

Annual Report
2021-22



Equity, Diversity, Inclusion, and Indigenization





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Message from the Principal

“There is still work to be done but we are making progress.”

I am pleased to be able to introduce the 2021-22 Report on Equity, Diversity, Inclusion and Indigenization (EDII). A great deal of work has gone on over the last year. As Queen's begins to realize its ambitious strategy for the future, it must always be mindful of the impact on the people it supports. The university's vision is predicated upon a commitment to our values: truth, responsibility, respect, freedom and wellbeing. Our university will not be able to achieve its goals without adhering to these values. The contents of this report are a reflection of the kind of university we hope to be. There is still work to be done but we are making progress.

I encourage you to take the time to read this report and reflect upon its contents. I want to thank the many members of our community that contributed to this report and continue to work to hold the institution accountable for the commitments made to further EDII. Real and substantive change requires all of us to work together and to recognize that those commitments we have made must permeate all the work we do.



Patrick Deane, Principal and Vice-Chancellor

Executive Summary

The Equity, Diversity, Inclusion, and Indigeneity (EDII) 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 2021-22, Queen's hired women, Indigenous, and racialized faculty members at

rates that exceeded their workforce availability. The university also continued its efforts to recruit, retain, and support students from equity-deserving groups by 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 EDII initiatives are being resourced and embedded across campus in significant ways.

Additional information on Queen's efforts to promote and support EDII can be found in:

- [Equity Diversity and Inclusion annual reports](#)
- [In the annual Truth and Reconciliation Commission Task Force annual reports](#)
- [On the Inclusive Queen's website](#)

25.4%
13.7%

9.1%
10.7%
7.5%

Queen's by the Numbers

Faculty

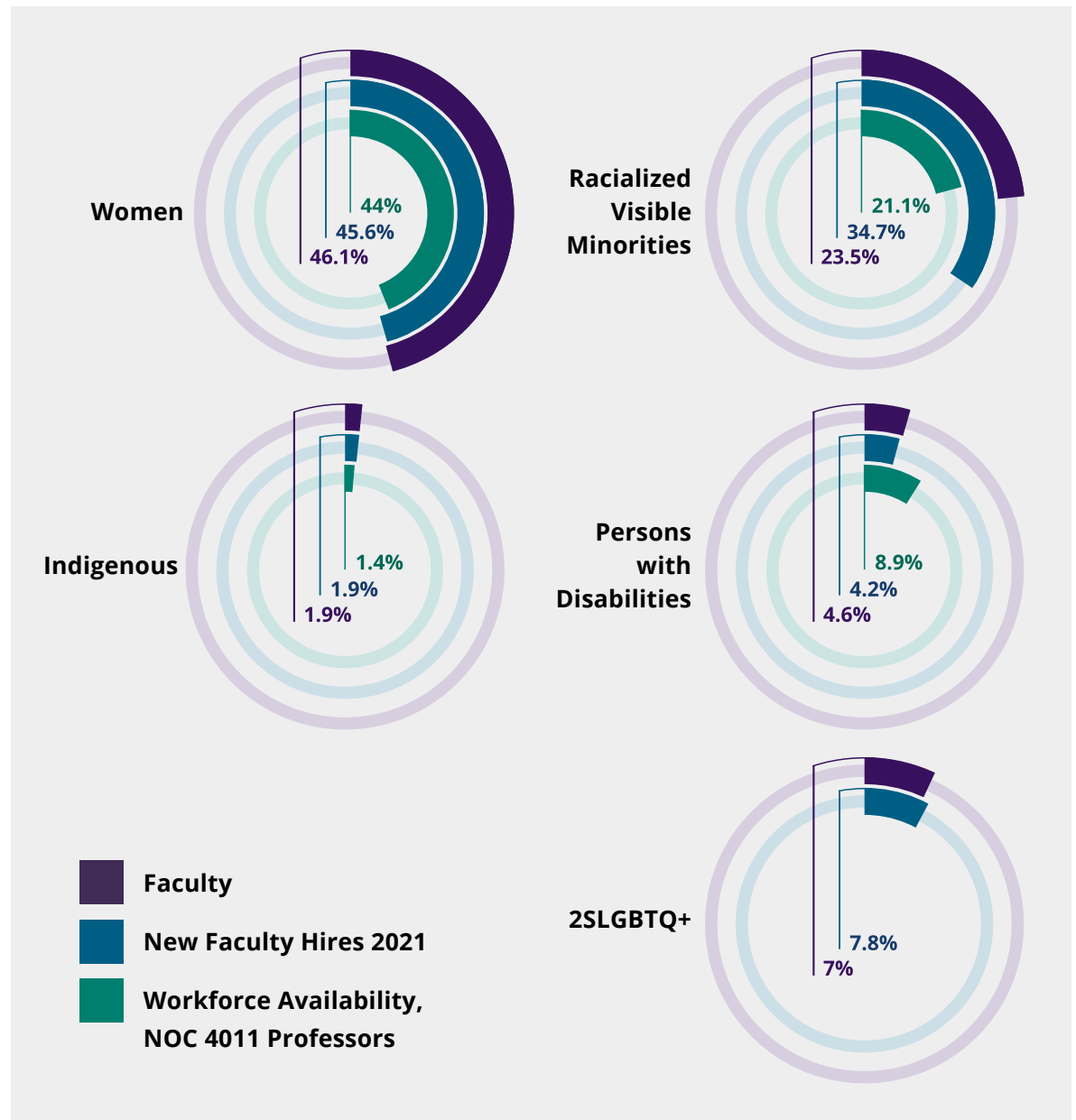
Queen's University Faculty Hiring By Equity-Deserving Group, 2021

