

An abstract graphic composed of several overlapping, irregular polygons in shades of maroon, blue, yellow, and dark green, creating a dynamic, layered effect.

**Queen's University
Equity, Diversity, and Inclusion
Annual Report, 2018-19**

August 2019

Contents

MESSAGE FROM THE DEPUTY PROVOST (ACADEMIC OPERATIONS AND INCLUSION) 3

EXECUTIVE SUMMARY 4

QUEEN’S BY THE NUMBERS 4

ACCOUNTABILITY AND LEADERSHIP 5

 New Leadership Roles 5

 Measuring Progress 6

 Commitment from Queen’s Leadership Team 6

 Resources 6

 Governance 6

CULTURE AND CLIMATE AT QUEEN’S 7

 Enhancing the Visibility of Equity, Diversity, and Inclusion at Queen’s 7

 A Dedicated Space for Queen’s Student Groups 9

 Fostering Conversations on Campus 9

 Highlights from Campus Events 14

DIVERSITY AT QUEEN’S 15

 Queen’s Students 15

 Queen’s Faculty 19

 Queen’s Staff 20

DIVERSIFICATION OF RESEARCH AND ACADEMIC PROGRAMMING 21

 Canada Research Chairs and Queen’s National Scholars 21

 Canada Research Chair Equity Action Plan 22

 Federal Government *Dimensions EDI* Program 22

 Research Collaboration with Indigenous Communities 22

 Queen’s Learning Outcomes Framework 23

 Faculty and School Initiatives to Diversify Curriculum 23

 Principal’s Dream Courses 25

TRAINING AND EDUCATION 26

 Mandatory Training for Queen’s Leadership Team 26

 Employment Equity Training for Hiring Committees 26

 Training for Student Leaders 26

 Workshops and Training for Queen’s Employees 27

MESSAGE FROM THE DEPUTY PROVOST (ACADEMIC OPERATIONS AND INCLUSION)

Over the past year, the Queen's University community has worked together to build a campus that is welcoming and reflective of all students, staff, and faculty. Changing the culture of an institution takes time, but we are beginning to take some important steps forward.

Creating a university that empowers diverse perspectives requires the engagement of everyone on campus. It means thinking about whose histories or experiences are represented in our curricula, how many viewpoints are informing a decision about who we hire, whose needs are we addressing with our student services, and what cultures are we reflecting in the art and building names on campus.

We have a long way to go, but the many initiatives outlined in this report signal a common understanding among the Queen's community that to make real progress, we need to make real changes.

Teri Shearer
Deputy Provost (Academic Operations and Inclusion)
Queen's University

EXECUTIVE SUMMARY

The Equity, Diversity, and Inclusion Annual Report highlights examples of initiatives and accomplishments that have helped to transform the university in the 2018-19 academic year.

Significant accomplishments include an increase in the representation of faculty and staff from equity-seeking groups, the enhancement of access for first-generation students, and the creation of two new senior appointments, the Associate Vice-Principal (Indigenous Initiatives and Reconciliation) and Associate Vice-Principal (Human Rights, Equity and Inclusion). Queen's faculty, staff, and students have also developed engaging programs and events to help spark conversations about culture, identity, and inclusivity.

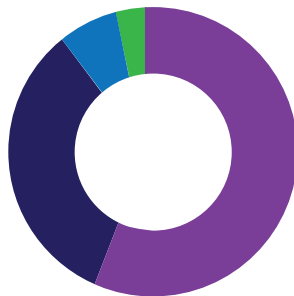
There is still much work to be done, but the breadth of initiatives underway across campus is enabling consistent progress, and the university is committed to building on these successes in the years to come.

QUEEN'S BY THE NUMBERS IN 2018-2019



New Tenure/Tenure Track Faculty Hires

- Women - 53.1%
- Visible Minorities - 35%
- Indigenous - 6.7%
- Persons with Disabilities - 3.3%

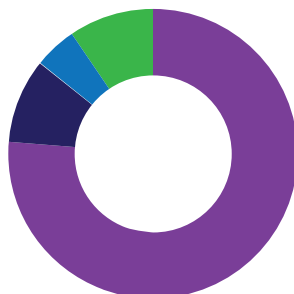


- **195** senior staff members completed *Queen's Showing up for Equity: Senior Leader Training*

- **672** faculty and staff members completed *Employment Equity Training*

New Staff Hires

- Women - 66.5%
- Visible Minorities - 9%
- Indigenous - 4.5%
- Persons with Disabilities - 9%



Year 1-2 Undergraduate Student Retention Rates (2017 Cohort)

- Women - 94%
- Visible Minorities - 95%
- Indigenous - 87.8%
- Persons with Disabilities - 92.2%



ACCOUNTABILITY AND LEADERSHIP



Queen's hosted the Canadian University Boards Association conference in May 2019. The conference offered multiple sessions around the theme 'A World of Opportunities.' Photo by Ewan Knox.

New Leadership Roles

Kanonhsyonne (Janice Hill) and Stephanie Simpson accepted the new positions of Associate Vice-Principal (Indigenous Initiatives and Reconciliation) and Associate Vice-Principal (Human Rights, Equity and Inclusion) in November 2018. In these roles, Kanonhsyonne and Ms. Simpson work with Deputy Provost (Academic Operations and Inclusion) Teri Shearer to guide equity, inclusion, and Indigenous initiatives at Queen's.

In Kanonhsyonne's previous role as Director of the Office of Indigenous Initiatives and Ms. Simpson's former role as Executive Director (Human Rights and Equity Office), they each made significant contributions to the university. Elevating their positions to the level of Associate Vice-Principal recognizes the knowledge and expertise they bring to their work, and ensures that they are well positioned among the leadership team to help shape Queen's strategic initiatives.



Kanonhsyonne (Janice Hill), left, and Stephanie Simpson, right. Photo by University Communications.

