

**To:** Georgina Moore  
Secretary of the University



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**Vice-Principal (Academic) Memorandum**

**From:** Patrick Deane  
Vice-Principal (Academic)

**Date:** March 2, 2006

**Subject:** Senate Educational Equity Committee (SEEC) Response to the Henry Report

Please find attached the Senate Educational Equity Committee (SEEC) response to the report by Dr. Frances Henry, Professor Emerita, York University entitled "Systemic Racism Towards Faculty of Colour and Aboriginal Faculty at Queen's University" (Report on the 2003 Study, "Understanding the Experience of Visible Minority and Aboriginal Faculty Members at Queen's University). The former Vice-Principal (Academic), Suzanne Fortier requested that SEEC undertake to coordinate this study as a result of growing concern at all levels of the University with regard to recruitment and more importantly, retention of visible minority and aboriginal faculty members.

SEEC wishes to encourage open discussion among members of the Queen's community on the issues raised in the report and has requested that SEEC's Response and the Henry Report be presented to Senate at its March 30, 2006 meeting. I appreciate your assistance to facilitating this.

Yours sincerely,

Patrick Deane  
Vice-Principal (Academic)

Attachments

Copy: J. Mighty, Chair, SEEC

*Office of the Vice-Principal (Academic)  
Room 239, Richardson Hall  
Queen's University  
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February 13, 2006

Dr. Patrick Deane  
Vice-Principal (Academic)  
Queen's University

Dear Dr. Deane:

On behalf of the Senate Educational Equity Committee (SEEC) I am pleased to attach SEEC's Response to the report by Dr. Frances Henry, Professor Emerita, York University, entitled "*Systemic Racism Towards Faculty of Colour and Aboriginal Faculty at Queen's University*" *Report on the 2003 Study, "Understanding the Experiences of Visible Minority and Aboriginal Faculty Members at Queen's University"* (The Henry Report).

In keeping with SEEC's strategy of inviting input from a wide range of stakeholders, I request that the attached Response and the Henry Report be presented at the March 30, 2006 Senate meeting. SEEC also requests that adequate time be allotted at Senate to discuss this complex issue.

I am available to discuss the contents of SEEC's Response at any time and thank you for the opportunity to participate in this very important exercise.

Sincerely,

Joy Mighty, Chair  
Senate Education Equity Committee

Attachments



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## **BACKGROUND**

On March 5, 2001, Suzanne Fortier, Vice-Principal (Academic) requested that the Senate Educational Equity Committee (SEEC) conduct a survey of all faculty to gather information regarding the experiences of visible minority and aboriginal faculty members at Queen's. The impetus for the study was a concern about poor retention of visible minority and aboriginal faculty members at Queen's.

SEEC formed the Faculty Survey Sub-Committee and developed a web survey that was sent to all members of the Queen's University Faculty Association. Focus groups and individual interviews were then conducted with those aboriginal and visible minority faculty members who self-identified and opted to take part in this exercise.

An expert on anti-racism, Dr. Frances Henry, professor emerita at York University, compiled and analyzed the data and the results of the focus group discussions. The final report, *Systemic Racism Towards Faculty of Colour and Aboriginal Faculty at Queen's University: Report on the 2003 Study*, "*Understanding the Experiences of Visible Minority and Aboriginal Faculty Members at Queen's University*" ("The Henry Report"), was made available to SEEC in April 2004. The Henry Report (attached) provides a summary of the survey

establishment of Human Rights Office, collection of equity and diversity data, etc.) there has been little progress in addressing issues of climate over the past 15 years.

The following recommendations are based on SEEC's analysis of both the Henry and the PAC Reports. They are categorized into the major themes that were emphasized in both reports: Leadership, Education, Recruitment/Hiring/Retention, Reward Systems and Strengthening Institutional Culture.

## **MAJOR THEMES**

### **Leadership**

The Senior Administration, including the Principal, Vice-Principals and Deans, has a key leadership role to play. They must show an unfailing commitment to the realization of an inclusive and diverse University.

- Include a clear statement that defines the University's commitment to equity and diversity in the Mission of Queen's.
- Develop a comprehensive plan with specific benchmarks in the area of anti-racism and equity to make people accountable for their actions. The plan should be a priority and must be reviewed on a regular basis.
- Establish a new portfolio at the Vice-Principal level that will be accountable for all academic and non-academic issues related to equity and diversity.
- Consistently incorporate equity and diversity values and objectives in internal and external decisions and actions. Particular responsibility for achieving this objective lies with every Senior Administrator.

### **Education**

Every member of the Queen's Community has a vital role to play in achieving equity. It is important to provide the tools that will allow them to do so through University-wide educational programs.

- Rethink and redesign current equity and diversity awareness and training programs to ensure that they are inclusive and comprehensive.
  - This should be a collaborative process that involves all units and groups that have special responsibility in this area, for example, the AMS, Centre for Teaching and Learning, Equity Office, Human Resources, Human Rights Offices, Residence, and the SGPS.
  - Ensure that awareness and training programs recognize the need to value differences in the academic and broader learning and working environments.
  - Ensure that all members of the Queen's Community benefit from these programs, including the Governing Bodies, Administrators, Students, Staff and Faculty.



