



# Commitments of the Alma Mater Society to Equity, Diversity, Inclusion and Indigeneity





## Land Acknowledgment

Ne Queen's University e'tho no'we nikanónhsote tsi no'we ne Haudenasaunee tánon Anishinaabek tehatihsnónhsahere ne óhontsa.

Gimaakwe Gchi-gkinoomaagegamig atemagad Naadowe miinwaa Anishinaabe aking.

The Alma Mater Society (AMS) acknowledges that Queen's is situated on traditional Anishinaabe and Haudenosaunee territory. We are grateful to be able to live, learn and play on these lands. We are thankful to live as an uninvited guest upon these traditional territories of the Haudenosaunee Confederacy and the Anishinabek Nation.

To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous Peoples who lived, and continue to live, upon it and whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. The AMS is extremely privileged to be able to engage with sustainable initiatives and learning while we are on this territory. We will continue to amplify and center work around the Indigenous voices and knowledge.

For more information, please reference the Queen's University Office of Indigenous Initiatives:

<https://www.queensu.ca/indigenous/land-acknowledgement>



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## Introduction

It is imperative and essential that the Alma Mater Society (AMS) always apply a lens that considers intersectionality and the distinct interests and concerns of the QTBIPOC students we serve. As the student government representing over 20,000 undergraduate students at Queen's, we have a position of leadership that we must use to foster a positive social impact. In every conversation, initiative, and service we run, we work to represent the diversity of undergraduate students at Queen's. This requires consideration, reflection, and constant learning so we can best utilize our roles and platforms to advance equity.

Last year, many institutions critically reflected on their roles in addressing institutional injustice. We thank everyone who has held us accountable, and everyone who continues to do so. This year has taught us the value of feedback, and the importance of centering the voices of student activists in the work that we do. We recognize that it is not anyone's job to hold us accountable or call us in, and we thank students for tirelessly pushing us to do better and demanding more of their student government.

We cannot allow for the continuation of broken promises and empty statements. We also cannot allow the events of 2021 to end the resurgence of activism and social change. With the annual release of these goals and commitments, we hope the values of equity, diversity, inclusion and Indigeneity will always be a priority within student governance. This requires not only taking part in initiatives and campaigns that advance equity, but centering the values of equity, inclusion and accessibility in everything we do as a society.

We wanted to be very intentional about these goals. As such, we spoke with every member of senior management about equity in their units and their experiences within the AMS. We received feedback, stories, and suggestions that were invaluable in creating these goals. We spoke at AMS assembly and shared a feedback form on our website to receive input from the broader community. It was incredibly important that our equity priorities were informed by the voices of students, and we thank everyone who engaged with us during this process. This report is a compilation of the suggestions, input, and feedback given to us by our members.



The first part of this report outlines the goals that were completed last year and within the first half of our term. The second part outlines last year's uncompleted goals, the goals currently in progress, and new equity commitments that are important for the AMS.

For more information regarding the Alma Mater Society's resources, clubs, services and governance you can go to [myams.org](http://myams.org). If you would like to speak to a member of the AMS about these goals, you can reach out to the Executive at [communications@ams.queensu.ca](mailto:communications@ams.queensu.ca) or the Social Issues Commissioner at [sic@ams.queensu.ca](mailto:sic@ams.queensu.ca).

## Goals From Last Year that Were Completed

### Orientation

- Equity Open House
  - o Over the last two years the AMS and Student Experience Office have run the Equity Open House that was rebranded this year as the *Finding Community Fair*.
- Creation of a Social Issues Commission orientation event, our first year meet and greet, focusing on community-building for QTBIPOC students.
- Proposal to create a new ORT Director portfolio focusing explicitly on Equity and Inclusion.
- Expansion of equitable hiring training for Executive and Leader hiring panels through the Human Rights and Equity Office (HREO).

### Feedback Forms

- There is a feedback form on the AMS website, so all members of the Queen's community have an anonymous channel for communication.
- There is also an anonymous HR reporting form on the AMS website that allows all staff and volunteers to anonymously address issues.

