Contents

Me. a e f   e P. G. a

I write this year's introduction to the Equity, Diversity, Inclusivity, and Indigenization (EDII)

This fall, the university found itself wrestling with matters related to Indigenous identity.

: H Z H U H R Q F H P R U H U H P L Q G H G W K D W Z L W K U H V S H F W W R (' , ,   R X U X Q

W R T X H V W L R Q L W V D S S U R D F K H V D Q G W R F U L W L F D O O \ U H Œ H F W R Q L W

E U R X J K W W R O L J K W V R P H S U R E O H P D W L F D V S H F W V R I R X U H Q J D J H P H

Queen's, like so many institutions across Canada, must come to terms with its colonial past
and acknowledge that the lens we use to view our operations too often discounts those who
may have been denied any voice in creating them. And so, while we must continue working to

D G G U H V V W K L V F K D O O H Q J H   , D P S O H D V H G W K D W Z H D U H P D N L Q J V W

, Q G L J H Q R X V & K D Q F H O O R U   W K H + R Q R X U D E O H 0 X U U D \ 6 L Q F O D L U   : L W

we are embarking on a real path to reconciliation. This will be critical if
Queen's is to truly deliver on its commitment to EDII.

Early next year, I will fully launch Queen's new strategy – a strategy for the future, leading
W K U R X J K F X U L R V L W \ S D V V L R Q D Q G F R O O D E R U D W L R Q W R V R O Y H W K
challenges. This approach will only be possible with the full support of our Queen's community,
and it will only be realized when we work together with respect, recognizing that we all have
contributions to make and that the true strength of an institution comes from the diversity of its
people and the willingness to hear all voices, think critically and never falter in our pursuit and
commitment to a just and equitable society. Here is where we will have impact
and I, for one, am looking forward for what will come.

Patrick Deane, Principal and Vice-Chancellor,   November 2021
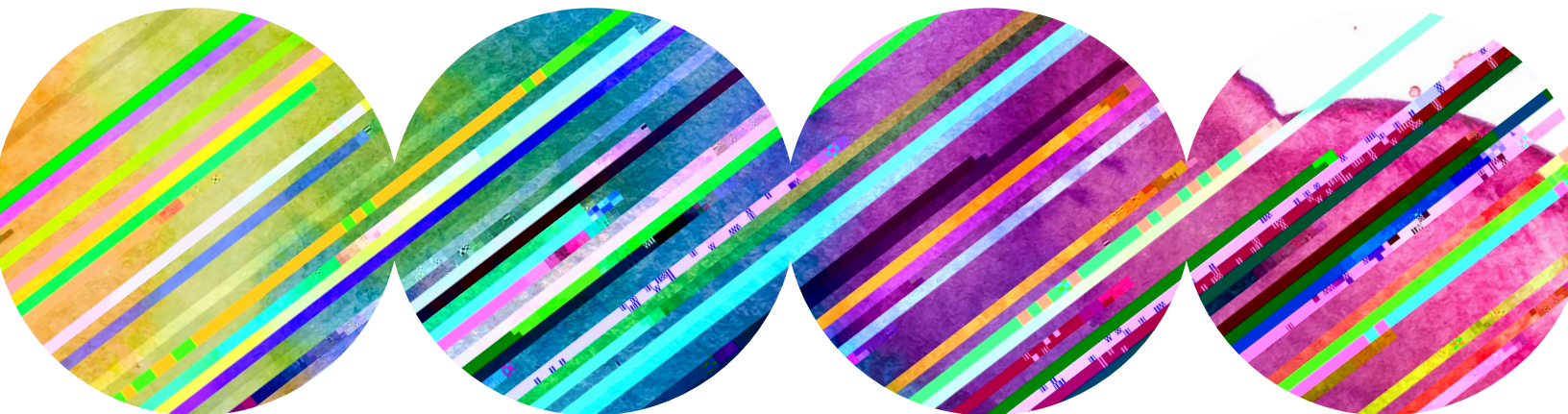
ee ' U e S a_H B E -De e G , 2020
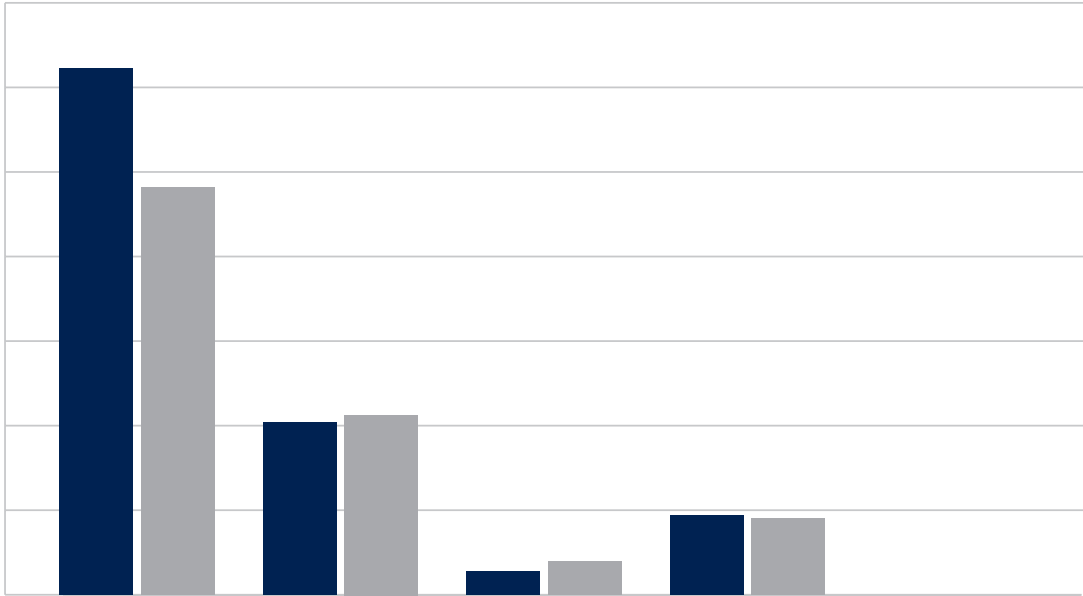
Students