Measuring Progress

Interim equity, diversity, and inclusion performance metrics have been developed to 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: <https://www.queensu.ca/inclusive/content/tracking-our-progress>.

Commitment from Queen's Leadership Team

The university's senior leadership team incorporated goals and actions related to advancing diversity and inclusion in their 2018-19 annual performance plans. Equity, diversity, and inclusion competencies are also used in the annual Performance Dialogue Process for non-academic positions in the Queen's Managerial and Professional Group.

Resources

In 2017, former Principal and Vice-Chancellor Daniel Woolf earmarked \$3 million over three years to support initiatives related to equity, diversity, and inclusion at Queen's. In 2018-19, the funds supported academic initiatives like the Indigenous Languages and Cultures Certificate, the Mohawk Languages and Culture Certificate, the Muslim and Global Societies Program, the Journal of Critical Race Inquiry, and campus events like the Queen's Black Academic Society Annual Conference.

Governance

The university's three senior governance bodies, the Board of Trustees, University Council, and Senate, have an important role to play in advancing a climate of diversity and inclusion at Queen's. Examples of initiatives underway to enhance equity and inclusion at the governance level include the development of a Senate Equity Census, an Equity, Diversity, and Inclusion Plan for the Board of Trustees, and the University Council's Special Purpose Committee on Diversity and Inclusion report.

CULTURE AND CLIMATE AT QUEEN'S



Visitors enjoy Tania Willard's wood-burning fire ring, part of Soundings: An Exhibition in Five Parts at Queen's Agnes Etherington Art Centre. The fire ring and wooden stools were donated to Queen's Four Directions Indigenous Student Centre during the exhibition, as part of a procession with artists Tania Willard and Jeneen Frei Njootli. Photo by Paul Litherland.

Enhancing the Visibility of Equity, Diversity, and Inclusion at Queen's

The Inclusive Queen's website (www.queensu.ca/inclusive) was launched in August 2018 to highlight the university's resources and initiatives that are helping to build a welcoming and supportive campus community. Visitors to the website can browse links to resources like prayer spaces and mentorship programs, and find a list of equity and inclusion focused training courses available to students, staff, and faculty.

The Equity Locator app, launched by the Equity and Human Rights Office in 2018, helps visitors and members of the Queen's community find accessibility and equity-related resources on campus. The app lists resources like gender-neutral or accessible washrooms, elevators, breastfeeding stations, security lamps, and Indigenous landmarks on campus.

Queen’s Media and Marketing. Deliberate efforts are consistently made to reflect the diversity of the university community in the Queen’s Gazette, the Alumni Review, as well as faculty, school, and support services webpages and marketing materials.



Queen's Alumni Review fall 2018 edition focused on diversity and inclusion on campus.



Pride Month Love is Love exhibit in Stauffer Library.

Three LGBTQ+ exhibits were installed in libraries across campus to celebrate Pride Month in June 2019. A *Love is Love* exhibit was held in Stauffer Library, *LGBTQ+ Health Resources* in the Bracken Health Sciences Library, and *Read with Pride* in the Law Library.

Four outdoor Indigenous art installations were developed as part of a 2018 exhibit at the Agnes Etherington Art Centre. The exhibit, entitled *Soundings: An Exhibition in Five Parts*, was curated by internationally-renowned Indigenous curator Candice Hopkins (Tlingit) and Dylan Robinson (Stó:lō), Queen’s Assistant Professor and Canada Research Chair in Indigenous Arts. Following the close of the exhibit, three of the installations were purchased by the university so that the artwork could remain on campus permanently.



Four Indigenous outdoor artworks were installed on campus in 2018. Pictured: Ogimaa Mikana, Never Stuck, 2018, vinyl transfer. Photo by Tim Forbes.

A Dedicated Space for Queen's Student Groups



The university has dedicated space for Queen's student groups working to advance inclusivity on campus. The property – known by the campus community as the “Yellow House” – will include 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).

The "Yellow House" provides space for Queen's student groups working to advance inclusivity on campus. Photo by University Communications.

Fostering Conversations on Campus

University Council on Anti-Racism and Equity. 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.

Human Rights and Equity Office Blog. 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.



Stewarding Inclusivity Lunch and Learn Series. The Office of the Vice-Principal, Finance and Administration (VPFA), launched the Stewarding Inclusivity Lunch and Learn Series in May 2019. The initiative provides VPFA staff members with learning opportunities around diversity, equity, and inclusion. The first two sessions focused on bridging generation gaps at work and Indigenous land acknowledgments. Members of the VPFA portfolio can also share ideas on how to make their unit more inclusive through the Inclusive Ideas and Initiatives Form: <https://www.queensu.ca/vpfa/inclusive-ideas-and-initiatives>.

Ka'tarohkwi Festival of Indigenous Arts. The Isabel Bader Centre for the Performing Arts presented the inaugural Ka'tarohkwi Festival of Indigenous Arts from November 3, 2018 to March 24, 2019. Curated by Dr. Dylan Robinson (Stó:lō), Queen's Assistant Professor and Canada Research Chair in Indigenous Arts, the festival drew its name from the Huron and Mohawk word for the lands we gather on—Ka'tarohkwi.

The festival featured many of the top Indigenous creators in Canada, who delivered moving performances that celebrated Indigenous music, film, dance, multimedia, theatre, visual art, and virtual reality stories.



Alutiiq artist Tanya Lukin Linklater performs the world premiere of We Wear One Another, as part of the Ka'tarohkwi Festival of Indigenous Arts at the Isabel Bader Centre for the Performing Arts.

Queen's Reads. Student Affairs' annual common reading program is designed to engage the university community in a shared dialogue. The 2018-19 Queen's Reads book was *Scarborough* by Catherine Hernandez, which tells the interconnected stories of members of a culturally diverse Toronto neighbourhood, including recent immigrants, Indigenous people, single parents, and children. Students, staff, and faculty were invited to participate in discussion groups throughout the year, and a visit with the author was held in winter 2019.