- Identify units that are successful in recruiting and retaining members of racialized/Aboriginal groups to promote best practices.
- Because pedagogical choices affect the culture of the University, more emphasis must be placed on diversifying the curriculum.
- Seek to become a leader in advancing a multicentric approach to scholarship. In order to achieve this, it is critical to value diversity of perspectives within the four types of scholarship: discovery, integration, application and teaching and learning.

## **CONCLUSION**

It has been 15 years since the PAC report was tabled. If Queen's is to achieve the goal of changing the current climate and culture, described in both the Henry and the PAC Reports, the Administration must act quickly on these recommendations. Creating an inclusive environment will benefit everyone.

In order to encourage discussion and involvement in the climate change, SEEC recommends that this and all other reports on racism and equity issues be readily available and widely circulated.





April, 2004	Subcommittee receives copies of the Henry Report – “Systemic Racism Towards Faculty of Colour and Aboriginal Faculty at Queen’s University” Report on the 2003 Study, “Understanding the Experiences of Visible Minority and Aboriginal Faculty Members”.
May 10, 2004	SEEC receives copies of the Henry Report.
May 27, 2004	Focus Groups meet with Dr. Henry.
Dec 15-16, 2004	Dr. Francis Henry meets: SEEC; Suzanne Fortier, VP (Academic); Staff of VP (Academic); Irene Bujara, (Director, Human Rights Office); Mary Margaret Dauphinee, (University Advisor on Equity); Karen Hitchcock, Principal and Vice-Chancellor; Robert Hudson (Chair, Council on Employment Equity); Georgina Riel (Manager, Four Directions Aboriginal Student Centre).
October 14, 2005	Update Memorandum sent to stakeholders outlining SEEC’s progress and strategy for action.
November 11, 2005	SEEC meets with Patrick Deane, Vice-Principal (Academic).
December 2, 2005	SEEC meets with Rod Morrison, Vice-Principal (Human Resources).
February 13, 2006	Submission of SEEC’s Response to the Henry Report to Patrick Deane, Vice-Principal (Academic).

*SEEC meetings where the Henry report was discussed:*

2004

May 10, September 23, October 21, November 25, December 9, December 16

2005

January 12, January 26, February 16, April 13, September 27, October 7, October 28, November 11, December 2, December 9, December 16.

2006

January 18, February 8

Systemic Racism Towards Faculty of Colour and Aboriginal Faculty at Queen's University

Report on the 2003 study,

Understanding the Experiences of Visible  
Minority and Aboriginal Faculty Members at  
Queen's University

For the  
Queen's Senate Educational Equity Committee and  
Suzanne Fortier, Vice Principal Academic

By Dr. Frances Henry, Professor Emerita, York  
University

April 2004

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lack of knowledge on this issue is reflected in a 72% "don't know" response to this item. Similarly, the question of retention of visible and Aboriginal faculty is an issue not widely known about, and received a "don't know" response rate of 59%. The last three questions deal with issues of representation and inclusiveness and achieve a much higher rate of divergence. These questions yielded a much higher rate of disagreement of faculty who do not believe that Queen's is inclusive, representative or supportive of diversity. It probably reflects a significant number of White mainstream 'liberal' faculty who are aware that this University, as others, does not reflect the multicultural and multiracial reality of the Canadian population.

When these data are disaggregated according to minority status, the results change on a few of the items. Table 2 reports the findings:

Table 2: Opinion O's 2.1-1.10 by Aboriginal/Faculty of colour Status and All Others.  
(%)\*

Disagree Agree

White faculty tend to agree with several of these propositions more frequently than do faculty of colour and Aboriginal faculty. The most obvious differences are in regard to equitable promotion and tenure practices, with more than half of the White respondents agreeing that the process is equitable whereas only slightly more than one third of the faculty of colour faculty agree. The other proposition that elicited a strong difference between the two groups was that of the University supporting diversity. Again, more than half of the White faculty agree to this statement whereas only slightly more than one third of the faculty of colour and Aboriginal faculty do. (1-Endnote)

The next series of questions deals with 'experiences of discrimination' at Queen's University. All told, 109 of the total sample of respondents said that they had experienced discrimination at Queen's. Among the most frequently cited forms were: double standards (80-30%); stereotyping (68-25%); isolation/exclusion (62-23%); derogatory language or condescension (61-23%); other, including two cases of physical violence (20-8%). Of this group, 44 or 40% cited gender discrimination whereas 23 or 21% cited ethno-racial status, disability or sexual orientation. Other reasons for discrimination included political views, seniority and research area. (37-34%) A series of questions was asked specifically of Aboriginal faculty and faculty of



Receiving merit assessment	2-4%	19-37%	30-59%
Relations with students	10-17%	19-32%	30-51%
Departmental participation	3-7%	12-29%	26-63%

Questions in regard to whether teaching style was constrained by "other's perceptions of," revealed that gender was the most frequently cited reason (forty-two persons). Other frequently

the equity policy mandate of the institution or because they are meritorious in their fields. This question sometimes leads to self-doubts about their abilities and can act as a constraint on their productivity. Resistance to more pro-active and inclusive hiring practices appears to be pervasive and systemic in many academic institutions. This issue was clearly of significant concern to discussion participants and was therefore discussed in some detail.