### Equity Townhall

- Over the last two years there have been two equity townhalls where students have had the platform to ask questions about equity at Queen's.
- These townhalls have advanced transparency and serve as opportunities for the community to demand accountability from their elected student representatives.

### Ongoing Equity Trainings for AMS Staff

- Members of senior management participate in monthly training to learn about issues related to equity, diversity, inclusion, and/or Indigeneity

### Channels of Access to Queen's Administration

- The Social Issues Commissioner and ASUS Equity Commission have held two equity townhalls with members of Queen's Administration. Students were provided with a transparent channel of communication with leaders in our community, including the Principal, the Provost, and the respective Faculty Deans.

### Investing in the SIC

- This year, the Social Issues Commissioner has 40 hours a week instead of 35 hours a week to work. This means they receive better compensation and are able to achieve more under less stress in their role.

- There was the creation of two new positions in the Social Issues Commission:
  - o The Education and Outreach Manager
  - o The Equity Affairs Manager

### Review Policy Manual 3

- Policy Manual 3 describes AMS Stances and Priorities regarding student affairs and social issues.
- This policy was outdated and was reviewed last year to ensure that concerns voiced by QTBIPOC students are addressed.

### Reviewing the AMS Constitution with an EDII Lens

- We are currently working to add EDII to the AMS constitution. We are also creating a separate policy document that will outline the commitments to these values.
- This will ensure equity is a priority throughout all parts of the society.

### Change of Campus Activities Commissioner to Campus Affairs Commissioner

- A broad scope review of this commission led to the "Campus Activities Commission" being renamed the "Campus Affairs Commission".
- This change is a move to further expand the mandate of this commission and allow for further engagement with student-facing issues, support, policy revision, and advocacy.

### Increase International Student Representation within the AMS

- Hiring a Deputy under the Campus Affairs Commission that focuses on International Students' needs at Queen's, while ensuring that the Deputy is an International Student themselves.

### Amplifying EDII Issues Within the Board of Trustees Speeches

- The AMS President makes 4 speeches to the board each year, in which they highlight the most relevant and pressing student issues on campus.
- The AMS president has used this platform to voice support for compensating students for emotional labour, mental health funding, hybrid learning, academic accommodations, hiring a Black counselor at Student Wellness Services, and securing permanent prayer space for Muslim students.

### Holding Queen's Accountable to the TRC and PICRDI Goals

- Utilizing the ability to meet with Sr. University Administration to ensure they are revisiting, reflecting on, and upholding these reports:
  - o [TRC Webpage](#).
  - o [TRC Task Force and Final Report](#).
  - o Appendices to the TRC Task Force Final Report and Recommendations:
  - o [PICRDI Webpage](#).



## Supporting Faculty Societies in Diversifying Curriculums

- The AMS has common equity goals, including a shared commitment to diversifying curriculums.
- Within the External Affairs Commission, the role of the Academic Affairs Manager was expanded to include academic advocacy and support the AMS's commitment to diversifying curriculums.

## Prioritizing QTBIPOC Issues during Provincial Advocacy – Ontario

### Undergraduate Student Alliance (OUSA)

- [Click here](#) to learn more about OUSA.
- Utilizing AMS relationship with OUSA to ensure QTBIPOC issues are being advocated for during Provincial Advocacy work.
- Ensuring an equity lens is being taken during drafting of all papers.
- Ensuring QTBIPOC folks are engaging with OUSA on said papers and attending as delegates.
- Consistent and increased funding for Indigenous learning centers, advocating for province-wide, community-based and culturally relevant mental health supports

## New and Continued Goals

*These are goals that were not completed from last year's report and that still need to be perused, as well as new commitments that we have drafted with input from consultations and our feedback survey.*

*\*Goals marked with an asterisk indicates goals from last year's report that are either in progress, have been expanded upon, or have not yet been completed.*

### Section 1: Accountability and Transparency

#### Create an Accessibility and Transparency with the Executive

- Host regular executive office hours to facilitate a space for students to bring forward issues and concerns.
- This platform for feedback will be a consistent channel of access for the student body to speak with the executive outside of AMS townhalls.