Queen's Reads is a common reading program that aims to engage the Queen's community in a shared dialogue. The 2018-19 Queen's Reads book was Scarborough by Catherine Hernandez.



Presenters for the Art and Black Canada discussion series. Left to right: Yaniya Lee, Katherine McKittrick, Charmaine Lurch, Tau Lewis. Photo by Tim Forbes.

discussion series titled "Art and Black Canada." The series was moderated by Gender Studies Professor Katherine McKittrick and included esteemed artists, scholars, and writers such as Yaniya Lee, Charmaine Lurch, Mark Campbell, Dina Georgis, and Kristin Moriah. The discussions highlighted how engaging with Black Canadian art opens opportunities for important conversations about reframing and undoing misrepresentations.

Inclusive Community Fund. The Inclusive Community Fund provides one time funding to students, staff, or faculty members who wish to organize programs or events that serve to promote a more culturally informed campus community. Examples of initiatives funded by the Inclusive Community Fund in 2018-19 include:

Artist-in-Residence. Toronto-based artist Tau Lewis was the 2018 Stonecroft Artist-in-Residence at the Agnes Etherington Art Centre. The 13-week residency was designed as a platform for Lewis's unique artmaking process, offering an opportunity for public and academic audiences to connect with her work and ideas.

In collaboration with the Department of Gender Studies and faculty members from across campus, Ms. Lewis was also invited to be a panelist in a

- *They, H herself, Em, And You* Conference, organized by Dr. Bronwyn Bjorkman, Department of Languages, Literatures, and Cultures, Faculty of Arts and Science, and Dr. Lee Airton, Faculty of Education. The three-day conference brought together linguists and other researchers working on topics related to nonbinary pronouns. As a result of the conference, resources on nonbinary pronouns are being developed and will be available for public use.
- Roundtable on Racism in Hockey, organized by Dr. Courtney Szto, School of Kinesiology and Health Studies, Dr. Sam McKegey, Department of English Language and Literature, Bob Dawson, Diversity Management Consultant, and QMix, a cross-cultural Queen's student organization. The full-day event brought together coaches, players, administrators, scouts, national media outlets, academics, and students to address issues that contribute to racism in hockey. Dr. McKegey and Dr. Szto are in the process of creating a policy report based on the roundtable discussions.
- The Future of Black Scholarship: Embracing "Blackness" in Institutions, organized by the Queen's Black Academic Society. The conference featured keynote speakers, workshops, and panel discussions on challenges that underrepresented groups face in predominately-white academic and professional environments. The goal of the conference was to empower black students to build resilience and leverage their talents, ideas, and identity in accessing, occupying, and contributing to spaces in which black students are often marginalized.



COMMUNITY SPOTLIGHT

The executive team of the African and Caribbean Students' Association (ACSA) received one of the Student Affairs 2019 Equity, Diversity, Inclusivity Impact Awards. ACSA is a longstanding AMS club that engages students from different backgrounds to build community and create inclusive networks on campus.



The executive of the African and Caribbean Students' Association (ACSA) accept the Student Affairs Equity, Diversity and Inclusivity Impact Award.

Reconciling with the Past: Apology to Black Medical Students

Queen's PhD candidate Edward Thomas' research recently brought to light a 1918 Senate motion that prohibited students of African descent from attending Queen's medical school—a ban that went enforced until 1965. In fall 2018, Queen's Senate officially revoked the motion, and former Principal and Vice-Chancellor Daniel Woolf and Dean of Health Sciences Richard Reznick subsequently signed a letter of apology on behalf of the university. The apology says, in part, "In reckoning with our institutional history, we are committed to acknowledging our failures and to learning from our mistakes. It is our sincere desire to confront this past, learn from it, and never again repeat it."

A commission of Queen's faculty, students, and staff was formed by Dean Reznick to address this historic injustice. Family members of individuals affected by the ban will receive letters of apology, and the School of Medicine will soon house an exhibit addressing the ban and its impacts. Course curricula will also place greater focus on diversity, equity, and inclusivity, and a symposium examining the past, present, and future of the Black medical student experience is being organized.

At the 2019 School of Medicine convocation ceremony, a posthumous degree was granted to Ethelbert Bartholomew, a former Queen's medical student who had been unable to graduate due to the ban.



Dr. Maria Bartholomew and Rosalind Bartholomew accept the Doctor of Medicine degree for Ethelbert Bartholomew from Principal and Vice-Chancellor Daniel Woolf, Chancellor Jim Leech, and Rector Alex Da Silva. Ethelbert's son Daniel Bartholomew was also in attendance. Photo by University Communications.

Highlights from Campus Events

The **Queen's Black Alumni Chapter (QBAC)** held a networking event during Queen's 2018 homecoming that focused on the theme of "Connection." QBAC's mission is to provide a platform for self-identified Black students, alumni, and faculty to inspire and support each other through mentorship, community development, and educational opportunities.



Attendees participate in the Queen's Black Alumni Chapter 2018 networking event. Photo from the Queen's Black Alumni Chapter Facebook page.



Queen's Yu Theatre Society performs Rhinoceros in Love. Photo by Tim Fort.

Queen's Yu Theatre Society is a new club on campus that produces Chinese modern and contemporary plays. The group's first production, *Rhinoceros in Love* by Liao Yimei, was performed at the Isabel Bader Centre for the Performing Arts.

Queen's Ban Righ Centre recognized the achievements of 12 mature female students at its 2019 Spring Celebration. Each year, the Ban Righ Centre's Spring Celebration honours the commitment of mature female students who are working to reach their professional and personal goals. The Ban Righ Centre is an on-campus resource that supports women who have returned to their studies after a break.