For example, one respondent said of her appointment: "What I am not sure of is, is it because of my racial identity and that I was a member of a target group or because I was known to have a good review as someone in the field, I don't know." Another faculty member in her department kept questioning her appointment and "kept asking me, why you? Why you? I did not retort why not me, but it made me wonder whether it was an equity appointment." Although re-assured that her appointment was not for equity reasons and that she was hired because she was the best person for the position, she still experienced some self-doubts. On the same issue, another individual said: "I was perceived as an affirmative action hiring by a number of people in my department." Apparently, an incumbent who had aljobd: "Iod re Td(e of my )Tj0.0002 Tc -0.0002 me dqT5.68 -



What is noteworthy in this strong comment is the implicit assumption that such persons are not performing well and that equity hiring has led to a pool of non-meritorious employees. Moreover, the phrase 'acceptance of visible minorities' implies that they are indeed perceived as

pervasive problem to be analyzed and avoided. On the other hand, when such decisions involve minorities, these individual cases are often generalized and contextualized in racialized discourse including the discourse of "otherness" and the discourse of "political correctness. (The discourse of the 'other' involves marginalizing events or persons because they are not part of the standard, traditional or normative. 'Political correctness' is often used as a reason for rationalizing decisions or making judgments

as identified by focus group participants, a brief analysis of some of the results of the survey are pertinent as it relates to racism. The survey results described above found that more than one hundred respondents had experienced discrimination. However, the majority of these were gender related. Issues related to ethnic status, disability and sexual orientation were identified by twenty-three respondents, just over half of the faculty of colour and aboriginal respondents. There was general agreement in the focus group discussions that racism and discrimination are not usually overt or direct, but are manifested in more subtle and elusive forms of bias and differential treatment at Queen's. This view was expressed by one person who said "I've never really heard of any cases of open discrimination or harassment against a minority faculty member... I think lots of things are very subtle... like a smile or a lack of politeness." She expressed the opinion that people will leave rather than fight racism because they feel that there is so little that they can do to challenge the system. Respondents also expressed the view that





the things they are familiar with... find it very hard to cope with this diversity thing.

Our students have been taught by the same stream of teaching so its very difficult for them to have a professor who has experienced differently and who will give them a slightly different way of teaching and learning activities.

In speaking about student culture and its lack of exposure to diversity and multiculturalism, one participant noted in terms of student interactions with ethno-racial minorities that: "You can still get through your entire experience at Queen's, and if you decide not to have contact with the "others", you don't need to.

In addition their reaction to different styles of teaching, some students appear to be upset by the accented speech of non-Canadian-born faculty. In commenting on how her racial diversity affects students, one respondent also noted that: "I know that professors with accents must face an even more difficult time." Others noted that accent should not be a problem because "good teaching is a matter of skill." Citing an example from his/her own University experience, one faculty member recounted that her best professor was a heavily accented Latino. Another participant noted that "educating the students on the need to converse with and learn to listen to speakers from other parts of the world regardless of their accent" is an important part of the educational process; learning how to value difference and diversity is a critical skill that the University should provide to students. On the issue of accent, another respondent discussed a common situation in one field of applied science. He commented: "In applied science, in certain disciplines it is very difficult to find anybody White, electrical engineers for example... but then they say they don't understand a damn thing that all those foreigners ov

Some students will take a course of this nature without really

ethno-racial identity of the professor. Tensions also reflect a resentment of any cultural approaches that depart from the Anglo-Eurocentric models that dominate curricula and pedagogy. In the next set of questions the more general issue of how the racialization of minority faculty impacts on teaching and research is addressed

### **3. The Interrelationship between Ethno-Racial Status and Teaching and Research**

One of the most striking concerns of faculty members teaching courses on racism and anti-racism is the feeling that they must lower their level of teaching. This comes as a surprise in a University whose reputation is that of attracting undergraduate students with very high academic standing. A participant makes a very clear and pointed argument on this point so it is quoted at length:

You more or less have to do remedial work when you're teaching race work. You have to lower the bar, frankly. You hold students where they should be held - in a sense of a]TJ0.0004 Tc -0.002 Tc



institutional culture of the University, that is, the Culture of Whiteness. Overriding all their specific concerns, faculty of colour, both men and women (as well as some White women faculty) feel detached, alienated and marginalized from the dominant White malestream culture that has largely defined the University. Queen's is perceived by many to be an old WASP University dominated and shaped by the attitudes, beliefs and values of White men. As one respondent commented: "It is so Upper Canada here, I mean Anglo WASP." It is located in an old town settled primarily by migrants from the U.K and the U.S. that was - and still is today - relatively homogeneous in its population. This was described by another focus group member as "that particular irritating Kingston colour blindness." The comparison is made to other universities such as McGill where the competition was intense but "Queen's is a different place", the difference is: "Well there are a lot of White professors."