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

Response Rate: Approx. 79.1% (66.7% for new faculty hires), Women 100%

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

Reporting Period: January-December 2021



Faculty

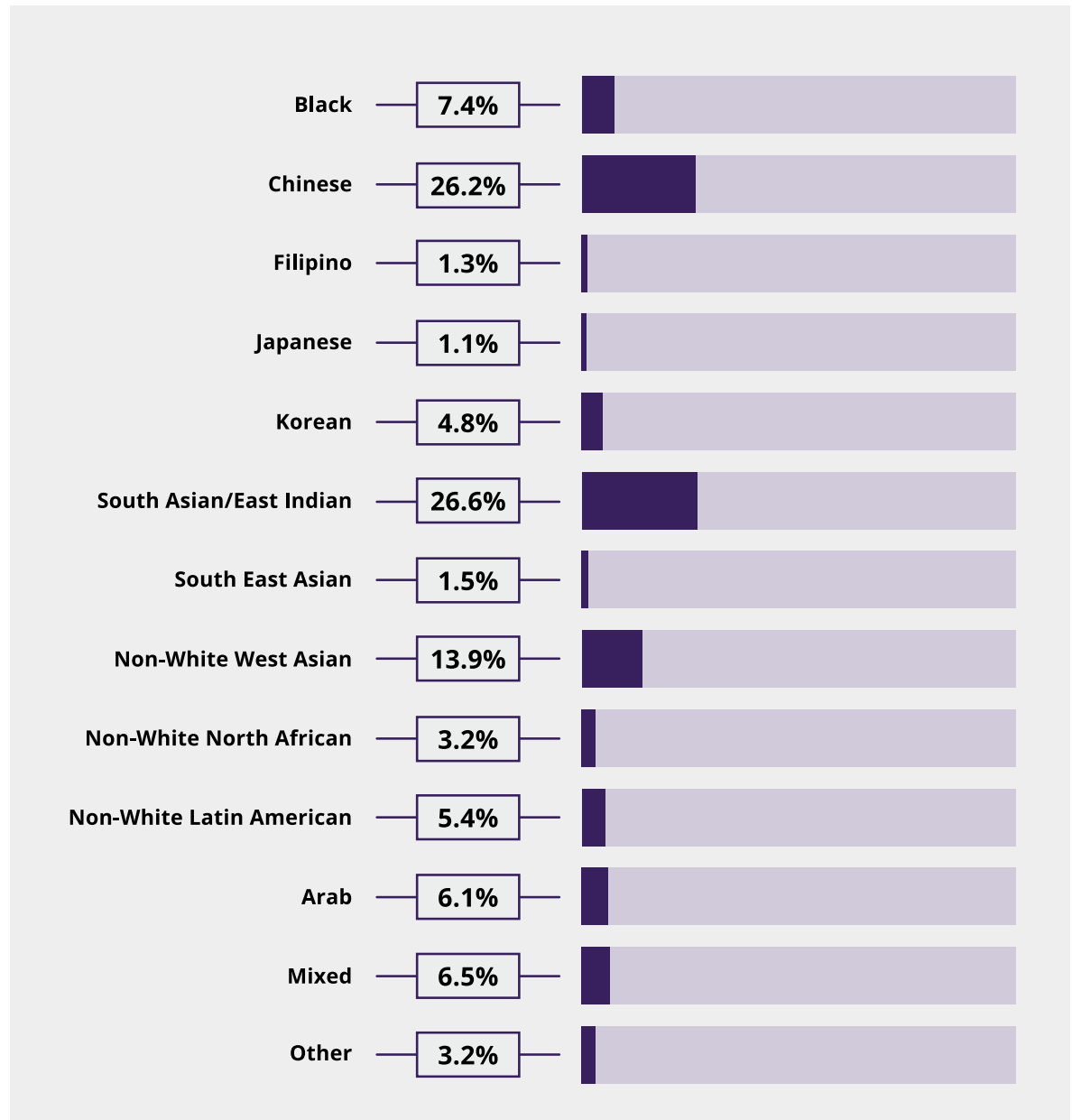
Representation Rates for Racialized Faculty at Queen's, 2021

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

Response Rate: Approx. 79.1% (66.7% for new faculty hires), Women 100%

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

Reporting Period: January-December 2021



Staff

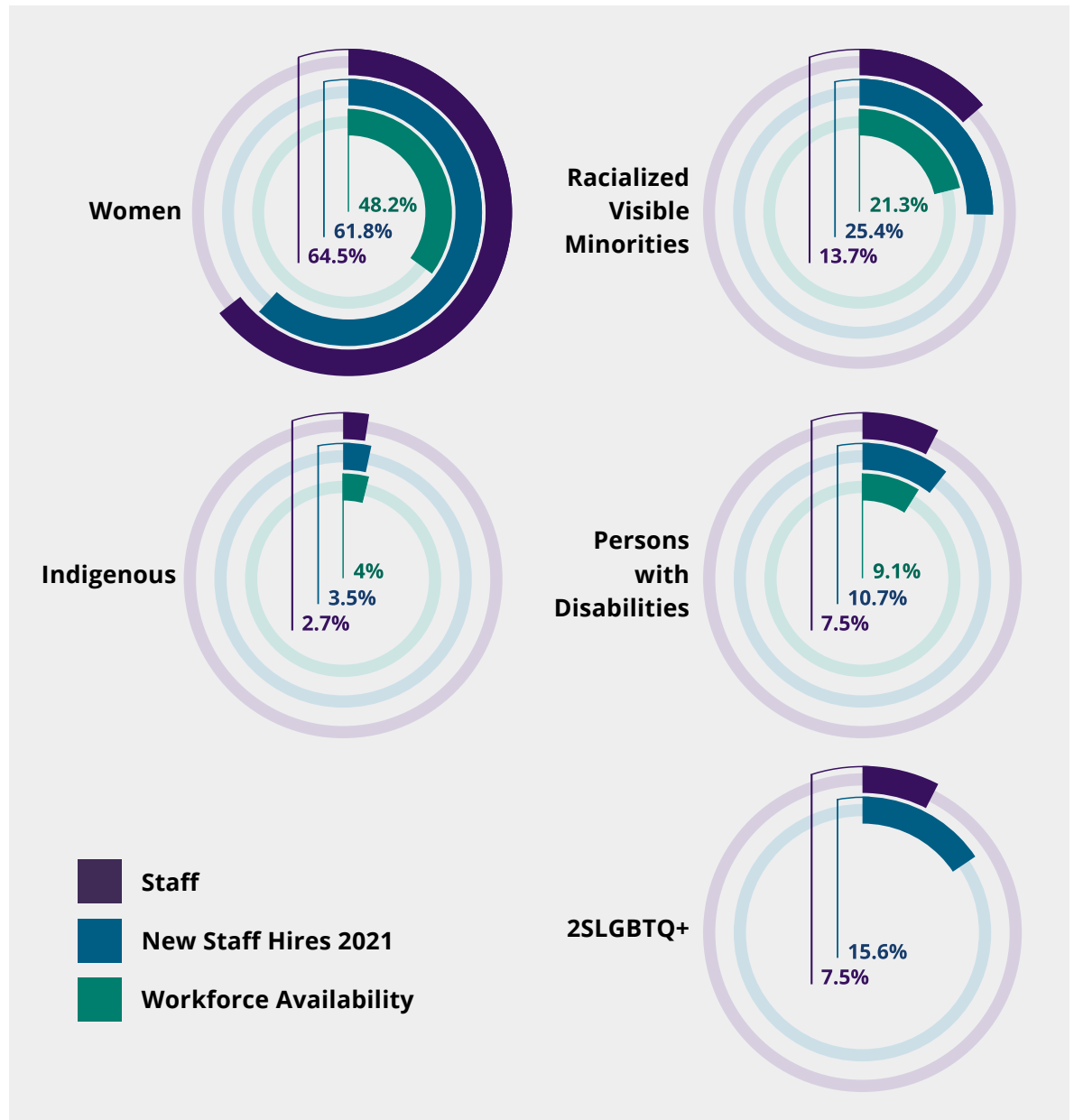
Queen's University Staff Hiring By Equity-Deserving Group, 2021

The graphs include representation rates for staff, including Executives, General Support, Research, CUPE 229, CUPE 1302 and CUPE 254.