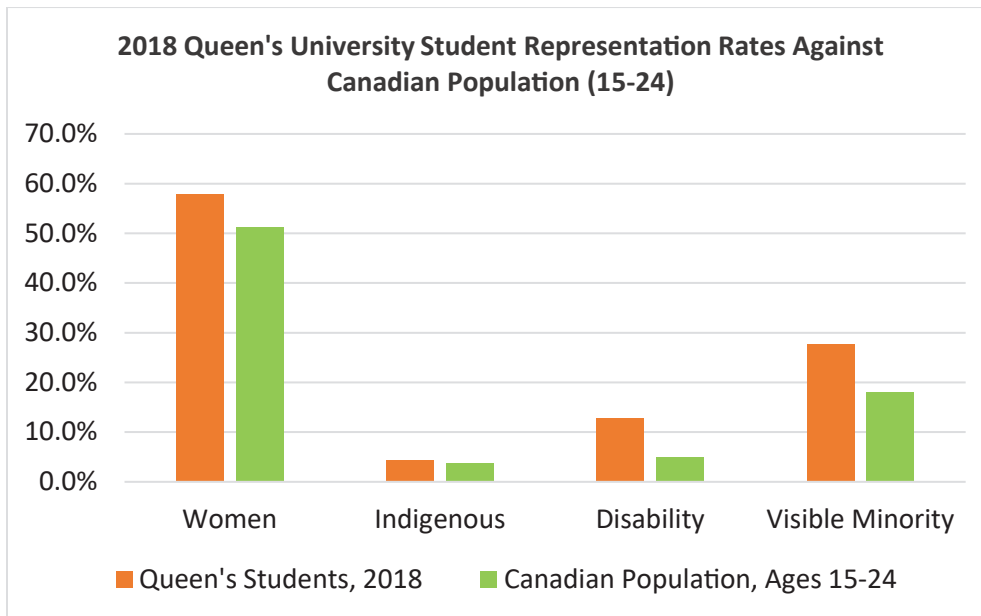


Chris Pardy, a mother of three who is attaining prerequisites for her master's degree in physiotherapy, was presented with the Janet Bilton-Holst Citation at the 2019 Ban Righ Spring Celebration.

DIVERSITY AT QUEEN'S

Queen's Students

Figure A¹



Enhancing Access to Queen's

In recent years, targeted recruitment initiatives, financial assistance opportunities, and admission pathways have been expanded to enhance access to Queen's for underrepresented students. Examples of new recruitment initiatives include:

- The Division of Student Affairs implemented a new First-Generation Admission Policy and bursary in fall 2018. The new policy is modelled on the university's long-standing Indigenous Admission Policy.
- The Faculty of Engineering and Applied Science and the Queen's Women in Science and Engineering (WiSE) group recently introduced Women in Engineering webinars to connect with potential female applicants. Three webinars were offered in 2018-19 and included a panel hosted by Associate Dean Marianna Kontopoulou and four female engineering students.
- The Law Faculty established the Law and Leadership Summer Outreach Program, in partnership with the Boys and Girls Clubs of Canada, to create an additional recruitment

¹ Does not include students undertaking non-degree programs, certificates, diplomas, visitors, and exchange students.

Data Sources: Student Records System (gender), iCount, Applicant Census, NSSE, CGPSS, Ontario.

Response Rates: Women 100%, Others 40.2%

pipeline. The Faculty of Law also maintains an admission access category for underrepresented students.

- The Faculty of Health Sciences hired an Indigenous Access and Recruitment Coordinator and a Coordinator of Indigenous Curricular Innovation. The Faculty of Law and the Smith School of Business also employ a dedicated Indigenous Recruitment and Support Coordinator.
- The Faculty of Arts and Science Student Services Division works with the recruitment team in Student Affairs on tailored recruitment, pathways, financial support, and general support services for students from underrepresented groups.
- 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.

Student Support and Transition Services

- The School of Medicine recently 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 School of Medicine created an admissions award for Black Canadian students entering into their first year of medical education.
- The Faculty of Education is supporting an ongoing action research project led by Dr. Lee Airtton, which aims to examine barriers through the student life cycle (from application to graduation) for 2SLGBTQ+ individuals.
- The School of Graduate Studies (SGS) and the Office of the Provost and Vice-Principal (Academic) partnered with the Faculty of Arts and Science Undergraduate Society to provide dedicated writing time and childcare for graduate students with young children. The program provided graduate students and post-doctoral fellows with the opportunity to work on their theses in the Education Library while their children were cared for in an adjoining room. The pilot initiative allowed students with family responsibilities to have some focused time for their studies, while also providing them and their children with the opportunity to meet fellow members of the Queen's community.
- The Smith School of Business is hiring a Diversity and Inclusivity Coordinator to provide support to students from underrepresented groups. The new position will work closely with Smith's existing Indigenous Recruitment and Support Coordinator.
- The Dunin-Deshpande Queen's Innovation Centre (DDQIC) developed the Konnect program to provide support and professional development opportunities for Queen's female entrepreneurs. The inspiration for Konnect started when DDQIC staff and alumni began noticing a particularly high attrition rate for women-led businesses, and a high volume of Queen's female graduates seeking advice on common themes like mentorship and negotiation. The Konnect initiative is a six-month program that provides a network, support, and professional development opportunities for recent female graduates who are working or starting businesses in Toronto or Kingston.