The network of faculty of colour in Ontario is still relatively small and people tend to know, or know of, each other. Consequently, experiences and stories are exchanged and one respondent specifically mentioned that "all kinds of horror stories" relating to faculty of colour are told about Queen's. The problems involved in re

are some strong indicators that a significant number of faculty of colour and Aboriginal faculty are concerned with the ways in which their presence and contributions are marginalized from the mainstream culture and structures of the University. Racialization processes reinforce feelings of stigmatization, inferiorization, and marginalization. Many participants in the focus groups suggested that there is a basic problem of "communication in the University - lots of things are lip service." The University still appears to be seen by some minority faculty as a culture defined by White power and privilege. The core values, beliefs and attitudes of many of its individual members reflect patterns of Anglo- Eurocentric dominance. Queen's, like many other universities, appears to be an institutional site where dominant everyday discourses continue to reinforce the racial divide between majority and minority faculty. It is against this background, that the problems and concerns of racial minority and Aboriginal faculty can be understood. Almost with a single voice, the focus group narratives centred on how bias and differential treatment as a lived reality are embedded in the culture of the University. They described how racialized assumptions, beliefs as articulated in everyday discourses, impact upon their interactions with colleagues, students, and administration. Curricula reflect in its most overt racialized expression by valuing particular kinds of knowledge and devaluing other forms of knowledge. Traditional pedagogical approaches are viewed as limiting the possibility of developing critical skills that challenge the construction of White Eurocentric knowledge. Research opportunities are seen to be limited by the need to conform to sometimes inflexible standards and procedures. Career aspirations and mobility are limited by racialized promotion and tenure decisions.

The following comments reflect how the culture of Whiteness impacts on the student body but it can be generalized to the climate of the entire University.

There is the perception that you go to Queen's it will be all Canadian or all White; that's because the students here are used to all White ideas, they were used to having their values reflected... they did not want to see anybody that had different values. .We also have to address the teaching club.

There is widespread recognition among the racialized faculty that the **core problem** is not so much interpersonal relationships with colleagues, students and



seen anything different from what they have experienced in their life - its beyond their understanding and I find that very frustrating.

Another person makes a similar comment when she/he says:

There's a lot of emphasis on congeniality but in terms of dealing with it or accommodation to difference, there's no effort. There are only a couple of people who have to deal with the problem its not like its front and centre on everybody's agenda.

This, for many faculty of colour, is precisely where the problem lies. Issues relating to equity and diversity are not on the mainstream of the University's agenda and therefore they attract little attention. One person related this issue to the general culture of the University describing it as a culture based on "you win, I lose.. .we have that kind of problem, so the issues of visible minority gets put on the backburner." This, of course is not unique to Queens. Many institutions, including universities, are apt to act on a problem only when a specific event or crisis occurs, and they are indifferent to the issues of diversity and equity on a day- today basis. This situation allows for a fairly smooth functioning of the dominant culture as a whole but it ignores the stigmatization, pain and humiliation of those who feel outside the "imagined community" of the University. This phenomenon is described by minority faculty as of living in a constant state of "frustration", as they attempt to fulfill their academic responsibilities, as well as work towards their professional and career advancement.

Aboriginal faculty encounter additional barriers. They too are affected by the culture of Whiteness and its value system, but the Eurocentric





Another very forthright person spoke about this in very definitive terms describing the departmental atmosphere as:

Hostile, very hostile and it's harder for me to know for people of other ethnic groups but I would say that it is an extremely hostile environment. It is a very superficial facade of welcoming to people of minorities but very hostile in reality.

The departmental level is probably the most important focus for faculty since many of the issues that immediately affect their academic responsibility and performance are decided there. It is also, however, the focus of most controversy, conflict and tension and universities are well known for the problems associated with departmental politics. The issues surrounding difference, diversity, equity as well as racist attitudes and behaviour associated with a culture of Whiteness are exacerbated by 'normal' departmental friction and factionalism. Thus, many participants, while discussing the superficial nature of congeniality within their departments also describe the intense conflicts which characterize their departments. Many racialized faculty therefore find themselves in conflicted departments which aggravate their concerns and issues. Departmental politics therefore worsen or enhance the culture of Whiteness.

The institutional culture of Whiteness also strongly affects the student body. One of the common criticisms made by racialized faculty is the relative absence of diverse students. Although there was little discussion on how to make the student population more reflective of Canadian society a few comments suggest that any such efforts are doomed to failure. The image and perception of Queen's as a White University is still so strong that in some fields, students of colour prefer to apply to "inferior" programs at other universities rather than come to Queen' which has outstanding programs in many fields. This assessment applies especially to science-related faculties such as engineering and medicine. Such preferences do not reflect the possibility of discrimination at Queen's but rather a concern about studying and living in such a homogeneous community. One participant said that the image problem is compounded in the recruitment of faculty because "it's a question of image that keeps applicants away. So, in most job applications, we present this image to the rest [of the world] and the administration is not even aware of it. Its all part of the belief system that has to change."

Finally, another telling observation is that several of the participants in the focus group discussions emphasized that in the early stages of their appointment at Queen's they did not have



[Provide] an opportunity and a venue for us to know each other and for visible minorities to mix confidently and amicably with the rest of the community; as well as opportunity for us to feel that we are given due respect, and opportunity to require the position for which we have the training and necessities.

2. Targeted Recruitment Of More Diverse Students:

#### 6. Administrative Staff Need Further Training

There was some concern that administrative staff are not helpful to people who come from diverse backgrounds. One person said that even those who come to Queen's from other provinces found administrative staff unhelpful in settling in to the new University environment.

