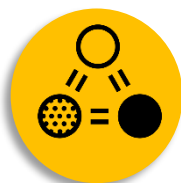




Topic: Equity, Diversity, Inclusion and Indigeneity



Introduction: How can we celebrate and support the diversity of our student body, and engage with our student leaders in doing so? How can classroom innovation aid in creating an inclusive learning environment that responds to students' different learning needs and styles? How can we support the socio-economic diversity of our class, ensuring that all students succeed at Queen's Law and beyond? Finally, do our course offerings and faculty appropriately reflect the diversity of our student body? These questions and more are addressed in our examination of equity, diversity, inclusion and indigeneity at Queen's Law.

CONTEXT:

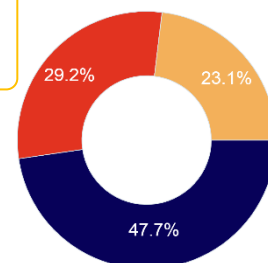
The survey of incoming JD classes conducted since 2016 indicates our student body reflects the diverse composition of the Canadian population:

- 39% of the first-year class identified with a racial/ethnic status other than white
- 12% of first-year JD students identify as having a disability
- 4% of the 2018 respondents are the first in their family to graduate from university
- 75% are the first in their family to attend law school
- Just under a quarter (24.4%) of the 2019 respondents indicated they were born outside Canada, exceeding the Canadian average of 22%

However, only 1% of our incoming JD class identified as Black and 3% as Indigenous—groups that Canada's legal system routinely fails. And our faculty is less diverse than our student body. Remedying under-representation is not only important for fostering a more diverse learning environment for all our students, but also for ensuring that Queen's Law fulfils its mission to the legal profession and to the administration of law and justice in Canada. Queen's Law offers some courses on race and other courses where race is a component of a larger focus of study. However, there are currently no courses dedicated to issues of race and the law that are offered by full-time faculty.

QUESTION:

Should more course offerings on race and the law be offered at Queen's Law?



QUESTION: What could Queen's Law do to better support students who are first-generation lawyers in Canada?

Prominent themes:

- An expanded, free tutoring program for students throughout law school (not just for 1L)
- Internship programs pairing first-generation lawyers with prestigious law firms
- Mentorship programs (and/or start programs earlier in 2L)
- Specialized events for 1L first-generation law students (seminars/ symposiums)
- High-quality career support
- Encourage contact with alumni who are first-generation lawyers; alumni mentorships
- Provide more post-law school support (networking, professional development, enhancing communications skills)
- Scholarships/bursaries for first-generation law students
- Provide a supportive learning experience
- Customized career planning

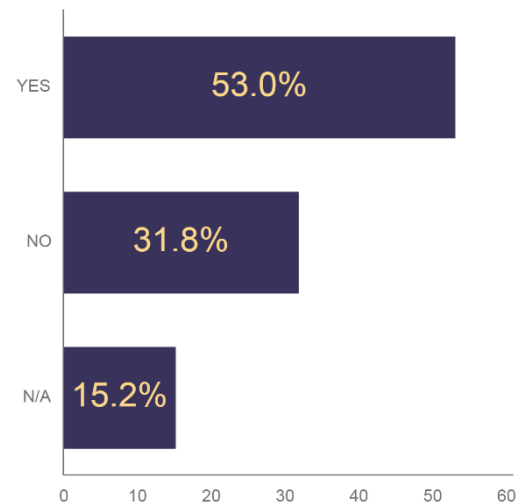




QUESTION: In your experience, is Queen's Law an inclusive environment?

Prominent themes if respondents indicated 'no'

- Greater emphasis on diversity of thought
- Some barriers to diversity still exist and require a holistic approach
- Ensure that Queen's Law is a welcoming, inclusive environment
- Prioritize the recruitment of BIPOC students
- Greater diversity in terms of the faculty population
- Progress is being made by new faculty members, but more is needed



QUESTION: what would make Queen's Law a more inclusive place to learn and work?

- Curricular changes: increasing antidiscrimination courses, Indigenous Law, and others
- Hiring people of colour and admitting more students of color, as well as LGBTQ+ people
- Shift standard class times to provide flexibility to students who commute from large urban centres (would support greater diversity for those who do not live in Kingston)
- Attract, retain faculty members who represent different points of the political spectrum
- Implementation of the new admissions stream for Black students, including robust advertisement so that potential Black applicants are aware of how much their applications are valued and welcomed
- Host BIPOC-specific networking events so that BIPOC law students can network
- Move beyond gendered terms (alumnus or alumna) towards the use of non-binary acknowledgements for Queen's law grads
- Allowing transgendered and non-binary law students to state their pronoun use to create a more inclusive environment
- Encouraging diversity of opinion on matters related to freedom of speech, originalism, traditional common law principles, etc.
- Continuing to focus on events which bring students together
- Address financial barriers – bursaries and scholarships for underrepresented groups
- Ensuring that more women and people of colour hold administrative leadership positions
- Encourage activities that bring faculty and students together; more workshops or webinars that focus on diversity (in an engaging way)
- More cross collaboration among departments and faculty
- Ensure current faculty represent and display emphatically a commitment to EDII