Response Rate: Approx. 91.7% (90.7% for new staff hires), Women 100%

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

Reporting Period: January-December 2021



Staff

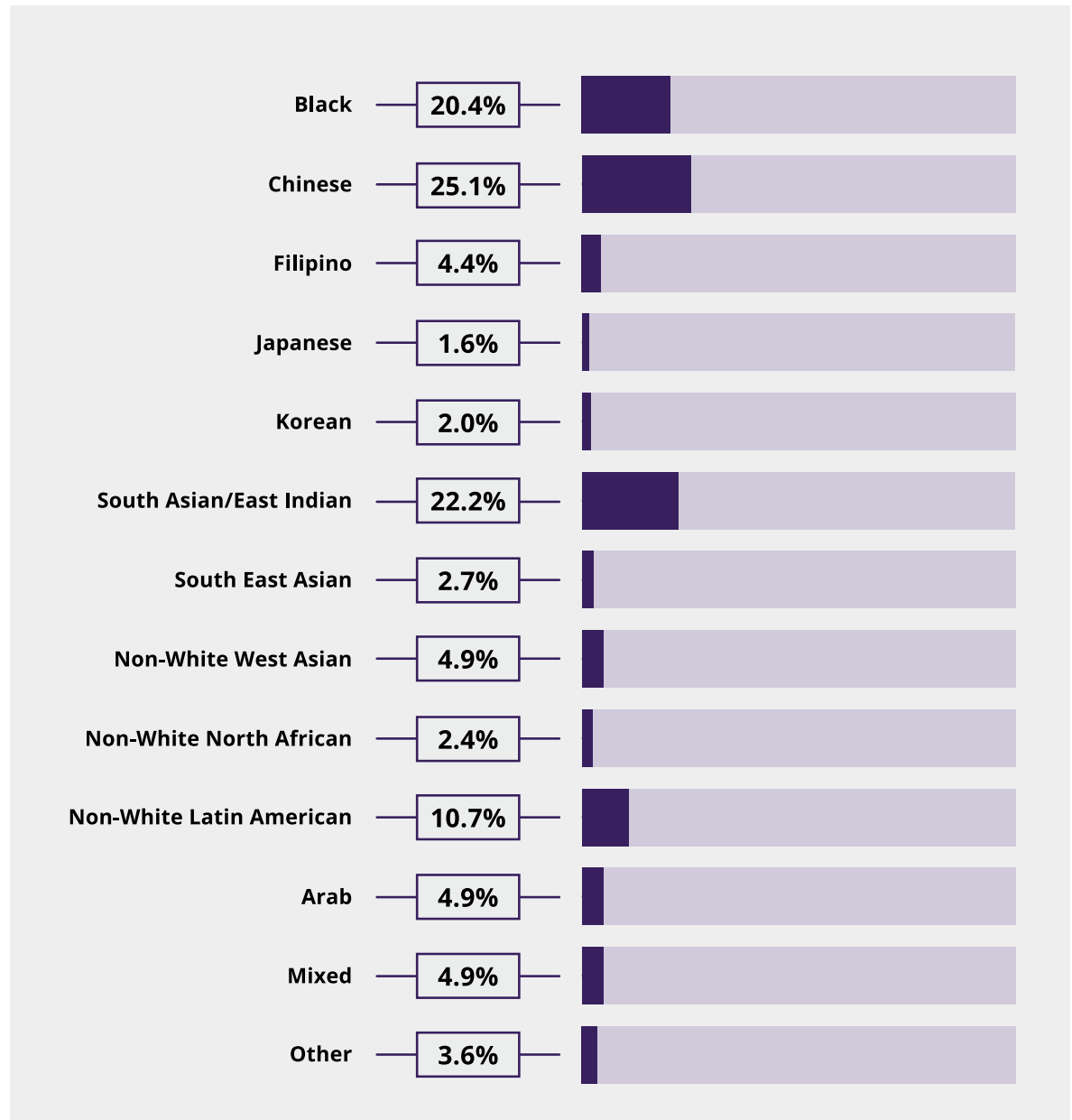
Representation Rates for Racialized Staff at Queen's, 2021