The graphs below outline student representation rates. The data does not include individuals undertaking non-degree programs, certificates, diplomas, visitors or exchange students. Response Rates: 2016 Statistics Canada Census and 2017 Canadian Survey on Disability.

Student Representation Rates for Queens (via Self-Identification) Compared to the Canada Population, Age 15-24

Legend:
- Queen's Students, 2020
- Canadian Population 15-24, 2016
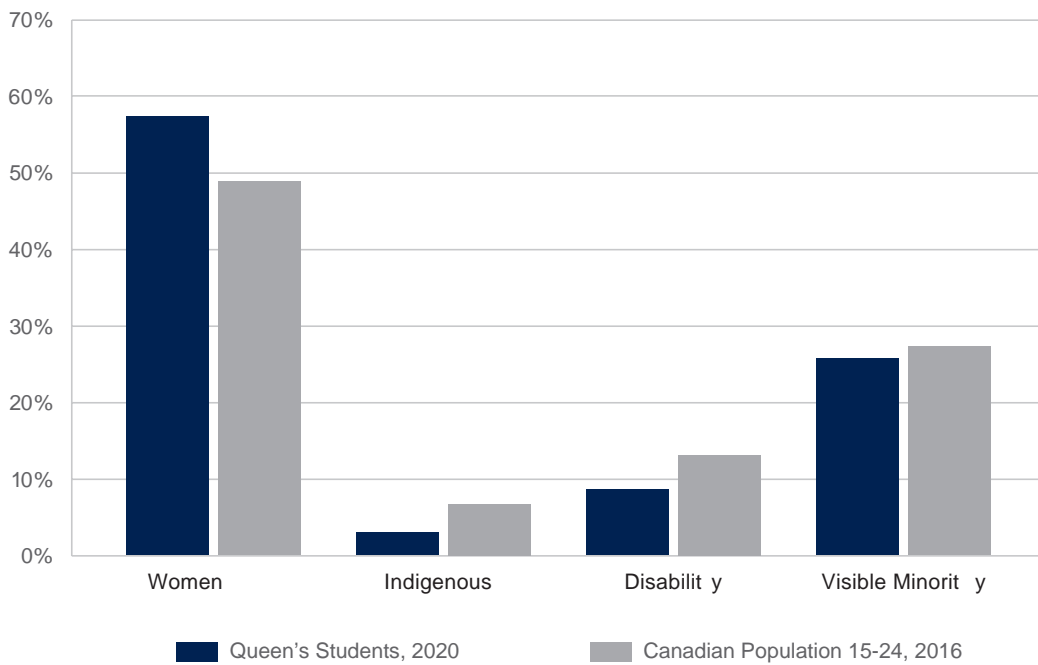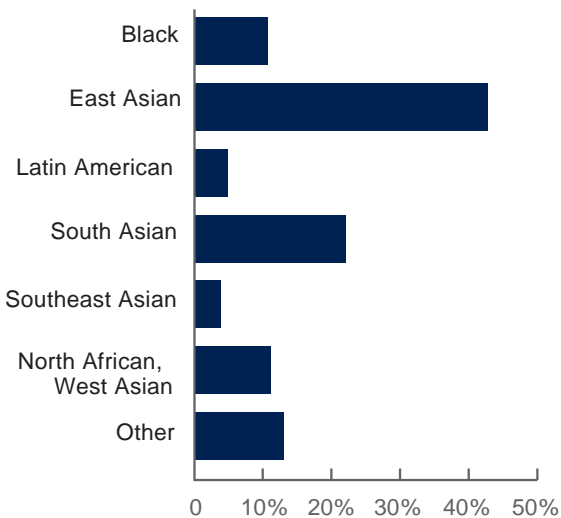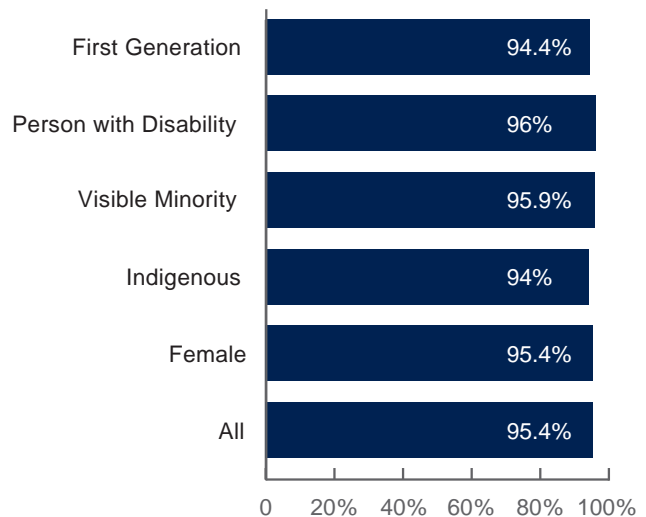
Student Representation Rates within the Racialized/Visible Minority Categories, 2020

- Black
- East Asian
- Latin American
- South Asian
- Southeast Asian
- North African, West Asian
- Other

Year 1 - Year 2 Student Retention Rates

First Generation	94.4%
Person with Disability	96%
Visible Minority	95.9%
Indigenous	94%
Female	95.4%
All	95.4%