- An equity, diversity and inclusion focused residence life committee was recently established.
- In September 2018, a Deans' Reception was held for incoming Indigenous students in the professional faculties of law, business, and medicine.
- In September 2018, the Faculty of Arts and Science held a reception at the Agnes Etherington Art Centre for the five incoming Indigenous Pre-doctoral Fellows.
- The Faculty of Arts and Science awarded three new Indigenous Pre-doctoral Fellows who began their one-year fellowships in summer 2019.
- Student Affairs created a new Intercultural Academic Success Coordinator position to develop academic skills programming for international students, and students whose first language is not English.
- Career Services created a career counsellor position to focus on support and outreach to underrepresented students.
- A new partnership has been implemented between Queen's Athletics and Recreation and Kingston's Pathways to Education, and community organization that provides youth from low-income communities with resources to graduate from high school. The partnership with Athletics and Recreation includes new student awards, on-campus activities, and a student athlete peer-mentoring program.
- Teacher Candidates of Colour is a new group in the Faculty of Education dedicated to informing students on topics like culturally responsive teaching, and providing a welcoming environment for teacher candidates of colour. In 2019, Rebecca Gordon (Ed'19) and Dr. Alana Butler, Assistant Professor in the Faculty of Education, received institutional awards for their work to establish the group.
- The Faculty of Engineering and Applied Science hired a Program Advisor (International & Student Experience) to support the academic and non-academic transition needs of international students.
- Queen's Commerce students participated in focus groups on diversity and inclusion. The information gathered informed the development of the new Diversity and Inclusivity Coordinator role in the Smith School of Business.
- The Faculty of Arts and Science created the new position of Indigenous Academic Student Advisor.
- Athletics and Recreation launched the "We are all Gaels" education and training program to promote inclusivity in Queen's varsity teams.
- The Swipe It Forward program is offered by the Division of Student Affairs to help support students who face food insecurity. The program allows students on meal plans (who don't always use all of their weekly allotment of meals) to donate meals to a student in need on an anonymous basis.

- The Queen’s University International Centre (QUIC), Faith and Spiritual Life, and Student Wellness Services moved into Mitchell Hall over the 2018-19 year. The new purpose built spaces will help support enhanced programming, and the central location of Mitchell Hall will help promote the visibility of these important resources.



Wendy Luella Perkins, Abdullah El-Asmar, Nathan Brinklow, Kate Johnson from Queen's Faith and Spiritual Life Centre. Photo by Jana Chytilova.

Financial Assistance

- In 2018-19, \$1.5M in financial awards reserved for students from underrepresented groups were distributed (up from \$80,000 in 2017-18).
- An additional \$1M+ in general bursary funds were distributed to self-identified Black Canadian or racialized students.
- Three new bursaries from the local Churchill Foundation were established, including \$18,000 for the first generation student admission pathway awards.

COMMUNITY SPOTLIGHT

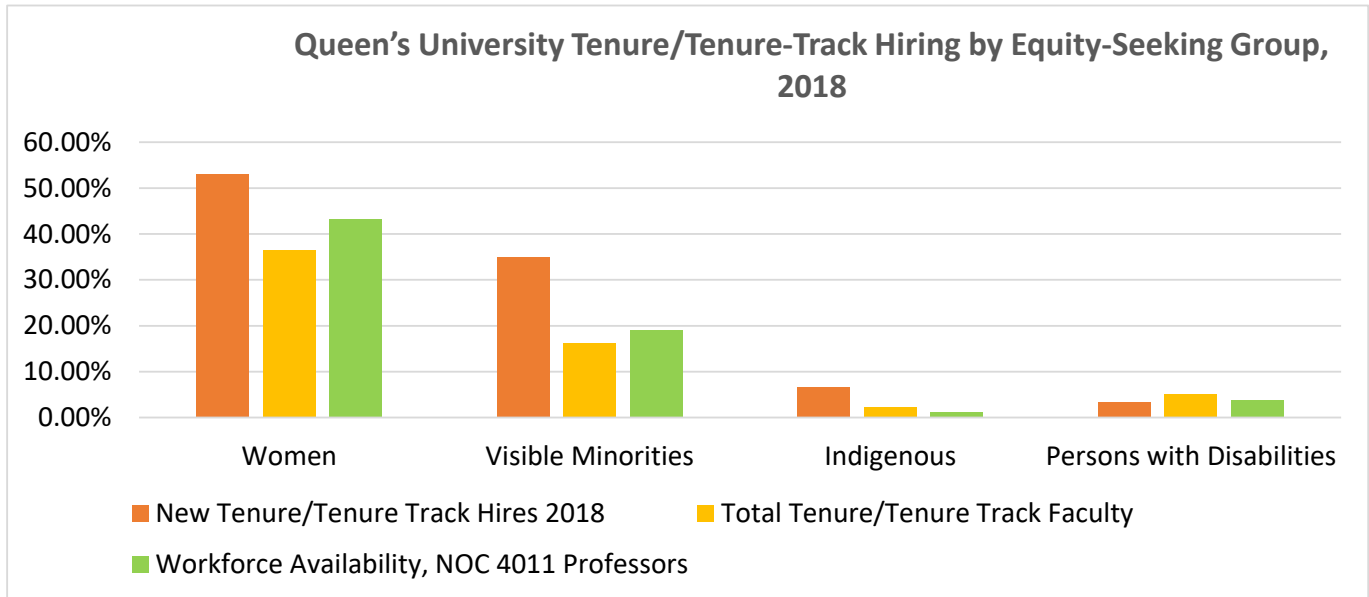
In 2018, Dr. Lee Airton, Assistant Professor of Gender and Sexuality Studies in the Faculty of Education, released their book *Gender: Your Guide: A Gender-Friendly Primer On What to Know, What to Say, and What to Do in the New Gender Culture*. The book was reviewed in The Washington Post as "a must-have for everyone, and not only those who are trans, gender non-conforming or non-binary — or who have someone trans in their life. Airton is speaking to a larger challenge in the culture: what Airton calls 'gender unfriendliness,' our day-to-day language that doesn't recognize that it's no longer a boy/girl or blue/pink world but a non-binary one traverses a spectrum."



Dr. Lee Airton, Assistant Professor of Gender and Sexuality Studies in the Faculty of Education.