#### 7. Institutional Processes to Deal with Grievances Need Improvement There were general

complaints about the individual grievance procedures that are in place because, like the human rights model, they depend upon individual complainants. Several participants saw the need for an institutional process applicable to all rather than an individually driven complaint procedure. It was recognized that the grievance procedure established by the Human Rights Office is useful but in addition, informal mechanisms were also required. The human rights and equity offices also need to be more visible. There was also a perception that if people are to complain, they need support.<sup>8</sup>

A variety of recommendations were made by participants in this study. Some are probably more strategic or implemental than others. For example, one of the most important is to instill a greater sense of commitment to equity issues on the part of senior and middle management. It has been demonstrated in the organizational research literature that equity related changes in large-scale institutions do not occur without the direct, overt and highly transparent commitment of senior managers. In the case of the university this would include the Principal, members of the governing body, Deans and Department heads. In order to facilitate greater commitment, several persons recommended more equity and anti-racism related training be offered to senior and middle level administrators. If equity and anti-racist training is to be considered an option, great care should be taken in the recruitment and selection of trainers. In this area as in others, trainers vary in their depth of experience, backgrounds, knowledge and approach to the issues. This is particularly crucial in an institution such as the

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8 Ironically, this recommendation directly contradicts another faculty member who stated unequivocally that in order to maintain one's position, "They must learn the Queen's system and stay within it... learn its institutional culture and stay within it., learn to act that way if you want to keep your job especially if you don't have tenure."



faculty and their White students, who challenge their expertise, authority and competence. It is manifested in the normative discourses of colleagues, hiring and tenure committees, University administrators, who commonly employ the discourses of reverse discrimination, loss of meritocracy, political correctness, colour-blindness, neutrality, and freedom of expression - all of which act as a cover for the persistence of racial bias and differential treatment.

The findings of this study, supported by a huge body of Canadian scholarship on the subject of racism in academia, suggest that the vision of a more just, equitable and inclusive institution remains largely unrealized. While there are some signs of positive change, the scope and pace remain glacially slow. Standards and measurement of progress need to be grounded in a more concrete and accountable framework for action.



**ENDNOTE:**

**Whiteness and the Culture of Whiteness**

The field of 'whiteness studies' emerged as an area of study only a few years ago. It is the result of the growing recognition among scholars that so called "race studies" have focused only on people of colour while excluding the whites who have traditionally held hegemonic positions of power over all other racialized groups. This new field of study recognizes that although race is a social construct with little or no genetic viability, it is still used to categorize people, particularly





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APPENDIX A

Senate Educational Equity Committee

Survey

This survey is in five parts, concerning the retention of visible minority and aboriginal faculty members at Queen's, You may choose to not answer or leave blank any of the following questions.

Part 1

**1.1 Gender**

Male	Female	Transgendered	Transsexual
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**1.2 Age**

20-29	30-39	40-49	50-59	>=60
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APPENDIX A

**1.5 Current status?**

Continuing Adjunct  
Tenure Track, initial or renewed  
Tenured Associate Professor  
Tenured Assistant Professor  
Tenured Full Professor  
Non-renewable  
other:

**1.6 Are you the Head of your Department or Unit?**

Yes No

Part 2

Rate the following statements, using a scale from 1 to 5 where 1 is strongly disagree and 5 is strongly agree.

**2.1 At Queen's University, my colleagues treat me with respect.**

1 2 3 4 5 Don't know

**2.2 At Queen's University, my knowledge and work are valued.**

1 2 3 4 5 Don't know

**2.3 In my Department, every individual, regardless of his or her visible minority status,**



Part 4

**4.1 A) Have you experienced any of the following here at Queen's?**

Isolation/Exclusion

Stereotyping

Derogatory Language or Condescension

Hostility

Double Standards

Physical Violence

other:

**4.1 B) For those that you have experienced, please indicate if you have reason to believe the treatment was based on your gender, Aboriginal status, visible minority status, disability, or sexual orientation, or if the cause was unknown to you.**

**4.2 Is your teaching style constrained by other's perception of your:**



**Seniority**

Yes No

**Cultural background (including accent or religion)**

Yes No

**Visible Minority Status**

Yes No Does not apply

**Aboriginal Status**

Yes No Does not apply

**Sexual Orientation**

Yes No

**Other (Please specify below)**

Yes No

**4.3 Do you feel that your authority is challenged more frequently by students because of your:**

**Gender**

Yes No

**Disability**

Yes No Does not apply

**Age**

Yes No

**Cultural background (including accent or religion)**

Yes No

**Visible minority status**

Yes No Does not apply

**Aboriginal status**

Yes No Does not apply

**Sexual orientation**

Yes No

**Other (please specify below)**

Yes No

## APPENDIX A

### 4.4 Please specify if you belong to either of the following groups:

Aboriginal

Visible Minority

**If either of the above apply, we invite your voluntary participation in the next section which asks specific questions concerning your experiences as Aboriginal or visible minority faculty. Results will be held in strictest confidence. If you are not participating in Part 5, we would like to thank you for participating in this survey. Results of the survey will be announced in the Gazette and on the web as soon as they are available. If you have any further questions, please contact the SEEC Co-chair.**

Part 5

### 5.1 Please assess the following statements on whether the effect was positive or negative:

*Do you feel that your Aboriginal or visible minority status had/has a positive, or negative, or no effect on...*

#### **Your initial appointment**

Positive      Negative      No Effect

#### **Your progress through the ranks or promotion**

Positive      Negative      No Effect

#### **Your relations with colleagues/peers in the university**

Positive      Negative      No Effect

#### **Your relations with persons having authority over your position**

Positive      Negative      No Effect

#### **Receiving adequate merit assessment**

Positive      Negative      No Effect

#### **Your relations with students**

Positive      Negative      No Effect

#### **Your participation in (the community of) your Department**

APPENDIX A

**5.2 A) Here at Queen's University, because of your Aboriginal or visible minority status, have you experienced overt discrimination or harassment? (Overt discrimination refers to an obvious and specific case of unfair or differential treatment, whether intentional or unintentional.)**

YES NO

**If you answered "NO" please go to question No. 5.4.**

**5.2 B) Who was the source of the discrimination and/or harassment?**

Department Head

Administrator

Colleague

Student

Staff

Other (please specify title or position):

**5.2 C) Did you seek advice/assistance?**

YES NO

If no, why not?