H   f   ee   2020-21 EDII
Ca   C   l   a   e
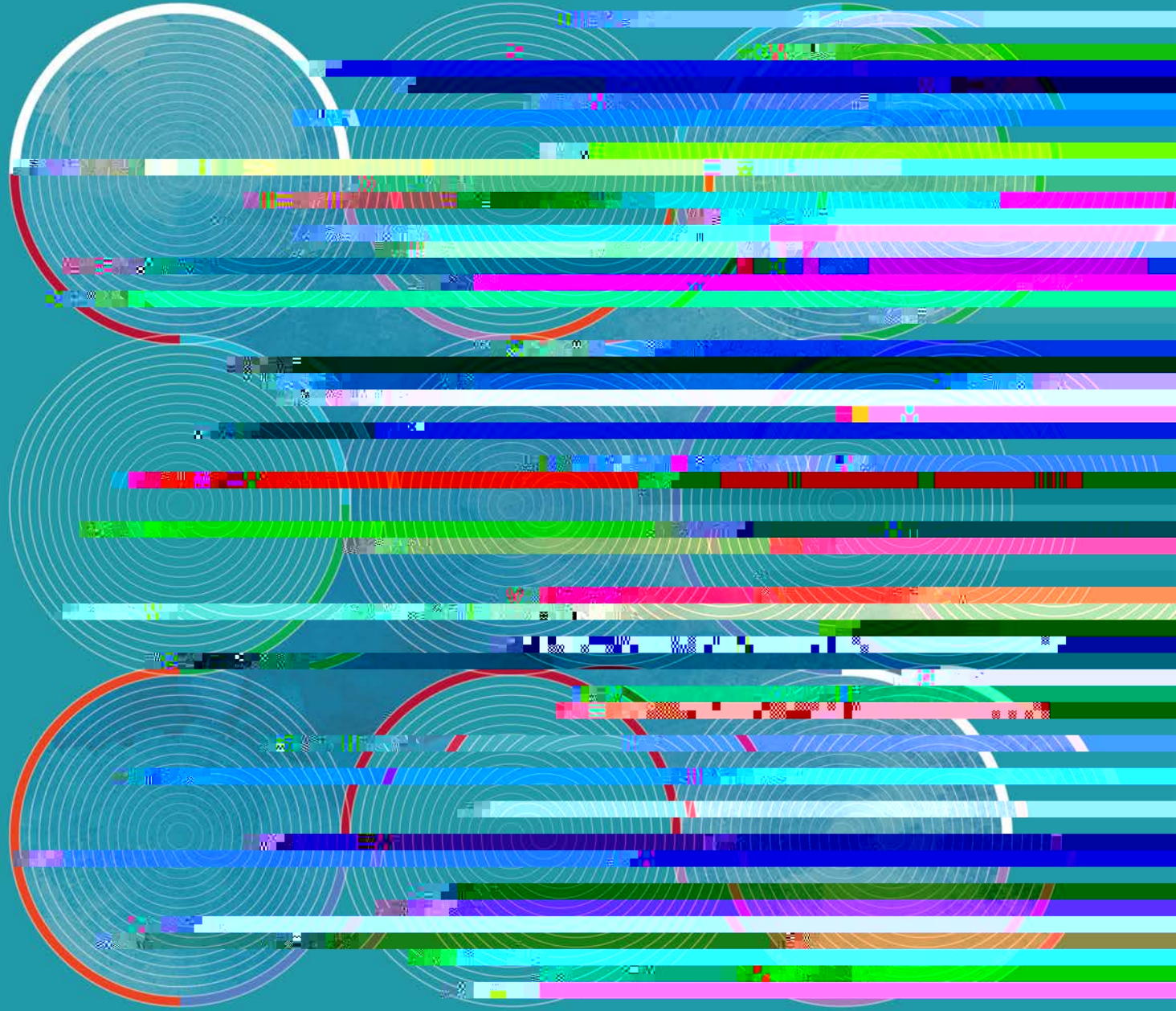
In August 2020, Queen's senior leaders signed a Declaration of Commitment to Address Systemic Racism. The commitment included 11 areas of focus aimed at understanding and addressing systemic racism and exclusion on campus, strengthening support resources and policies, and closing representation gaps.

Many of the initiatives outlined in this report were developed to meet the commitments within the declaration.