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

Reporting Period: January-December 2021



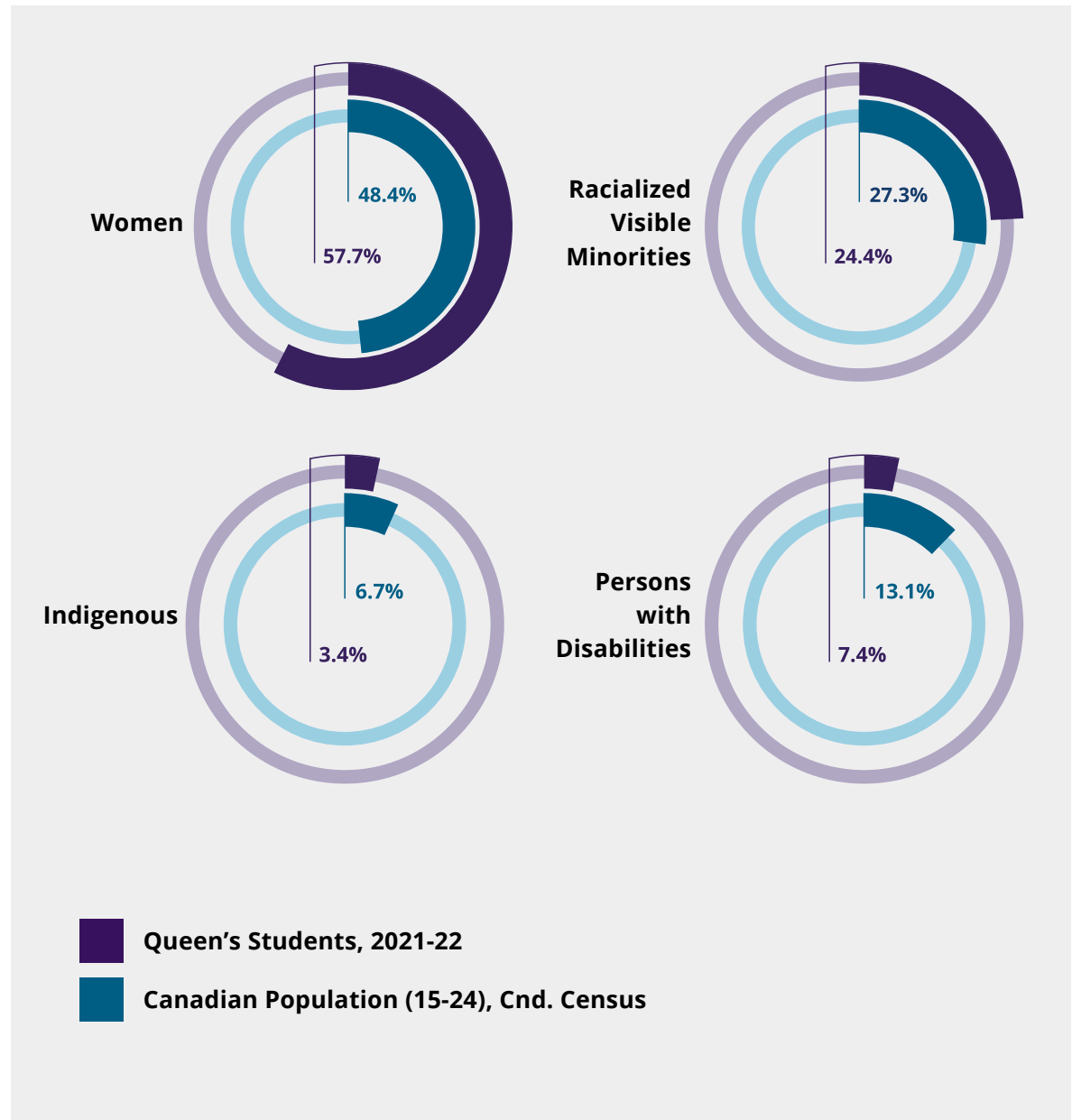
Students

Student Representation Rates for Queen's 2021 (via Self-Identification) Compared to the Canadian Population, Age 15-24

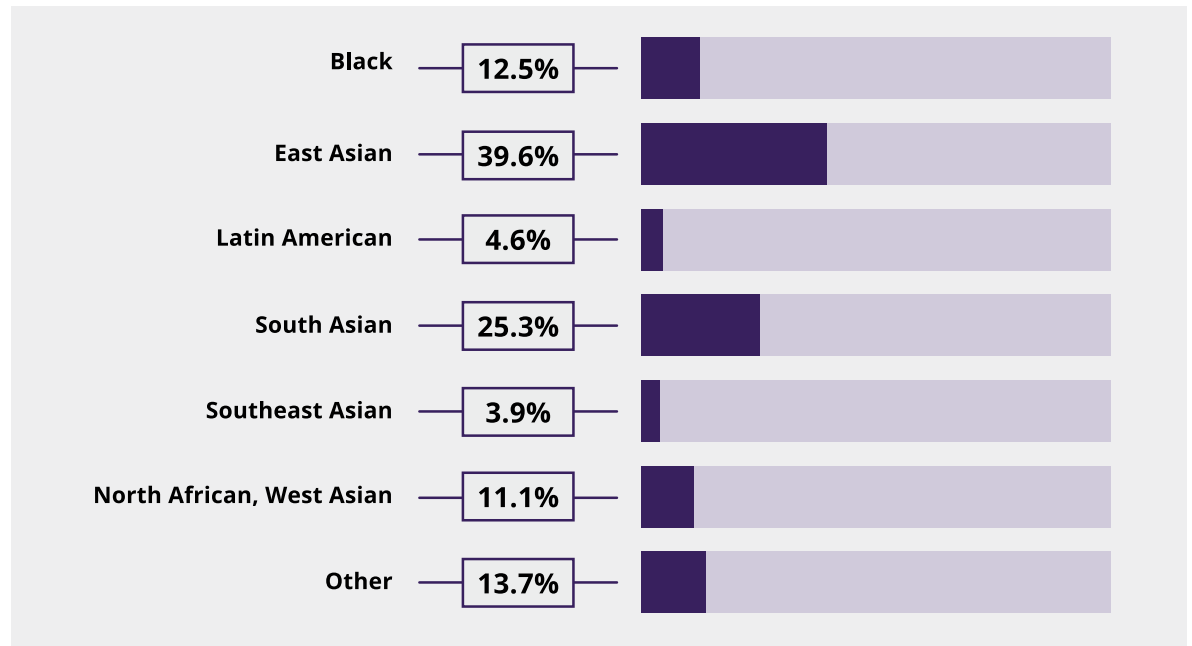
The graphs outline student representation rates. The data does not include individuals undertaking non-degree programs, certificates, diplomas, visitors, or exchange students.

Response Rates: 50-60%, Women 100%

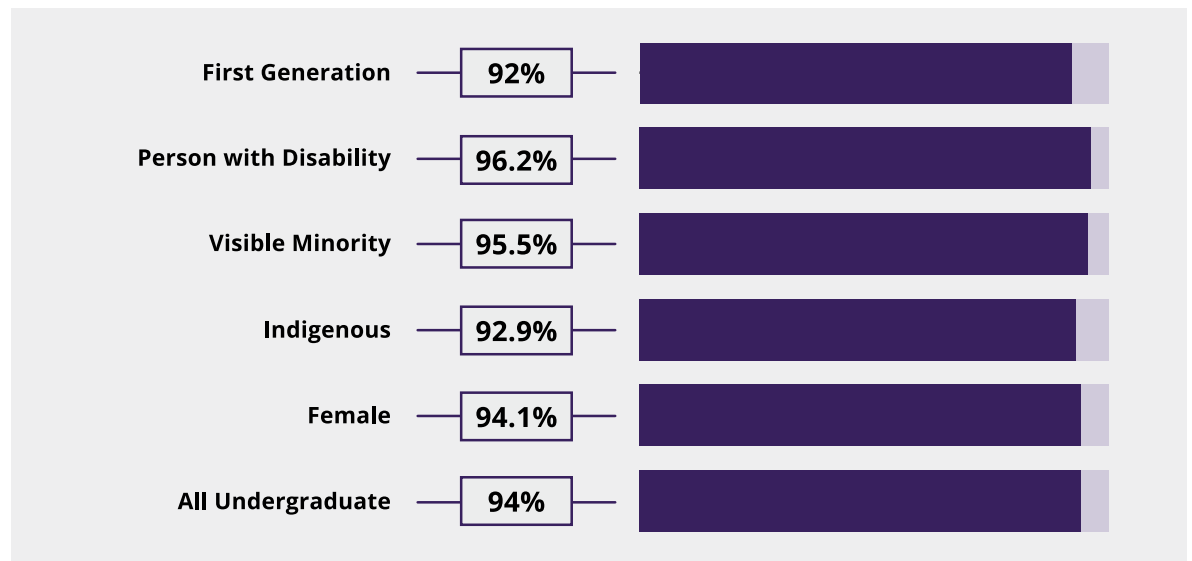
Data Sources: Queen's Student Data: Student Records System (gender), I Count, Equity Census, NSSE, CGPSS, OUAC. Canadian Population Rates: Statistics Canada Census and Canadian Survey on Disability



Student Representation Rates within Visible Minority Category, 2021-22



Year 1 to Year 2 Student Retention Rates





Highlights

of Queen's 2021-22 EDII
Campus Community Initiatives

Implementing the Scarborough Charter to Promote Black Inclusion

Queen's recently joined

40 universities and colleges across Canada

as a signatory of the Scarborough Charter — a sector-wide agreement designed to move post-secondary institutions beyond rhetoric to more concrete actions to address anti-Black racism and promote Black inclusion.