Queen’s Faculty

Figure B²



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

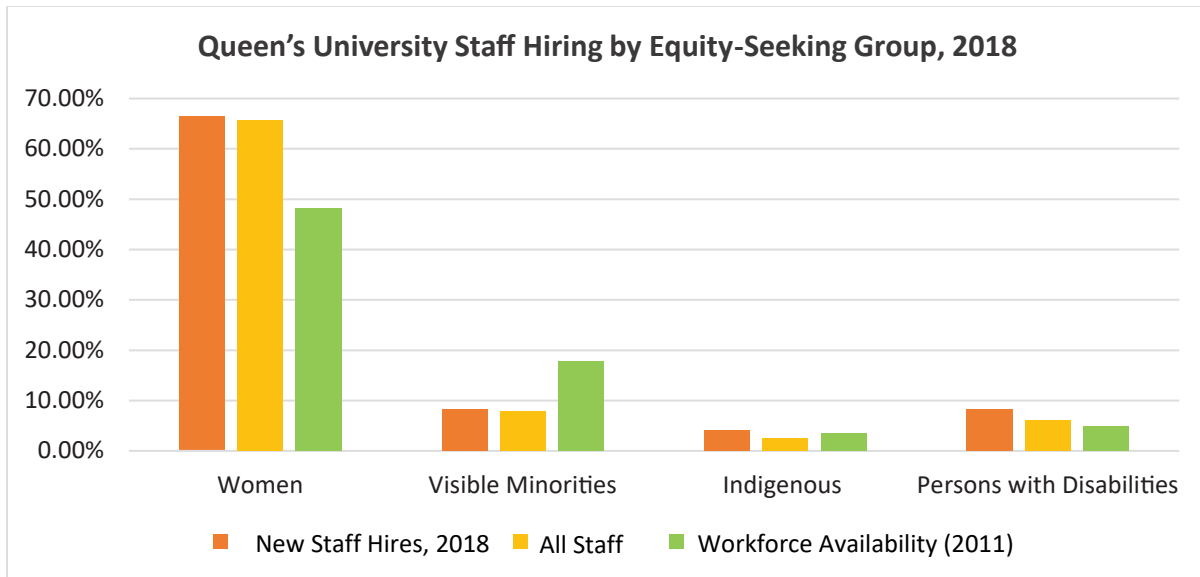
As of July 2019, 57 academic and administrative units are using the DEAP Tool.

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.

² Data Sources: Human Resource Information System (gender), “I Count” Queen’s Equity Census.
Return Rates: New 2018 T/TT Faculty Hires 92.2%, Total T/TT Faculty 90.7%

Queen's Staff

Figure C³



³ Includes Executives, General Support, Research, CUPE 229, CUPE 1302 and CUPE 254. Data Sources: Human Resources (gender), "I Count" Queen's Equity Census. Return Rate: New Staff 90.9%, All Staff 89.8%.

Queen's Receives National Award for Staff Equity Tools

For a second consecutive year, the federal government recognized the Queen's Human Rights and Equity Office for innovation in employment equity and inclusivity.

The university received the Employment Equity Achievement Award in the "Innovation" category for the Queen's Equity Appointments Process (QEAP). Launched in 2017, the 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.

COMMUNITY SPOTLIGHT

Queen's Women's Network, an employee resource group, celebrated International Women's Day by hosting a public event at the Agnes Etherington Art Centre. The event provided self-identifying female employees with the opportunity to speak with experts in career advancement, learn about professional development opportunities at Queen's, and to connect with colleagues across campus.

QUEEN'S WOMEN'S NETWORK

Join us for
International Women's Day

Learn about career building skills, resources and training opportunities at Queen's as well as tips for promoting an inclusive workplace, and more!

March 8, 2019 12-1 pm Agnes Etherington Atrium

RSVPs are encouraged!

Event details and RSVP link can be found at www.queensu.ca/qwn/events

with support from the Inclusive Community Fund

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.

DIVERSIFICATION OF RESEARCH AND ACADEMIC PROGRAMMING

Canada Research Chairs and Queen's National Scholars



Queen's three newest Canada Research Chairs: Dr. Lindsay Morcom (Tier 2, Education), Dr. Heather Aldersey (Tier 2, Rehabilitation Therapy) and Dr. Anna Panchenko (Tier 1, Pathology and Molecular Medicine).

Many of Queen's new Canada Research Chairs and Queen's National Scholars have diverse fields of study that will help to broaden the scope of teaching and research at Queen's.

Heather Aldersey, Canada Research Chair in Disability-Inclusive Development (Tier 2). Dr. Heather Aldersey's research identifies the needs of families affected by disability, then develops and evaluates supports available to meet those needs, with a focus on populations in low- and middle-income countries.

Lindsay Morcom, Canada Research Chair in Language Revitalization and Decolonizing Education (Tier 2). Building on current on-reserve and urban research on language revitalization, Dr. Morcom works in partnership with Indigenous communities to develop best practices for education and language planning.

Anna Panchenko, Canada Research Chair in Computational Biology and Biophysics (Tier 1). Dr. Panchenko is working to identify the causes of cancer progression and to find out what factors can contribute to cancer mutation occurrence in DNA.

Grace Adeniyi Ogunyankin, Queen's National Scholar in Black Geographies. Dr. Ogunyankin is currently investigating the intersecting ways in which city making projects, aggressively pursued under the Africa Rising rhetoric, are negotiated and resisted in the everyday practices of women in Ibadan, Nigeria.

Juliana Ribeiro da Silva Bevilacqua, Queen’s National Scholar in Arts and Visual Cultures of Africa and its Diaspora. Dr. Juliana Ribeiro da Silva Bevilacqua examines twentieth-century African and African diasporic art, with a particular focus on Angola and Brazil, exploring the tensions between local artists and foreign ethnographers, the globalization of African imagery, and contentious definitions of “authenticity.”

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 Queen’s CRC Equity Action Plan was finalized in December 2017, and commits the university to recruiting three women CRCs for 2018 and four in 2019. As noted above, the 2018 goal of appointing three women CRCs has been achieved. In taking steps to meet Queen’s CRC targets over the next 12 months, efforts will be made to identify and remove any barriers that may exist, and develop proactive strategies to increase the number of women CRCs holders at Queen’s.