#### AMS Consultation Guide

- The AMS created a consultation guide that mapped out best practices for engaging students in research and outlined the importance of documenting and recording consultations to strengthen our institutional memory of important student narratives and experiences.
- As more clubs and external groups are doing equity work and running consultations, we should revise and publish this consultation guide to enforce accountability and best practices in equity work across our community.

#### Create a Safe and Accountable Space for Students to Meet with Administration\*

- Expanding the equity town hall, creating an annual general town hall to further advance a culture of transparency and accountability at Queen's. Having both the annual equity town hall and an annual general town hall will ensure there is an institutional framework providing students with more opportunities for feedback.

#### Transparent Communication with Students Surrounding Finances

- Increase promotion and awareness around how we are spending our money. This includes more promotion around the annual general report and of the existing governance documents of the AMS website.
- Publish statistics on the AMS's yearly spending on grants and bursaries.

#### Amend the AMS Relationship with Students by Distancing Ourselves from the University\*

- Ensuring that we are centering the student voice in all discussions, projects and meetings, both internally and externally, with the goal of distancing the AMS from the University.



- This distance will help in rebuilding the relationship with students to make it clear that the AMS works for students and not for the University. It is imperative that any compromise on a decision made with the University is not made at the cost of the student experience.
- The focus shall always be on the students, and not on the relationship with the University.

### Amplifying EDII Issues at the Board of Trustees

- Securing a presentation with the Board of Trustees about issues affecting QTBIPOC students.
- Work with the undergraduate trustee to establish a working relationship to ensure that QTBIPOC student's concerns are allocated more time at Board of Trustees meetings. The Board of Trustees is one of the three governing bodies of the University, along with the Senate and the University Council, all of which are administered by the University Council. [Click here to learn more.](#)

## Section 2: AMS Culture, Hiring, and Human Resources

### Staff Wide Equity Resources

- Drop in Staff Wide Monthly EDII Discussions
  - o AMS-wide discussions on equity, diversity, inclusion, and Indigeneity to ensure safe and accountable spaces within the organization for conversations, collaboration, and accountability.
  - o This will also provide volunteers, staff, and senior management the opportunity to learn from each other and collaboratively address equity issues in the AMS.
- Create a newsletter for the SIC (Social Issues Commission)
  - o Communicating the work the SIC is doing, both internally and externally, will allow for more SIC collaboration and engagement from other members of the AMS.

### Internal AMS Climate Survey

- The AMS plays a key role as a provider of student jobs on campus. This means we have a responsibility to foster a safe, inclusive, and accessible internal culture.
- Working with the HR Officer and Social Issues Commissioner to create a yearly survey and report analyzing issues in the AMS will help identify and highlight where we must improve.

### Expand on the Current AMS Mandated EDII Trainings

- Highlighting the importance of constant learning in leadership, we need to expand on the current mandated trainings. On top of currently mandated trainings, yearly trainings should include:
  - o Land acknowledgment training
  - o Sign language training that is relevant to our roles and interactions with students.

### Funding for AMS Volunteers

- Hundreds of students volunteer for the AMS every year to help us run services and programs that greatly contribute to student life. Being cognizant of this, we should offer financial support at the end of the year to show appreciation for volunteering significant time and help relieve them of the financial burden that student fees can be.

## Equitable Hiring

- Have hiring managers black out names/do not ask for resumes and just make it a form so that hiring is actually anonymous.
- Do not include the year on hiring to avoid bias
- Ask people upon hiring if they would be interested in being considered for another job or volunteer position so that qualified candidates who did not get competitive positions can be referred to unapplied for positions.

## Increased Representation of Indigenous, International, Black, and Racialized Students in the AMS\*

- Funneling more time, resources, and energy into marketing and recruitment for QTBIPOC students at Queen's, as well as utilizing the Talent Acquisition Manager function within the HRO (Human Resources Office) to improve outreach to QTBIPOC students.
- Prioritizing outreach to equity seeking groups during hiring, including paid promotion.