**If you answered "No" to 5.2 C) please go to question No. 5.4.**

**5.3 A) From whom did you seek help/advice?**

Department Head

Dean or Associate Dean

Colleague

University Advisor on Equity

Human Rights Advisor

Queen's University Faculty Association (QUFA)

Employee Assistance Program

Human Resources

Other (please specify title):

APPENDIX A

**5.3 B) Did you feel you were supported at this time?**

YES NO

**5.3 C) Was the situation resolved to your satisfaction?**

YES NO

**5.4 Here at Queen's University, because of your Aboriginal or visible minority status, have you experienced systemic discrimination? (Systemic discrimination refers to unfair or differential treatment that is built into institutional policies or practices so that it is perpetuated automatically.)**

Yes No

**If yes, please explain and/or comment:**

Conclusion

**You are invited to participate in a focus group discussion concerning your experiences and views as an Aboriginal or visible minority faculty member. Your participation is voluntary and participants will be free to withdraw at**

APPENDIX B

**Understanding the Experiences of Visible Minority and Aboriginal Faculty Members at Queen's University**

**Focus Groups Questions:**

1. How do you think Queen's does in its ability to:
  - Hire and retain Aboriginal and visible minority faculty members?
  - Create a welcoming environment?
  - Create diverse curriculum?
  - Value the participation of Aboriginal and

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

Final Report of the  
Principal's Advisory Committee on Race Relations

Queen's University

February 28, 1991

## 1. INTRODUCTION

The work of the Principal's Advisory Committee on Race Relations has been to set the University on a course of change to achieve an institution where: "Every member of the University — faculty, staff or student - has the right to freedom from discrimination in the University because of race, ancestry, place of origin, colour, ethnic origin, citizenship, and creed."<sup>1</sup>

Our activity may be placed within a broader framework of change at Queen's, guided by the:

"principle of the equal dignity of every member of society as a rational and self-determining human being. The University cannot flourish if some members are made to feel their concerns and needs rate lower than those of others. Queen's has an obligation to create and maintain an environment in which all its members may pursue their common purpose without fear of injustices, indignity or bodily harm".<sup>2</sup>

Canadian society has changed dramatically in the past three decades, not only demographically, but also in terms of public attitudes and social policies. Human diversity is a fact, and it will increase; there is both public and official acceptance of this diversity. Queen's has educational, ethical and legal obligations to embrace these changes. Many prefer that we be at the forefront of these changes, and expect that we will be so:

"Queen's University is expected to set standards: academic standards, ethical standards, standards of tolerance, and of human and social behaviour."<sup>3</sup>

As a university of national standing, we must judge ourselves by national criteria. Institutions often lag behind political and demographic changes in society; however, at some point, the discrepancy needs to be addressed. This point has arrived, indeed is overdue, at Queen's.

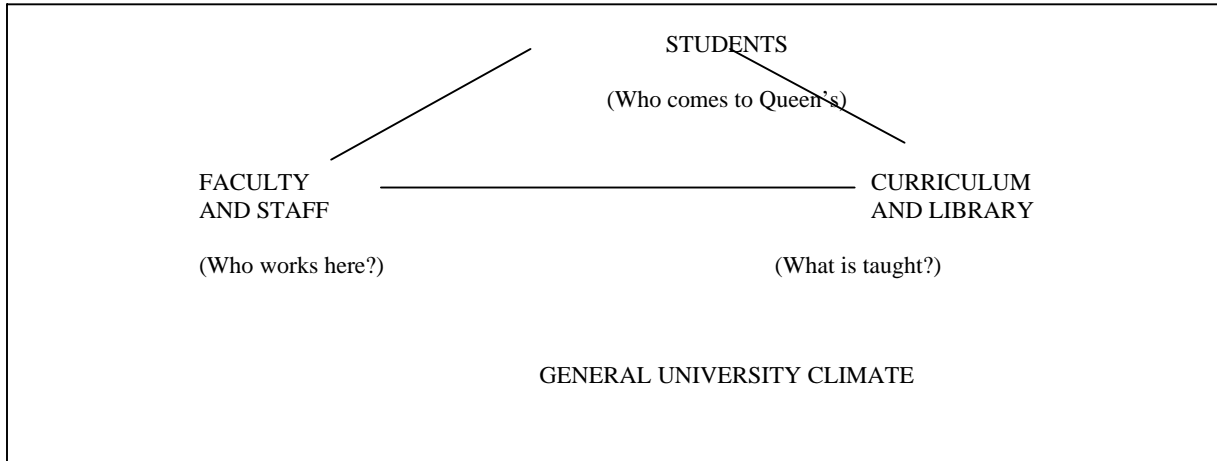
Implementation of the recommendations of this Report, we believe, will be an important step toward such change at Queen's. It will enable us to take a proactive position with respect to racism, while at the same time establishing an effective means to deal with racial discrimination.