The university developed and implemented the **Student Experiences Survey** in response to the Declaration of Commitment to Address Systemic Racism. The survey is a wide-ranging initiative to understand systemic racism, exclusionary and discriminatory behaviours, and sexual violence R Q F D P S X V 2 Y H U   V W X G H Q W V U H V S R Q G H G W R W K H T X H V W L R Q Q D U H Œ H F W H G R Q W K H L U H [S H U L H Q F H V R Y H U W K H S U H Y L R X V \ H D U   7 K H has made progress in many areas, there is still much more to do.

Equity-deserving students—including Black, racialized, non-binary, trans, Indigenous, and students with disabilities—cited fewer positive responses related to inclusion, experiences of harassment and discrimination, and questions related to food and housing security. Data also show that some student demographics are more likely to experience sexual harassment and sexual violence, and are more likely to report that sexual violence is an issue at Queen's.

7 K H X Q L Y H U V L W \ K D V F R P P L W W H G W R X V L Q J W K H V X U Y H \ L Q V L J K W V greater inclusivity and equity on-campus, and to ensure Queen's is a safe and welcoming place for everyone.

4 X H H Q V 8 Q G H U J U D G X D W H $ G P L V V L R Q D Q G 5 H F U X L W P H Q W O D X Q F K H (

2020 to review all aspects of the Queen's direct-entry undergraduate recruitment and admission
process. Following the review, the task force proposed changes needed to increase access and
enhance the diversity of students recruited and admitted to Queen's,
starting in the 2021-22 recruitment cycle.

Many of the proposed changes have been implemented.

C   e Sc   a A a d a d B   a P   a

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 renewable Commitment Scholars Award is granted to 10 eligible students annually who
U H F H L Y H   S H U \ H D U L Q I X Q G L Q J D V Z H O O D V ‹ Q D Q F L D O

Newly-tenured Faculty Return Rate

100% return rate

Women	~59%
Equity deserving groups (including Indigenous, visible minority/racialized, persons with disabilities, and LGBTQ2S+)	~50%

Senior Management Return Rate

100% return rate. Includes Principal, Provost, Vice-Principals, Vice-Provosts, Deans, and Associate Vice-Principals

Women	~60%
Equity deserving groups (including Indigenous, visible minority/racialized, persons with disabilities, and LGBTQ2S+)	~25%
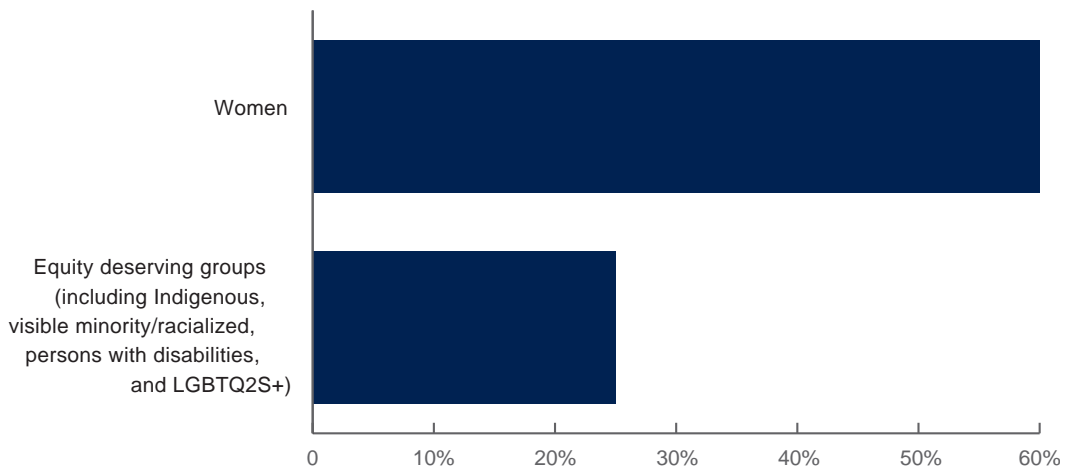
The new Building Leadership @ Queen's program enhances awareness of equity, diversity, inclusivity, and Indigenization among faculty and leadership in two streams – one for newly-tenured faculty and the other for senior administrators. Each session provides leadership learning opportunities on topics such as emotional intelligence, equity, diversity, and inclusivity, team building and collaboration, strategic thinking, resilience and agility, and much more.