## Staff Training and Demerits

- Revise the demerit policy as it has historically fostered a negative culture of inaccessibility.
- Ensure a reasonable degree of flexibility around mandatory/required training periods, especially during transitional times of the school year where students are travelling, so that AMS jobs are accessible to people who are travelling far to Queen's or have other large responsibilities or commitments.
  - o Working within HR Caucus to ensure all managers are cognizant of the locations and moving schedules of their staff when organizing training sessions.

## Inclusion and HR

- Ensure equal access to days off for those celebrating non- statutory (non-Christian) holidays. This means following legal requirements outlined in the Ontario Human Rights Code of accommodating time off and providing alternative options for working the hours.

## Strengthening HR Caucus

- The AMS employs hundreds of student employees and provides incredible opportunities for student workplace management and skill-building. This means that we must provide adequate HR resources to AMS managers to ensure positive and inclusive workplaces.
- HR caucus is a monthly meeting of AMS managers run by the HR office to allow for dialogue and support around HR and management.

## Fighting Harassment and Discrimination

- Support the Clubs commissioner in implementing HR policies to help club leaders address issues and incidents in their student group
- Creation of a safe culture for employees to speak up and report racist, homophobic and discriminatory incidents.
  - o The continuation of the anonymous HR survey tool.
  - o The creation of a whistleblower policy, an anti-retribution policy and an open-door policy in collaboration with the Human Resources Officer to ensure a culture of transparency in the AMS.

## Section 3: Student Support and Engagement

### Consultation Appreciation Policy

- Create and pass a comprehensive consultation policy that will ensure students who give their time and emotional labour to the AMS will be properly compensated or receive appropriate volunteer appreciation.
- A policy is currently being developed for presentation to the AMS Board of Directors.

### Enhanced Equity Caucus\*

- Equity caucus is a monthly opportunity for equity leaders to meet and discuss issues and work being done on campus. Revitalizing and strengthening equity caucus would help facilitate collaboration and engagement with equity work.
- We will post monthly updates on our social media following equity caucus to allow for transparency and broader student reach.
- While the Social Issues Commission is usually chair and a member of caucus is elected vice-chair, equity caucus should have two co-chairs that are equal. This will provide more opportunities for consultation and collaboration around the structure and running of equity caucus.
- Have everyone onboarded onto a centralized communication channel so student leaders can share events and discuss issues with each other outside of monthly meetings.
- We are currently redeveloping mandate.

### More Funding Opportunities for Marginalized Students

- Acknowledging findings from the ASUS Financial Accessibility Report (2020), financial inaccessibility is a large barrier preventing students from fully enjoying and engaging with university life. Also acknowledging that this is an issue that disproportionately affects BIPOC and first-generation students.
- Advocating for more financial aid that is accessible, renewable, and not loan based scholarships to help sustainably support students throughout all of university.
- Continuing to push for the launch of the Mutual Aid Alliance Fund that will provide emergency bursaries that are open to all students.
- Working with the Social Issues Commissioner and Clubs to Commissioner to create a student experience grant for marginalized students to address the intersectional impacts of this issue.

### Equity Retreat for Student Leaders

- Being cognizant of the burden and mental, emotional, and physical toll of equity work at Queen's, the AMS can play a supportive role in not only helping students' advocacy but also helping support their wellbeing and health.



- The Social Issues Commission will plan programming with an emphasis on wellness to help support and treat equity leaders and to provide an opportunity for rest and community care.

### Equitable Orientation Week

- Integration of student feedback and qualitative Orientation feedback to develop a more intersectional Orientation Round Table (ORT) training for all executives and leaders.
- Creation of an Orientation EDII Committee including members of all faculties to hold executives and administrators accountable through training and programming.

## Section 4: Sexual Violence Prevention

### Addressing Lighting in the University District

- Supporting the comfort and safety of our student neighborhoods by addressing concerns around lighting brought forward by students.
- Working with the Commission of External Affairs and municipal partners to advocate for better lighting in the University District.