The Scarborough Charter, signed by Principal and Vice-Chancellor Patrick Deane, is founded on four core principles: Black flourishing, inclusive excellence, mutuality, and accountability. These principles commit partners to address systemic barriers, champion equity, diversity, and inclusion, and further realize the power universities have in boosting the economic development of Black communities.

Each of the core principles are underpinned by target areas and actions that seek wide-ranging changes and improvements to post-secondary governance, approaches to research, teaching and learning, and community engagement.

Working groups have been formed to identify the immediate actions needed to implement the Charter at Queen's.

Four core principles of the Scarborough Charter:

- Black flourishing
- Inclusive excellence
- Mutuality
- Accountability

Principal's Global Scholars and Fellows Program

The Principal's Global Scholars and Fellows Program is a new university-wide initiative to support faculty, post-doctoral fellows, and students displaced by conflict and political instability.



The program is comprised of two streams:

1

The Principal's Global Scholars

Serves to connect undergraduates and graduates with streamlined admission options and funding to support their learning.

2

The Principal's Global Fellows

Provides displaced faculty members and post-doctoral fellows with one year of support to continue their academic work.

Enhancing Equity and Access to Queen's

Student Affairs created an Access and Inclusion team in Undergraduate Admission and Recruitment to build on longstanding initiatives designed to increase access to Queen's, and promote enrolment among Black, Indigenous, racialized, 2SLGBTQ+ students, and students with disabilities.

As part of extensive community outreach and expanded partnerships, the team promotes the following new initiatives:

Queen's launched the Commitment Scholars Award to attract and support students who have demonstrated leadership in racial justice, social

justice, and leading EDII initiatives in their school or community. The first cohort of Commitment Scholars began their studies at Queen's in Fall 2021.

The renewable Commitment Scholars Award is granted to 10 eligible students annually who receive \$48,000 (\$12,000 per year) in funding, as well as financial, academic, and career planning supports.

The university also introduced a new annual Commitment Bursary program for eligible students based on financial need.

More than 300 incoming students in Fall 2021 received \$935,000 through the Commitment Bursary program.

The Commitment Scholars Award and Commitment Bursary build on the success and impact of the [Promise Scholars](#) program, which is designed to reduce financial barriers and increase access to Queen's for first-generation students from the local community. In 2021-22, five Promise Scholars Awards of \$60,000-100,000 over four years were provided to local first-generation students to enable them to fully participate in university life throughout their studies.

Commitment Scholars Award

10 eligible students receive

\$48,000 over 4 years of study

Commitment Bursary

300+ students received more than

\$935,000

Promise Scholars Award

5 Awards provided to local first-generation students of

\$60K-\$100K

New Equity Ambassadors

The ambassador positions are filled by upper-year students who work within the Undergraduate Admissions and Recruitment team to connect with prospective students about their lived experiences as BIPOC members of the campus community. The ambassadors also support applicants from equity-deserving backgrounds through the admissions process and their transition to first-year studies.

The Equity Ambassadors program helps BIPOC students build a sense of community and learn about campus life from a shared perspective.



Queen's new Equity Ambassadors program helps to support prospective Queen's students from equity-deserving groups. The program was expanded in 2021-22 to include

21 paid ambassador positions

New Supports and Resources for Equity-Deserving Students

The Yellow House opened in 2020 as a dedicated space for racialized, queer, and other marginalized students to create community, feel empowered, empower others, and celebrate and honour their histories. The space also hosts student groups engaged in equity and social justice work on-campus.

In response to the growth in demand for additional programs and services for racialized and other equity-deserving students, the Yellow House has added additional staff positions, including a new Sexual and Gender Diversity Advisor and several part-time student positions. These new positions have allowed the Yellow House to significantly expand their activities and services to support equity-deserving students and help them to build a sense of community.

The Yellow House's Sexual and Gender Diversity Advisor designs and delivers programming for 2SLGBTQ+ students; supports students by listening to concerns, and connecting them to resources and supports; and works closely with various offices, teams, and student clubs to deliver events for 2SLGBTQ+ students.



Supporting Black Faculty

The Faculty of Arts and Science is building a Black Faculty mentoring program which is part of a larger strategy to improve the experience of Black faculty at Queen's. The new program will build on the recent cluster hire to support Queen's new Black Studies program.

Government and Institutional Relations and the Associate Vice-Principal (Human Rights, Equity, and Inclusion) also conducted a series of consultations with Black faculty members and senior administrators at Queen's in order to have a frank dialogue about the challenges that are present for Black faculty and researchers. The aim of these conversations was to inform Queen's approach when engaging with government stakeholders on supports and funding, and to inform the university's commitment to addressing anti-Black racism.



From left to right: Black Studies program director Dr. Daniel McNeil (Department of Gender Studies and Department of History), Dr. Katherine McKittrick (Department of Geography and Planning and Department of Gender Studies), and Professor Lillian Allen (OCAD) speak during two events hosted by the Black Studies Collective: an evening of art, music, poetry, and film to celebrate the inauguration of Black Studies at Queen's, and a celebration of new research and books in Black Studies.

Advancing Social Impact through the United Nations' Sustainable Development Goals

As one of Canada's leading research-intensive academic institutions, Queen's understands its role in helping to advance the United Nations' Sustainable Development Goals (UN SDGs). Through research, learning, outreach, and stewardship activities, the Queen's community is contributing to the fight against climate change,

helping to build inclusive societies, and ensuring equal access to health care and quality education to advance social impact. Queen's also recognizes that innovation, ingenuity, and collaboration are needed if we want to achieve these goals, which have united us all in a common global purpose.



**In both 2022 and 2021,
Queen's ranked in the**

Top 10 Globally

in the Times Higher Education
(THE) Impact Rankings,

which assess how universities are
advancing the UN SDGs.

In 2022, the rankings measured more than 1,500 post-secondary institutions from 110 countries worldwide, highlighting the role that higher education institutions can play in addressing critical global challenges.



Actions to Improve Campus Climate

In 2021, the university launched a student campus climate and culture survey - a wide-ranging initiative, co-led by Student Affairs and the Human Rights and Equity Office, to help the university understand systemic racism, exclusionary and discriminatory behaviours, and sexual violence on campus.

Since the release of the survey report, [From Input to Action](#), the work of shifting Queen's culture and climate has been [embraced](#) by student groups and by units, departments and faculties.

5,400+
students responded

in the Winter 2021 term and reflected on their experiences on campus.

