentorship and mentorship through a decolonial lens.

The pre-doctoral and post-doctoral fellowships program in Black Studies and for Indigenous students completed its second year. There are three pre-doctoral fellowships and one post-doctoral fellowship available in each area. This year, two inaugural post-doctoral fellowships were awarded and one third of the second-year cohort are now in tenure-track academic positions.

The FAS EDII Council, started in 2022, continues to support capacity building and collaboration on EDII-related initiatives and resources sharing within FAS. The dean's EDII fund continues to support a wide range of projects lead by students and faculty with an emphasis on changemaking. Projects ranged from creating a pan-African graduate student group, supporting a global Indigenous cinema conference, to hosting a transgender philosophy colloquium.

FAS also supported the formation of a new employee resource group Queen's Muslim Integration Network (QUMIN) spearheaded by Dr. Mona Rahman.



# Equitable Education Leading to Equitable Healthcare

To enhance I-EDIAA integration in Queen's Health Sciences (QHS) faculty, several activities were implemented during the past year. The QHS Champion Forum – a community of I-EDIAA practice comprised of department/program and student leads committed to transforming QHS structures for accessibility, inclusivity, and belonging – was formed.

This group also works to embed equity, inclusion, and anti-racism into education, research, and care. Action committees for mentorship and learner recruitment, admissions, and retention were also formed in addition to embedding I-EDIAA initiatives in several existing QHS committees.

In November 2022, the faculty hosted an open house for [The Nest](#), which houses the Office of Equity and Social Accountability and the Office of Indigenous Health. It is a space for learners, staff, and faculty to advance I-EDIAA initiatives, and is in close proximity to the newly established [prayer and meditation room](#) in the School of Medicine building.

The [QHS EDIIA Action Plan](#) was published with a detailed course of action created by the Dean's Action Table on EDI. The plan provides a path towards a more equitable and inclusive cultural shift over the next five years.

The Office of Equity and Social Accountability will monitor progress and advocate for implementation through the work of QHS EDIIA Action Committees.



Adding an additional layer to important discussions, [The Harbour](#) podcast series, which engages community members in conversation on issues related to I-EDIAA, was released in March 2023.

The QHS Outreach and Summer Program is in its second year of monthly workshops and summer camp for under-represented Kingston high school students. The Dean's Action Table on EDI held its second forum in October 2022, where working groups presented their final recommendations informed by an extensive consultation process and environmental scan.

# Future Educators Committing to Diversity in Many Forms

The Teacher Candidates of Colour (TCC) and Gender and Sexualities Alliance continue to foster safe spaces for all students in our community. Research on anti-oppressive curricula in partnership with the Toronto District School Board by Drs Thashika Pillay and Alana Butler remain underway. The Faculty of Education podcast, Popular Pedagogy, invited Dr. Deirdre McCorkindale to share her expertise on teaching black history and MEd students Beck Watt and Alex O'Leary joined the podcast to talk about being a 2SLGBTQIA+ ally in the classroom.

A Fetal Alcohol Syndrome Disorder (FASD) awareness panel was offered to help prepare pre-service teachers to support students with FASD in their classrooms. And, Dr. Jan Hare spoke to our community about Living and Learning in 'Right' Relations: Responsibilities for Educators.

The Equity, Diversity, Inclusion, and Decolonization (EDID) Committee continues to support all students at the Faculty of Education through the anonymous form process and requests directly from students and our Faculty community. Members of the committee attended the opening day for teacher candidates to share information about EDID supports, including updated resources for students on practicum placements. Co-chair Pam Serff and EDI Coordinator, Dr Alana Butler, hosted EDID Faculty Conversations to support instructors and faculty members who are interested in integrating EDID into their curricula.

This year, EDID research assistant, Jane Mao, worked on an EDID guide for researchers and identified resources for inclusion to share with the Education community. Teachers can find anti-oppression and anti-racism teaching resources on our website. Dr Butler is regularly contacted by school boards to support teacher professional development regarding EDID. And, an EDID subcommittee, led by Drs Thashika Pillay and Lee Airtton, created annual surveys for teacher candidates and graduate students, which will be leveraged to support inclusivity and equity in our community.



