

Towards Diversity and Equity at Queen's: A Strategy for Change

- 4 An admissions equity program needs to be developed and implemented. This program should include a tie breaker process which factors in the additional barriers that racial minority students must have overcome in order to achieve academic excellence. Racial minority applicants should be viewed as special, and/or advantaged, rather than disadvantaged with respect to admissions requirements.

Aboriginal Admissions Policy
(Registrar)

#	Recommendation	Inventory Item
1	Hire/appoint qualified racial minority group members in their areas of expertise, so that they reflect, but are not limited to their percentage in the Ontario workforce.	CA
2	Appoint qualified faculty from racial minority groups with the appropriate interest and expertise to teach courses on racial and cultural studies. Where this is not possible, then appoint qualified faculty with a demonstrated commitment to anti-racist education to teach these courses.	Focus on Diversity teaching program (CTL)
3	Develop specially funded programs (or extend QNS) to recruit suitably qualified candidates from racial minority groups (this is not to be seen as a substitute for the regular appointment process).	Training for Admin on valuing diverse work (HRO); Federal Contractors Program (Equity Office, HR)
4	Redefine, best qualified and excellence (see Section 9e), so as to acknowledge relevant life experiences, academic/training equivalences (eg foreign credentials), service on committees, counseling, contribution to racial minority publications, community service etc.	CA
5	Focus advertisements to indicate the commitment to hiring/appointing members of racial minority groups:	CA
	a) Contents of advertisements should reflect a strong desire to attract candidates from racial minority groups, and that Queen's is signatory to the Federal Contractors Program.	
	b) In addition to standard professional journals, jobs should be advertised in publications specifically directed to members of racial minority groups (eg Share, and Contrast)	
	c) Request Chairs of university departments in Canada to suggest the names of possible candidates from racial minority groups.	

d) Develop a proactive recruitment strategy which involves racial minority communities to attract qualified candidates to fill available positions.

11	Ensure that distance is not a factor in bringing qualified candidates for interview. (Note: This takes into account the fact that, given the relative dearth of local candidates from racial minority groups, it may be necessary to recruit them from farther afield.)	
12	Given that racial minority women have been identified as doubly disadvantaged, ensure in all recruitment interviews, issues of parental leave, child care, tenure expectations, available support systems and the quality of life in the surrounding community are addressed. Also allow for the possibility of flexible appointments, eg shared appointments, delayed appointments, etc.	
13	Provide incentives (such as additional full-time positions), to departments that succeed in hiring/appointing outstanding candidates from racial minority groups.	Human Rights Initiative Award by nomination process (HRO)
14	In order to ensure that representation of racial minority groups does not fall below current levels, any vacancies arising from retirement or resignation of such persons should be designated for replacement in the University and where possible, in the department being vacated, by a qualified visible minority or First Nation person.	CA
15	Encourage faculties and departments to define what constitutes “success” or “quality” in the world outside academe, and recruit from among these experienced practitioners.	CA; Employment Equity Action Group (HR)
16	A demonstrated commitment to hiring/appointment of racial minority faculty and staff should be tied into management performance reviews and merit pay increases.	

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Review existing hiring and promotion practices in order to identify systematic barriers to employment at Queen's. This is a requirement of the Federal Contractors Program.

Federal Contractors Program/
Breslauer Report (Equity Office and
HR)

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7 Recognize the legitimacy of a variety of publication outlets, including those which cater to racial minority interests. CA

4	All course descriptions should be reviewed for accuracy. Where course content does not reflect its description, the course should be renamed to reflect what it really is (eg History of Political Thought should be renamed History of Western Political Thought to be consistent with the course description; otherwise revise course content).	
5	In reviewing curricula, science should not be exempted from ethics with respect to anti-racist focus (ie perpetuation of myth that science is value-free).	
	Reformulate what are considered to be core courses by:	
	a) Restructuring core courses so that they address other than Eurocentric issues.	
	b) Making anti-racist courses mandatory in certain curricula in order to prepare graduates to work in a multi-racial society (eg Education, Social Sciences, Law, Health and other professions).	