The Committee (See Appendix 1) has sought to

- graduate supervision and research ethics;
- orientation;
- relationships with the broader Kingston community.

The final two sections deal with procedures for handling complaints and with implementation. The latter proposes a way in which Queen's can undertake, and monitor, the changes which are

necessary to establish an anti-racist university, where every person can feel welcome, valued and justly treated.



## 2. DEFINITIONS

### A. RACISM AND RACE

By racism we mean the negative valuing and discriminatory treatment of individuals and groups on the basis of their race. Beyond this definition, we wish to identify some aspects of racism that are meant in this Report:

(i) The term race is intended to focus on visible minorities and First Nations peoples. In keeping with the Ontario Human Rights Commission usage<sup>4</sup>, the term race is also used to include all race-related grounds: race, ancestry, place of origin, colour, ethnic origin, citizenship and creed.

(ii) Racism can be manifested in both personal attacks and insults, and in the structure of social institutions. This is the well-known distinction between personal racism (insults, harassment and discrimination directed at individuals), and institutional or systemic racism (the

(iii) Racism may be intentional or unintentional. It can be the result of activity or arrangements that set out to discriminate or harm, or it can result from ignorance or inadvertence. The presence of racism can be detected by its effects, in addition to its intent.

(iv) Racism is more than prejudice: it involves differential power to act on such prejudice, leading to discrimination, inequality and exclusion. In this Report, we are particularly concerned with racism as it affects those in a minority position. However, discrimination directed towards any individual or group is unacceptable.

(v) Racial minority group is the term  
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conventional practices or structures of institutions whose effects are to exclude, or discriminate against individuals or groups). Thus, racism can be present in apparently neutral arrangements, as well as in hostile acts.





admissions selection committees. (Responsibility: Registrars, Departmental Graduate Admissions Committees)

6. Faculties should implement ongoing yearly reviews of their admissions policies and criteria with respect to race and ethnic diversity.  
(Responsibility: Deans)

7. A commitment should be made by each Faculty to establish yearly goals for racial minority admissions.  
(Responsibility: Deans)

(Responsibility: Employment Equity Coordinators)

7. Develop a search committee information package to assist in conducting creative, affirmative searches from the time of identifying departmental needs through to the final choice among candidates. This package would contain facts on human rights issues including racism and relevant legislation. (Responsibility: Personnel)

8. All selection committees should be prepared to justify their selection(s) and, where applicable, to account for the non-selection of candidates from racial minority groups. (Responsibility: Personnel, Principal, Deans, Employment Equity)

9. Ensure that the University adheres to Federal Employment and Immigration Department policy of hiring Canadian citizens and permanent residents over foreign applicants. This allows qualified Canadians with a racial minority ancestry to be hired/appointed first. (Responsibility: Principal)

10. Ensure that the top rated, suitably qualified candidate from a racial minority group is seriously entered into the competition. Such a candidate who has self-identified through the University's applicant tracking program, should be invited for an interview. (Responsibility: Directors, Deans, Department Heads)

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.) (Responsibility: Directors, Deans, Department Heads)

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

8. Ensure, that as far as possible, at least one racial minority member should sit on Tenure and Promotion decision and Policy Committees.  
(Responsibility: Department Heads, Senate)

9. Inform new racial minority faculty and staff fully about all aspects of review for

tenure and promotion. (Responsibility: Deans, Department Heads)

##### 5. CURRICULUM & LIBRARY

What is taught at a university should meet the needs of the students, and be within the competence of the faculty. While no University can teach everything, from all points of view, our judgment is that Queen's has remained too narrow and exclusive, and could do more to meet the needs of diverse students in the Canadian, and international populations. The Eurocentric character of the Queen's curriculum is not in keeping with the multicultural character of the Canadian population, or with our international obligations.

##### A. CURRICULUM

###### **Curriculum: Objective**

Establish a more balanced curriculum by addressing and correcting the lack of interdisciplinary studies, lack of curriculum dealing with non-European cultures, and the inadequate use of indigenous materials. In all respects, the concept of Canadian content in curricula should reflect the Canadian mosaic. The resistance to changes in curriculum by students and faculty must also be addressed in order to establish a curriculum that reflects a multicultural and multiracial Canadian society, and prepares our graduates to work in a diverse population.

###### Curriculum: Recommendations

1. The University should develop a policy that will  
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1. Provision should be made for ongoing racism awareness and cross-cultural sensitivity training for all personnel and volunteers engaged in support services. (Responsibility: Personnel)

2. Support Services should have an internal and external system of ongoing critical review and monitoring. These programs should be developed with the participation of racial minorities. (Responsibility: All Support Services Directors)

3. Support Services should examine the cultural appropriateness and inclusiveness of their services and programs in order to eliminate racism and ethnocentrism. (Responsibility: All Support Services Directors)

a) consideration should be given to providing more cultural diversity in food services under present and future contracts.

(Responsibility: Residences and Food Operations Manager)

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.

(Responsibility: Director of Residences)

c) Apartments and Housing should establish and monitor criteria for the listing service, and investigate complaints about landlords who discriminate against racial minorities.