# 2022-23 Highlights of I-EDIAA Initiatives Faculty of Law



In 2022-23, Queen's Law continued to expand its mission of fostering a vibrant, diverse, and equitable academic and organizational culture. The Faculty focused its efforts on increasing Black and Indigenous student representation in the legal profession and advancing reconciliation objectives in the Faculty's Strategic Framework. The incoming 1L class for September 2023 includes 16 students accepted through the Black Student Applicant Category, three students through the Indigenous Peoples Category, and 25 through the Access Category, which considers a range of lived experiences and supports those who might face barriers in entering law school.

The Faculty established the Queen's Law Indigenous Peoples Admission Award, the first entrance award specifically for Indigenous students. Adding to the support provided through the previously established Douglas Cardinal Bursary and the Indigenous Law Student Awards, the Indigenous Peoples Admission Award conferred its first recipient in the fall of 2023. To help address accessibility barriers in legal education, the inaugural recipient of the Halldor K. Bjarnason Bursary was awarded to a Law'23 student. This award assists JD students who have financial needs, physical or circumstantial barriers, with preference given to those with disabilities or who are single parents.

Dedicated support to students and student-led clubs from equity-deserving groups was a focal point this past year. The Director of Indigenous Initiatives and I-EDIAA programs facilitated a series of I-EDIAA roundtables with senior leadership to provide a forum for students to raise concerns and to identify solutions to address systemic barriers at Queen's Law.

Ongoing support to the Black Law Students Association (BLSA) and the Indigenous Law Students' Alliance (ILSA) saw The Faculty advanced its reconciliation objectives through a comprehensive curriculum and diversity evaluation. A formal program review was launched in fall 2022. One of the key goals is to assess the types of reforms needed to ensure the goals of the Truth and Reconciliation Commission's Call to Action #28 is met. The JD Curriculum Review Committee convened a series of roundtable discussions with key stakeholders on topics such as implementing a mandatory course in Indigenous Law, Indigenous Legal Theory and/or Aboriginal Law. To further the faculty's I-EDIAA objectives, discussions on expanding course offerings in Critical Race Theory will continue to be explored. Building on the appointment of Assistant Professor Lindsay Borrows (July 2022), the faculty offered two new courses in Indigenous Law in 2022-23: Indigenous Governance, and Environmental Law and Indigenous Law in Practice. These new additions brought the total number of specialized courses focused on law and legal issues relevant to Indigenous Peoples to five. Additionally, the Faculty launched a four-day intensive field course, called the "The Anishinaabe Law Camp" where students immersed themselves in land-based and community-based learning on the reserve of the Chippewas of Nawas First Nation.

# 2022-23 Highlights of I-EDIAA Initiatives Smith School of Business

Key efforts at Smith School of Business include improving access and engagement of prospective students, bringing specialized knowledge to the School, and embedding I-EDIAA in a new Strategic Plan. Among the access-focused efforts:

- More than \$100,000 in Black and Indigenous scholarships awarded in professional graduate programs;
- Hosting high school students from the Mohawk territory of Akwesasne for a three-day immersion in university life coordinated by the Commerce program, Centre for Social Impact, Queen's Enrichment Studies Unit, and Akwesasne Career & Employment Support Services;
- Welcoming more than 50 students into the University Pathways Program, which supports Black high school students considering post-secondary education. It is a collaboration of Smith School of Business, Ivey Business School, and Schulich School of Business.



Smith appointed a tenure-track Black Business Scholar and enhanced new faculty orientation to include meeting with the Professor of Equity and Inclusion and reviewing Indigenous knowledge and ways of doing. Faculty also regularly discuss classroom biases, ensuring classrooms are equitable, inclusive, and understanding how instructors can acknowledge and include Indigeneity.

Undergraduate students participating in exchange programs now take Decolonizing Global Engagement to engage better ethically and respectfully in cross-cultural relationships, learning, and understanding.

Smith has created a new Strategic Plan, which will launch in 2023. One of six key priorities of the plan is to “diversify programs and ensure a positive, inclusive experience that reflects business and society now.”