The new program complements the robust catalogue of existing EDII training opportunities at Queen's, including the 'Showing up for Anti-Racism and Inclusion' training series for Queen's leadership team.

,Q)DOO   WKH +XPDQ 5LJKWV DQG (TXLW\ 2•FH UHOHDVHG WKHLU
:RUNLQJ 7RJHWKHU %XLOGLQJ DQ ,QFOXVLYH 4XHHQ V &RPPXQLW\
4XHHQ V FRPPLWPHQW WR RšHU D VXLWH RI SURIHVVLRQDO GHYHORS
equity, diversity, inclusion, accessibility, and human rights.

Queen's Principal Deane announced that completion of the training module is mandatory for
VWDš PHPEHUV WR HQVXUH WKH\ KDYH UHVRXUFHV WR KHOS WKHP
learning, working, and serving the community.

As noted above, this new training series complements the robust list of existing
EDII training opportunities at Queen's.

E a Eq   S a ad Fac   H   P ce e

Over the past several years, Queen's has implemented several initiatives to enhance
HTXLW\ LQ WKH KLULQJ SURFHVV IRU VWDš DQG IDFXO

- $ IRUPDO HTXLW\ SURFHVV LV LQ SODFH IRU VWDš DQG IDFXOW\ UHF
  and faculty hiring committees must complete mandatory employment equity training. The
  training helps ensure that job candidates from equity-deserving groups are not unintentionally
  H[FOXGHG IURP SRVLWLRQV IRU UHDVRQV QRW UHODWHG WR DELOLW

- The Queen's Equity Appointments Process (QEAP) supports inclusive hiring practices by
  identifying which equity-deserving group is most underrepresented in the hiring unit, ensuring
  all hiring committee members have received the appropriate employment equity training, and
  tracking the diversity of the applicant pool throughout the hiring process. A demonstration
  of the QEAP Application is now incorporated within the Employment Equity Representative
  WUDLQLQJ IRU ERWK IDFXOW\ DQG VWDš KLULQJ FRPPLWWHHV

- In 2020-21 a recruitment video was produced and added to the HR Careers website, which
  includes interviews from a diverse group of Queen's employees with the goal of introducing
  Queen's and Kingston to a diverse range of potential candidates.

- 7KH 4XHHQ V &DUHHU *DWHZD\ 3URJUDP LV D QHZ LQLWLDWLYH WR F
  individuals within the Kingston community, particularly newcomers, refugees, and individuals
  belonging to equity-deserving groups. The program aims to remove barriers to employment
  for those without formal education or strong English-language skills. Parallel with on-the-job
  experience, participants have paid release time to attend language training provided by
  4XHHQ V 6FKRRO RI (QJOLVK 7KLV SURMHFW LV FR OHG E\ WKH 2•FH
  DQG $GPLQLVWUDWLRQ DQG WKH +XPDQ 5LJKWV DQG (TXLW\ 2•FH L
  Resources, and the School of English. The program is being piloted within

- 4XHHQ V 5HDGV   VHOHFWLRQ 2WKHU 6LGH RI WKH *DPH E\ $PD

- 7KH 4XHHQ V 8QLYHUVLW\ $VVRFLDWLRQ RI 4XHHU (PSOR\HHV 48$4(
  FUHDWH D PRUH LQFOXVLYH DQG VXSSRUWLYH ZRUNSODFH IRU HPSOR
  DQ RSSRUWXQLW\ IRU VWDŠ DQG IDFXOW\ WR FRPH WRJHWKHU DGYF
  another. The group also provides professional development and educational seminars that
  are targeted directly to the needs of the community.

Ne F.. d f E.. ee Re.. ce G..