Federal Government *Dimensions EDI* Program

Former Principal and Vice-Chancellor Daniel Woolf signed the *Dimensions EDI* Charter in May 2019. The program is a federal government initiative that is designed to increase equity, diversity, and inclusion in the post-secondary and research sectors.

By signing the Charter, Queen’s committed to adopting the program principles, which aim to foster research excellence, innovation, and creativity through increased equity, diversity, and inclusion. Institutions that commit to the program also agree to address obstacles faced by women, Indigenous people, those living with disabilities, members of racialized groups, and members of the LGBTQ2+ communities.



Queen's former Principal and Vice-Chancellor, Daniel Woolf, and Minister of Science and Sport, Kirsty Duncan, sign the Dimensions EDI charter in May 2019.

Research Collaboration with Indigenous Communities

The School of Graduate Studies, in partnership with the Aboriginal Council of Queen’s University and Four Directions Indigenous Student Centre (FDISC), hosted a workshop on the unique requirements of research collaborations with Indigenous communities. The workshop was designed as a hands-on, foundational training and community-building activity in which graduate students and postdoctoral fellows could learn from the insights of experienced researchers, Indigenous leaders, and community members about best practices in Indigenous focused research. It featured a keynote address by Ovide Mercredi, former National Chief of the Assembly of First Nations, and was followed by a panel featuring academics and community leaders with experience in Indigenous research collaborations.

COMMUNITY SPOTLIGHT

Congratulations to Dr. Diane Beauchemin on her receipt of the Canadian Society for Chemistry's Clara Benson Award, a lifetime achievement award recognizing a woman scientist who has made a distinguished contribution to chemistry. In 2018, Dr. Beauchemin was also the first woman in Canada to receive the Gerhard Herzberg award from the Canadian Society of Analytical Sciences.



Dr. Diane Beauchemin. Photo by University Communications.

Queen's Learning Outcomes Framework

The Office of the Vice-Provost (Teaching and Learning) completed a review of the Queen's Learning Outcomes Framework to ensure it addressed 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.

Faculty and School Initiatives to Diversify Curriculum

- **The Faculty of Arts and Science** Curriculum Committee established new criteria for course submissions, which must now consider learning outcomes related to the Principal's Implementation Committee on Racism, Diversity, and Inclusion, and the Truth and Reconciliation Commission Task Force recommendations. Led by the Associate Dean (Teaching and Learning), in collaboration with advisors from the Centre for Teaching and Learning and the Human Rights and Equity Office, consultations and workshops on curriculum diversity are being held for departments across the faculty.
- 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** utilizes 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 was incorporated into the 2018-19 School of Medicine orientation program, and a Global Health Clinical skills carousel was held in February 2019.
- The KAIROS Blanket Exercise, which educates participants on Indigenous histories, is part of the first-year School of Medicine curriculum.

- **The Faculty of Law** annually reviews its course offerings and prioritizes 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 Indigenous Legal Traditions provide curricular content that reflects diverse identities, cultures, and perspectives.
- For the second consecutive year, the Faculty of Law organized a roundtable discussion with community members in Akwesasne Mohawk Territory. Students, staff, and faculty also visited the Akwesasne Court to learn about historical conflict resolution techniques and explore the concept of restorative justice.
- **The Faculty of Engineering and Applied Science** developed equity and diversity modules, which will be embedded into the core-engineering curriculum. The modules will be incorporated in the 2019-2020 academic year.
- All **Smith School of Business** Commerce students receive cultural intelligence training to improve their ability to form connections and work effectively with people from diverse cultural backgrounds.
- Smith recently formed a three-year partnership with Catalyst Canada, a global nonprofit that helps to create workplaces that work for women. Priorities for the Smith-Catalyst partnership include the development of new equity executive education training, building awareness of Smith as a business school that promotes and trains students on equity and diversity, and collaboration on cutting-edge research in the areas of diversity and inclusion, with a primary focus on the Canadian market place.
- The Commerce Undergraduate Curriculum Committee is undertaking a full curriculum review, and part of that effort is responding to the recommendations of Principal's Implementation Committee on Racism, Diversity and Inclusion, and the Truth and Reconciliation Commission Task Force recommendations.
- A successful pilot was launched in the core second-year Business Ethics course to build awareness of Indigenous histories. Students in the course participated in the KAIROS blanket exercise and completed a business case study that focused on Indigenous business issues.
- Smith School of Business PhD and MSc students completed a mandatory module on equity, diversity, and inclusivity, designed by Associate Vice-Principal (Human Rights, Equity and Inclusion) Stephanie Simpson.
- **The Faculty of Education** weaves equity and diversity through all course offerings.
- The Aboriginal Education course and a three-part cultural safety course are mandatory for all teacher candidates.
- 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** offers several learning-through-art programs to support faculty members in diversifying their curriculum. In 2018-19, *Soundings: An Exhibition in Five Parts* was a major draw for faculty wanting to incorporate Indigenous perspectives into their curriculum. Faculty members from across the university booked 46 class visits for 1012 students to see the exhibition.
- **The Dunin-Deshpande Queen's Innovation Centre** invited Shai Dubey, Adjunct Assistant Professor & Distinguished Faculty Fellow of Business Law, Smith School of Business, to lead a session on culture in business. The program was designed to help Queen's Innovation Centre Summer Initiative participants increase their ability to connect, communicate, and effectively interact with people across cultures throughout the development of their entrepreneurial ventures.

COMMUNITY SPOTLIGHT

Dr. Anya Hageman, Continuing Adjunct Assistant Professor, Department of Economics, brought students from her ECON 244: Economics of Indigenous Communities class for two curator-led art study sessions at the Agnes Etherington Art Centre. The first session focused on Pacific Northwest Indigenous trade, and the second on Eastern Woodlands Indigenous peoples and economies. Dr. Hageman's inventive use of items from the Agnes' Indigenous artifacts collection provided compelling teaching material for her students.