11	Curricula in professional schools should provide appropriate training with respect to racism and human diversity in all its dimensions.	
12	A review of methods of teacher evaluation should be done to examine the extent to which anti-racist education is being delivered. Questions regarding the instructor's attitude on racism, and course content, should be included in the evaluation.	
13	Ensure that all courses are evaluated by students so that undesirable biases can be identified.	

Sub Area (Library)

- 4 Use the “Planning for the Library of the 21st Century” as an opportunity for critical action on acquisitions, organization of the access to holdings, special collections, staff

6 Provide education and training on anti

	e) It should evolve from a full discussion in the Queen's community about the appropriate balance between a punitive and educational approach to transgressions of human rights;	
	f) In developing the policy, anti-racist and racial minority organizations should be consulted.	
Sub Area (Personnel Services)		
#	Recommendation	
1	Selection Committees for non-academic staff and the selection process should include racial minority groups in order to increase sensitivity.	
2	Openness and sensitivity to diversity should be incorporated into job description requirements, with qualifications based solely on bona fide requirements of the job, with relevant non-Canadian training, experience and credentials treated equitably.	
3	Accelerated timetables for change and goals should be set for the implementation of employment equity targets in hiring non	

3	Support Services should examine the cultural appropriateness and inclusiveness of their services and programs in order to eliminate racism and ethnocentrism.	
	a) Consideration should be given to providing more cultural diversity in food services under present and future contracts.	
	b) Consideration should be given to the provision of alternative housing for those who wish to live in residence without the food plan, and require kitchen facilities to meet cultural dietary needs. This could be achieved by transforming some of the Queen's off-campus housing into residences for students with such dietary needs.	
	c) Apartments and Housing should establish and monitor criteria for the listing service, and investigate complaints about landlords who discriminate against racial minorities.	

Sub Area (Information, Publications and Promotions Materials – General Recommendations)

#	Recommendation	Inventory Item
1	Ensure that members of racial minority groups are presented in pictures in a variety of different situations.	Queen's marketing Materials; University Photographer (Marketing and Communications)

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1	In the section on phone numbers, all important numbers (eg International Centre) should be included.	
2	The list of clubs should be comprehensive and up-to-date, including clubs operated from the International Centre.	
3	Under the Community Services section, ensure that the Kingston Community racial minority advocacy groups are included.	
4	Ensure that holidays, other than Christian ones appear in the Calendar.	
5	Ensure that the restaurant guide includes all types of restaurants (eg Chinese, Indian).	



Sub Area (Public Communications: Recommendation)		
#	Recommendation	Inventory item
1	The Public Relations Department, Studio Q (Queen's television program broadcast weekly on Cablenet 13) and CFRC should portray the human diversity that is present at the University.	
Sub Area (Cultural Policies and Awards)		
#	Recommendation	Inventory item
1	Adopt a policy of diversification and representativeness at the University with respect to its cultural activities, including the Art Centre, concerts, theatre, and public lectures.	
2	Develop a nomination process for Honorary Degrees, so that nominations of individuals from diverse groups are generated.	

- 2 Orientation leaders must be aware of, and responsive to, the climate of intolerance and insensitivity that is often generated in Orientation. The selection of Orientation leaders must specifically address this issue. In order to achieve this goal, anti-racist groups must be active participants in the selection process. Furthermore, mandatory anti-racist education seminars need to be implemented for Orientation leaders.