As one response to the findings of the survey, Student Affairs created a new staff position, the Student Inclusion and Engagement Coordinator, to solicit feedback on the results and engage students in actions that contribute to a more inclusive campus culture. This work has inspired the [Queen's Shift Project](#), a collection of events and initiatives - open to all students - aimed at centering equity-deserving student experiences, providing opportunities for dialogue, and acting on next steps towards improving campus culture.



Enhancing Employment Opportunities for Refugees and Other Equity Deserving Groups

In 2021-22, the Office of the Vice-Principal (Finance and Administration), in partnership with Facilities, Human Resources, Queen's School of English, and the Human Rights and Equity Office, launched a pilot of the Queen's Career Gateway Program. The program creates employment and learning opportunities at Queen's for members of marginalized communities in Kingston,

especially refugees and people from equity-deserving groups who may not have formal education or have limited English-language skills. Under the program, staff are provided with paid-release time to attend English-language training each week, led onsite by the Queen's School of English.

Since the start of the pilot program in 2021,

7 participants

obtained term or continuing positions at Queen's.

A formal evaluation of the program is underway, and the results of the evaluation will be used to improve the program.

In addition to the evaluation, the project team is tracking key indicators, including retention, attendance, workplace progression, and advancement in English-language competency.



Queen's Employee Experience Survey

Human Resources recently launched the Queen's Employee Experiences Survey, which aims to measure employee perspectives on various aspects of organizational culture. A key part of the survey is a set of questions designed to capture employee experiences of diversity and inclusivity at Queen's.





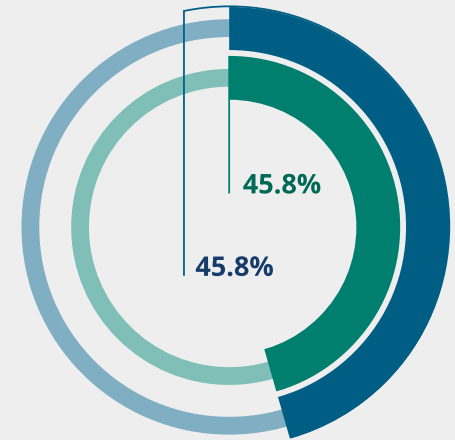
The survey results will help establish benchmarks to assist the university with building responsive and supportive programming to address employees' needs. The results will also provide a benchmark to measure progress with respect to strengthening organizational culture, employee wellbeing, and a shared sense of belonging, as outlined in Queen's Strategy.

Fostering Diverse Leadership at Queen's


Queen's is committed to achieving gender parity and increasing diversity at the leadership level. Queen's was an early adopter of Canada's 50-30 Challenge, which seeks to increase the representation of equity-deserving groups to positions of influence and leadership in senior management and corporate boards. The goal of the 50-30 challenge is to achieve 50% gender parity for women and 30% representation for equity-deserving groups in senior management.

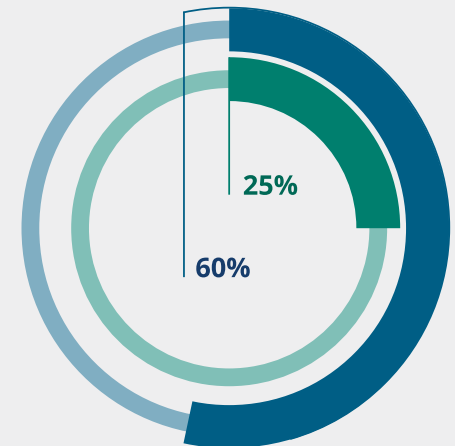
Queen's Board of Trustees Representation Rates, 2021-22 – 100% return rate

 **Women**
 **Equity-deserving groups***



Queen's Senior Management Representation Rates, 2021-22 – 100% return rate

 **Women**
 **Equity-deserving groups***



*Including Indigenous, visible minority/racialized, persons with disabilities, and 2SLGBTQ+.

Includes Principal, Provost, Vice-Principals, Vice-Provosts, Deans, and Associate Vice-Principals

Reporting Harassment and Discrimination



An online tool call IN-SIGHT has been developed by the Human Rights and Equity Office and Student Affairs to enable members of the Queen’s community to anonymously disclose their experience of harassment and discrimination.

This tool was developed to enable members of the Queen’s community to anonymously disclose their experience of harassment and discrimination. The aim of the tool, which launched in Fall 2021, is to ensure students are aware of the range of supports, resources, and formal and informal reporting options available to them. It is hoped that the anonymous and informal nature of the tool will encourage more students to disclose experiences of harassment and discrimination on-campus and help provide the university with a clearer picture of the student experience.

Enhancing EDII in Queen’s Policies and Procedures

An EDII Policy Analyst is working with the Office of the Secretariat and Legal Counsel to review Queen’s policies, practices, and procedures that fall under the authority of the Board of Trustees through an equity lens.

All resulting recommendations will be submitted to the Governance and Nominating Committee and the Board of Trustees. Subsequently, the Policy Analyst will engage in a similar review related to Queen’s Senate policies, practices, and procedures.

In addition, units proposing new or amended university-wide policies or procedures must complete an equity impact assessment prior to approval.

Creating Communities of Practice

EDI Community

Queen's Yellow House staff recently launched an EDI Community of Practice for Student Success to bring together more than 20 student-facing EDI practitioners to support, uplift, and amplify work being led across the university.

The Queen's University International Centre also launched a cross-campus International Advisors Community of Practice, resulting in enhanced coordination and referrals across the network, shared strategies and responses to common student questions, and increased info sharing and problem-solving.



Highlighting Diverse Perspectives Through Art

Agnes Etherington Art Centre

Over the past year, the Agnes Etherington Art Centre held several ground-breaking programs and exhibitions by a diverse range of artists.

Among these highlights are:

In-house performances of the Indonesian Jatiwangi art Factory (JaF)

Residency and solo exhibition of Tyendinaga artist Shelby Lisk

Residency of Along the Way and Decolonial Ecologies Playgroup

Metis exhibition Lii Zoot Tayr (Other Worlds)

Black-led With Opened Mouths, History Is Rarely Black or White, Worrying the Mask and Spirit Banter

Collaborative and participatory, Chris Curreri/Dark Room, Superradiance, Studies in Solitude and Pandemical Loneliness

These BIPOC and QTBIPOC led programming and exhibitions are a critical resource and engagement opportunity for the Queen's and broader Kingston communities. Important new local, national, and international partnerships were also forged at the Agnes to showcase the work of BIPOC production and scholarship in online programs.





Embedding EDII in Queen's Academic Programs

Embedding EDII in Queen's Degree Level Expectations

Queen's Senate recently approved updates to the Undergraduate and Graduate Degree Level Expectations (DLEs) to include language explicitly focused on equity, diversity, inclusion, Indigenization, and accessibility.