Dr. Anya Hageman brings Indigenous economies to life through objects from the Agnes Etherington Art Centre collection. Photo by Tim Forbes.

Principal's Dream Courses

The selected courses from the 2018-19 Principal's Dream Courses program helped to enhance diverse perspectives in the classroom. The winning courses are:

- **DEVS 221: Topics in Indigenous Human Ecology.** Taught by T'hohahoken Michael Doxtater (Global and Development Studies, Languages, Literatures, and Culture), Queen's National Scholar in Indigenous Studies: Land- and Language-Based Pedagogies and Practices.
- **PHIL 276: Critical Perspectives on Social Diversity.** Taught by Lisa Guenther (Philosophy, Cultural Studies), Queen's National Scholar in Political Philosophy and Critical Prison Studies.
- **MUTH 329: Listening Otherwise.** Taught by Dylan Robinson (Dan School of Drama and Music, Gender Studies, Global Development Studies, Cultural Studies, Languages, Literatures & Cultures, Art History) Canada Research Chair in Indigenous Arts.

The faculty members were provided with \$15,000 in one-time funding for teaching materials, field trip costs, and guest speaker fees, as well as course development assistance from the Centre for Teaching and Learning. The purpose of the Principal's Dream Courses program is to support the enhancement of undergraduate courses tied to at least one of the identified themes of sustainability, Indigenous identities, or diverse perspectives.

TRAINING AND EDUCATION

Mandatory Training for Queen's Leadership Team

In 2018, the Human Rights and Equity Office, working with the Deputy Provost (Academic Operations and Inclusion), launched an equity and inclusion training course for Queen's leadership team.

The training sessions provide opportunities for senior administrators to learn about key human rights, equity, and inclusion concepts, and to reflect on the importance of these concepts in the university's administrative functions. Through facilitated discussion, senior leaders 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.

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.

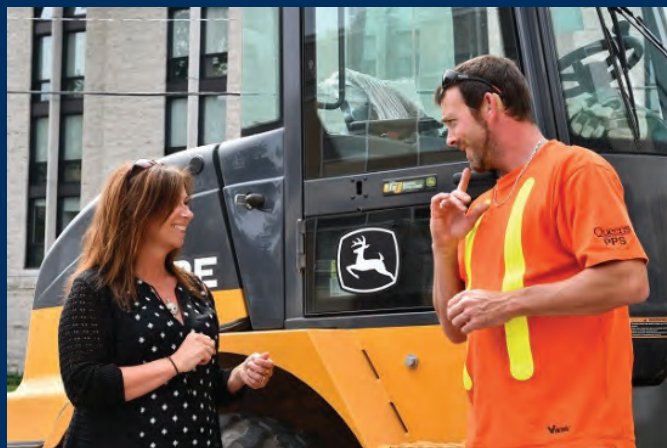
The Associate Vice-Principal (Human Rights, Equity and Inclusion) regularly delivers training to hiring committees for the appointment of senior administrators, which include any appointment at the level of Dean and above. In 2018, the Associate Vice-Principal (Equity, Human Rights and Inclusion) helped deliver employment equity training for the hiring committees of the Queen's International Centre Director, the SNOLAB Executive Director, the Principalship, the Dean of Law, the Canada Research Chair Executive Committee, the Queen's National Scholar Committee, the Honorary Degrees Committee, and the University Promotions Committees.

Training for Student Leaders

The Division of Student Affairs and the Human Rights and Equity Office worked together to develop equity, inclusion, and diversity training for student orientation leaders and volunteers, resident dons, and peer mentors. The 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. In 2018, Student Affairs also coordinated equity hiring training for senior faculty-society student leaders.

COMMUNITY SPOTLIGHT

Llynwen Osborne, Waste Coordinator (Energy and Sustainability Unit), received Queen's 2018 Steve Cutway Accessibility Award for initiating a program to educate Physical Plant Services employees on Deaf culture, proper etiquette when interacting with Deaf colleagues, and introductory sign language phrases.



One of Llynwen Osborne's (left) inspirations for hosting the sign language lunch and learn was James Bailey (right), a Deaf employee with PPS. Photo by University Communications.

Workshops and Training for Queen's Employees

Many faculties, schools, and non-academic units held diversity and inclusion focused training sessions in 2018-19. Examples of sessions offered include:

- The Centre for Teaching and Learning offered workshops that focused on creating positive learning environments for diverse student populations. Topics included practical strategies for inclusive learning, Aboriginal Cultural Awareness, and a Trans-Inclusive Teach-In.
- The Queen's Library 2018 staff retreat focused on expanding knowledge of Indigenous issues and included a presentation on Indigenous terminology and a KAIROS blanket exercise. In preparation for the retreat, staff were asked to read a selection from Chelsea Vowel's *Indigenous Writes* book and the University of Alberta folio article "What do people really mean when they say indigenization."
- Student Affairs staff members attended a town hall meeting in summer 2018 to learn about integrating equity, diversity, and inclusivity principles into their daily work. Attendees heard from Ann Tierney, Vice-Provost and Dean of Student Affairs, regarding the importance of promoting dialogue and building an inclusive community, and from Stephanie Simpson, Associate Vice-Principal (Human Rights, Equity, and Inclusion), on how privilege and bias can influence an individual's work.
- The Faculty of Education hosted multiple workshops and activities to support faculty, staff, and students in their understanding of equity and inclusion concepts. Examples of sessions held in 2018-19 include an Islamophobia panel, a workshop on re-conceptualizing inclusivity for modern classrooms, and an "ask me anything" diversity and inclusivity roundtable.
- The Faculty of Engineering and Applied Science staff appreciation event focused on the theme of celebrating diversity. Workshops were held on topics such as understanding differences and intercultural IQ.