10	Campus groups should plan orientation events geared towards the interests of the particular racial minority group that they serve.	Alternative Orientation events exist including "Queerorientation" (organized by the Education on Queer Issues Project), Ontario Public Interest Research Group (OPIRG) Orientation Program was terminated.
11	The Give me a Break program should remain separate from the Chaplain's Office, and should be structured to be more welcoming to students from all religious and racial minority backgrounds.	
12	The focus of Orientation must be redirected from stressing the historical traditions of elitism, to emphasizing the wide range of educational opportunities that exist in a university community. The speeches during Opening and Closing Ceremonies should be changed to meet this goal.	Research project on Orientation underway by Student Affairs

Sub Area (Religious Observances and Scheduling)

#	Recommendation	Inventory Item
1	The function of the Chaplain's Office should be reviewed. An alternative to the present arrangement would be to expand it to become a religious services group representing all religions of the Queen's community. All members of the group should have the same status within the group and within the University. Such a group would be a sounding board for members of the Queen's community needing counseling, support, and advocacy on a variety of issues relating to religious needs and University practice.	Inter-Faith Council at Queen's (Chaplain's Office-Student Affairs)

2 All departments of the administration, staff, faculty, and student government should be provided with a list of

3	The current process for resolving scheduling conflicts during final examination periods should be expanded to cover all examinations including mid-terms, and should be widely publicized among faculty and students. Professors should emphasize that students having a scheduling conflict may use the established process, and that there will be no penalty for so doing.	HRO Policy
4	There should be a simple, well-publicized “opt-out” procedure for students not wishing to support campus events and operations serving alcohol, since this is against the practice of numerous religious groups.	
5	There should be a comprehensive review of residence and support service practices which ignore the religious practices of any faith.	
6	In order to ensure that sensitivity to religious concerns is a part of the agenda of the administration’s response to racism and ethnocentrism, all offices, committees, advisers, (etc) relating to this area should include ethnic relations as well as race relations. It should be understood that the Race Relations Officers are in fact advisers on Race and Ethnic Relations in keeping with the definitions used in this Report.	Antiracism Advisor Position (HRO); Director, Educational Equity and Diversity Projects (VP Academic); Assistant Dean for Diversity Projects and Community Development (Student Affairs)

2	Study the rationale for maintaining the differential fee structure for international students beyond two years of Masters, and three years of Doctoral studies.	
3	Seek ways to strengthen information resources, and establish inter-university collaboration in order to have a basis for evaluating academic records of international student applications.	