DLEs connect to program and course learning outcomes, which in turn shape teaching and learning strategies, methods of assessment, and course content.

In addition to the original DLEs, Queen's students must also demonstrate a number of supplementary skill sets that include the ability to:

- Identify the potential for inequities in the production and dissemination of knowledge;
- Recognize diverse worldviews, ways of knowing, abilities, and experiences, including Indigenous perspectives;
- Describe limitations of methods they use, recognizing potential inequities, biases, or implicit assumptions;
- Explore problems from local and global perspectives;
- Explore the complex interactions between individual, society, economy, environment, and/or technology;
- Communicate information, arguments, and analyses to a broad range of audiences in ways that are accessible and inclusive; and
- Ethically engage diverse communities and participants to advance research and scholarship and to benefit communities.



New Faculty Members Join Queen's Black Studies Program



Clockwise from top left: Kesha Fevrier; Jennifer Leath; Dalitso Ruwe; Juliane Okot Bitek; Joseph Kangmennaang; Vanessa Thompson; and Daniel McNeil.

The Faculty of Arts and Science has welcomed [seven new faculty members to the Black Studies program](#), including four Queen's National Scholars.

The new Queen's National Scholars include Kesha Fevrier, Radical Black Ecologies (Geography and Planning); Joseph Kangmennaang, Black Health and Social Change (School of Kinesiology and Health Sciences); Jennifer Leath, Black Religions (School of Religion); and Daniel McNeil, Black Studies Chair (Gender Studies). Joining them is Juliane Okot Bitek, Black Creative Writing and Cultural Production (English and Gender Studies); Dalitso Ruwe, Black Political Thought (Philosophy); and Vanessa Thompson, Black Studies Program (Gender Studies).

The new interdisciplinary Black Studies program at Queen's brings together world-leading experts in art, activism, geography and planning, global health, literature, creative writing, history, music, philosophy, political thought, religion, and related fields of race and anti-racism.

Education Leaders in Residence

The Education Leaders in Residence (ELIR) program was announced in September 2021 to support the development of high-impact teaching and learning practices. Under the program, Queen's faculty members are provided with protected time and funds to develop and implement campus-wide initiatives.

ELIR applications were sought to develop teaching and learning initiatives in three priority areas, including:

- Interdisciplinarity practices
- Mental health
- Anti-racism and intersectional pedagogies

These areas were chosen to align with the values outlined in Queen's Strategy, including nurturing the well-being of our community, advancing equity, diversity, inclusion, and Indigenization, and supporting interdisciplinary learning and research.



UCARE Subcouncil on Academic and Curricular Diversity

The University Council on Anti-Racism and Equity (UCARE) sub-council on Academic and Curricular Diversity continues to support the integration of equity, anti-racism, and Indigenization into Queen's academic programs.

Chaired by the Associate Vice-Principal (Teaching and Learning), the sub-council has reviewed the curriculum diversity plans of faculties and schools and a summary of the reports was also shared with UCARE.

New EDII Resources for Instructors

Over the past year, the Centre for Teaching and Learning has developed and delivered new programming and online resources to support instructors' professional teaching development in equity, diversity, inclusion, Indigenization, and accessibility.

Some examples include programming on anti-racist pedagogy, inclusive assessments, cultural competence in the classroom, and creating classroom community.





Enhancing

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

2021-22 Highlights of EDII Initiatives

Faculty of Engineering and Applied Sciences

[Engineering for Everyone](#), the Faculty's EDI platform, has launched as a subsite within the Queen's Engineering website. The [Faculty's diversity and inclusion framework](#) details areas for change at Queen's Engineering: building community; student access and success; institutional effectiveness; and diversity and belonging.



[Indigenous Futures](#) in Engineering (InEng) was re-named with a [five-part video and story sequence](#). InEng is expanding following a \$650,000 NSERC grant. Its student support model has also been expanded to three faculties as STEM:InA, which in turn has hired an Indigenous Transition Coordinator to support goals in Indigenous recruitment and student support.

An all-gender washroom has been created in Dupuis Hall, with signage in Dupuis and Beamish-Munro Hall.

A Black Students' Workroom has been instituted in Beamish-Munro Hall, with a Black mentorship group established in the EngConnect app.

Black Youth in STEM completed a successful first year. The program is for children in grades 1 through 8 where they explore Science, Technology, Engineering, and Math (STEM) through fun, hands-on activities in a Black-positive space. The aim of the program is to increase the number of Black engineers in Canada. The program has grown to include a Team Lead and support staff and has expanded

with programs now offered in Durham Region and the Greater Toronto Area.

The Chair for Women in Engineering launched a women in STEM 'poster scavenger hunt' across campus. Keith Pilkey, Department Head for Mechanical & Materials Engineering, has also been recognized as a champion for women in STEM by Engineers Canada.

The Faculty has also [initiated recruitment campaigns to fill 5 CRC positions](#) focused on hiring candidates who identify as women.

International student recruitment will be aided with a new Strategic Enrolment Lead role created in collaboration with Admissions.

Engineering continues to collaborate in the growing Indigenous and Black Engineering and Technology Fellowship, a national program to fund Indigenous and Black PhD students.

2021-22 Highlights of EDII Initiatives

Faculty of Arts and Science

The Faculty of Arts and Science has taken significant steps to create a climate of inclusion and to increase the number of EDII related initiatives across all academic units with a focus on collaboration, capacity building, and collective impact.

The Faculty's five-year strategic plan incorporates EDII as an integral part of all four pillars. Some highlights from the completion of the third year of the plan include new supports to build capacity for previous initiatives. This includes the addition of two new post-doctoral fellowships in

Indigenous Studies and two new post-doctoral fellowships in Black Studies. These post-doctoral fellowships build on last year's three new pre-doctoral fellowships of Indigenous Studies and three new pre-doctoral fellowships in Black Studies.

The Faculty is building a Black Faculty Mentoring program, which is part of a larger strategy to improve the experience of Black faculty and builds on the recent cluster hire in Black Studies through the Queen's National Scholars Program.

A major milestone in 2021-2022 was the launch of a faculty wide EDII Council that will begin meeting in Fall 2022. The council will build capacity within the Faculty of Arts and Science to operationalize more EDII initiatives and to allow departments to strategically prioritize and collaborate on key initiatives.



2021-22 Highlights of EDII Initiatives

Faculty of Health Sciences

During the 2021-2022 academic year, Queen's Health Sciences (QHS) engaged in the following EDIIA activities.

The Dean's Action Table on EDI continued with seven working groups finalizing their environmental scan and recommendations across the areas of: (1) curriculum; (2) research; (3) continuing professional development; (4) recruitment, retention and mentorship; (5) admissions; (6) outreach and summer programs; (7) culture and community.

The Dean's Action Table on EDI held a forum in October 2021. Working groups presented preliminary findings from their environmental scans. A second Dean's Action Table on EDI Forum was held where working groups presented their final recommendations.