4XHHQ V HPSOR\HH UHVRXUFH JURXSV (5*6 EULQJ IDFXOW\ DQG VW
university to help build connections and create a sense of belonging on-campus. To further
VXSSRUW WKH ZRUN RI (5*V WKH 'HSXW\ 3URYRVW $FDGHPLF 2SHUD
ZLWK +XPDQ 5HVRXUFHV DQG WKH +XPDQ 5LJKWV DQG (TXLW\ 2•FH K
available. The aim of the new funding is to support these important networks to grow and
expand their activities on-campus.

S.. . W e E.. e e e..

,Q $XJXVW 4XHHQ V 8QLYHUVLW\ V 3DUWQHUVKLSV DQG ,QQRYDW
WKH IHGHUDO JRYHUQPHQW V :RPHQ (QWUHSUHQHXUVKLS 6WUDWHJ\
women entrepreneurs in starting and growing their businesses. Two months later, Queen's
ODXQFKHG WKH :RPHQ (QWUHSUHQHXUV &DQ RU :(&$1 SUR

6LQFH LWV ODXQFK 4XHHQ V 3DUWQHUVKLSV DQG ,QQRYDWLRQV :(
than 800 women from underrepresented groups and sectors in achieving
their entrepreneurial goals.

,Q WKH :(&$1 3URMHFW UHFHLYHG D IXUWKHU LQ IXQG
suite of programs and services to further meet the needs of women entrepreneurs from the
BIPOC community and women with a disability. The funding also made possible a seriesn een-USsecisabiligrou0.5BI

7UDLQLQJ UHVRXUFHV ZHUH GHYHORSHG WR HGXFDWH 4XHHQ V VWX[

changes to the policy and the Student Code of Conduct. A new online training module and
web content for students cover topics such as how racial harassment and discrimination are
addressed under the Code. The training also walks students through examples of what racial
harassment, discrimination, or bias motivated incidences might look like on-campus so that
students understand the impact and consequences of those behaviours.

An online disclosure tool, known as InSight, has been developed by the Human Rights and
(TXLW\ 2•FH DQG 6WXGHQW $ŠDLUV WR HQDEOH VWXGHQWV WR DQRQ

of harassment and discrimination. The aim of the tool is to ensure students who experience
harassment or discrimination are aware of the range of support resources and formal and
informal reporting options available to them. It is also hoped that the anonymous and informal
nature of the tool will encourage more students to disclose their experiences of harassment and
discrimination on-campus, which would provide the
university with a clearer picture of the student experience.

E a ce e ꞈ ꞈ ee ꞌ Se ꞈa V e ce Ed ꞈca ꞈ
a d P e e ꞈ I ꞈa ꞈ e

Queen's takes its commitment to educate, prevent, and respond to the issue of sexual violence
very seriously. This commitment includes ongoing work to help prevent sexual violence and
provide a trauma-informed and survivor-centered approach to our support services.

:RUN WR DGGUHVV VH[XDO YLROHQFH LV JXLGHG E\ 4XHHQ V 6H[XDO 9
6HUYLFHV LQ WKH +XPDQ 5LJKWV DQG (TXLW\ 2•FH DQG E\ WKH 6H[
and Response Task Force.

For all students, the university provides ongoing education, programming and events to support
the prevention of sexual violence. The university is working to increase awareness of
gender-based violence and how to build a culture of consent, developing healthy
relationships, and enhancing awareness of resources for survivors.

)RU ‹UVW \HDU VWXGHQWV LQ SDUWLFXODU WKH FRQVHQW DQG VH[
includes a new online learning program called " ꞈW 7DNHV $OO RI 8V" that includes modules on
sexual violence, sexual consent, bystander intervention and supporting survivors.

The university is committed to listening to student voices, continuing to build our educational
programming and enhancing policies where necessary to be more responsive to student needs.

Embedding EDII Across Degree Level Expectations

:RUN LV XQGHUZD\ WR VWUHQJWKHQ WKH HOHPHQWV RI HTXLW\
engagement, and Indigenization in Queen's Degree Level Expectations.

Degree Level Expectations are frameworks that describes what students should know, and be able to do, after successfully completing a degree program at the bachelor's, master's, and doctoral degree levels. Enhancing EDII in Queen's Degree Level Expectations is projected to be completed by the end of 2021.