(Responsibility: Director of Apartments and Housing)

C. INFORMATION, PUBLICATIONS AND PROMOTIONAL MATERIALS



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.  
(Responsibility: Registrar, Senate, Faculty)

4. There should be a simple, well-publicized "opt-out" procedure for students not wishing to support



implementation of the recommendations in this Report.

The procedures to be established should:

1. Facilitate

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 4 a) and b) above.

h) The development of an annual report to be presented to the Race Relations Council. (Responsibility: Race Relations Council)

6. It is recommended that a Race Relations Officer be appointed by the University.

a) The appointment of the Race Relations Officer should be made according to principles 4 a) and b) above. (Responsibility: Race Relations Council)

b) The Race Relations Officer should be responsible for investigating and mediating the complaints dealing with racism following the principles established in the section on Complaints Procedures.

c) The Race Relations Officer should present an annual report to the Race Relations Council.

7. Relationships among the Race Relations Council, the Director of the Race Relations Centre, and the Race Relations Officer should be as follows:

a) The Council will serve as an advocate for racial minorities at the University. It will also provide overall advice and guidance to the Director with respect to policies and programs, and monitor progress in the implementation of the recommendations in this Report, and of any new policies and programs.

b) The Director will be responsible to the Council in carrying out these policies and programs. The Director's role is mainly proactive, as identified in the opening principles. The Director shall be an ex officio member of the Council.

c) The Officer will be responsible to the Council in carrying out duties under the complaints and grievance procedures. The Officer's role is mainly reactive, as identified in the opening principles. The Officer shall be an ex officio member of the Council.

It is recognized that not all recommendations in this Report can be implemented immediately or sim007 TTf0.0018.44 0.42 re8iu memb

c) developing support mechanisms for complainants through the Director of the Race Relations Centre.

d) including in the complaints procedures a method to deal with respondents who take reprisals against complainants. (Similar protections provided for complainants in Section 7 of the Ontario Human Rights Code).

(Responsibility: Race Relations Council)

4. In developing settlements under the proposed complaints procedures, due consideration should be given to three basic principles:

a) empowering complainants and addressing their concerns

b) developing time limits for processing such complaints which provide enough

time for 'proper investigation and attempts to conciliate, while at the same time ensuring that the needs of the complainant are met in a timely fashion.

c) addressing the University's obligation to develop and maintain a racism-free environment (Responsibility: Race Relations Council)

## 9. AREAS OF COMMON CONCERN

Following the release of the Draft Report (in December, 1990), numerous comments and questions were received by the Committee. These have been considered during the process of revision. Some comments have been incorporated directly into the appropriate sections of this Report. Other comments, those that were mentioned frequently, are identified in this section, and brief comments on them are provided.

### a) Evidence Concerning Personal and Systemic Racism at Queen's

The Committee seriously considered conducting a survey to provide a firm, quantitative basis of facts and recorded attitudes and opinions. The value of such a survey, even when executed professionally, at high cost, would have been marginal, mainly because there is no national or other baseline data set to compare with the Queen's data. Moreover, we were advised repeatedly by individuals who were victims of racism of

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in residence, to the exclusion of other festivals; the saying of a Christian grace and the serving of alcohol at High Tables; having the first day of classes in 1988 on Rosh Hashanah, the Jewish New

Year; and the marginalization of other religious leaders due to the central role of the Chaplain's Office.

<sup>8</sup>The Committee welcomes the recent formation of an Interfaith Council by the Chaplain's Office.

## APPENDICES

1. Membership of the Principal's Advisory Committee on Race Relations.

2. Terms of Reference of the Principal's Advisory Committee on Race Relations.

3. Activities concerning race relations at selected Canadian Universities.

4. Workshop Topics

5. Race Relations Policy of the University of Western Ontario.

### APPENDIX 1 Membership\* of the Principal's Advisory Committee on Race Relations

Carol Alien (from January, 1990)

Susan Anderson (until May, 1990)

Barry Batchelor

Elspeth Baugh

John Berry (Chair)

Sue Bolton

Nina Chahal

Rebecca Goldfarb (from January, 1990)

Robert Green (from January, 1990)

Dolf Harmsen

Pamela Ip (until May, 1990)

Sandra Jass (and others, for Student Committee Against Racism; from January, 1990 until May, 1990)

Madan Joneja

Joyce Pelletier (until January, 1990)

Vie Sahai (until May, 1990)

David Sangha

Albert Williams (until June, 1990)

Winsom (until June, 1990)

\*All members were appointed on March 1989 and continue until the present, unless otherwise noted

### APPENDIX 2 Terms of Reference of the Principal's Advisory Committee on Race Relations

1. To survey the steps taken at other Canadian universities to understand the situation of minority groups in the university and to promote good race relations; and from this survey to identify policies and suggestions which might be applicable to Queen's.

2. To consult broadly within the University and the Kingston community and to recommend educative and other measures which will tend to promote harmonious race relations in the University.

3. To review the support services available in the University to Canadian and international students

who are members of visible minority groups and to make recommendations.

4. To recommend long-term institutional means of giving advice to the University on race relations issues and, if appropriate, to recommend terms of reference.

5. In fulfilling these terms of reference, the committee will be guided by the following: the committee may make recommendations about grievance and discipline procedures at Queen's that are relevant to race relations; the committee may consider individual cases and advise individuals about how to pursue their complaints, but the committee will not adjudicate individual complaints.

### APPENDIX 3 Activities Concerning Race Relations at Selected Canadian Universities