In January 2022, Dr. Colleen Davison was appointed as the inaugural QHS Associate Dean, Equity and Social Accountability.

In September 2022, the QHS EDI Office opened a physical office space on the fourth floor of the School of Medicine building that will be used for QHS EDIIA initiatives.

The Bachelor of Health Sciences program is now offering a course titled, Racism and Health in Canada. This is the first of many EDIIA health sciences courses that are being discussed.

The new QHS EDIIA Podcast series has begun to be recorded and aims to provide learners, staff, and faculty with the tools to practice anti-discrimination and critical allyship in healthcare.

The QHS Outreach and Summer Program is being piloted with 17 local high school students from traditionally under-represented groups who are nominated by community agencies or schools.

The Queen's Accelerated Route to Medical School program currently reserves 10 seats for Black-identified students and Indigenous students.

A total of 14 diverse student projects (42 individual students) that align with the work of the Dean's Action Table on EDI were awarded QHS EDIIA Studentships for 2022.

2021-22 Highlights of EDII Initiatives

Faculty of Education

The Faculty of Education Equity, Diversity, Inclusion, and Decolonization (EDID) committee continues to support students and create resources to foster an inclusive learning and work environment.

A significant accomplishment this year was establishing an EDI Coordinator position, and installing Dr. Alana Butler as the inaugural coordinator. With a research focus on socio-economic inequality, equity, diversity and inclusion policies, and race, culture, and gender studies in education, Dr. Butler has brought expertise and compassion to this critical new role.

The Faculty of Education is developing an interactive web page for its [Anti-Racism/Anti-Oppression Teaching Resources](#). The resources provide teaching materials and lesson plans for educators to address racism in their classrooms. This year, two alternative practicum students, supervised by EDID Co-Chair Dr. Claire Ahn, created additional teaching materials for this resource.

At the 2021 opening day presentation for incoming teacher candidates, faculty representatives from the Teacher Candidates of Colour (Dr. Alana Butler) and the Gender and Sexualities Alliance (Dr. Lee Airton) presented information about their student groups, and Dr. Claire Ahn spoke about an equity resource for teacher candidates (TCs) on practicum. These additions were well-received by students and the Faculty plans to make this a regular part of opening day.

An Accessibility and Ableism Awareness EDID subcommittee was created. The committee held a meeting in January 2022 on developing awareness and supports in the classroom for students with Fetal Alcohol Spectrum Disorder and are creating resources for teachers.

The Faculty was honoured to announce its first Post-doctoral Fellow in Indigenous Education, Dr. Jackson Pind, an Indigenous scholar researching day schools.

The Faculty is excited to host the upcoming World Indigenous Lecture Series.

2021-22 Highlights of EDII Initiatives

Faculty of Law

In 2021-22, the Faculty of Law launched the [Black Student Applicant Category](#) to increase Black representation in the legal profession and advance the inclusion and reconciliation objectives enshrined in the Faculty's Strategic Framework. The incoming 1L class for September 2022 included 15 students accepted through this category and seven students accepted through the Indigenous Peoples Category. They will be supported by the Director of Indigenous Initiatives and EDI, Stacia Loft, who has also introduced a series of new recruitment practices to support applicants and broaden participation from underrepresented communities. Among other initiatives, Ms. Loft was successful in establishing a summer internship for one law student to work with First Nations in Northwestern Ontario. Financial support for this internship was provided by the Faculty.

In January 2022, JD and graduate students had the opportunity to study Constitutionalism and Islamic Law with Visiting Scholar Fatih Öztürk.

For the second time, the Faculty sent a team to the second annual Immigration and Refugee Law competitive moot.

In 2022-23, two new courses in Indigenous law and governance will be offered by Prof. Lindsay Borrows, who recently began a tenure-track position with the Faculty.

Feminist Legal Studies Queen's had another successful year of virtual events and a [virtual conference](#). Dean Mark Walters also spoke at the Queen's Conference on Indigenous Reconciliation, an initiative of students from Queen's Law and Smith School of Business. Director of Indigenous Initiatives and EDI Stacia Loft also spoke on a panel on Finding Your Way in Law.

More information on EDII at Queen's Law can be found on the Faculty's [EDII webpage](#).

2021-22 Highlights of EDII Initiatives

Smith School of Business

Smith's new Dean Wanda Costen began her five-year term in July 2021. She brings her own lived experiences to Smith and was among the first generation of women to attend the US Military Academy West Point. Dr. Costen's research expertise covers women and leadership, strategic human resources, racial and gender inequality in organizations, managing diversity, and ethnic minority student experiences. She has also consulted on EDII issues in the public and private sectors with corporations and government.

Faculty and staff worked collaboratively to define Smith's Purpose, as the first step to a new strategic plan for the school. Principles of access and diversity are embedded in the Purpose to, "Be a safe and inclusive community for leaders to create, debate, and implement impactful ideas that propel business and society forward."

Three entrance awards were added to improve access to the Commerce program for students from equity-deserving groups. Two additional awards for Black and Indigenous students also became available across Smith programs.

For each of the 13 professional graduate programs at Smith, entrance awards were

established for Black and Indigenous students and began being awarded in early 2022.

A dedicated EDII Fund was created to provide financial support to priority initiatives, such as those assisting equity-deserving students with internships and career support, and outreach programs to reach Indigenous and Black high school students.

Faculty recruitment policies and practices have been enhanced to be more accessible to scholars with a wider range of experiences, with the aim of increasing the diversity of the faculty.

Student-led initiatives include the launch of mentorship programs by two Commerce student clubs – the Smith Black Business Association and Q+ – with help from Smith alumni. A new EDII Club led by Smith professional master's students was formed, aiming to increase awareness among students about EDII challenges in the workplace and to present educational opportunities for students in these programs.

Smith's Career Advancement Centre (CAC) grew its suite of career development opportunities for students from equity-deserving groups. Recognizing that some may not have established

networks to land high-quality summer work experience, the CAC launched the Equity, Diversity, Inclusion, and Indigenization Internship (EDI3) program in April 2022. The EDI3 program is aimed at first-, second- and third-year Commerce students from equity-deserving groups seeking summer work experience and mentorship. Following the success of the pilot program in summer 2022, the program will include more students in 2023, as well as match each student with a dedicated mentor while they are in the Commerce program. For its leadership in creating these and other career preparation opportunities, the CAC was recognized with the 2021-22 "Excellence in Innovation Award – Diversity" from the Canadian Association of Career Educators & Employers.

The Smith Blue Sky EDII Fund supported five initiatives in 2021-22 led by teams of students, faculty, and staff. Approved projects were aligned with Smith's EDII Strategy and Action Plan and included a film screening of "Bias", guest speaker Jozse Piranian, developing EDII materials for a new first year Commerce course, and collecting materials for an Indigenous knowledge and activities resource portal.