### Mandating Trainings

- Work with the Bystander Intervention Program to mandate the certificate of sexual violence for all senior management, and to mandate bystander intervention training for all AMS employees and volunteers.
- Join the Sexual Violence Prevention and Response Services in advocating for mandated sexual violence training for all students, staff and faculty to fight the lack of awareness on campus.

### Advocating for More Accountability and Transparency around Sexual Violence

- Addressing the lack of transparency around sexual violence accountability and lack of trust in resources and institutional action.
- Advocating for the annual release of a report that outlines yearly updates around sexual violence at Queen's and annual statistics around the sanctions and systems of accountability that are used.

### Gender Based Violence Awareness and Prevention Month

- Work with the Sexual Violence Prevention and Response Services to facilitate a yearly Gender Based Violence Awareness and Prevention Month with diverse programming and initiatives.
- Ensure we are collaborating with a wide variety of clubs and addressing issues of consent with an intersectional lens.

### Resources Specific to the Needs of our Community

- Ensuring that our sexual violence resources are research driven and intentional by advocating and creating resources that target the specific needs of our community. As outlined in the Campus Experience Survey (2020), this includes resources that address party culture, hook up culture and toxic masculinity at Queen's.
- Advocating for more consent education and restorative peer-to-peer accountability in our accountability systems, to move towards sustainable safer spaces and social change.

## Section 5: Accessibility and Mental Health

### Accessibility and Inclusion Trainings

- Work with the residence society to advocate for inclusivity training
- Work with departments and faculty societies to advocate for mandated trainings for employees in residences, especially dons.

### Medical Accessibility

- Advocate for better access to health services on campus, including accessible appointment booking, shorter wait times and more varied resources.
- Working with Student Wellness Services to support the creation of diverse and remote options for accessing health services and providing educational resources to raise awareness for these resources on campus.

### Getting a Black Counsellor

- Advocating for the prompt and long-overdue hiring of a Black counsellor.
- For SWS (Student Wellness Services) to properly assist the QTBIPOC community at Queen's with health and wellness, it is imperative that there are QTBIPOC Counsellors available.
- Providing University Administration and Hiring Teams with reports and data to show why this is imperative.

### Orientation Education Around Mental Health and Accessibility Resources

- Addressing a lack of awareness amongst new students around academic accessibility, using Orientation week to distribute centralizing resources that discuss the symptoms of different mental illnesses that students might encounter or be unaware of while in university.

### Specific Wellness Programming for Queer and Trans Students

- The creation of a new initiative in partnership with the Peer Support Center and Social Issues Commission that will provide wellness programming for queer and trans students.

### Investing and Supporting BIPOC Talk

- BIPOC Talk, formerly named PSC x CARED, is an initiative with the Peer Support Center and Social Issues Commission that provides peer-to-peer support for BIPOC students, by BIPOC students.
- This service was recently rebranded and expanded, and in the following years we must commit to allocating more financial resources and support to this important initiative.

## Section 6: Indigeneity

### Indigenizing Space, Practice and Dialogue

- Incorporation of Indigenous knowledge into AMS Sustainability Advocacy. This includes:
  - o Adding Indigenous Practices and Teaching into the AMS Sustainability Goals in consultation with Indigenous students.
  - o Changing the Sustainability Commission mandate to include a commitment to honouring Indigeneity.
- Looking into investment of Indigenous commissioned, local and student artwork for AMS offices.
- Indigenous Cultural Sensitivity Training for all AMS staff with the option for students interested to attend.
- AMS engagement within Indigenous events and involvement with the community.

### Having a Paid Position for Indigenous Initiatives

- Being cognizant of the importance of advancing indigeneity and reconciliation in the AMS and at Queen's, we need a dedicated and paid student to help lead and support Indigenous initiatives.
- In the past, we have relied on the unpaid labour of Indigenous students but must allocate more resources and have a paid position that recognizes the value and importance of this work.

### An Indigenous Resource Package for Clubs and Faculty Societies\*

- Working with Clubs Office, Faculty Societies and Social Issues Commission to make an Indigenous Resource Package available to student leaders and those in clubs.