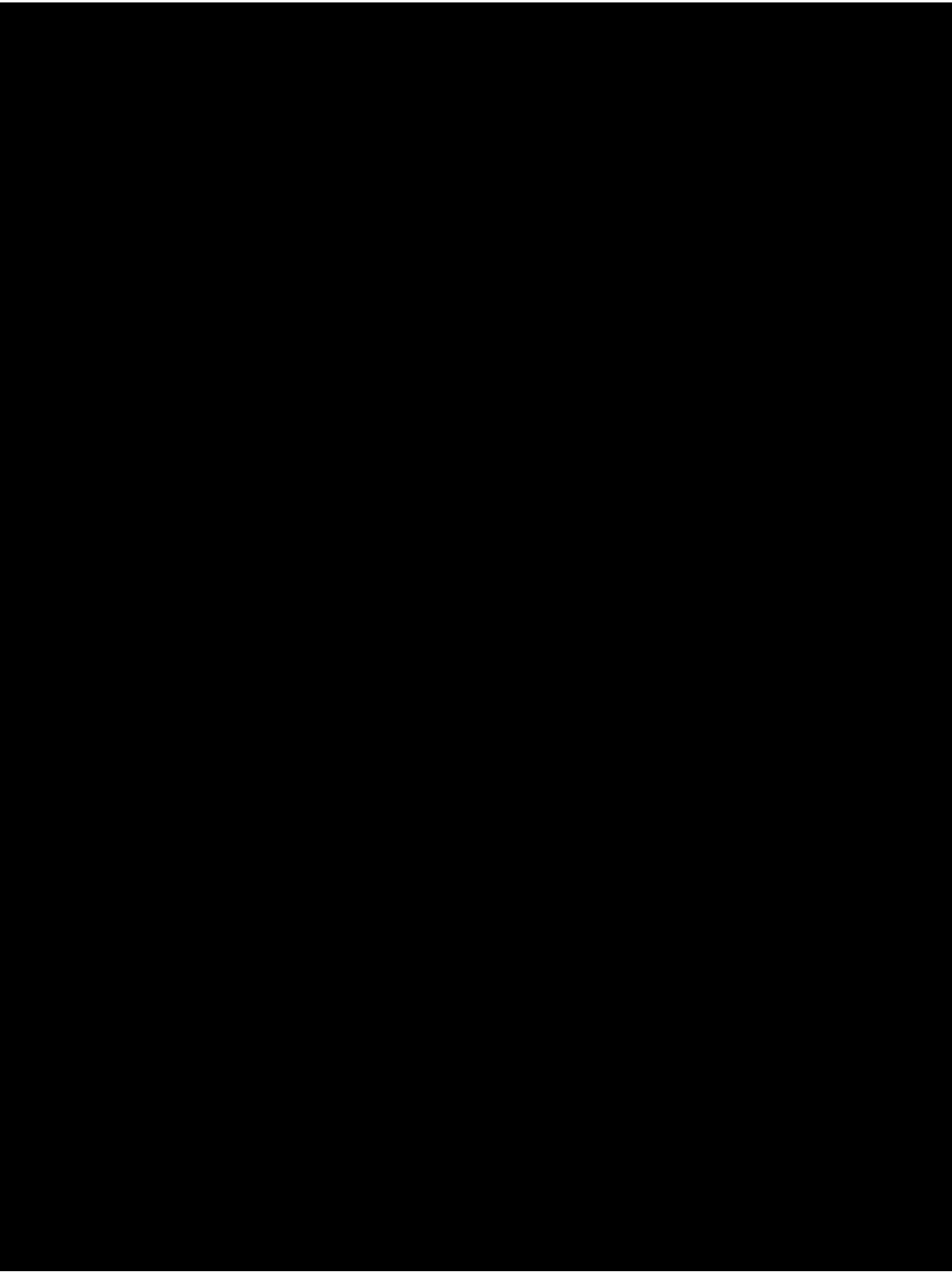
4 Encourage faculty to seek out graduate students from racial minority groups.

No policy found.

The University should establish a
advocacy stanc

. The Council should adopt an

The appointment of members to the Race Relations Council should be guided by the following principles:	
a) Those appointed should have a demonstrated record of commitment to an anti-racist stance.	
b) Thos	



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	f) Liaising with other relevant University services, in particular the Employment Equity Office, International Centre, support services and the student government.	
	g) The appointment of the Director and other staff of the Race Relations Centre should be made according to principles 4a) and b) above.	
	h) The development of an annual report to be presented to the Race Relations Council.	
Area – Procedures to Deal with Complaints		
#	Recommendation	Inventory
1	The Race Relations Council, after appropriate consultations, should develop formal procedures to be used by the Race Relations Officer for dealing with complaints that would be applicable to all of the constituencies on campus. In developing this framework, consideration should be given to policies developed by other organizations including the University of Western Ontario’s Race Relations Policy (see Appendix 5). Consideration should also be given to the Ontario Human Rights Commission Policy on Racial Slurs, Jokes and Harassment, to such principles as natural justice and to other relevant legislation, such as the Ontario Human Rights Code and Canadian Charter of Rights and Freedoms.	Remediation Model of Advocacy (HRO)
2	Racism should be added to the Queen’s University Student Code of Conduct as constituting an offence within the University community. In addition, codes of conduct which include racism should be developed for faculty and staff and published in appropriate University documents such as “Regulations Governing Appointments, Renewal of Appointment Tenure and Termination for Academic Staff”, and “Personnel Policy and Procedures Manual for Support Staff”.	Done. But termed "discrimination based on race".

In order for the complaints procedure to be effective, th