UCARE Subcouncil on Academic and Curricular Diversity

$ QHZ 8&$5(6XEFRXQFLO RQ $FDGHPLF DQG &XUULFXODU 'LYHUVLW\
embedding equity, anti-racism, and Indigenization into Queen's academic programs. The work of the Subcouncil aligns with the commitment in Queen's Declaration of Commitment to Address Systemic Racism to continue to work to address systemic racism in the educational and classroom practices of the institution. The Subcouncil is currently focused on supporting FXUULFXOXP GLYHUVL‹FDWLRQ DV UHFRPPHQGHG LQ WKH 3ULQFLS on Racism, Diversity, and Inclusion (PICRDI) report.

EDII in the Development and Review of Academic Programs

The Senate Committee on Academic Development and the Senate Committee on Cyclical

New EDII Resources for Instructors

The Centre for Teaching and Learning (CTL) has developed two new Educational Developers positions to specialize in curriculum globalization and anti-racist pedagogy.

Over the past year, the CTL has also developed new programming and online resources to support instructors' professional teaching development in:

- Indigenous pedagogies and ways of knowing

- Curriculum globalization

- Cultural competence in the classroom

- Recognizing and dealing with micro-aggressions in the classroom

- Teaching controversial topics

- Anti-racist pedagogy

- Inclusive pedagogies

- Inclusive assessment, and

- Creating classroom community

S ˒ Sc   f B˒˒ e˒

A Smith EDII Task Force and working groups were established to focus on improvement
R S S R U W X Q L W L H V   7 K H \   L Q Y R O Y H G   V W X G H Q W V   I D F X O W \   V W D Š   D Q G   D
released its comprehensive EDII Strategy & Action Plan.

In May 2021, Tahmena Bokhari was named Smith's Director, Equity, Diversity & Inclusion and in
- X O \   : D Q G D   & R V W H Q   M R L Q H G   6 P L W K   D V   ' H D Q   D Q G   V H W   D   F R P P L W P H
L Q   (' , , $ Q   (' , ,   & R P P L W W H H   L V   L Q   S O D F H   W R   V X S S R U W   W K H V

Other milestones include changes to the Commerce undergraduate program admission process
that capture a wider range of student experiences and perspectives. Applicants were
D O V R   H Q F R X U D J H G   W R   X V H   4 X H H Q V   Q H Z   (T X L W \ $ G P L V V L R Q   6 H O I
pursue Admission Pathways support.

1 H Z   ‹ Q D Q F L D O   D Z D U G V   K D Y H   E H H Q   F U H D W H G   L Q F O X G L Q J   W K U H H   X Q
6 P L W K   D L P V   W R   U D L V H   ฀ P L O O L R Q   L Q   L Q F U H P H Q W D O   V W X G H Q W

7 K H   ‹ U V W   6 P L W K   3 U R I H V V R U   R I   (T X L W \   , Q F O X V L R Q   L Q   % X V L Q H V V   (

6 P L W K   L V   L P S O H P H Q W L Q J   Q H Z   W U D L Q L Q J   S U R J U D P V   I R U   I D F X O W \   V
processes to address EDII-related concerns.

Among community-directed initiatives is a new partnership between the Centre for Business
9 H Q W X U L Q J   D Q G   6 S D O \ D Q   (G X F D W L R Q   * U R X S   W R   E U L Q J   E X V L Q H V V
communities in British Columbia.

Further information on EDII initiatives at Smith can be found on the   EDII at Smith website .

the broadening of the Aboriginal Access to Engineering (soon to update its name to Indigenous Futures in Engineering) student support program to a campus-wide model, and the creation of a Black study room in the Integrated Learning Center.

Fac   f La

This has been a formative period for Queen's Law as the Faculty continues to integrate the principles of EDII into every aspect of its school and create pathways to support a more representative legal sector through recruitment, reconciliation, and restorative justice initiatives. The Faculty's new