## Section 7: Initiatives and Outreach

### Equitable Marketing and Outreach Guidelines

- To ensure that our outreach and marketing is inclusive, accessible, and representative we must create rules or guidelines around posting about social issues. This will include requirements to:
  - o Discuss posts with relevant groups in the Social Commission or equity groups on campus.
  - o Ensure we are properly crediting artists, creators, academics, and students that we work with.
  - o Ensuring that pictures and imagery, particularly depicting marginalized groups, are not tokenizing, stereotypical, inappropriate, or offensive.

### Review of Marketing and Communications Policies\*

- Review of marketing and communications policies to eliminate restrictions on speaking about advocacy and social issues, and to allow AMS social media accounts to better empower QTBIPOC voices.

### Recognize Holocaust Awareness Week Every Year

- International Holocaust Remembrance Week is hosted annually to commemorate the victims of the holocaust.
- The AMS must commit to highlighting this week and its importance by raising awareness around this topic. We will also share and advertise student run events and initiatives put on by groups in the Queen's community.

### More Initiatives from the AMS Services

- It is important that the equity work done in the AMS is not specific to the government commissions and spans across the services as well. To allow more room for equity initiatives, we are creating goals around resource allocation and collaboration with the Social Issues Commission to try to ensure all AMS services are doing at least one initiative or project each semester that advances equity, addresses accessibility/inclusion, or raises social awareness.
- Working with the AMS services to create a program that can help support equity groups on campus. This includes partnering with the Student Life Center, Cogro and the Printing and Copy Center to create an initiative that offers discounts for EDII events, initiatives, or projects.
- More inclusive branding around AMS offices, services, and spaces. The signs, posters, and artwork that we have around our spaces have an impact on how inclusive they are. They also provide the opportunity to educate others and raise social awareness.

## Section 8: Governance and Internal Structure

### Reviewing the Campus Affairs Commissioner Mandate to Allow Them to Engage with EDII\*

- Continuation of this review to include a broad scope assisting the AMS Executive and the Social Issues Commission with student-facing issues, support, policy revision, and advocacy.
- Creating a channel where the Campus Affairs Commission can directly engage with students and amplify their voices in advocacy work regarding EDII to the University.

### Social Issues Commission Website Page\*

- To increase accessibility and visibility of the efforts students on campus are contributing to regarding anti-racism and EDII.
- To provide educational resources to students including a glossary with terms and readings for further education.

### AMS BIPOC Alumni Community (Networking Events and Support Group) \*

- Using the Alumni and Sponsorship Office to facilitate these connections.
- Alumni and Sponsorship Director will create more Alumni Networks and networking events for QTBIPOC students. Students will be consulted beforehand to ensure these events are accessible and tangible.
- Creating a space for alumni in the AMS BIPOC community to chat with current AMS Staff and act as a support.

### Further Investing in the Social Issues Commission (SIC) Staff and Volunteers

- Creating proposals to make SIC committee chairs paid employees to address their insufficient compensation and properly acknowledge the value of their labour.
- Investment in Equity Retreat for Student Leaders to help support the students that do equity work on campus.
- Increasing funds allocated to Equity Grants and Bursaries to better support other equity work on campus and the students that are doing it.
- Increasing allocation to the SIC Special Projects line for events and initiatives, such as SIC Community Care sessions.
- Create budget lines for Outreach and Education, Events, the Mutual Aid Alliance, the Council of Indigenous Initiatives, Student Advocacy Summit and Gender Affirming Assistance Project to ensure the SIC can properly fund all projects.

### Accessible and Equitable Elections (More Outreach and Resources) \*

- Consultations with the Secretary of Internal Affairs and the Social Issues Commission to see where the AMS can ensure elections are more equitable. Ensuring resources to do so are prepared beforehand and widely shared, not just to those internal to the AMS.

- Conducting further outreach to outline AMS position mandates especially to students external to the AMS to encourage them to get involved in student government and leadership.

### Resource Allocation and Strategic Planning

- Our goal plans and budgets guide and decide the initiatives and programming we put on in the year. Including EDII in goal plans and budgets is imperative to ensuring it is consistently practiced across the AMS.
- All commissioners, head managers, and directors must have sections for EDII in their goal plans and budgets to outline the initiatives, resources, and projects they will do to advance equity.

### Revising the AMS Services Mandates to Outline their Support to EDII\*

- Reviewing the AMS Constitution and Mandate through an EDII lens
- Creating an AMS Faculty Society training policy to outline training student leaders should receive.

### Creation of an AMS Faculty Society Training Policy\*

- Working in conjunction with the Faculty Societies to create a policy that clearly outlines training that our student leaders must receive.
- Agreements for the training will be included in the Memorandum of Understanding that each Faculty Society signs at the beginning of their term.

### AMS Mandated Equity, Diversity, Inclusion, and Indigeneity Training for Ratified Clubs\*

- Implementation of racial bias training.
- Educating employees and volunteers about microaggressions in the workplace.
- Providing employees and volunteers tools to respond to the behaviour.

### Yearly Revision of this Action Plan\*

- To ensure EDII continues to be a priority in the AMS, it is essential this goal plan is continued each year.
- To advance self-reflection and practice positionality, the Social Issues Commissioner and Director of Communications should engage members of senior management and members of the student body in consultations and feedback periods to help guide these commitments.
- New AMS Executive members will be transitioned on and instructed to revisit this Action Plan for the following reasons:
  - o To check on yearly goals and progress.
  - o To address new challenges on campus.



- To reflect and revisit goals and initiatives. Alma Mater Society EDII Commitments
  - To hold the AMS and the University accountable to committing to supporting QTBIPOC students.
- These goals should be released by the end of the winter semester every year.

## Section 9: Academics and Learning

### Supporting Faculty Societies in Diversifying Curriculum\*

- Work with Faculty Societies through Equity and Academic Caucuses to discuss and advise.
- Advocate for things that make classrooms safer including supporting TAs in demanding paid mandatory sexual violence, harassment, and discrimination training.
- Advocating for more accessible accommodations ensures that students are supported by the university and faculty.
  - o This includes bringing discussions to the Senate Educational Equity Committee around the harmful new 7-day cap on extensions and accommodations, mutual exclusivity around note-taking resources and improving feedback mechanisms.
- Empowering Academics Caucus to work with faculties to diversify curriculum, critically identifying issues that exist and collaborating to guide each other through solutions.
- Work to advocate for these changes to Senior Administrators and faculty groups.

### Advocate for Integration of Indigenous Knowledge in Academic Curricula\*

- Work with Faculty Societies through Equity and Academic Caucuses to discuss and advise.
- Advocate for these changes to Senior Administrators and faculty groups, including the Provost's office.
- Work with the Centre for Teaching and Learning (CTL) to introduce a student consulting and advisory program on Teaching and Learning. This program would employ and train students to observe classrooms and advise instructors on how they can effectively incorporate EDII into their teaching and what can be done better.
- Pushing for additional integration into curriculum and degree plans. Every course should strive to incorporate it in some form, but there should be courses relevant to each degree that have a strong EDII focus.
- Seriously addressing inappropriate course material and assessments included in courses by instructors and advocating for University Administration to enforce stricter control over course material by departments and units.

### Prioritizing QTBIPOC Issues during Provincial Advocacy – Ontario

#### Undergraduate Student Alliance (OUSA)\*

- [Click here](#) to learn more about OUSA.
- Continuing to utilize the AMS relationship with OUSA to ensure QTBIPOC issues are being advocated for during Provincial Advocacy work.
- Ensuring an equity lens is being taken during drafting of all papers.
- Ensuring QTBIPOC folks are engaging with OUSA on said papers and attending as delegates.



## Next Steps

More important than the goals we lay out are our plans to act on them. This January 2022, the Social Issues Commissioner will be meeting one-on-one with all leaders of AMS commissions and services to discuss how these goals will be disseminated to all AMS members. To ensure institutional memory, these goals will be included in all transition manuals for our successors.

In the future, this report will be released annually to take stock of the equity work done in the AMS, and to ensure that there is constant advancement in the areas of equity, diversity, inclusion, and Indigeneity.